

Faculty Work/Life Balance:

Results of the 2008 NDSU FORWARD Survey



SEPTEMBER 2010

Prepared for
NDSU FORWARD by the North Dakota State Data Center
at North Dakota State University, Fargo

NDSU

PREFACE

NDSU FORWARD is committed to establishing a university culture in which all are nurtured and supported to develop to their fullest potential, and the criteria for success and achievement incorporate the unique skills and contributions of both men and women. FORWARD stands for **F**ocus on **R**esources for **W**omen's **A**dvancement, **R**ecruitment/Retention, and **D**evelopment.

The faculty work/life survey, the results of which are presented in this report, was developed in order to better understand issues related to quality of work and life for faculty at North Dakota State University (NDSU). First conducted in late 2008/early 2009, the survey will be repeated on a periodic basis to help NDSU FORWARD staff examine issues of importance to NDSU faculty and monitor changes over time.

The survey data were provided to the North Dakota State Data Center by NDSU FORWARD for purposes of analysis. The report is available electronically on the NDSU FORWARD website at <http://www.ndsu.edu/forward/> and the North Dakota State Data Center website at <http://www.ndsu.edu/sdc/publications/research.htm>.

Acknowledgments

The survey instrument was adapted with permission from an instrument designed by the Women in Science & Engineering Leadership Institute (WISELI) at the University of Wisconsin-Madison, as part of their National Science Foundation (NSF) Advance program award (for more information, see <http://wiseli.engr.wisc.edu/facworklife.php>).

The Advance FORWARD program at North Dakota State University is sponsored by the NSF ADVANCE Institutional Transformation Award HRD-0811239 (for more information, see <http://www.nsf.gov/crssprgm/advance/index.jsp>). While the NSF Advance program focuses on Science, Technology, Engineering, and Mathematics (STEM) disciplines, NDSU has provided additional funding in order to expand the focus of NDSU's Advance FORWARD efforts to the entire campus.



**Report prepared for NDSU Advance FORWARD
by the North Dakota State Data Center**



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EXECUTIVE SUMMARY

The faculty work/life survey is part of the Advance FORWARD project at North Dakota State University (NDSU), which is funded by the National Science Foundation (NSF). While the NSF Advance program focuses on Science, Technology, Engineering, and Mathematics (STEM) disciplines, NDSU has expanded the focus to the entire campus. This survey collected baseline data on a variety of topics important to faculty: the hiring process at NDSU, the tenure process at NDSU, professional activities, satisfaction with NDSU, NDSU programs and resources, balancing personal and professional life, women faculty at NDSU, and demographics. The survey will be repeated on a periodic basis which will allow NDSU FORWARD staff to examine issues of importance to NDSU faculty and monitor changes over time.

The survey was administered electronically using NDSU's faculty email listserv. Data were collected mid-December 2008 through early February 2009. The survey had 325 respondents. Of these surveys, data analysis was limited to the 224 respondents who were tenured and tenure track NDSU faculty. According to data from NDSU's Office of Institutional Research and Analysis, there were 488 tenured and tenure track faculty at NDSU in fall 2008, representing a survey response rate of 45.9 percent.

The analysis of the faculty work/life survey was conducted in two parts. First, frequency distributions were run for each question, and means were run on questions as applicable. Second, significance testing was conducted. This procedure tests whether the distribution of responses differs from what normally should be expected. Six key characteristics were explored for significance using Chi-square tests and t-tests as appropriate: gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). The distributions that revealed statistically significant differences at the $p < .05$ level are discussed in the narrative associated with each figure. When more detailed data are available in an appendix table, the corresponding appendix table is noted in the narrative.

Every figure provides the distribution of responses by gender, even when the results for gender are not significant. In the section on Professional Activities, distributions are presented overall and by gender by STEM status as well; significant differences in responses by gender for STEM respondents and for non-STEM respondents are noted with each figure.

The Executive Summary presents a broad overview of the overall survey results. Because several significant differences were found based on the six variables described above, an overview of these significant differences is presented in their own section of the report entitled Overview of Significant Differences.

Survey Results

Women Faculty at NDSU

Regarding statements about recruitment of, climate for, and leadership of women faculty in their primary department/unit, respondents strongly agreed the most that the climate for women in their department is good followed by that their department has actively recruited women faculty. More than half of respondents generally agreed that their department has identified ways to recruit women faculty. Respondents were fairly mixed in their views regarding whether their department has identified ways to enhance the climate for women, whether their department has taken steps to enhance the climate for women, whether their department has identified ways to move women into leadership positions, and whether their department has made an effort to promote women into leadership positions. The majority of respondents generally agreed that their department has too few women faculty in leadership positions.

Hiring Process at NDSU

The majority of tenure and tenure track faculty at NDSU were first hired as an Assistant Professor, and more than one-third were recruited to apply for a position at NDSU. More than two-fifths of respondents had been at NDSU 5 years or less at the time of the survey. Regarding statements about the hiring process, respondents strongly agreed the most that their interactions with the search committee were positive, followed by feeling that faculty in the department made an effort to meet them, that they were satisfied with the hiring process overall, and that the department did its best to obtain resources for them. While still agreeing overall, fewer respondents strongly agreed that they negotiated successfully for what they needed and that they were pleased with their start-up package. The majority of respondents agreed that they were naive about the negotiation process.

Respondents were provided a list of factors that influenced their decision to ACCEPT a position at NDSU and were asked to indicate the three most important factors. The most common positive influence was the *colleagues in the department/unit/lab*. The next most common positive influences included *teaching opportunities*, *geographic location*, and *research opportunities*. The items least frequently marked as among the three most important positive influences included *prestige of university*, *climate for faculty of color*, and *climate for women*.

Respondents were asked to indicate from a list the three most important factors that caused them to HESITATE to accept a position at NDSU. The most common negative factor was the *geographic location* followed closely by *salary and benefits*. The next most common factor causing respondents to hesitate was the *prestige of the university*. The items least frequently marked as among the three most important factors causing respondents to hesitate included *climate for faculty of color*, *quality of public schools*, and *teaching opportunities*.

Tenure Process at NDSU

Among all respondents who are tenured or are on a tenure track, regardless of where they went through the process, 55 percent already have tenure. The vast majority of respondents who are tenured or are tenure track did (or will) experience the tenure/promotion process to Associate Professor at NDSU as opposed to another institution; among these respondents, half currently have tenure or an indefinite appointment. Regarding statements about respondents' experience with the tenure/promotion process to Associate Professor, among those who did (or will) experience the process at NDSU, respondents strongly agreed the most that they feel (or felt) supported in their advancement to tenure/promotion followed by that they receive (or received) feedback on their progress toward tenure/promotion and that they understand (or understood) the criteria for achieving tenure/promotion. While still agreeing overall, fewer respondents strongly agreed that they were satisfied with the tenure/promotion process overall; that they feel there is (or was) a strong fit between the way they do (or did) research, teaching, and service and the way it is (or was) evaluated for tenure; and that they were told about assistance available to pre-tenure/promotion faculty. However, respondents did not agree that they receive (or received) reduced responsibilities so that they could build their research program.

While the vast majority of respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU have not reset the tenure clock, 14 percent have. Among these respondents who have reset the tenure clock, they have found their departments to be generally or very supportive. The main reason respondents gave for extending/resetting their tenure clock was because of family, children, and care giving. Most respondents indicated that they were not granted any reduced responsibilities when they extended/reset their tenure clock. Some of the respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU indicated that they chose to not extend/reset their tenure clock even though they may have wanted to (13 percent). Most of these respondents said it was a personal decision, and some cited concerns about stigmatization.

Professional Activities

Respondents were asked to indicate the amount of work time they CURRENTLY spend on various professional activities. Respondents dedicated the largest proportion of time, on average, to *teaching* followed by *research*. Respondents were then asked to indicate the amount of work time they would PREFER to spend on various professional activities, and the top two spots were reversed. When comparing the amount of work time respondents indicated they CURRENTLY spend versus what they would PREFER to spend, the biggest change respondents would like to make, on average, would be to spend more of their work time on *research* and less of their work time on *teaching*.

Regarding statements about the availability of resources, respondents strongly agreed the most that they have sufficient office space. While still agreeing overall, fewer respondents strongly agreed that they have colleagues or peers who give them career advice or guidance when they need it, that they have enough office support, that they receive the amount of technical/computer support they need, that they have sufficient laboratory space, that they have the equipment and supplies they need to adequately conduct their research, and that they have colleagues on campus who do similar research. Respondents also generally agreed that they have sufficient space for housing research animals. However, respondents were mixed about receiving regular maintenance/upgrades of their equipment and did not agree that they have enough internal funding to conduct their research or that they have sufficient teaching support. Most respondents would like to receive more department travels funds than they currently do.

Respondents were asked about collaborations, currently and in the past, with colleagues in their primary department and off the NDSU campus. The majority of respondents were currently collaborating with colleagues in their primary department and colleagues off the NDSU campus, and the majority had done so in the past. Respondents were also asked whether they have ever served on, or chaired, various committees in their department. The majority of respondents had served on a faculty search committee, a curriculum committee, and some other type of committee (such as student, university, and assessment and evaluation committees) in their department; nearly half had served on a graduate admissions committee; and more than one-third had served on a promotion committee. Smaller proportions had chaired these committees. Respondents were then asked whether they currently hold, or have held, various positions on the NDSU campus. The majority of respondents had held a role as principle investigator on a research grant in their department or college in the past. Less than one-third had held an administrative role or a role as principle investigator on an educational grant, and less than one-fifth had held another type of role. Smaller proportions currently held these roles. Finally, respondents were asked whether they have held various leadership positions outside NDSU. One-third of respondents had held a position as chair of a major committee in a professional organization or association outside NDSU, more than one-fourth had been president or held another high-level position in a professional association or organization, one-fourth had held a position as a member of a national commission or panel, and nearly one-fifth had held a position as editor of a journal.

Two-fifths of respondents indicated they are interested in taking on formal leadership positions at NDSU and an additional one-third were not sure if they are interested. Among these respondents, nearly two-fifths indicated that there are barriers preventing them from taking on such a position. Barriers included institutional barriers like the amount of time, time-consuming tenure requirements, and expectations, as well as gender-related barriers like too few women in leadership roles in agriculture, perceptions of an old-boys' network operating at NDSU, a male-dominated environment, and perceptions/attitudes that some people hold about women's roles at NDSU.

Regarding statements about interactions with colleagues and others in their primary department/unit, respondents strongly agreed the most that they are treated with respect by staff, followed by that they are treated with respect by their department chair/head, that they are treated with respect by students, and that they are treated with respect by colleagues. While still agreeing overall, fewer respondents strongly agreed that they feel like they "fit" in their department, that colleagues in their department solicit their opinion about work-related matters, that they feel that their colleagues value their research, and that they feel that their research is considered mainstream. However, respondents were mixed about whether they encounter unwritten rules concerning how one is expected to interact with colleagues, and did not agree that they feel excluded from an informal network in their department.

Regarding statements about their participation in the decision-making process in their primary department/unit, respondents strongly agreed the most that department meetings allow for all faculty members to share their views. While still agreeing overall, fewer respondents strongly agreed that they feel like a full and equal participant in problem-solving and decision-making, that their department chair/head involves them in decision-making, that they have a voice in how resources are allocated, and that committee assignments are rotated fairly to allow for participation of all faculty.

Satisfaction with NDSU

Most respondents said they are satisfied, in general, with their job at NDSU and with the way their career has progressed at NDSU. However, three-fourths of respondents said they have considered leaving NDSU. Respondents were asked about factors that had contributed to their consideration to leave NDSU. The highest proportion of respondents cited the atmosphere, environment, and conditions at NDSU, such as their department and colleagues, the administration, the lack of research opportunities, and gender-related issues.

NDSU Programs and Resources

Respondents were asked their perception of the value of various programs on the NDSU campus as well as whether they have ever used the program. The program at NDSU most frequently described as very valuable was the *spousal/partner hiring program* (nearly half of respondents). Nearly two-fifths of respondents indicated that the *extension of the tenure clock program* is very valuable. The programs that were least frequently described as very valuable included *Gear Up for Grants*, *workshops for search committees*, *WISMET*, and *on-line training for search committees*. The programs that the most respondents had never heard of were the *WISMET program* (nearly two-fifths) followed by the *on-line training for search committees program* (more than one-third). Most respondents had used the *pedagogical luncheons/workshops program* and the *new faculty orientation program*. The *faculty mentoring program* had also been widely used and the *Gear Up for Grants workshops program* had been used by more than half of respondents. The less commonly used programs included the *on-line training for search committees program*, the *FORWARD Allies/Advocates program*, and the *extension of the tenure clock program*.

Balancing Personal and Professional Life

Regarding statements about balancing their personal and professional lives, most respondents disagreed that they have seriously considered leaving NDSU in order to achieve better balance between work and personal life, that they often have to forego professional activities because of personal responsibilities, and that personal responsibilities and commitments have slowed down their career progression. Most respondents agreed that they are usually satisfied with the way in which they balance their professional and personal life.

Among all respondents, more than two-fifths currently had children ages 18 or younger and one-fourth currently had children ages 6 or younger. Two-thirds of respondents had cared for, or currently care for, dependent children. Among these respondents, two-fifths currently used or needed childcare services or programs to care for a dependent child. Among these respondents (i.e., had/have children and use childcare), the most common childcare arrangement was a *non-university childcare center* (half of respondents). Approximately one-fifth of respondents used *after-school care*, the *NDSU Center for Child Development*, or *childcare provided in the provider's home*. The most common childcare issue was *care for school aged children after school or during the summer* (nearly two-thirds) followed closely by *availability of campus childcare*. Other issues facing at least half of these respondents included *availability of infant/toddler care* and *back-up or drop-in care when usual childcare arrangements do not work*.

Nearly one-fifth of respondents had provided care for an aging parent or relative in the past three years.

The vast majority of respondents were either married or cohabiting with a partner. Respondents who were not single were asked about their spouse or partner's CURRENT and PREFERRED employment status; the majority had spouses/partners whose current employment status is full-time and who preferred to be working full-time. Respondents indicated that two-fifths of their spouses/partners work at NDSU.

Regarding statements about the careers of the spouses/partners of respondents who were not single, nearly half of respondents strongly agreed that they and their spouse/partner are staying in Fargo/Moorhead because of the respondent's job. Respondents generally agreed that their spouse/partner is satisfied with his/her current employment opportunities and generally disagreed that they have seriously considered leaving NDSU in order to enhance their spouse/partner's career opportunities. Respondents were mixed regarding whether they and their partner have seriously considered leaving Fargo/Moorhead in order to enhance both their career opportunities.

Regarding statements about their department/unit's support of family obligations, respondents generally agreed that most faculty in their department are supportive of colleagues who want to balance their family and career lives and felt that it is not difficult for faculty in their department to adjust their work schedules to care for children or other family members. Nearly half of respondents strongly disagreed that faculty who have children are considered to be less committed to their careers and that department meetings frequently occur in the morning or late in the day. While approximately half of respondents generally agreed that their department has a supportive policy for faculty who have a new baby and that the department is supportive of family leave, at least one-fourth of respondents said they didn't know for each.

The vast majority of respondents rated their overall health at the time of the survey as excellent or good. Nearly one-tenth of respondents indicated they have a significant health issue or disability. When asked about how often they feel various health-related emotions/states, the majority of respondents said they feel happy quite often. The majority of respondents said they feel stressed and fatigued at least sometimes. At least one-fourth said they feel nervous, depressed, and short-tempered at least sometimes. The majority of respondents also say they feel physically fit and well-rested at least sometimes.

Demographics

More than half of the respondents to this survey were men and 46 percent of respondents were women. According to data from NDSU's Office of Institutional Research and Analysis, 74 percent of the 488 tenured and tenure track faculty at NDSU in fall 2008 were men and 26 percent were women. Most respondents to this survey were of a racial/ethnic majority (i.e., self-identified only as "white, not of Hispanic origin"), while 17 percent were of a non-majority status. In fall 2008, 20.5 percent of tenured and tenure track faculty at NDSU identified themselves as being non-white. The vast majority of respondents identified themselves as being heterosexual (91 percent); the remaining respondents said gay/lesbian, bisexual, or refrained from answering the question. Most survey respondents indicated that they are U.S. citizens, while 18 percent of respondents indicated they are not U.S. citizens. The highest degree attained for most respondents was a Ph.D. (91 percent).

The highest proportion of respondents came from the College of Arts, Humanities, and Social Sciences (27 percent) followed closely by the College of Agriculture, Food Systems, and Natural Resources (26 percent). More than half of respondents identified themselves as being part of a STEM designated college (52 percent). Fifteen percent of respondents identified themselves as being in a college that, in fall 2008, had a "very high" proportion of women (i.e., at least half of faculty who were women). A similar proportion of respondents (14 percent) were in a college that had a "low" proportion of women (i.e., less than one-fifth of faculty who were women).

INTRODUCTION

Study Objectives

The faculty work/life survey was developed in order to document gender differences in the experiences of women and men faculty and to better understand issues related to quality of work and life for faculty at North Dakota State University (NDSU). The survey is part of a larger project which is funded by the National Science Foundation (NSF) to develop new initiatives for faculty on campus. While the NSF Advance program focuses on Science, Technology, Engineering, and Mathematics (STEM) disciplines, NDSU has expanded the focus of NDSU's Advance FORWARD efforts to the entire campus.

This survey collected baseline data on a variety of topics important to faculty: the hiring process at NDSU, the tenure process at NDSU, professional activities, satisfaction with NDSU, NDSU programs and resources, balancing personal and professional life, women faculty at NDSU, and demographics.

This report presents the baseline results of this survey, conducted in late 2008/early 2009. These data were provided to the North Dakota State Data Center by NDSU FORWARD for purposes of analysis. The results are available electronically on the NDSU FORWARD website at <http://www.ndsu.edu/forward/> and the North Dakota State Data Center website at <http://www.ndsu.edu/sdc/publications/research.htm>.

About NDSU FORWARD

FORWARD stands for **F**ocus on **R**esources for **W**omen's **A**dvancement, **R**ecruitment/Retention, and **D**evelopment. NDSU FORWARD began as a self-initiated group of NDSU faculty, staff, and administrators interested in submitting a NSF ADVANCE grant proposal. FORWARD now has a NSF ADVANCE Institutional Transformation Award (HRD-0811239). NDSU FORWARD, which has participation from each of NDSU's academic colleges, is committed to these specific goals:

- Improve the climate across the campus and narrow the gap between men's and women's perceptions of the campus climate;
- Employ targeted recruiting strategies to recruit women faculty;
- Retain more women faculty through their probationary period and the promotion/tenure process;
- Support women associate professors as they move to full professor, and hire advanced rank women to build a critical mass; and
- Promote and hire women faculty into academic leadership positions.

Vision Statement:

- NDSU FORWARD is committed to establishing a university culture in which all are nurtured and supported to develop to their fullest potential, and the criteria for success and achievement incorporate the unique skills and contributions of both men and women.
- NDSU FORWARD will be instrumental in creating a culture of support balanced with concern for personal and family values and responsibilities, enhancing job performance and satisfaction. We envision an environment where women are leaders and decision makers at all levels of the University. By these efforts NDSU will transform as an institution and will demonstrate its commitment to gender equity through a record of accomplishment in recruitment, development, and retention of women.

For more information about NDSU's Advance FORWARD program, visit <http://www.ndsu.edu/forward/>.

Methodology

The survey instrument was adapted with permission from an instrument designed by the Women in Science & Engineering Leadership Institute (WISELI) at the University of Wisconsin-Madison, as part of their NSF Advance program award (for more information, see <http://wiseli.engr.wisc.edu/facworklife.php>). Approval from the Institutional Review Board (IRB) at North Dakota State University was obtained to ensure that proper protocol was used and the rights of human subjects protected.

The survey was administered electronically using NDSU's faculty email listserv. Data were collected mid-December 2008 through early February 2009. The survey had 325 respondents. Of these surveys, 224 were tenured and tenure track NDSU faculty. According to data from NDSU's Office of Institutional Research and Analysis, there were 488 tenured and tenure track faculty at NDSU in fall 2008, representing a survey response rate of 45.9 percent.

Data Analysis and Presentation of Findings

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track (N=224). The report is organized according to the eight main sections of the survey: the hiring process at NDSU, the tenure process at NDSU, professional activities, satisfaction with NDSU, NDSU programs and resources, balancing personal and professional life, women faculty at NDSU, and demographics. Key findings are reported in paragraph and bullet form above each figure. The Executive Summary highlights the overall findings by section.

The analysis of the faculty work/life survey was conducted in two parts. First, frequency distributions were run for each question. Means were run on questions as applicable. For the purposes of this report, survey questions with four response categories (e.g., strongly disagree, somewhat disagree, somewhat agree, strongly agree) were treated as ordinal questions, thus means were not part of their analysis.

Second, significance testing was conducted. This procedure tests whether the distribution of responses differs from what normally should be expected. Six key characteristics were explored for significance: gender, racial/ethnic majority status, type of college, tenure status, years at NDSU, and having children ages 6 or younger. Chi-square tests and t-tests were run as appropriate on each of the survey questions by these six variables. The distributions that revealed statistically significant differences at the $p < .05$ level are discussed in the narrative associated with each figure. When more detailed data are available in an appendix table, the corresponding appendix table is noted in the narrative. Significant differences are discussed in a special section of this report entitled Overview of Significant Differences.

Tests for significant differences among survey respondents examined the following six characteristics:

- **Gender** – Significant differences in certain responses were found based on the respondent's gender. An overview of significant differences between men and women is presented in a special section of this report, and detailed data are available in the appendix tables.
- **Racial/ethnic majority status** – Significant differences in certain responses were found based on the respondent's status as a racial/ethnic majority. Majority status respondents are considered to be respondents who answered only "white, not of Hispanic origin" in the personal demographics section of the survey, and non-majority status respondents checked any of the other race/ethnicity choices. An overview of significant differences between non-majority status respondents and majority status respondents is presented in a special section of this report, and detailed data are available in the appendix tables.
- **Type of college** – Significant differences in certain responses were found based on whether the respondent was in a STEM designated college or a non-STEM designated college. STEM designated colleges at NDSU include the College of Agriculture, Food Systems, and Natural Resources; the College of Engineering and Architecture; and the College of Science and Mathematics. The remaining colleges at NDSU were designated non-STEM colleges: the College of Arts, Humanities, and Social Sciences; the College of Human Development and Education; the College of Pharmacy, Nursing, and Allied Sciences; and the College of Business. An overview of significant differences between respondents in STEM colleges and those in non-

STEM colleges is presented in a special section of this report, and detailed data are available in the appendix tables.

- **Tenure status** – Significant differences in certain responses were found based on the respondent's tenure status. Current tenure status was not directly asked of all respondents; thus, a variable was created that comprises 1) the respondents who first indicated they did or will experience the tenure or promotion process at NDSU and then indicated that they currently have tenure or an indefinite appointment along with 2) the respondents who indicated they were hired on at NDSU as an Associate Professor or full Professor. The variable was divided into respondents who already have tenure and those who do not yet have tenure but are on a tenure track. An overview of significant differences between tenured faculty and non-tenured faculty is presented in a special section of this report, and detailed data are available in the appendix tables.
- **Years at NDSU** – Significant differences in certain responses were found based on the length of time the respondent has been at NDSU. The number of years at NDSU was not directly asked of respondents; thus, a variable was created based on the year in which the respondent was hired at NDSU. The variable was divided into respondents who have been at NDSU 5 years or less (i.e., hired 2004 through January 2009) and respondents who have been at NDSU more than 5 years (i.e., hired 2003 or earlier). An overview of significant differences between respondents who have been at NDSU 5 years or less and those who have been at NDSU more than 5 years is presented in a special section of this report, and detailed data are available in the appendix tables.
- **Having children ages 6 or younger** – Significant differences in certain responses were found based on whether the respondent has children ages 6 or younger. The age of the respondents' children was not directly asked; thus, a variable was created based on the year in which the respondent indicated their child was born. The variable was divided into respondents who indicated they have a child who was born in 2003 or later (i.e., ages 6 or younger) and those who do not. The latter group would include respondents who do have children at home who are older than age 6, respondents who have grown children not at home, and respondents who do not have children. An overview of significant differences between respondents with young children and those without young children is presented in a special section of this report, and detailed data are available in the appendix tables.

Every figure provides the distribution of responses by gender, even when the results for gender are not significant. In the section on Professional Activities, distributions are presented overall and by gender by STEM status as well. Significant differences in responses by gender for STEM respondents and for non-STEM respondents are noted with each figure.

OVERVIEW OF SIGNIFICANT DIFFERENCES

GENDER – DIFFERENCES BETWEEN MEN AND WOMEN

Significant differences in certain responses were found based on the respondent's gender. This section summarizes those overall differences, and also presents the differences by section of the report.

Overall Summary

Women were more likely to feel that their department has not identified ways to actively recruit women, not identified ways to enhance the climate for women, or not taken steps to enhance the climate for women at all. They were less likely to think that their department has actively recruited women faculty or made an effort to promote women into leadership positions. They were more likely to think that their department has too few women faculty in leadership positions and that their department has not identified ways to move women into leadership positions.

Overall, and among women in non-STEM designated colleges, women were more likely than men to express uncertainty about taking on formal leadership positions at NDSU. Overall, and among women in STEM designated colleges, women were more likely to say there were barriers preventing them from doing so (many of which were gender-related barriers).

Women were more likely to have been hired as an Assistant Professor (and less likely to have been hired as an Associate Professor or full Professor) than men. Women were less likely to have been at NDSU more than 5 years and were less likely to be tenured at the time of the survey. These characteristics likely contribute to less participation in certain professional activities among women compared to men, such as being less likely to have served on or chaired a promotion committee in their department, chaired other types of committees, held (or hold) an administrative role in their department or college, or held a role as principal investigator on an educational grant in the past. Overall, and among women in STEM designated colleges, women were less likely to have held a position as chair of a major committee in a professional organization or association outside NDSU or held a position as editor of a journal.

Number of years at NDSU and tenure status are clearly prominent factors in faculty's achievements and professional activities; however, it is still important to discuss the element of gender. Specifically, these three dynamics interrelate (i.e., gender, tenure status, and length of time at NDSU) and contribute to an overall environment at NDSU in which there are too few women serving in key leadership positions and too few women who can serve as mentors to junior faculty.

Women currently spent slightly more time on service activities than men and less time on administrative duties. They wanted to see a somewhat larger decrease in the amount of time they spend on teaching and a slightly larger decrease in time spent on service than the decreases men wanted to see.

Women were more likely than men to say they did or will experience the tenure or promotion process to Associate Professor at NDSU, and among these respondents, women were less likely to have tenure or an indefinite appointment already and less likely to feel (or have felt) supported in their advancement to tenure/promotion. Women were more likely to have reset the tenure clock.

Women were more likely than men to say that they do not have colleagues on campus who do similar research, that they feel their research is not considered mainstream, and that they feel isolated in the department. Overall, and among women in non-STEM designated colleges, women were more likely to feel that their colleagues do not value their research and were less likely to feel that they “fit” in their department. They were also less likely to have collaborated in the past with colleagues in their department.

Women were more likely to not feel like full and equal participants in problem-solving and decision-making in their primary department/unit. They were also more likely to say that department meetings do not allow for all faculty to share their views and that they feel excluded from an informal network in their department.

Overall, and among women in STEM designated colleges, women were less likely than men to strongly agree that they are treated with respect by staff. Overall, and among women in non-STEM designated colleges, women were less likely than men to strongly agree that they are treated with respect by colleagues and more likely to say that they encounter unwritten rules concerning how they are expected to interact with colleagues.

Women were more likely to say that the pedagogical luncheons/workshops program is very valuable. They were more likely to have heard of WISMET and the Advance FORWARD programs, more likely to say the programs are very valuable, and more likely to have used the programs. They were also more likely to have used the new faculty orientation, the Gear Up for Grants, and the faculty mentoring programs, but less likely to have used the workshops for search committees program.

Women more than men were not satisfied with the way in which they balance their professional and personal life and were more likely to agree that they have seriously considered leaving NDSU in order to achieve better balance between work and personal life. They were more likely to strongly agree that they often have to forego professional activities such as sabbaticals or conferences because of personal responsibilities.

Women were more likely than men at NDSU to be single. They were less likely to have cared for dependent children, currently or in the past. However, among respondents who have had or currently have children, women were more likely to currently use or need childcare. Among these respondents who need childcare, women were much more likely to have said that finding childcare when they are away at conferences/special events and finding extended hour childcare when they must work evenings/nights/weekends are childcare issues.

Among respondents who were not single, women were more likely to have spouses who work (and prefer to work) full-time, and more likely to have spouses that work at NDSU. They were more likely to have said they have seriously considered leaving NDSU to enhance their spouse/partner's career and leaving Fargo/Moorhead to enhance both their careers.

Women were less likely to have rated their overall health at the time of the survey as excellent, less likely to feel well-rested at least sometimes, and less likely to feel physically fit quite often. They were more likely to say they feel fatigued, stressed, nervous, depressed, and short-tempered quite often.

Women were less likely to be in STEM designated colleges, less likely to be tenured at the time of the survey, less likely to have been at NDSU more than 5 years, and less likely to be in a college that had a "low" proportion of women.

Women were more influenced by salary and benefits in their decision to accept a position at NDSU than men. They were more likely to hesitate to accept a position at NDSU because of opportunities for their spouse/partner and climate for women.

Significance by Section of Report

Women Faculty at NDSU

Compared to respondents who were men, **respondents who were women** were:

- More likely to feel that their department has not identified ways to recruit women faculty at all, has not identified ways to enhance the climate for women at all, and has not taken steps to enhance the climate for women at all.
- Less likely to think that their department has actively recruited women faculty.

- More likely to agree that their department has too few women faculty in leadership positions and to feel that their department has not identified ways to move women into leadership positions.
- Less likely to strongly agree that their department has made an effort to promote women into leadership positions.

Hiring Process at NDSU

Compared to respondents who were men, **respondents who were women** were:

- More likely to have been hired as an Assistant Professor. *Among respondents hired into another type of position* but who are now tenured or in a position that is tenure track, all of the respondents who were hired in an administrative role were men while most of the respondents hired as an instructor, lecturer, or visiting professor were women.
- Less likely to have been at NDSU more than 5 years.
- Less likely to feel that the faculty in their department made an effort to meet them during the hiring process.
- More likely to have said that *salary and benefits* was one of the top three positive factors for accepting a position at NDSU. *Among respondents who said other reasons* were among their top three positive factors, women tended to say family and friends while men tended to say the availability of a job as well as opportunities for growth, challenge, and change.
- More likely to have said that *opportunities for spouse/partner* and *climate for women* were one of the top three factors that caused hesitation about accepting a position at NDSU. *Among respondents who said other reasons* were among their top three factors that caused hesitation, more women expressed hesitation about community and location while more men expressed hesitation about salary, benefits, resources, and university characteristics.

Tenure Process at NDSU

Compared to respondents who were men, **respondents who were women** were:

- Less likely to be tenured at the time of the survey.
- More likely to say they did or will experience the tenure or promotion process to Associate Professor at NDSU.
- *Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU:*
 - Less likely to currently have tenure or an indefinite appointment.
 - Less likely to feel or have felt supported in their advancement to tenure/promotion.
 - More likely to have reset the tenure clock.
 - *Among respondents who have reset the tenure clock:*
 - More likely to have indicated that they were granted a reduced teaching load.
 - *Among respondents who chose not to extend/reset their tenure clock* and explained why:
 - More likely to have said that it was due to a personal decision, including that they did not want to delay the process and that they never thought about extending their tenure clock.

Professional Activities

Compared to respondents who were men, **respondents who were women:**

- Spent slightly more work time on *service* activities and less time on *administrative duties*.
- *Among respondents who said there were other activities they currently spend their work time on:*
 - Were more likely to have indicated they spend their work time at meetings and presentations with on- and off-campus entities.
- Wanted to see a somewhat larger decrease in the amount of time they spend on *teaching* and a slightly larger decrease in the time spent on *service*.
- Were less likely to say they did not have sufficient office space.
- More likely to say they do not have colleagues on campus who do similar research.
- Were less likely to have collaborated in the past with colleagues in their primary department.
- Were less likely to have served on or chaired a promotion committee in their department.
- Were less likely to have served on a faculty search committee in their department.

- Were less likely to have chaired another type of committee in their department.
- *Among respondents who said there were other committees they had served on or chaired:*
 - Were more likely to have indicated that they served on or chaired student-related committees.
- Were less likely to currently hold or have held an administrative role in their department or college.
- Were less likely to have held a role as principal investigator on an educational grant in the past in their department or college.
- *Among respondents who said there were other positions they hold or have held on the NDSU campus:*
 - Were less likely to hold or have held education, college program, and research related committee positions and University Senate positions.
- Were less likely to have held a position as chair of a major committee in a professional organization or association outside NDSU or a position as editor of a journal.
- Were more likely to express uncertainty about taking on formal leadership positions at NDSU.
- *Among respondents who have an interest in taking on any formal leadership positions at NDSU or are not sure:*
 - Were more likely to say there are barriers preventing them from taking on formal leadership positions. *Among respondents who said there are barriers*, a higher proportion of women said that there were gender-related barriers (including too few women in leadership roles, old-boys' network, and perceptions about women's abilities and roles).
- Were less likely to strongly agree that they are treated with respect by colleagues and by staff.
- Were more likely to say that they feel excluded from an informal network in their department.
- Were more likely to strongly agree that they encounter unwritten rules concerning how they are expected to interact with colleagues.
- Were more likely to feel that their research is not considered mainstream.
- Were more likely to feel that their colleagues do not value their research.
- Were less likely to feel that they "fit" in their department.
- Were more likely to feel isolated in their department.
- Were less likely to feel like a full and equal participant in problem-solving and decision-making in their primary department/unit.
- Were more likely to say that department meetings do not allow for all faculty to share their views.

Among respondents in STEM designated colleges, compared to respondents who were men, **respondents who were women:**

- Spent less time on *administrative duties* and would like to spend more time on *research*.
- Wanted to see a somewhat larger decrease in the amount of time they spend on *teaching*.
- Were more likely to say they did not have sufficient office space.
- Were less likely to have served on or chaired a promotion committee or a curriculum committee in their department.
- Were less likely to have chaired a faculty search committee in their department.
- Were less likely to currently hold or have held an administrative role in their department or college.
- Were less likely to have held a role as principal investigator on an educational grant in the past in their department or college.
- Were less likely to have been chair of a major committee in a professional organization or association or to have been editor of a journal.
- Were more likely to say there are barriers preventing them from taking on formal leadership positions.
- Were less likely to strongly agree that they are treated with respect by staff.

Among respondents in non-STEM designated colleges, compared to respondents who were men, **respondents who were women:**

- Spent less time on *administrative duties*.
- Wanted to see a somewhat larger decrease in the amount of time they spend on *teaching*.
- Were less likely to have collaborated in the past with colleagues in their primary department.
- Were less likely to have served on or chaired a promotion committee in their department.
- Were less likely to have chaired a faculty search committee or a graduate admissions committee in their department.
- Were less likely to currently hold or have held an administrative role in their department or college.
- Were less likely to currently hold a role as principal investigator on a research grant or an educational grant in their department or college.
- Were less likely to say they are interested in taking on formal leadership positions at NDSU, and more likely to say they were not sure if they are interested.
- Were less likely to strongly agree that they are treated with respect by colleagues.
- Were more likely to strongly agree that they encounter unwritten rules concerning how one is expected to interact with colleagues.
- Were less likely to strongly agree that they feel their colleagues value their research or that they feel like they “fit” in their department.
- Were more likely to disagree somewhat (as opposed to disagreeing strongly) that they feel isolated in their department.

NDSU Programs and Resources

Compared to respondents who were men, **respondents who were women** were:

- Somewhat more likely to have indicated that the *pedagogical luncheons/workshops program* is very valuable.
- More likely to have heard of *WISMET*, somewhat more likely to say that the program is very valuable, and more likely to have used the program.
- More likely to have heard of Advance FORWARD programs, more likely to have indicated that the programs are very valuable, and more likely to have used the programs.
- More likely to have used the new faculty orientation, the Gear Up for Grants, and the faculty mentoring programs, and less likely to have used the workshops for search committees program.

Balancing Personal and Professional Life

Compared to respondents who were men, **respondents who were women** were:

- More likely to say that they are not satisfied with the way in which they balance their professional and personal life.
- More likely to agree that they have seriously considered leaving NDSU in order to achieve better balance between work and personal life.
- More likely to strongly agree that they often have to forego professional activities such as sabbaticals or conferences because of personal responsibilities.
- Less likely to have cared for dependent children (currently or in the past).
- *Among respondents who have cared for dependent children (currently or in the past):*
 - More likely to currently use or need childcare services or programs to care for a dependent child.
 - *Among respondent who currently use or need childcare:*
 - Much more likely to cite *childcare when respondent is away at conferences and special events held elsewhere* and *extended hour childcare when respondent must work evenings, nights, or weekends* as childcare issues.
- More likely to be single.
- *Among respondents who were not single:*
 - More likely to have spouses/partners who worked full-time and whose preferred employment status would be full-time.
 - Less likely to have spouses who were not employed.
 - More likely to have spouses who work at NDSU.

- More likely to say they have seriously considered leaving NDSU to enhance their spouse/partner's career opportunities and that they and their spouse have seriously considered leaving Fargo/Moorhead in order to enhance both their career opportunities.
- Less likely to have rated their overall health at the time of the survey as excellent.
- More likely to say they feel fatigued, stressed, nervous, depressed, and short-tempered quite often.
- Less likely to feel well-rested at least sometimes.
- Less likely to feel physically fit quite often.

Demographics

Compared to respondents who were men, **respondents who were women** were:

- Less likely to be in STEM designated colleges, less likely to be tenured at the time of the survey, and less likely to have been at NDSU more than 5 years.
- Less likely to be in a college that had a "low" proportion of women.

RACIAL/ETHNIC MAJORITY STATUS – DIFFERENCES BETWEEN MAJORITY STATUS AND NON-MAJORITY STATUS RESPONDENTS

Significant differences in certain responses were found based on the respondent's status as a racial/ethnic majority. Majority status respondents are considered to be respondents who answered only "white, not of Hispanic origin" in the personal demographics section of the survey, and non-majority status respondents checked any of the other race/ethnicity choices. This section summarizes those overall differences, and also presents the differences by section of the report.

Overall Summary

Non-majority status respondents were more influenced in their decision to accept a position at NDSU by research opportunities than majority status respondents were. However, they were more likely to have hesitated about accepting a position at NDSU because of the opportunities available for their spouse/partner, support for research, and the climate for faculty of color.

Non-majority status respondents spent more of their work time on research than majority status respondents, and would prefer to spend more work time on research. Non-majority status respondents were more likely to be currently collaborating with colleagues outside NDSU.

Non-majority status respondents were more likely than majority status respondents to place a high value on the following NDSU programs: new faculty orientation, faculty mentoring, pedagogical luncheons/workshops, and Gear Up for Grants.

Significance by Section of Report

Women Faculty at NDSU

Compared to majority status respondents, **non-majority status respondents** were:

- Less likely to have indicated that their department has not identified ways to enhance the climate for women at all, but more likely to say they didn't know.
- Less likely to feel that their department has not taken steps to enhance the climate for women, but more likely to say they didn't know.

Hiring Process at NDSU

Compared to majority status respondents, **non-majority status respondents** were:

- More likely to choose *research opportunities* as one of their top three positive factors for accepting a position at NDSU and less likely to choose *geographic location*.
- More likely to choose *opportunities available for spouse/partner, support for research, and climate for faculty of color* as one of their top three factors for hesitating to accept a position at NDSU.

Professional Activities

Compared to majority status respondents, **non-majority status respondents**:

- Spent more work time on *research* and slightly less time on *service* activities.
- Would prefer to spend more work time on *research*.
- Were more likely to have indicated that they are collaborating with colleagues off the NDSU campus.
- Were less likely to have indicated that they feel that they have a voice in how resources are allocated in their primary department/unit but more likely to have indicated that their department chair/head involves them in decision-making.

NDSU Programs and Resources

Compared to majority status respondents, **non-majority status respondents** were:

- More likely to have indicated that the *new faculty orientation program*, the *faculty mentoring program*, the *pedagogical luncheons/workshops program*, and the *Gear Up for Grants program* are very valuable.
- More likely to have not heard of *WISMET*.

Balancing Personal and Professional Life

Compared to majority status respondents, **non-majority status respondents** were:

- Less likely to have cited *care for school aged children after school or during the summer* as a childcare issue.
- More likely to have indicated that they feel nervous at least sometimes.

Demographics

Compared to majority status respondents, **non-majority status respondents** were:

- Less likely to be U.S. citizens.

TYPE OF COLLEGE – DIFFERENCES BETWEEN RESPONDENTS IN STEM DESIGNATED COLLEGES AND THOSE IN NON-STEM COLLEGES

Significant differences in certain responses were found based on whether the respondent was in a STEM designated college or a non-STEM designated college. STEM designated colleges at NDSU include the College of Agriculture, Food Systems, and Natural Resources; the College of Engineering and Architecture; and the College of Science and Mathematics. The remaining colleges at NDSU were designated non-STEM colleges: the College of Arts, Humanities, and Social Sciences; the College of Human Development and Education; the College of Pharmacy, Nursing, and Allied Sciences; and the College of Business. This section summarizes those overall differences, and also presents the differences by section of the report.

Overall Summary

Respondents in STEM colleges were more likely to be in a college that had a “low” proportion of women, much more likely to agree that there are too few women in their department, less likely to strongly agree that their department has taken steps to enhance the climate for women (and more likely to say they didn’t know if their department had taken steps), and more likely to say that their department has too few women faculty in leadership positions.

Respondents in STEM designated colleges were more influenced in their decision to accept a position at NDSU by research opportunities than respondents in non-STEM colleges, and less influenced by teaching opportunities. They were more likely to hesitate to accept a position at NDSU because of support for research.

Respondents in STEM colleges were more likely to have children ages 6 or younger, and were more likely to say that quality of public schools influenced their decision to accept a position at NDSU. Among respondents that had dependent children and currently used or needed childcare, respondents in STEM colleges were less likely than those in non-STEM colleges to have a childcare arrangement where the child takes care of him/herself but also less likely to cite availability of campus childcare as a childcare issue. However, respondents in STEM colleges were also more likely to be men and less likely to have spouses/partners that worked full-time or whose preferred employment status would be full-time. They also were more likely to have positive views regarding their department’s support for faculty who have a new baby and support of family leave than respondents in non-STEM colleges.

Respondents in STEM colleges were less likely to understand the criteria for achieving tenure/promotion, and more likely to strongly feel that there is not a strong fit between how they do research, teaching and service and how it is evaluated for tenure. Among those who experienced the tenure or promotion process to Associate Professor at NDSU and currently have tenure or an indefinite appointment, on average, it took respondents in STEM colleges longer than respondents in non-STEM colleges to become an Associate Professor at NDSU.

Respondents in STEM colleges currently spent somewhat more time, and would prefer to spend somewhat more time, on research than those in non-STEM colleges. Respondents in STEM colleges were more likely to feel that they do not receive enough internal funding to conduct their research at all and that they are not receiving regular maintenance/upgrades of their equipment.

Respondents in STEM colleges were more likely than those in non-STEM colleges to have collaborated in the past with colleagues in their primary department, to have served on a promotion committee in their department, and to hold or have held a role as principal investigator on a research grant in their department or college. They were less likely to have held a position as president (or another high-level position) in a professional organization or association outside NDSU.

Respondents in STEM colleges were less likely to be U.S. citizens than those in non-STEM colleges. They were also less likely to have used the new faculty orientation program.

Significance by Section of Report

Women Faculty at NDSU

Compared to respondents in non-STEM designated colleges, **respondents in STEM colleges** were:

- Much more likely to agree that there are too few women in their department.
- Less likely to strongly agree that their department has taken steps to enhance the climate for women and more likely to say they didn't know if their department had taken steps.
- More likely to agree that their department has too few women faculty in leadership positions.

Hiring Process at NDSU

Compared to respondents in non-STEM designated colleges, **respondents in STEM colleges** were:

- More likely to have said that *research opportunities* and *quality of public schools* were one of their top three positive factors for accepting a position at NDSU and less likely to have said *teaching opportunities*.
- More likely to have said that *support for research* was one of their top three factors that caused hesitation in accepting a position at NDSU.

Tenure Process at NDSU

Compared to respondents in non-STEM designated colleges, **respondents in STEM colleges**:

- *Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU:*
 - Were more likely to strongly agree that there was not a strong fit between the way they do/did research, teaching and service, and the way it is/was evaluated for tenure.

Professional Activities

Compared to respondents in non-STEM designated colleges, **respondents in STEM colleges**:

- Spent somewhat more work time on *research*, and would prefer to spend somewhat more time on *research*.
- Were more likely to feel that they are not receiving regular maintenance/upgrades of their equipment.
- Were more likely to feel that they do not receive enough internal funding to conduct their research at all.
- Were more likely to have collaborated in the past with colleagues in their primary department.
- Were more likely to have served on a promotion committee in their department.
- Were more likely to have said they hold a role as principal investigator on a research grant in their department or college and were more likely to have held that role in the past.
- Less likely to have held a position as president or held another high-level position in a professional organization or association outside NDSU.

NDSU Programs and Resources

Compared to respondents in non-STEM designated colleges, **respondents in STEM colleges** were:

- Less likely to have used the *new faculty orientation program*.

Balancing Personal and Professional Life

Compared to respondents in non-STEM designated colleges, **respondents in STEM colleges** were:

- More likely to have children ages 6 or younger.

- *Among respondents who cared for or currently care for dependent children currently used or needed childcare services:*
 - Less likely to have a childcare arrangement where the child takes care of him/herself.
 - Less likely to have cited *availability of campus childcare* as a childcare issue.
- *Among respondents who were not single:*
 - Less likely to have spouses that worked full-time and less likely to have spouses/partners whose preferred employment status would be full-time.
- More likely to agree that their department has a supportive policy for faculty who have a new baby.
- Less likely to indicate that their department is not at all supportive of family leave.

Demographics

Respondents more likely to be part of a STEM designated college included:

- Men rather than women.
- Respondents with children ages 6 or younger rather than those without young children.

Compared to respondents in non-STEM designated colleges, **respondents in STEM colleges** were:

- More likely to be men.
- Less likely to be a U.S. citizen.
- More likely to be in a college that had a “low” proportion of women.

TENURE STATUS – DIFFERENCES BETWEEN TENURED AND NON-TENURED FACULTY

Significant differences in certain responses were found based on the respondents' tenure status. Current tenure status was not directly asked of all respondents; thus, a variable was created that comprises 1) the respondents who first indicated they did or will experience the tenure or promotion process at NDSU and then indicated that they currently have tenure or an indefinite appointment along with 2) the respondents who indicated they were hired on at NDSU as an Associate Professor or full Professor. The variable was divided into respondents who already have tenure and those who do not yet have tenure but are on a tenure track. This section summarizes those overall differences, and also presents the differences by section of the report.

Overall Summary

Non-tenured faculty were less likely than tenured faculty to feel that their department has identified ways to recruit women faculty, and less likely to feel that their department has actively recruited women faculty.

Respondents who currently did not have tenure were more likely to have been hired as an Assistant Professor than those who currently did have tenure. Non-tenured faculty seemed to be happier with the hiring process than tenured faculty; they were more likely to feel that the department did its best to obtain resources for them and that they were successful in their negotiations, and more likely to say they were pleased with their start-up package. Non-tenured faculty were more influenced than tenured faculty by the opportunities available for their spouse/partner in their decision to accept a position at NDSU. They were more likely to say they hesitated to accept a position at NDSU because of the climate for women and quality of students.

Compared to respondents who are already tenured, non-tenured faculty were more likely to say they did or will experience the tenure or promotion process to Associate Professor at NDSU. Non-tenured faculty were less likely to be satisfied with the tenure/promotion process overall, but more likely to say that they receive/received reduced responsibilities so they could build their research program, that they were told about assistance available to pre-tenure/promotion faculty, and that they have reset the tenure clock.

Non-tenured faculty currently spent somewhat more time on research and teaching, and less time on administrative duties than tenured faculty. They would prefer to spend more time on research and less time on administrative duties than tenured faculty. They wanted to see a somewhat greater decrease in the amount of time they spend teaching than tenured faculty.

Non-tenured faculty were less likely to have been at NDSU 5 or more years than tenured faculty. This combination of characteristics may help explain less participation in certain professional activities among non-tenured faculty compared to tenured faculty. Non-tenured faculty were less likely to have served on or chaired a variety of committees in their department: promotion, faculty search, curriculum, graduate admissions, or other types. They were less likely to hold an administrative role in their department, or to have held an administrative role, a role as principal investigator on a research or educational grant, or another type of role in the past in their department. They were also less likely to have held a position as chair of a major committee or been president or held another high-level position in a professional organization or association outside NDSU, or a position as editor of a major journal. They were less likely to have collaborated in the past with colleagues in their primary department, but more likely to be currently collaborating with colleagues off the NDSU campus. Non-tenured respondents were more likely to express uncertainty about taking on formal leadership positions at NDSU.

Non-tenured faculty were more likely to say they have colleagues or peers who give them career advice or guidance when they need it than tenured faculty, and less likely to strongly agree that colleagues in their department solicit their opinion about work-related matters. They were less likely to strongly agree that they are treated with respect by students and staff. They were more likely to feel nervous at least sometimes.

Non-tenured faculty were more likely to have never heard of the workshops for search committees and on-line training for search committees programs, and less likely to have used these programs than tenured faculty. Non-tenured faculty were more likely to say that the Advance FORWARD programs are very valuable, and more likely to have used the new faculty orientation, faculty mentoring, WISMET, and Gear Up for Grants programs.

Non-tenured faculty were less likely than tenured faculty to have cared for dependent children, currently or in the past, and were less likely to have provided care for an aging parent or relative in the past three years. However, non-tenured faculty were more likely than tenured faculty to currently have children ages 18 or younger and also more likely than tenured faculty to currently have children ages 6 or younger. Among respondents who have or have had children, non-tenured faculty were more likely to currently use or need childcare services. Among these respondents who need childcare, non-tenured faculty were less likely to use after-school care and more likely to cite the availability of infant/toddler care as a childcare issue. Non-tenured respondents were less adamant that they had never seriously considered leaving NDSU in order to achieve a better balance between work and personal life.

Non-tenured faculty were more likely than tenured faculty to be women, and less likely to be U.S. citizens.

Significance by Section of Report

Women Faculty at NDSU

Compared to tenured respondents, **non-tenured respondents** were:

- Less likely to feel that their department has identified ways to recruit women faculty, but more likely to say they didn't know if their department had identified ways.
- Less likely to feel that their department has actively recruited women faculty.

Hiring Process at NDSU

Compared to tenured respondents, **non-tenured respondents** were:

- More likely to feel that the department did its best to obtain resources for them.
- More likely to feel that they were successful in their negotiations.
- More likely to be pleased with their start-up package.
- More likely to have said that *opportunities available for spouse/partner* was one of the top three positive factors for accepting a position at NDSU.
- More likely to have said that *climate for women* and *quality of students* was one of the top three factors that caused hesitation about accepting a position at NDSU, and less likely to have said *climate of department/unit/lab*.

Tenure Process at NDSU

Respondents more likely to not be tenured included:

- Women rather than men.
- Respondents who have been at NDSU 5 years or less rather than those at NDSU more than 5 years.
- Respondents with children ages 6 or younger rather than those without young children.

Compared to tenured respondents, **non-tenured respondents** were:

- *Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU:*
 - Less likely to strongly agree that they are/were satisfied with the tenure/promotion process.
 - More likely to say they receive/received reduced responsibilities so they could build their research program.
 - More likely to say they were told about assistance (such as workshops or mentoring) available to pre-tenure/promotion faculty.
 - More likely to have reset the tenure clock.

Professional Activities

Compared to tenured respondents, **non-tenured respondents**:

- Spent somewhat more time on *research* and *teaching*, and less time on *administrative duties*. Other differences, though found to be significant statistically, are too small to be discussed here.
- Would prefer to spend more time on *research* and somewhat less time on *administrative duties*. Other differences, though found to be significant statistically, are too small to be discussed here.
- Wanted a somewhat greater decrease in the amount of time they spend *teaching*.
- Were more likely to say they have colleagues or peers who give them career advice or guidance when they need it.
- Were less likely to have collaborated in the past with colleagues in their primary department.
- Were more likely to be currently collaborating with colleagues off the NDSU campus.
- Were less likely to have served on or chaired a promotion committee in their department.
- Were less likely to have served on or chaired a faculty search committee in their department.
- Were less likely to have served on or chaired a curriculum committee in their department.
- Were less likely to have served on or chaired a graduate admissions committee in their department.
- Were less likely to have served on or chaired another type of committee in their department.
- Were less likely to hold or have held an administrative role in their department or college.
- Were less likely to have held a role as principal investigator on a research grant or an educational grant in the past in their department or college.
- Less likely to have held another type of role in the past in their department or college.
- Less likely to have held a position as chair of a major committee or been president or held another high-level position in a professional organization or association outside NDSU.
- Less likely to have held a position as editor of a journal outside NDSU.
- More likely to express uncertainty about taking on formal leadership positions at NDSU.
- Less likely to strongly agree that they are treated with respect by students and staff.
- Less likely to strongly agree that colleagues in their department solicit their opinion about work-related matters (e.g., teaching, research, and service).

Satisfaction with NDSU

Compared to tenured respondents, **non-tenured respondents** were:

- Less likely to have considered leaving NDSU.

NDSU Programs and Resources

Compared to tenured respondents, **non-tenured respondents** were:

- More likely to have never heard of the *workshops for search committees program* and the *on-line training for search committees program*.
- More likely to say that the *Advance FORWARD programs* are very valuable.
- More likely to have used the *new faculty orientation, faculty mentoring, WISMET, and Gear Up for Grants* programs, and less likely to have used the *workshops for search committees and on-line training for search committees* programs.

Balancing Personal and Professional Life

Compared to tenured respondents, **non-tenured respondents** were:

- Less adamant that they had never seriously considered leaving NDSU in order to achieve a better balance between work and personal life.
- Less likely to have cared for, or currently care for, dependent children.
- More likely to currently have children ages 18 or younger and have children ages 6 or younger.
- *Among respondents who cared for or currently care for dependent children*:
 - More likely to currently use or need childcare services or programs to care for a dependent child.

- *Among respondents who currently use or need childcare:*
 - Less likely to use *after-school care* and to have indicated they use *other arrangements*.
 - More likely to cite *availability of infant/toddler care* as a childcare issue.
- Less likely to have provided care for an aging parent or relative in the past three years.
- More likely to feel nervous at least sometimes.

Demographics

Compared to tenured respondents, **non-tenured respondents** were:

- More likely to be women.
- Less likely to be U.S. citizens.

YEARS AT NDSU – DIFFERENCES BETWEEN RESPONDENTS WHO HAVE BEEN AT NDSU 5 YEARS OR LESS AND THOSE AT NDSU MORE THAN 5 YEARS

Significant differences in certain responses were found based on the length of time the respondent has been at NDSU. The number of years at NDSU was not directly asked of respondents; thus, a variable was created based on the year in which the respondent was hired at NDSU. The variable was divided into respondents who have been at NDSU 5 years or less (i.e., hired 2004 through January 2009) and respondents who have been at NDSU more than 5 years (i.e., hired 2003 or earlier). This section summarizes those overall differences, and also presents the differences by section of the report.

Overall Summary

Respondents who have been at NDSU 5 years or less were less likely than those at NDSU more than 5 years to feel that their department has identified ways to recruit women faculty, and less likely to feel that their department has actively recruited women faculty.

Respondents who have been at NDSU 5 years or less were more likely to have been hired as an Assistant Professor than those who have been at NDSU more than 5 years. Respondents with less time at NDSU seemed to be happier with the hiring process than those who have been at NDSU longer; they were more likely to feel that the department did its best to obtain resources for them and that they were successful in their negotiations, less likely to have felt naive about the negotiation process, and more likely to say they were pleased with their start-up package. Respondents at NDSU 5 years or less were more influenced by salary and benefits and less influenced than those at NDSU more than 5 years by the prestige of the department/unit/lab. They were more likely to say they hesitated to accept a position at NDSU because of climate for women and community resources/organizations, and less likely to have said salary and benefits. The role of salary and benefits in the hiring process seems to have changed; respondents at NDSU 5 years or less were more influenced by salary and benefits in their decision to accept a position at NDSU than those at NDSU more than 5 years and respondents newer to NDSU were less likely than those at NDSU more than 5 years to say they hesitated to accept a position at NDSU because of salary and benefits.

Respondents newer to NDSU were less likely to be satisfied with the tenure/promotion process, but more likely to say that they were told about assistance available to pre-tenure/promotion faculty.

Respondents who have been at NDSU 5 years or less currently spent somewhat more time on teaching, and somewhat less time on service than those at NDSU more than 5 years. They would prefer to spend more time on research and less time on advising students than those who have been at NDSU more than 5 years. They wanted to see a somewhat greater decrease in the amount of time they spend teaching than those who have been at NDSU more than 5 years.

Respondents who have been at NDSU 5 years or less were less likely to be tenured at the time of the survey than those at NDSU more than 5 years. This combination of length of time at NDSU and tenure status likely contributes to less participation in certain professional activities among respondents newer to NDSU compared to those at NDSU more than 5 years. Newer respondents were less likely to have served on or chaired a variety of committees in their department: promotion, faculty search, curriculum, graduate admissions, or other types. They were less likely to hold an administrative role in their department, or to have held an administrative role, a role as principal investigator on a research or educational grant, or another type of role in the past in their department. They were also less likely to have held a position as chair of a major committee or been president or held another high-level position in a professional organization or association outside NDSU. They were less likely to have collaborated in the past with colleagues in their primary department. They were more likely to express uncertainty about taking on formal leadership positions at NDSU.

Respondents who have been at NDSU 5 years or less were more likely to agree that they are receiving regular maintenance/upgrades of their equipment and less likely to agree that they do a great deal of work that is not formally recognized in their department. However, they were less likely to strongly agree that they are treated with respect by students or that they “fit” in their department.

Respondents who have been at NDSU 5 years or less were more likely to have never heard of the extension of the tenure clock, workshops for search committees, and on-line training for search committees programs, and less likely to have used these programs than respondents who have been at NDSU more than 5 years. Respondents newer to NDSU were more likely to have used the new faculty orientation, faculty mentoring, and Gear Up for Grants programs.

Respondents who have been at NDSU 5 years or less were less likely than those at NDSU more than 5 years to have cared for dependent children, currently or in the past, and were less likely to have provided care for an aging parent or relative in the past three years. They were also more likely to be single. These facts may contribute to why respondents newer to NDSU were less likely to say that they often have to forego professional activities such as sabbaticals or conferences because of personal responsibilities or that personal responsibilities and commitments have slowed down their career progression.

However, respondents who have been at NDSU 5 years or less were more likely to currently have children ages 6 or younger. Among respondents who have or have had children, respondents newer to NDSU were more likely to currently use or need childcare services. Among these respondents who need childcare, respondents newer to NDSU were less likely to use the NDSU Wellness Center childcare facility or after-school care and more likely to cite the availability of infant/toddler care as a childcare issue. Respondents newer to NDSU were less likely to agree that department meetings frequently occur in the morning or late in the day, but also less likely to agree that their department has a supportive policy for faculty who have a new baby. Respondents who have been at NDSU 5 years or less were more likely to feel stressed quite often than those at NDSU longer, and more likely to feel short-tempered at least sometimes.

Among respondents who were not single, respondents who have been at NDSU 5 years or less were somewhat more likely than those who have been at NDSU longer to have spouses/partners who worked full-time and whose preferred employment status would be full-time.

Respondents who have been at NDSU 5 years or less were more likely to be women than those at NDSU more than 5 years, and less likely to be U.S. citizens.

Significance by Section of Report

Women Faculty at NDSU

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less** were:

- Less likely to feel that their department has identified ways to recruit women faculty, but more likely to say they didn't know if their department has identified ways.
- Less likely to feel that their department has actively recruited women faculty.

Hiring Process at NDSU

Respondents more likely to have been at NDSU 5 years or less included:

- Women rather than men.
- Non-tenured faculty rather than tenured faculty.
- Respondents with children ages 6 or younger rather than those without young children.

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less** were:

- More likely to feel that the department did its best to obtain resources for them.
- More likely to feel that they were successful in their negotiations.
- Less likely to feel they were naive about the negotiation process.

- More likely to be pleased with their start-up package.
- More likely to have said that *salary and benefits* was one of the top three positive factors for accepting a position at NDSU, and less likely to have said *prestige of department/unit/lab*.
- More likely to have said that *community resources and organizations* and *climate for women* were one of the top three factors that caused hesitation about accepting a position at NDSU, and less likely to have said *salary and benefits*.

Tenure Process at NDSU

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less** were:

- Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU:
 - Less likely to be satisfied with the tenure/promotion process.
 - More likely to say they were told about assistance (such as workshops or mentoring) available to pre-tenure/promotion faculty.

Professional Activities

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less**:

- Spent somewhat more time on *teaching* and spent less time on *service* activities. Other differences, though found to be significant statistically, are too small to be discussed here.
- Would prefer to spend somewhat more time on *research* and somewhat less time on *advising students*.
- Wanted a somewhat greater decrease in the amount of time they spend *teaching*.
- More likely to agree that they are receiving regular maintenance/upgrades of their equipment.
- Were less likely to have collaborated in the past with colleagues in their primary department.
- Were less likely to have served on or chaired a promotion committee in their department.
- Were less likely to have served on or chaired a faculty search committee in their department.
- Were less likely to have served on or chaired a curriculum committee in their department.
- Were less likely to have served on or chaired a graduate admissions committee in their department.
- Were less likely to have served on or chaired another type of committee in their department.
- Were less likely to hold or have held an administrative role in their department or college.
- Were less likely to have held a role as principal investigator on a research grant or an educational grant in the past in their department or college.
- Less likely to have held another type of role in the past in their department or college.
- Less likely to have held a position as chair of a major committee or been president or held another high-level position in a professional organization or association outside NDSU.
- More likely to express uncertainty about taking on formal leadership positions at NDSU.
- Less likely to strongly agree they are treated with respect by students.
- Less likely to agree that they do a great deal of work that is not formally recognized by their department.
- Less likely to strongly agree that they “fit” in their department.

Satisfaction with NDSU

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less** were:

- Less likely to have considered leaving NDSU.

NDSU Programs and Resources

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less** were:

- More likely to have never heard of the *extension of the tenure clock program*, the *workshops for search committees program*, and the *on-line training for search committees program*.
- More likely to have used the *new faculty orientation*, *faculty mentoring*, and *Gear Up for Grants* programs, and less likely to have used the *workshops for search committees*, *on-line training for search committees*, and *extension of the tenure clock* programs.

Balancing Personal and Professional Life

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less** were:

- Less likely to say they often have to forego professional activities such as sabbaticals or conferences because of personal responsibilities.
- Less likely to say that personal responsibilities and commitments have slowed down their career progression.
- Less likely to have cared for, or currently care for, dependent children.
- More likely to currently have children ages 6 or younger.
- *Among respondents who cared for or currently care for dependent children:*
 - More likely to currently use or need childcare services or programs to care for a dependent child.
 - *Among respondents who currently use or need childcare:*
 - Less likely to use the *NDSU Wellness Center childcare facility* and *after-school care* and more likely to have indicated they use *other arrangements*.
 - More likely to cite *availability of infant/toddler care* as a childcare issue.
- Less likely to have provided care for an aging parent or relative in the past three years.
- More likely to be single.
- *Among respondents who were not single:*
 - Somewhat more likely to have spouses/partners who worked full-time and whose preferred employment status would be full-time.
- Less likely to agree that department meetings frequently occur in the morning or late in the day.
- Less likely to agree that their department has a supportive policy for faculty who have a new baby.
- More likely to feel stressed quite often.
- More likely to feel short-tempered at least sometimes.

Demographics

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less** were:

- More likely to be women.
- Less likely to be U.S. citizens.

HAVING CHILDREN AGES 6 OR YOUNGER – DIFFERENCES BETWEEN RESPONDENTS WITH YOUNG CHILDREN AND THOSE WITHOUT YOUNG CHILDREN

Significant differences in certain responses were found based on whether the respondent has children ages 6 or younger. The age of the respondents' children was not directly asked; thus, a variable was created based on the year in which the respondent indicated their child was born. The variable was divided into respondents who indicated they have a child who was born in 2003 or later (i.e., ages 6 or younger) and those who do not. The latter group would include respondents who do have children at home who are older than age 6, respondents who have grown children not at home, and respondents who do not have children. This section summarizes those overall differences, and also presents the differences by section of the report.

Overall Summary

Respondents with young children were more likely to feel that their department has not actively recruited women faculty and has not identified ways to move women into leadership positions. They were less likely to agree that their department has made an effort to promote women into leadership positions.

Respondents with children ages 6 or younger had not been at NDSU as long and were less likely to be tenured than respondents without young children. These characteristics likely contribute to less participation in certain professional activities thus far in the career of respondents with young children than those without, such as being less likely to have served on certain committees (i.e., promotion, curriculum), chaired a faculty search committee, held an administrative role, held a role as principal investigator on an educational grant, or served in a high-level position outside of NDSU such as chair of a major committee or president of an organization or association.

Respondents with young children were more influenced in their decision to accept a position at NDSU by the opportunities available for their spouse/partner compared to respondents without young children. This fact is supported by the high value that respondents with young children place on NDSU's spousal/partner hiring program. In fact, respondents with young children were more likely to have used the spousal/partner hiring program.

Respondents with young children were more likely to be in STEM designated colleges than those without young children. They were more likely to have heard of WISMET, more likely to find it very valuable, and more likely to have used WISMET.

Respondents with young children were more likely to agree that their personal responsibilities and commitments have slowed down their career progression. This trend is supported by the fact that respondents with young children were more likely to have used the extension of the tenure clock program. Among respondents who are not single, respondents with young children were more likely to have seriously considered leaving NDSU and leaving Fargo/Moorhead in order to enhance career opportunities.

Most respondents with young children currently used or needed childcare services, and commonly cite availability of infant/toddler care as a childcare issue. They were less likely to agree that their department has a supportive policy for faculty who have a new baby, and more likely to say that their department is not at all supportive of family leave.

Significance by Section of Report

Women Faculty at NDSU

Compared to respondents without children ages 6 or younger, **respondents with children ages 6 or younger** were:

- More likely to have indicated that their department has not actively recruited women faculty.
- More likely to have indicated that their department has not identified ways to move women into leadership positions.
- Less likely to have agreed that their department has made an effort to promote women into leadership positions.

Hiring Process at NDSU

Compared to respondents without children ages 6 or younger, **respondents with children ages 6 or younger** were:

- Less likely to have been at NDSU more than 5 years.
- More likely to have said that *opportunities available for spouse/partner* was one of their top three positive factors for accepting a position at NDSU and less likely to have said *teaching opportunities*.
- More likely to have said that *quality of students* was one of their top three factors that caused hesitation in accepting a position at NDSU and less likely to have said *colleagues in department/unit/lab*.

Tenure Process at NDSU

Compared to respondents without children ages 6 or younger, **respondents with children ages 6 or younger** were:

- More likely to have said they did or will experience the tenure or promotion process to Associate Professor at NDSU, and were less likely to currently have tenure.
- *Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU:*
 - More likely to have agreed that they were told about assistance (such as workshops or mentoring) available to pre-tenure/promotion faculty.
 - More likely to have said that they chose NOT to extend/reset the tenure clock even though they may have wanted to.

Professional Activities

Compared to respondents without children ages 6 or younger, **respondents with children ages 6 or younger**:

- Spent somewhat more time on *teaching* and less time on *advising students*.
- Would prefer to spend somewhat more time on *research* and somewhat less time on *advising students* and *administrative duties*.
- Wanted a somewhat greater decrease in the time they spend *teaching*.
- Were less likely to have collaborated in the past with colleagues in their primary department.
- Were less likely to have served on a promotion or curriculum committee in their department.
- Were less likely to have chaired a promotion or faculty search committee in their department.
- Were less likely to have held an administrative role in the past in their department or college.
- Were less likely to have said they hold a role as principal investigator on an educational grant in their department or college and were less likely to have held another type of role in the past.
- Were less likely to have held a position as chair of a major committee or been president or held another high-level position in a professional organization or association outside NDSU.
- Were more likely to disagree that they were treated with respect by staff.

NDSU Programs and Resources

Compared to respondents without children ages 6 or younger, **respondents with children ages 6 or younger** were:

- More likely to have indicated that the *spousal/partner hiring program* is very valuable and less likely to have indicated that the *new faculty orientation program* is very valuable.
- More likely to have heard of *WISMET* and more likely to find the program very valuable.
- More likely to have used the *extension of the tenure clock program*, the *spousal/partner hiring program*, and the *WISMET program*.

Balancing Personal and Professional Life

Respondents more likely to have children ages 6 or younger included:

- Those in STEM designated colleges rather than those in non-STEM colleges.
- Non-tenured faculty rather than tenured faculty.
- Respondents who have been at NDSU 5 years or less rather than those at NDSU more than 5 years.

Compared to respondents without children ages 6 or younger, **respondents with children ages 6 or younger** were:

- More likely to have agreed that personal responsibilities and commitments have slowed down their career progression.
- Much more likely to have indicated that they currently use or need childcare services or programs to care for a dependent child.
- More likely to have indicated that they use the *NDSU Center for Child Development* and less likely to have a childcare arrangement where the *child takes care of him/herself*.
- More likely to have cited *availability of infant/toddler care* as a childcare issue.
- Less likely to have provided care for an aging parent or relative in the past three years.
- Less likely to be single.
- *Among respondents who were not single:*
 - More likely to have said they have spouses/partners whose current employment status was full-time.
 - More likely to have said they have spouses/partners who also work at NDSU.
 - More likely to have agreed that they have seriously considered leaving NDSU in order to enhance their spouse/partner's career opportunities and that they and their spouse/partner have seriously considered leaving Fargo/Moorhead in order to enhance both their career opportunities.
- Less likely to have agreed that their department has a supportive policy for faculty who have a new baby.
- More likely to have agreed that their department is not at all supportive of family leave.
- More likely to have indicated that they feel short-tempered at least sometimes.

Demographics

Compared to respondents without children ages 6 or younger, **respondents with children ages 6 or younger** were:

- Less likely to be a U.S. citizen.
- More likely to have been a respondent from the College of Science and Mathematics and less likely to have been a respondent from the College of Arts, Humanities, and Social Sciences or the College of Human Development and Education.
- More likely to have indicated being from a STEM designated college.
- Less likely to have indicated being in a college that had a "very high" proportion of women.

SURVEY RESULTS

Hiring Process at NDSU

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables.

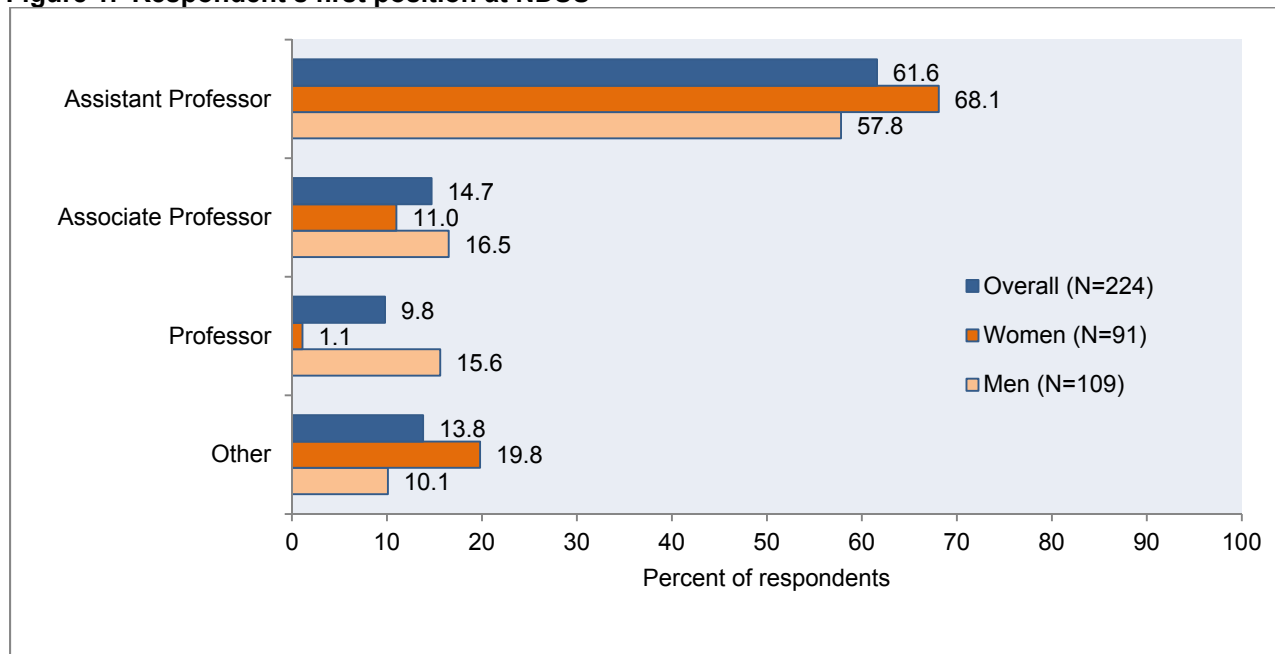
The majority of respondents were first hired at NDSU as an Assistant Professor (61.6 percent) (see Figure 1 and Appendix Table 1). An additional 14.7 percent were hired as an Associate Professor and 9.8 percent were hired as a Professor. The remaining 13.8 percent of respondents indicated they were hired into another type of position.

Significant differences

The proportion of respondents who were hired as an Assistant Professor was:

- **Gender** – Higher among women than men (68.1 percent and 57.8 percent, respectively).

Figure 1. Respondent's first position at NDSU



Of respondents who indicated their first position at NDSU was “other,” approximately half indicated they were first hired on as a professor, assistant professor, lecturer, and/or instructor in a non-tenured track position (see Appendix Table 2 and Appendix Tables 181a, b, and c). About one-fourth of respondents indicated their first position was research associated (i.e., Post doc or research assistant/associate/faculty). All respondents who said they were hired in an administrative role were men. Most respondents hired as an instructor, lecturer, or visiting professor were women.

Respondents were asked the year in which they were hired. Of respondents whose first position at NDSU was as an Assistant Professor, Associate Professor, or Professor, the year in which they were hired ranged from 1970 to 2008. Half of these respondents were hired in 2003 or later (50.8 percent). Half of men faculty were hired in 1998 or later (50.5 percent) while 57.8 percent of women faculty were hired in 2005 or later.

Among respondents hired into another type of position, the year hired ranged from 1974 to 2007, with half being hired in 2001 or later (50.1 percent). For these respondents who were hired into a non-tenure eligible position but are now tenured or tenure track, the change to a tenure eligible position took less than one year up to 29 years, with an average of 3.3 years (1.91 years for men and 2.88 years for women; note that the overall average includes respondents whose gender is unknown).

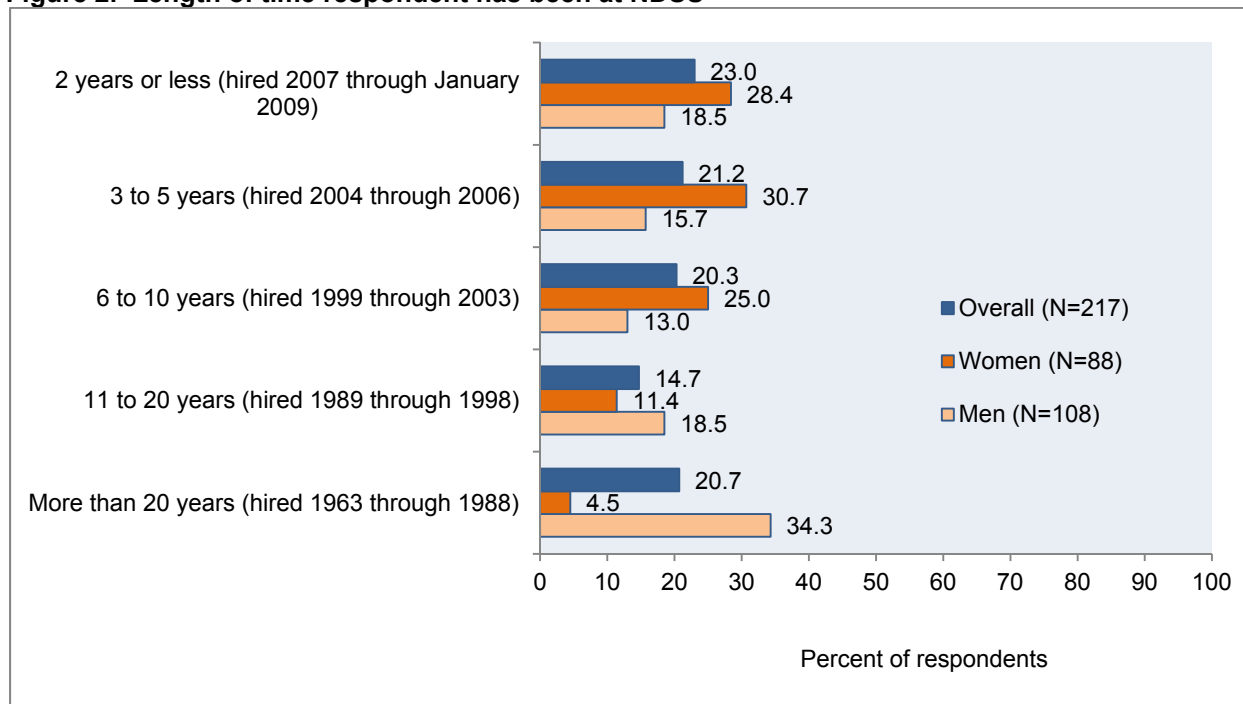
These questions were used to calculate how long respondents have been at NDSU. More than two-fifths of respondents had been at NDSU 5 years or less at the time the survey was conducted, which was January 2009 (44.2 percent) (see Figure 2). One-fifth of respondents had been at NDSU more than 20 years (20.7 percent).

Significant differences (see Appendix Table 3)

The proportion of respondents who had been at NDSU for 5 years or less was:

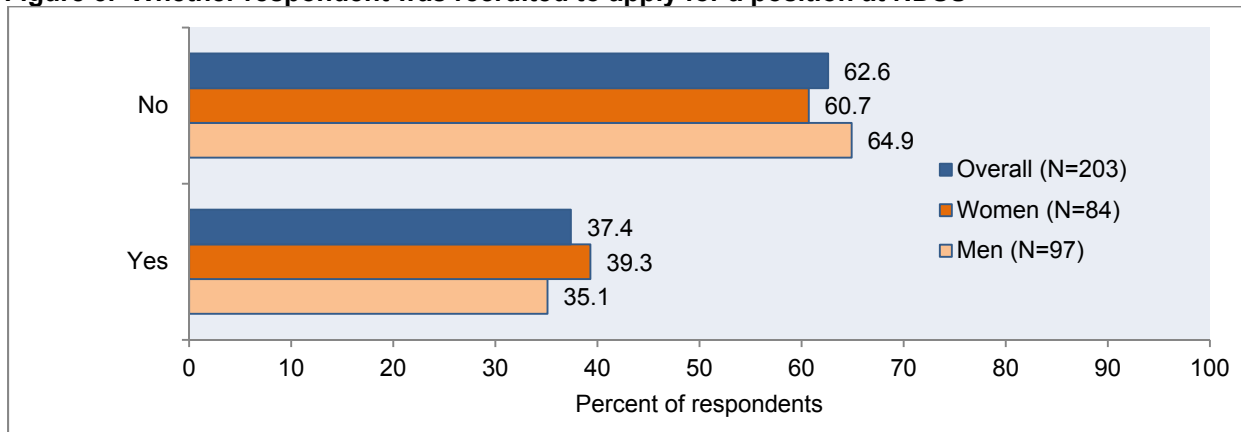
- **Gender** – Higher among women than men (59.1 percent and 34.3 percent, respectively).
- **Have children ages 6 or younger** – Much higher among respondents with young children than those without young children (69.4 percent and 36.9 percent, respectively).

Figure 2. Length of time respondent has been at NDSU



More than one-third of respondents were recruited to apply for a position at NDSU (37.4 percent) (see Figure 3). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

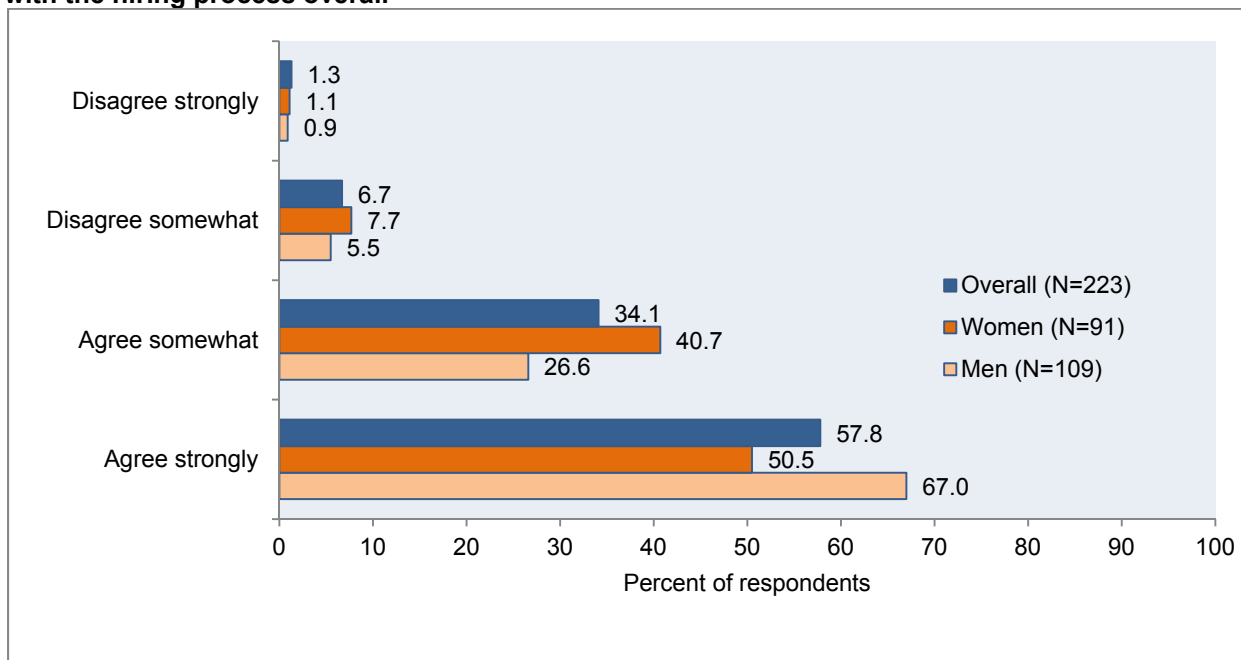
Figure 3. Whether respondent was recruited to apply for a position at NDSU



Respondents were asked about their level of agreement with a series of statements about the hiring process at NDSU (see Figures 4 to 10 and Appendix Tables 4 to 8).

The majority of respondents strongly agreed that they were satisfied with the hiring process overall (57.8 percent) (see Figure 4). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 4. Respondent’s opinion regarding the statement about the hiring process: “I was satisfied with the hiring process overall”



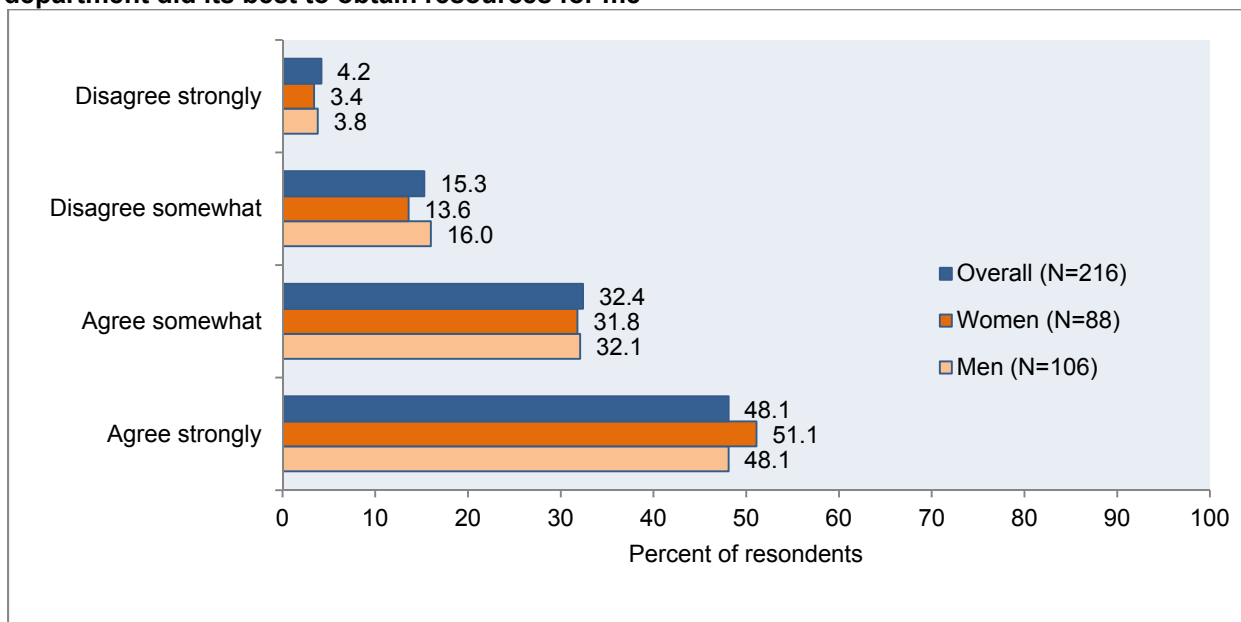
Nearly half of respondents strongly agreed that their department did its best to obtain resources for them in the hiring process (48.1 percent). However, one-fifth of respondents disagreed (19.5 percent) (see Figure 5 and Appendix Table 4).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who did not think that the department did its best to obtain resources for them (i.e., disagreed) was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (25.0 percent and 10.6 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (24.8 percent and 10.8 percent, respectively).

Figure 5. Respondent’s opinion regarding the statement about the hiring process: “The department did its best to obtain resources for me”



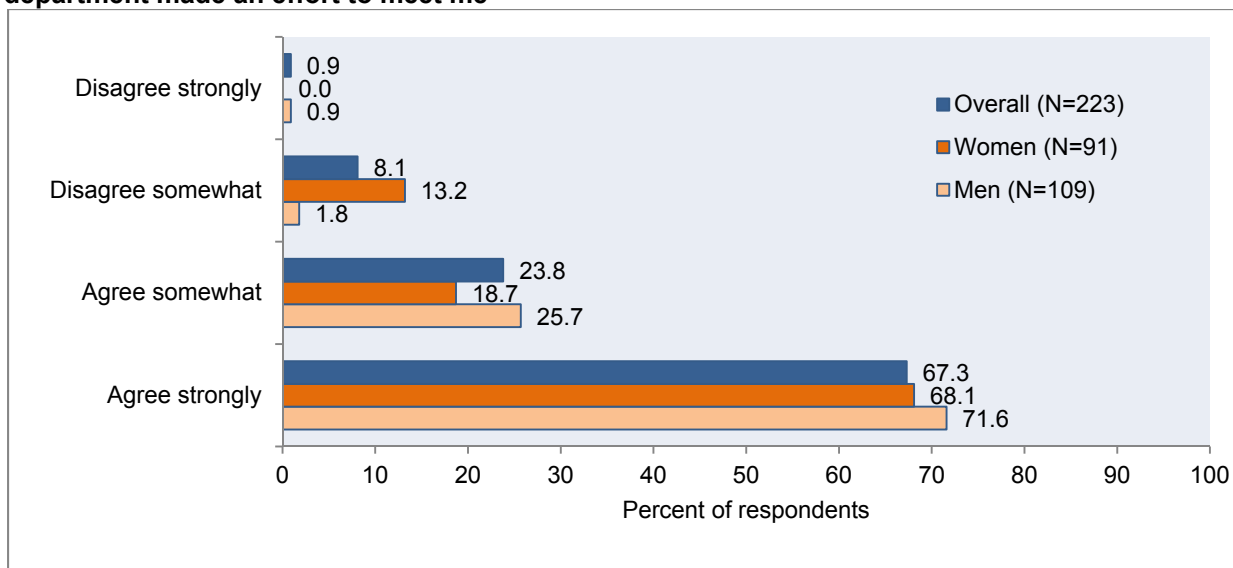
Two-thirds of respondents strongly agreed that faculty in their department made an effort to meet them in the hiring process (67.3 percent) (see Figure 6 and Appendix Table 5).

Significant differences

The proportion respondents who did not think that faculty in their department made an effort to meet them (i.e., disagreed) was:

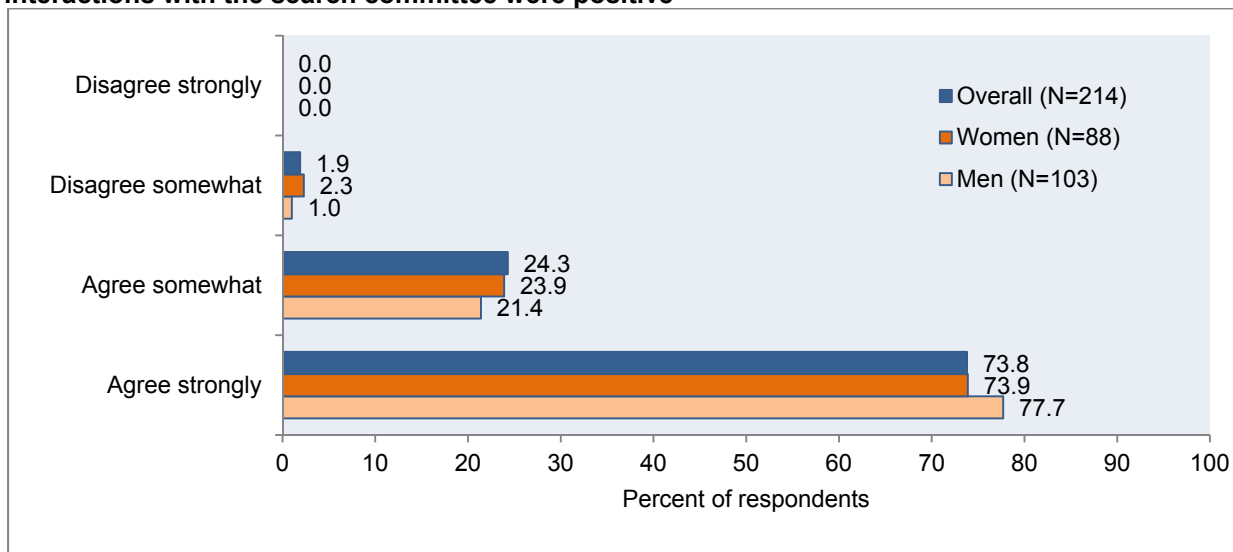
- **Gender** – Higher among women than men (13.2 percent and 2.7 percent, respectively).

Figure 6. Respondent’s opinion regarding the statement about the hiring process: “Faculty in the department made an effort to meet me”



Nearly three-fourths of respondents strongly agreed that their interactions with the search committee during the hiring process were positive (73.8 percent) (see Figure 7). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 7. Respondent’s opinion regarding the statement about the hiring process: “My interactions with the search committee were positive”



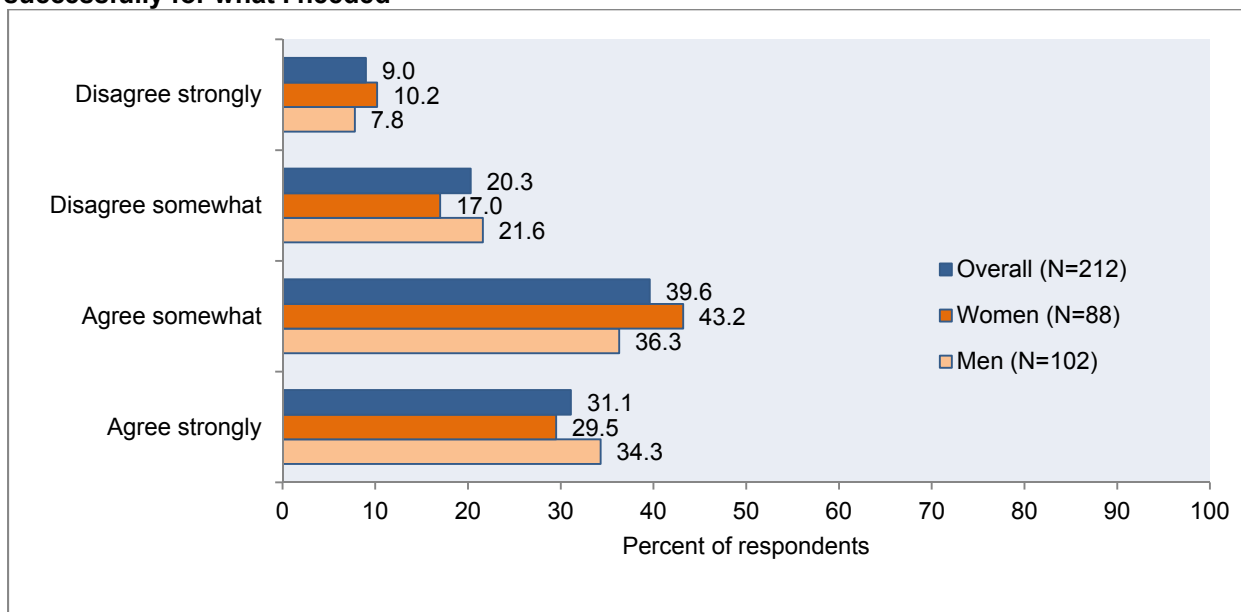
Most respondents agreed that they negotiated successfully for what they needed in the hiring process (70.7 percent). In contrast, 29.3 percent of respondents disagreed that they negotiated successfully (see Figure 8 and Appendix Table 6).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who thought that they were not successful in their negotiations (i.e., disagreed) was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (37.5 percent and 18.9 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (36.6 percent and 20.9 percent, respectively).

Figure 8. Respondent’s opinion regarding the statement about the hiring process: “I negotiated successfully for what I needed”



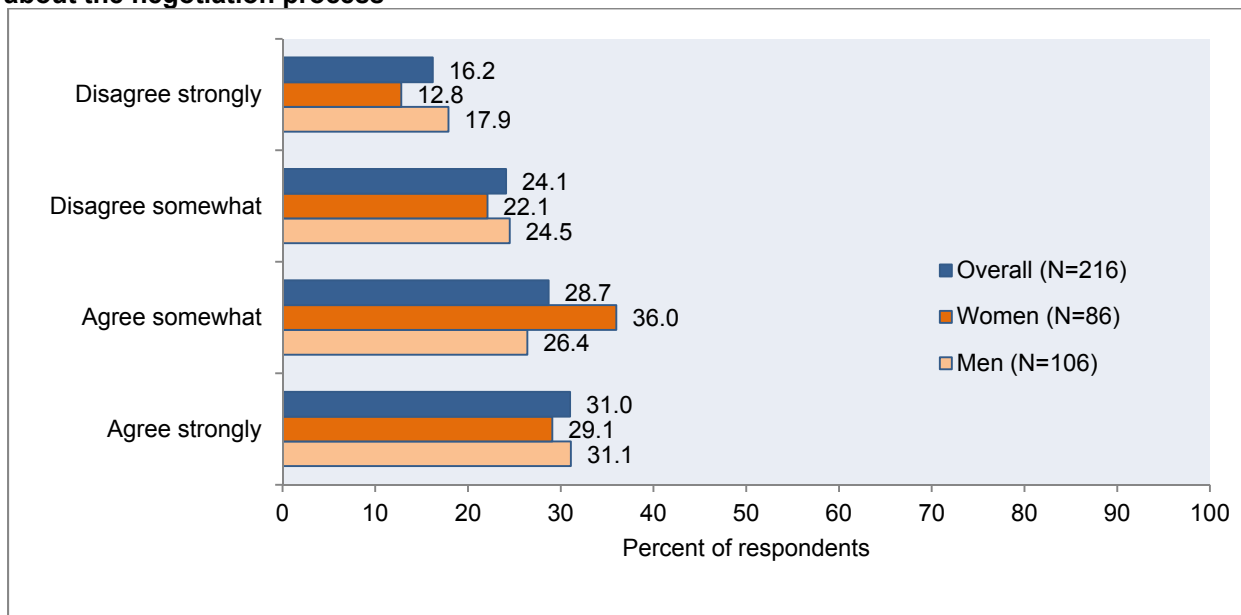
The majority of respondents agreed that they were naive about the negotiation process during hiring (59.7 percent) (see Figure 9 and Appendix Table 7).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who agreed that they were naive about the negotiation process was:

- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (68.1 percent and 49.5 percent, respectively).

Figure 9. Respondent’s opinion regarding the statement about the hiring process: “I was naive about the negotiation process”



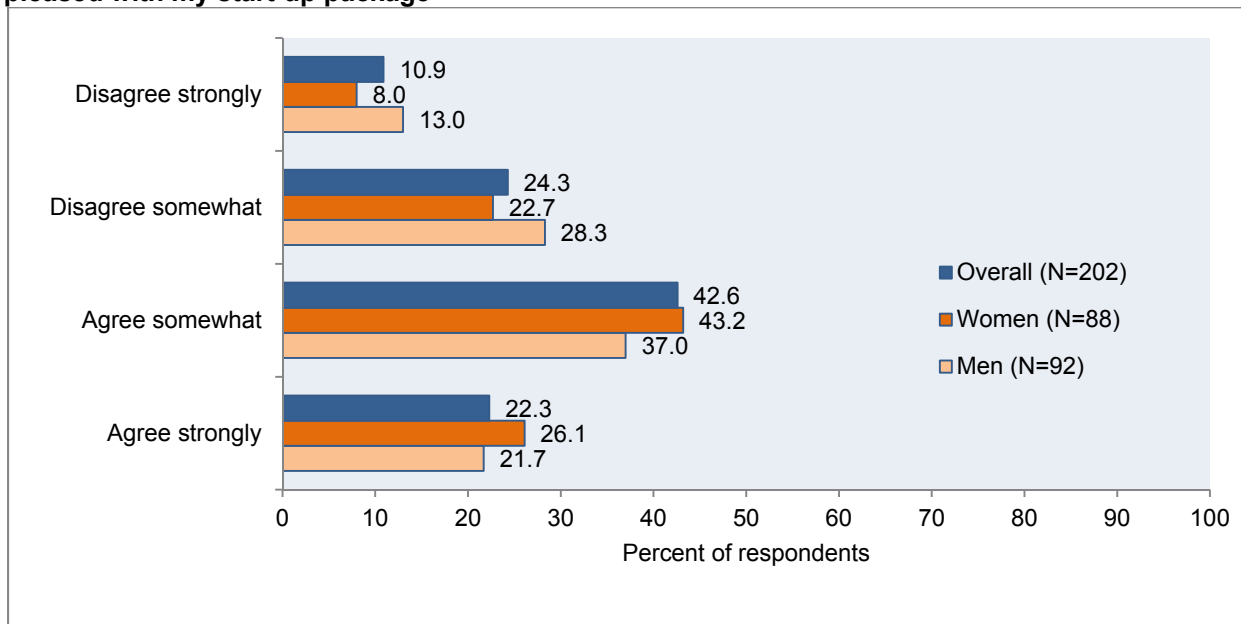
While nearly two-thirds of respondents agreed that they were pleased with their start-up package upon being hired (64.9 percent), more than one-third were not pleased with their start-up package (35.2 percent) (see Figure 10 and Appendix Table 8).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who were not pleased with their start-up package was:

- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (45.6 percent and 23.4 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (45.6 percent and 24.8 percent, respectively).

Figure 10. Respondent’s opinion regarding the statement about the hiring process: “I was pleased with my start-up package”



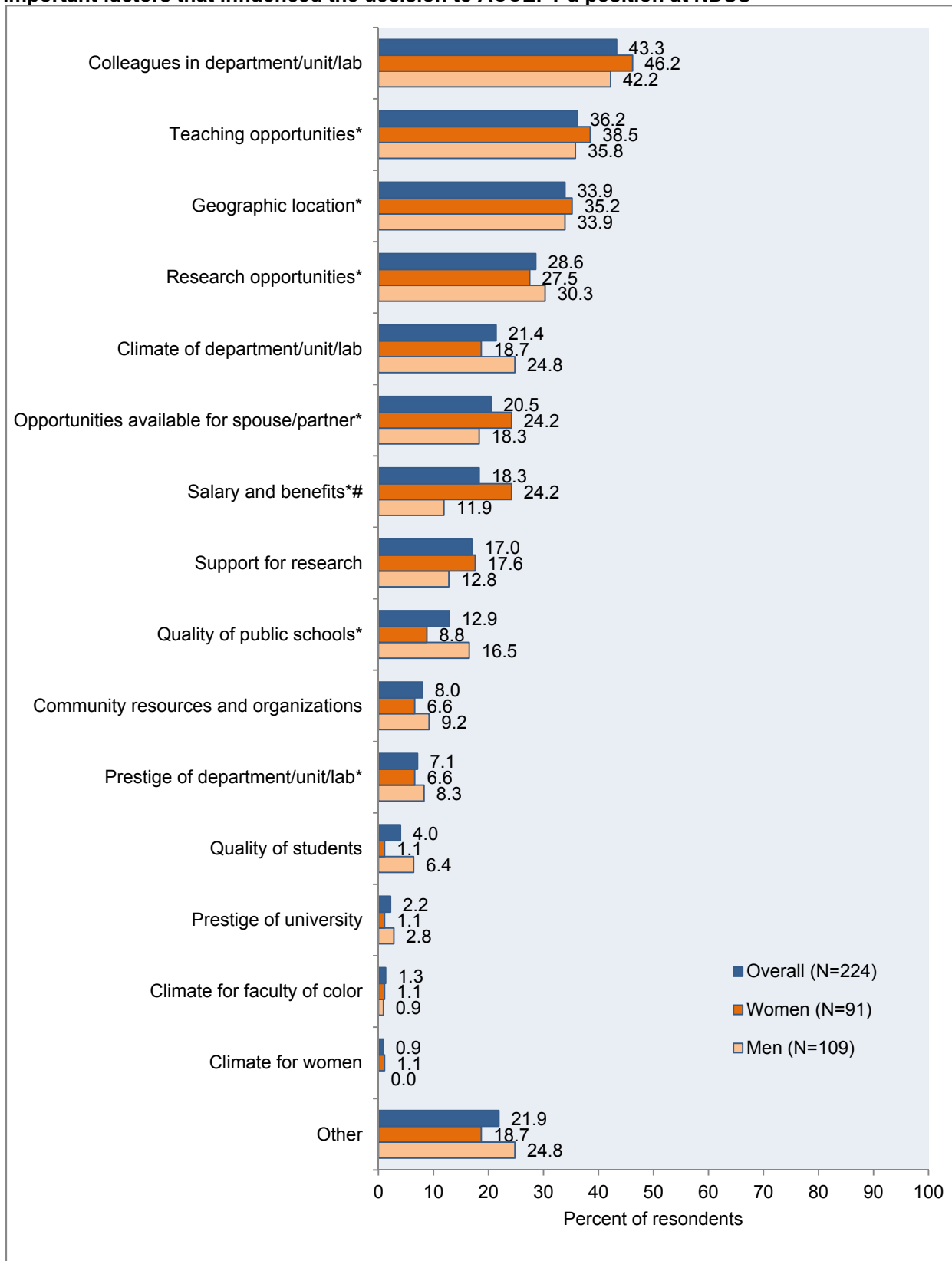
Respondents were asked to indicate from a list the three most important factors that influenced their decision to accept a position at NDSU (see Figure 11 and Appendix Tables 9 to 14). The most common positive influence was the *colleagues in the department/unit/lab* (43.3 percent). The next most common positive influences included *teaching opportunities* (36.2 percent), *geographic location* (33.9 percent), and *research opportunities* (28.6 percent). The items least frequently marked as among the three most important positive influences included *prestige of university* (2.2 percent), *climate for faculty of color* (1.3 percent), and *climate for women* (0.9 percent).

Significant differences

- **Gender** – *Salary and benefits* was chosen as one of the top three positive factors by a higher proportion of women than men (24.2 percent and 11.9 percent, respectively).
- **Racial/ethnic majority status** – *Geographic location* was much more of a positive factor for majority status respondents than those who were non-majority status (39.3 percent and 8.6 percent, respectively). In contrast, *research opportunities* was more influential for non-majority status respondents than majority status respondents (42.9 percent and 26.2 percent, respectively).
- **Type of college** – *Research opportunities* was more influential for respondents in STEM designated colleges than respondents in non-STEM designated colleges (37.4 percent and 20.7 percent, respectively) as was *quality of public schools* (19.2 percent and 7.6 percent, respectively). In contrast, *teaching opportunities* was one of the top three positive factors for a higher proportion of respondents in non-STEM colleges than those in STEM colleges (43.5 percent and 29.3 percent, respectively).
- **Tenure status** – *Opportunities available for spouse/partner* was chosen as one of the top three positive factors by a higher proportion of non-tenured faculty than tenured faculty (28.9 percent and 15.0 percent, respectively).
- **Years at NDSU** – *Prestige of department/unit/lab* was a positive factor for a somewhat higher proportion of respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (10.7 percent and 3.1 percent, respectively). Conversely, *salary and benefits* was a positive factor for more respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years (27.1 percent and 10.7 percent, respectively).
- **Having children ages 6 or younger** – *Opportunities available for spouse/partner* was chosen as one of the top three positive factors by twice the proportion of respondents with young children as those without young children (34.0 percent and 16.7 percent, respectively). *Teaching opportunities* was an influential factor for more respondents without young children than those with young children (39.7 percent and 24.0 percent, respectively).

Of respondents who said “other” when citing the three most important factors that positively influenced their decision to accept a position at NDSU, the highest proportion of respondents indicated a job opening, limited job availability, and being in need of a job as factors that influenced their decisions (see Appendix Table 15 and Appendix Tables 182a, b, and c). Women more than men said they accepted a position at NDSU because of family and friends. Men more than women said they accepted a position at NDSU because of opportunities for growth, challenge, and change.

Figure 11. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to ACCEPT a position at NDSU



*Significant differences were found for this response on one or more of the characteristics explored for significance

#Significant differences were found for this response based on gender

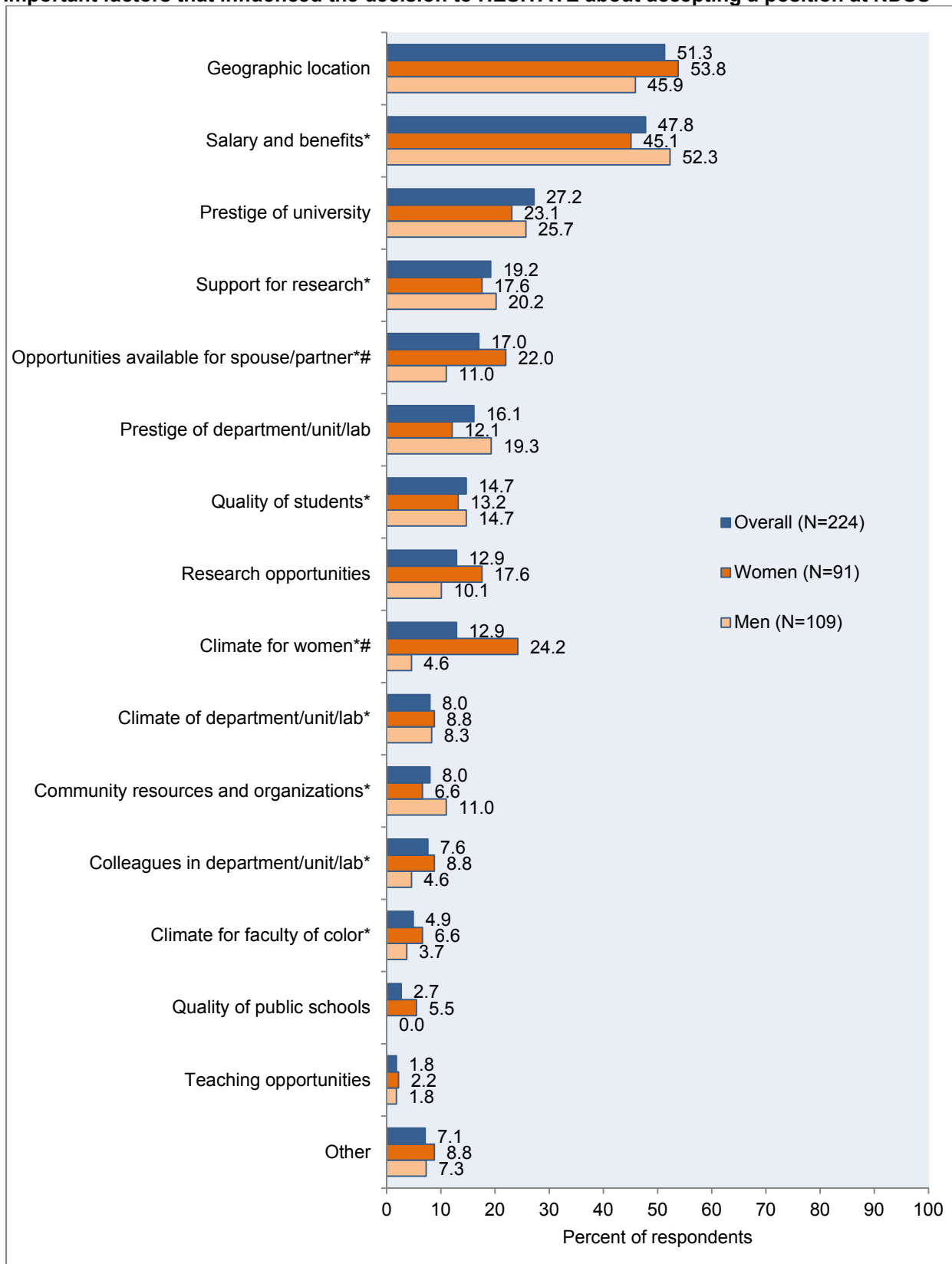
Respondents were asked to indicate from a list the three most important factors that caused them to hesitate to accept a position at NDSU (see Figure 12 and Appendix Tables 16 to 21). The most common negative factor was the *geographic location* (51.3 percent) followed closely by *salary and benefits* (47.8 percent). The next most common factor causing respondents to hesitate was the *prestige of the university* (27.2 percent). The items least frequently marked as among the three most important factors causing respondents to hesitate included *climate for faculty of color* (4.9 percent), *quality of public schools* (2.7 percent), and *teaching opportunities* (1.8 percent).

Significant differences

- **Gender** – *Opportunities available for spouse/partner* was one of the three most important factors that caused hesitation for a higher proportion of women than men (22.2 percent and 11.0 percent, respectively). A higher proportion of women than men cited *climate for women* as a reason for hesitation (24.2 percent and 4.6 percent, respectively).
- **Racial/ethnic majority status** – *Opportunities available for spouse/partner* was a factor that caused hesitation for more than twice the proportion of non-majority status respondents than majority status respondents (31.4 percent and 12.5 percent, respectively), and the same was true of *support for research* (37.1 percent and 15.5 percent, respectively). A much higher proportion of non-majority status respondents cited *climate for faculty of color* as a reason for hesitation compared to the proportion of majority status respondents (20.0 percent and 1.8 percent, respectively).
- **Type of college** – *Support for research* was a cause for hesitation for nearly twice the proportion of respondents in STEM designated colleges compared to those in non-STEM colleges (25.3 percent and 13.0 percent, respectively).
- **Tenure status** – *Climate of department/unit/lab* was a cause for hesitation for a somewhat higher proportion of tenured faculty than non-tenured faculty (11.7 percent and 4.1 percent, respectively). In contrast, three times the proportion of non-tenured faculty compared to tenured faculty cited *climate for women* as a cause for hesitation (21.6 percent and 6.7 percent, respectively) and twice the proportion said *quality of students* was one of their top three factors in hesitating to accept a position at NDSU (20.6 percent and 10.0 percent, respectively).
- **Years at NDSU** – *Community resources and organizations* was a cause for hesitation for a somewhat higher proportion of respondents who have been at NDSU 5 years or less compared to respondents who have been at NDSU more than 5 years (12.5 percent and 5.0 percent, respectively), and *climate for women* was a cause for hesitation for four times the proportion (19.8 percent and 5.0 percent, respectively). In contrast, *salary and benefits* was a cause for hesitation for more than half of respondents who have been at NDSU more than 5 years (55.4 percent) compared to 38.5 percent of respondents who have been at NDSU 5 years or less.
- **Having children ages 6 or younger** – *Colleagues in department/unit/lab* was one of the top three factors that caused hesitation to accept a position at NDSU for a higher proportion of respondents without young children compared to those with young children (9.8 percent and 0.0 percent, respectively). *Quality of students* was a cause for hesitation for twice the proportion of respondents with young children compared to those without (24.0 percent and 12.1 percent, respectively).

Of respondents who said “other” when citing the factors that made them hesitate about accepting a position at NDSU, the highest proportion of respondents indicated that salary, benefits, and resources were factors (see Appendix Table 22 and Appendix Tables 183a and b).

Figure 12. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to HESITATE about accepting a position at NDSU



*Significant differences were found for this response on one or more of the characteristics explored for significance

**Significant differences were found for this response based on gender

Tenure Process at NDSU

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables.

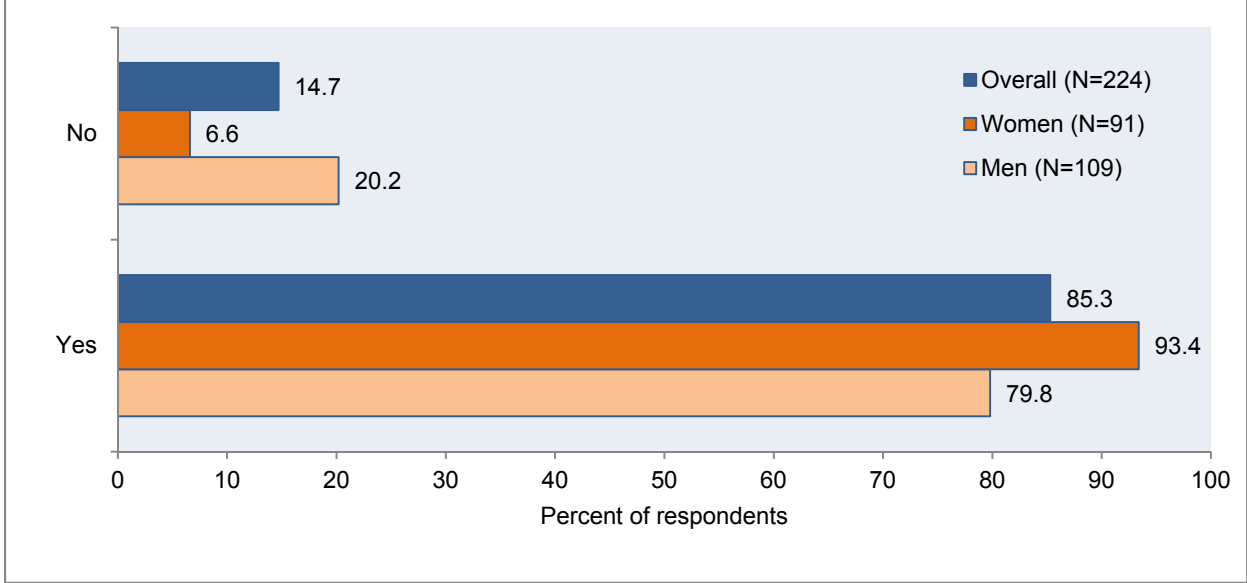
The vast majority of respondents who are already tenured or are tenure track did or will experience the tenure or promotion process to Associate Professor at NDSU (85.3 percent) (see Figure 13 and Appendix Table 23).

Significant differences

The proportion of respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU was:

- **Gender** – Higher among women than men (93.4 percent and 79.8 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents with young children than respondents without young children (96.0 percent and 82.2 percent, respectively).

Figure 13. Whether respondent did or will experience the tenure or promotion process to Associate Professor at NDSU



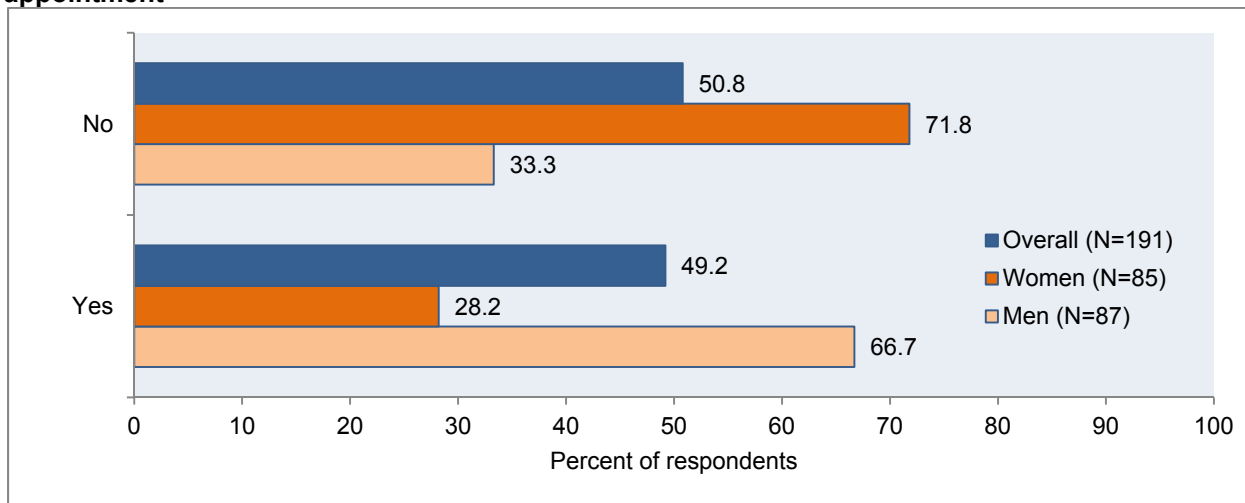
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, half currently have tenure or an indefinite appointment (49.2 percent) (see Figure 14 and Appendix Table 24).

Significant differences

Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who currently have tenure or an indefinite appointment was:

- **Gender** – More than two times higher among men than women (66.7 percent and 28.2 percent, respectively).
- **Having children ages 6 or younger** – More than three times higher among respondents without young children as those with young children (60.1 percent and 16.7 percent, respectively).

Figure 14. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, whether respondent currently has tenure or an indefinite appointment



Among respondents who were hired at NDSU as an Assistant Professor, who did or will experience the tenure or promotion process to Associate Professor at NDSU, and who currently have tenure or an indefinite appointment, there was an average of 6.56 years between when the respondent was hired and when they became an Associate Professor (6.71 years for men and 6.00 years for women) (see Appendix Table 25). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

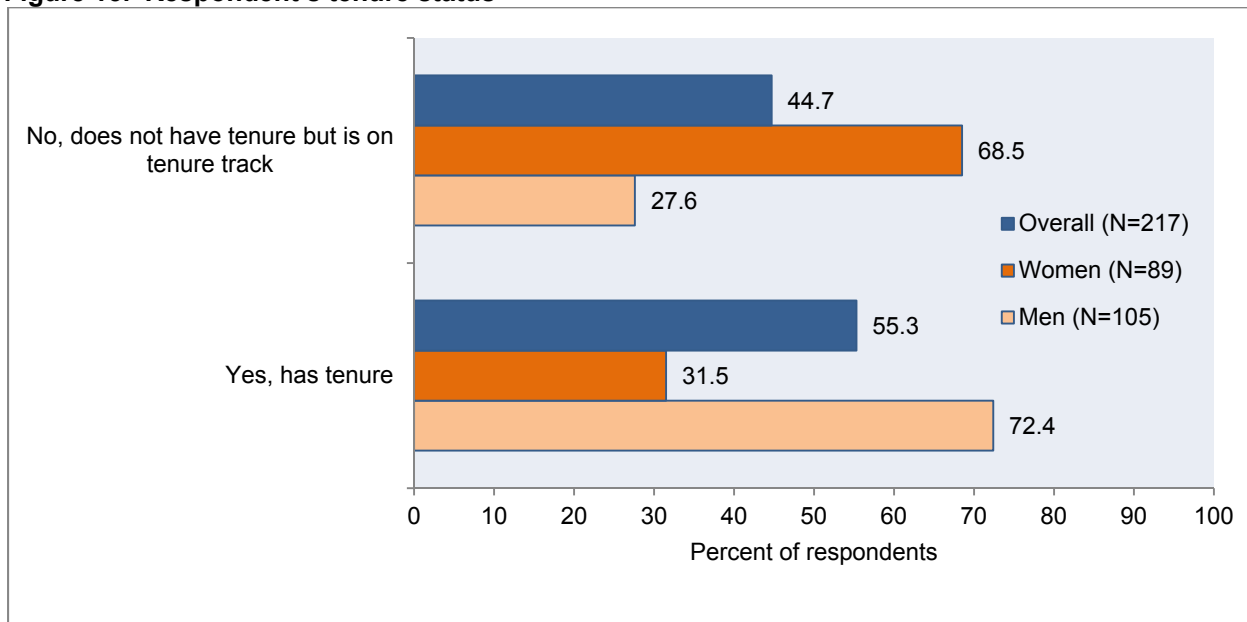
Among all respondents who are tenured or are on a tenure track, regardless of where they went through the process, 55.3 percent already have tenure (see Figure 15 and Appendix Table 26). Since current tenure status was not directly asked of all respondents, this variable comprises the respondents who indicated they did or will experience the tenure or promotion process at NDSU and currently have tenure or an indefinite appointment along with respondents who indicated they were hired on at NDSU as an Associate Professor or full Professor.

Significant differences

Overall, the proportion of respondents who were tenured at the time of the survey was:

- **Gender** – More than two times higher among men than women (72.4 percent and 31.5 percent, respectively).
- **Having children ages 6 or younger** – More than three times higher among respondents without young children than those with young children (65.9 percent and 20.0 percent, respectively).

Figure 15. Respondent’s tenure status



Respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU were asked about their level of agreement with a series of statements about the tenure/promotion process (see Figures 16 to 22 and Appendix Tables 27 to 32).

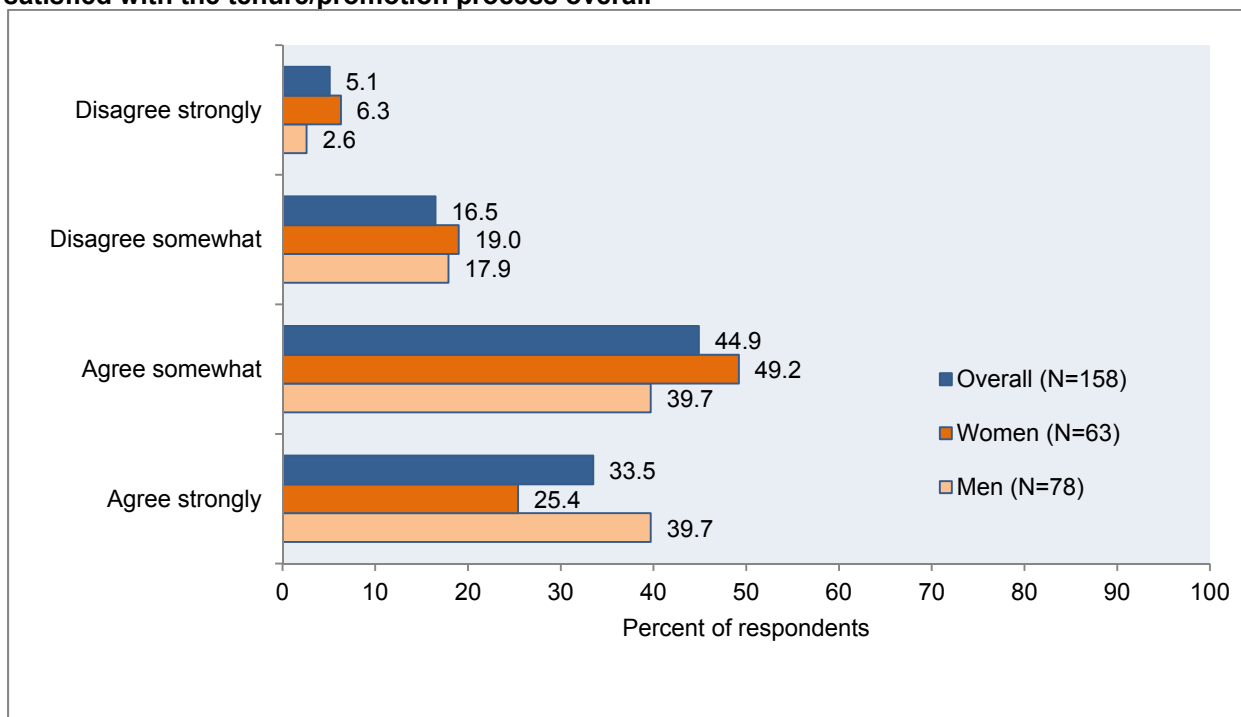
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, most respondents agreed that they are/were satisfied with the tenure/promotion process overall (78.4 percent) (see Figure 16 and Appendix Table 27).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who strongly agreed that they were satisfied with the tenure/promotion process was:

- **Tenure status** – Much higher among faculty who are already tenured than those who are not yet tenured (45.7 percent and 16.7 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (42.2 percent and 17.6 percent, respectively).

Figure 16. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent’s opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: “I am/was satisfied with the tenure/promotion process overall”



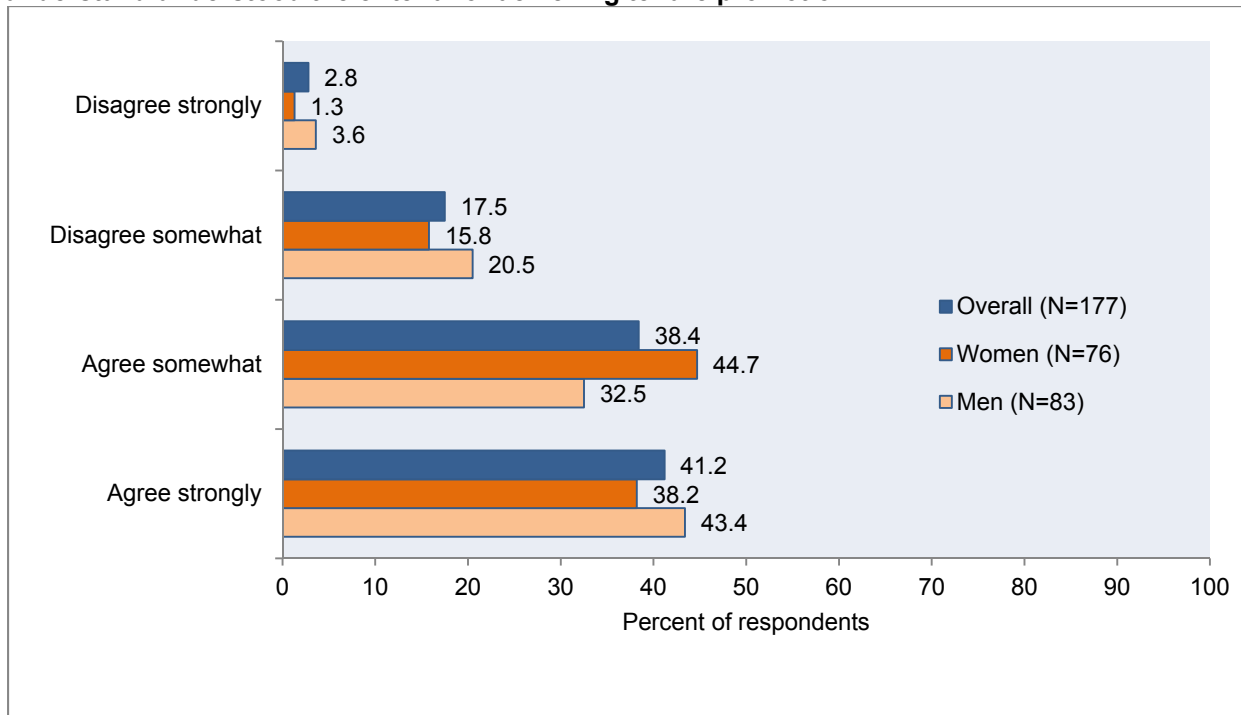
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, most agreed that they understand/understood the criteria for achieving tenure/promotion (79.6 percent) (see Figure 17 and Appendix Table 28).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who strongly agreed that they understand/understood the criteria for achieving tenure/promotion was:

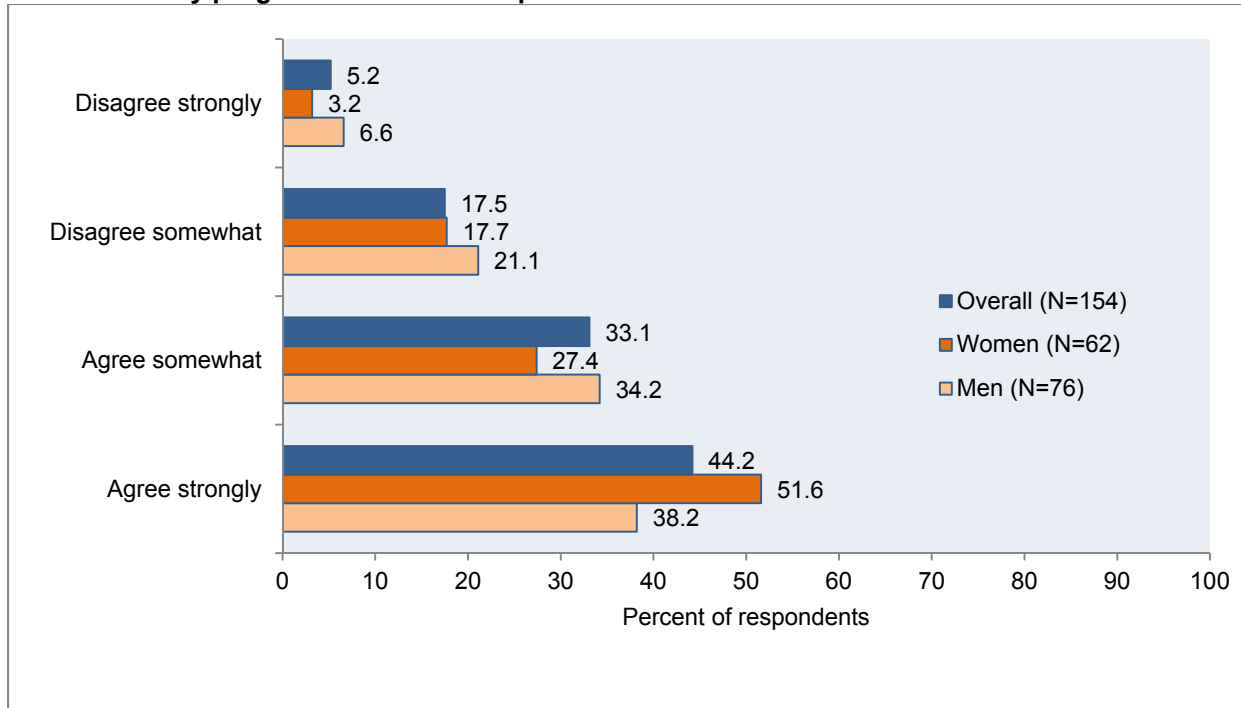
- **Type of college** – Higher among respondents in non-STEM designated colleges than respondents in STEM colleges (49.3 percent and 35.4 percent, respectively).

Figure 17. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent’s opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: “I understand/understood the criteria for achieving tenure/promotion”



Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, most agreed that they receive/received feedback on their progress toward tenure/promotion (77.3 percent) (see Figure 18). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 18. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent’s opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: “I receive/d feedback on my progress toward tenure/promotion”



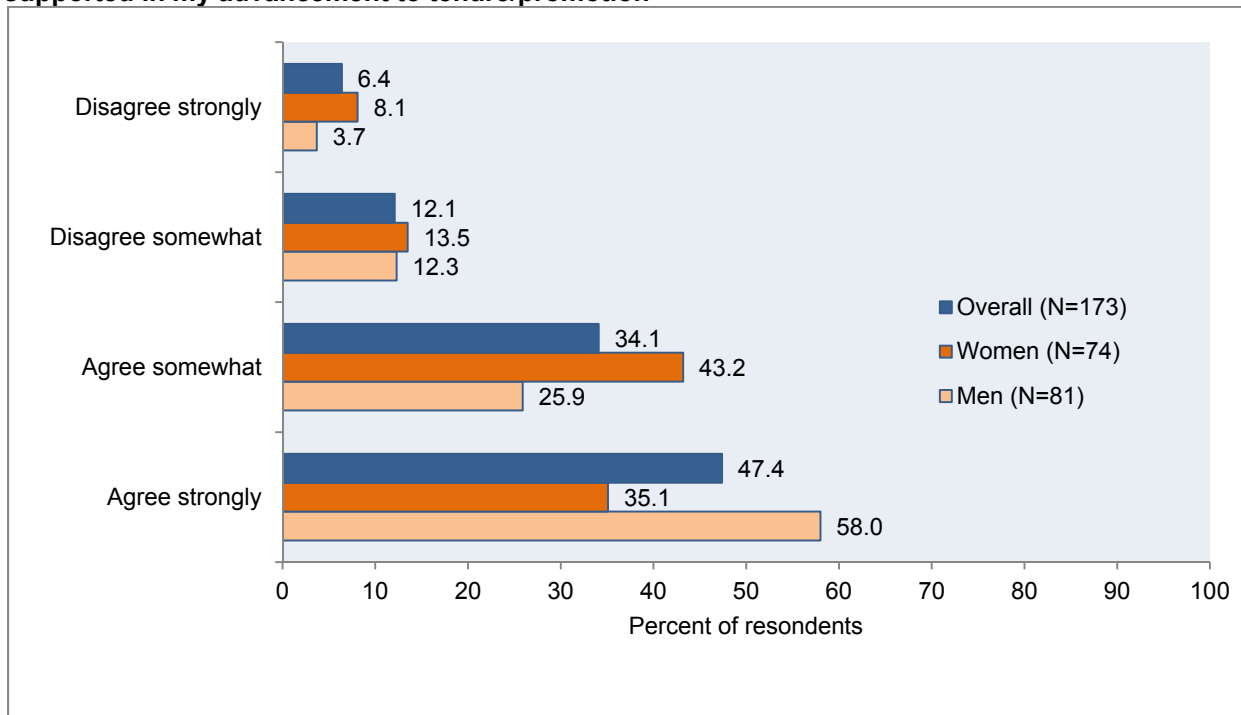
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, nearly half strongly agreed that they feel/felt supported in their advancement to tenure/promotion (47.4 percent) (see Figure 19 and Appendix Table 29).

Significant differences

Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who strongly agreed that they feel/felt supported in their advancement to tenure/promotion was:

- **Gender** – Higher among men than women (58.0 percent and 35.1 percent, respectively).

Figure 19. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent’s opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: “I feel/felt supported in my advancement to tenure/promotion”



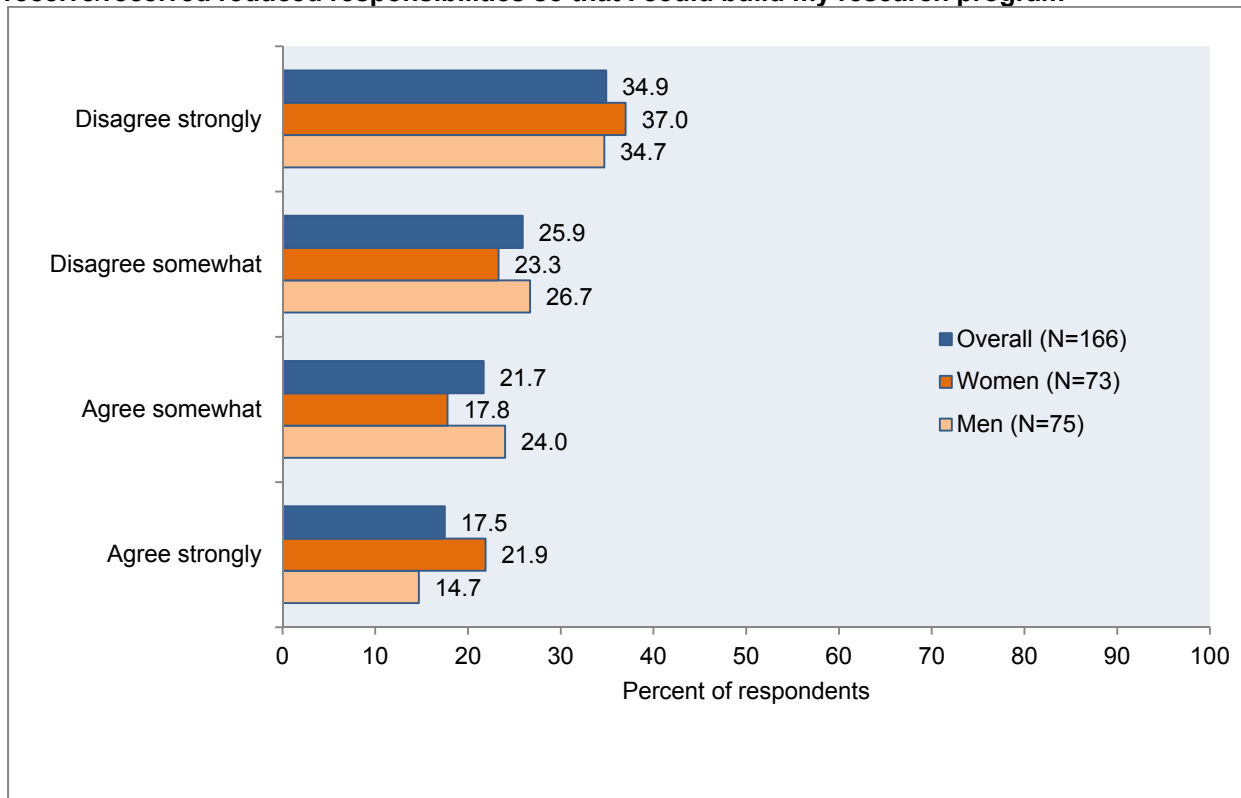
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the majority of respondents disagreed that they receive/received reduced responsibilities so that they could build their research program (60.8 percent) (see Figure 20 and Appendix Table 30).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who strongly disagreed that they receive/received reduced responsibilities so that they could build their research program was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (44.7 percent and 24.7 percent, respectively).

Figure 20. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent’s opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: “I receive/received reduced responsibilities so that I could build my research program”



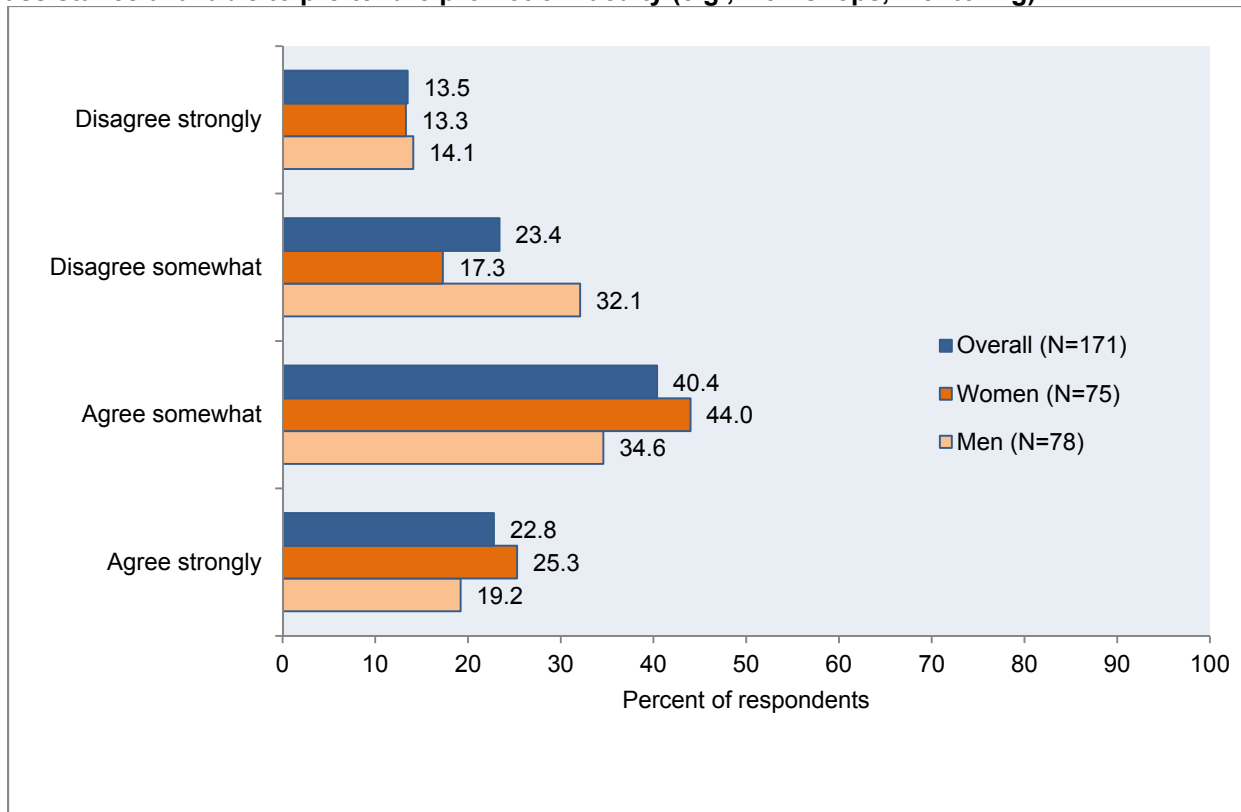
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the majority of respondents agreed that they were told about assistance (such as workshops or mentoring) available to pre-tenure/promotion faculty (63.2 percent) (see Figure 21 and Appendix Table 31). However, more than one-third of respondents disagreed that they were told about such assistance (36.9 percent).

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who strongly disagreed that they were told about assistance (such as workshops or mentoring) available to pre-tenure/promotion faculty was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (23.3 percent and 3.5 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than respondents who have been at NDSU 5 years or less (20.6 percent and 4.3 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (17.6 percent and 2.2 percent, respectively).

Figure 21. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent’s opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: “I was told about assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring)”



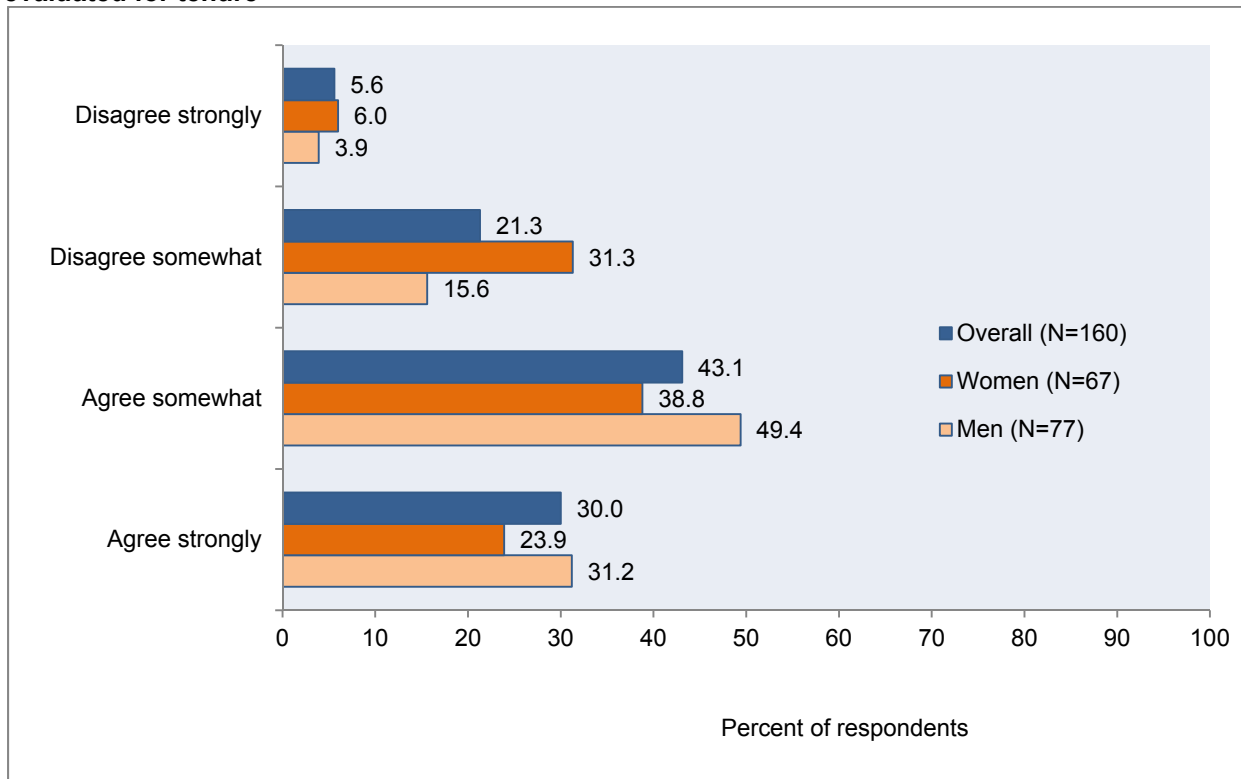
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, nearly three-fourths of respondents agreed that they feel there is/was a strong fit between the way they do/did research, teaching and service, and the way it is/was evaluated for tenure (73.1 percent) (see Figure 22 and Appendix Table 32). However, more than one-fourth of respondents disagreed that there is/was a strong fit (26.9 percent).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who strongly disagreed that they feel there is/was a strong fit between the way they do/did research, teaching and service, and the way it is/was evaluated for tenure was:

- **Type of college** – Higher among respondents in STEM designated colleges than those in non-STEM designated colleges (9.5 percent and 0.0 percent, respectively).

Figure 22. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent’s opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: “I feel there is/was a strong fit between the way I do/did research, teaching and service, and the way it is/was evaluated for tenure”



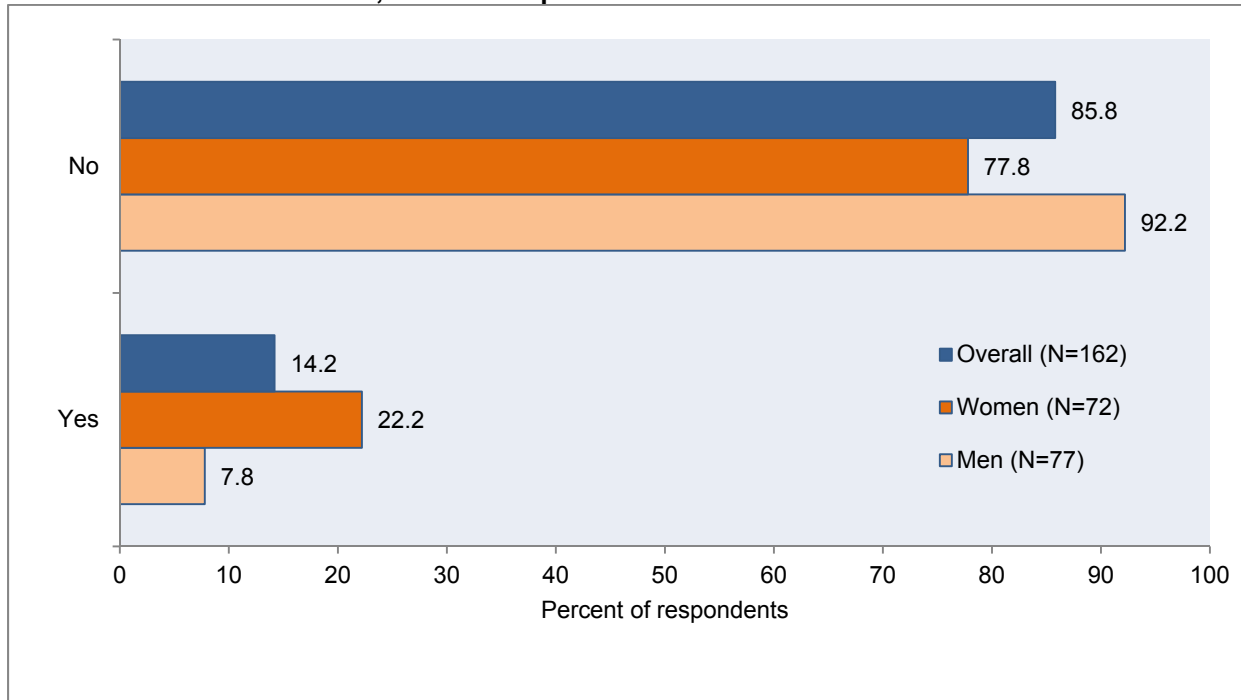
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the vast majority of respondents have not reset the tenure clock at NDSU (85.8 percent) (see Figure 23 and Appendix Table 33).

Significant differences

Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who have reset the tenure clock was:

- **Gender** – Higher among women than men (22.2 percent and 7.8 percent, respectively).
- **Tenure status** – Higher among non-tenured faculty than tenured faculty (20.0 percent and 9.2 percent, respectively).

Figure 23. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, whether respondent has ever reset the tenure clock at NDSU

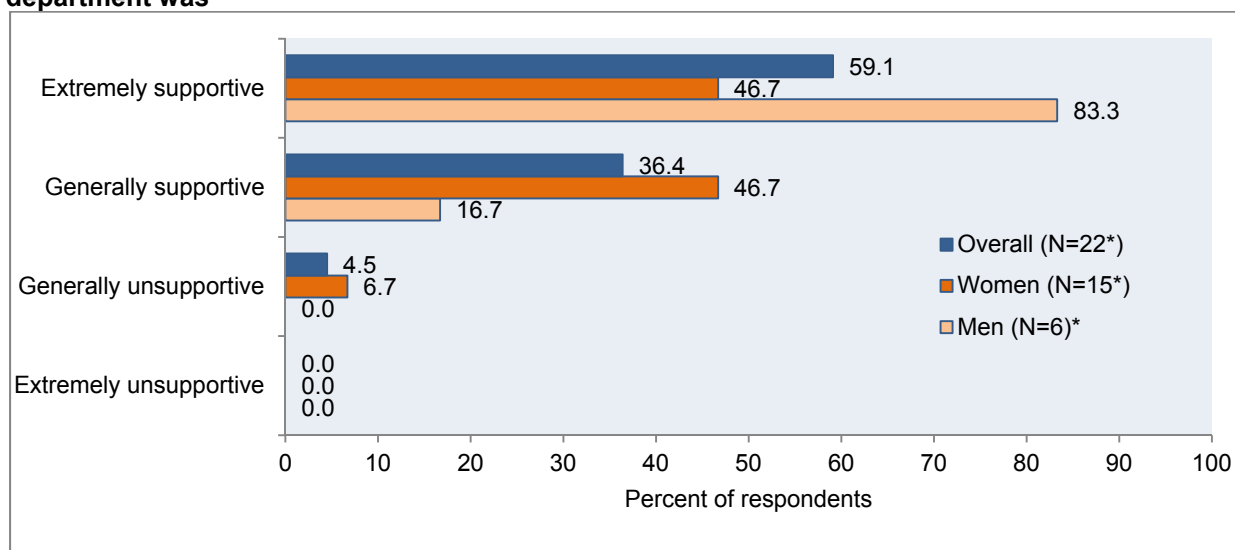


Note: Two respondents had extended/reset their tenure clock twice.

Of respondents who reset their tenure clock at NDSU, most said the main reason for extending/resetting the tenure clock was because of family, children, and care giving (see Appendix Table 34 and Appendix Tables 184a and b). Other factors included the starting time of the position, not having enough publications, and policy changes.

Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, respondents have found their departments to be generally or extremely supportive (see Figure 24). It appears that a higher proportion of women than men found their departments to be extremely supportive. However, the number of respondents was too small to test for significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 24. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset tenure clock, how supportive the department was



*Caution should be exercised when using these data due to the small number of respondents. N is too small to test for significance on other variables.

Respondents who extended/reset their tenure clock for the first time at NDSU were asked about reduced responsibilities they may have been granted. Most respondents indicated that they were not granted any reduced responsibilities. A higher proportion of women than men indicated that they were granted a reduced teaching load (see Appendix Table 35 and Appendix Tables 185a, b, and c).

Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, 12.9 percent of respondents chose to NOT extend/reset the tenure clock even though they may have wanted to (see Figure 25 and Appendix Table 36).

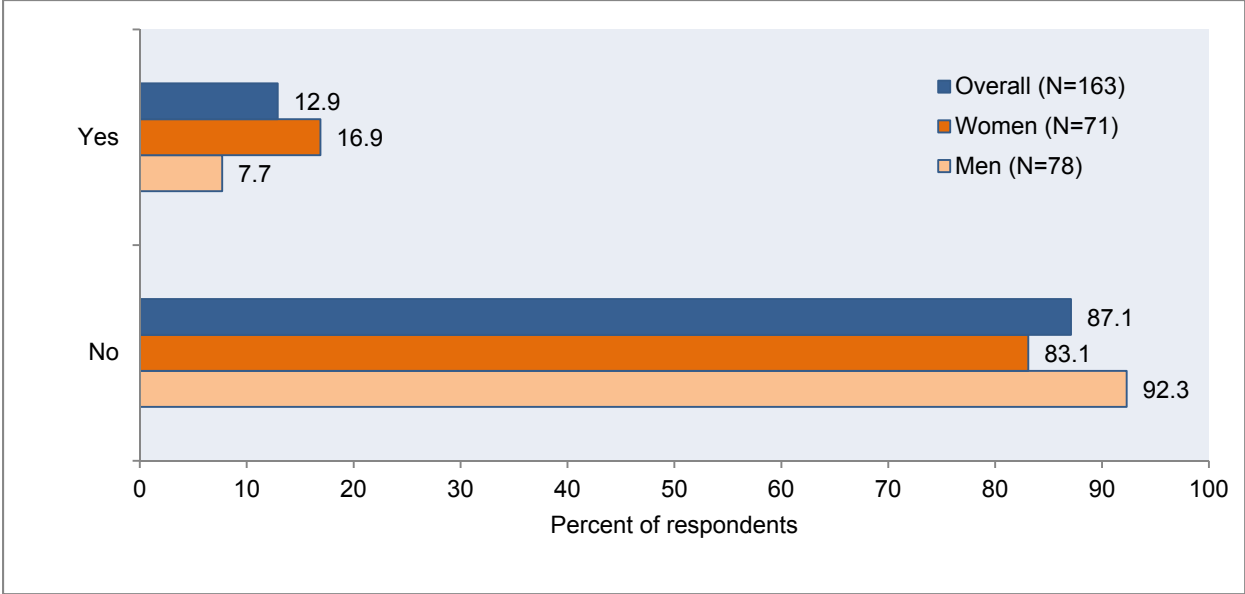
Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who chose to NOT extend/reset the tenure clock even though they may have wanted to was:

- **Having children ages 6 or younger** – More than two times higher among respondents with young children than respondents without young children (22.7 percent and 9.2 percent, respectively).

The highest proportion of respondents who chose not to extend/reset their tenure clock said it was a personal decision, such as not wanting to delay the process, followed closely by concerns about stigmatization (see Appendix Table 37 and Appendix Tables 186a, b, and c).

Figure 25. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, whether respondent chose NOT to extend/reset the tenure clock even though they may have wanted to



Professional Activities

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Results are also presented by STEM status. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables. Significant differences in responses by gender for STEM respondents and for non-STEM respondents are noted with each figure.

Respondents were asked to indicate the amount of work time they CURRENTLY spend on various professional activities (see Figure 26 and Appendix Tables 38 to 43). Respondents dedicated the largest proportion of time, on average, to *teaching* (39.57 percent of the respondent's work time), though amounts ranged from no time to 90 percent of their time. *Research* was the second most time-consuming activity at an average of 25.22 percent of work time, with amounts ranging from no time to 80 percent of their time. The average amount of work time respondents spent on various additional professional activities was as follows:

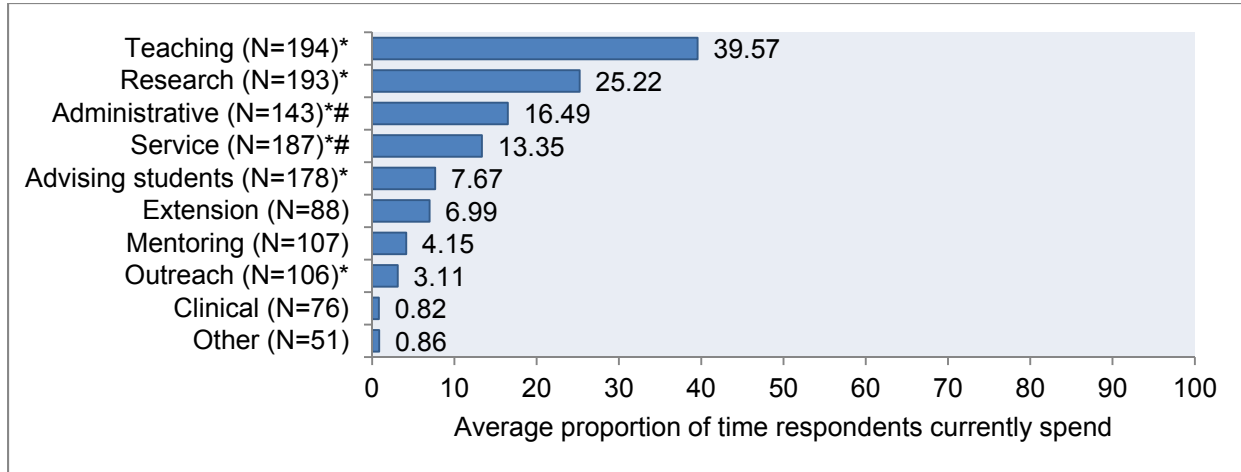
- 16.49 percent on *administrative duties* (ranging from no time to 100 percent of their work time).
- 13.35 percent on *service* (ranging from no time to 50 percent of their work time).
- 7.67 percent on *advising students* (ranging from no time to 40 percent of their work time).
- 6.99 percent on *extension* (ranging from no time to 98 percent of their work time).
- 4.15 percent on *mentoring* (ranging from no time to 20 percent of their work time).
- 3.11 percent on *outreach* (ranging from no time to 20 percent of their work time).
- 0.82 percent on *clinical activities* (ranging from no time to 30 percent of their work time).
- 0.86 percent on *other activities* (ranging from no time to 20 percent of their work time).

Significant differences

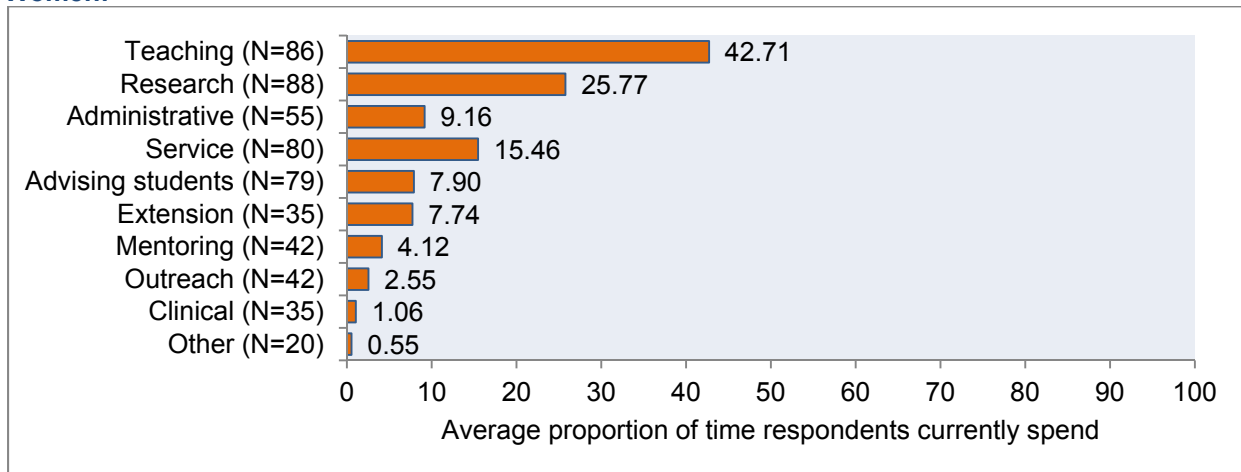
- **Gender** – Women spent slightly more work time, on average, on *service* activities than men (15.46 percent and 12.02 percent, respectively). In contrast, men spent twice as much time, on average, on *administrative duties* than women (20.30 percent and 9.16 percent, respectively).
- **Racial/ethnic majority status** – Non-majority status respondents spent more time on *research* than majority status respondents (37.37 percent and 22.56 percent, respectively). In contrast, majority status respondents spent slightly more time on *service* activities than non-majority status respondents (14.04 percent and 10.44 percent, respectively).
- **Type of college** – Respondents in STEM designated colleges spent somewhat more time on *research* than respondents in non-STEM colleges (29.39 percent and 20.72 percent, respectively).
- **Tenure status** – Non-tenured faculty spent somewhat more time on *research* than tenured faculty did (28.90 percent and 22.03 percent, respectively) and on *teaching* (44.26 percent and 36.21 percent, respectively). In contrast, tenured faculty spent more time on *administrative duties* than non-tenured faculty (21.27 percent and 6.60 percent, respectively). Other differences, though found to be significant statistically, are too small to be discussed here.
- **Years at NDSU** – Respondents who have been at NDSU 5 years or less spent somewhat more time on *teaching* than respondents who have been at NDSU more than 5 years (43.58 percent and 35.88 percent, respectively). In contrast, respondents who have been at NDSU more than 5 years spent slightly more time on *service* than respondents who have been at NDSU 5 years or less (14.66 percent and 11.40 percent, respectively). Other differences, though found to be significant statistically, are too small to be discussed here.
- **Having children ages 6 or younger** – Respondents with young children spent somewhat more time, on average, on *teaching* than respondents without young children (44.71 percent and 37.88 percent, respectively).

percent, respectively). In contrast, respondents without young children spent slightly more time on *advising students* than respondents with young children (8.31 percent and 5.80 percent, respectively).

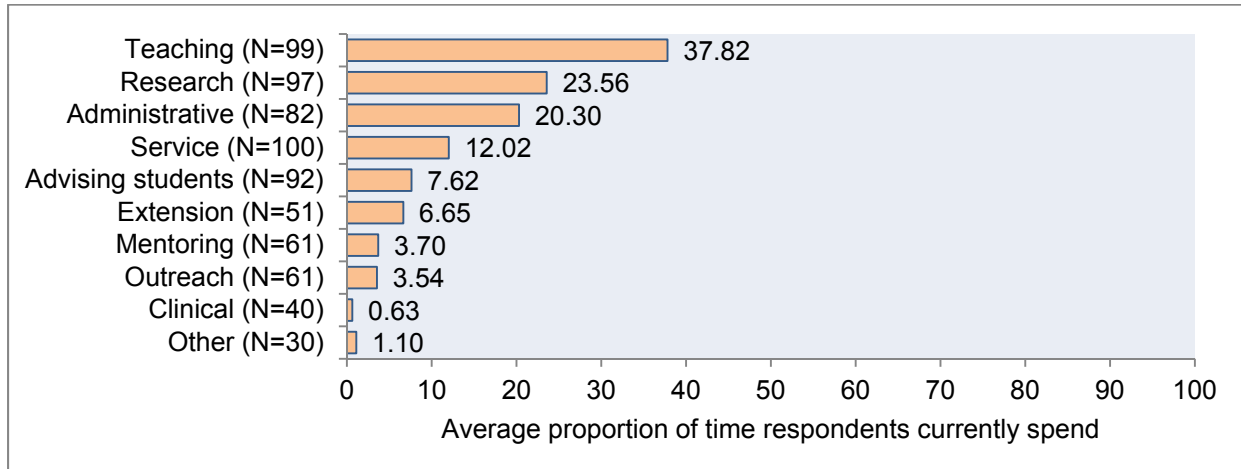
Figure 26. Average proportion of work time respondents CURRENTLY spent on various activities Overall:



Women:



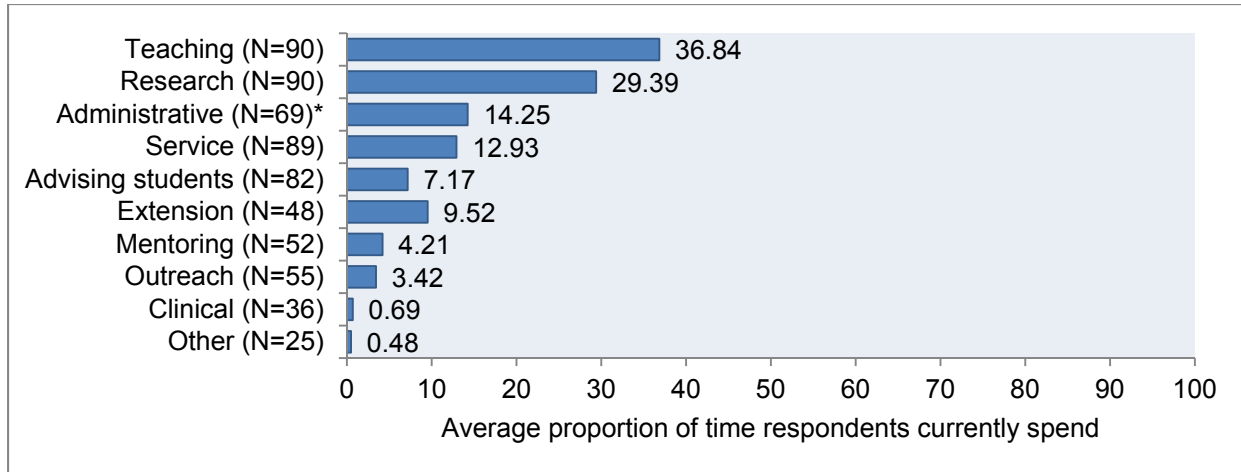
Men:



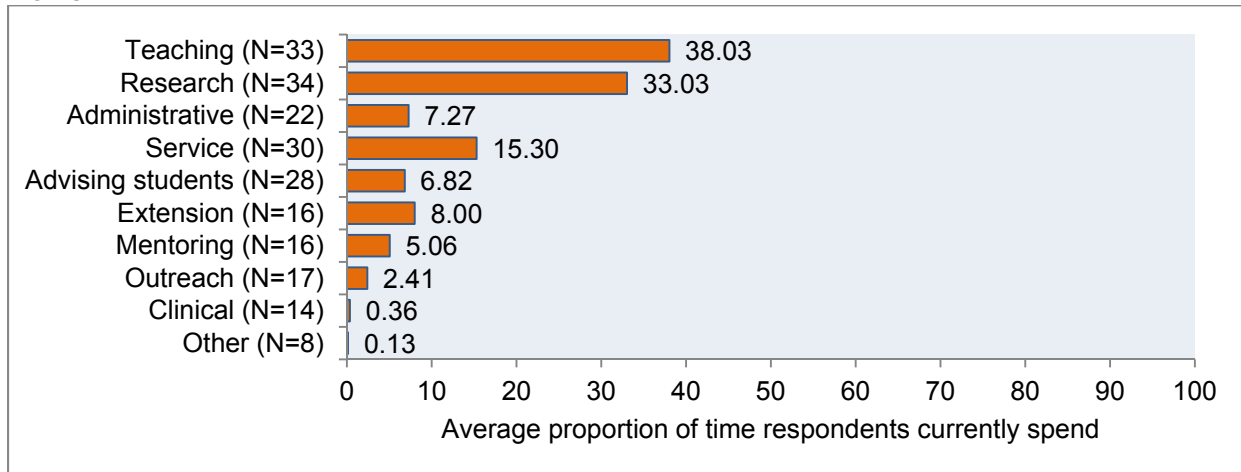
*Significant differences were found for this response on one or more of the characteristics explored for significance
 #Significant differences were found for this response based on gender

Figure 26a. Average proportion of work time STEM respondents CURRENTLY spent on various activities

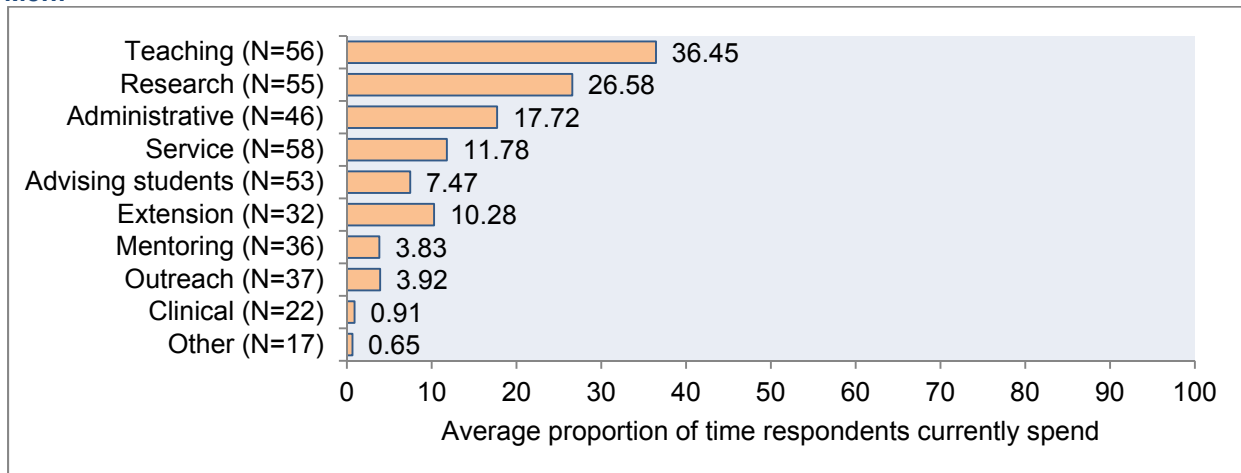
Overall:



Women:



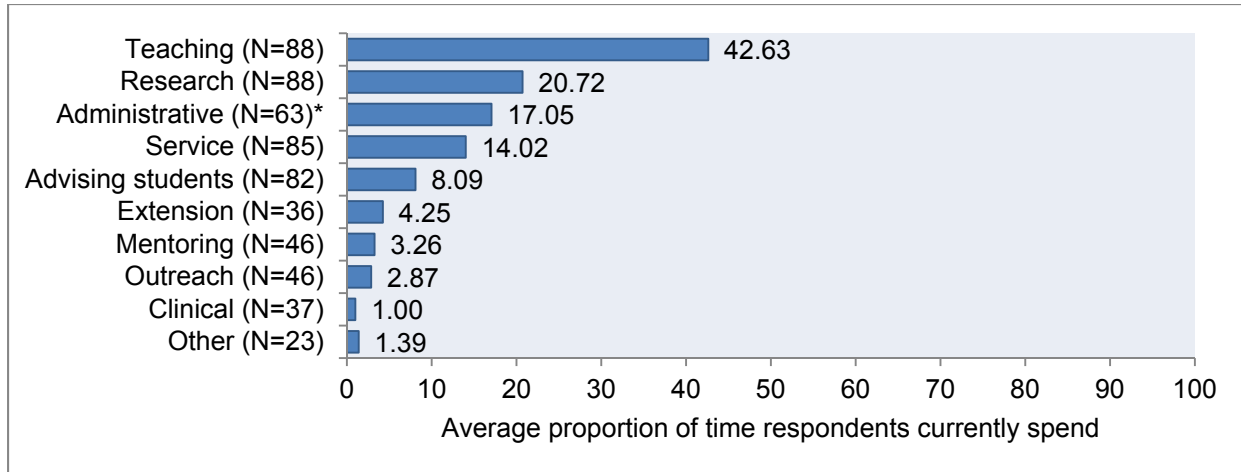
Men:



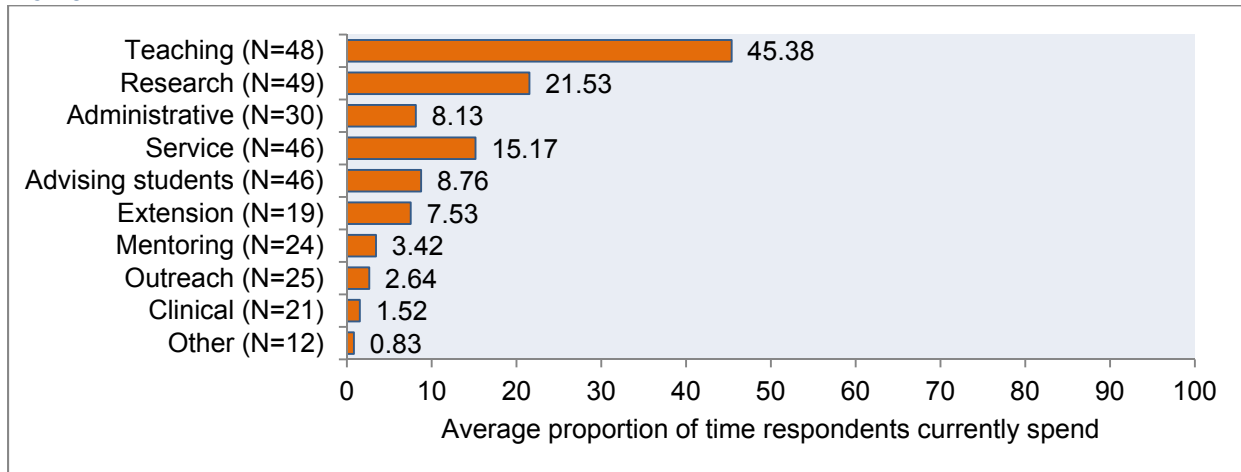
*Significant differences were found for this response based on gender

Figure 26b. Average proportion of work time *NON-STEM* respondents CURRENTLY spent on various activities

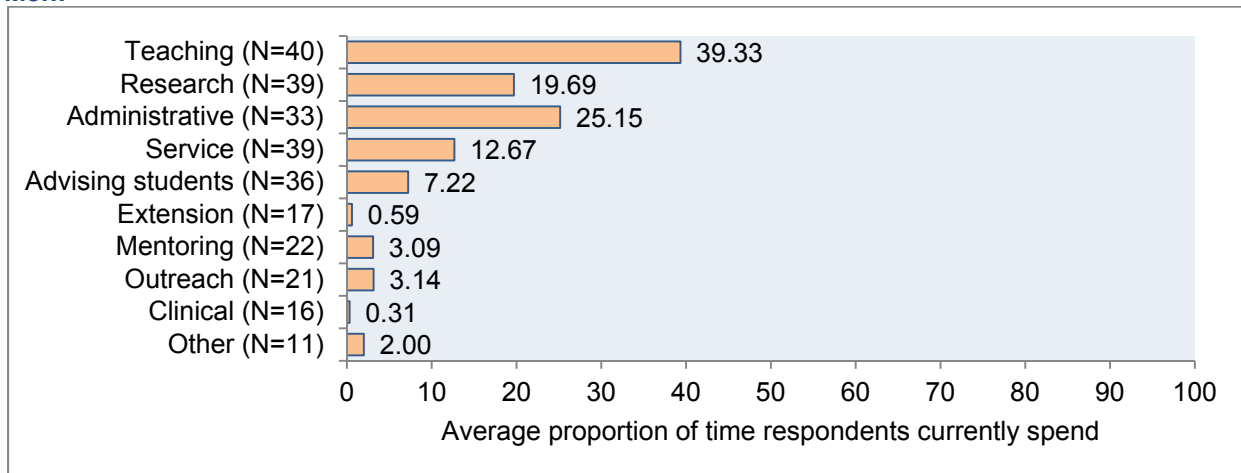
Overall:



Women:



Men:



*Significant differences were found for this response based on gender

Respondents were asked to indicate the amount of work time they would PREFER to spend on various professional activities (see Figure 27 and Appendix Tables 44 to 48). The largest proportion of time respondents would prefer to spend, on average, would be on *research* (40.14 percent of the respondent's work time), with amounts ranging from no time to 100 percent of their time. *Teaching* was the second most preferred time-consuming activity at an average of 31.88 percent of work time, with amounts ranging from no time to 80 percent of their time. The average amount of work time respondents would prefer to spend on various additional professional activities was as follows:

- 12.78 percent on *administrative duties* (ranging from no time to 100 percent of their work time).
- 9.86 percent on *service* (ranging from no time to 30 percent of their work time).
- 8.01 percent on *extension* (ranging from no time to 95 percent of their work time).
- 7.50 percent on *advising students* (ranging from no time to 30 percent of their work time).
- 5.16 percent on *mentoring* (ranging from no time to 15 percent of their work time).
- 4.36 percent on *outreach* (ranging from no time to 20 percent of their work time).
- 1.21 percent on *clinical activities* (ranging from no time to 35 percent of their work time).
- 0.55 percent on *other activities* (ranging from no time to 10 percent of their work time).

Significant differences

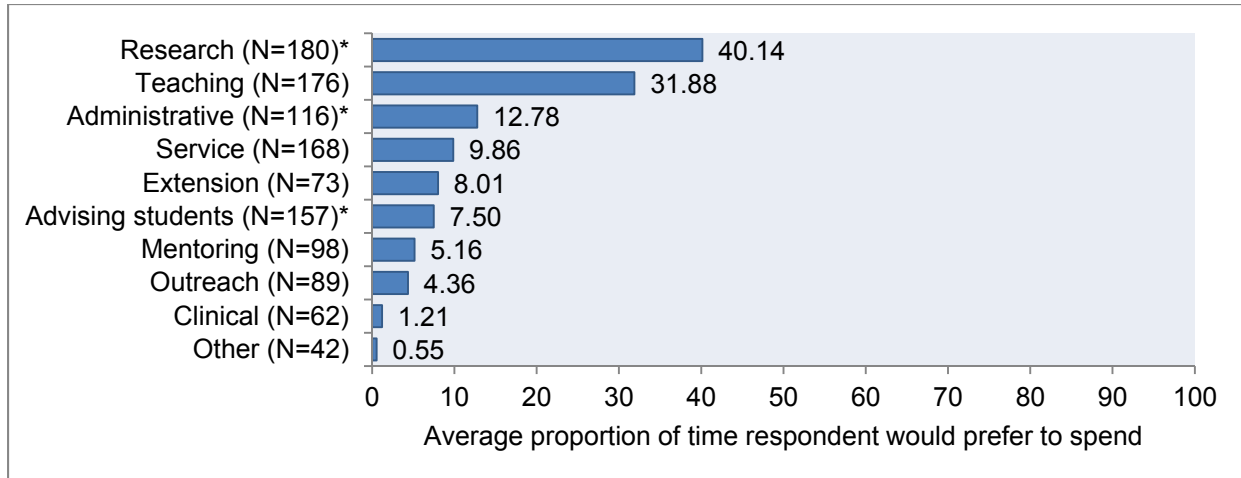
There were not significant differences in responses based on gender but there were for the other five characteristics explored for significance.

- **Racial/ethnic majority status** – Non-majority status respondents would prefer to spend, on average, more work time on *research* than majority status respondents (55.48 percent and 37.72 percent, respectively).
- **Type of college** – Respondents in STEM designated colleges would prefer to spend somewhat more time on *research* than respondents in non-STEM designated colleges (43.24 percent and 36.36 percent, respectively).
- **Tenure status** – Non-tenured faculty would prefer to spend more time on *research* than tenured faculty (46.25 percent and 35.46 percent, respectively). In contrast, tenured faculty would prefer to spend more time on *administrative duties* (16.01 percent and 3.86 percent, respectively). Other differences, though found to be significant statistically, are too small to be discussed here.
- **Years at NDSU** – Respondents who have been at NDSU 5 years or less would prefer to spend somewhat more time on *research* than respondents who have been at NDSU more than 5 years (44.13 percent and 36.77 percent, respectively). In contrast, respondents who have been at NDSU more than 5 years would prefer to spend slightly more time on *advising students* than respondents who have been at NDSU 5 years or less (8.36 percent and 6.25 percent, respectively).
- **Having children ages 6 or younger** – Respondents with young children would prefer to spend somewhat more work time on *research* compared to respondents without young children (46.09 percent and 38.04 percent, respectively). In contrast, respondents without young children would prefer to spend slightly more time *advising students* than those with young children (8.21 percent and 5.57 percent, respectively) and somewhat more time on *administrative duties* (14.66 percent and 6.59 percent, respectively).

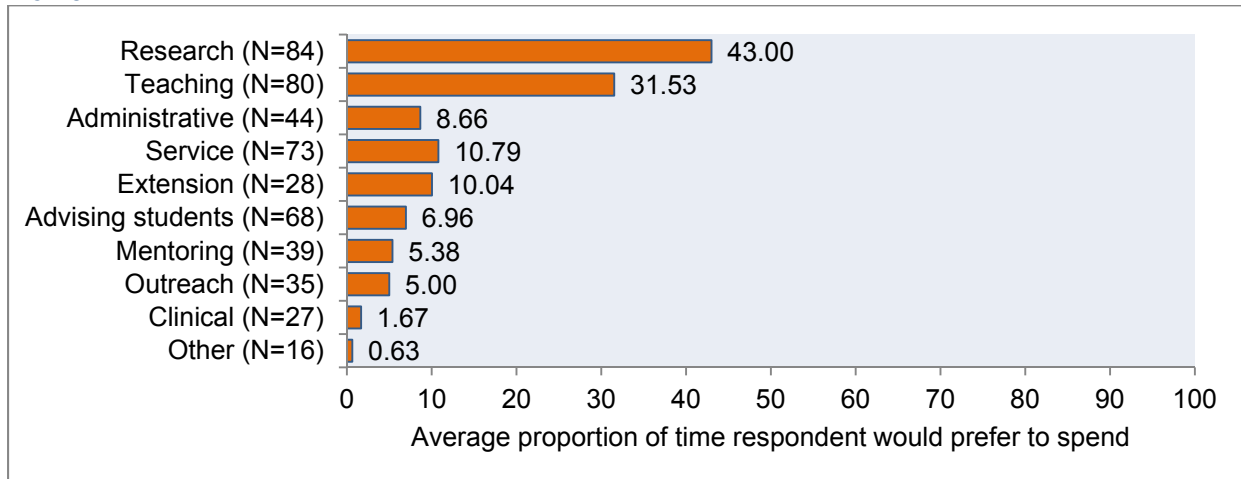
Respondents were asked about “other” activities they currently spend their work time on; almost all of the respondents who talked about other activities were women (see Appendix Table 49 and Appendix Tables 187a and b). Women who responded expressed concern about the number of activities they are involved in that they feel detract from their desired focus, whether that be teaching or research. One respondent also expressed a desire that measures of success include teaching, administration, and outreach, in addition to research.

Figure 27. Average proportion of work time respondents would PREFER to spend on various activities

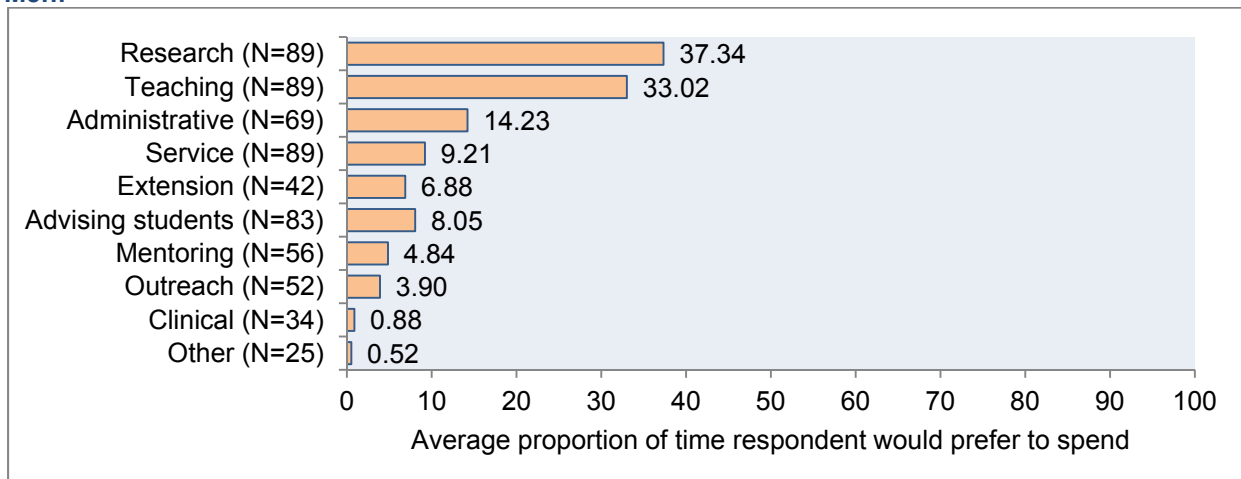
Overall:



Women:



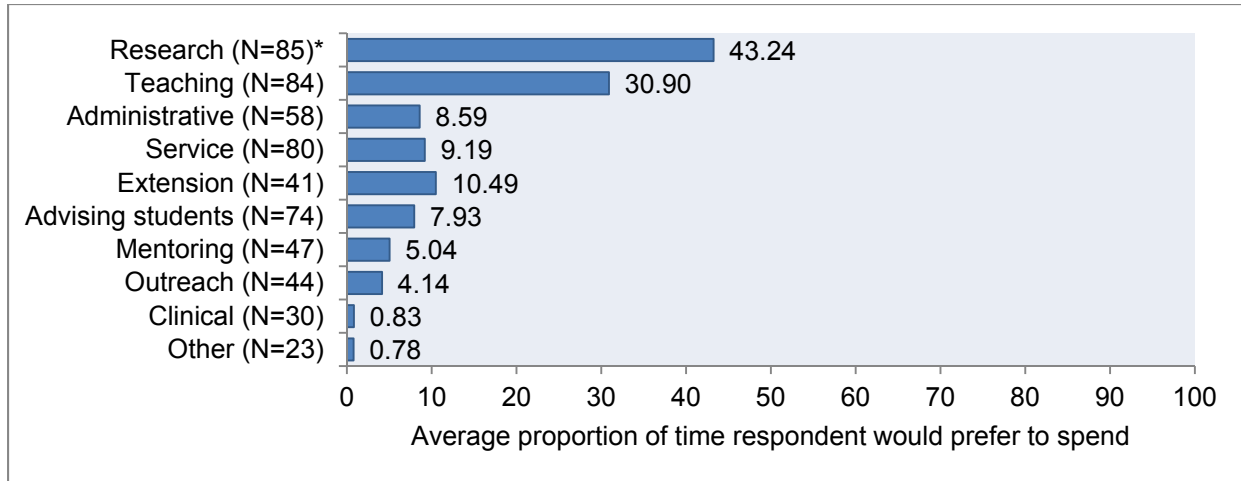
Men:



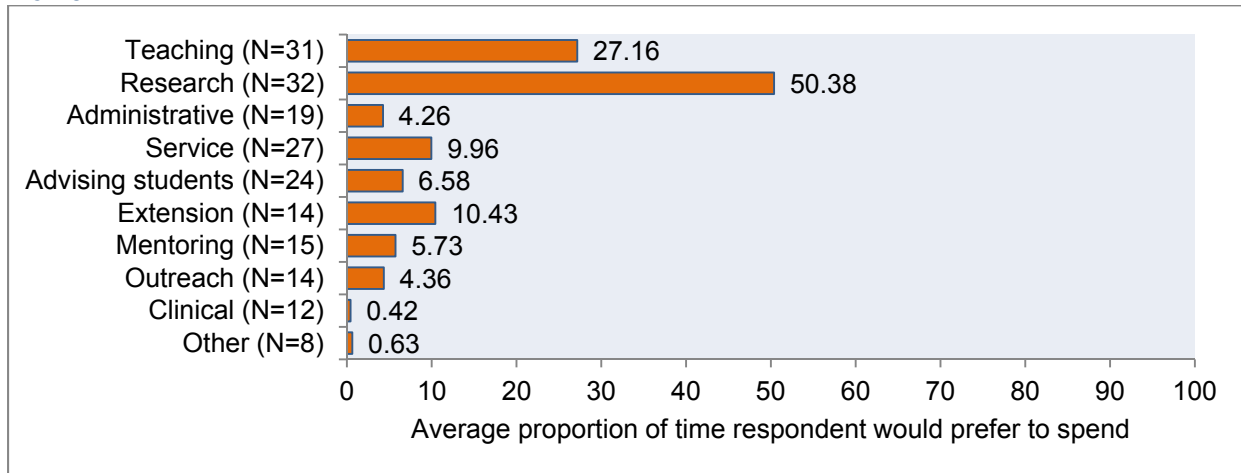
*Significant differences were found for this response on one or more of the characteristics explored for significance (but not gender)

Figure 27a. Average proportion of work time STEM respondents would PREFER to spend on various activities

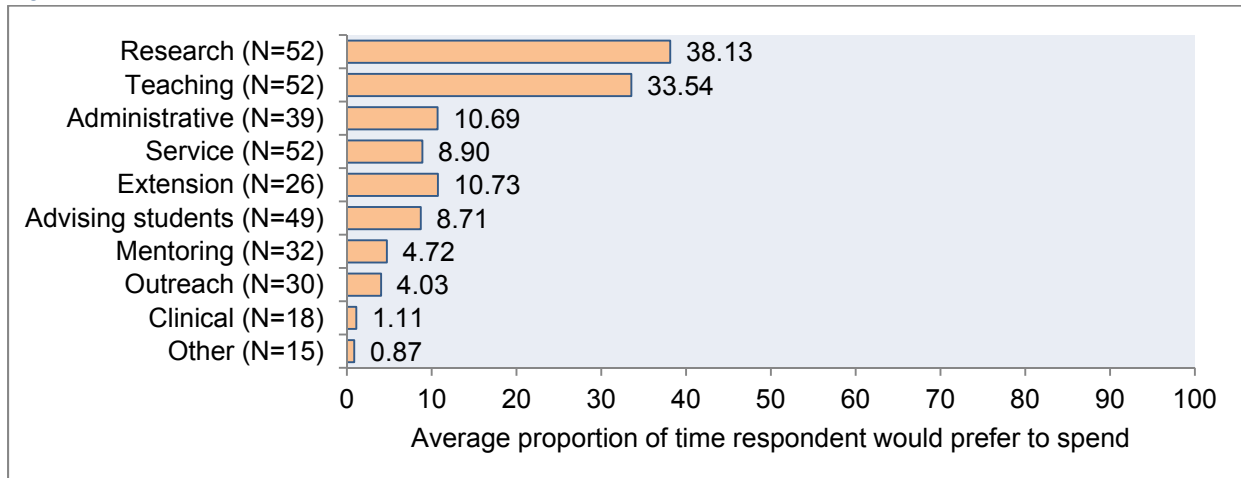
Overall:



Women:



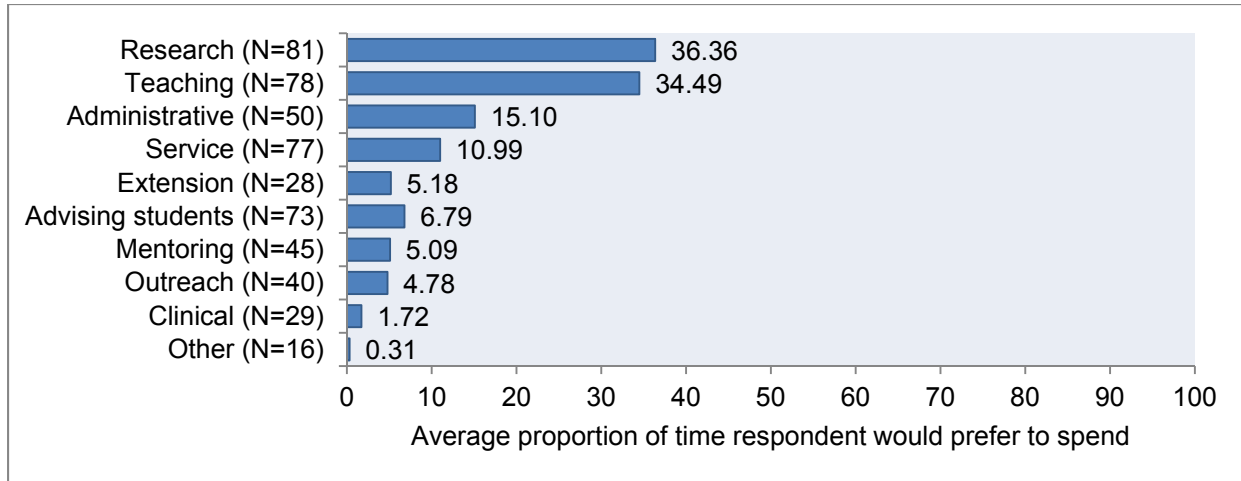
Men:



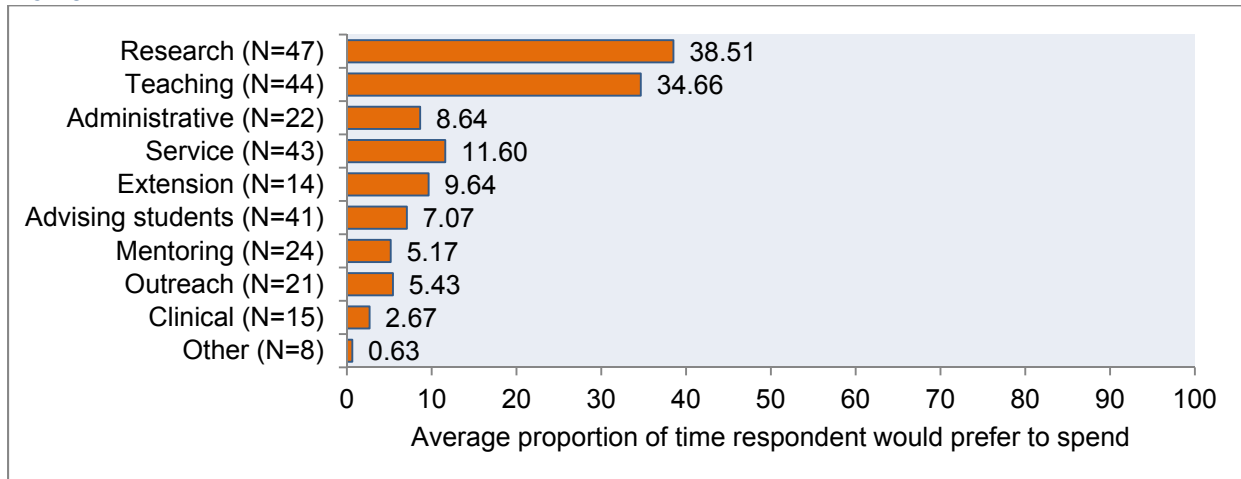
*Significant differences were found for this response based on gender

Figure 27b. Average proportion of work time *NON-STEM* respondents would PREFER to spend on various activities

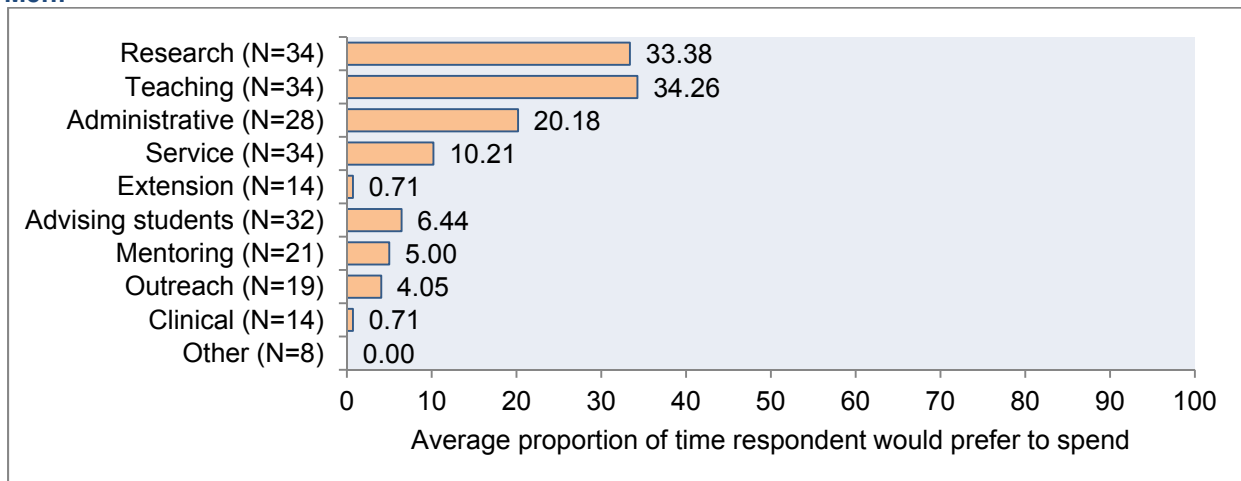
Overall:



Women:



Men:



We can determine the overall differences respondents would like to make in how they spend their time by comparing the amount of work time respondents indicated they CURRENTLY spend on various professional activities versus what they would PREFER to spend on these activities (see Figure 28 and Appendix Tables 50 to 54). The biggest change respondents would like to make, on average, would be to spend more of their work time on *research* (an average difference of 15.46 percentage points). However, preferred differences ranged from decreasing the amount of work time by 40 percentage points to increasing by 70 percentage points. On average, respondents would like to decrease the amount of time they spend *teaching* (an average difference of 7.62 percentage points), with differences ranging from decreasing the amount of work time by 50 percentage points to increasing by 40 percentage points. The differences in current time versus preferred time spent on various additional professional activities was as follows:

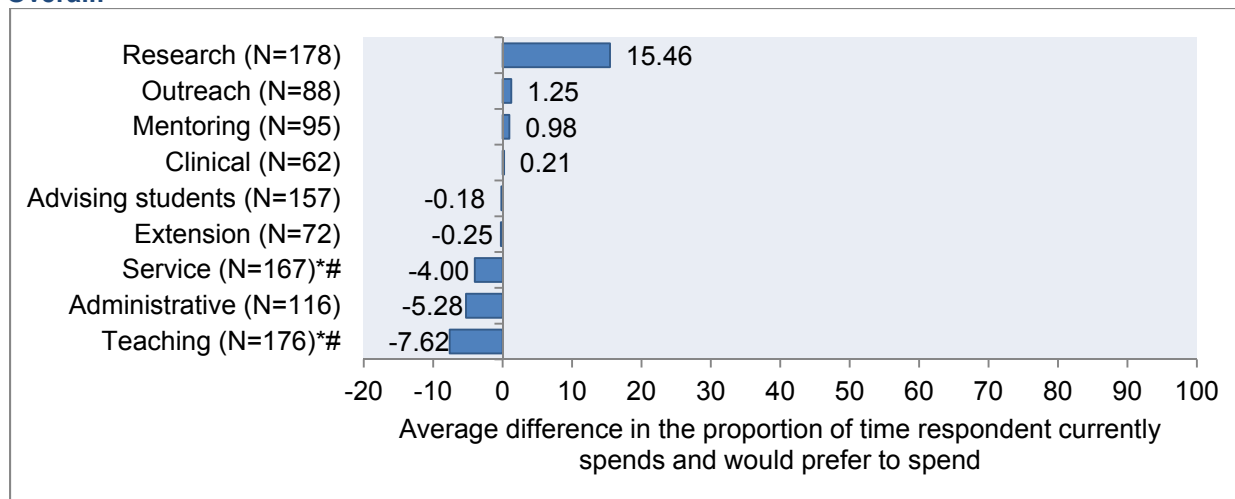
- Very little change in *outreach* (an average of 1.25 percentage points, ranging from a decrease of 5 percentage points to an increase of 13 percentage points of their work time).
- Very little change in *mentoring* (an average of 0.98 percentage points, ranging from a decrease of 10 percentage points to an increase of 10 percentage points of their work time).
- Very little change in *clinical activities* (an average of 0.21 percentage points, ranging from no change in the proportion of their work time to an increase of 5 percentage points of their work time).
- Very little change in *advising students* (an average of 0.18 percentage points, ranging from a decrease of 20 percentage points to an increase of 19 percentage points of their work time).
- Very little change in *extension* (an average of 0.25 percentage points, ranging from a decrease of 40 percentage points to an increase of 10 percentage points of their work time).
- An average decrease of 4.00 percentage points on *service* (ranging from a decrease of 40 percentage points to an increase of 10 percentage points of their work time).
- An average decrease of 5.28 percentage points on *administrative duties* (ranging from a decrease of 77 percentage points to an increase of 35 percentage points of their work time).

Significant differences

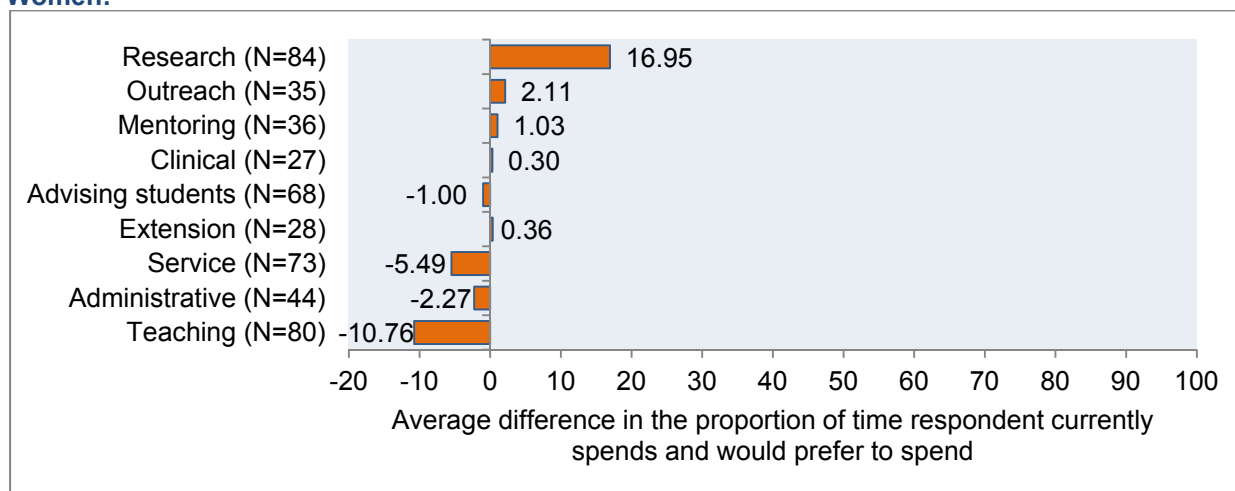
- **Gender** – On average, women would like to see a somewhat larger decrease in the amount of time they spend *teaching* than men (10.76 percentage point decrease and 5.06 percentage point decrease, respectively). Women would like to see a slightly larger decrease in the amount of time they spend on *service* than men (5.49 percentage point decrease and 3.03 percentage point decrease, respectively). Other differences, though found to be significant statistically, are too small to be discussed here.
- **Type of college** – Differences, though found to be significant statistically, are too small to be discussed here.
- **Tenure status** – On average, non-tenured faculty would like to see a somewhat greater decrease in the amount of time they spend *teaching* than tenured faculty (12.53 percentage point decrease and 4.12 percentage point decrease, respectively).
- **Years at NDSU** – On average, respondents who have been at NDSU 5 years or less would like to see a somewhat greater decrease in the amount of time they spend *teaching* than respondents who have been at NDSU more than 5 years (12.27 percentage point decrease and 3.67 percentage point decrease, respectively).
- **Having children ages 6 or younger** – On average, respondents with young children would like to see a somewhat greater decrease in the amount of time they spend *teaching* than respondents without young children (13.72 percentage point decrease and 5.40 percentage point decrease, respectively).

Figure 28. Average difference in the proportion of work time respondents currently spent and how much they would prefer to spend on various activities

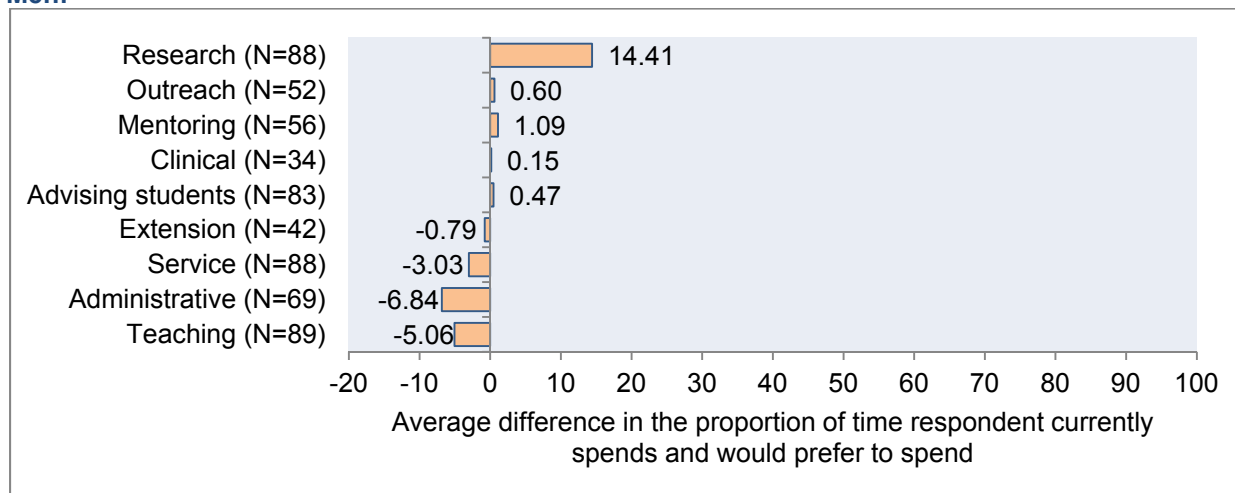
Overall:



Women:



Men:



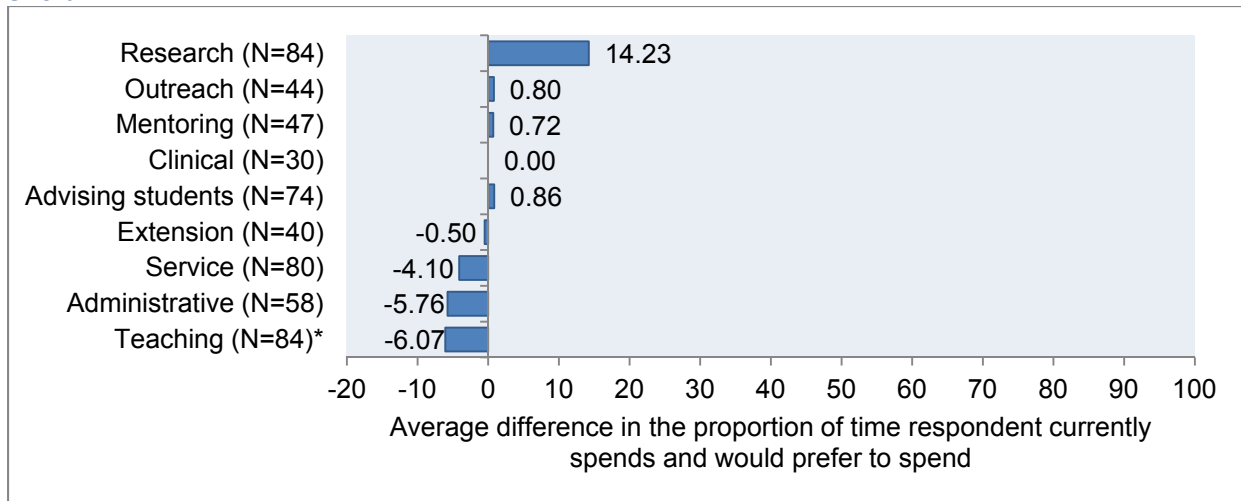
*Significant differences were found for this response on one or more of the characteristics explored for significance

#Significant differences were found for this response based on gender

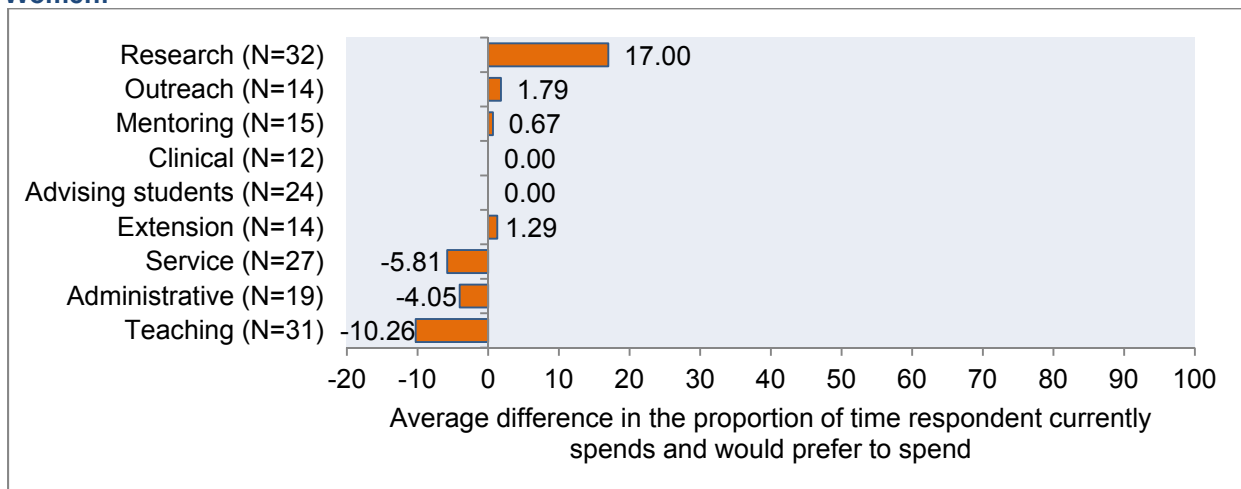
Note: Differences were calculated for individual respondents and then averaged. This results in a slightly different number than if you subtract the averaged values in Figure 26 from those in Figure 27.

Figure 28a. Average difference in the proportion of work time STEM respondents currently spent and how much they would prefer to spend on various activities

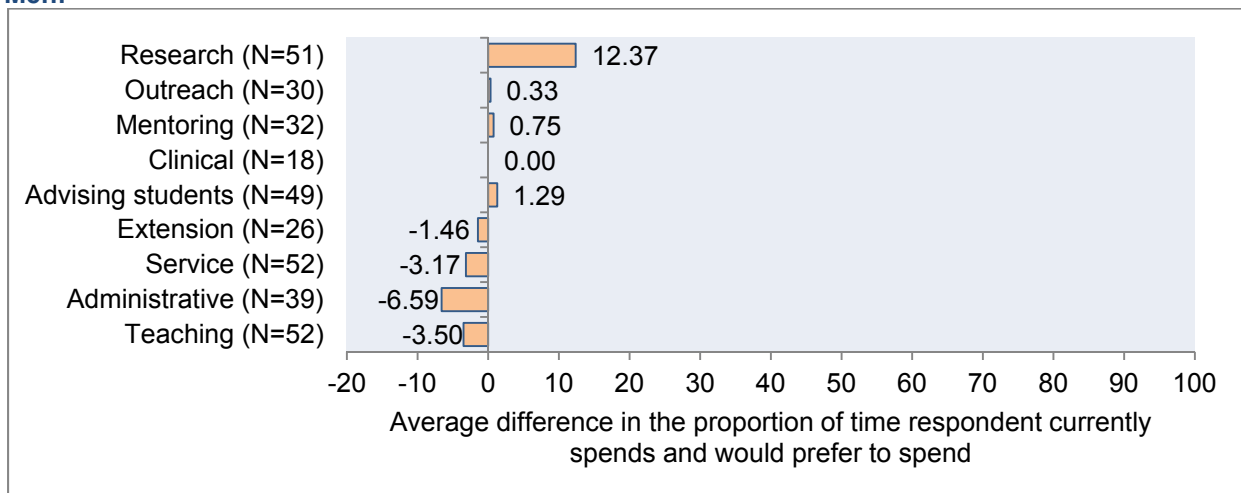
Overall:



Women:



Men:

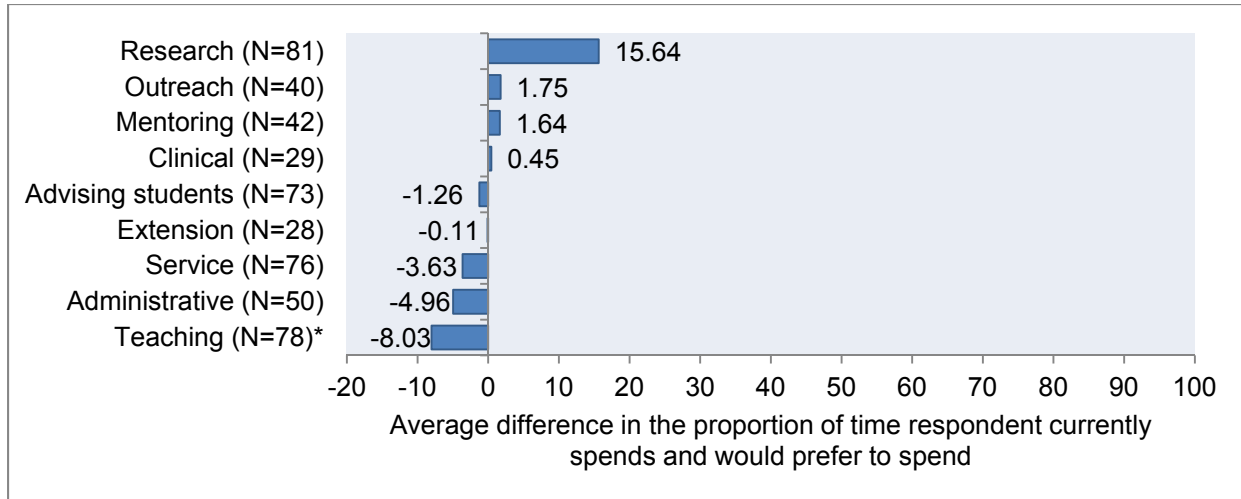


*Significant differences were found for this response based on gender

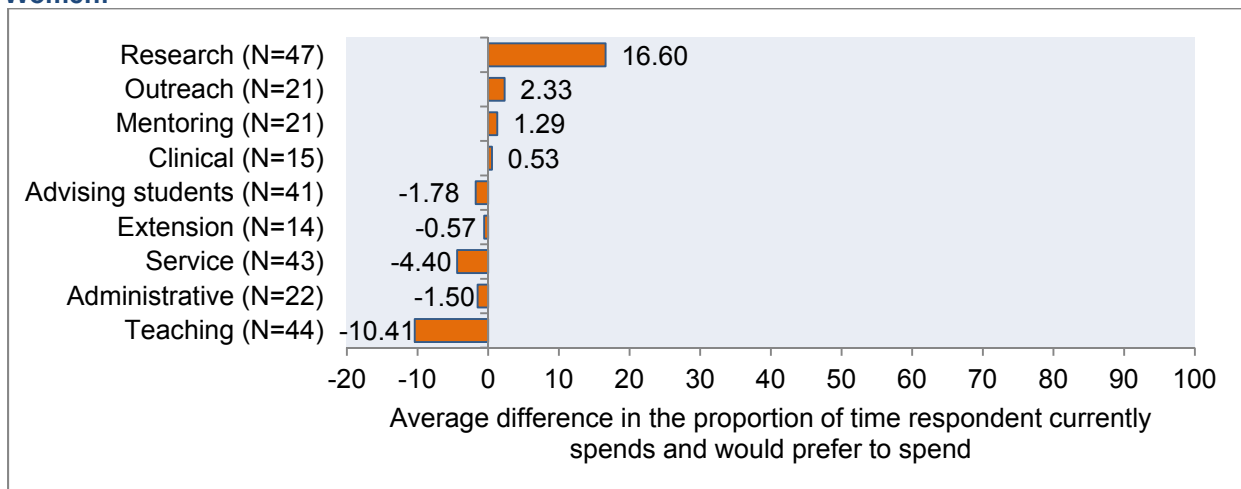
Note: Differences were calculated for individual respondents and then averaged. This results in a slightly different number than if you subtract the averaged values in Figure 26a from those in Figure 27a.

Figure 28b. Average difference in the proportion of work time *NON-STEM* respondents currently spent and how much they would prefer to spend on various activities

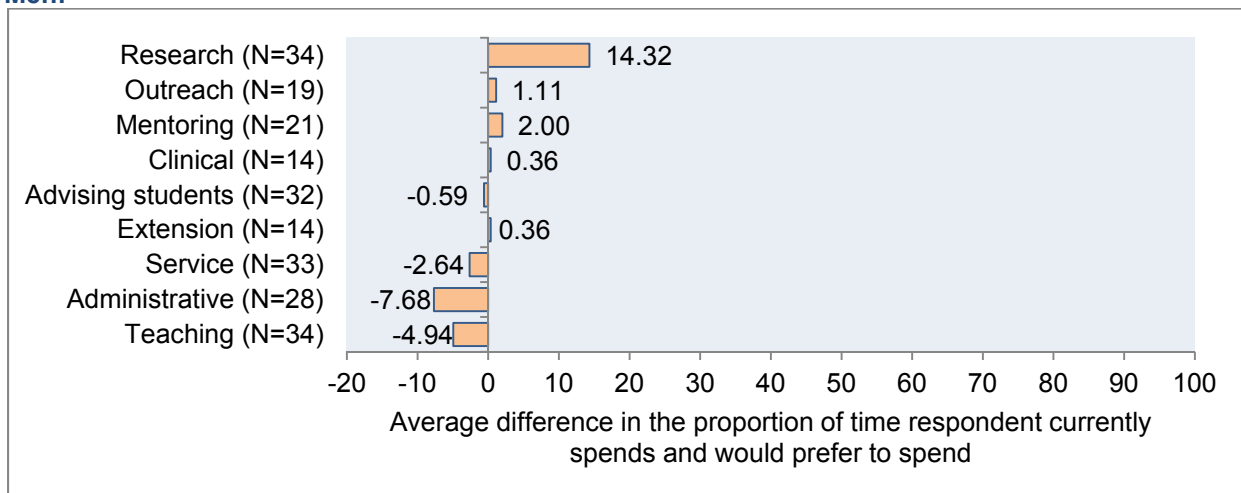
Overall:



Women:



Men:



Note: Differences were calculated for individual respondents and then averaged. This results in a slightly different number than if you subtract the averaged values in Figure 26b from those in Figure 27b.

Respondents were asked about their level of agreement with a series of statements about the resources available to them (see Figures 29 to 40 and Appendix Tables 55 to 59).

Nearly two-thirds of respondents agreed that they have the equipment and supplies they need to adequately conduct their research (63.5 percent) (see Figure 29). In contrast, more than one-third of respondents disagreed that they have the equipment and supplies they need (36.4 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 29. Respondent’s opinion regarding the statement about the availability of resources: “I have the equipment and supplies I need to adequately conduct my research”

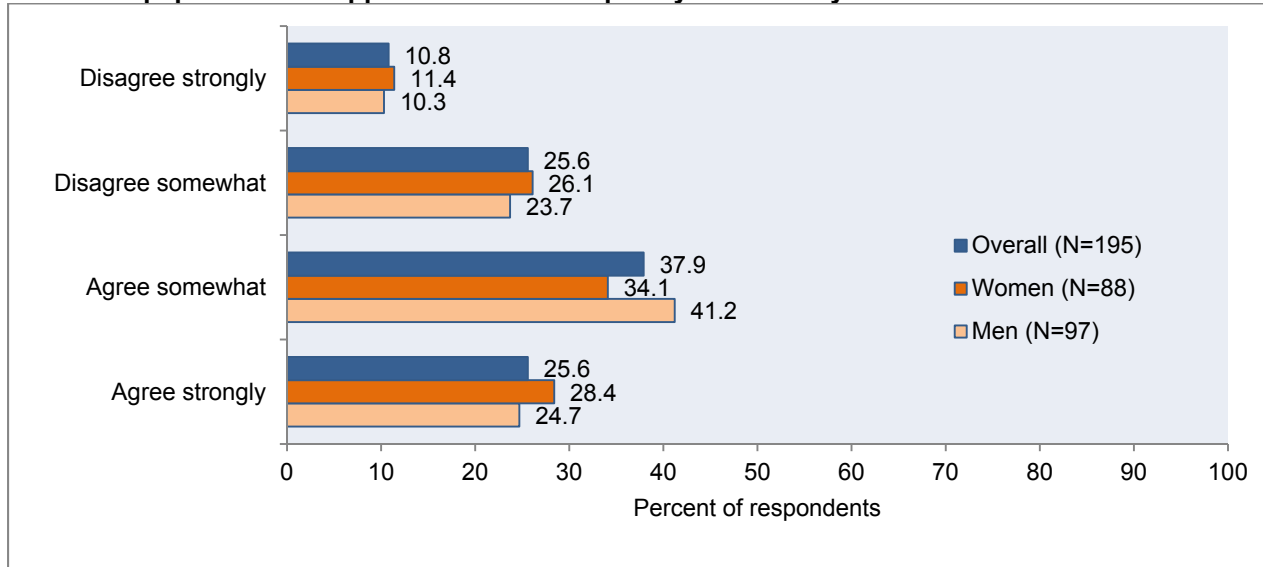


Figure 29a. STEM respondent’s opinion regarding the statement about the availability of resources: “I have the equipment and supplies I need to adequately conduct my research”

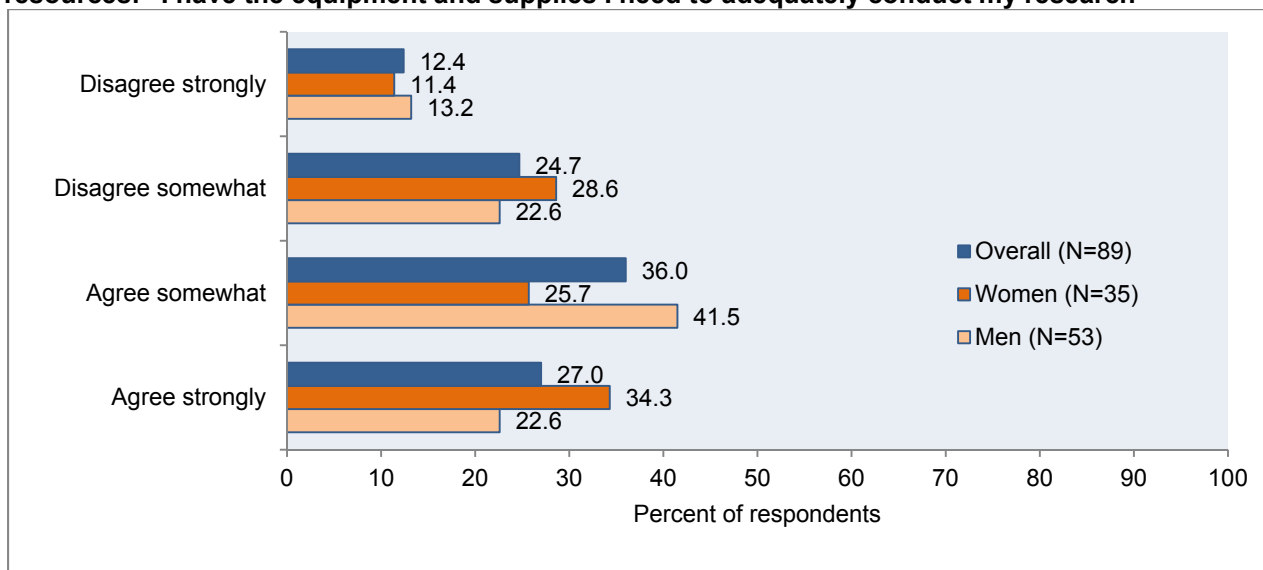
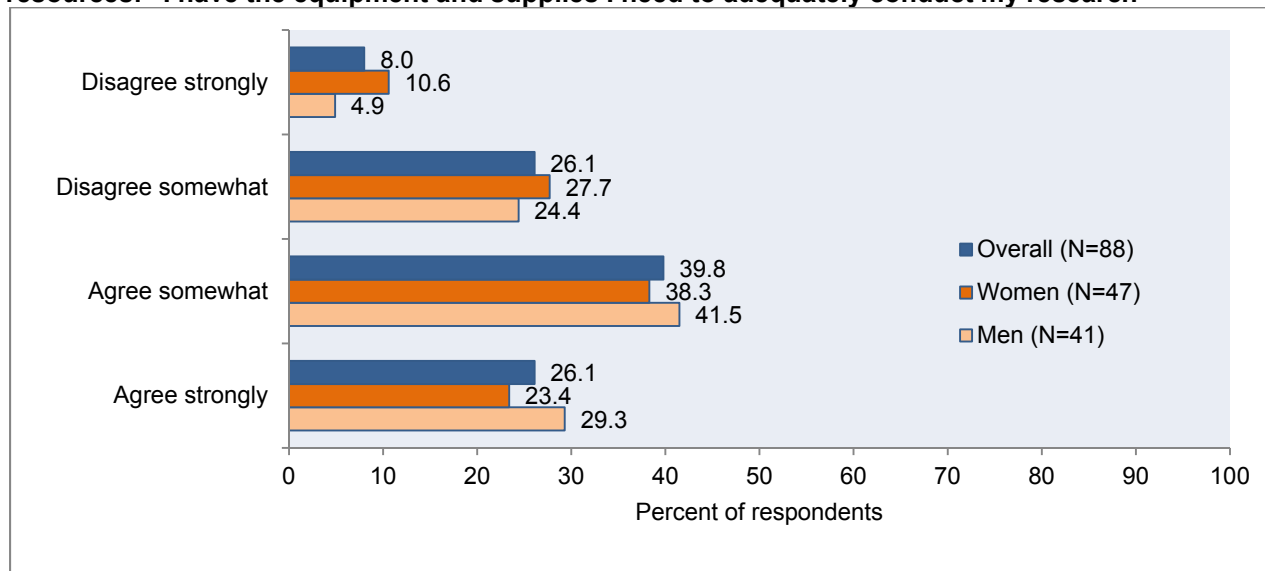


Figure 29b. NON-STEM respondent’s opinion regarding the statement about the availability of resources: “I have the equipment and supplies I need to adequately conduct my research”



Half of respondents agreed that they receive regular maintenance/upgrades of their equipment (50.6 percent) and half of respondents disagreed (49.4 percent) (see Figure 30 and Appendix Table 55).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who thought that they are not receiving regular maintenance/upgrades of their equipment (i.e., disagreed) was:

- **Type of college** – Much higher among respondents in STEM designated colleges than those in non-STEM colleges (62.0 percent and 33.4 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years compared to those who have been at NDSU 5 years or less (53.1 percent and 40.9 percent, respectively).

Figure 30. Respondent’s opinion regarding the statement about the availability of resources: “I receive regular maintenance/upgrades of my equipment”

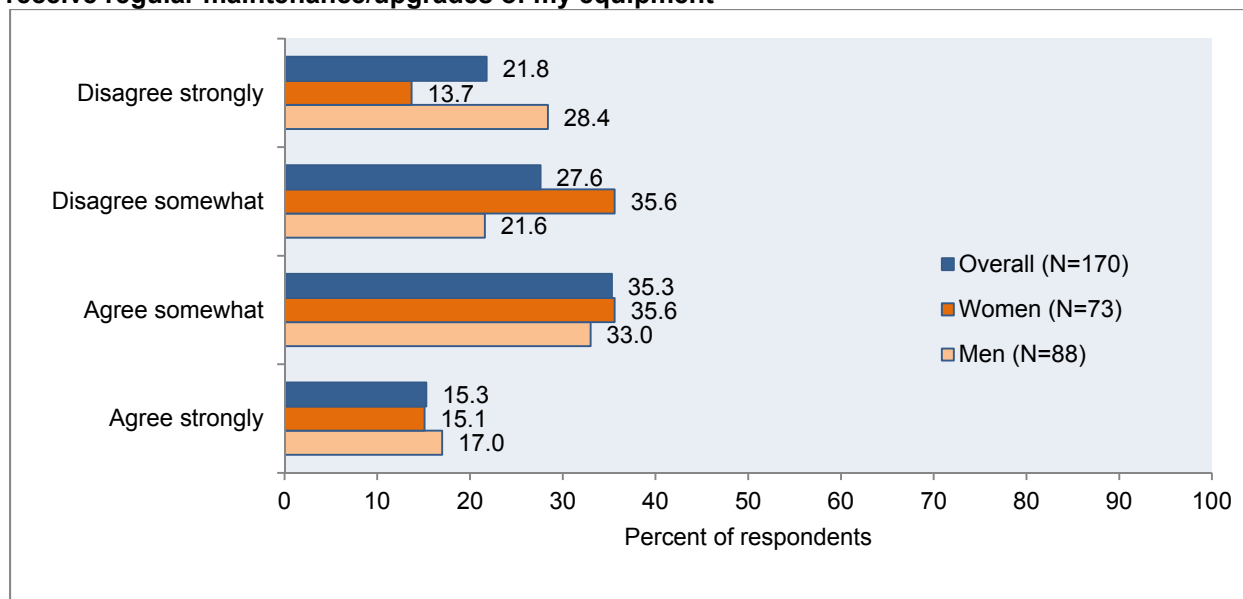
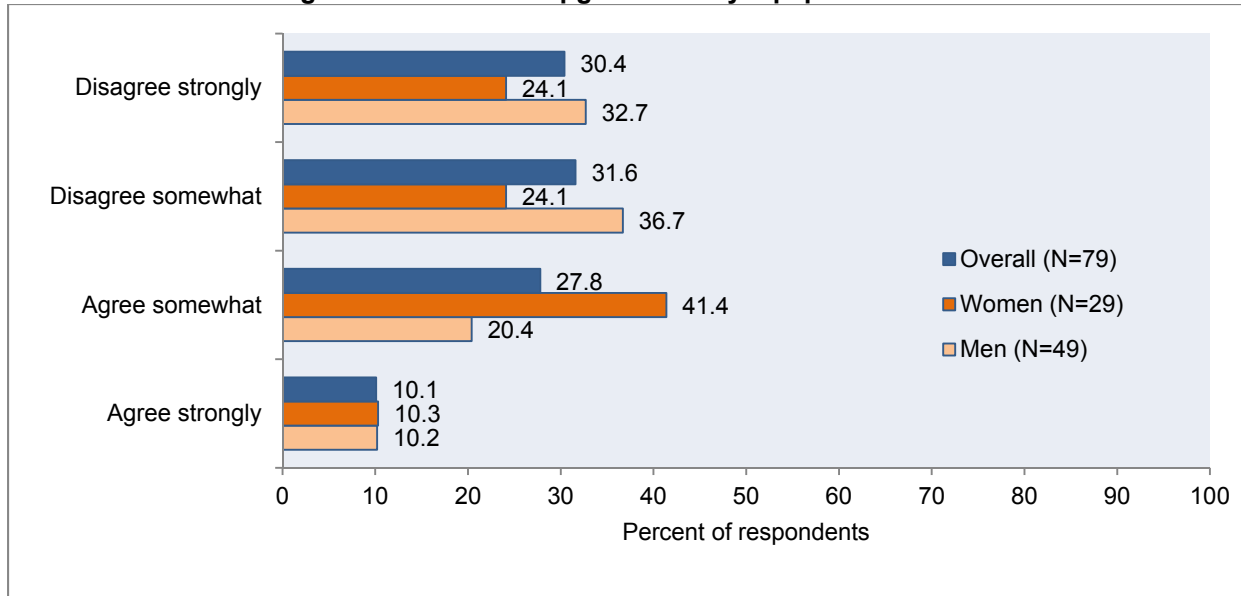
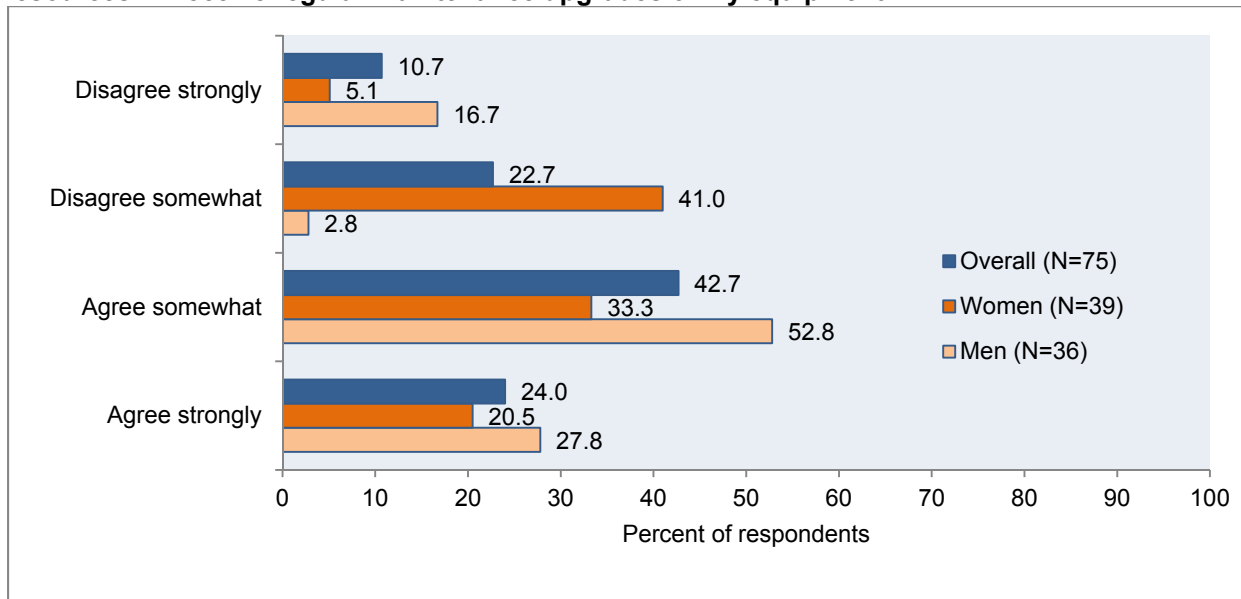


Figure 30a. STEM respondent's opinion regarding the statement about the availability of resources: "I receive regular maintenance/upgrades of my equipment"



Note: Gender differences are significant at $p < .05$

Figure 30b. NON-STEM respondent's opinion regarding the statement about the availability of resources: "I receive regular maintenance/upgrades of my equipment"



Note: Gender differences are significant at $p < .05$

Most respondents agreed that they would like to receive more department travel funds than they do (81.1 percent) (see Figure 31). Nearly one in five respondents indicated they are satisfied (i.e., disagreed) with the amount of department travel funds that they receive (18.9 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 31. Respondent’s opinion regarding the statement about the availability of resources: “I would like to receive more department travel funds than I do”

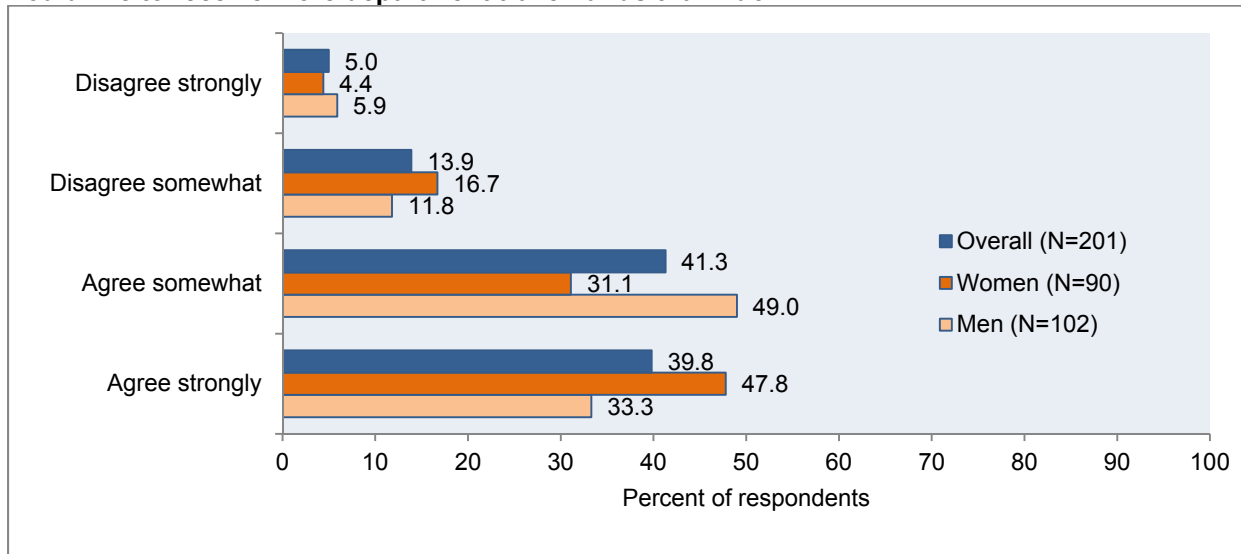


Figure 31a. STEM respondent’s opinion regarding the statement about the availability of resources: “I would like to receive more department travel funds than I do”

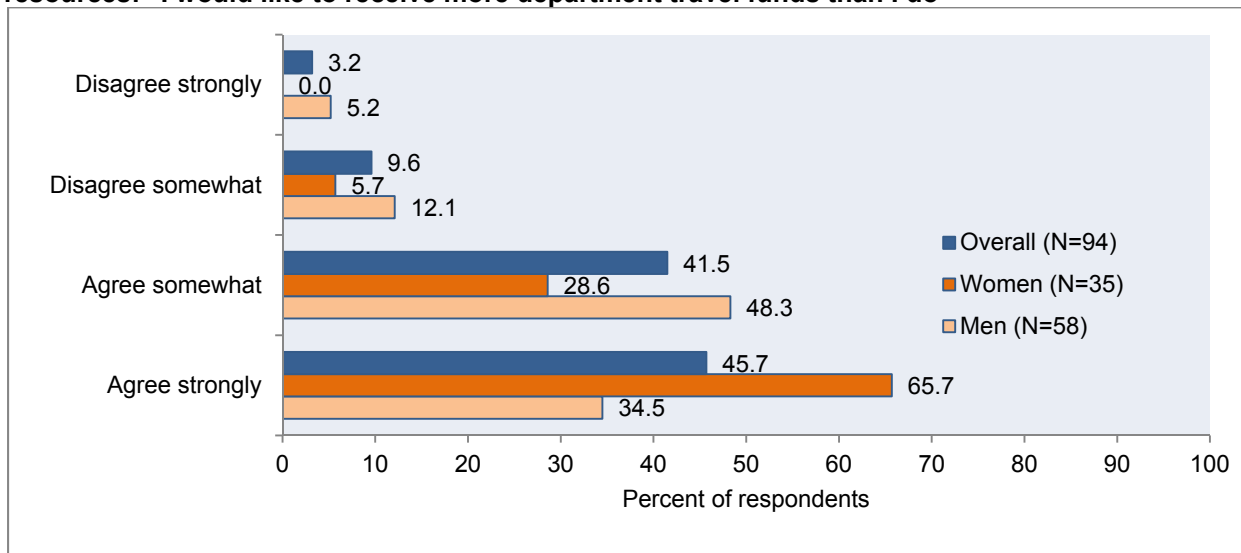
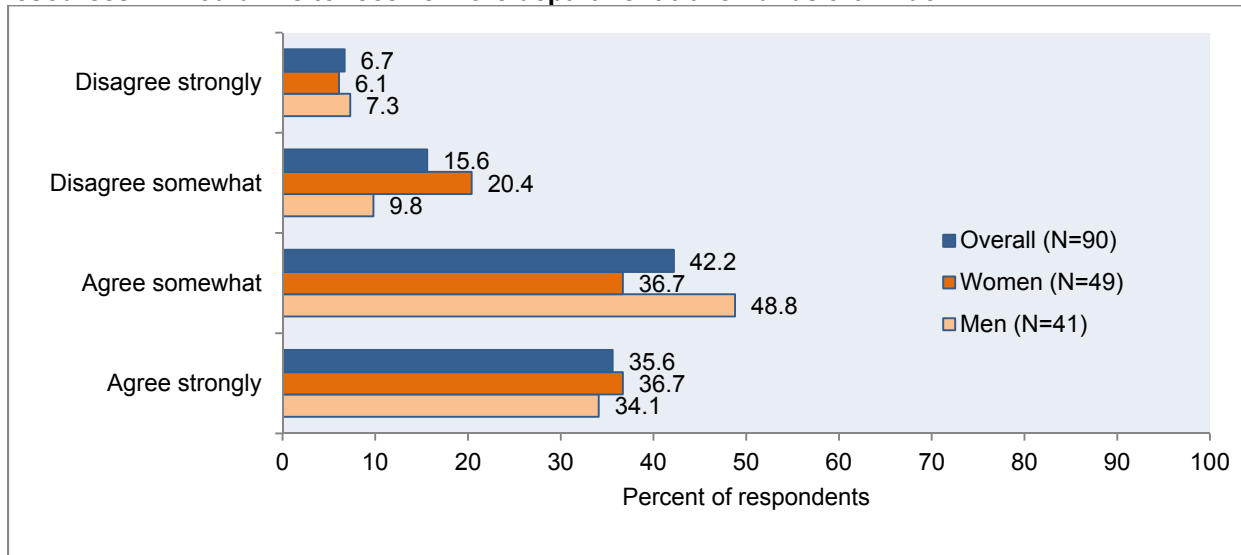


Figure 31b. NON-STEM respondent’s opinion regarding the statement about the availability of resources: “I would like to receive more department travel funds than I do”



More than half of respondents strongly agreed that they have sufficient office space (52.2 percent) (see Figure 32 and Appendix Table 56). More than one-fifth of respondents did not think they have sufficient office space (i.e., disagreed) (22.5 percent).

Significant differences

The proportion of respondents who did not think they have sufficient office space (i.e., disagreed) was:

- **Gender** – Higher among men than women (28.7 percent and 16.5 percent, respectively).

Figure 32. Respondent’s opinion regarding the statement about the availability of resources: “I have sufficient office space”

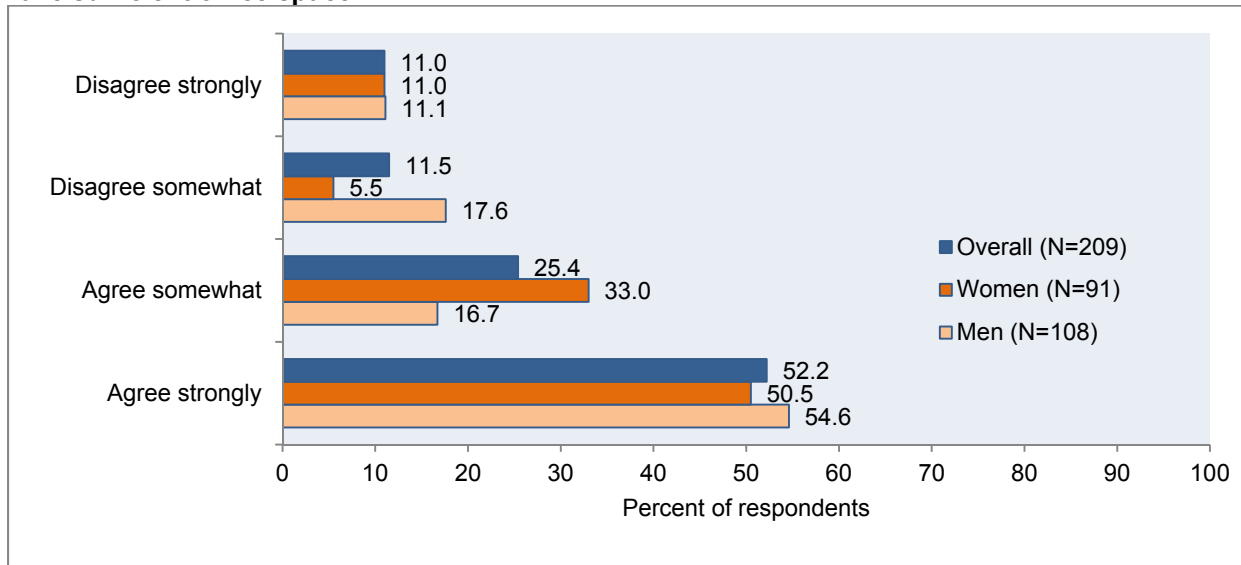
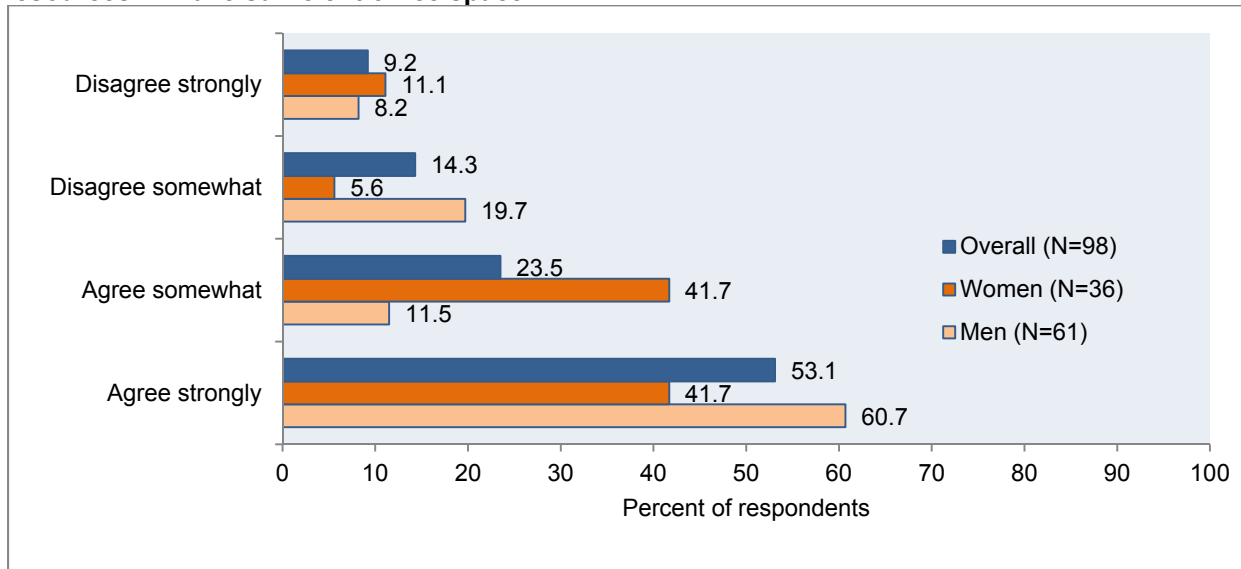
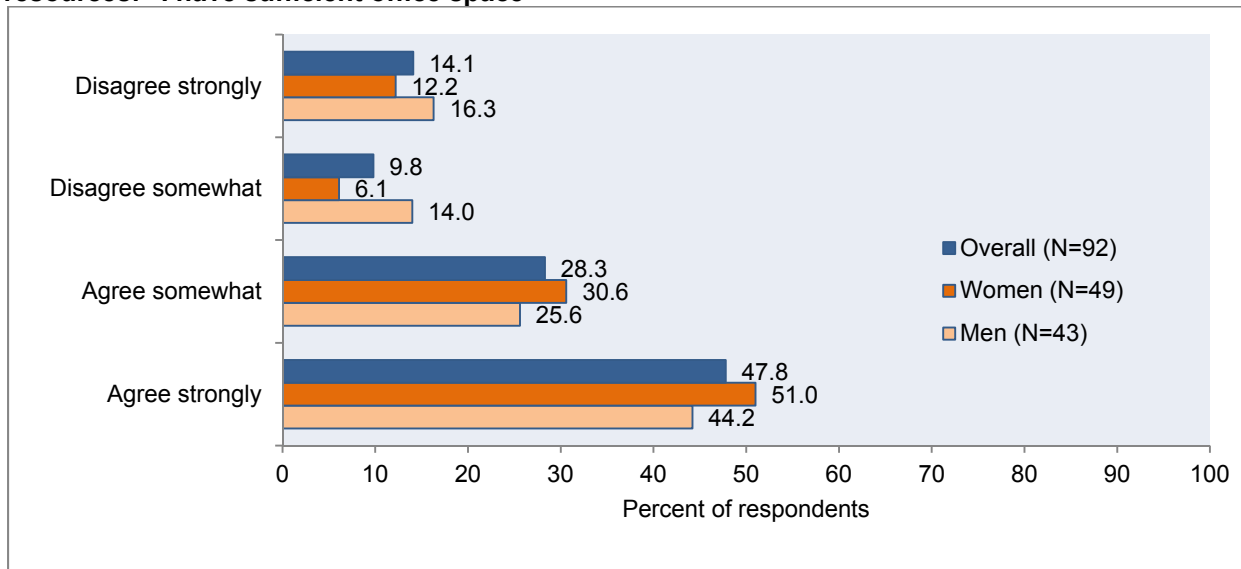


Figure 32a. STEM respondent's opinion regarding the statement about the availability of resources: "I have sufficient office space"



Note: Gender differences are significant at $p < .05$

Figure 32b. NON-STEM respondent's opinion regarding the statement about the availability of resources: "I have sufficient office space"



While the majority of respondents who answered the question agreed that they have sufficient laboratory space (57.2 percent), there was some polarization among respondents; 26.8 percent strongly agreed and 23.2 percent strongly disagreed (see Figure 33). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 33. Respondent’s opinion regarding the statement about the availability of resources: “I have sufficient laboratory space”

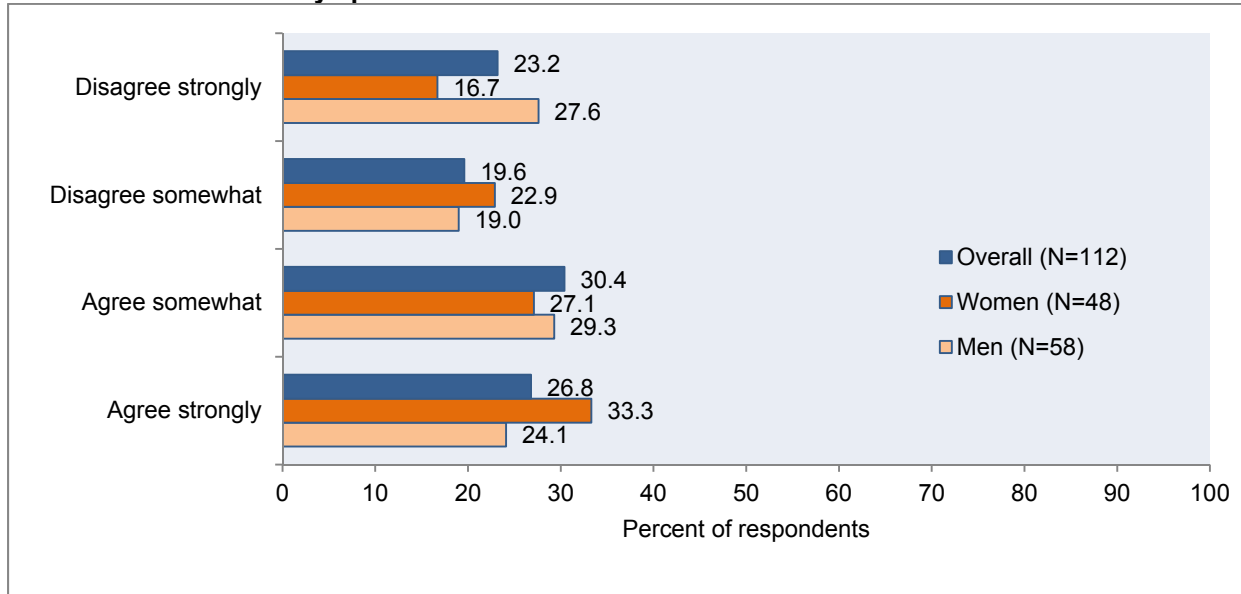


Figure 33a. STEM respondent’s opinion regarding the statement about the availability of resources: “I have sufficient laboratory space”

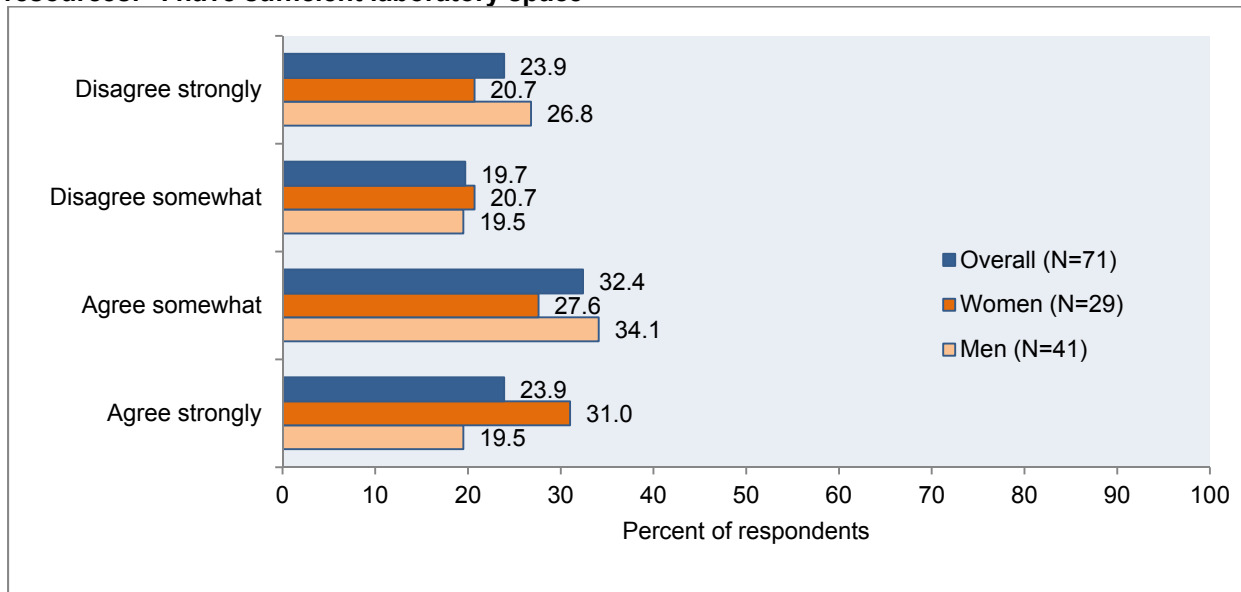
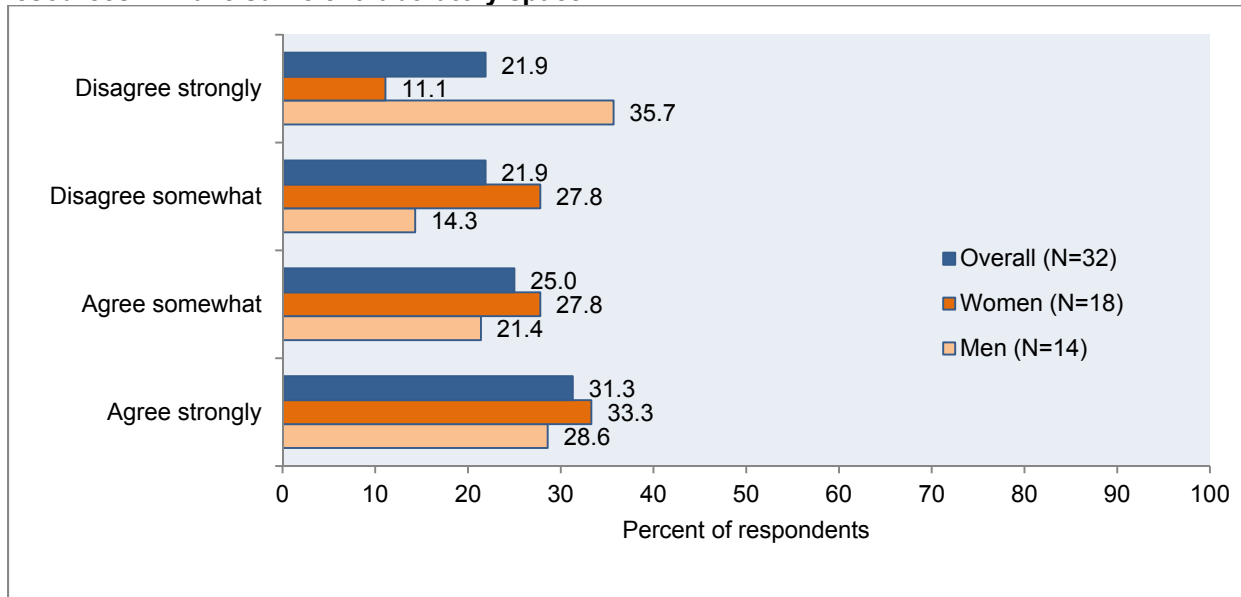


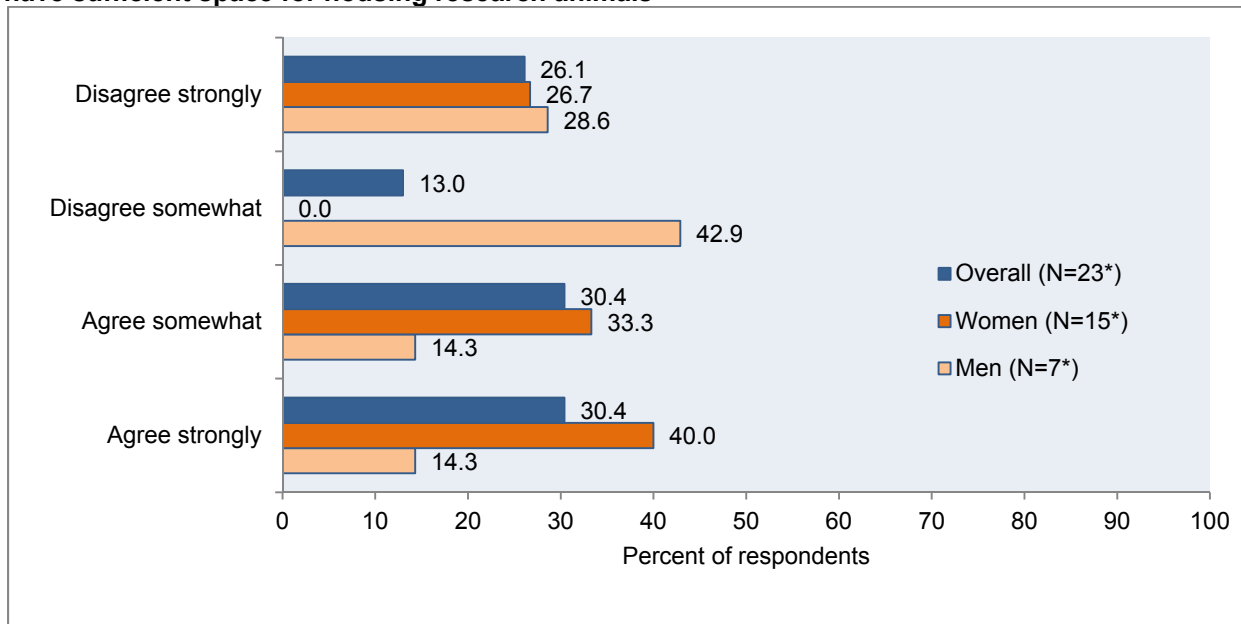
Figure 33b. NON-STEM respondent’s opinion regarding the statement about the availability of resources: “I have sufficient laboratory space”



While the majority of respondents who answered the question agreed that they have sufficient space for housing research animals (60.8 percent), there was some polarization among respondents; 30.4 percent strongly agreed and 26.1 percent strongly disagreed (see Figure 34). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

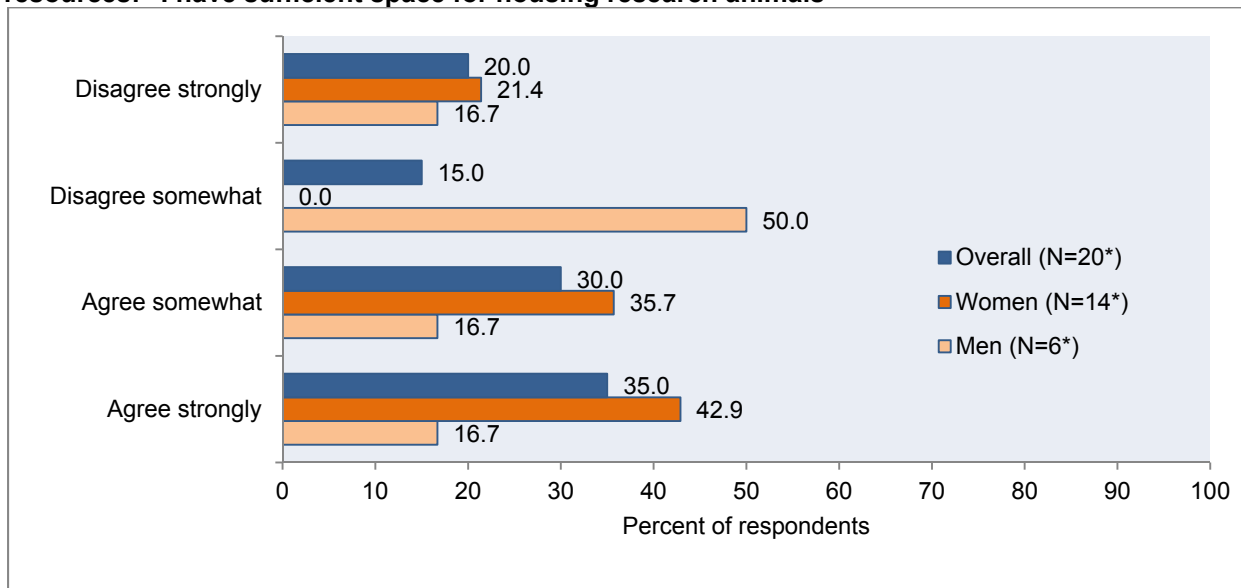
Note: Data for non-STEM respondents (N=1) are not provided.

Figure 34. Respondent’s opinion regarding the statement about the availability of resources: “I have sufficient space for housing research animals”



*Caution should be exercised when using these data due to the small number of respondents. N is too small to test for significance on other variables.

Figure 34a. STEM respondent’s opinion regarding the statement about the availability of resources: “I have sufficient space for housing research animals”



*Caution should be exercised when using these data due to the small number of respondents. N is too small to test for significance on other variables.

More than two-thirds of respondents disagreed that they receive enough internal funding to conduct their research (69.9 percent) (see Figure 35 and Appendix Table 57).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who strongly disagreed that they receive enough internal funding to conduct their research was:

- **Type of college** – Much higher among respondents in STEM designated colleges than those in non-STEM colleges (48.4 percent and 21.6 percent, respectively).

Figure 35. Respondent’s opinion regarding the statement about the availability of resources: “I receive enough internal funding to conduct my research”

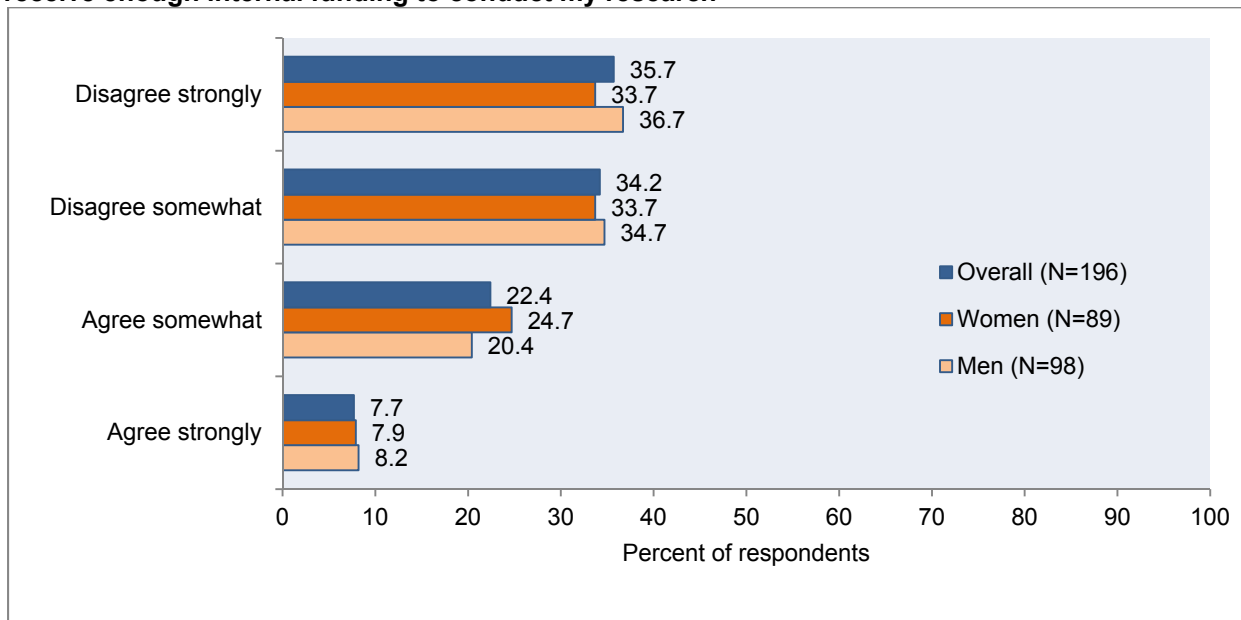


Figure 35a. STEM respondent's opinion regarding the statement about the availability of resources: "I receive enough internal funding to conduct my research"

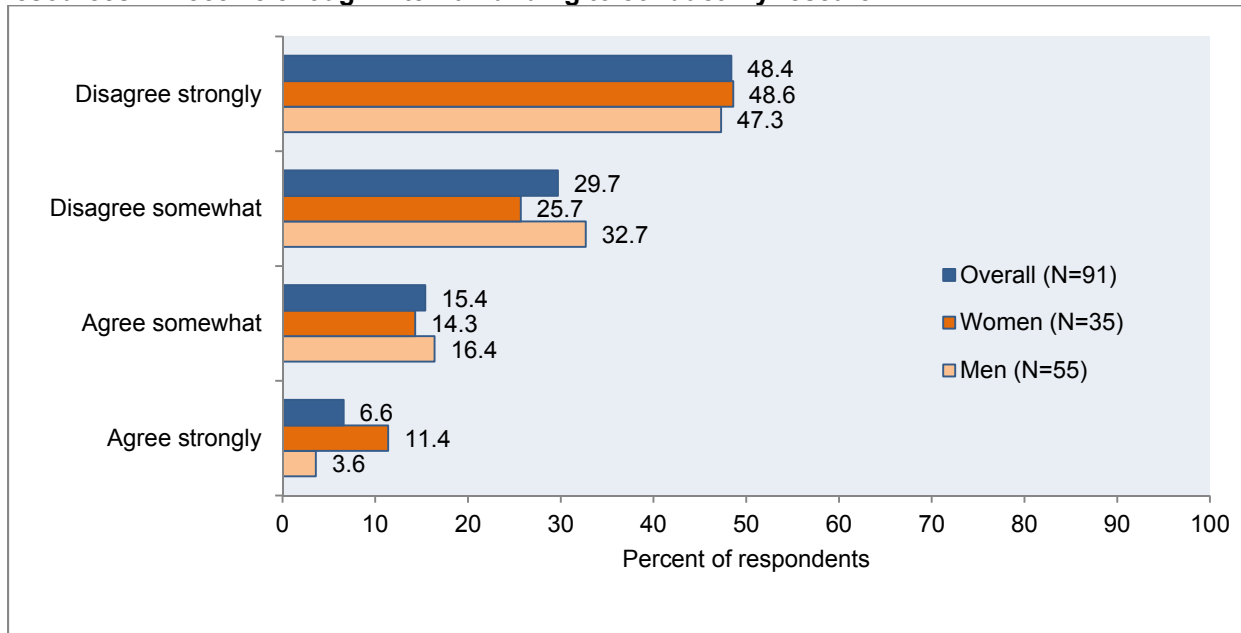
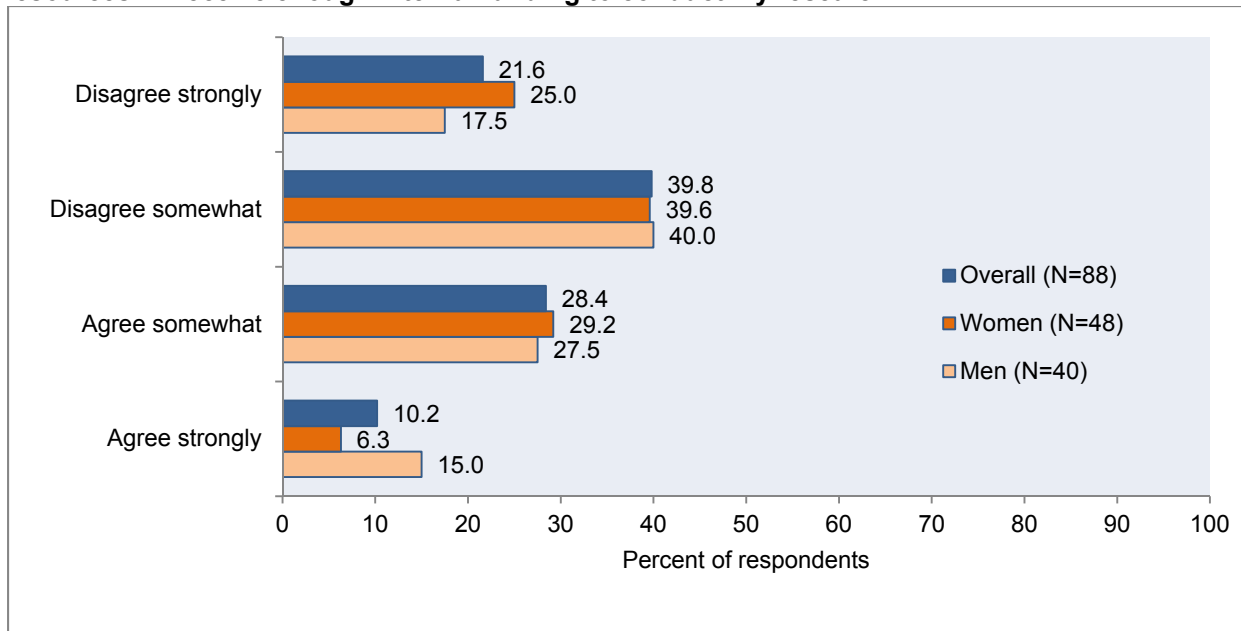


Figure 35b. NON-STEM respondent's opinion regarding the statement about the availability of resources: "I receive enough internal funding to conduct my research"



Two-thirds of respondents agreed that they receive the amount of technical/computer support they need (66.7 percent) (see Figure 36). The remaining one-third of respondents did not think they receive the amount of technical/computer support they need (i.e., disagreed) (33.3 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 36. Respondent’s opinion regarding the statement about the availability of resources: “I receive the amount of technical/computer support I need”

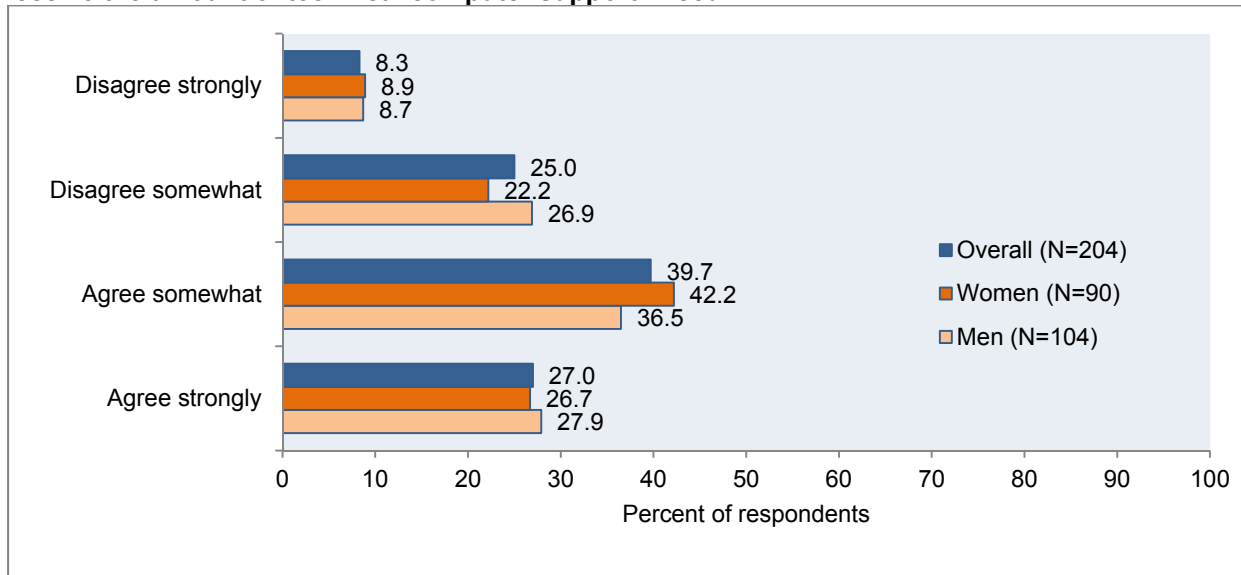


Figure 36a. STEM respondent’s opinion regarding the statement about the availability of resources: “I receive the amount of technical/computer support I need”

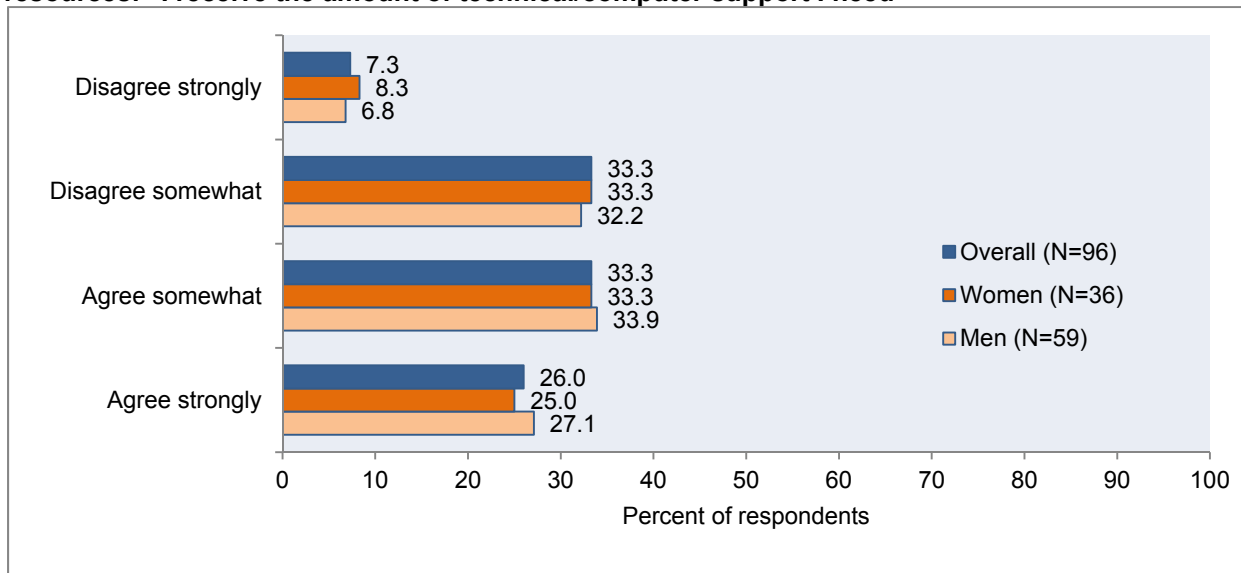
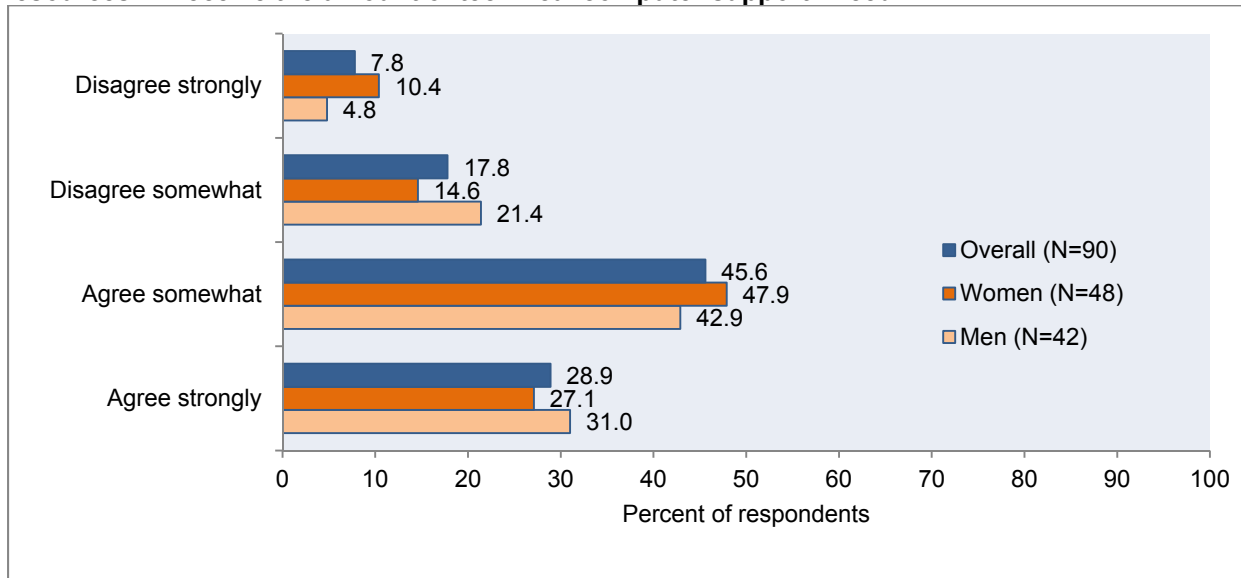


Figure 36b. NON-STEM respondent’s opinion regarding the statement about the availability of resources: “I receive the amount of technical/computer support I need”



Three-fourths of respondents agreed that they have enough office support (75.3 percent) (see Figure 37). The remaining one-fourth of respondents did not think they have enough office support (i.e., disagreed) (24.7 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 37. Respondent’s opinion regarding the statement about the availability of resources: “I have enough office support”

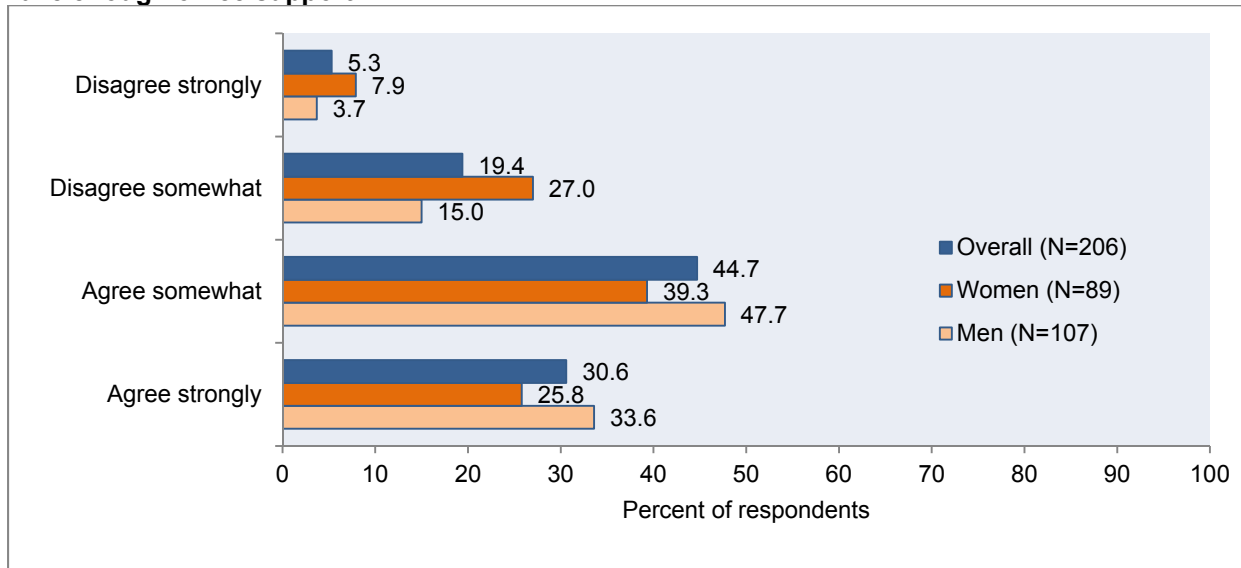


Figure 37a. STEM respondent's opinion regarding the statement about the availability of resources: "I have enough office support"

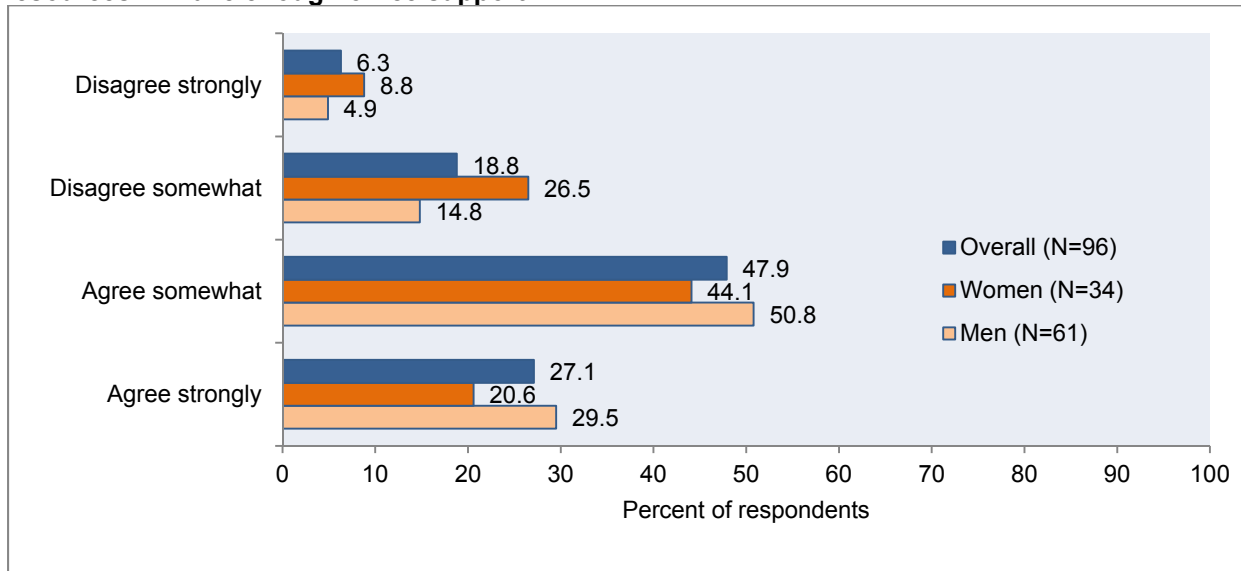
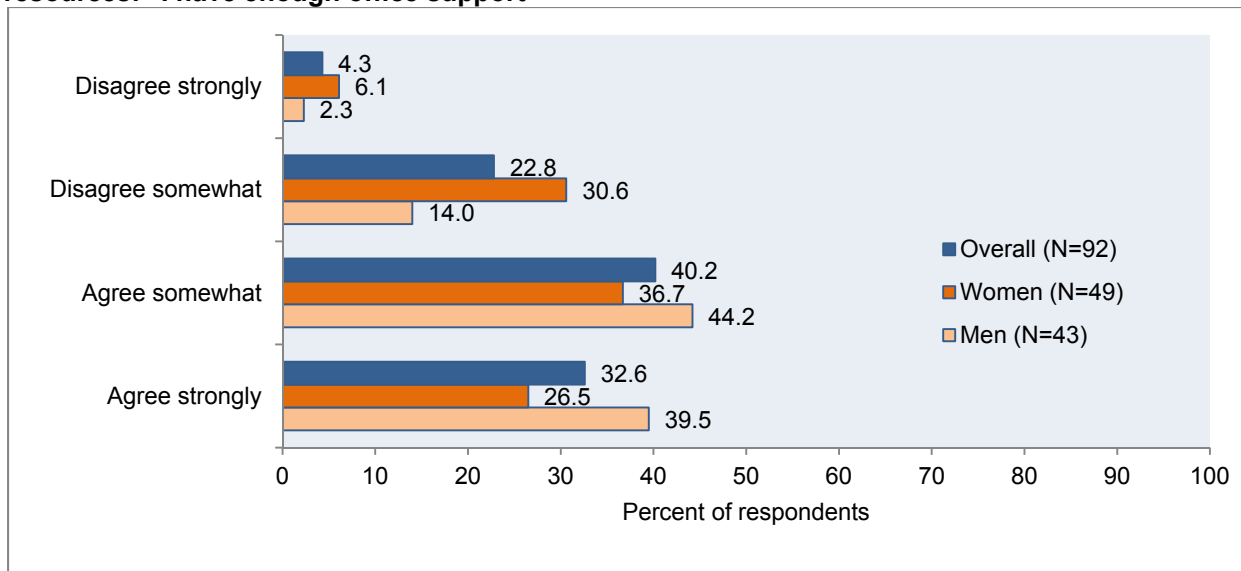


Figure 37b. NON-STEM respondent's opinion regarding the statement about the availability of resources: "I have enough office support"



The majority of respondents agreed that they have colleagues on campus who do similar research (60.9 percent) (see Figure 38 and Appendix Table 58). However, two in five respondents did not think they have colleagues on campus who do similar research (i.e., disagreed) (39.1 percent).

Significant differences

The proportion of respondents who did not think they have colleagues on campus who do similar research (i.e., disagreed) was:

- **Gender** – Higher among women than men (46.6 percent and 31.4 percent, respectively).

Figure 38. Respondent’s opinion regarding the statement about the availability of resources: “I have colleagues on campus who do similar research”

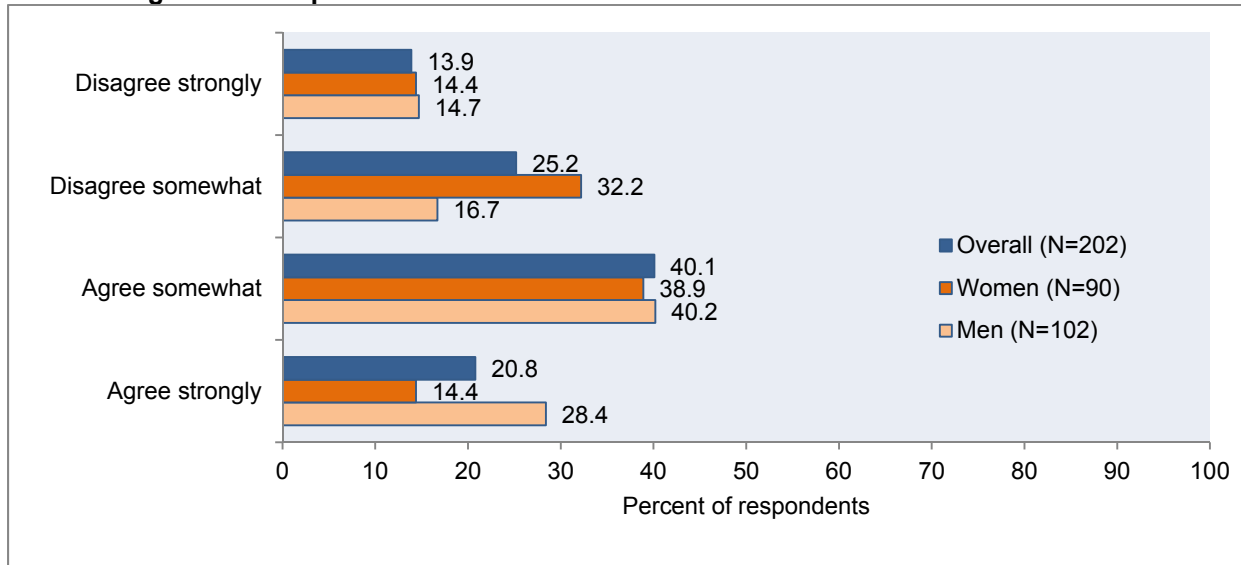


Figure 38a. STEM respondent’s opinion regarding the statement about the availability of resources: “I have colleagues on campus who do similar research”

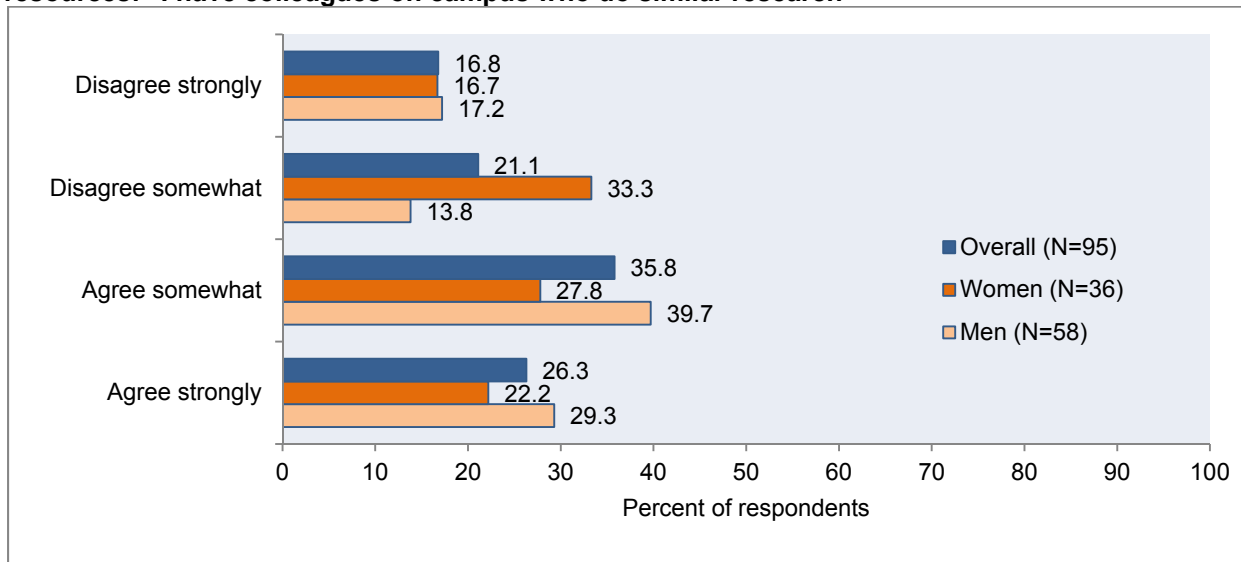
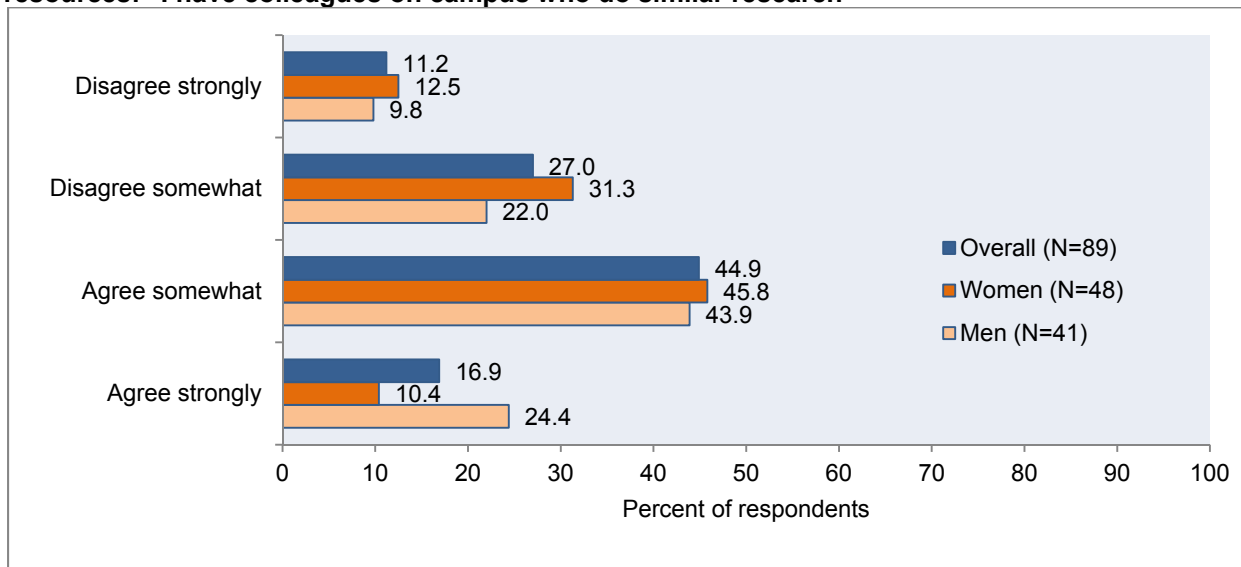


Figure 38b. NON-STEM respondent’s opinion regarding the statement about the availability of resources: “I have colleagues on campus who do similar research”



Nearly three-fourths of respondents agreed that they have colleagues or peers who give them career advice or guidance when they need it (71.8 percent) (see Figure 39 and Appendix Table 59). However, more than one-fourth of respondents did not think they have colleagues or peers who give them career or guidance when they need it (28.1 percent).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who did not think they have colleagues or peers who give them career advice or guidance when they need it (i.e., disagreed) was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (36.4 percent and 18.7 percent, respectively).

Figure 39. Respondent’s opinion regarding the statement about the availability of resources: “I have colleagues or peers who give me career advice or guidance when I need it”

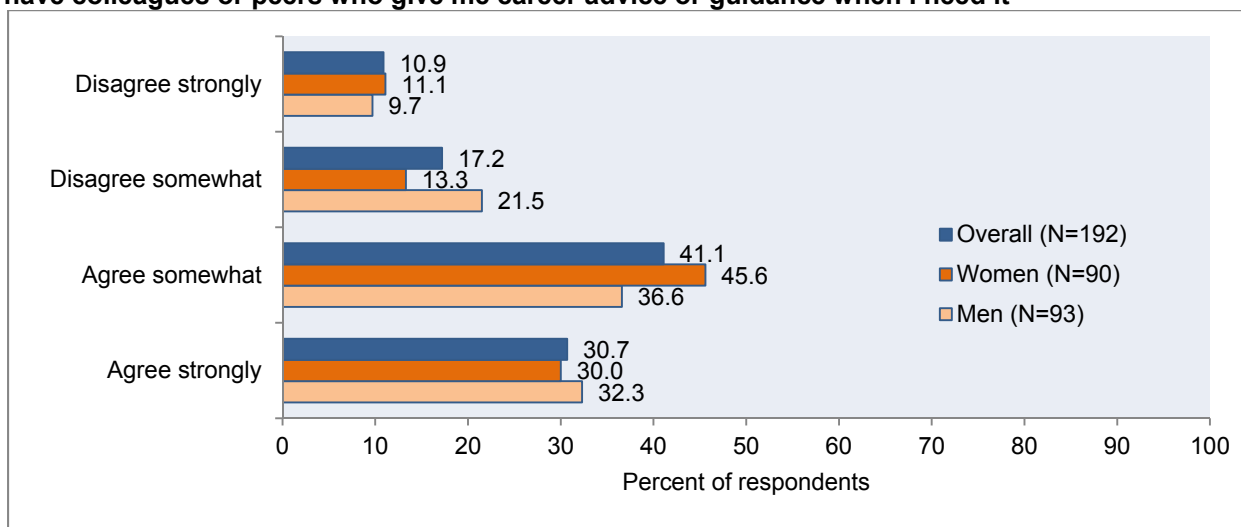


Figure 39a. STEM respondent's opinion regarding the statement about the availability of resources: "I have colleagues or peers who give me career advice or guidance when I need it"

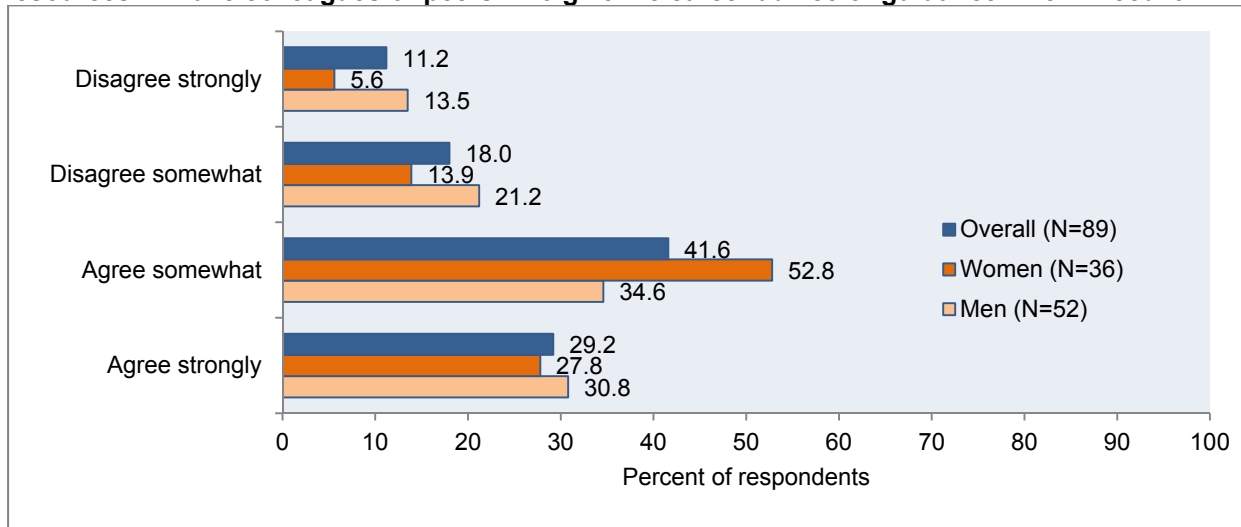
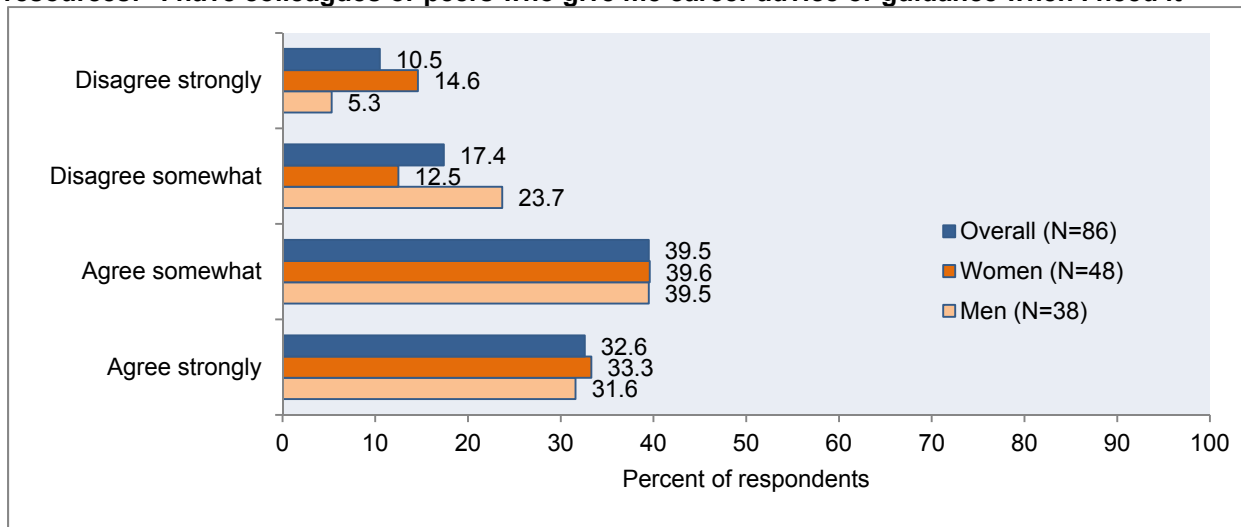


Figure 39b. NON-STEM respondent's opinion regarding the statement about the availability of resources: "I have colleagues or peers who give me career advice or guidance when I need it"



While 44.3 percent of respondents agreed that they have sufficient teaching support (including teaching assistants), 55.8 percent disagreed that they have enough teaching support (see Figure 40). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 40. Respondent’s opinion regarding the statement about the availability of resources: “I have sufficient teaching support (including TAs)”

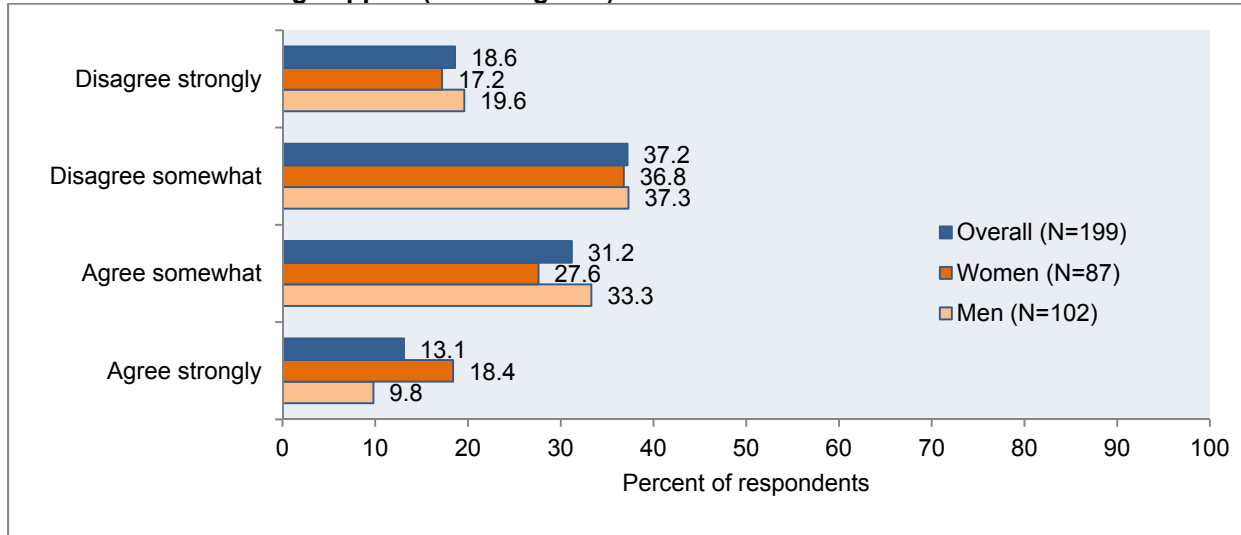


Figure 40a. STEM respondent’s opinion regarding the statement about the availability of resources: “I have sufficient teaching support (including TAs)”

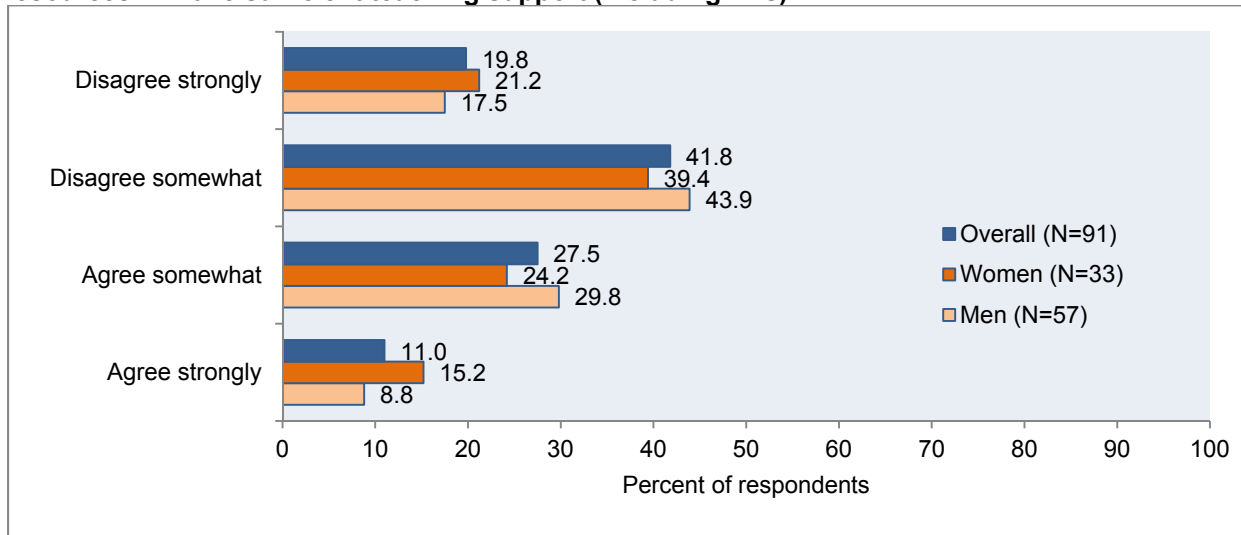
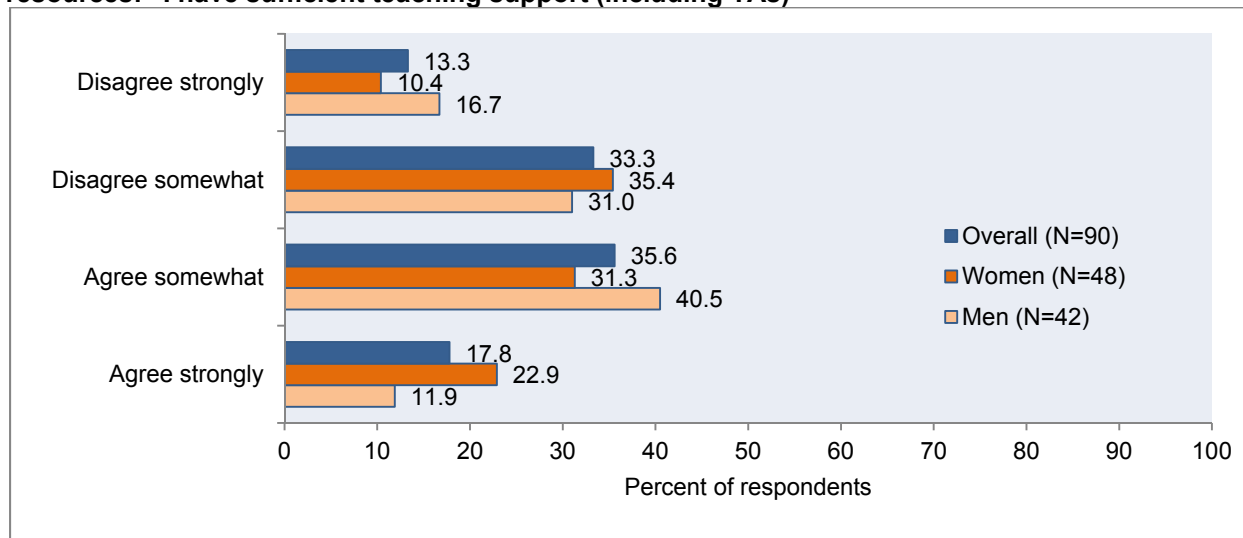


Figure 40b. NON-STEM respondent’s opinion regarding the statement about the availability of resources: “I have sufficient teaching support (including TAs)”



Respondents were asked about collaborations, currently and in the past, with colleagues in their primary department and off the NDSU campus (see Figures 41 and 42 and Appendix Tables 60a, 60b, and 61).

Nearly two-thirds of respondents were currently collaborating with colleagues in their primary department (65.0 percent) (see Figure 41). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

More than two-thirds of respondents had collaborated in the past with colleagues in their primary department (69.5 percent) (see Figure 41 and Appendix Tables 60a and 60b).

Significant differences

The proportion of respondents who had collaborated in the past with colleagues in their primary department was:

- **Gender** – Higher among men than women (76.5 percent and 60.9 percent, respectively).
- **Type of college** – Higher among respondents in STEM designated colleges than those in non-STEM colleges (75.3 percent and 61.4 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (80.2 percent and 57.0 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than respondents who have been at NDSU 5 years or less (82.7 percent and 53.0 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than respondents with young children (74.3 percent and 55.1 percent, respectively).

Figure 41. Whether respondent was currently collaborating, or had collaborated in the past, on research with colleagues IN THEIR PRIMARY DEPARTMENT

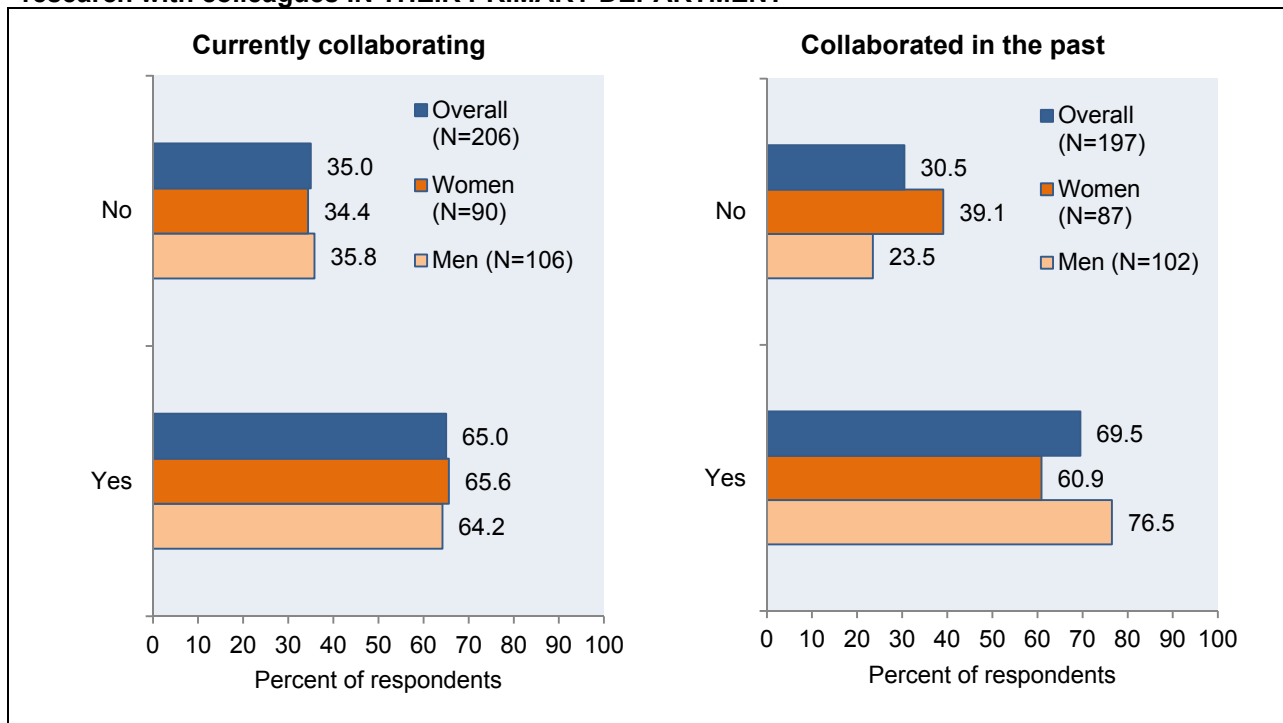


Figure 41a. Whether STEM respondent was currently collaborating, or had collaborated in the past, on research with colleagues IN THEIR PRIMARY DEPARTMENT

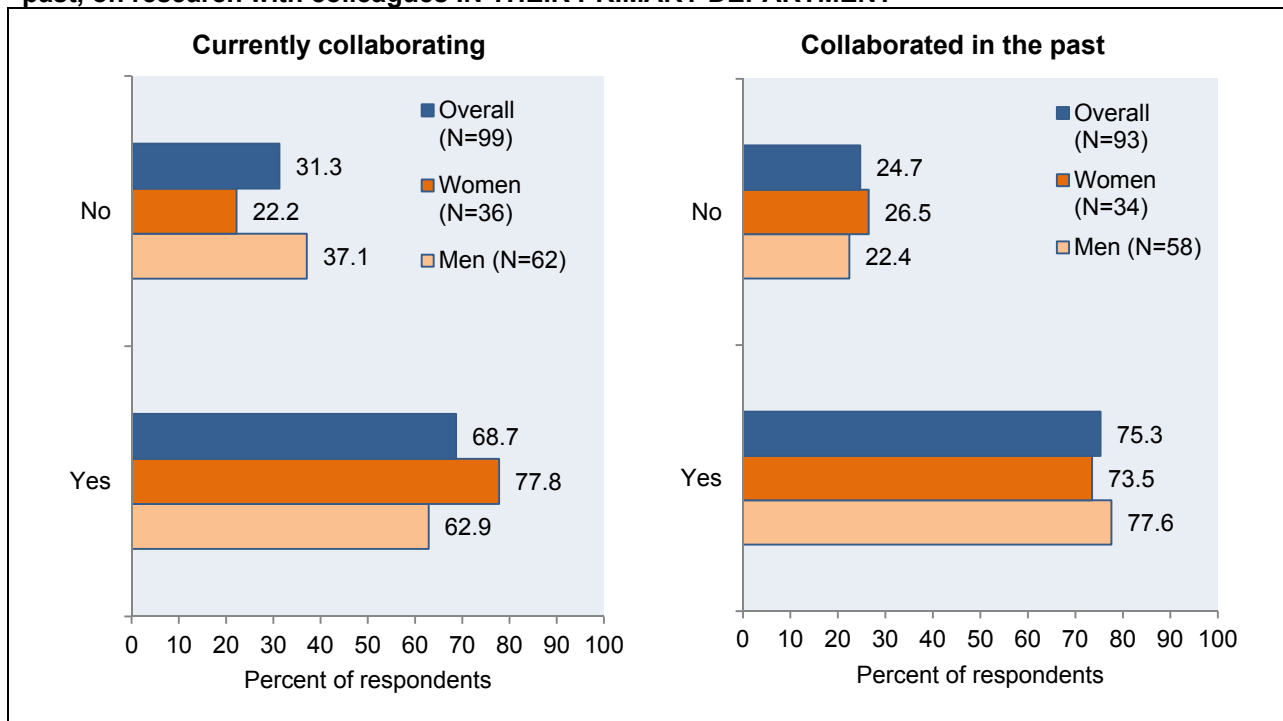
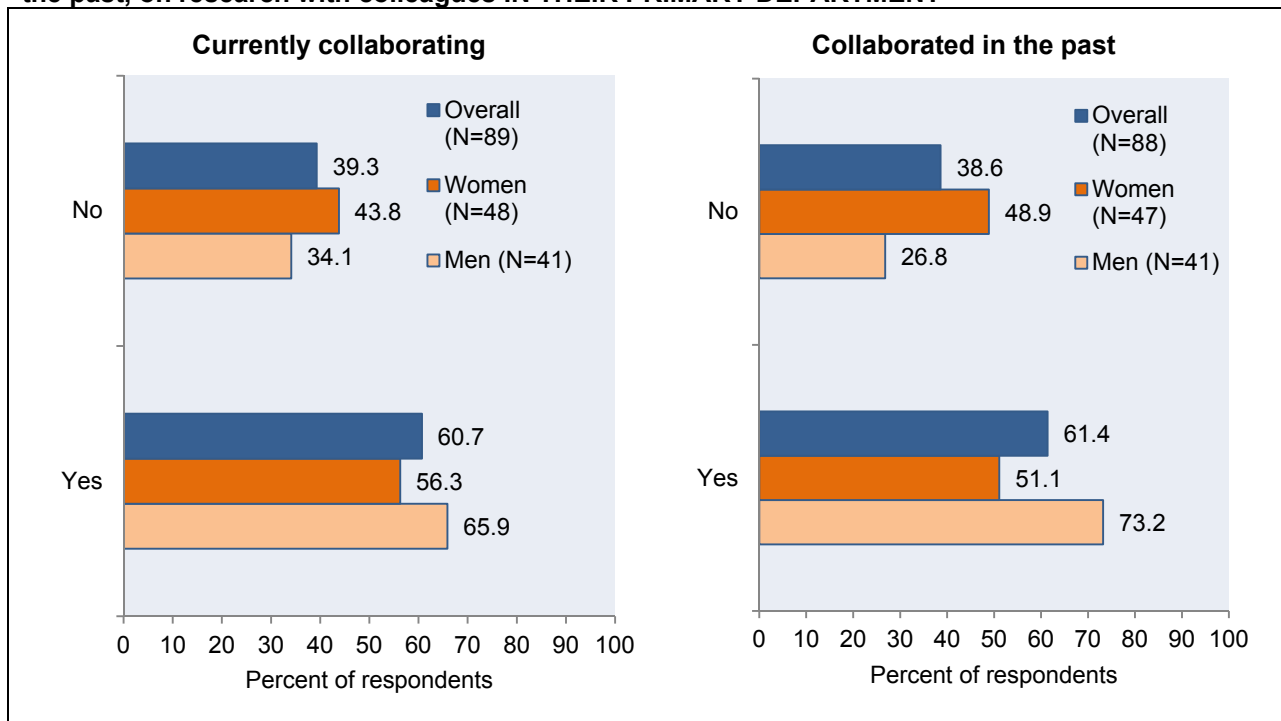


Figure 41b. Whether *NON-STEM* respondent was currently collaborating, or had collaborated in the past, on research with colleagues IN THEIR PRIMARY DEPARTMENT



Note: For "collaborated in the past," gender differences are significant at $p < .05$

Most respondents were currently collaborating with colleagues off the NDSU campus (71.4 percent) (see Figure 42 and Appendix Table 61).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who were currently collaborating with colleagues off the NDSU campus was:

- **Racial/ethnic majority status** – Higher among non-majority status respondents than majority status respondents (87.9 percent and 68.1 percent, respectively).
- **Tenure status** – Higher among non-tenured faculty than tenured faculty (80.0 percent and 66.7 percent, respectively).

The vast majority of respondents had collaborated in the past with colleagues off the NDSU campus (86.7 percent) (see Figure 42).

Figure 42. Whether respondent was currently collaborating, or had collaborated in the past, on research with colleagues OFF THE NDSU CAMPUS

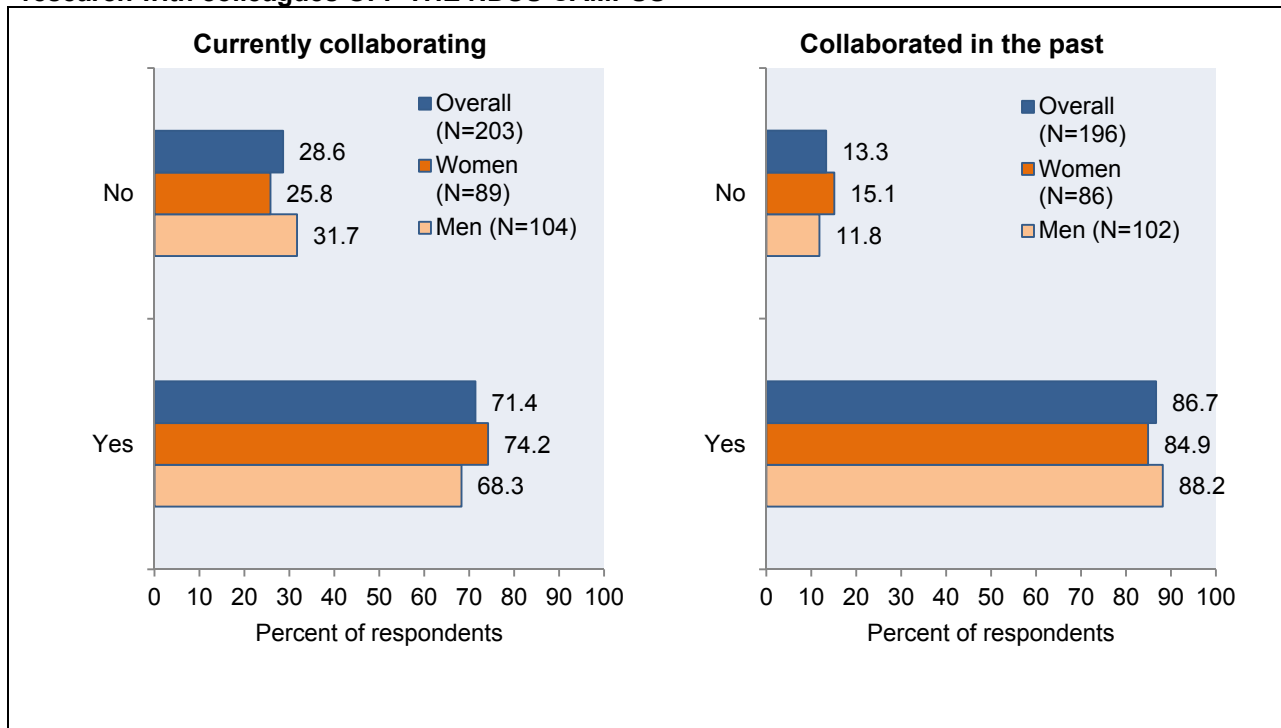


Figure 42a. Whether STEM respondent was currently collaborating, or had collaborated in the past, on research with colleagues OFF THE NDSU CAMPUS

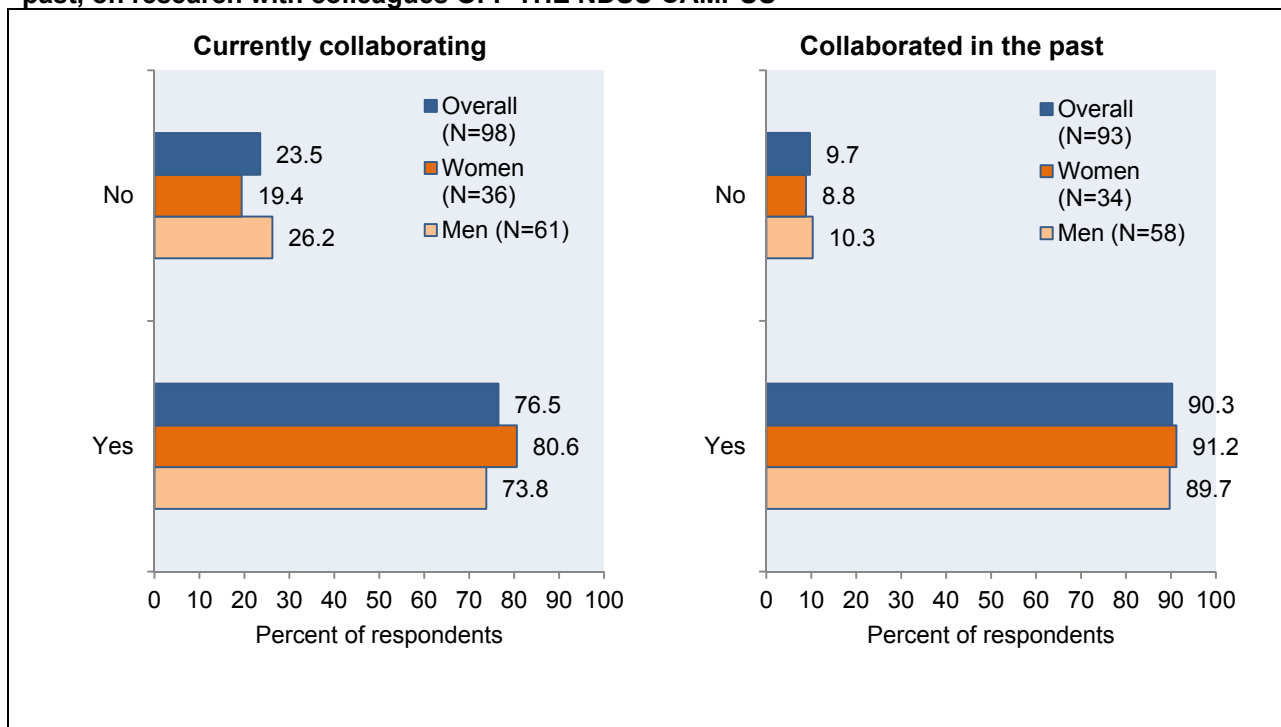
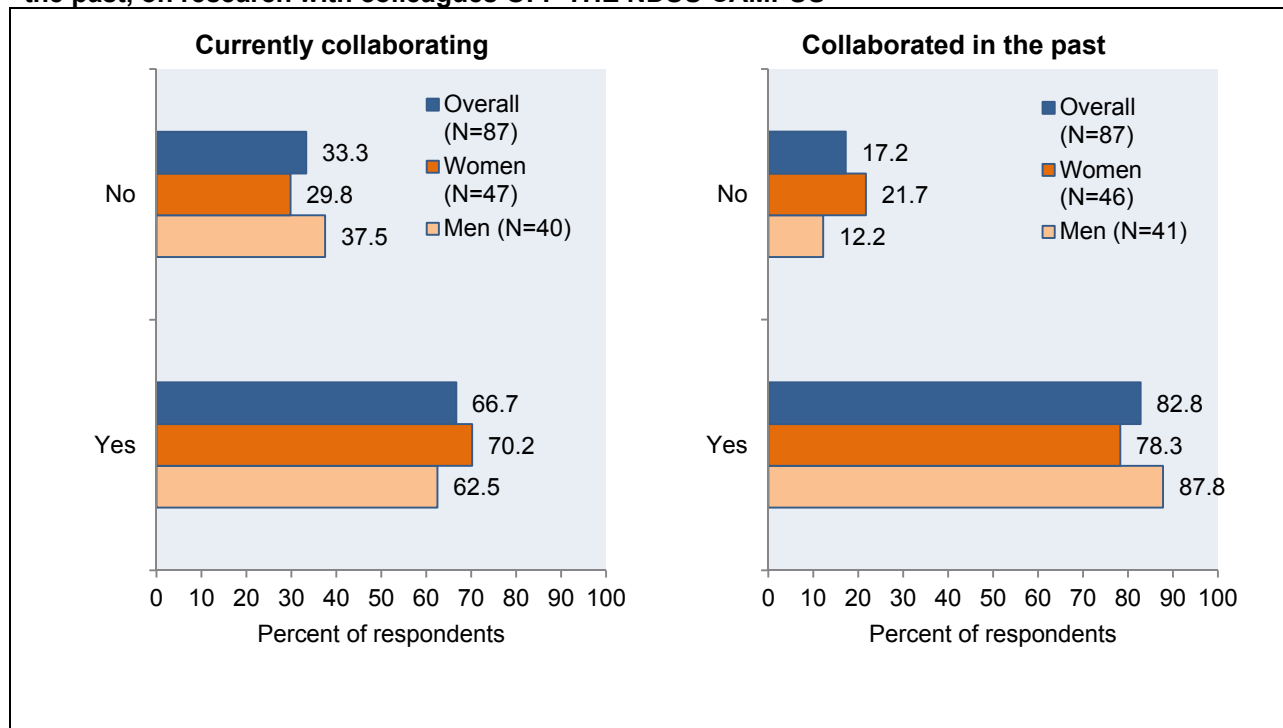


Figure 42b. Whether *NON-STEM* respondent was currently collaborating, or had collaborated in the past, on research with colleagues OFF THE NDSU CAMPUS



Respondents were asked whether they have ever served on, or chaired, various committees in their department (see Figures 43 to 47 and Appendix Tables 62a to 71).

More than one-third of respondents had served on a promotion committee in their department (36.7 percent) (see Figure 43 and Appendix Tables 62a and 62b).

Significant differences

The proportion of respondents who have served on a promotion committee in their department was:

- **Gender** – Much higher among men than women (50.0 percent and 20.9 percent, respectively).
- **Type of college** – Higher among respondents in STEM designated colleges than those in non-STEM colleges (43.9 percent and 28.6 percent, respectively).
- **Tenure status** – Substantially higher among tenured faculty than non-tenured faculty (66.4 percent and 1.1 percent, respectively).
- **Years at NDSU** – Substantially higher among respondents who have been at NDSU more than 5 years than respondents who have been at NDSU 5 years or less (61.9 percent and 3.4 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents without young children than respondents with young children (44.3 percent and 12.2 percent, respectively).

One-fourth of respondents had chaired a promotion committee in their department (25.8 percent) (see Figure 43 and Appendix Table 67).

Significant differences

The proportion of respondents who had chaired a promotion committee in their department was:

- **Gender** – Much higher among men than women (36.1 percent and 11.7 percent, respectively).
- **Tenure status** – Substantially higher among tenured faculty than non-tenured faculty (40.9 percent and 0.0 percent, respectively).

- **Years at NDSU** – Substantially higher among respondents who have been at NDSU more than 5 years than respondents who have been at NDSU 5 years or less (37.5 percent and 0.0 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents without young children than respondents with young children (31.9 percent and 5.7 percent, respectively).

Figure 43. Whether respondent had served on or chaired a PROMOTION committee in their department

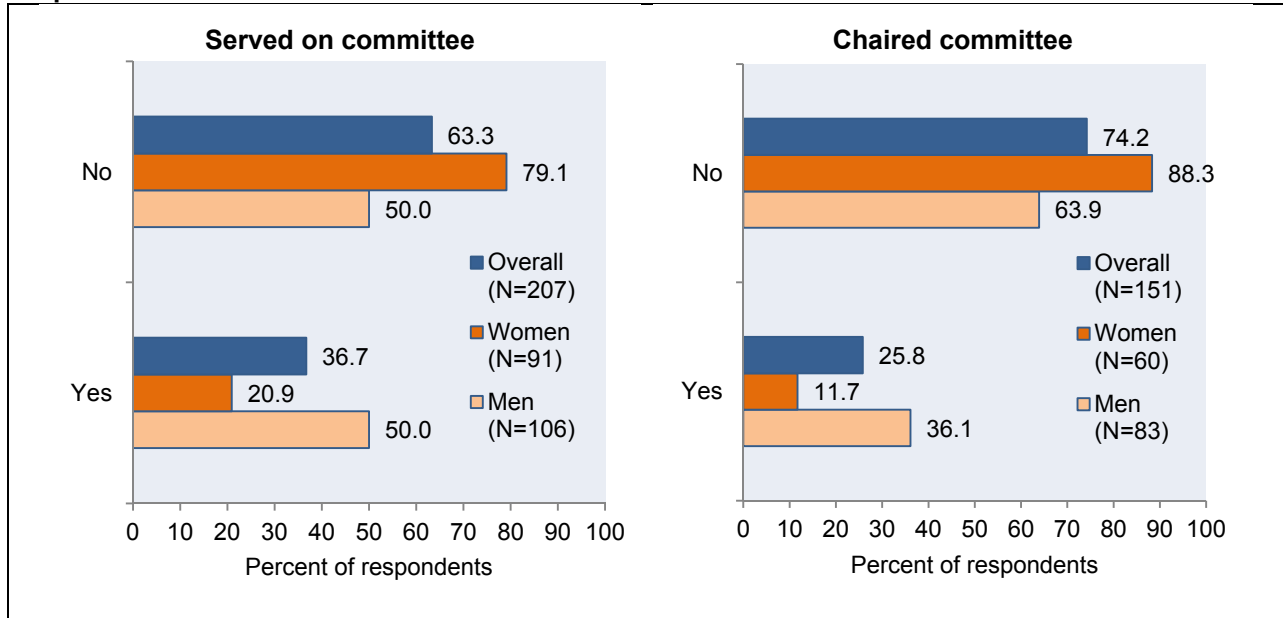
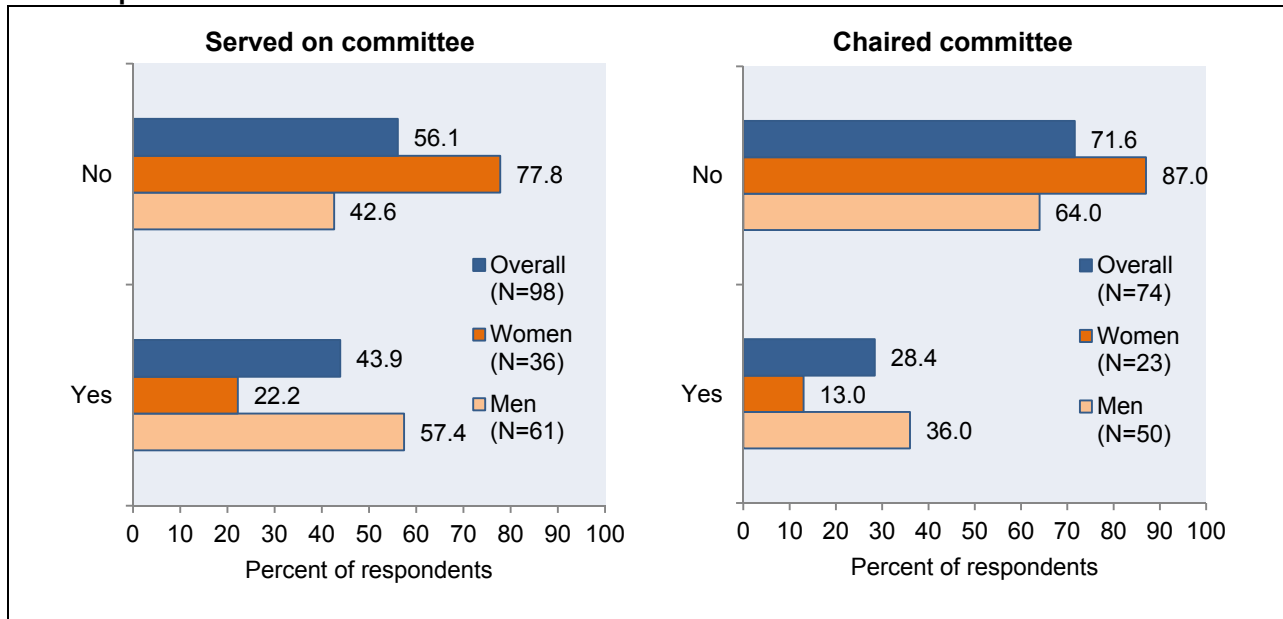
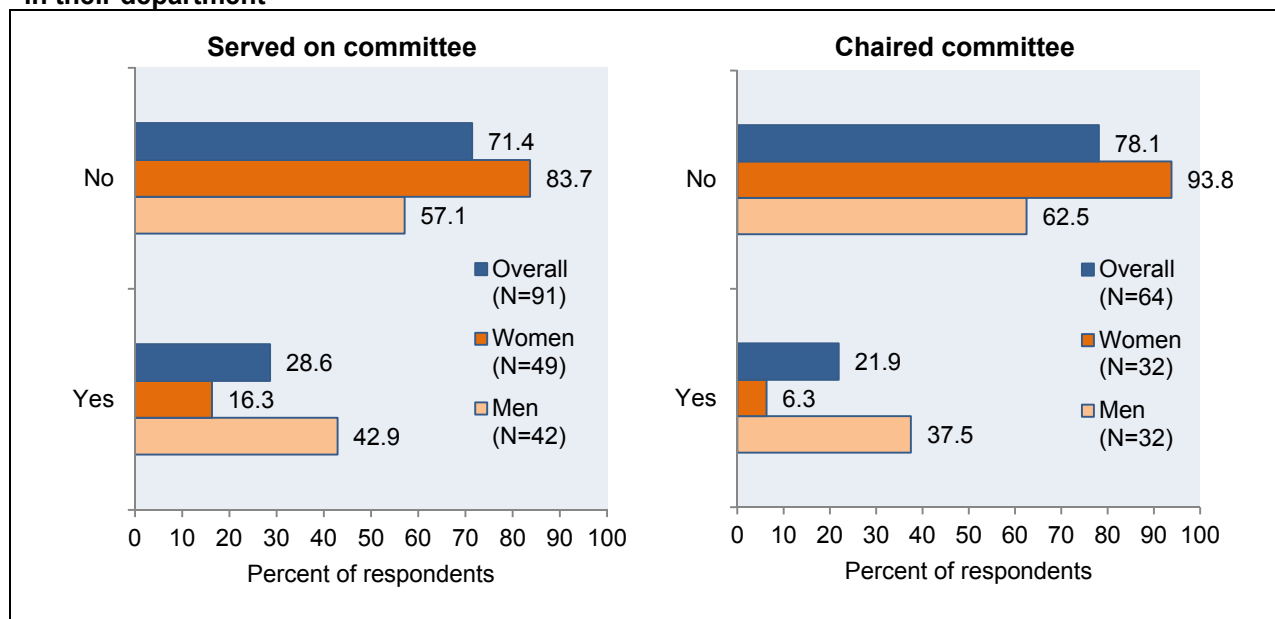


Figure 43a. Whether STEM respondent had served on or chaired a PROMOTION committee in their department



Note: For “served on committee” and “chaired committee,” gender differences are significant at $p < .05$

Figure 43b. Whether *NON-STEM* respondent had served on or chaired a **PROMOTION committee in their department**



Note: For “served on committee” and “chaired committee,” gender differences are significant at $p < .05$

Most respondents had served on a faculty search committee in their department (81.6 percent) (see Figure 44 and Appendix Table 63).

Significant differences

The proportion of respondents who had served on a faculty search committee in their department was:

- **Gender** – Higher among men than women (87.7 percent and 73.6 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (95.5 percent and 66.3 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (97.3 percent and 61.8 percent, respectively).

Nearly half of respondents had chaired a faculty search committee in their department (47.2 percent) (see Figure 44 and Appendix Table 68).

Significant differences

The proportion of respondents who had chaired a faculty search committee in their department was:

- **Gender** – More than twice as high among men than women (60.0 percent and 28.0 percent, respectively).
- **Tenure status** – Substantially higher among tenured faculty than non-tenured faculty (70.9 percent and 14.9 percent, respectively).
- **Years at NDSU** – Substantially higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (69.2 percent and 11.8 percent, respectively).
- **Having children ages 6 or younger** – More than twice as high among respondents without young children as those with young children (54.4 percent and 25.0 percent, respectively).

Figure 44. Whether respondent had served on or chaired a FACULTY SEARCH committee in their department

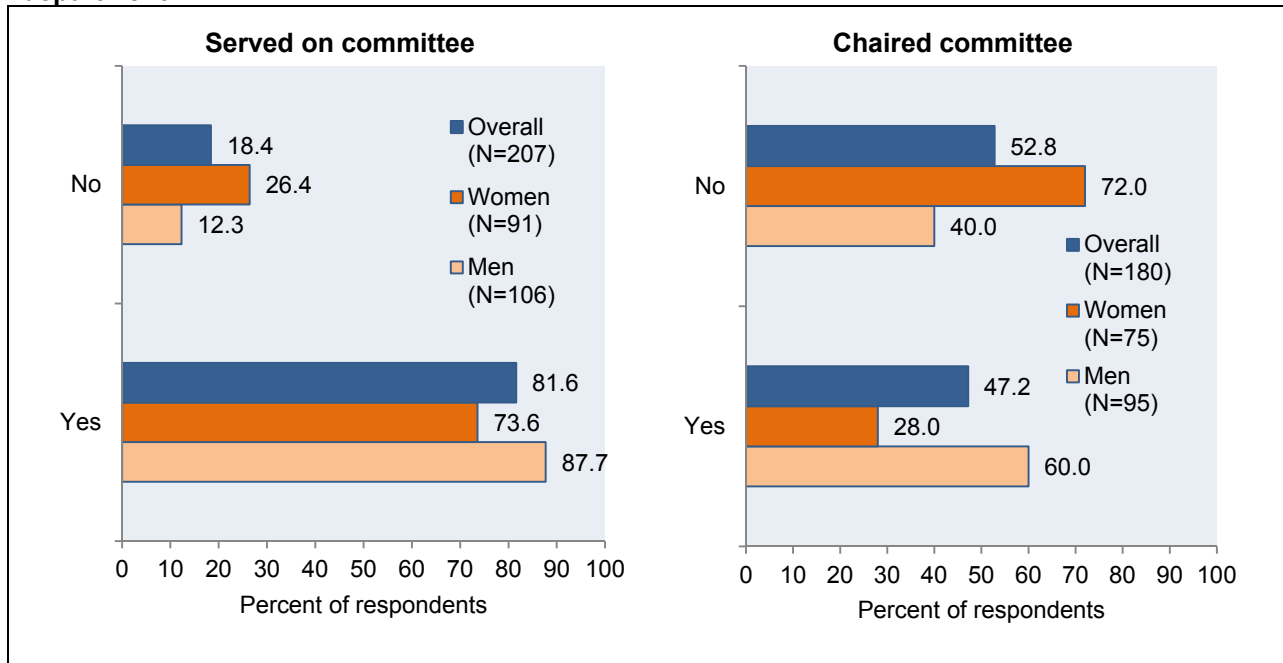
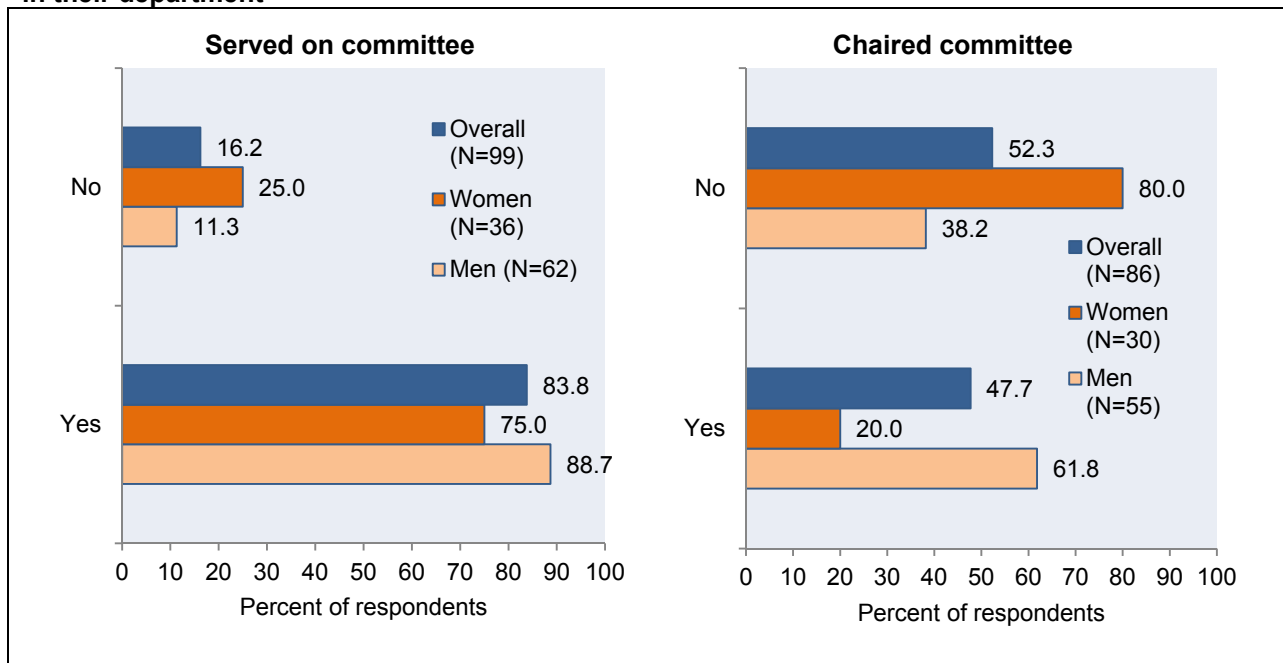
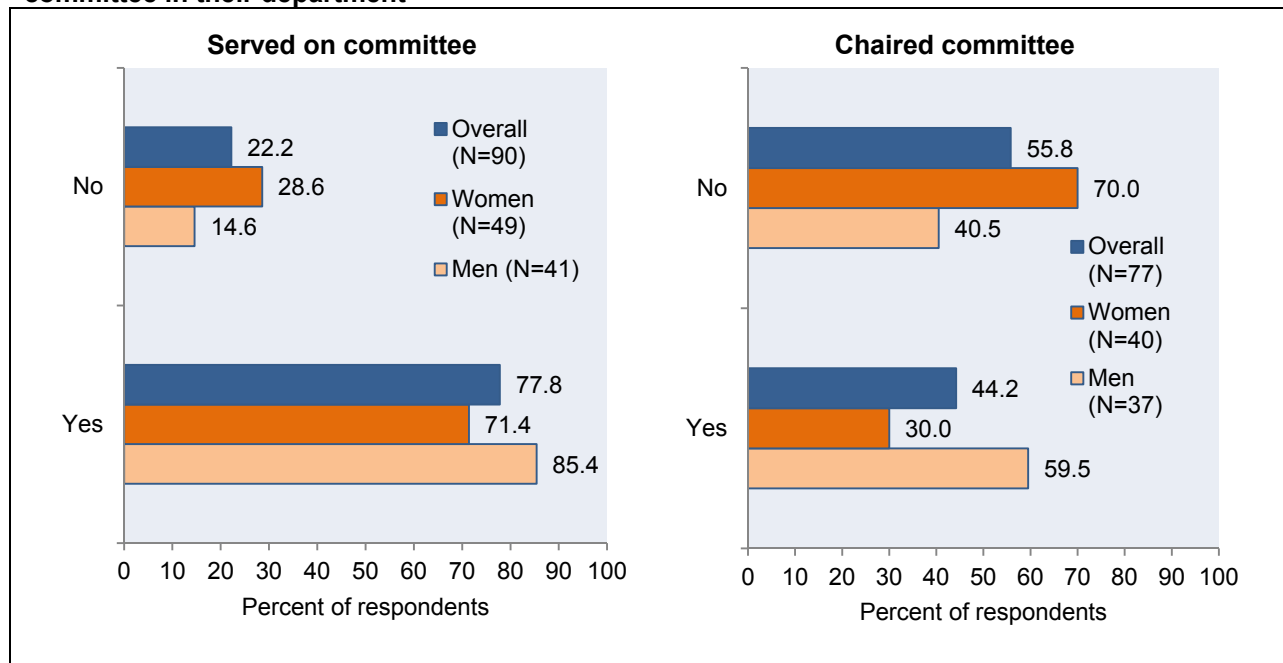


Figure 44a. Whether STEM respondent had served on or chaired a FACULTY SEARCH committee in their department



Note: For "chaired committee," gender differences are significant at $p < .05$

Figure 44b. Whether *NON-STEM* respondent had served on or chaired a FACULTY SEARCH committee in their department



Note: For "chaired committee," gender differences are significant at $p < .05$

Two-thirds of respondents had served on a curriculum committee in their department (66.8 percent) (see Figure 45 and Appendix Table 64).

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. The proportion of respondents who had served on a curriculum committee in their department was:

- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (79.4 percent and 53.3 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (82.4 percent and 47.7 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (71.2 percent and 53.1 percent, respectively).

More than one-third of respondents had chaired a curriculum committee in their department (34.9 percent) (see Figure 45 and Appendix Table 69).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who had chaired a curriculum committee in their department was:

- **Tenure status** – More than twice as high among tenured faculty as non-tenured faculty (46.0 percent and 20.3 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (46.1 percent and 14.1 percent, respectively).

Figure 45. Whether respondent had served on or chaired a CURRICULUM (graduate and/or undergraduate) committee in their department

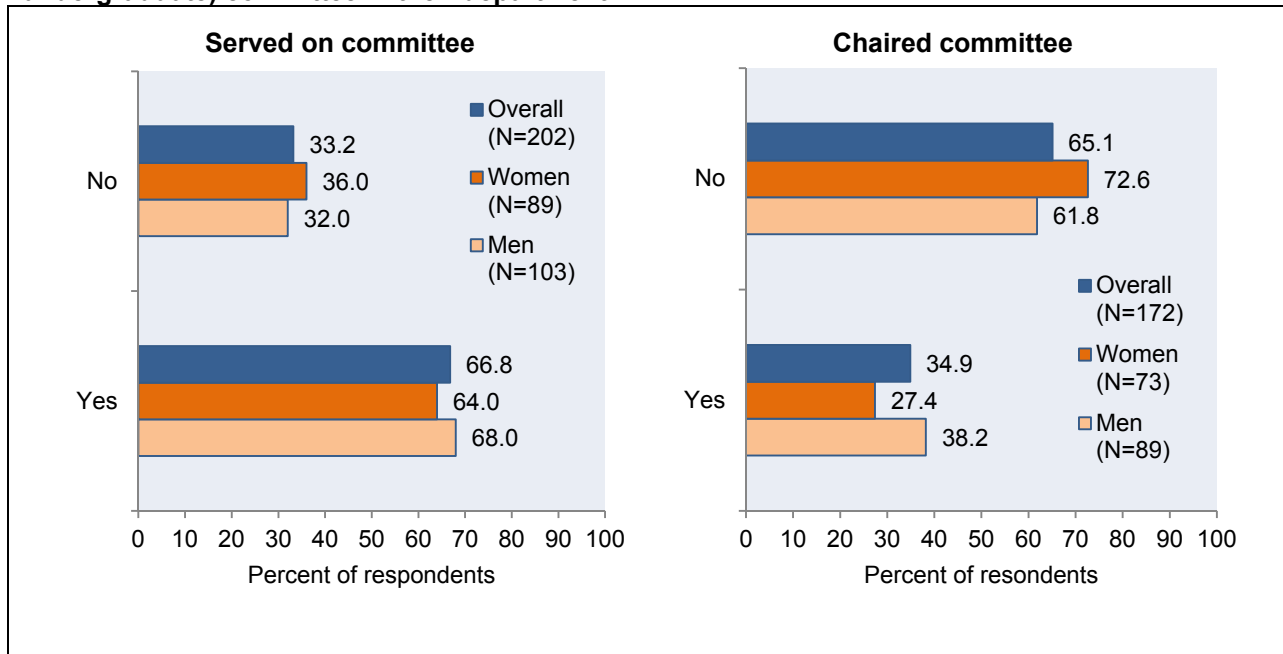
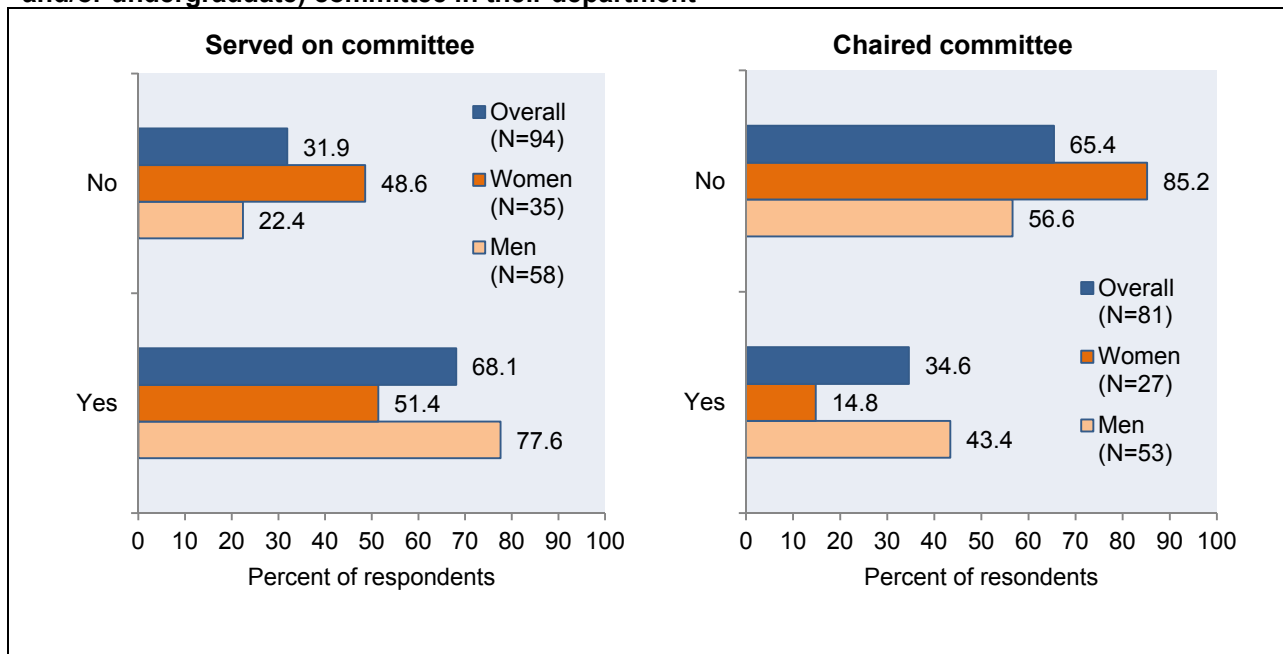
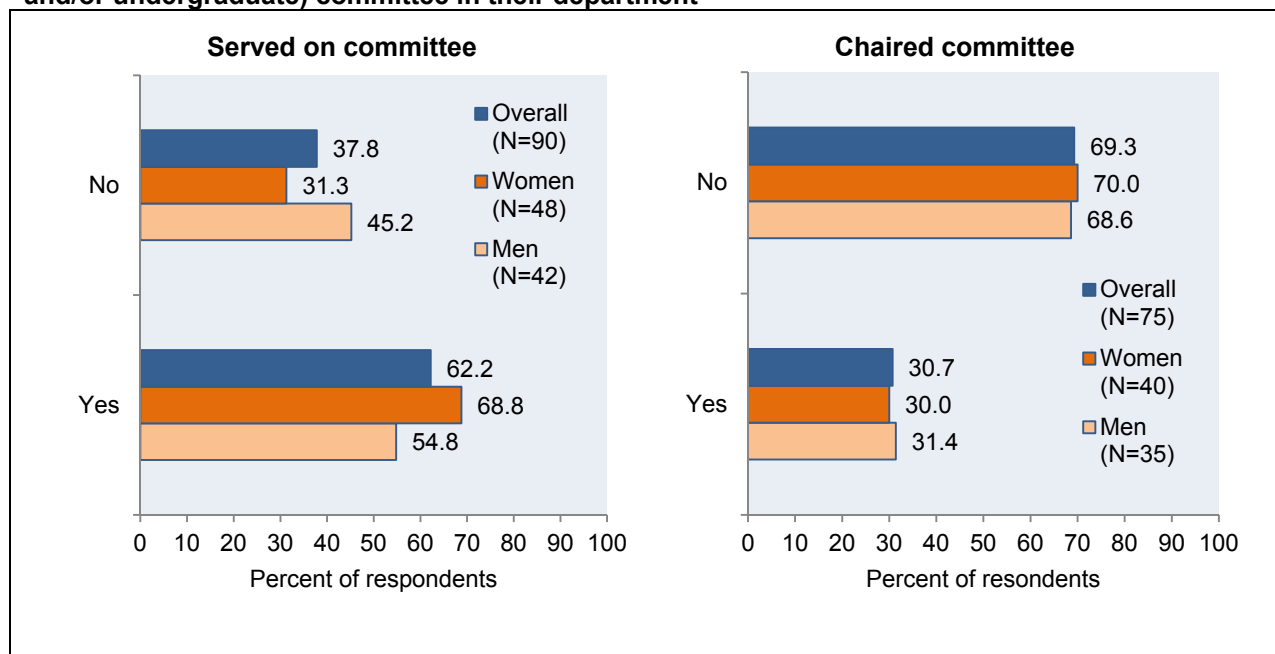


Figure 45a. Whether STEM respondent had served on or chaired a CURRICULUM (graduate and/or undergraduate) committee in their department



Note: For "served on committee" and "chaired committee," gender differences are significant at $p < .05$

Figure 45b. Whether *NON-STEM* respondent had served on or chaired a CURRICULUM (graduate and/or undergraduate) committee in their department



Nearly half of respondents had served on a graduate admissions committee in their department (48.5 percent) (see Figure 46 and Appendix Table 65).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who had served on a graduate admissions committee in their department was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (58.1 percent and 39.3 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (54.6 percent and 38.4 percent, respectively).

More than one-fourth of respondents had chaired a graduate admissions committee in their department (26.8 percent) (see Figure 46 and Appendix Table 70).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who had chaired a graduate admissions committee in their department was:

- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (39.8 percent and 9.7 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (36.5 percent and 8.5 percent, respectively).

Figure 46. Whether respondent had served on or chaired a GRADUATE ADMISSIONS committee in their department

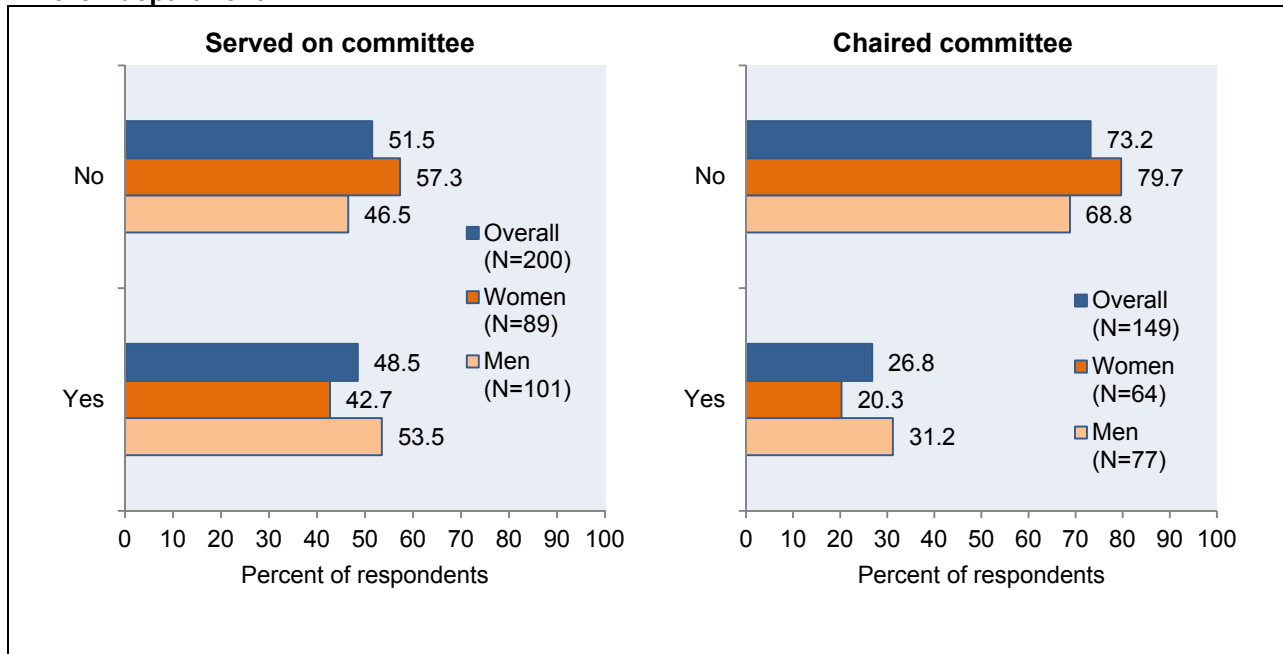


Figure 46a. Whether STEM respondent had served on or chaired a GRADUATE ADMISSIONS committee in their department

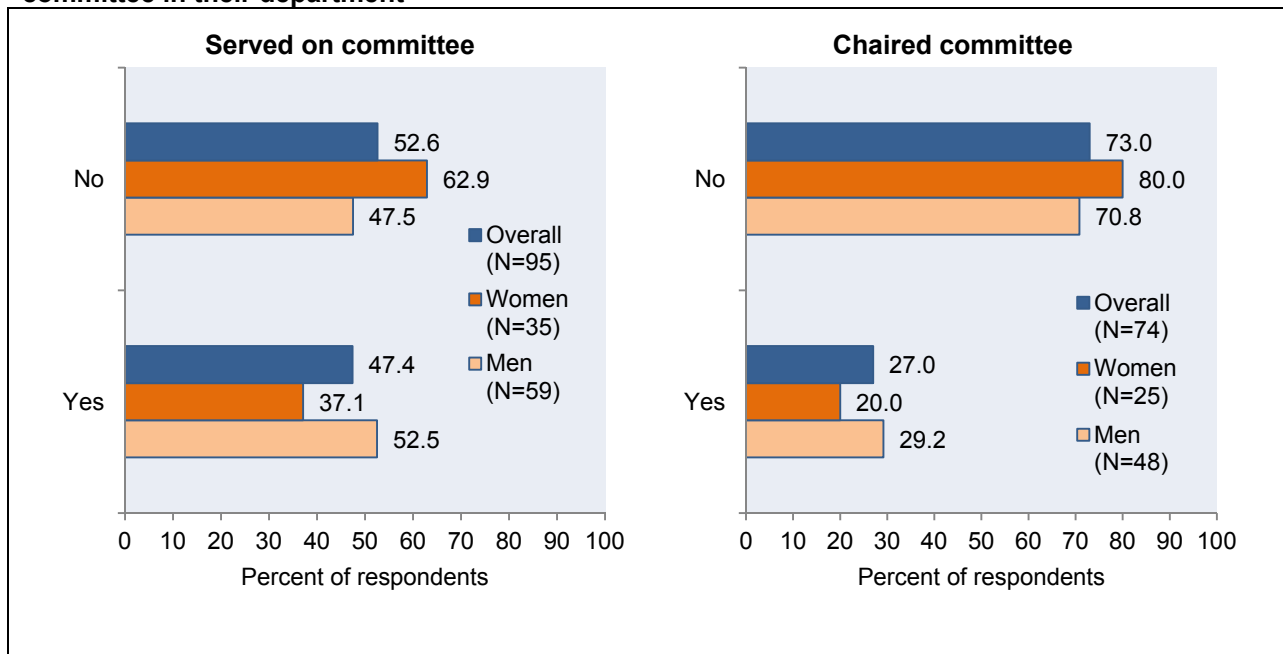
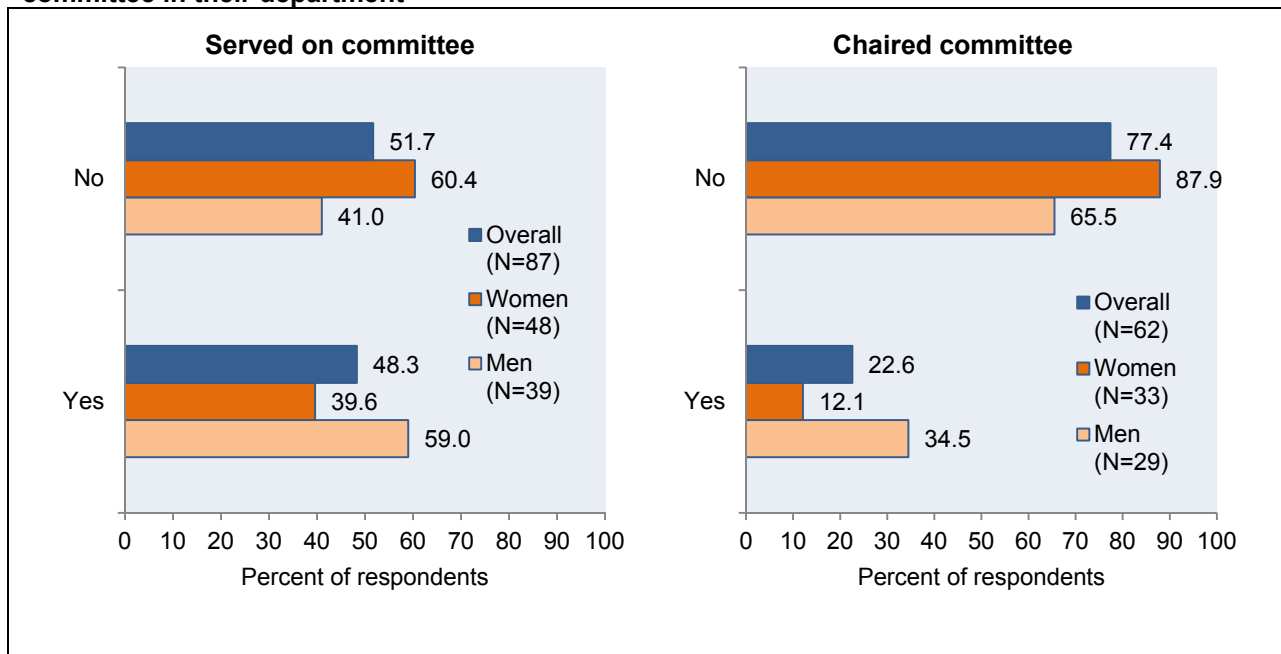


Figure 46b. Whether *NON-STEM* respondent had served on or chaired a GRADUATE ADMISSIONS committee in their department



Note: For "chaired committee," gender differences are significant at $p < .05$

Two-thirds of respondents had served on another type of committee in their department (68.0 percent) (see Figure 47 and Appendix Table 66).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who had served on another type of committee in their department was:

- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (81.0 percent and 60.6 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (79.0 percent and 56.9 percent, respectively).

Nearly half of respondents had chaired another type of committee in their department (45.7 percent) (see Figure 47 and Appendix Table 71).

Significant differences

The proportion of respondents who had chaired another type of committee in their department was:

- **Gender** – Much higher among men than women (56.6 percent and 35.6 percent, respectively).
- **Tenure status** – More than twice as high among tenured faculty as non-tenured faculty (62.7 percent and 30.8 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (57.1 percent and 31.9 percent, respectively).

"Other" committees respondents had chaired or served on included student committees, faculty and staff committees, and other miscellaneous committees at NDSU (see Appendix Table 72 and Appendix Tables 188a, b, and c).

Figure 47. Whether respondent had served on or chaired ANOTHER TYPE of committee in their department

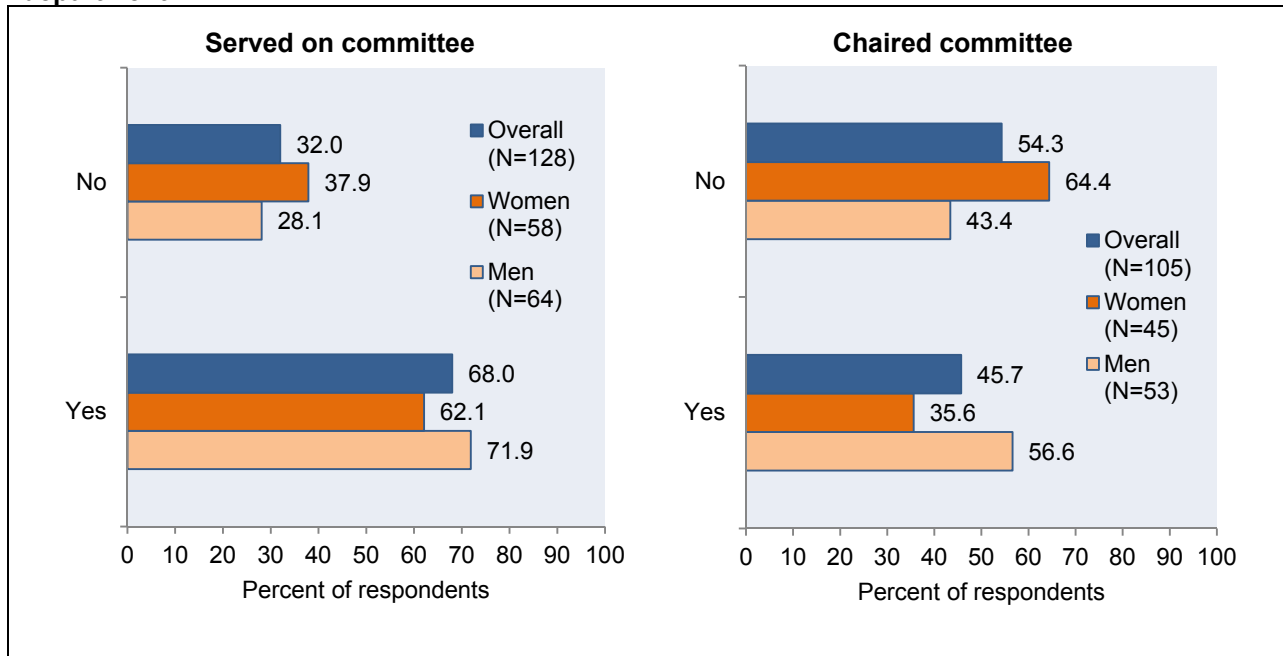


Figure 47a. Whether STEM respondent had served on or chaired ANOTHER TYPE of committee in their department

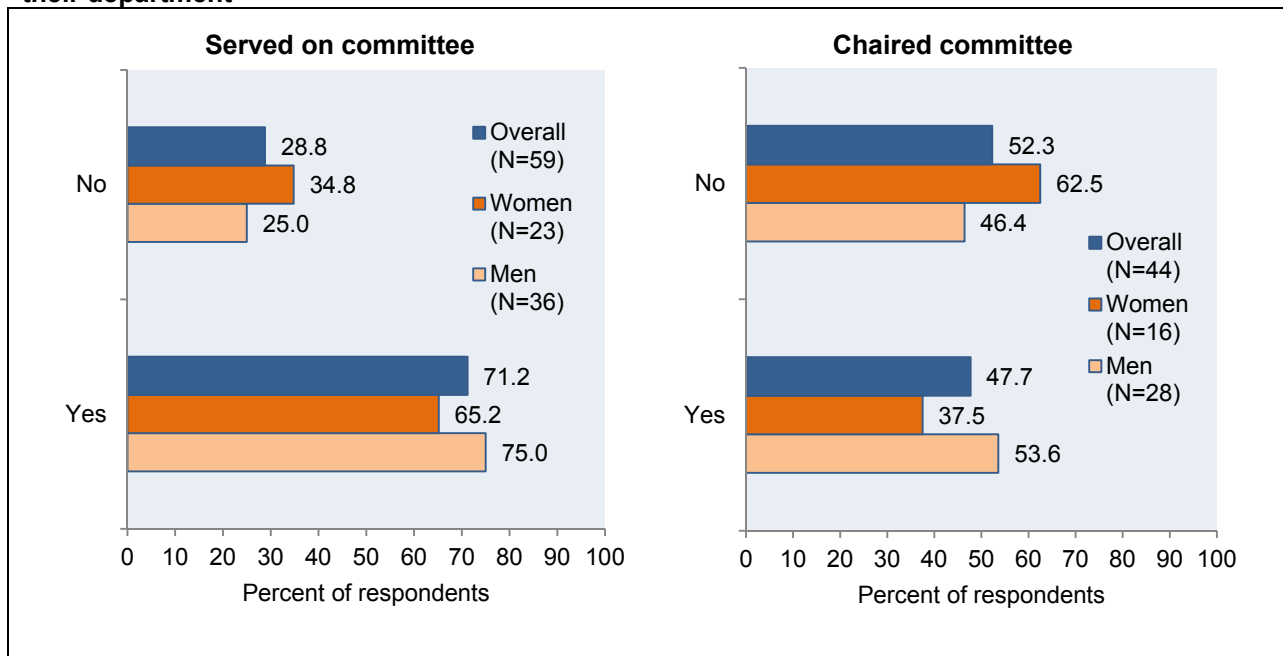
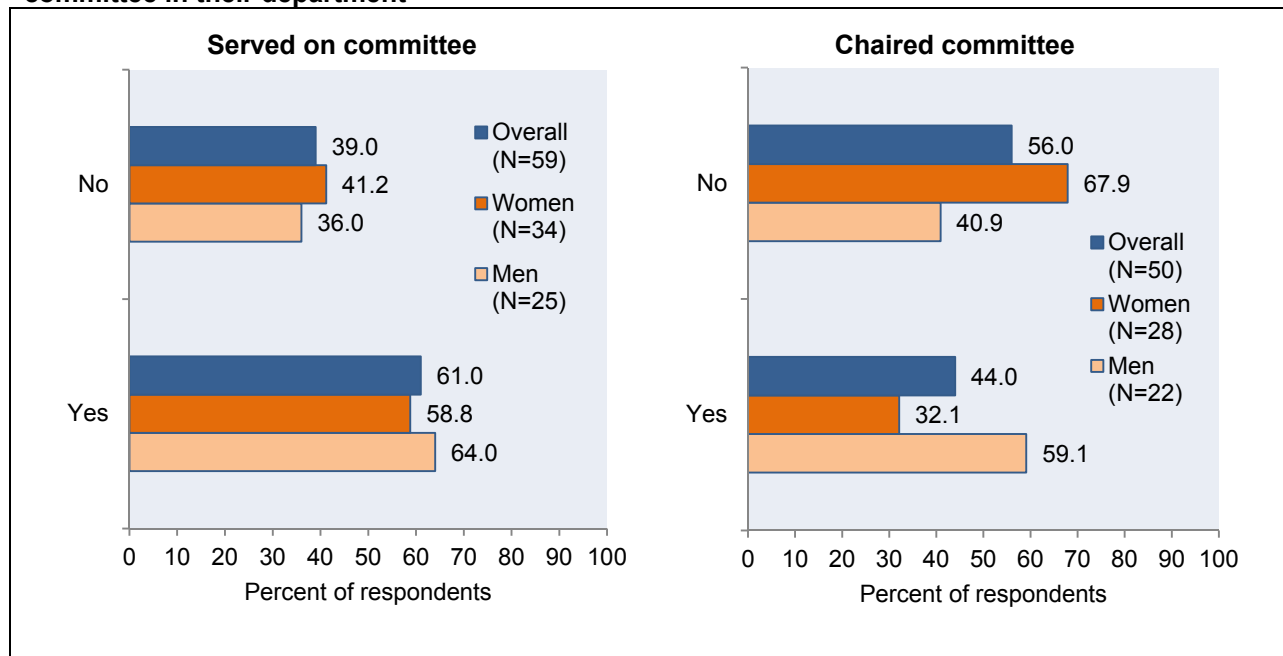


Figure 47b. Whether *NON-STEM* respondent had served on or chaired *ANOTHER TYPE* of committee in their department



Respondents were asked whether they currently hold, or have held, various positions on the NDSU campus (see Figures 48 to 51 and Appendix Tables 73 to 79).

More than one-fourth of respondents currently held an administrative role in their department or college at NDSU (27.5 percent) (see Figure 48 and Appendix Table 73).

Significant differences

The proportion of respondents who currently held an administrative role in their department or college at NDSU was:

- **Gender** – Higher among men than women (35.6 percent and 18.7 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (42.9 percent and 8.6 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (38.5 percent and 14.6 percent, respectively).

Nearly one-third of respondents had held an administrative role in the past in their department or college at NDSU (29.6 percent) (see Figure 48 and Appendix Table 76).

Significant differences

The proportion of respondents who had held an administrative role in the past in their department or college at NDSU was:

- **Gender** – Substantially higher among men than women (48.5 percent and 8.0 percent, respectively).
- **Tenure status** – Substantially higher among tenured faculty than non-tenured faculty (50.0 percent and 6.7 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (46.8 percent and 8.4 percent, respectively).
- **Having children ages 6 or younger** – Twice as high among respondents without young children as those with young children (33.8 percent and 16.7 percent, respectively).

Figure 48. Whether respondent currently held, or has held, an ADMINISTRATIVE role in their department or college at NDSU

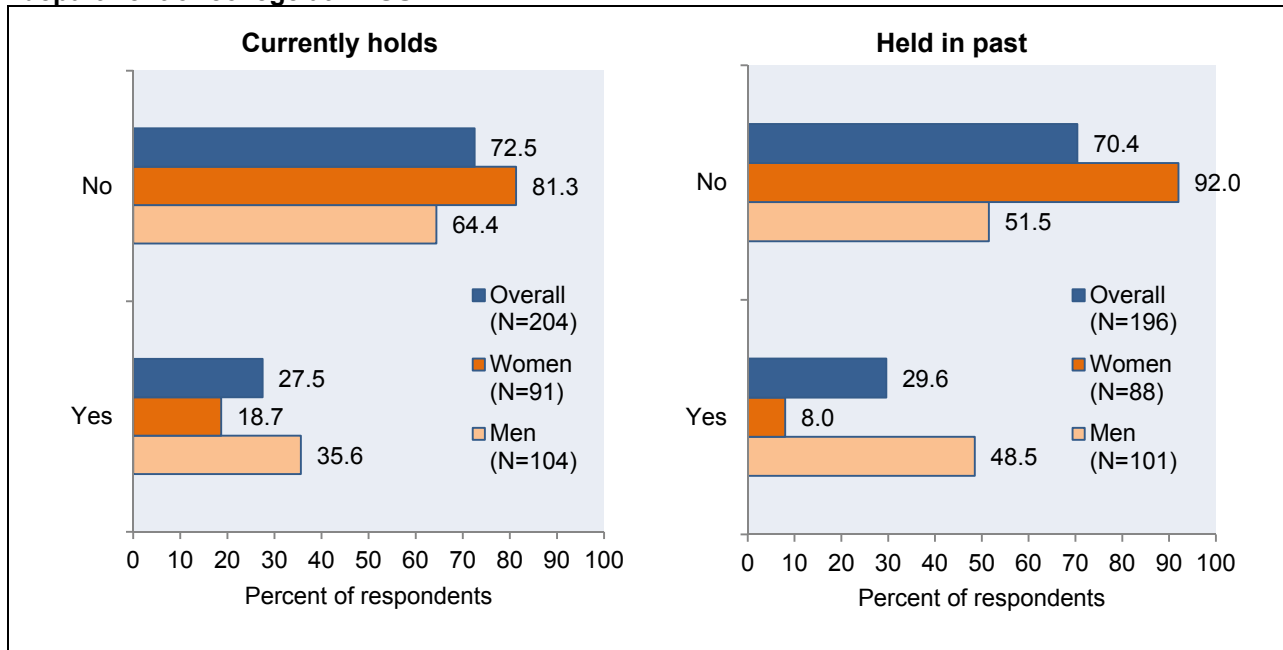
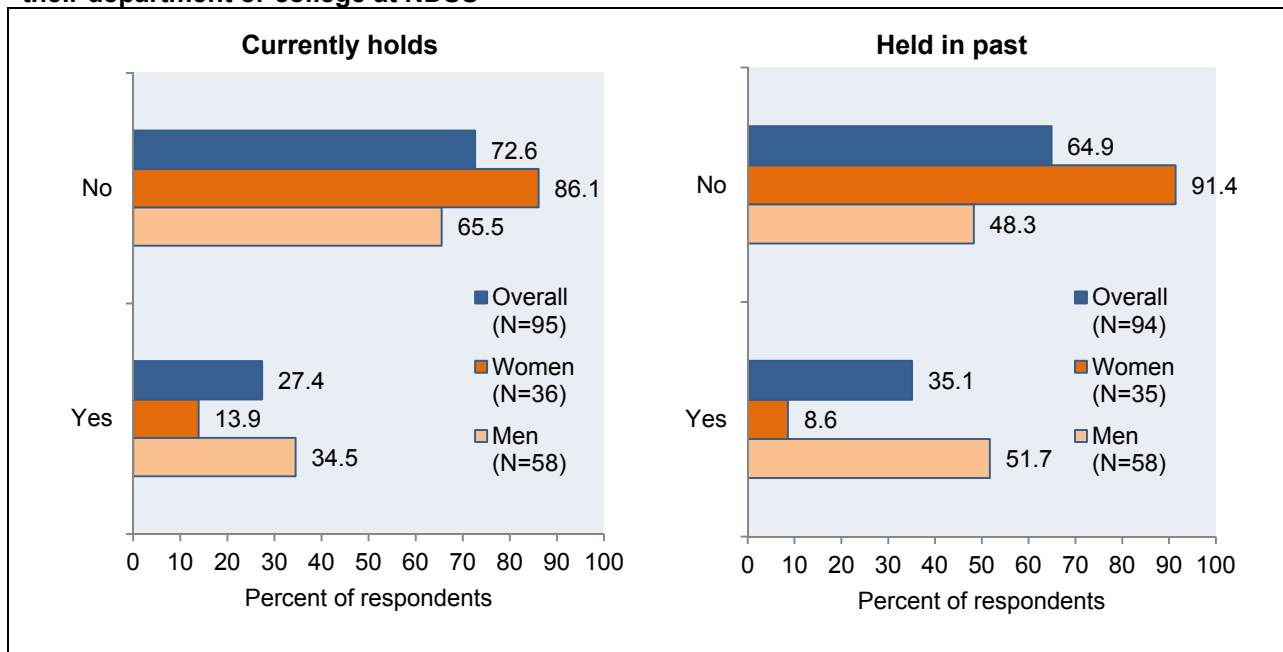
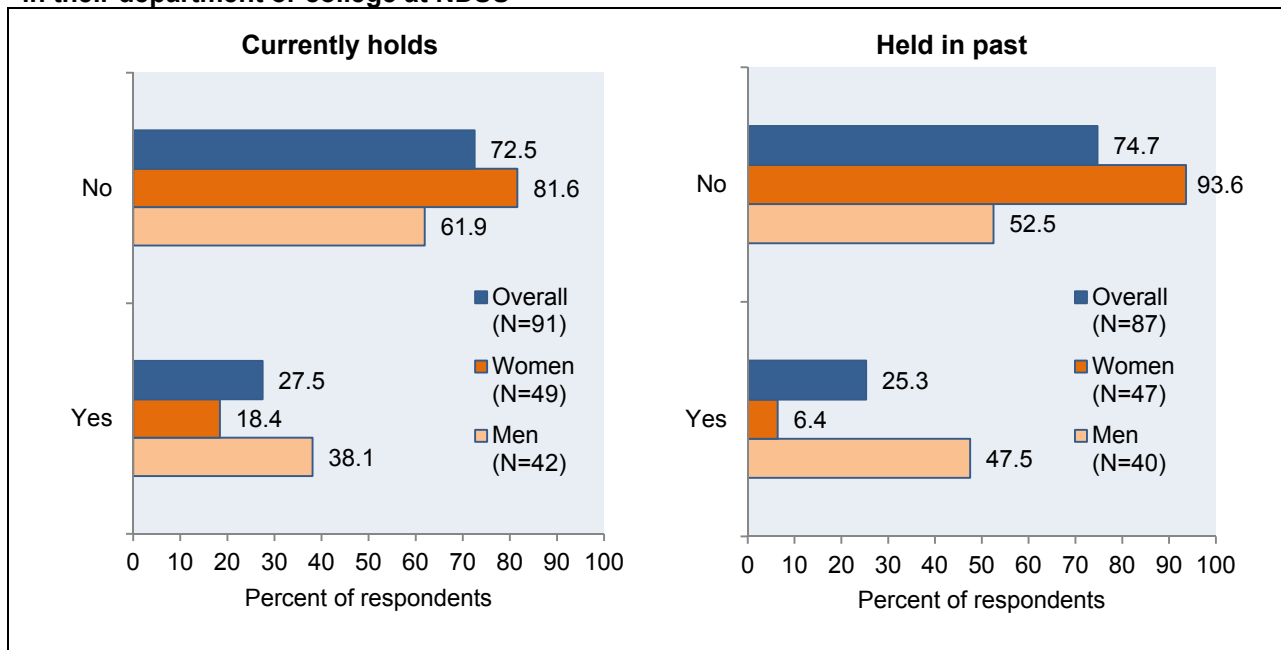


Figure 48a. Whether STEM respondent currently held, or has held, an ADMINISTRATIVE role in their department or college at NDSU



Note: For "currently holds" and "held in past," gender differences are significant at $p < .05$

Figure 48b. Whether *NON-STEM* respondent currently held, or has held, an ADMINISTRATIVE role in their department or college at NDSU



Note: For “currently holds” and “held in past,” gender differences are significant at $p < .05$

More than two-fifths of respondents currently held a role as principal investigator on a research grant in their department or college at NDSU (44.6 percent) (see Figure 49 and Appendix Table 74).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who currently held a role as principal investigator on a research grant in their department or college at NDSU was:

- **Type of college** – Much higher among respondents in STEM designated colleges than those in non-STEM colleges (58.8 percent and 30.0 percent, respectively).

The majority of respondents had held a role as principal investigator on a research grant in the past in their department or college at NDSU (57.3 percent) (see Figure 49 and Appendix Table 77).

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. The proportion of respondents who had held a role as principal investigator on a research grant in the past in their department or college at NDSU was:

- **Type of college** – Much higher among respondents in STEM designated colleges than those in non-STEM colleges (69.1 percent and 41.6 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (68.3 percent and 44.4 percent, respectively).
- **Years at NDSU** – More than twice as high among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (73.6 percent and 34.1 percent, respectively).

Figure 49. Whether respondent currently held, or has held, a role as PRINCIPLE INVESTIGATOR ON A RESEARCH GRANT in their department or college at NDSU

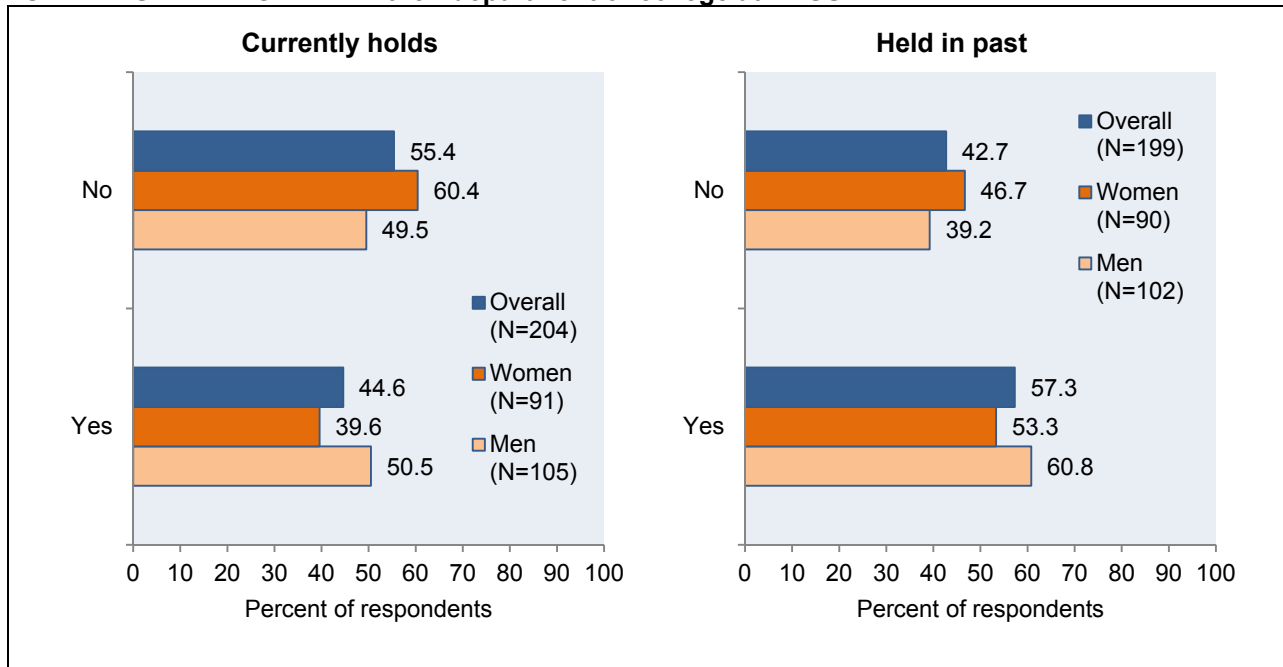


Figure 49a. Whether STEM respondent currently held, or has held, a role as PRINCIPLE INVESTIGATOR ON A RESEARCH GRANT in their department or college at NDSU

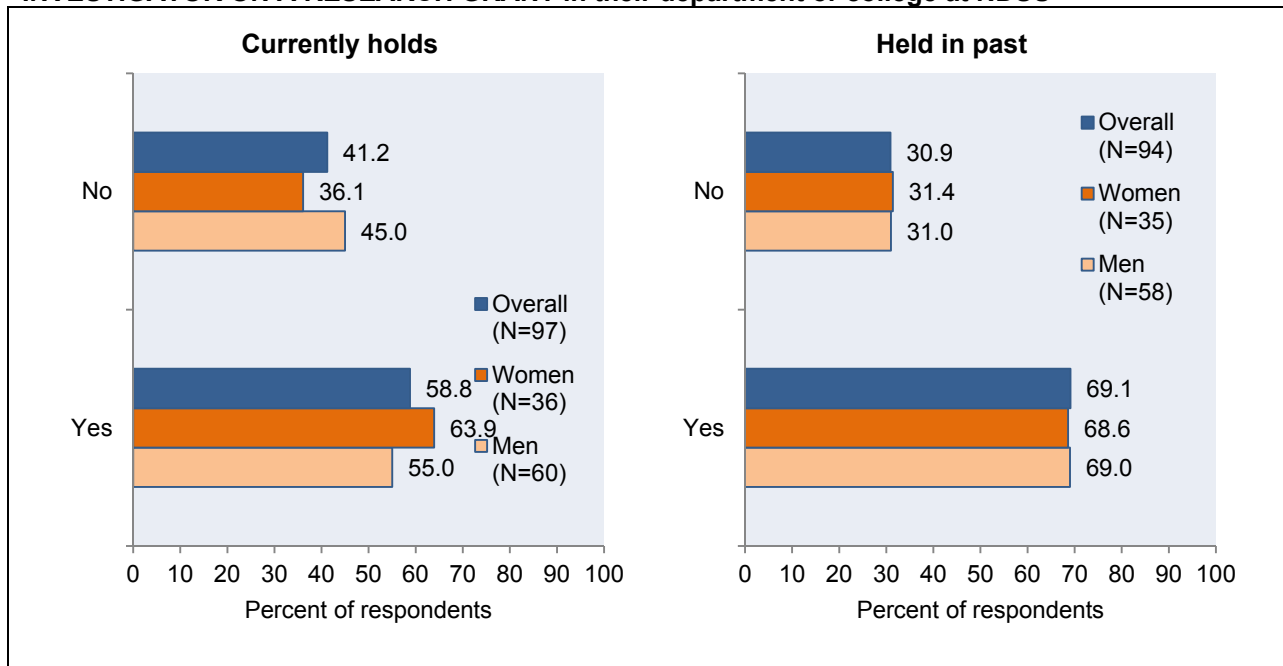
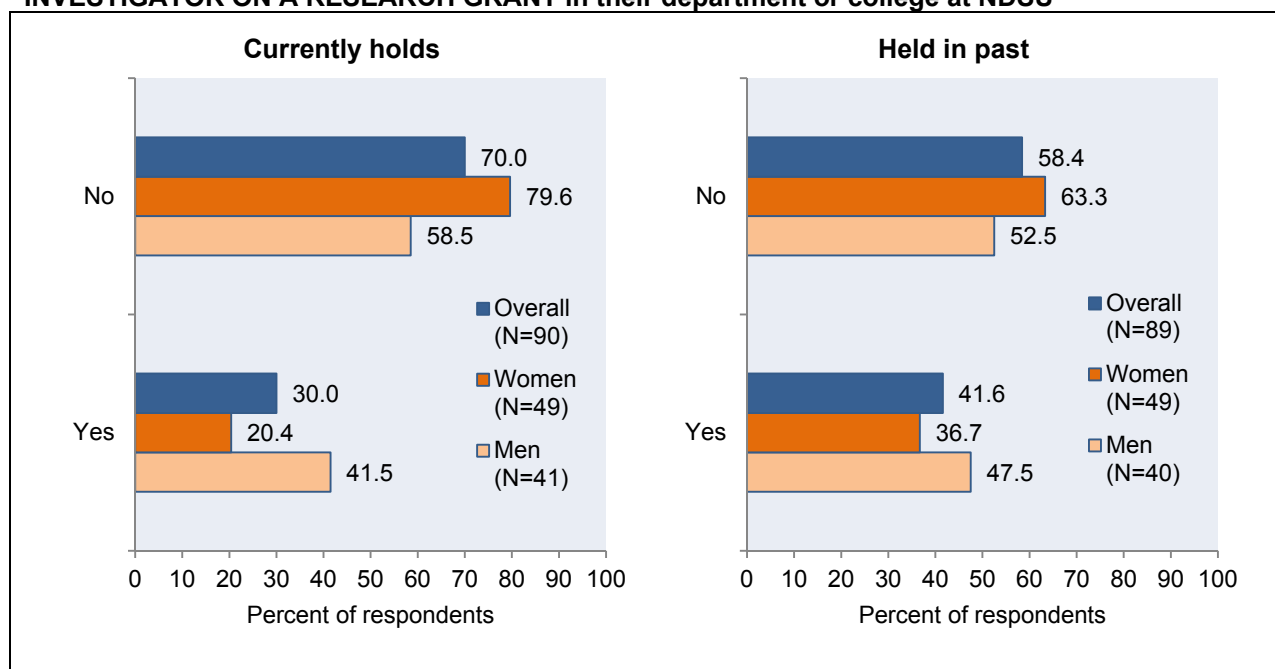


Figure 49b. Whether *NON-STEM* respondent currently held, or has held, a role as PRINCIPLE INVESTIGATOR ON A RESEARCH GRANT in their department or college at NDSU



Note: For “currently holds,” gender differences are significant at $p < .05$

More than one-tenth of respondents currently held a role as principal investigator on an educational grant in their department or college at NDSU (14.7 percent) (see Figure 50 and Appendix Table 75).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who currently held a role as principal investigator on an educational grant in their department or college at NDSU was:

- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (18.2 percent and 4.0 percent, respectively).

More than one-fourth of respondents had held a role as principal investigator on an educational grant in the past in their department or college at NDSU (27.5 percent) (see Figure 50 and Appendix Table 78).

Significant differences

The proportion of respondents who had held a role as principal investigator on an educational grant in the past in their department or college at NDSU was:

- **Gender** – Higher among men than women (35.7 percent and 19.3 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (38.2 percent and 12.6 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (36.4 percent and 14.6 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents without young children than those with young children (33.3 percent and 8.7 percent, respectively).

Figure 50. Whether respondent currently held, or has held, a role as PRINCIPLE INVESTIGATOR ON AN EDUCATIONAL GRANT in their department or college at NDSU

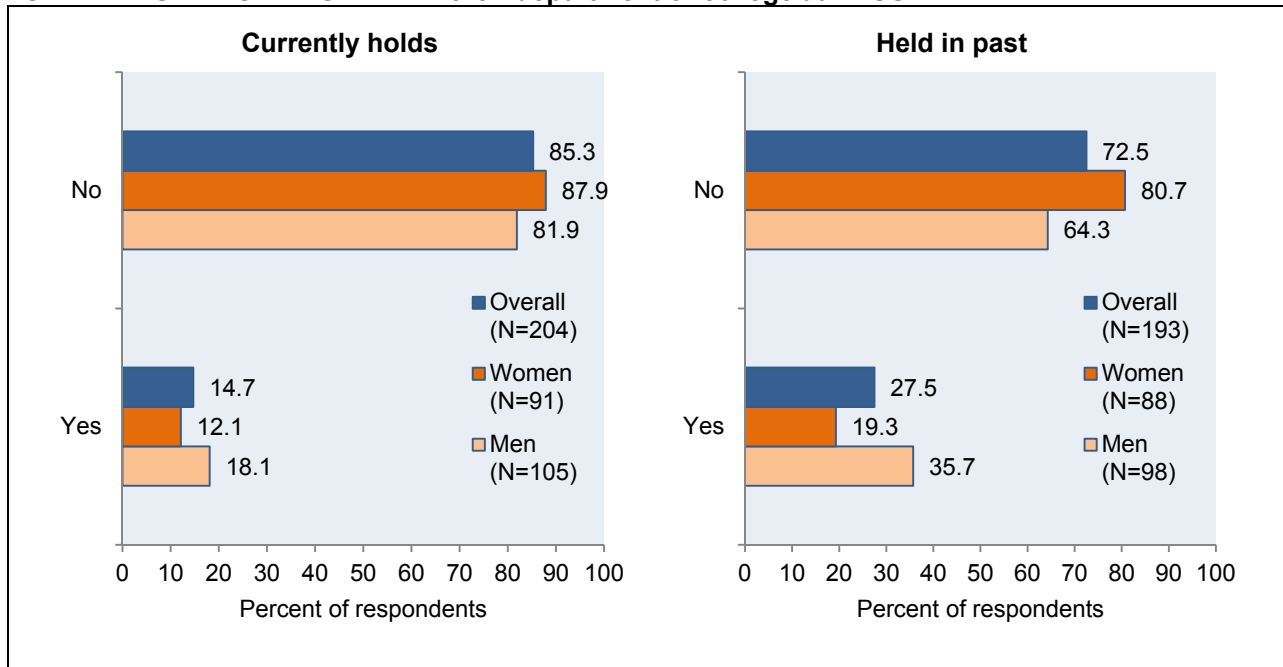
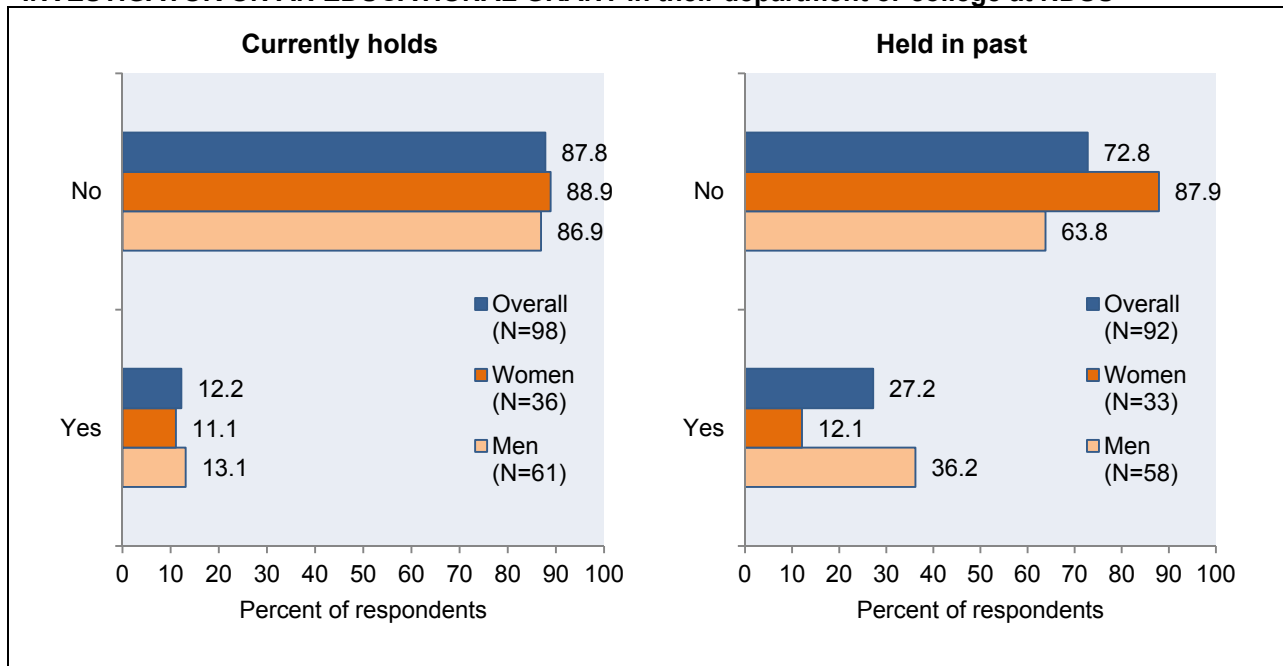
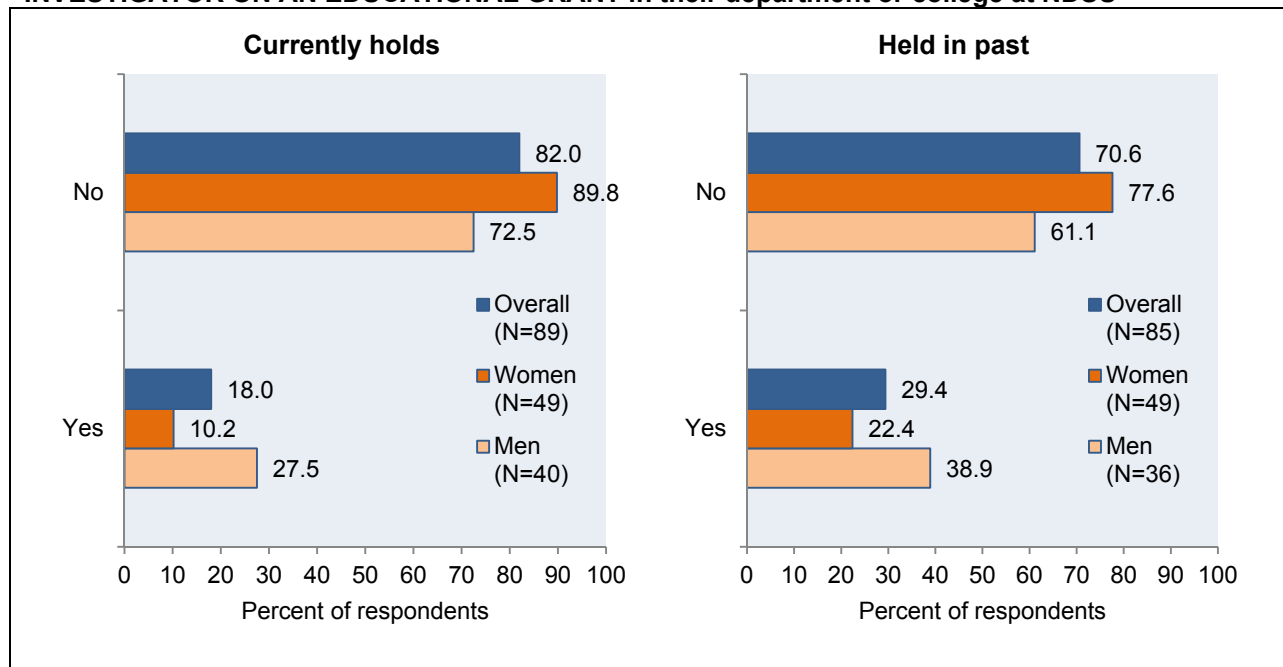


Figure 50a. Whether STEM respondent currently held, or has held, a role as PRINCIPLE INVESTIGATOR ON AN EDUCATIONAL GRANT in their department or college at NDSU



Note: For "held in past," gender differences are significant at $p < .05$

Figure 50b. Whether *NON-STEM* respondent currently held, or has held, a role as PRINCIPLE INVESTIGATOR ON AN EDUCATIONAL GRANT in their department or college at NDSU



Note: For “currently holds,” gender differences are significant at $p < .05$

More than one-tenth of respondents currently held another type of role in their department or college at NDSU (13.1 percent) (see Figure 51).

Nearly one-fifth of respondents had held another type of role in the past in their department or college at NDSU (17.9 percent) (see Figure 51 and Appendix Table 79).

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. The proportion of respondents who have held another type of role in the past in their department or college at NDSU was:

- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (32.1 percent and 8.3 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (34.5 percent and 8.2 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents without young children than those with young children (23.7 percent and 0.0 percent, respectively).

“Other” positions that respondents currently hold or have held positions on the NDSU campus include education, college program, and research related committee positions as well as grant-related positions and positions on University Senate (see Appendix Table 80 and Appendix Tables 189a, b, and c).

Figure 51. Whether respondent currently held, or has held, ANOTHER TYPE of role in their department or college at NDSU

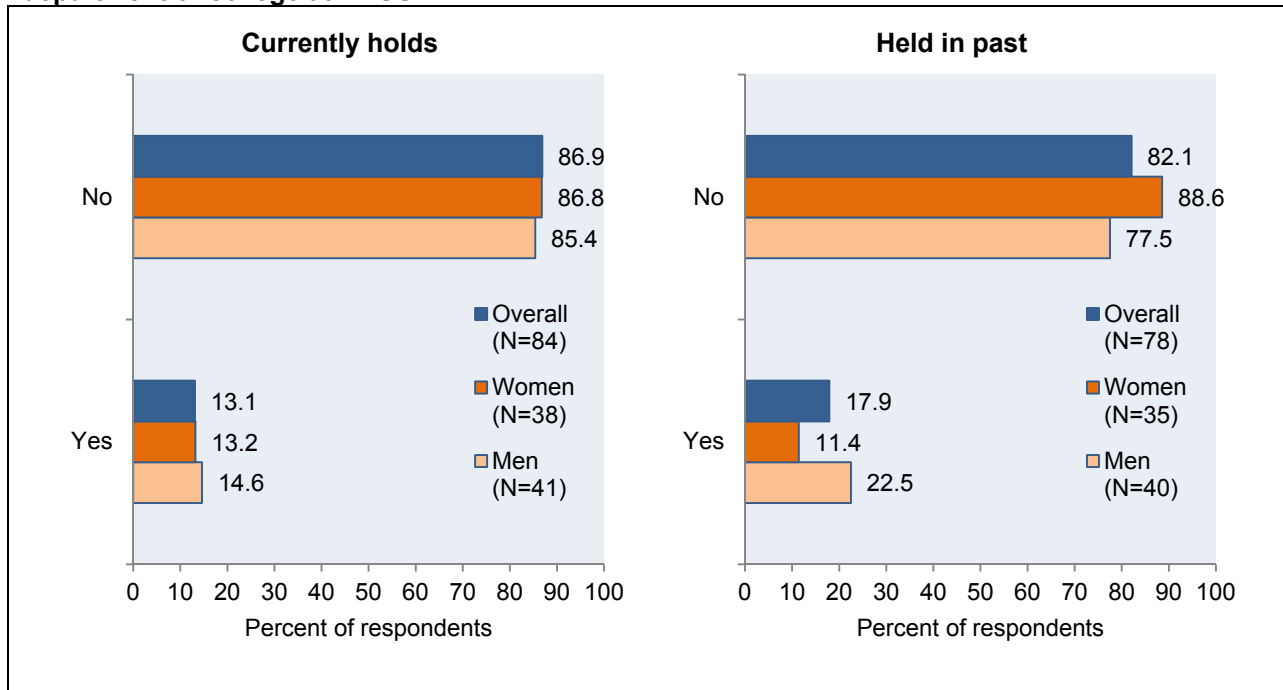


Figure 51a. Whether STEM respondent currently held, or has held, ANOTHER TYPE of role in their department or college at NDSU

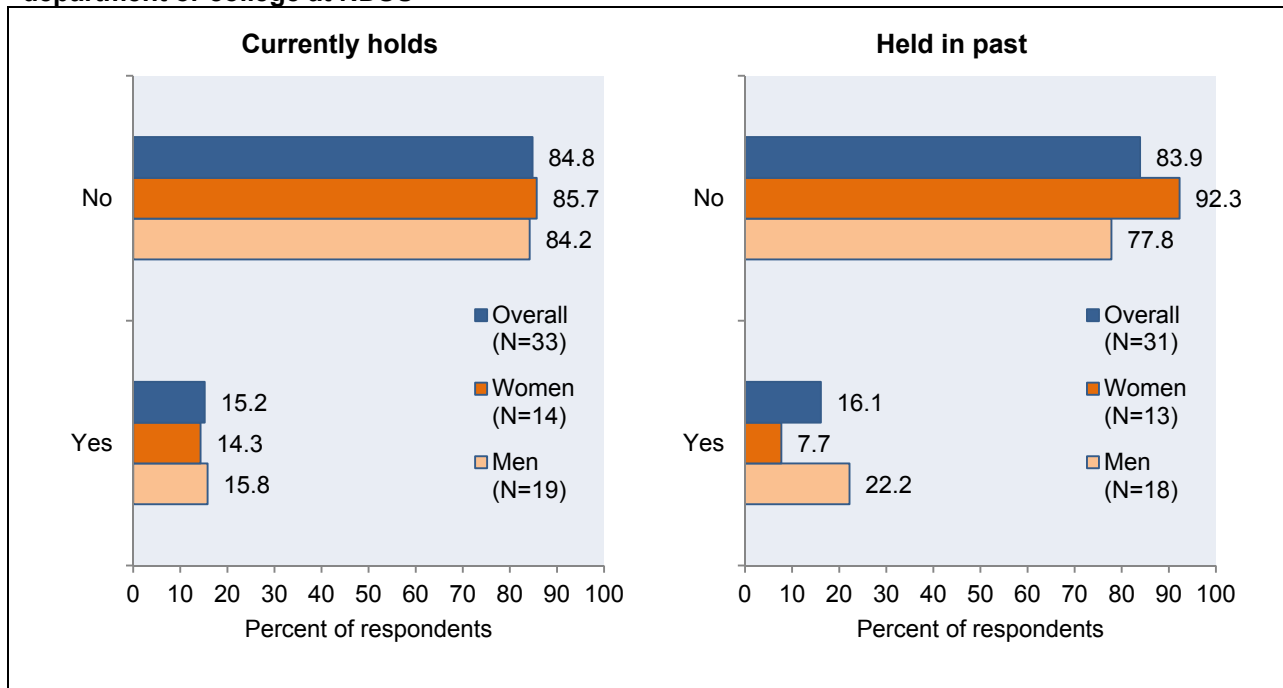
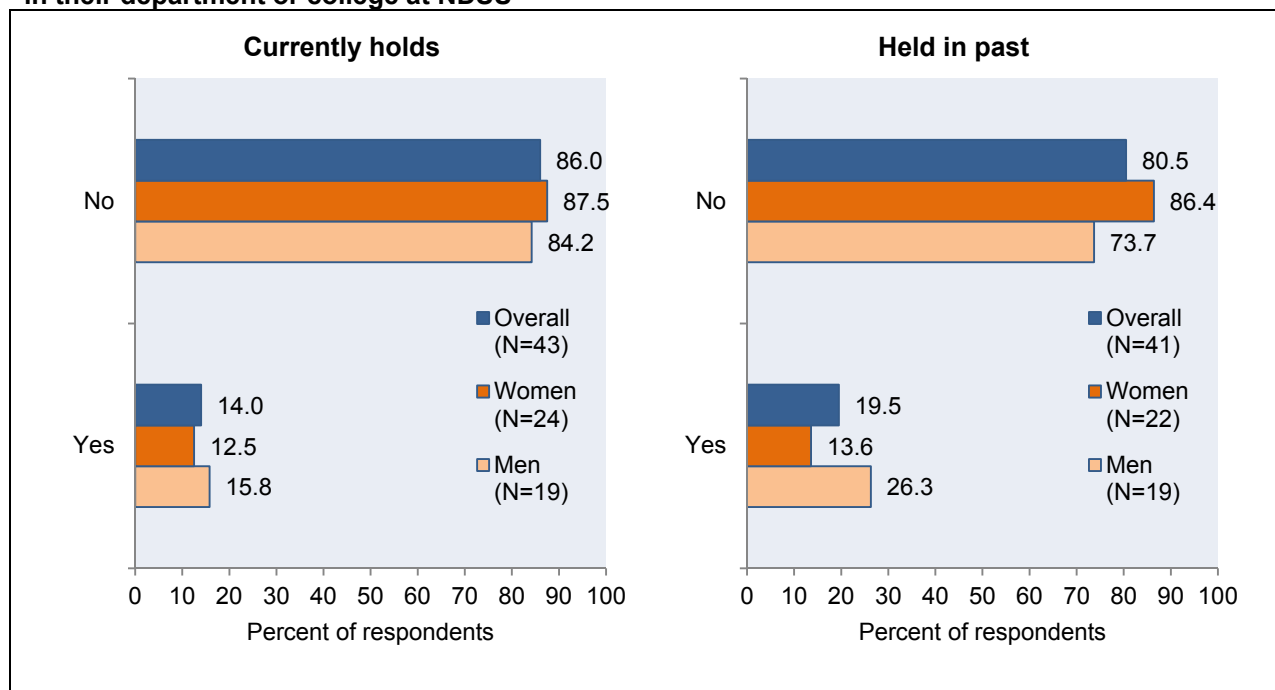


Figure 51b. Whether *NON-STEM* respondent currently held, or has held, *ANOTHER TYPE* of role in their department or college at NDSU



Respondents were asked whether they have held various leadership positions outside NDSU (see Figure 52 and Appendix Tables 81 to 83).

One-third of respondents had held a position as chair of a major committee in a professional organization or association outside NDSU (33.0 percent) (see Figure 52 and Appendix Table 81).

Significant differences

The proportion of respondents who have held a position as chair of a major committee in a professional organization or association outside NDSU was:

- **Gender** – Higher among men than women (41.3 percent and 27.5 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (47.5 percent and 14.4 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (43.8 percent and 19.8 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents without young children than those with young children (38.5 percent and 14.0 percent, respectively).

More than one-fourth of respondents had been president or held another high-level position in a professional association or organization outside NDSU (26.3 percent) (see Figure 52 and Appendix Table 82).

Significant differences

There were not significant differences in responses based on gender but there were for four of the other characteristics explored for significance. The proportion of respondents who have been president or held another high-level position in a professional association or organization outside NDSU was:

- **Type of college** – Higher among respondents in non-STEM designated colleges than those in STEM colleges (37.0 percent and 19.2 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (35.0 percent and 15.5 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (33.1 percent and 19.8 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents without young children than those with young children (29.9 percent and 14.0 percent, respectively).

One-fourth of respondents had held a position as a member of a national commission or panel outside NDSU (24.1 percent) (see Figure 52). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

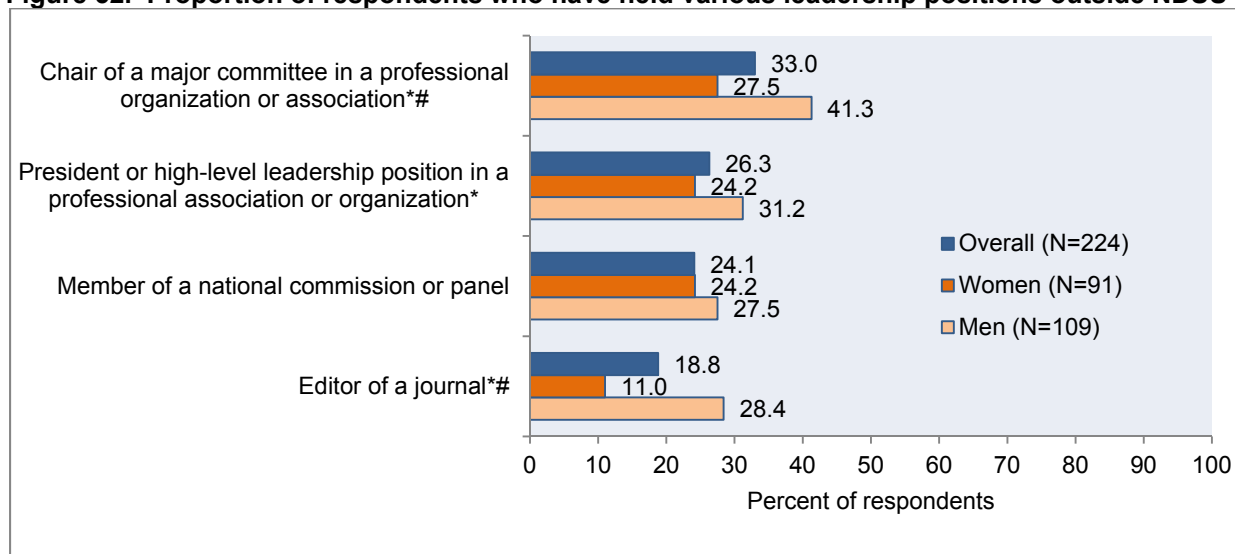
Nearly one-fifth of respondents had held a position as editor of a journal outside NDSU (18.8 percent) (see Figure 52 and Appendix Table 83).

Significant differences

The proportion of respondents who have held a position as editor of a journal outside NDSU was:

- **Gender** – Higher among men than women (28.4 percent and 11.0 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (27.5 percent and 7.2 percent, respectively).

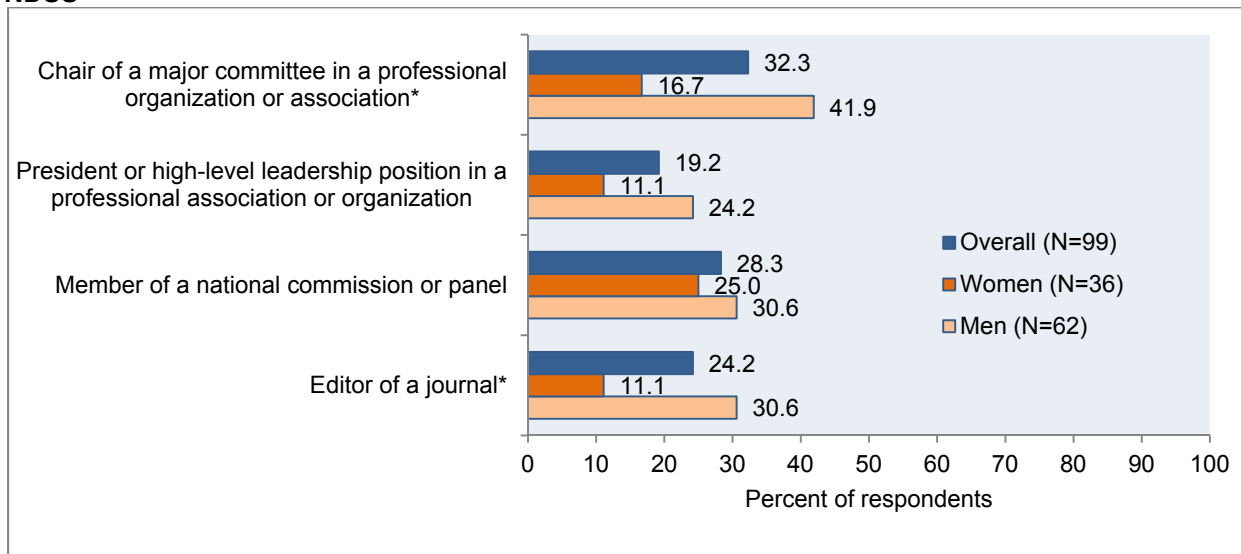
Figure 52. Proportion of respondents who have held various leadership positions outside NDSU



*Significant differences were found for this response on one or more of the characteristics explored for significance

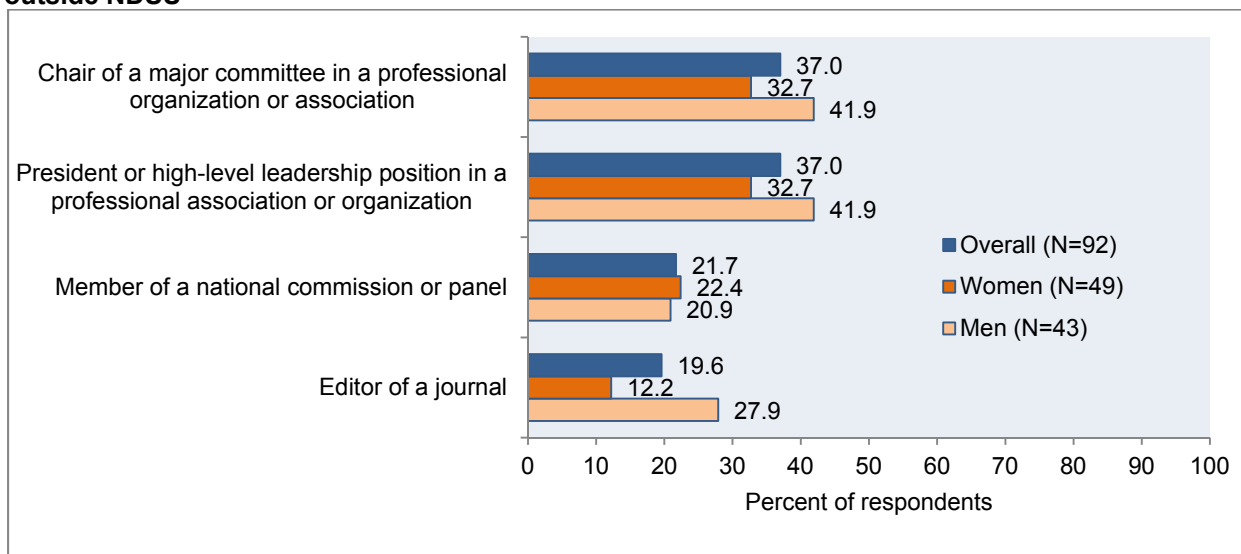
#Significant differences were found for this response based on gender

Figure 52a. Proportion of STEM respondents who have held various leadership positions outside NDSU



*Gender differences are significant at $p < .05$

Figure 52b. Proportion of NON-STEM respondents who have held various leadership positions outside NDSU



Two-fifths of respondents indicated they are interested in taking on formal leadership positions at NDSU (39.1 percent) and an additional one-third were not sure if they are interested (33.3 percent) (see Figure 53 and Appendix Table 84).

Significant differences

The proportion of respondents who were *not sure* if they are interested in taking on formal leadership positions at NDSU was:

- **Gender** – Higher among women than men (44.0 percent and 26.4 percent, respectively).
- **Tenure status** – Much higher among non-tenured faculty than tenured faculty (47.3 percent and 21.8 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU 5 years or less than those who have been at NDSU more than 5 years (46.1 percent and 23.2 percent, respectively).

Figure 53. Whether respondent said they have an interest in taking on any formal leadership positions at NDSU

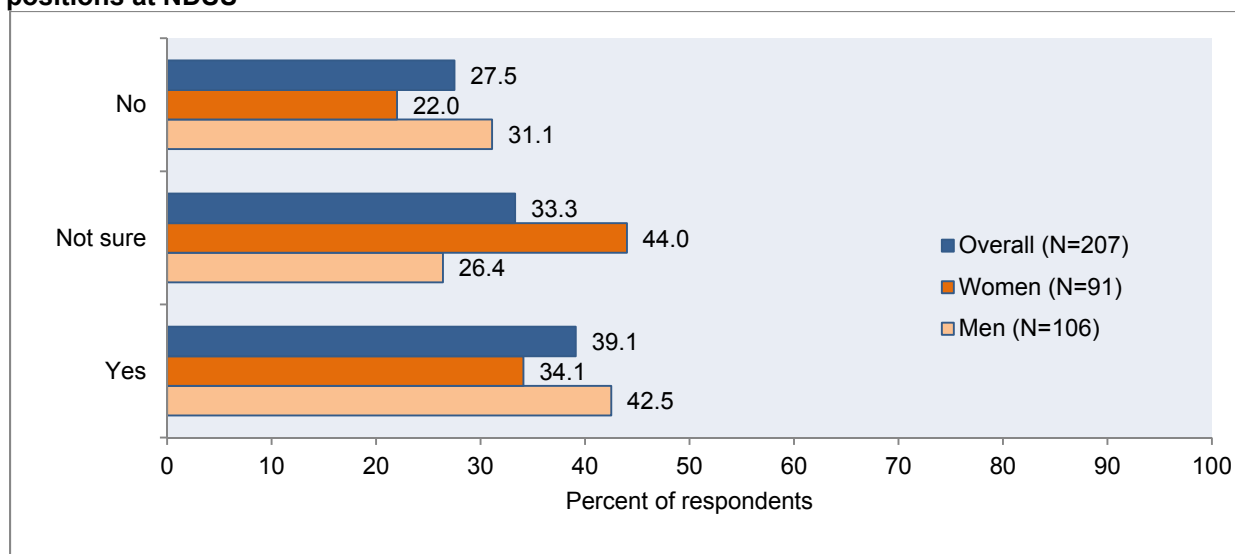


Figure 53a. Whether STEM respondent said they have an interest in taking on any formal leadership positions at NDSU

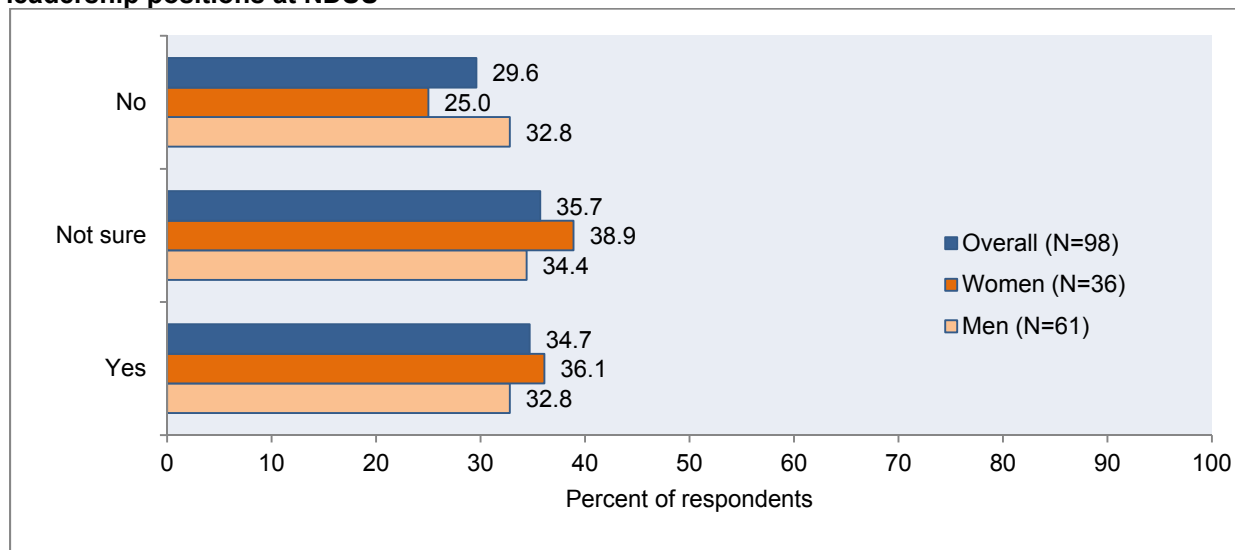
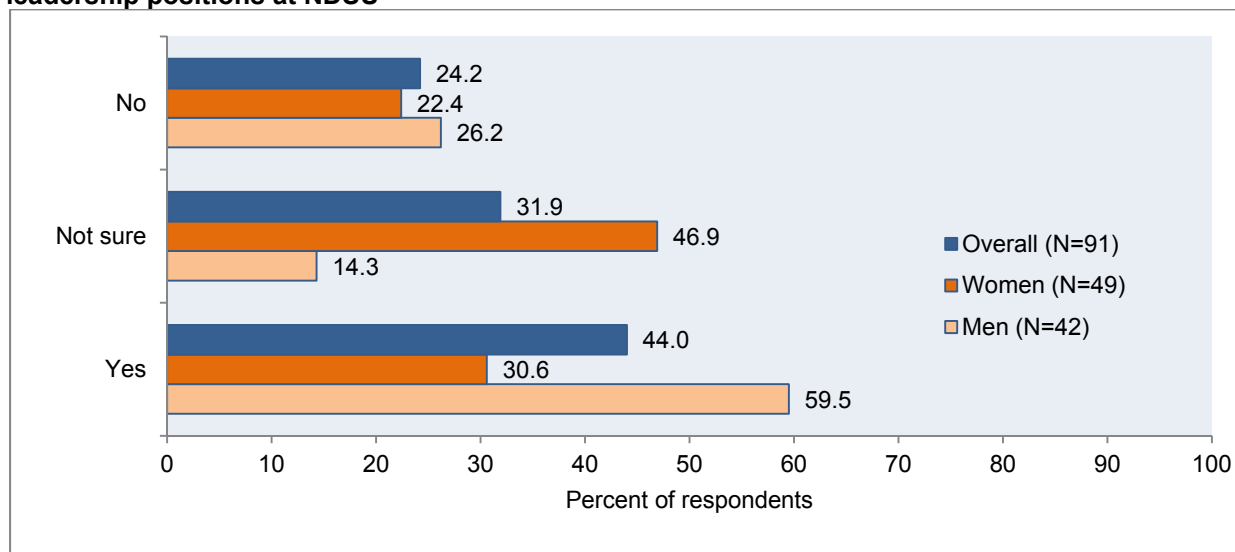


Figure 53b. Whether *NON-STEM* respondent said they have an interest in taking on any formal leadership positions at NDSU



Note: Gender differences are significant at $p < .05$

Among respondents who have an interest in formal leadership positions at NDSU or those who indicated they are not sure, nearly two-fifths indicated that there are barriers preventing them from taking on such a position (37.8 percent) (see Figure 54 and Appendix Table 85).

Significant differences

Among respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, the proportion of respondents who indicated that there are barriers preventing them was:

- **Gender** – More than twice as high among women as men (51.4 percent and 24.7 percent, respectively).

Figure 54. Among respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, whether there are barriers preventing respondent from taking on such a position

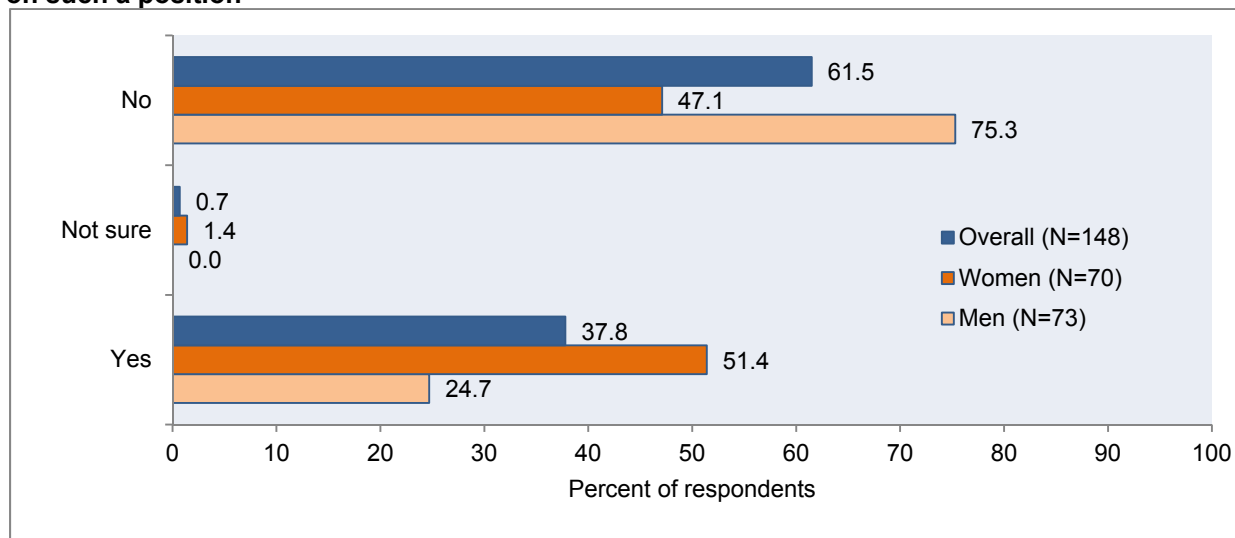
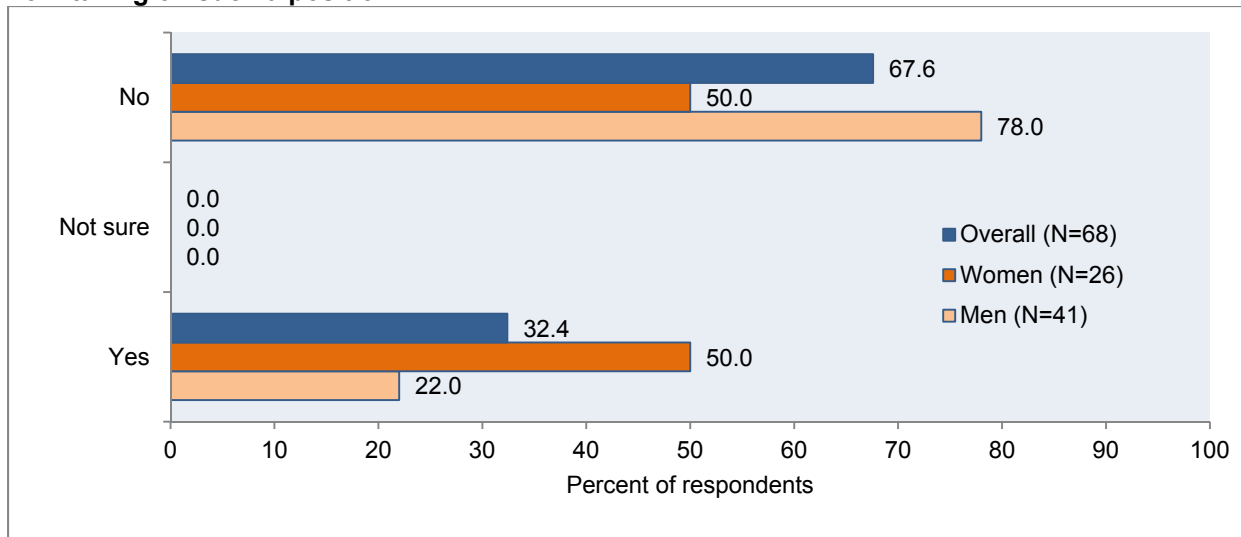
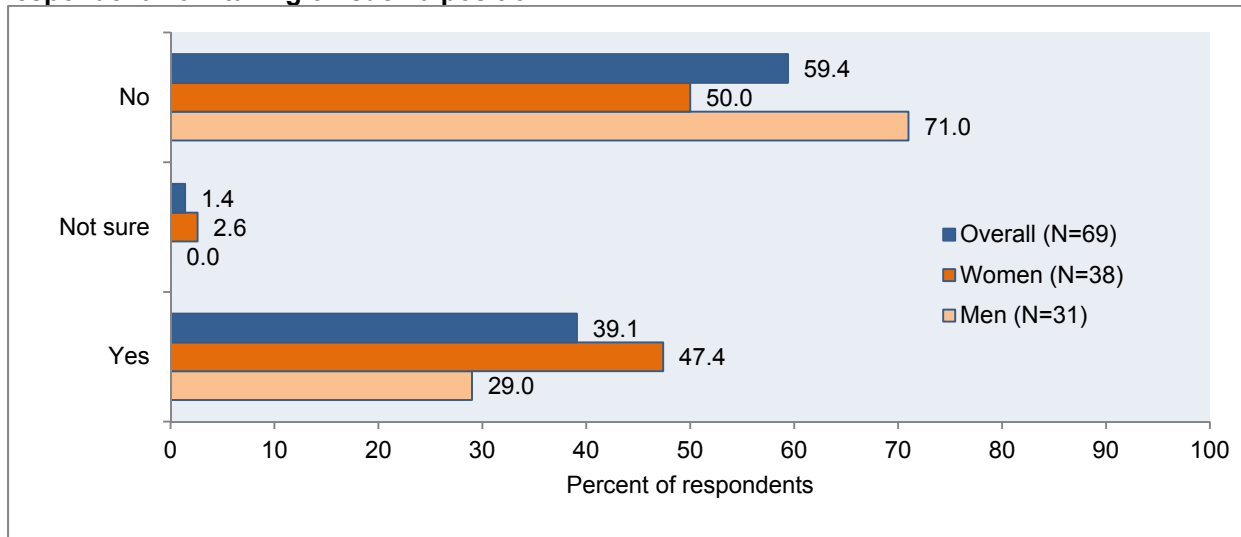


Figure 54a. Among STEM respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, whether there are barriers preventing respondent from taking on such a position



Note: Gender differences are significant at $p < .05$

Figure 54b. Among NON-STEM respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, whether there are barriers preventing respondent from taking on such a position



Among respondents who indicated there are barriers preventing them from taking on any formal leadership positions at NDSU, the majority of respondents said there are institutional barriers, particularly barriers related to the amount of time, time-consuming tenure requirements, and expectations, as well as gender-related barriers (see Appendix Table 86 and Appendix Tables 190a, b, and c). A higher proportion of women than men indicated that the institutional barriers that were preventing them from taking on any formal leadership position at NDSU were gender-related barriers such as too few women in leadership roles in agriculture, perceptions of an old-boys' network operating at NDSU, a male-dominated environment, perceptions/attitudes that some people hold about women's roles at NDSU, being perceived as less-qualified as a woman, less respect towards women, penalizing assertive women who wish to gain administrative positions, and men seeming to slide into administrative positions without a search process.

Respondents were asked about their level of agreement with a series of statements about their interactions with colleagues and others in their primary department/unit (see Figures 55 to 67 and Appendix Tables 87 to 97).

Half of respondents strongly agreed that they are treated with respect by colleagues (50.8 percent), while another one-third somewhat agreed (34.2 percent) and 15.1 percent said they are not treated with respect by colleagues (i.e., disagreed) (see Figure 55 and Appendix Table 87).

Significant differences

The proportion of respondents who strongly agreed that they are treated with respect by colleagues was:

- **Gender** – Much higher among men than women (64.4 percent and 36.4 percent, respectively).

Figure 55. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by colleagues”

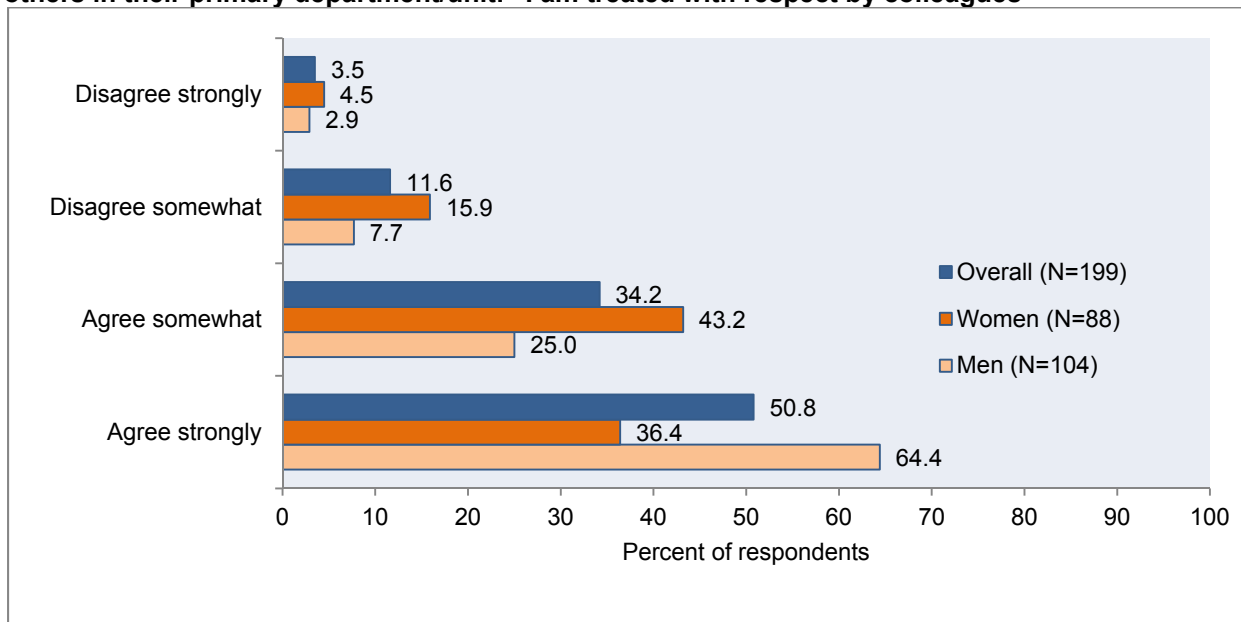


Figure 55a. STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I am treated with respect by colleagues"

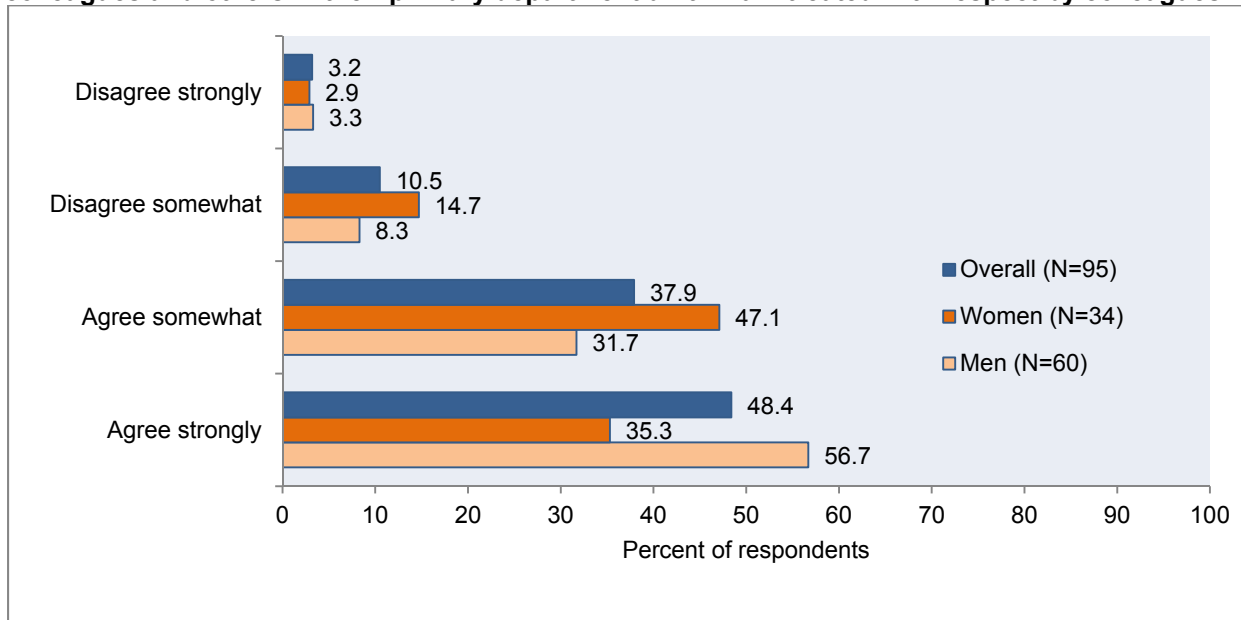
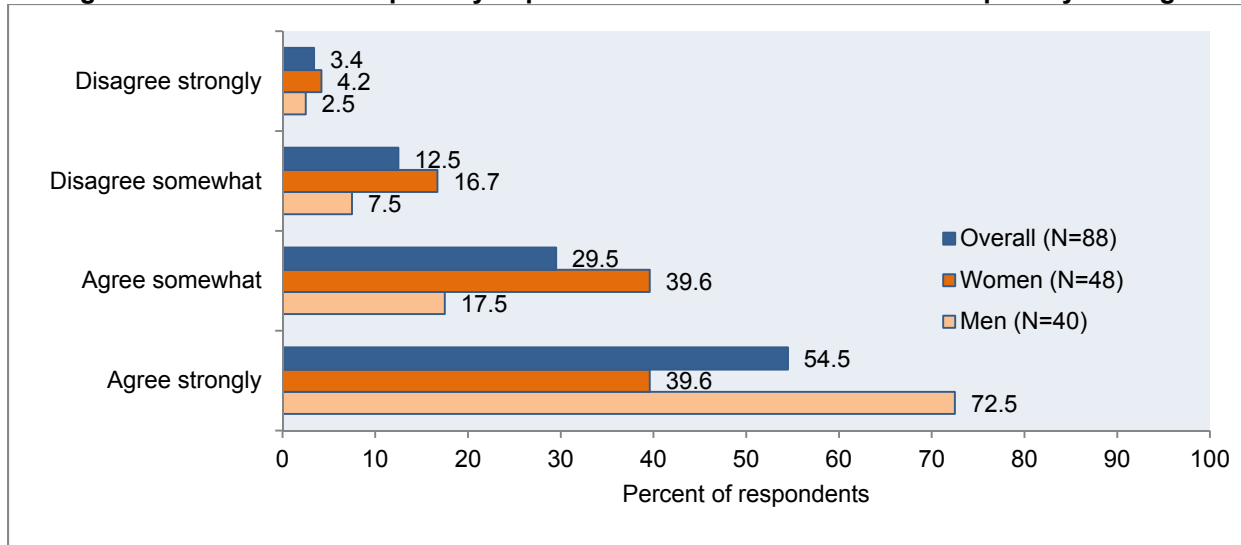


Figure 55b. NON-STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I am treated with respect by colleagues"



Note: Gender differences are significant at $p < .05$

More than half of respondents strongly agreed that they are treated with respect by students (52.8 percent) and more than one-third more somewhat agreed (36.7 percent) (see Figure 56 and Appendix Table 88).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who strongly agreed that they are treated with respect by students was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (61.5 percent and 42.7 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (62.0 percent and 41.2 percent, respectively).

Figure 56. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by students”

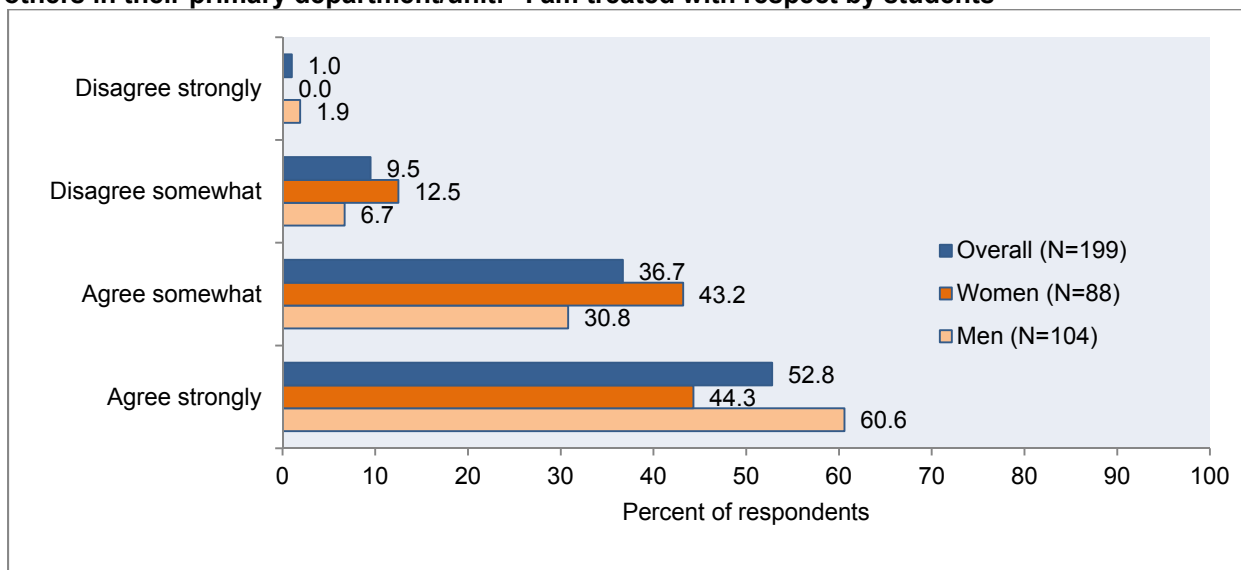


Figure 56a. STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by students”

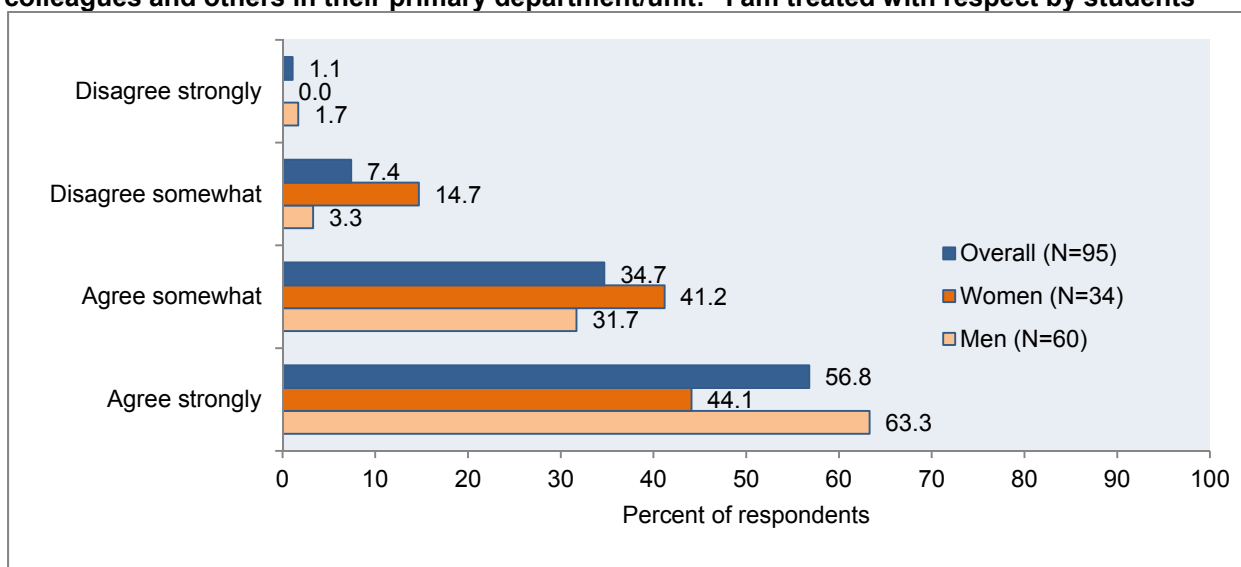
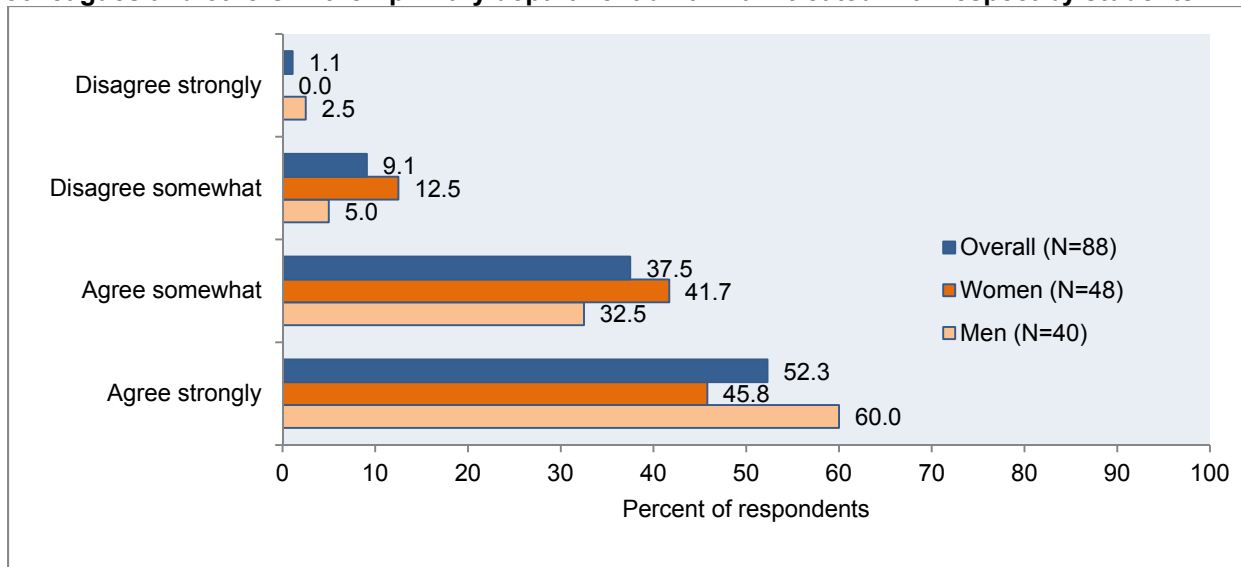


Figure 56b. NON-STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by students”



Nearly three-fourths of respondents strongly agreed that they are treated with respect by staff (72.9 percent) (see Figure 57 and Appendix Table 89).

Significant differences

The proportion of respondents who strongly agreed that they are treated with respect by staff was:

- **Gender** – Much higher among men than women (82.7 percent and 61.4 percent, respectively).
- **Tenure status** – Higher among tenured faculty than non-tenured faculty (80.8 percent and 62.9 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (76.8 percent and 60.4 percent, respectively).

Figure 57. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by staff”

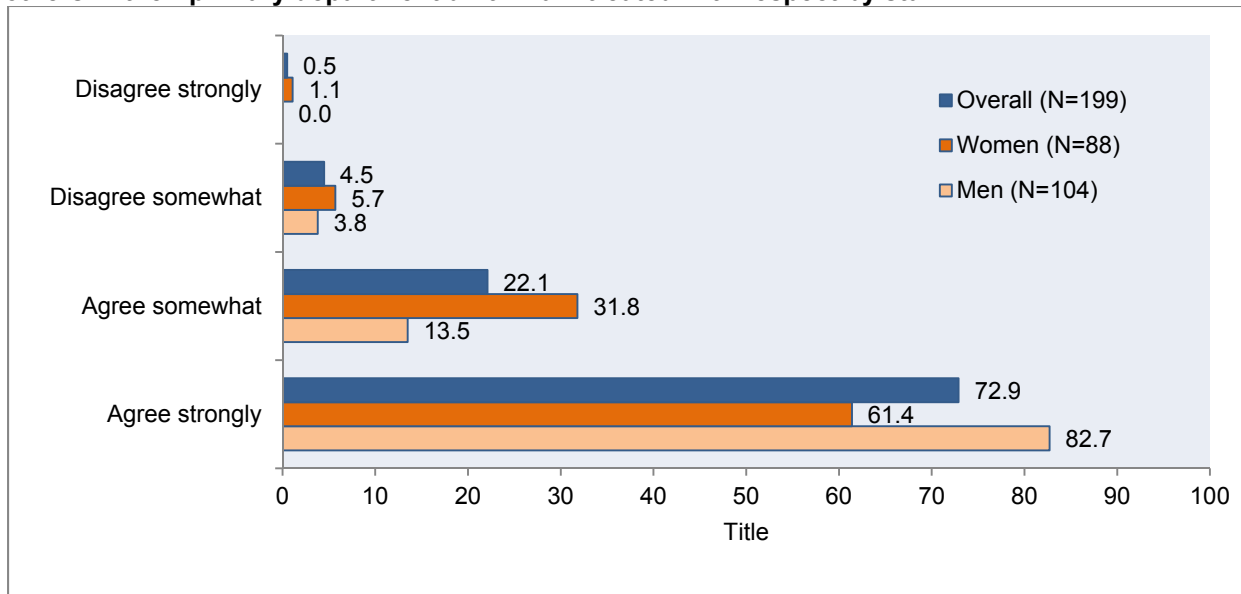
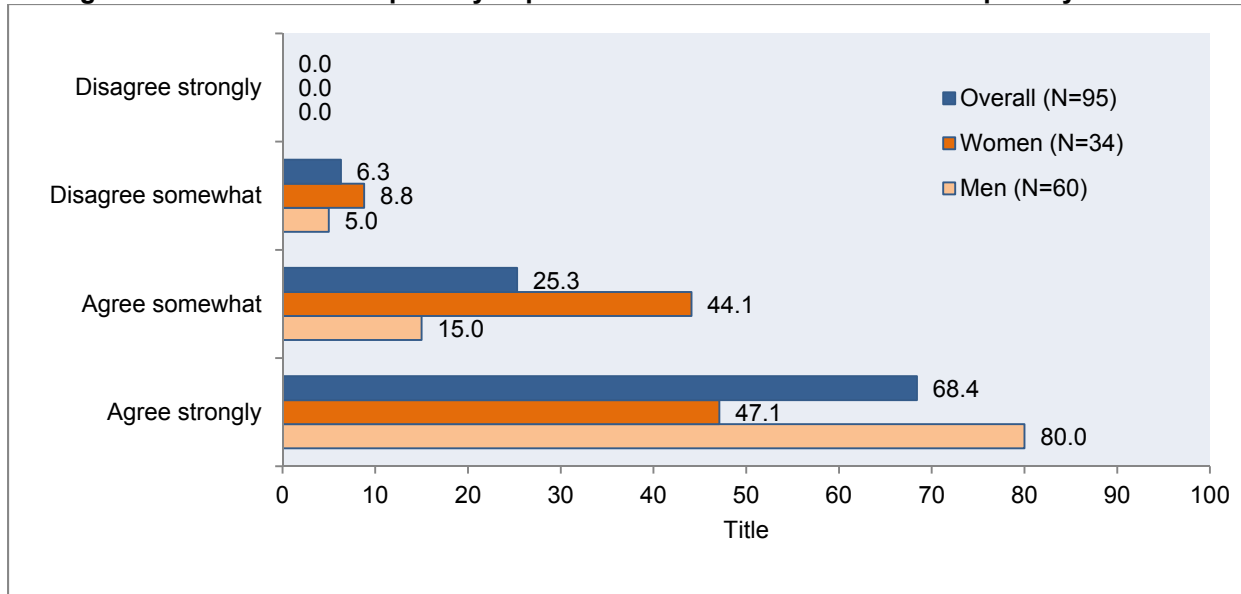
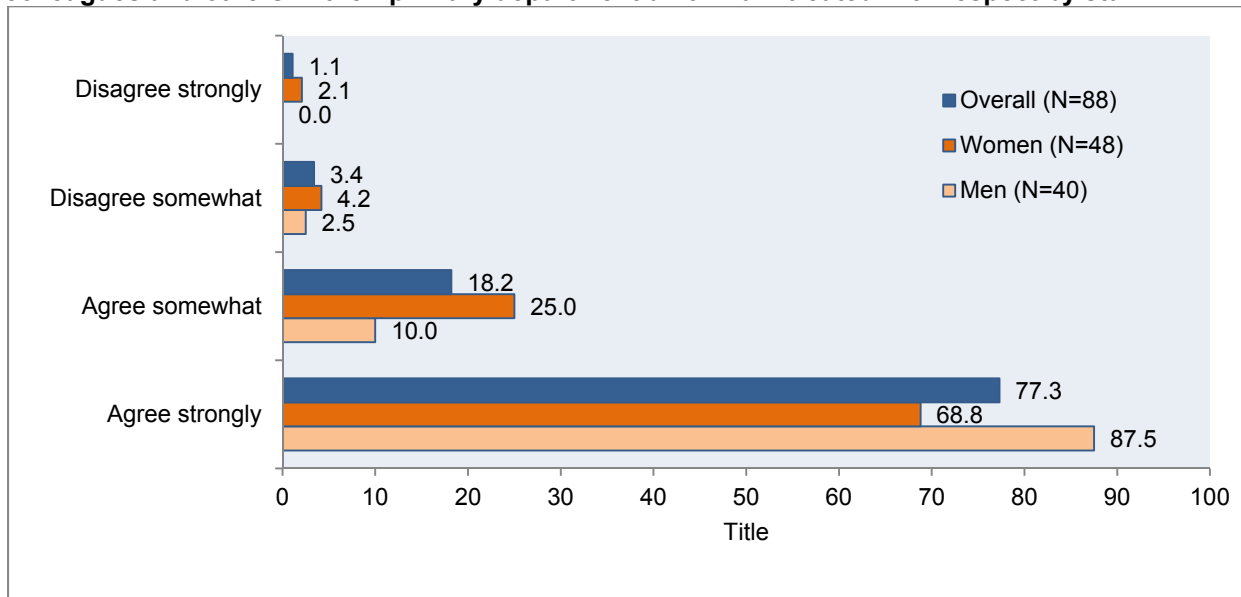


Figure 57a. STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I am treated with respect by staff"



Note: Gender differences are significant at $p < .05$

Figure 57b. NON-STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I am treated with respect by staff"



The majority of respondents strongly agreed that they are treated with respect by their department chair/head (59.6 percent), while nearly one-fourth somewhat agreed (23.8 percent) and 16.6 percent of respondents said that they are not treated with respect by their department chair/head (i.e., disagreed) (see Figure 58). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 58. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by my department chair/head”

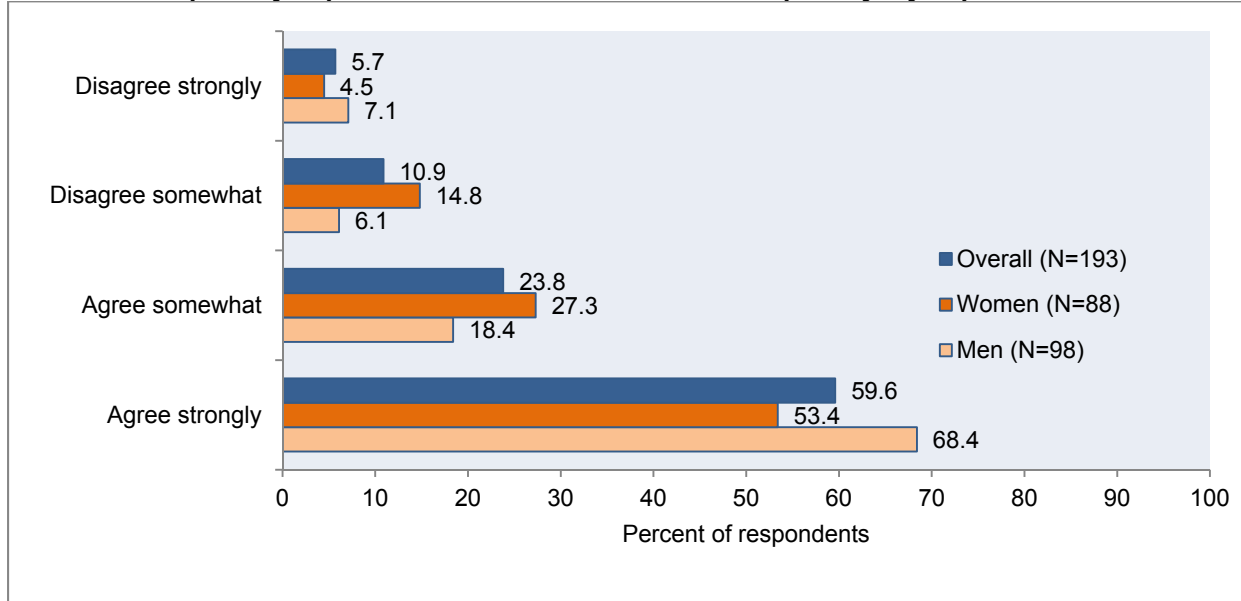


Figure 58a. STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by my department chair/head”

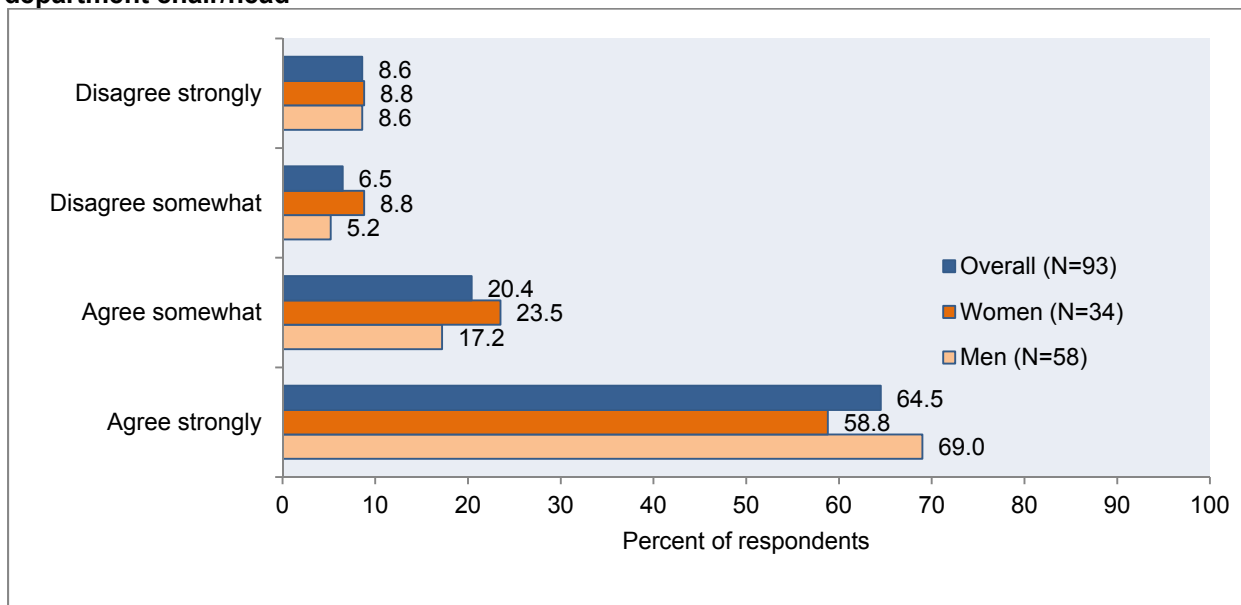
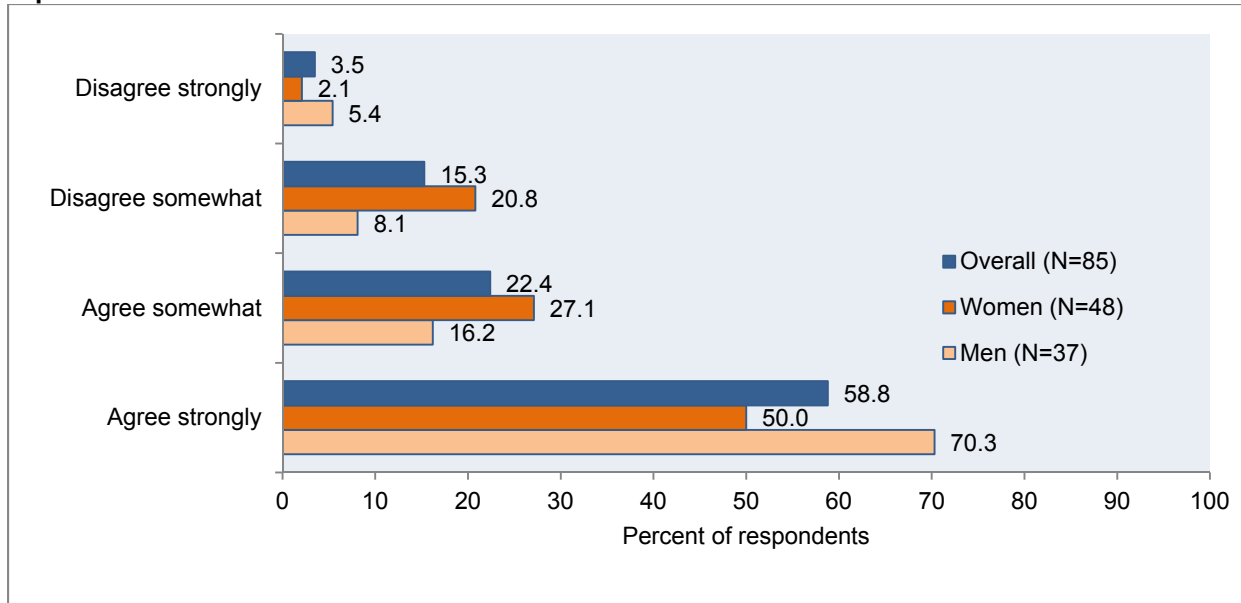


Figure 58b. NON-STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by my department chair/head”



Nearly two-thirds of respondents indicated that they do not feel excluded from an informal network in their department (i.e., disagreed) (65.1 percent) (see Figure 59 and Appendix Table 90). In contrast, more than one-third of respondents do feel excluded (i.e., agreed) (34.9 percent).

Significant differences

The proportion of respondents who agreed that they feel excluded from an informal network in their department was:

- **Gender** – Higher among women than men (42.0 percent and 27.7 percent, respectively).

Figure 59. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel excluded from an informal network in my department”

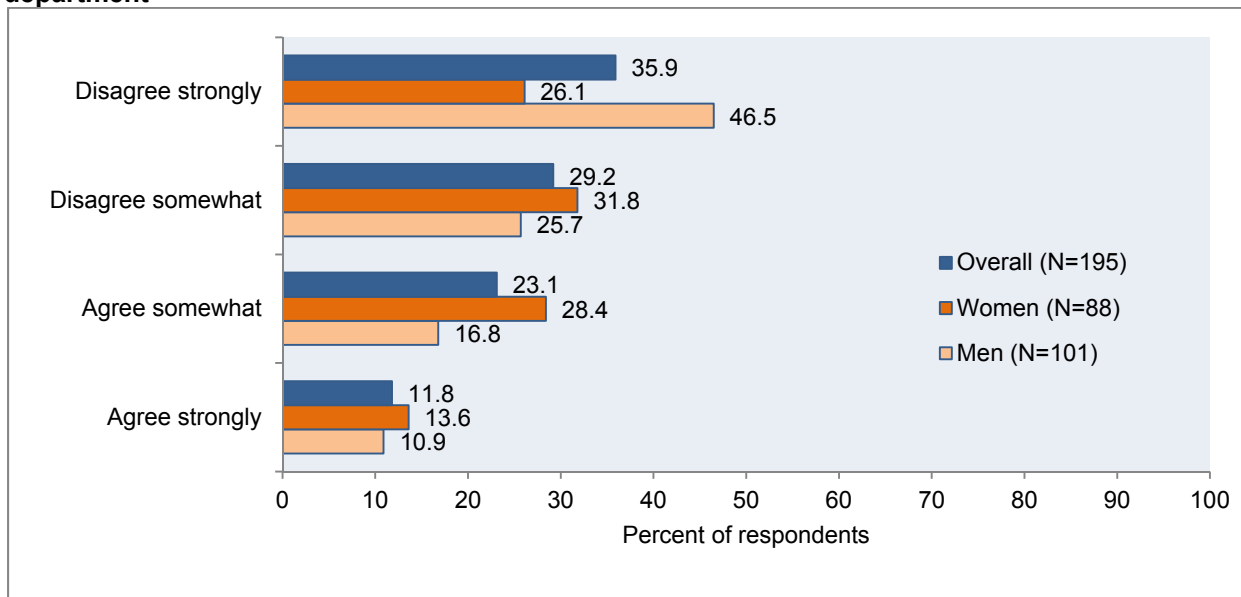


Figure 59a. STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel excluded from an informal network in my department"

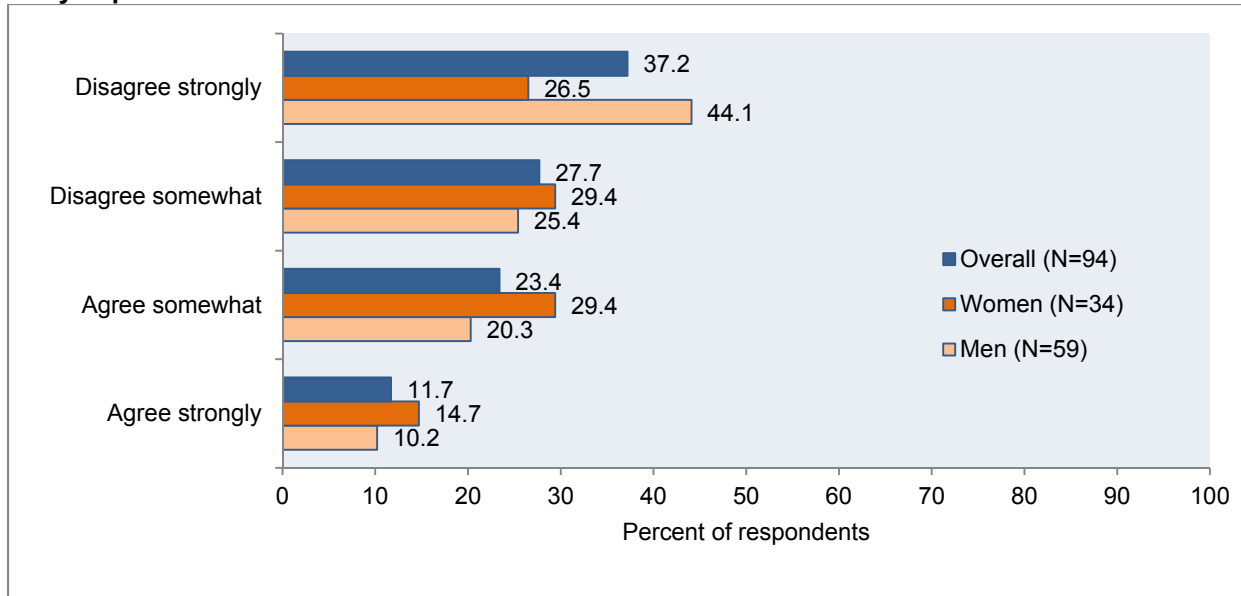
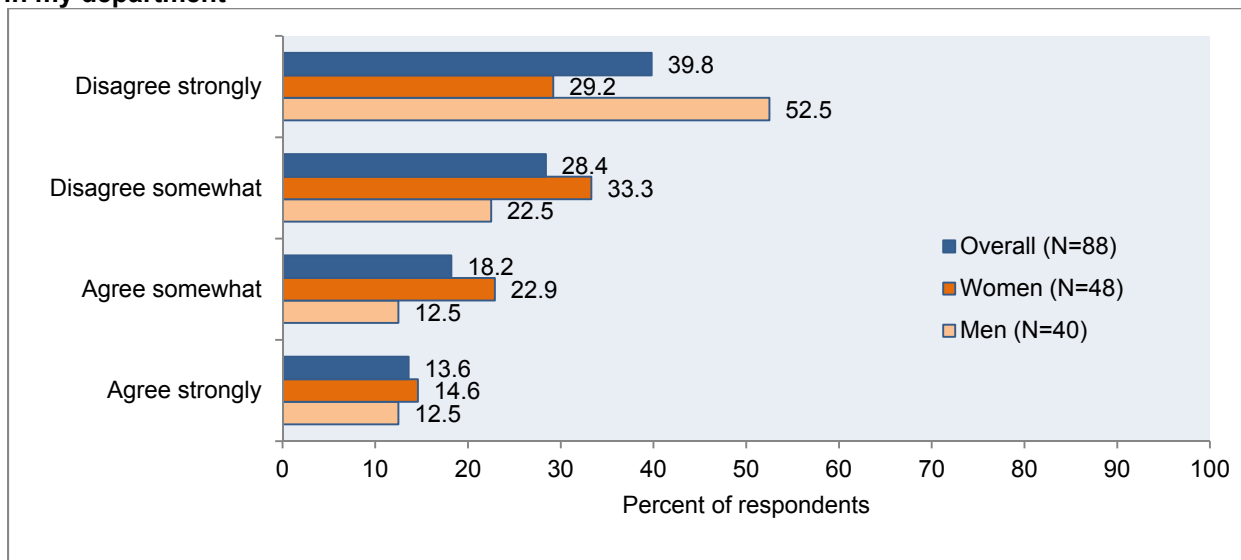


Figure 59b. NON-STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel excluded from an informal network in my department"



More than half of respondents indicated that they do not encounter unwritten rules concerning how they are expected to interact with colleagues (i.e., disagreed) (52.8 percent) (see Figure 60 and Appendix Table 91). In contrast, nearly half of respondents said they do encounter unwritten rules (i.e., agreed) (47.1 percent).

Significant differences

The proportion of respondents who strongly agreed that they encounter unwritten rules concerning how they are expected to interact with colleagues was:

- **Gender** – More than twice as high among women as men (25.6 percent and 11.1 percent, respectively).

Figure 60. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I encounter unwritten rules concerning how one is expected to interact with colleagues”

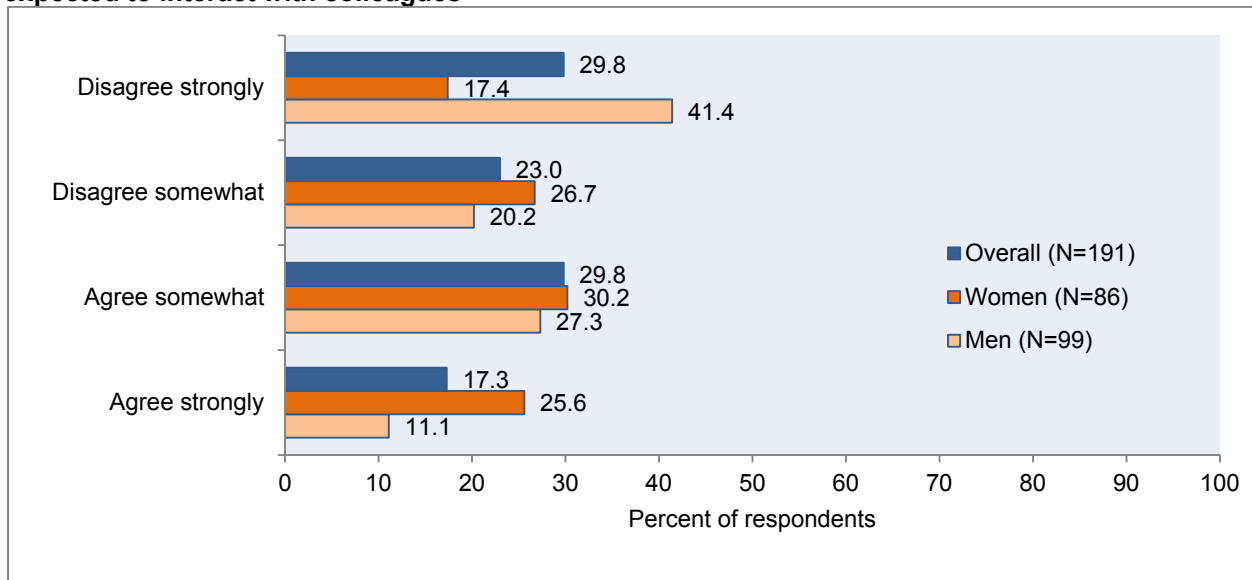


Figure 60a. STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I encounter unwritten rules concerning how one is expected to interact with colleagues”

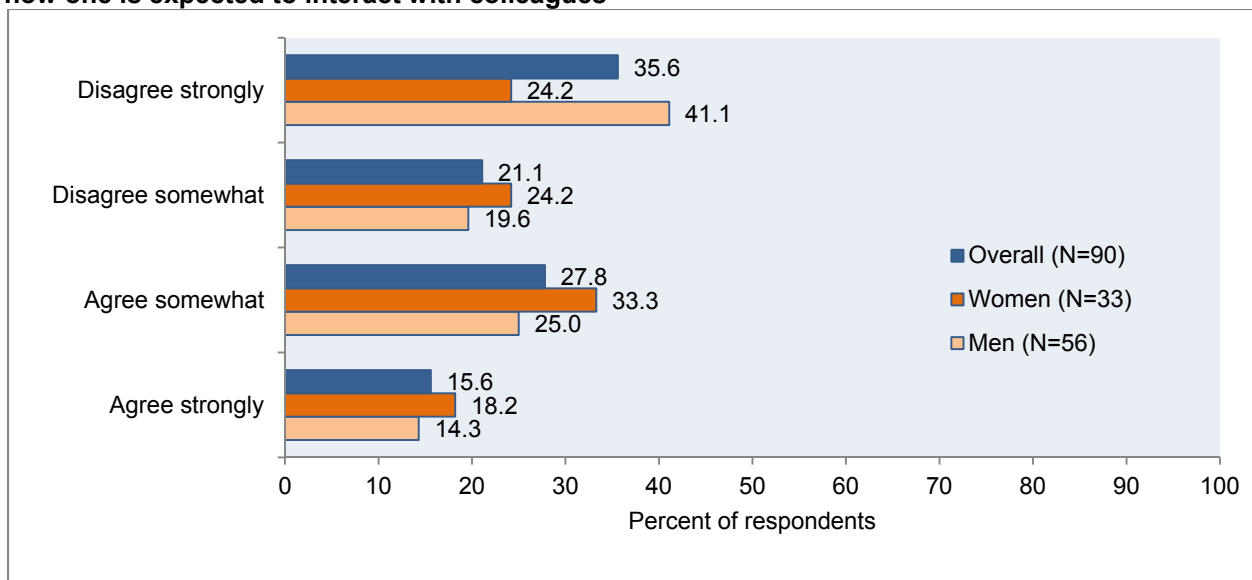
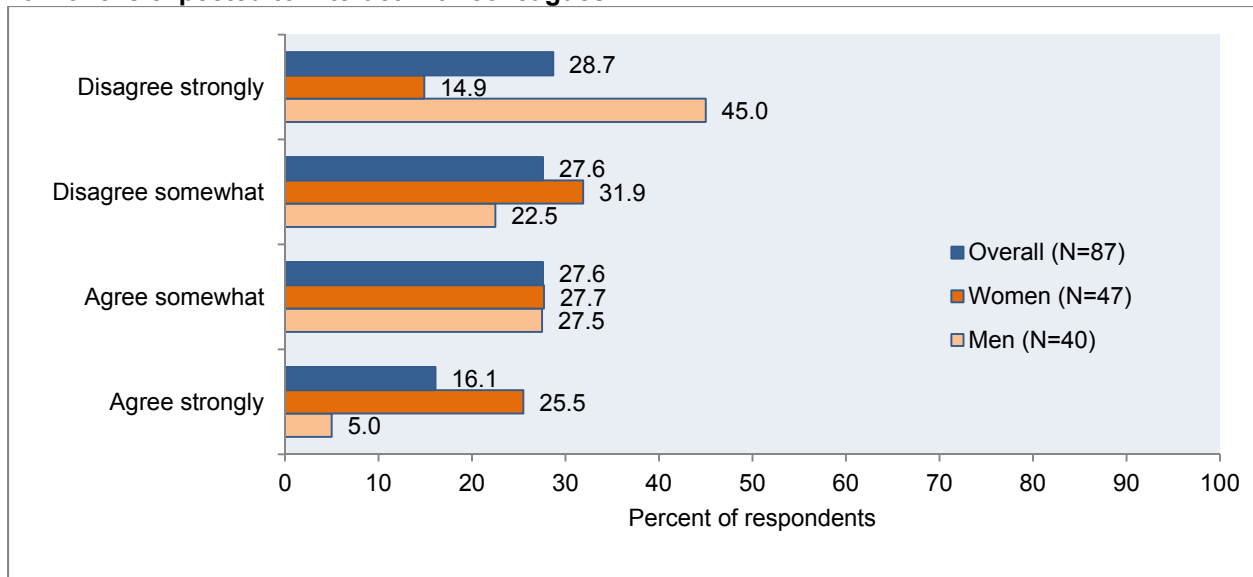


Figure 60b. *NON-STEM* respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I encounter unwritten rules concerning how one is expected to interact with colleagues”



Note: Gender differences are significant at $p < .05$

Most respondents agreed that colleagues in their department solicit their opinion about work-related matters (e.g., teaching, research, and service) (83.7 percent), while 16.3 percent of respondents said that colleagues in their department do not solicit their opinion (i.e., disagreed) (see Figure 61 and Appendix Table 92).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who strongly agreed that colleagues in their department solicit their opinion about work-related matters (e.g., teaching, research, and service) was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (42.3 percent and 23.9 percent, respectively).

Figure 61. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "Colleagues in my department solicit my opinion about work-related matters (e.g., teaching, research, and service)"

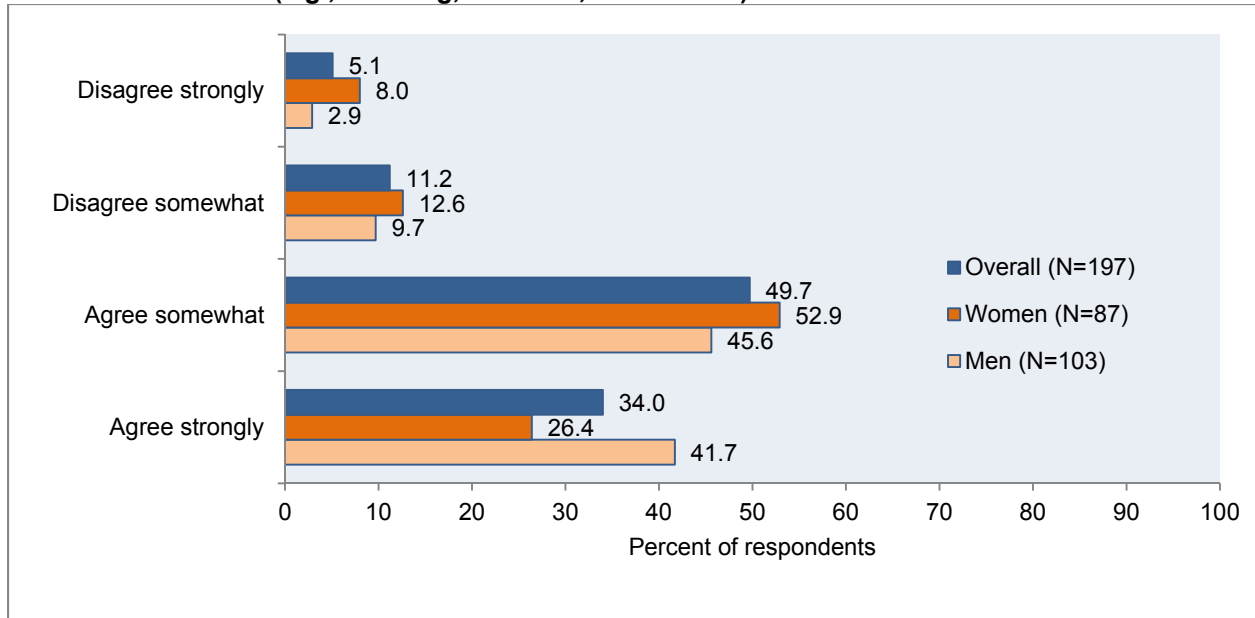


Figure 61a. STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "Colleagues in my department solicit my opinion about work-related matters (e.g., teaching, research, and service)"

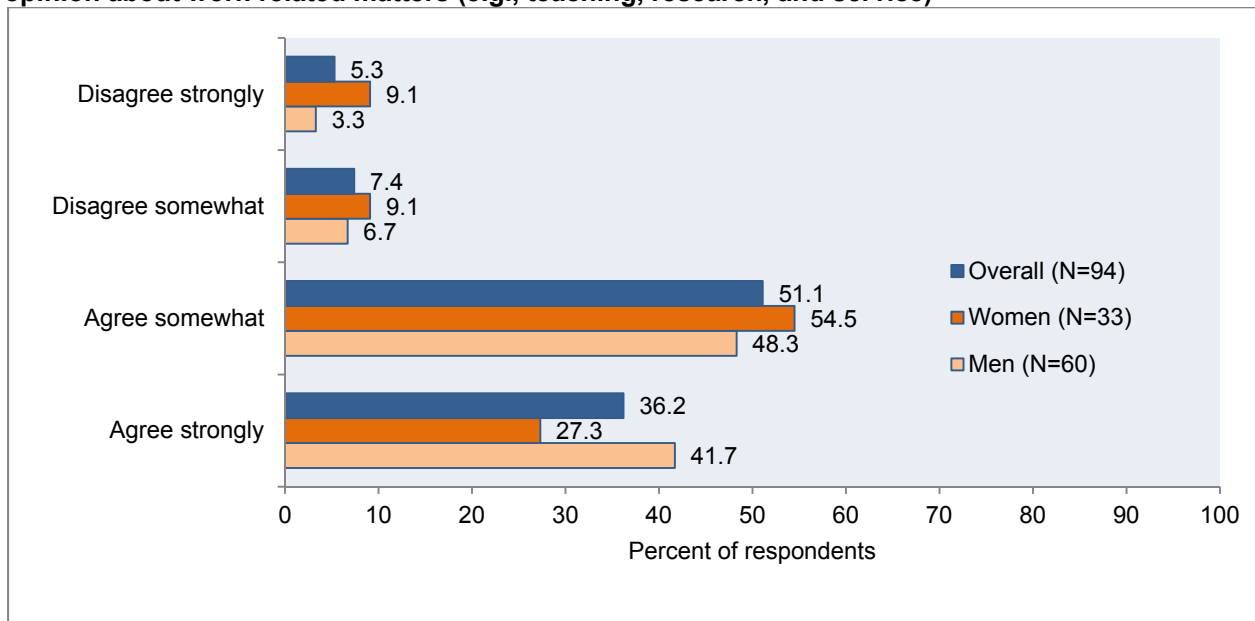
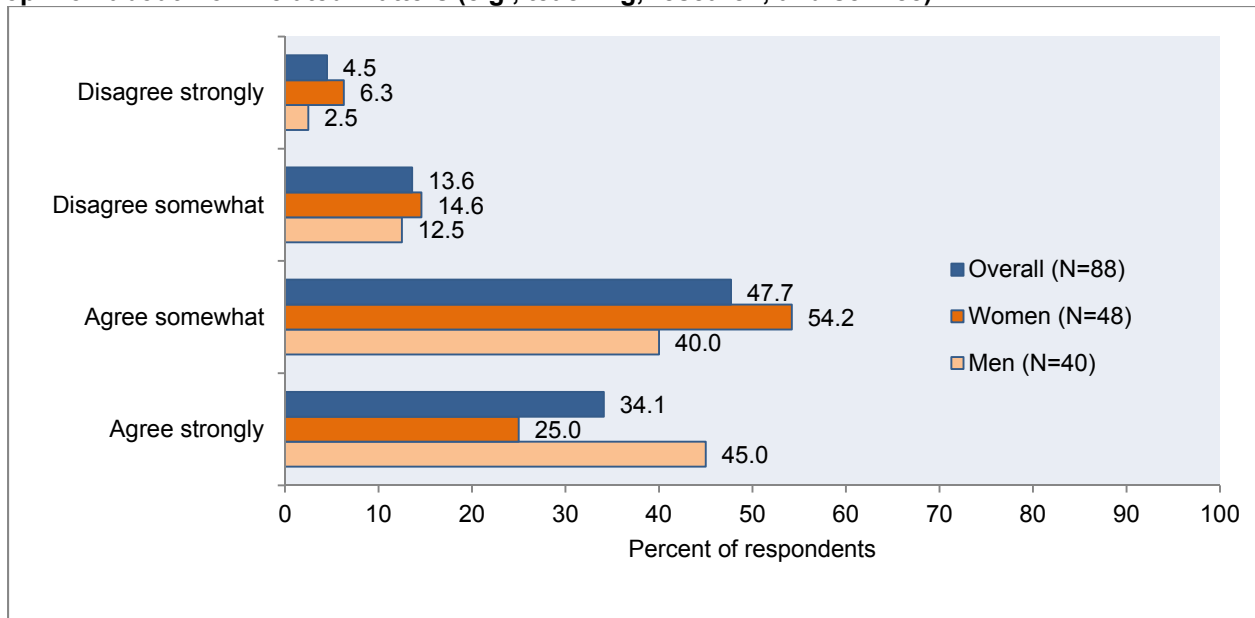


Figure 61b. NON-STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “Colleagues in my department solicit my opinion about work-related matters (e.g., teaching, research, and service)”



More than half of respondents agreed that they feel their research is considered mainstream in their department (54.1 percent) (see Figure 62 and Appendix Table 93). The remaining respondents did not feel that their research is considered mainstream (i.e., disagreed) (45.9 percent).

Significant differences

The proportion of respondents who indicated they do not feel that their research is considered mainstream (i.e., disagreed) was:

- **Gender** – Much higher among women than men (57.0 percent and 35.6 percent, respectively).

Figure 62. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “In my department, I feel that my research is considered mainstream”

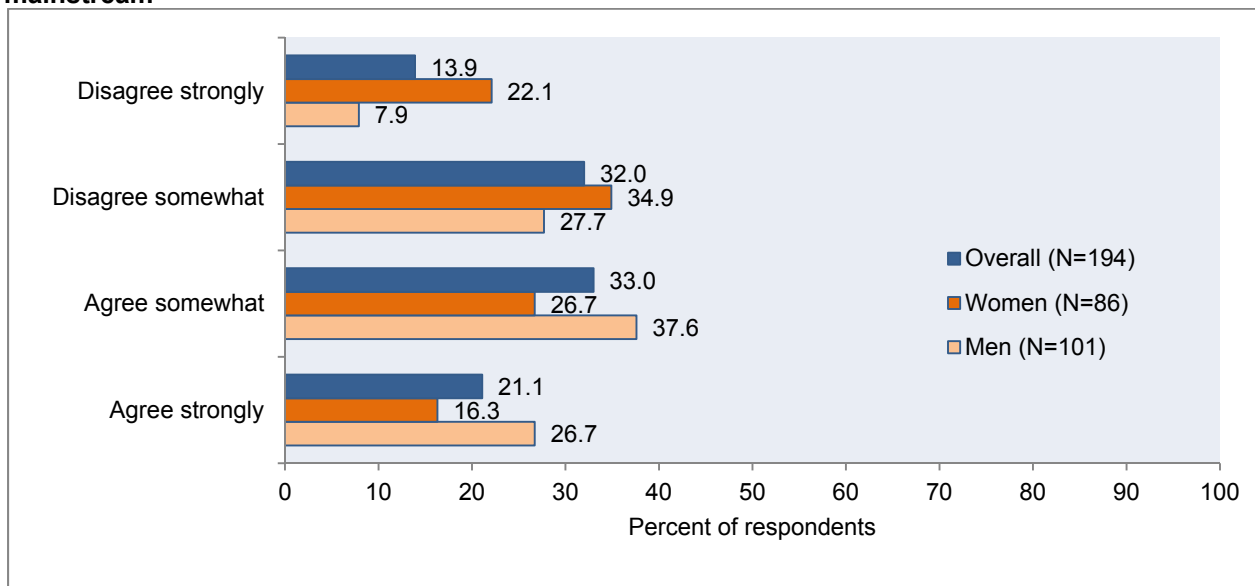


Figure 62a. STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "In my department, I feel that my research is considered mainstream"

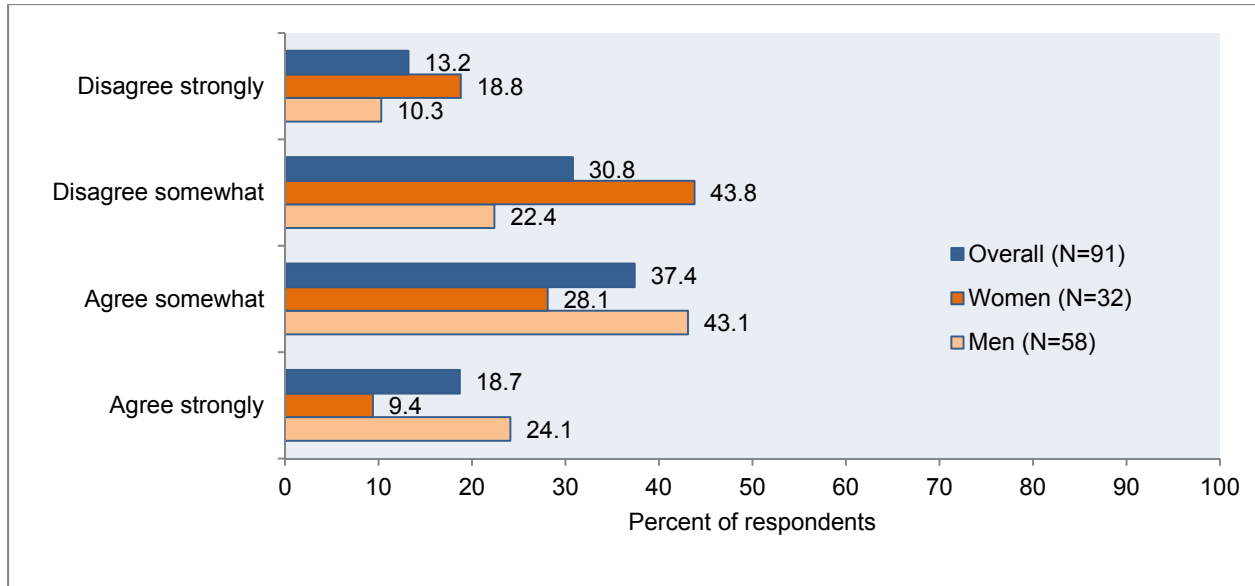
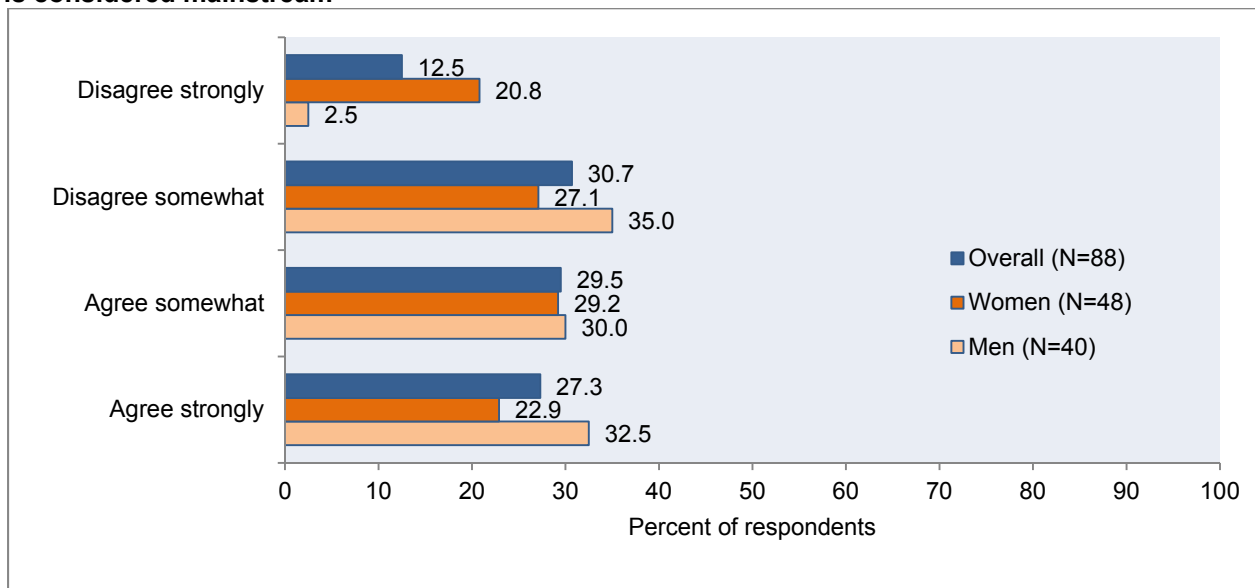


Figure 62b. NON-STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "In my department, I feel that my research is considered mainstream"



Nearly three-fourths of respondents agreed that they feel that their colleagues value their research (71.4 percent) (see Figure 63 and Appendix Table 94). The remaining respondents did not feel that their colleagues value their research (i.e., disagreed) (28.5 percent).

Significant differences

The proportion of respondents who indicated they do not feel that their colleagues value their research (i.e., disagreed) was:

- **Gender** – Higher among women than men (37.5 percent and 20.8 percent, respectively).

Figure 63. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel that my colleagues value my research”

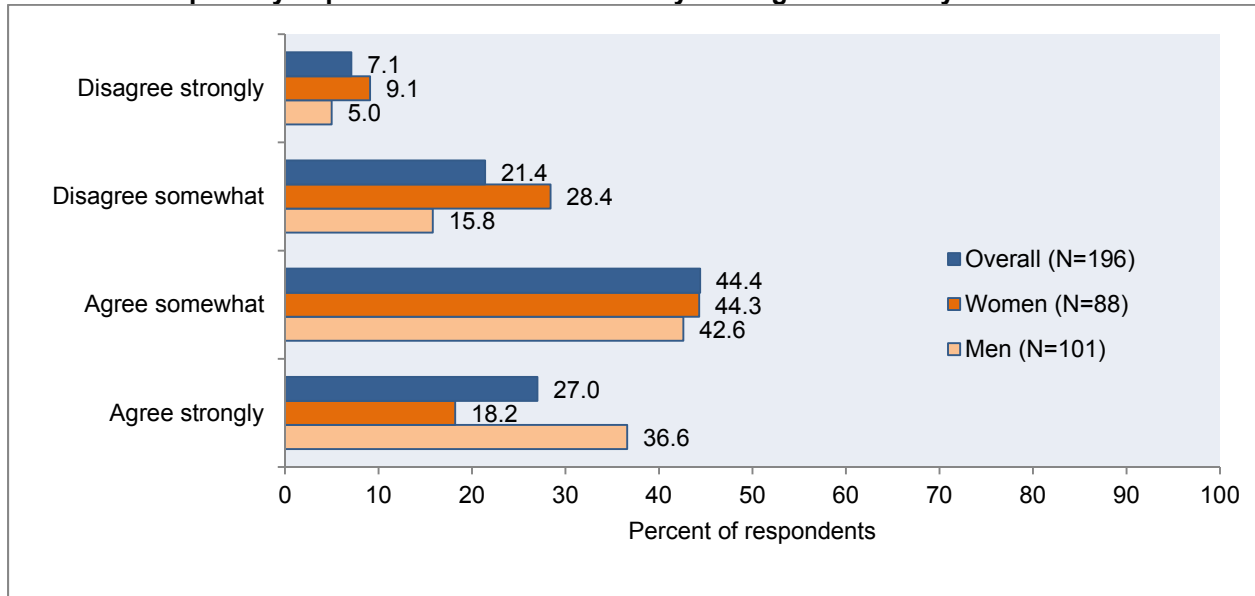


Figure 63a. STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel that my colleagues value my research”

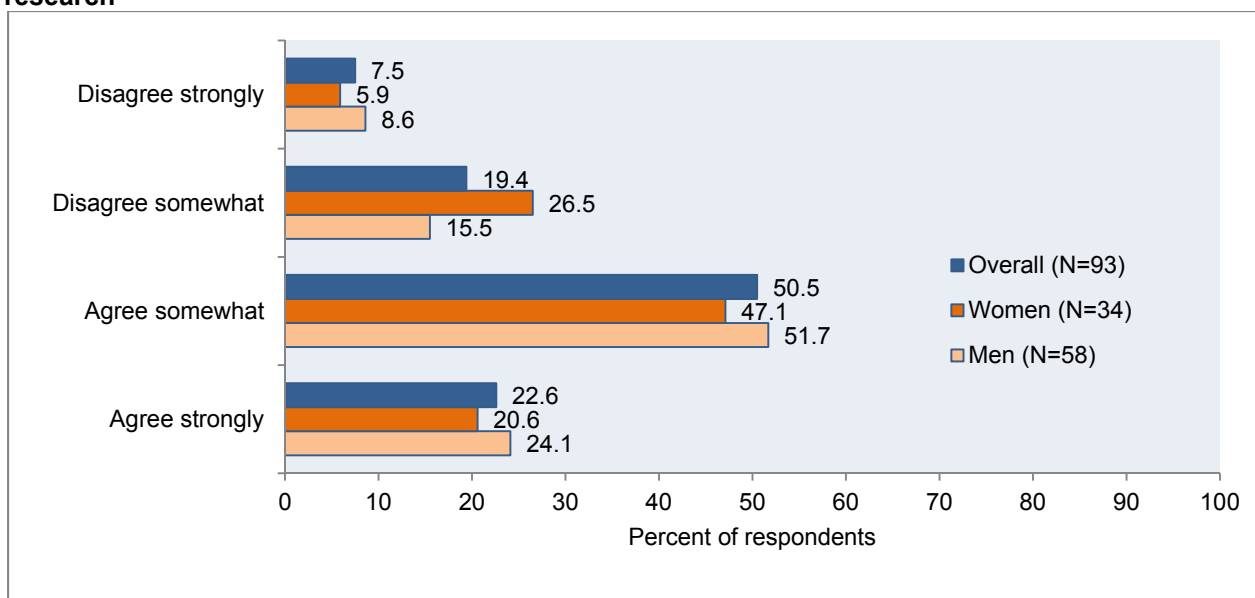
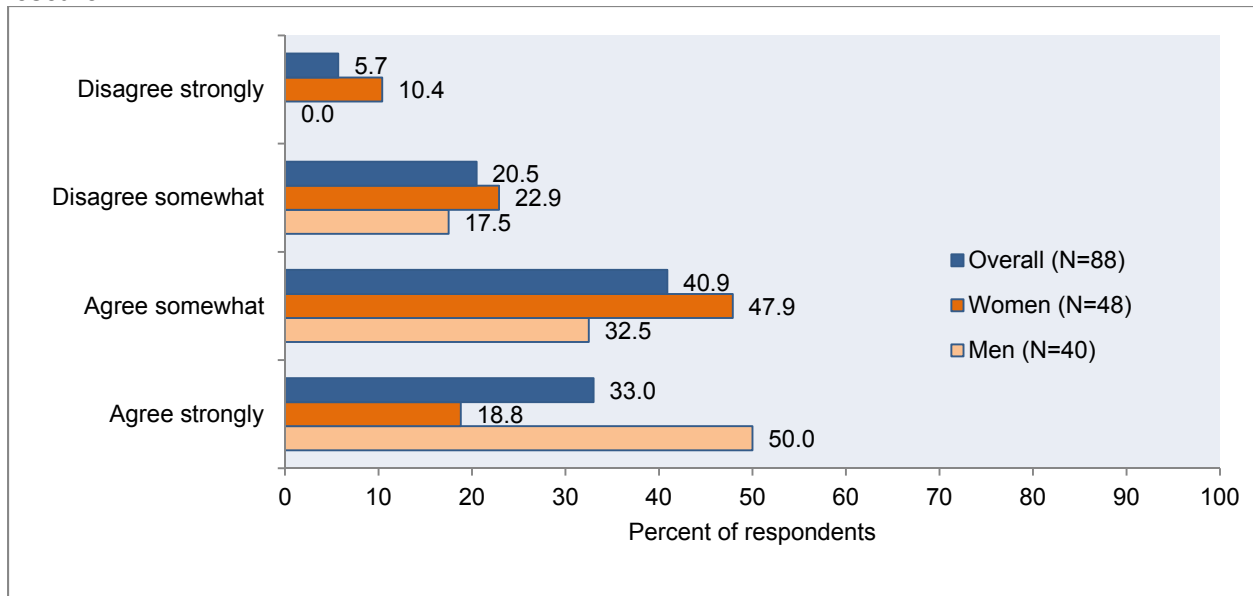


Figure 63b. NON-STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel that my colleagues value my research”



Note: Gender differences are significant at $p < .05$

The majority of respondents agreed that they do a great deal of work that is not formally recognized by their department (61.7 percent) (see Figure 64 and Appendix Table 95).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who strongly agreed that they do a great deal of work that is not formally recognized by their department was:

- **Years at NDSU** – Nearly twice as high among respondents who have been at NDSU more than 5 years as those who have been at NDSU 5 years or less (32.7 percent and 16.9 percent, respectively).

Figure 64. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I do a great deal of work that is not formally recognized by my department"

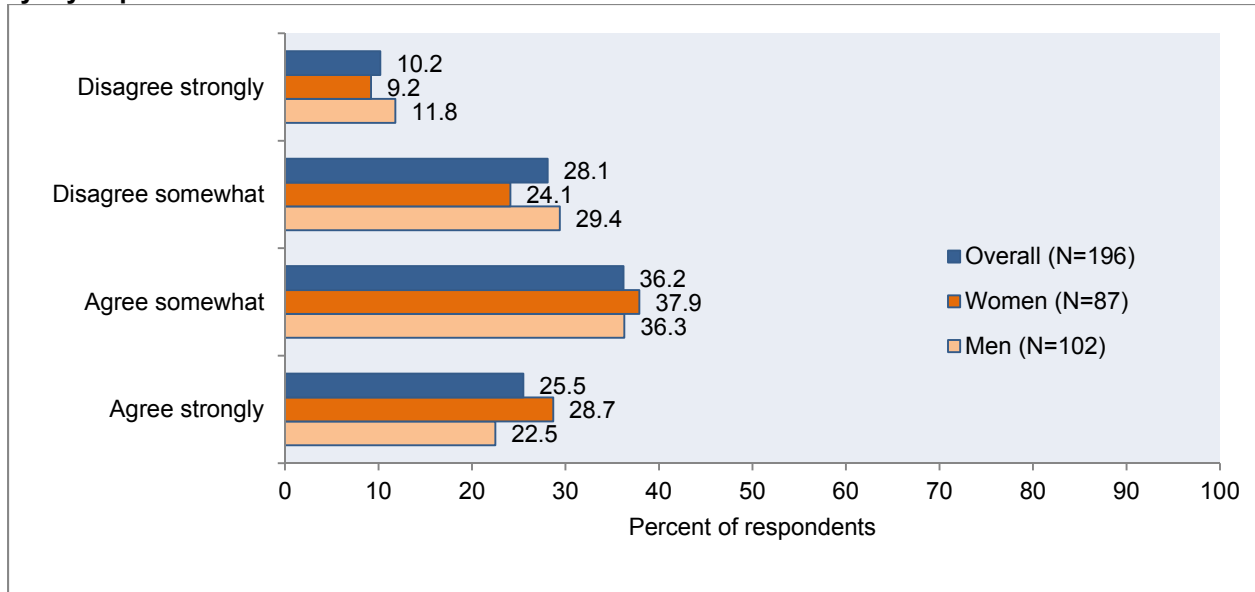


Figure 64a. STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I do a great deal of work that is not formally recognized by my department"

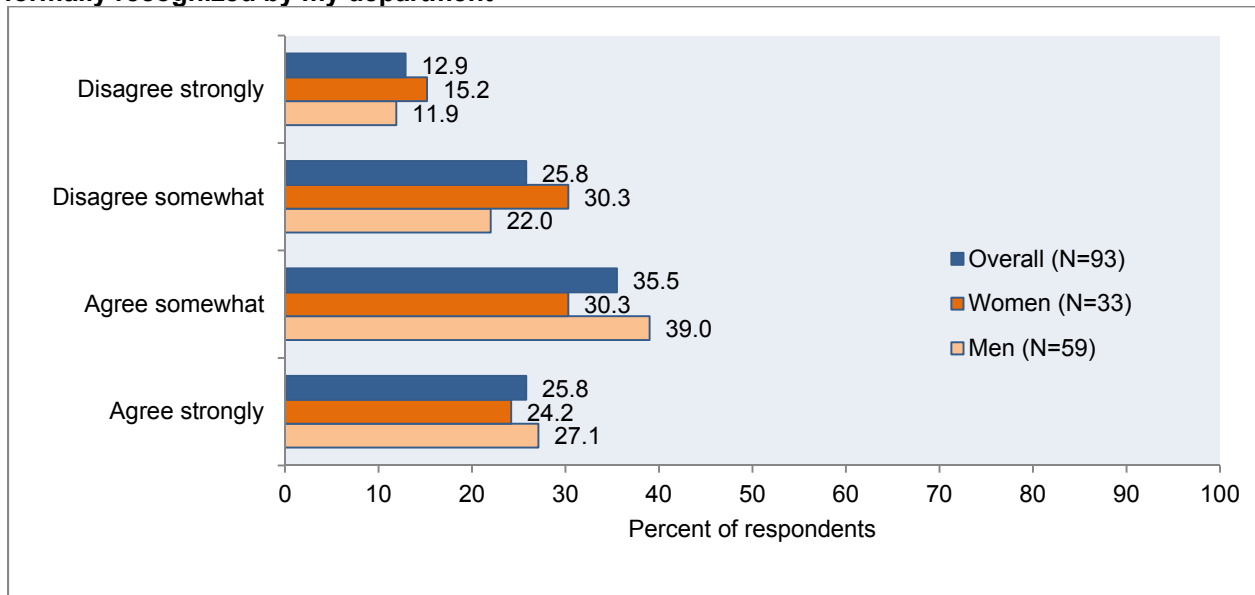
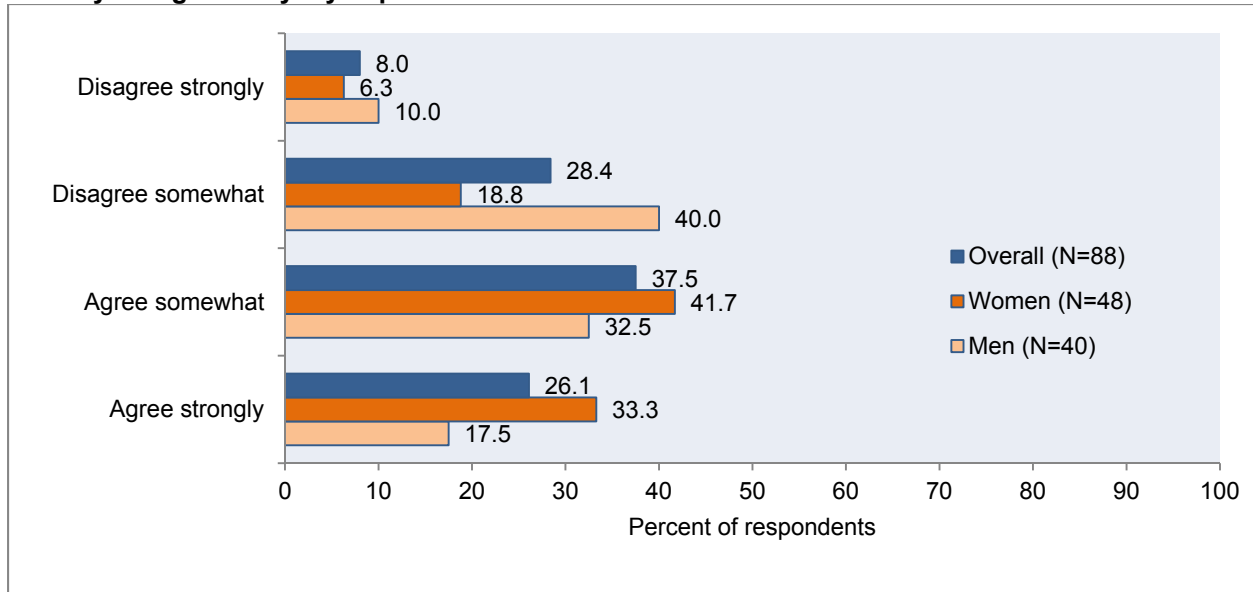


Figure 64b. NON-STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I do a great deal of work that is not formally recognized by my department”



More than three-fourths of respondents agreed that they feel like they “fit” in their department (77.5 percent) (see Figure 65 and Appendix Table 96). The remaining respondents do not feel like they “fit” (i.e., disagreed) (22.5 percent).

Significant differences

The proportion of respondents who strongly agreed that they feel like they “fit” in their department was:

- **Gender** – More than twice as high among men as women (47.6 percent and 23.3 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years as those who have been at NDSU 5 years or less (42.6 percent and 30.5 percent, respectively).

Figure 65. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel like I ‘fit’ in my department”

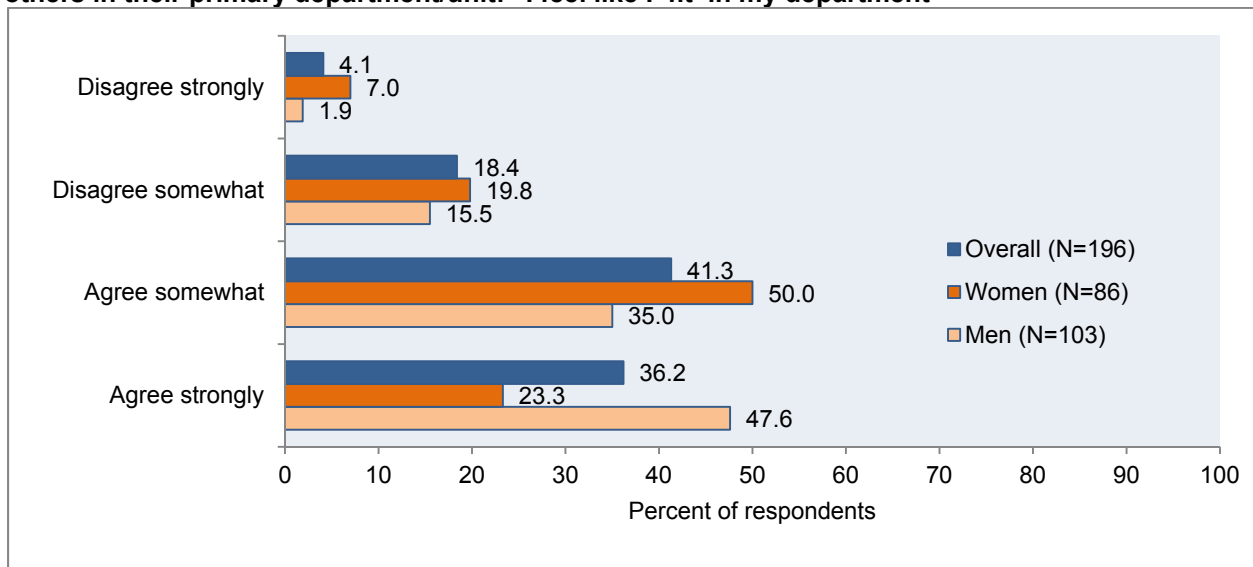


Figure 65a. STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel like I 'fit' in my department"

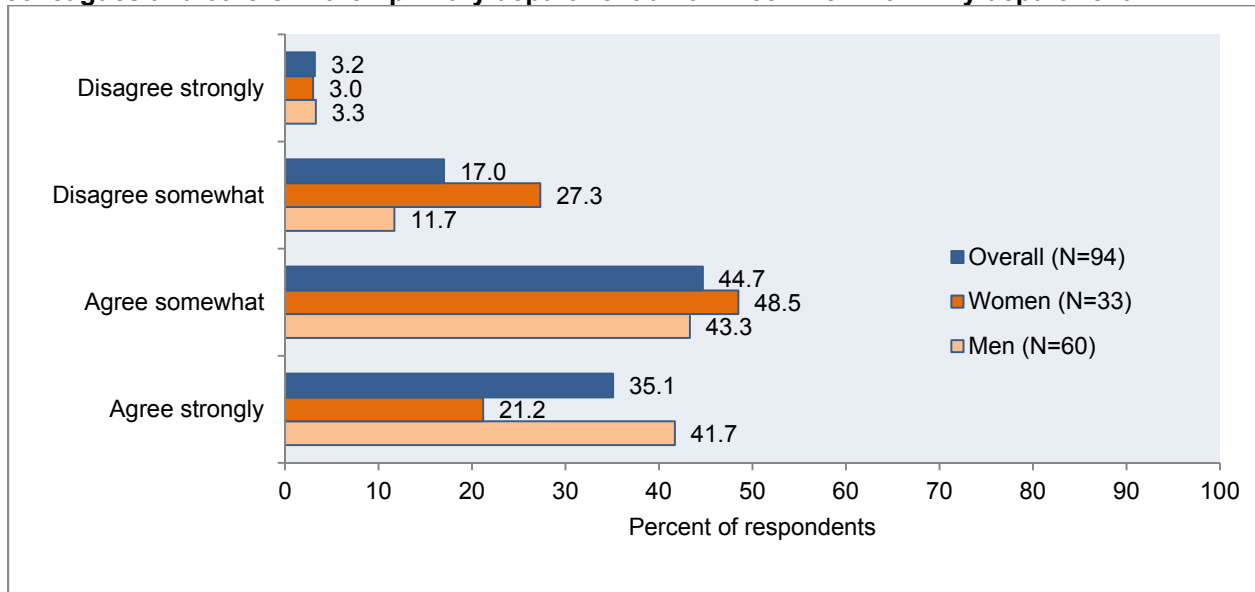
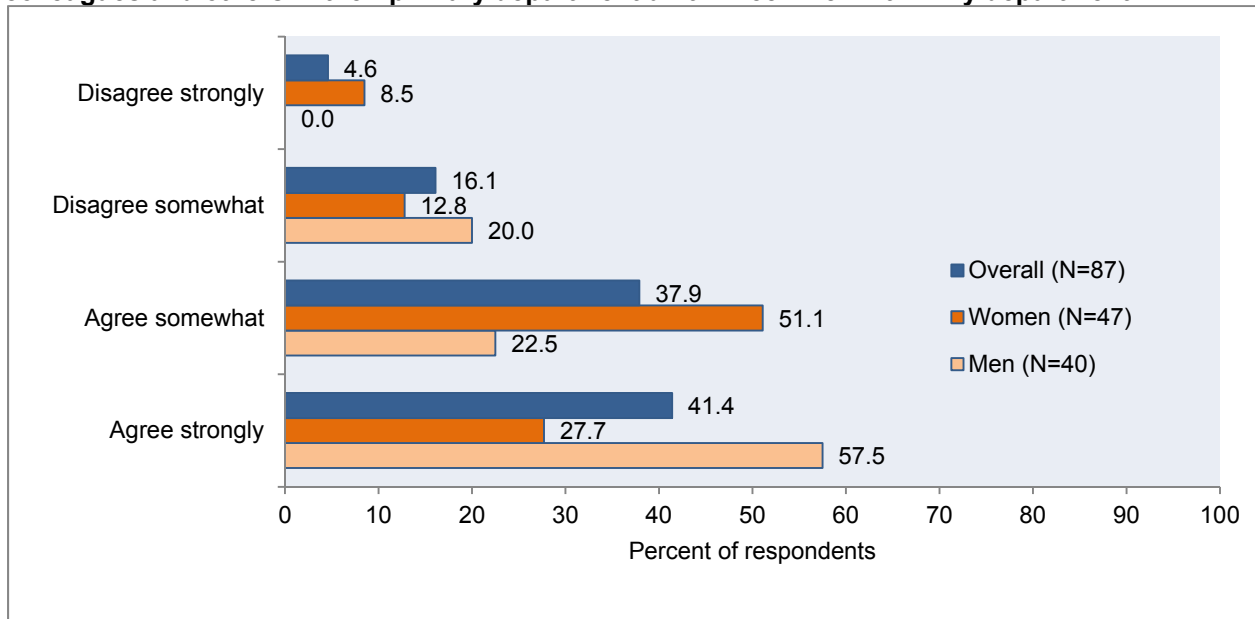


Figure 65b. NON-STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel like I 'fit' in my department"



Note: Gender differences are significant at $p < .05$

Nearly three-fourths of respondents disagreed that they feel isolated in their department (71.6 percent) (see Figure 66 and Appendix Table 97). The remaining respondents did feel isolated in their department (i.e., agreed) (28.4 percent).

Significant differences

The proportion of respondents who indicated that they do feel isolated in their department (i.e., agreed) was:

- **Gender** – Higher among women than men (36.3 percent and 22.5 percent, respectively).

Figure 66. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel isolated in my department”

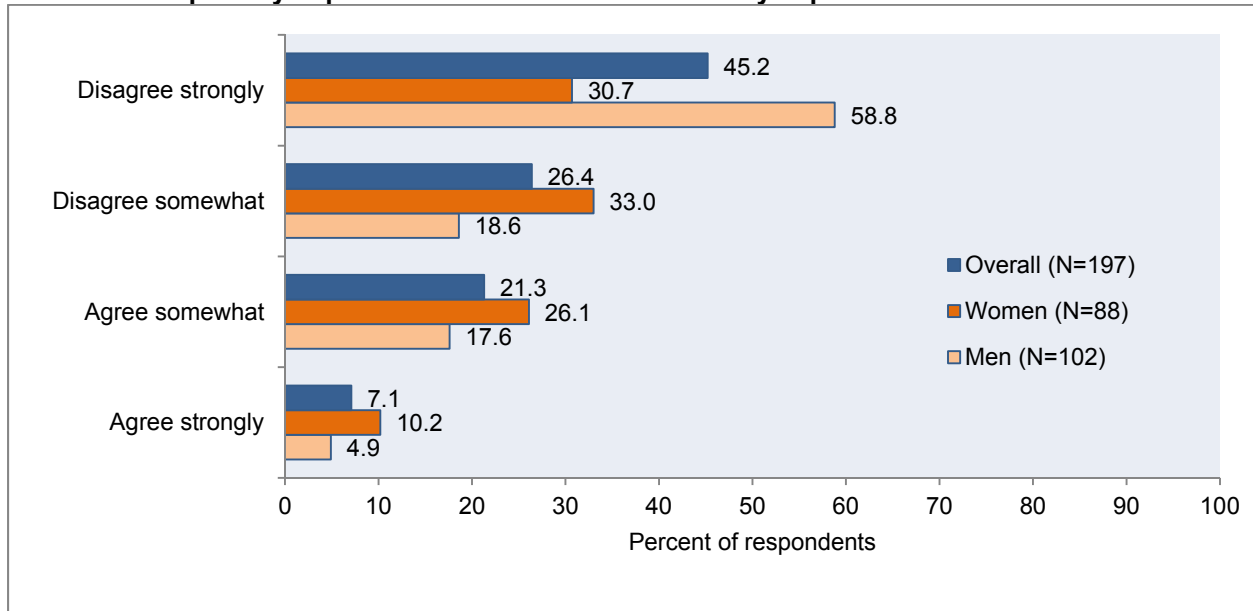


Figure 66a. STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel isolated in my department”

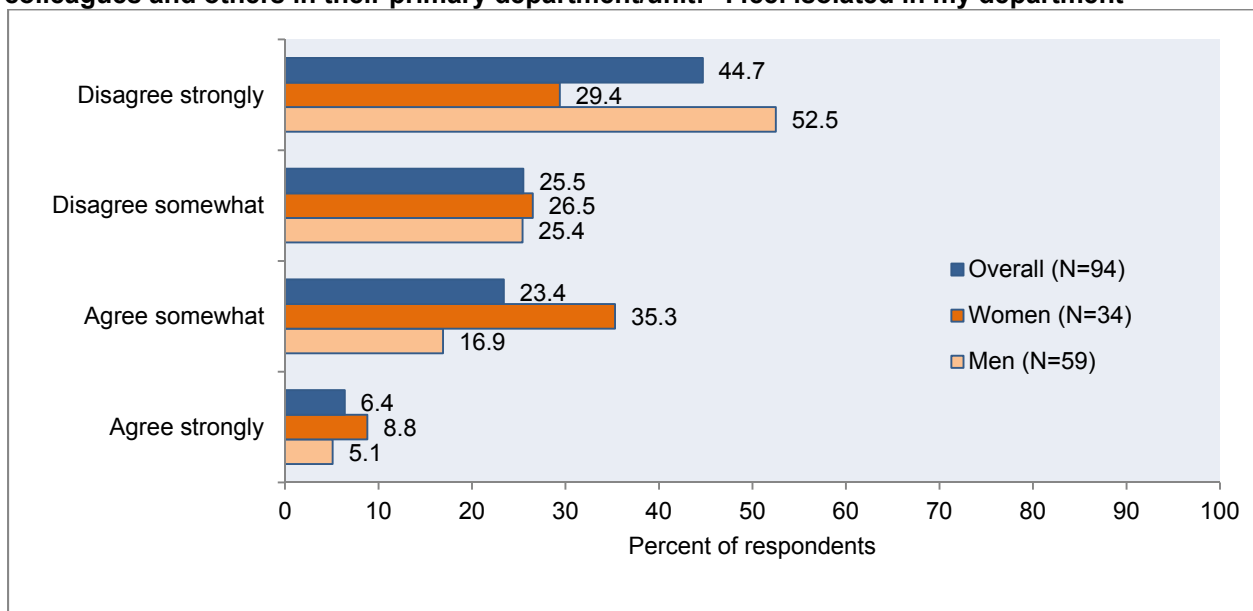
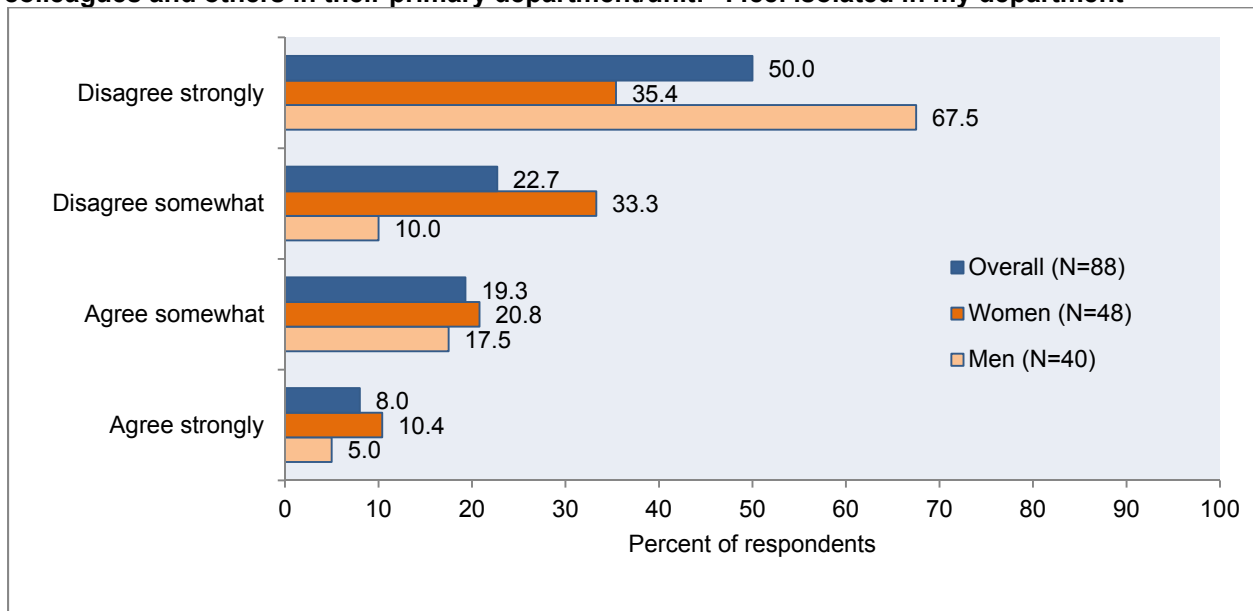


Figure 66b. NON-STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel isolated in my department”



Note: Gender differences are significant at $p < .05$

More than three-fourths of respondents disagreed that they feel isolated on the NDSU campus overall (77.7 percent) (see Figure 67). The remaining respondents did feel isolated on the NDSU campus overall (i.e., agreed) (22.4 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 67. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel isolated on the NDSU campus overall”

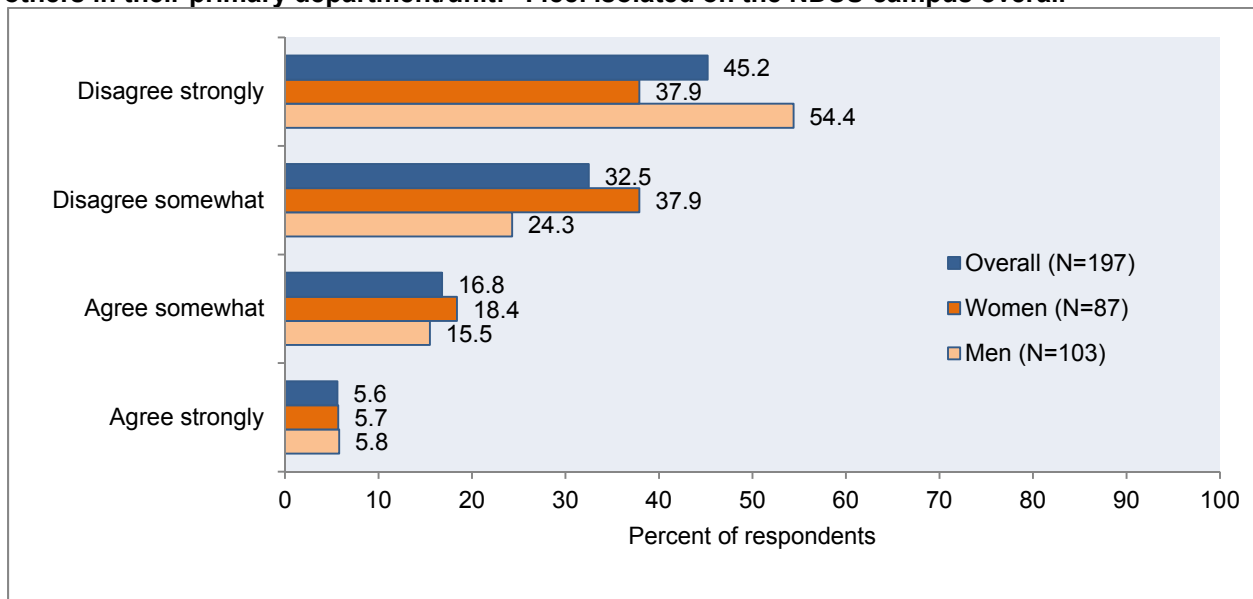


Figure 67a. STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel isolated on the NDSU campus overall”

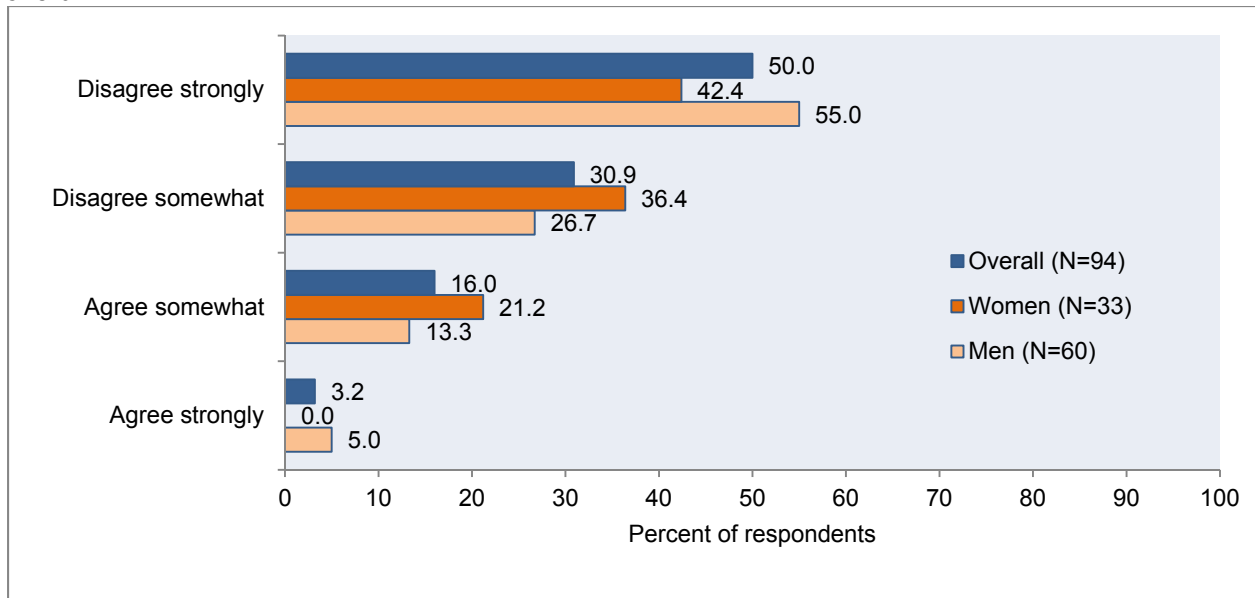
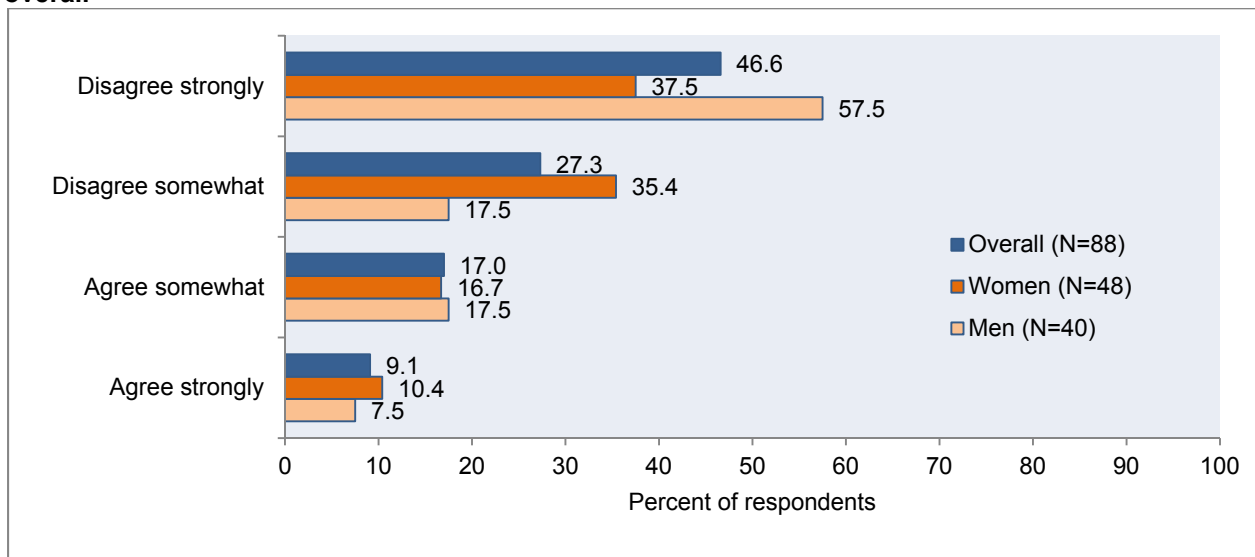


Figure 67b. NON-STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel isolated on the NDSU campus overall”



Respondents were asked about their level of agreement with a series of statements about their participation in the decision-making process in their primary department/unit (see Figures 68 to 72 and Appendix Tables 98 to 101).

Two-thirds of respondents agreed that they feel like a full and equal participant in problem-solving and decision-making in their primary department/unit (66.6 percent) (see Figure 68 and Appendix Table 98). The remaining one-third of respondents indicated they do not feel like a full and equal participant (i.e., disagreed) (33.3 percent).

Significant differences

The proportion of respondents who indicated that they do not feel like a full and equal participant in problem-solving and decision-making in their primary department/unit (i.e., disagreed) was:

- **Gender** – Higher among women than men (42.3 percent and 24.0 percent, respectively).

Figure 68. Respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “I feel like a full and equal participant in problem-solving and decision-making”

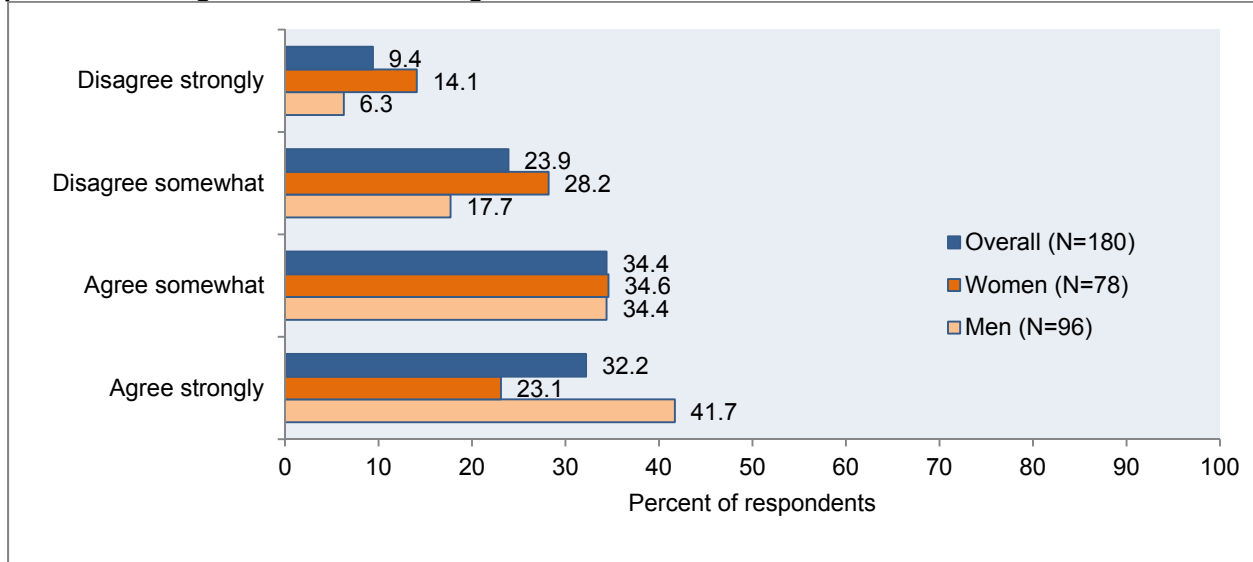


Figure 68a. STEM respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “I feel like a full and equal participant in problem-solving and decision-making”

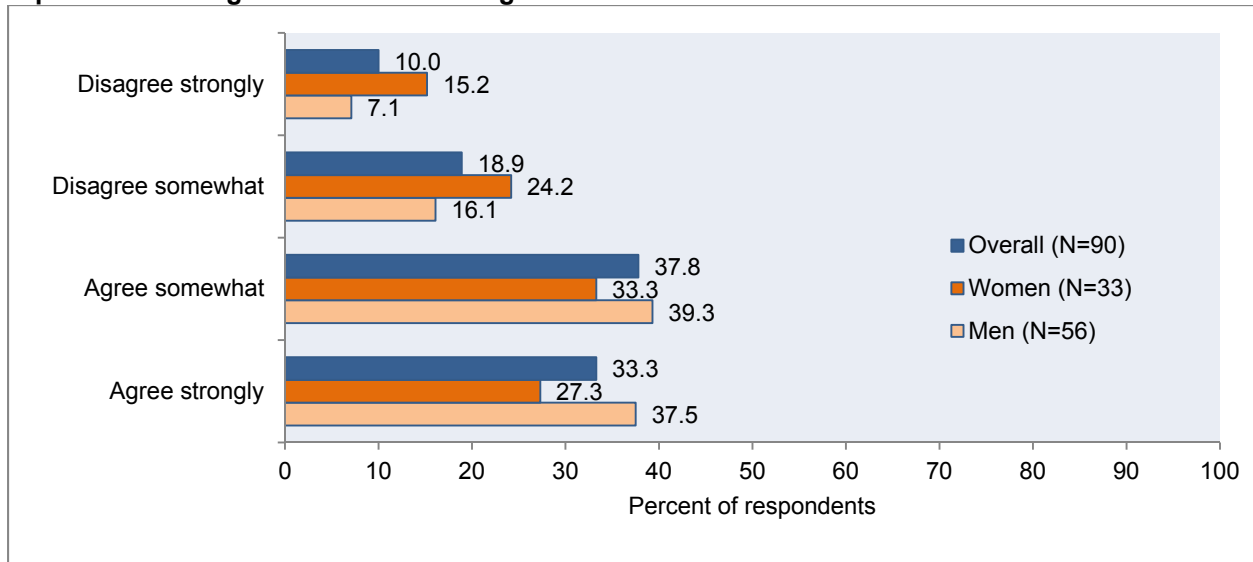
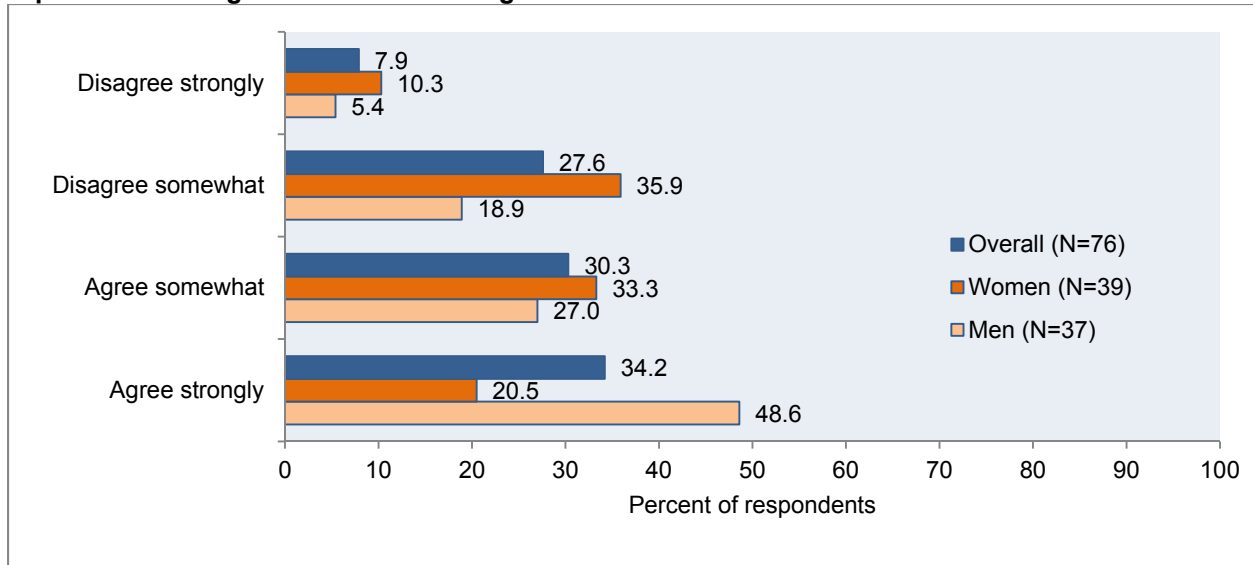


Figure 68b. NON-STEM respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “I feel like a full and equal participant in problem-solving and decision-making”



More than half of respondents agreed that they have a voice in how resources are allocated (52.2 percent) and nearly half disagreed (47.8 percent) (see Figure 69 and Appendix Table 99).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who indicated that they do not feel like they have a voice in how resources are allocated (i.e., disagreed) was:

- **Racial/ethnic majority status** – Higher among non-majority status respondents than majority status respondents (60.0 percent and 43.8 percent, respectively).

Figure 69. Respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “I have a voice in how resources are allocated”

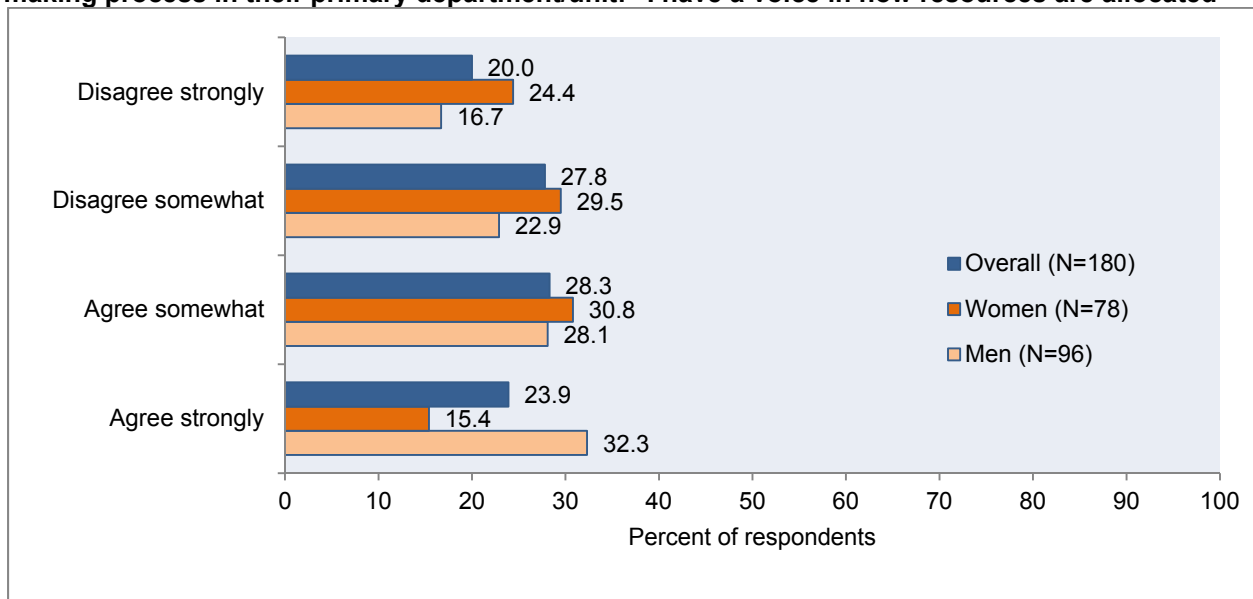


Figure 69a. STEM respondent's opinion regarding the statement about participation in the decision-making process in their primary department/unit: "I have a voice in how resources are allocated"

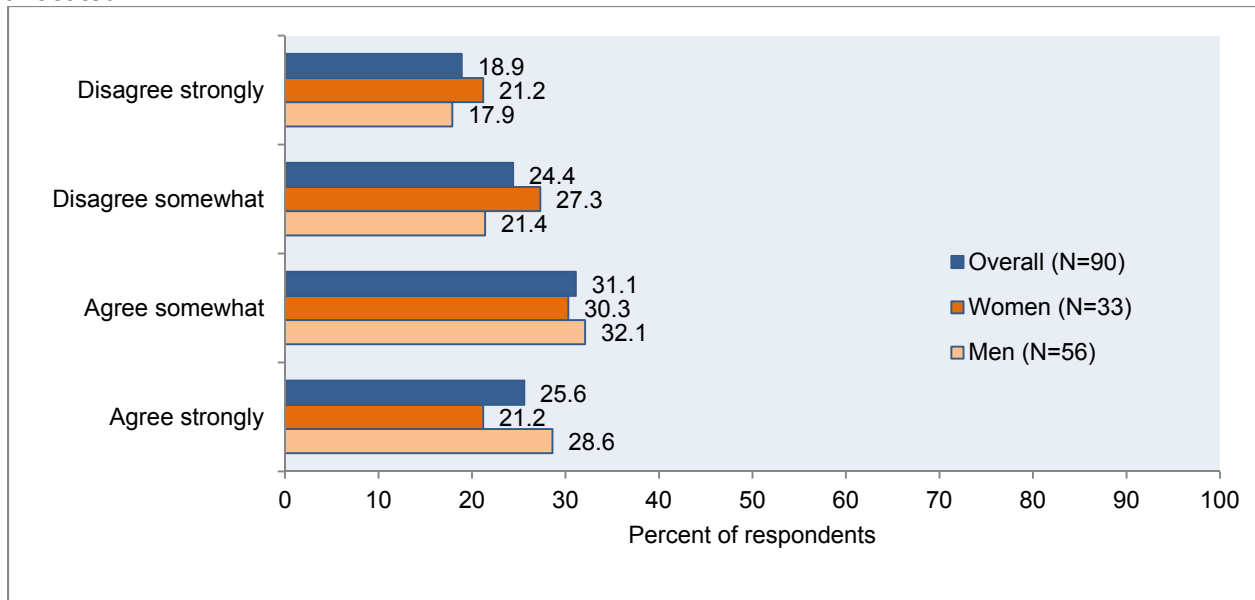
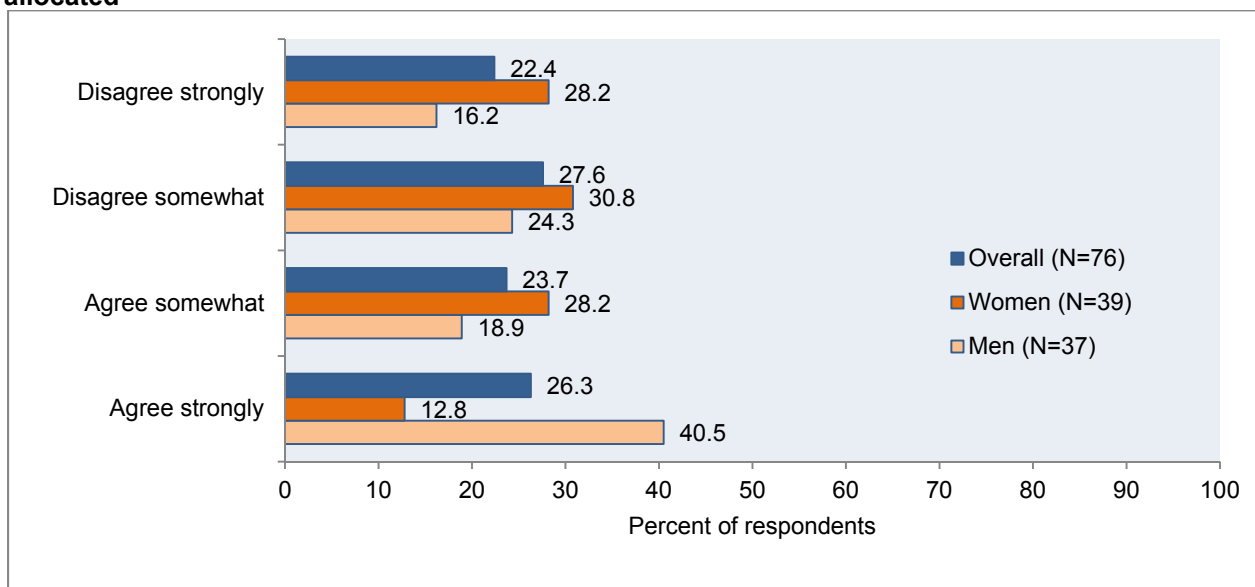


Figure 69b. NON-STEM respondent's opinion regarding the statement about participation in the decision-making process in their primary department/unit: "I have a voice in how resources are allocated"



More than three-fourths of respondents agreed that department meetings allow for all faculty members to share their views (76.2 percent) (see Figure 70 and Appendix Table 100). In contrast, nearly one-fourth of respondents indicated that department meetings do not allow for all faculty to share their views (i.e., disagreed) (23.7 percent).

Significant differences

The proportion of respondents who indicated that department meetings do not allow for all faculty to share their views (i.e., disagreed) was:

- **Gender** – More than twice as high among women as men (33.0 percent and 15.6 percent, respectively).

Figure 70. Respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “Department meetings allow for all faculty members to share their views”

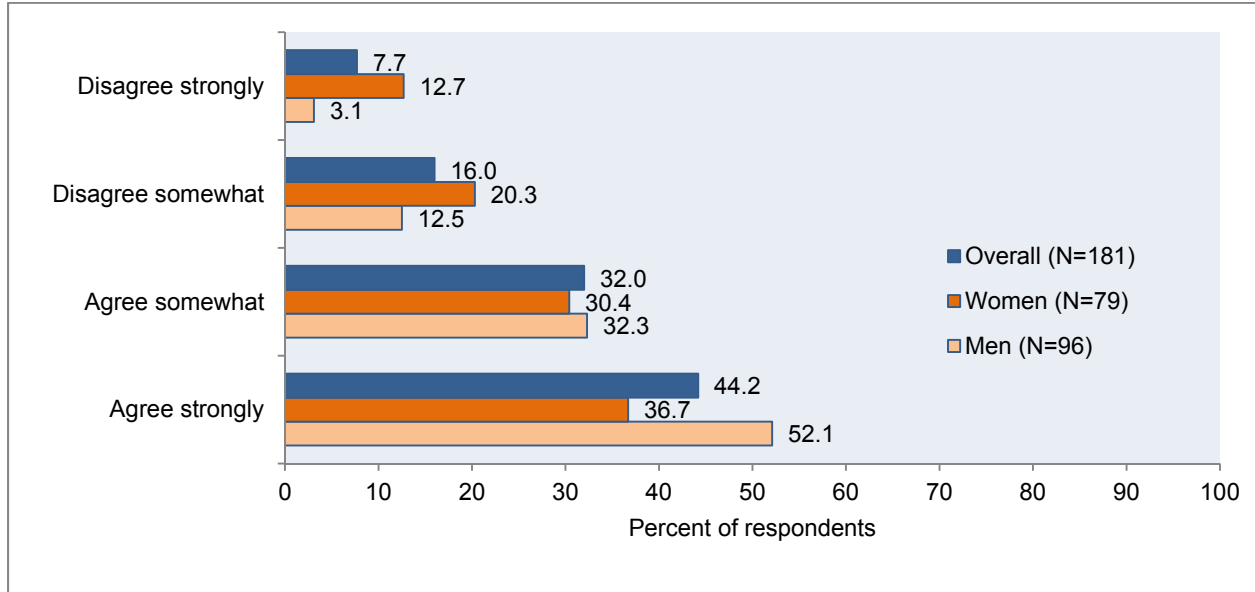


Figure 70a. STEM respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “Department meetings allow for all faculty members to share their views”

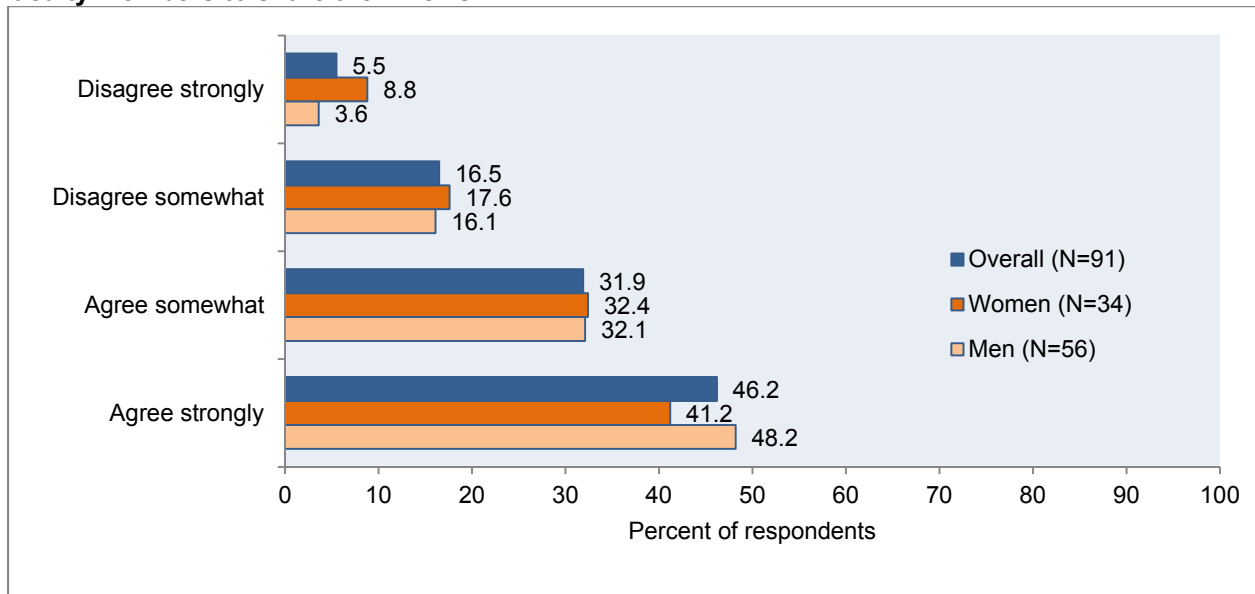
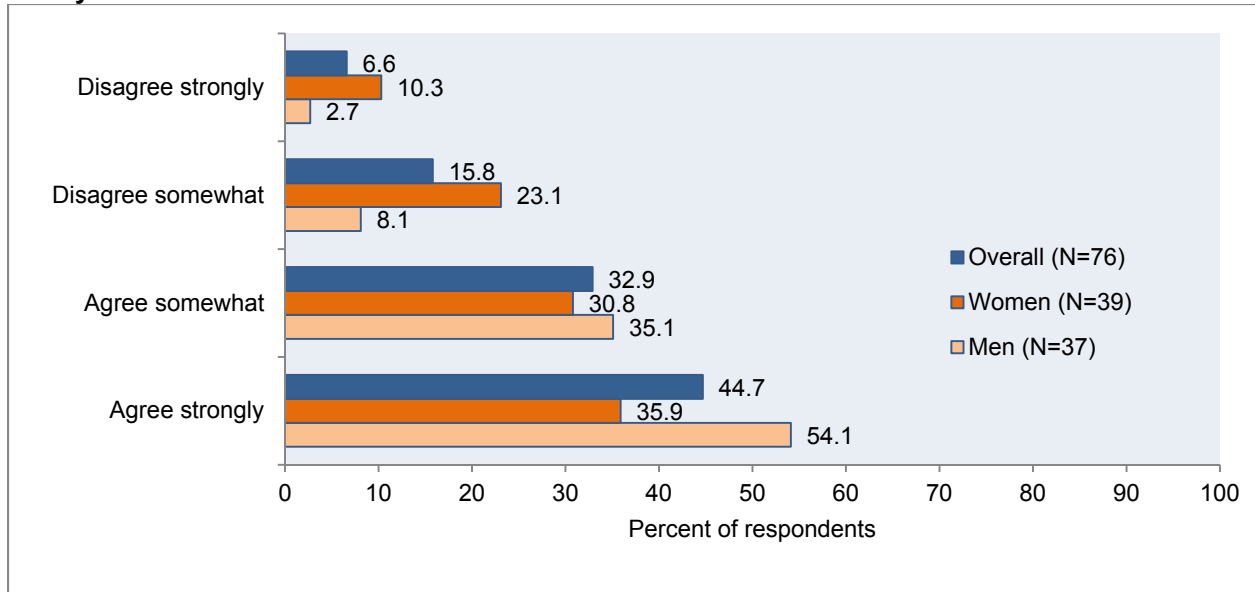


Figure 70b. NON-STEM respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “Department meetings allow for all faculty members to share their views”



The majority of respondents strongly agreed that committee assignments are rotated fairly to allow for participation of all faculty (60.1 percent) (see Figure 71). In contrast, two-fifths of respondents said that committee assignments are not rotated fairly (i.e., disagreed) (39.8 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 71. Respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “Committee assignments are rotated fairly to allow for participation of all faculty”

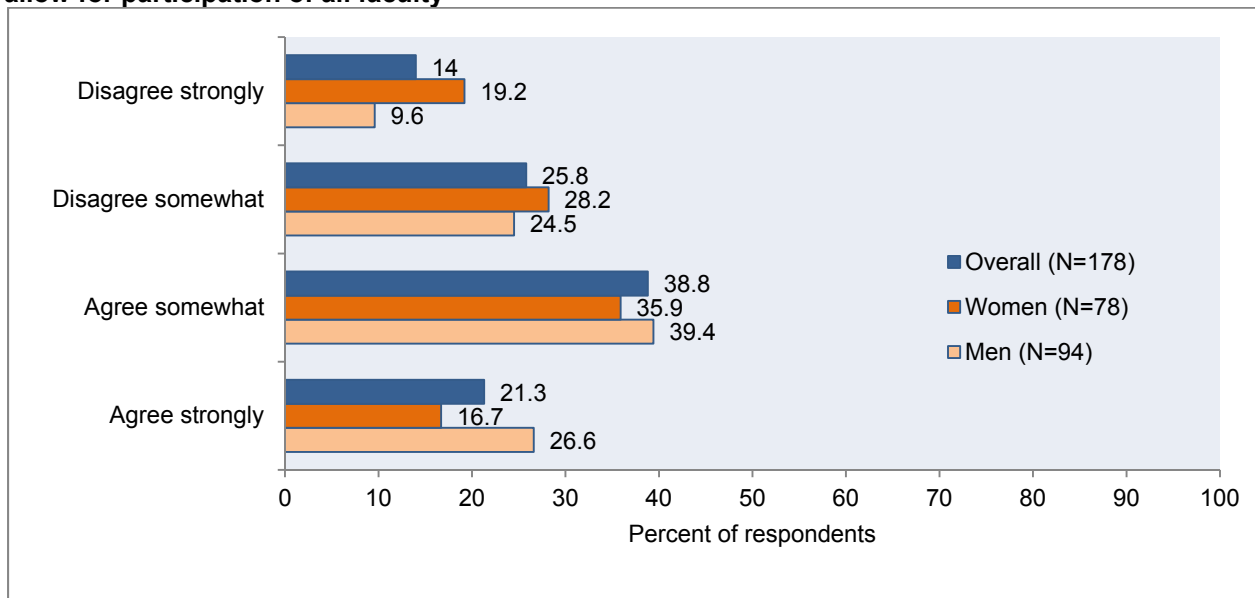


Figure 71a. STEM respondent's opinion regarding the statement about participation in the decision-making process in their primary department/unit: "Committee assignments are rotated fairly to allow for participation of all faculty"

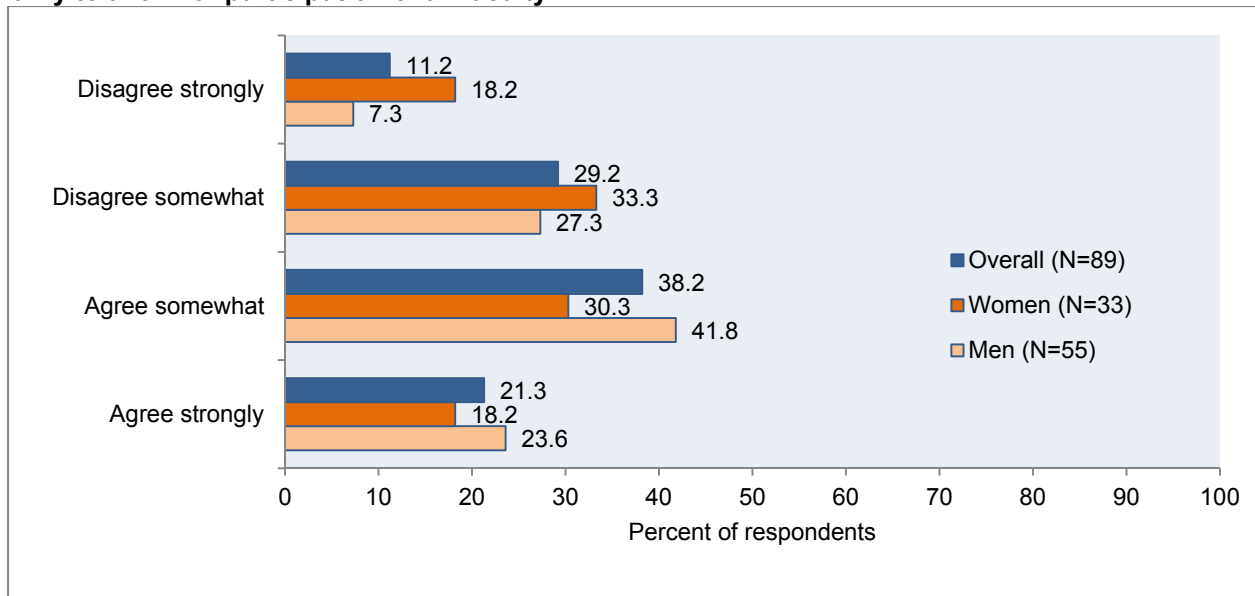
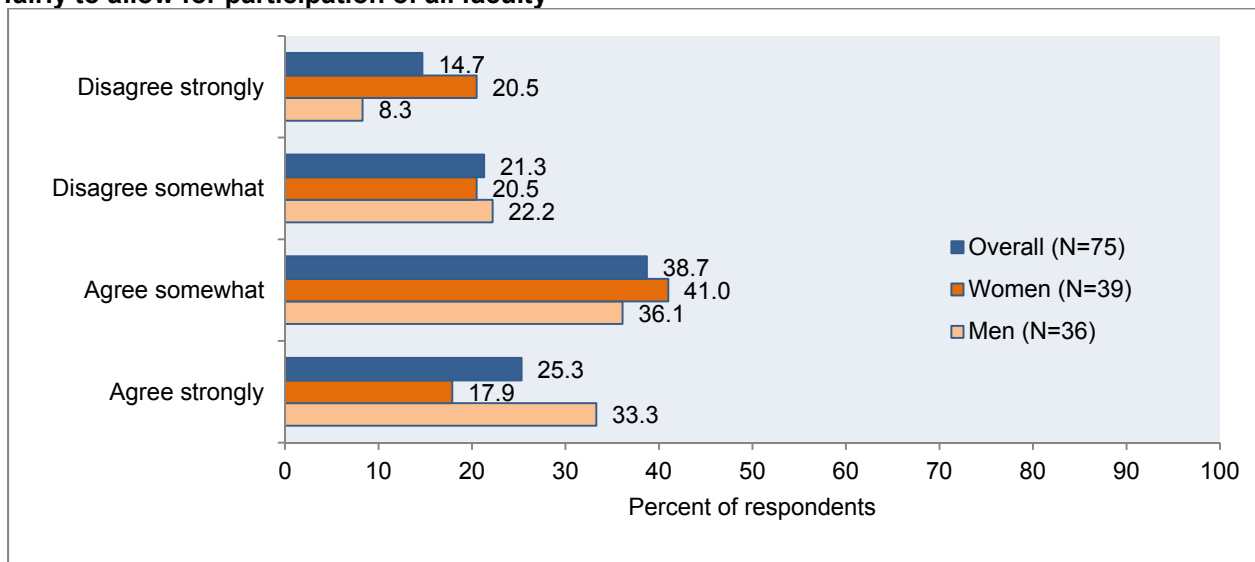


Figure 71b. NON-STEM respondent's opinion regarding the statement about participation in the decision-making process in their primary department/unit: "Committee assignments are rotated fairly to allow for participation of all faculty"



More than two-thirds of respondents agreed that their department chair/head involves them in decision-making (69.5 percent) (see Figure 72 and Appendix Table 101). In contrast, nearly one-third of respondents indicated that their department chair/head does not involve them in decision-making (i.e., disagreed) (30.5 percent).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who indicated that their department chair/head does not involve them in decision-making (i.e., disagreed) was:

- **Racial/ethnic majority status** – Much higher among majority status respondents than non-majority status respondents (33.8 percent and 9.7 percent, respectively).

Figure 72. Respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “My department chair/head involves me in decision-making”

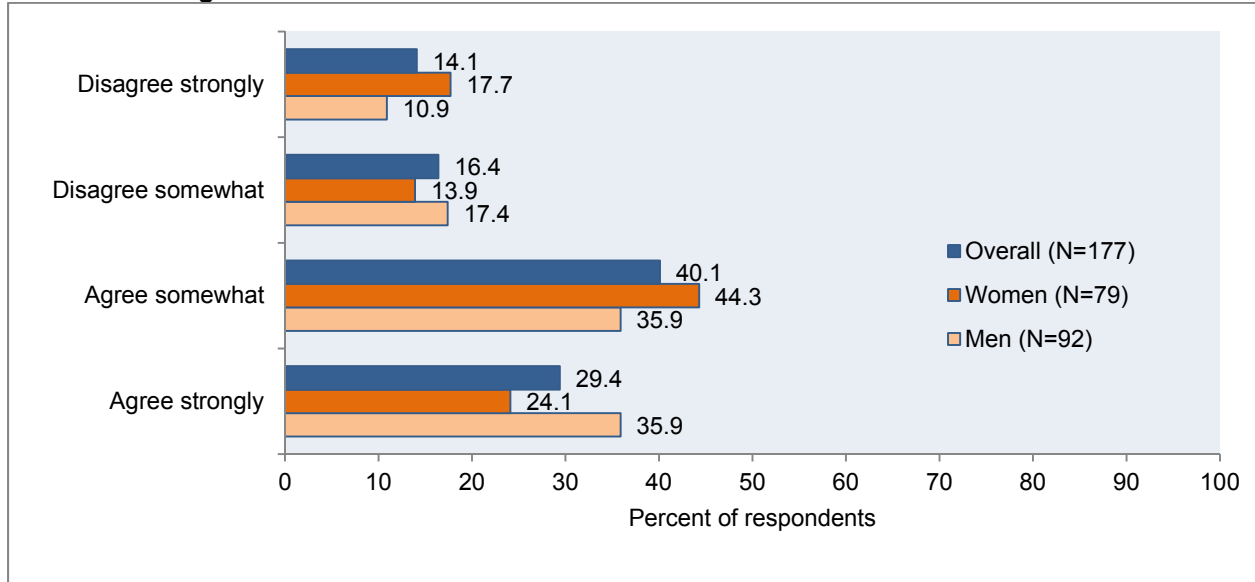


Figure 72a. STEM respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “My department chair/head involves me in decision-making”

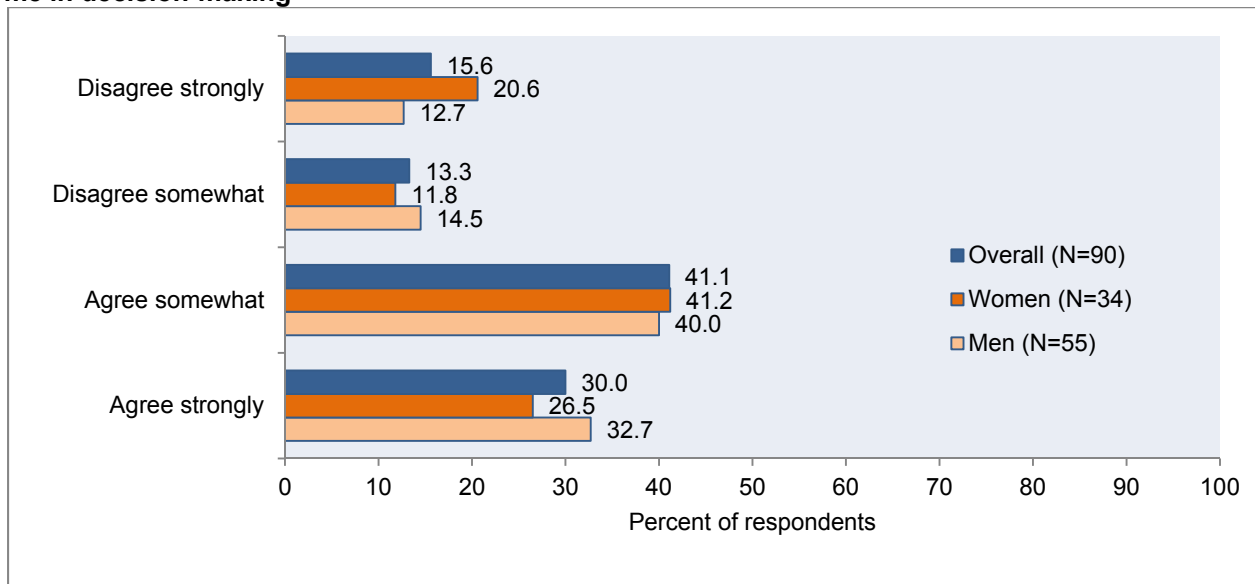
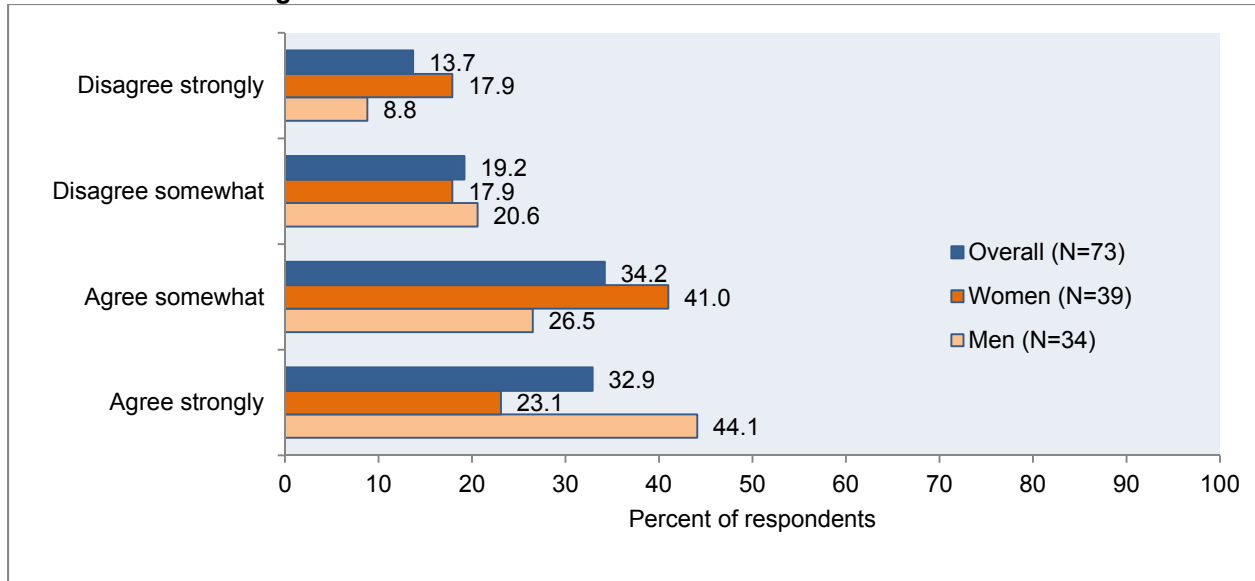


Figure 72b. *NON-STEM* respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “My department chair/head involves me in decision-making”



Satisfaction with NDSU

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables.

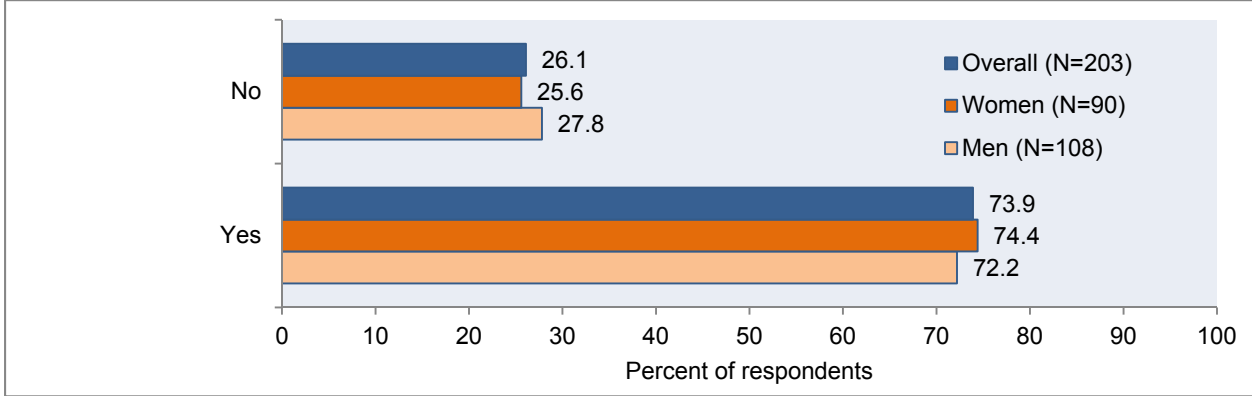
Nearly three-fourths of respondents had considered leaving NDSU (73.9 percent) (see Figure 75 and Appendix Table 102).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who had considered leaving NDSU was:

- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (83.3 percent and 62.9 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (86.4 percent and 56.3 percent, respectively).

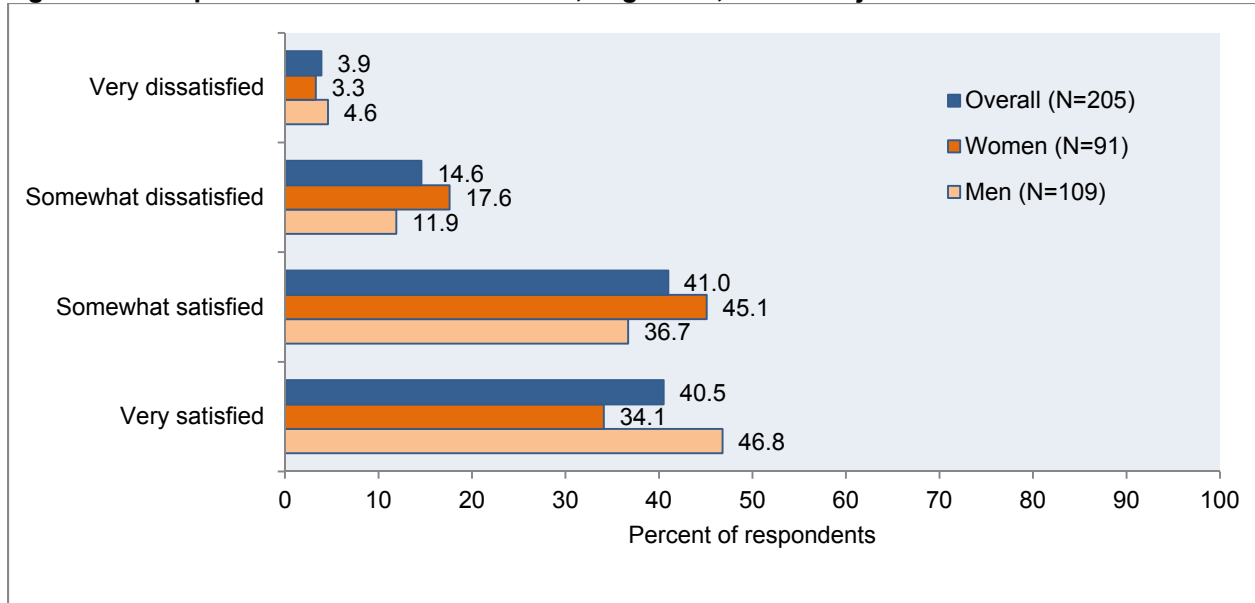
Figure 73. Whether respondent said they have ever considered leaving NDSU



Respondents were asked about factors that had contributed to their consideration to leave NDSU. The highest proportion of respondents cited NDSU’s atmosphere, environment, or conditions, such as their department and colleagues, the administration, a lack of research opportunities, and gender-related issues (see Appendix Table 103 and Appendix Tables 191a, b, and c).

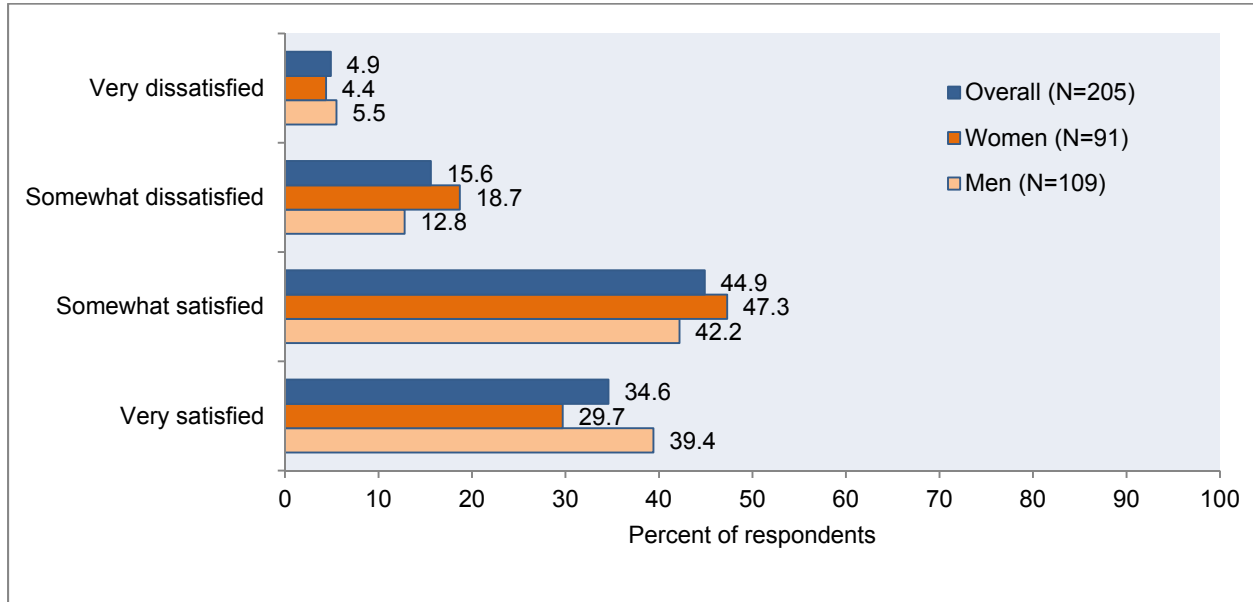
While most respondents were satisfied with their job at NDSU (81.5 percent), nearly one-fifth of respondents were dissatisfied with their job at NDSU (18.5 percent) (see Figure 73). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 74. Respondent’s level of satisfaction, in general, with their job at NDSU



Though most respondents were satisfied with the way their career has progressed at NDSU (79.5 percent), one-fifth of respondents were dissatisfied with the way their career has progressed (20.5 percent) (see Figure 74). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 75. Respondent’s level of satisfaction, in general, with the way their career has progressed at NDSU



NDSU Programs and Resources

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables.

Respondents were asked their perception of the value of various programs on the NDSU campus (see Figures 76 to 86 and Appendix Tables 104 to 114) as well as whether they have ever used the program (see Figure 87 and Appendix Tables 115 to 124).

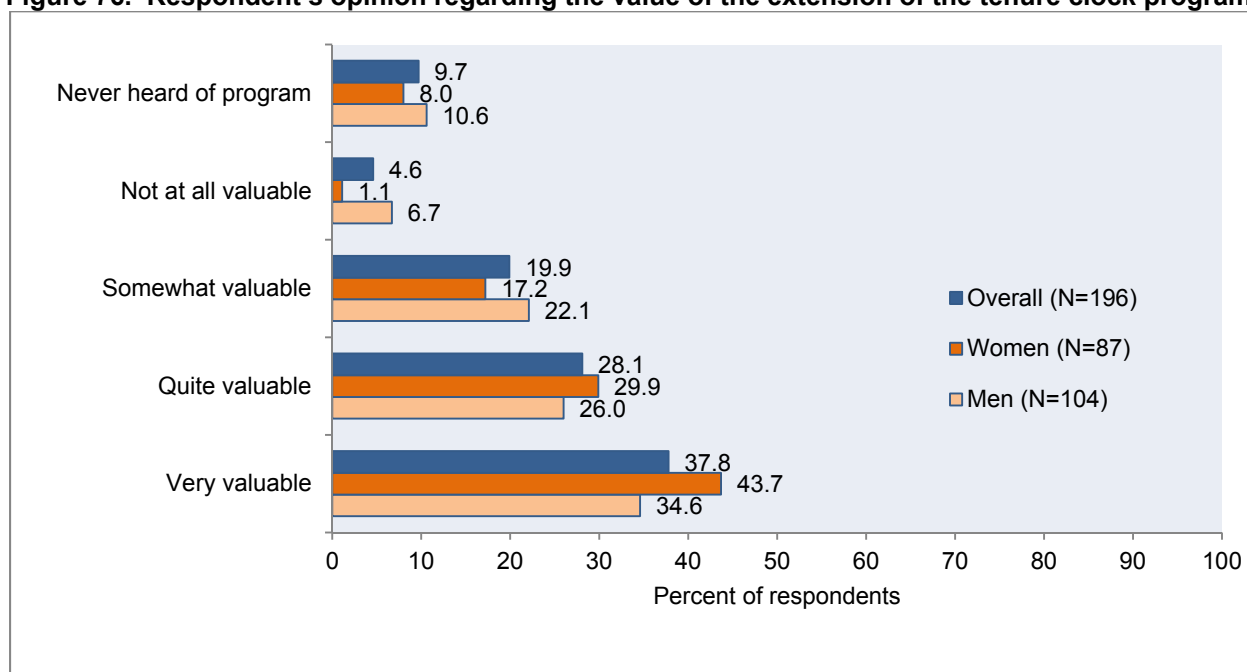
Nearly two-fifths of respondents indicated that the *extension of the tenure clock program* is very valuable (37.8 percent) (see Figure 76 and Appendix Table 104). However, one-tenth of respondents had not heard of the program (9.7 percent).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who indicated that the *extension of the tenure clock program* is not at all valuable or only somewhat valuable was:

- **Years at NDSU** – Twice as high among respondents who have been at NDSU more than 5 years compared to those at NDSU 5 years or less (32.7 percent and 15.7 percent, respectively). However, a higher proportion of respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years had never heard of the program (18.1 percent and 2.8 percent, respectively).

Figure 76. Respondent's opinion regarding the value of the extension of the tenure clock program



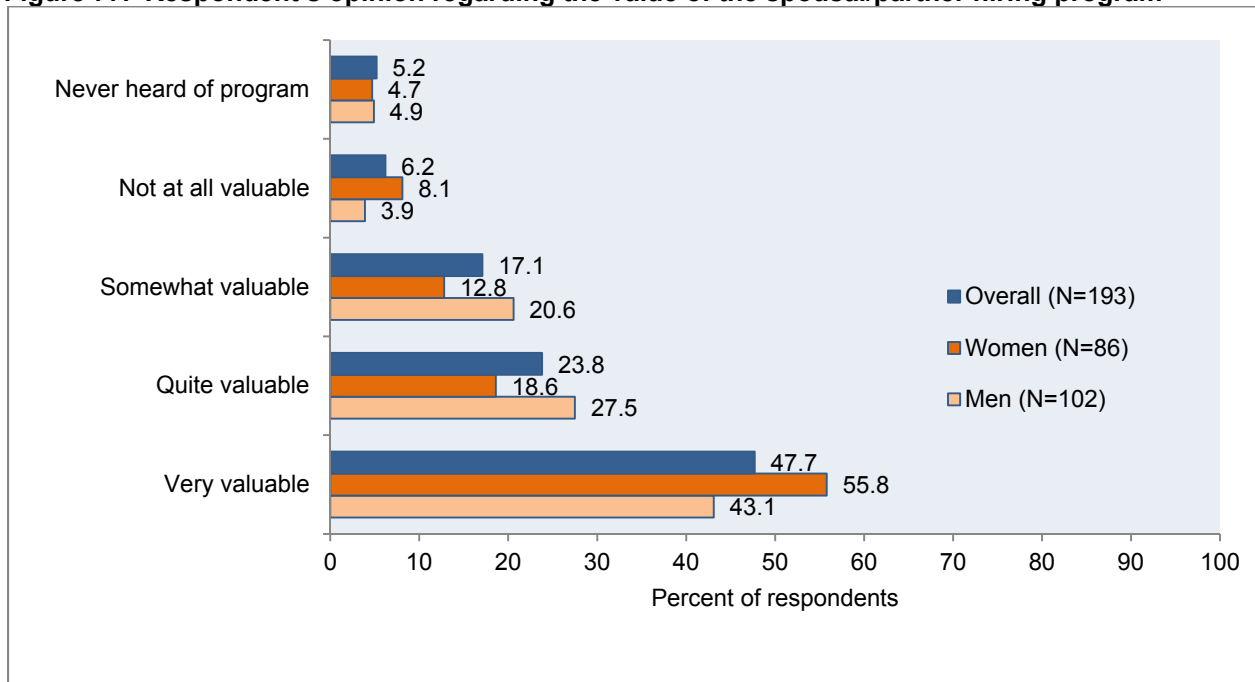
Nearly half of respondents indicated that the *spousal/partner hiring program* is very valuable (47.7 percent) and only 5.2 percent of respondents had not heard of the program (see Figure 77 and Appendix Table 105).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who indicated that the *spousal/partner hiring program* is very valuable was:

- **Having children ages 6 or younger** – Much higher among respondents with young children than respondents without (65.3 percent and 41.7 percent, respectively).

Figure 77. Respondent’s opinion regarding the value of the spousal/partner hiring program



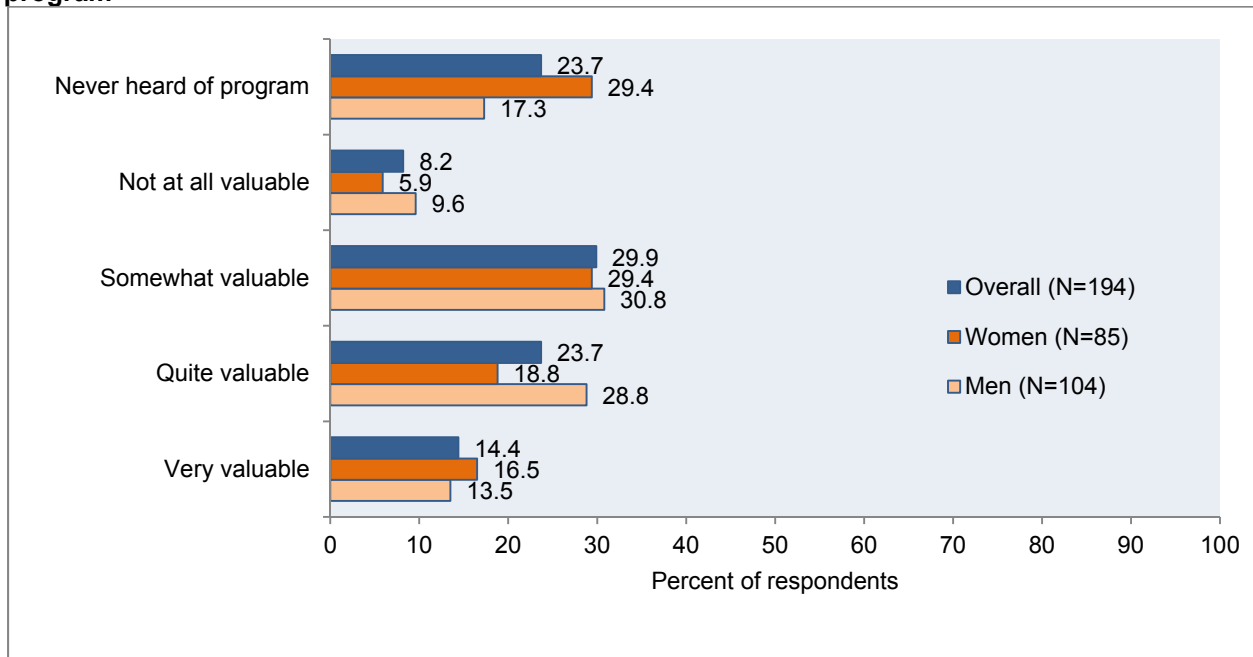
The *workshops for search committees program* was seen as very valuable by 14.4 percent of respondents and 23.7 percent saw them as quite valuable (see Figure 78 and Appendix Table 106). However, one-fourth of respondents had not heard of the *workshops for search committees program* (23.7 percent).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who indicated that they had never heard of the *workshops for search committees program* was:

- **Tenure status** – Much higher among non-tenured faculty than tenured faculty (38.6 percent and 12.4 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU 5 years or less than respondents who have been at NDSU more than 5 years (37.8 percent and 12.0 percent, respectively).

Figure 78. Respondent’s opinion regarding the value of the workshops for search committees program



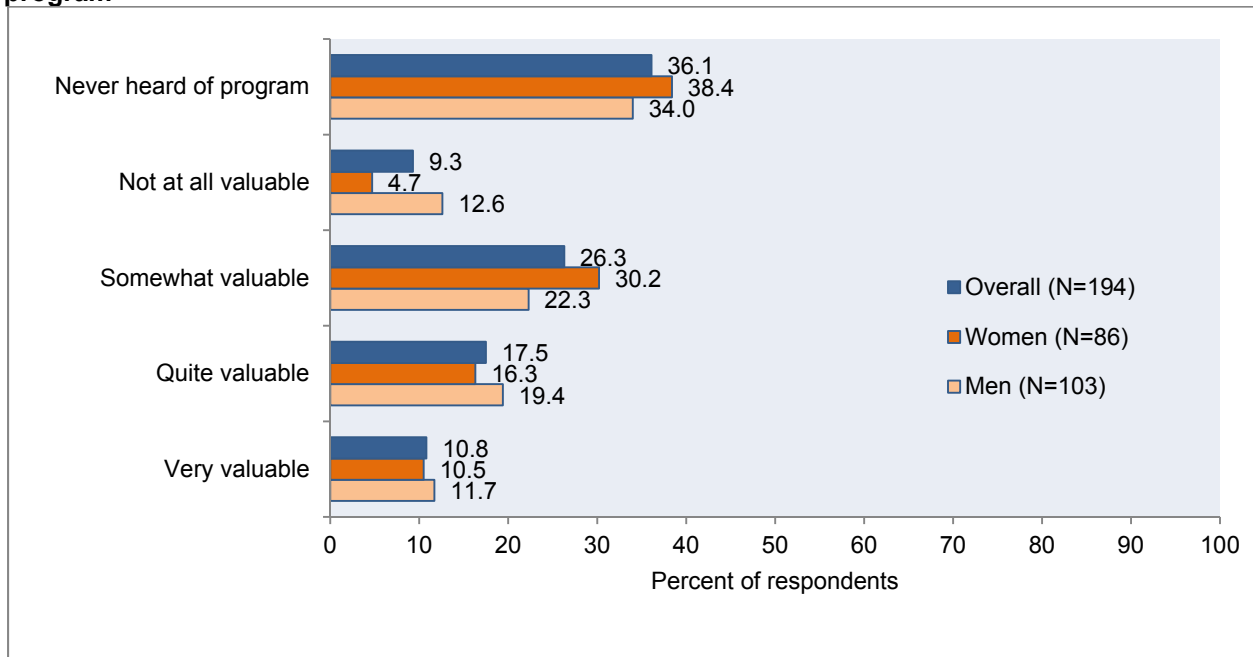
The *on-line training for search committees program* was seen as very valuable by 10.8 percent of respondents and quite valuable by 17.5 percent (see Figure 79 and Appendix Table 107). However, more than one-third of respondents had not heard of the *on-line training for search committees program* (36.1 percent).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who indicated that they had never heard of the *on-line training for search committees program* was:

- **Tenure status** – Higher among non-tenured faculty than tenured faculty (45.9 percent and 28.8 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU 5 years or less than respondents who have been at NDSU more than 5 years (45.8 percent and 28.0 percent, respectively).

Figure 79. Respondent’s opinion regarding the value of the on-line training for search committees program



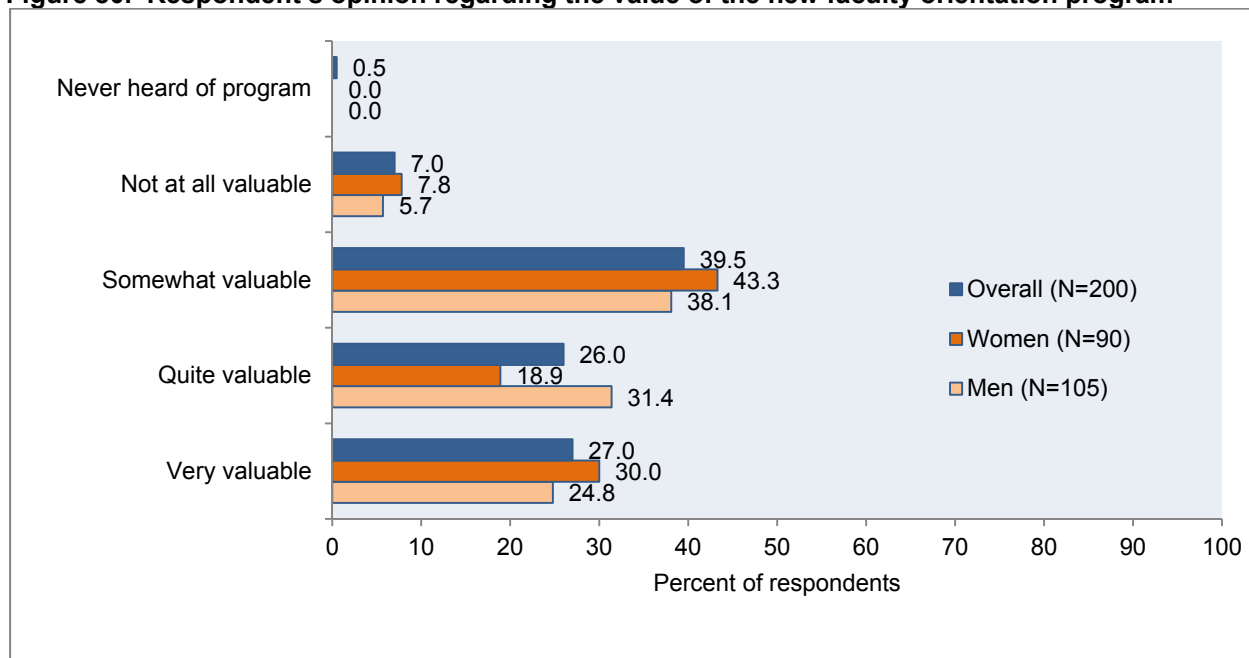
More than one-fourth of respondents indicated that the *new faculty orientation program* is very valuable (27.0 percent) and another one-fourth said quite valuable (26.0 percent) (see Figure 80 and Appendix Table 108). Almost all respondents had heard of the program (99.5 percent).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who indicated that the *new faculty orientation program* is very valuable was:

- **Racial/ethnic majority status** – Higher among non-majority status respondents than those of majority status (41.2 percent and 24.4 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (29.8 percent and 18.4 percent, respectively).

Figure 80. Respondent’s opinion regarding the value of the new faculty orientation program



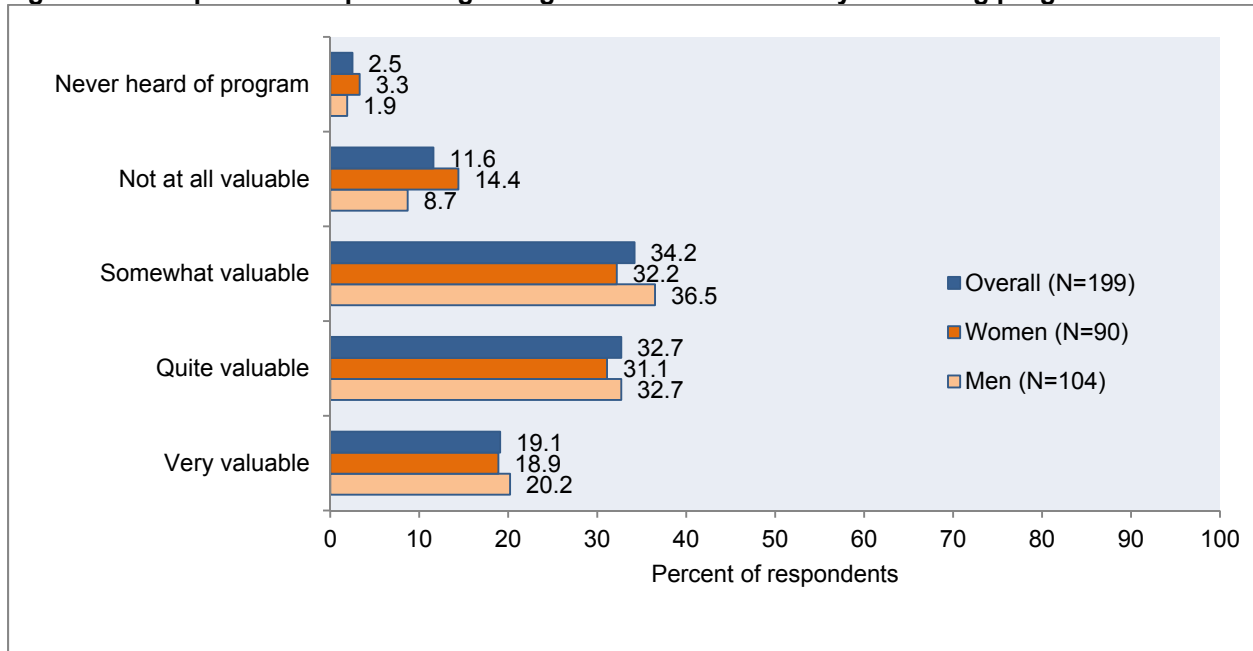
One-fifth of respondents indicated that the *faculty mentoring program* is very valuable (19.1 percent) and an additional one-third said it is quite valuable (32.7 percent) (see Figure 81 and Appendix Table 109).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who indicated that the *faculty mentoring program* is very valuable was:

- **Racial/ethnic majority status** – More than twice as high among non-majority status respondents as those of majority status (37.1 percent and 15.4 percent, respectively).

Figure 81. Respondent’s opinion regarding the value of the faculty mentoring program



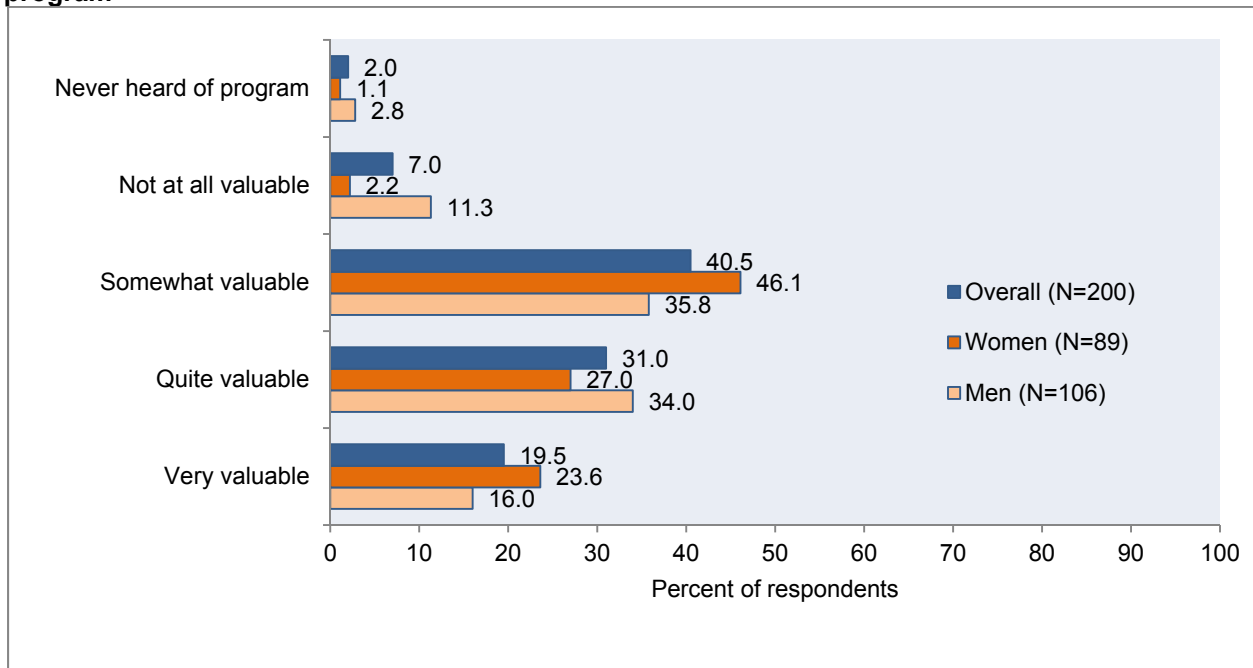
Half of respondents indicated that the *pedagogical luncheons/workshops program* is quite or very valuable (50.5 percent) (see Figure 82 and Appendix Table 110).

Significant differences

The proportion of respondents who indicated that the *pedagogical luncheons/workshops program* is very valuable was:

- **Gender** – Somewhat higher among women than men (23.6 percent and 16.0 percent, respectively).
- **Racial/ethnic majority status** – Higher among non-majority status respondents than those of majority status (32.4 percent and 17.1 percent, respectively).

Figure 82. Respondent’s opinion regarding the value of the pedagogical luncheons/workshops program



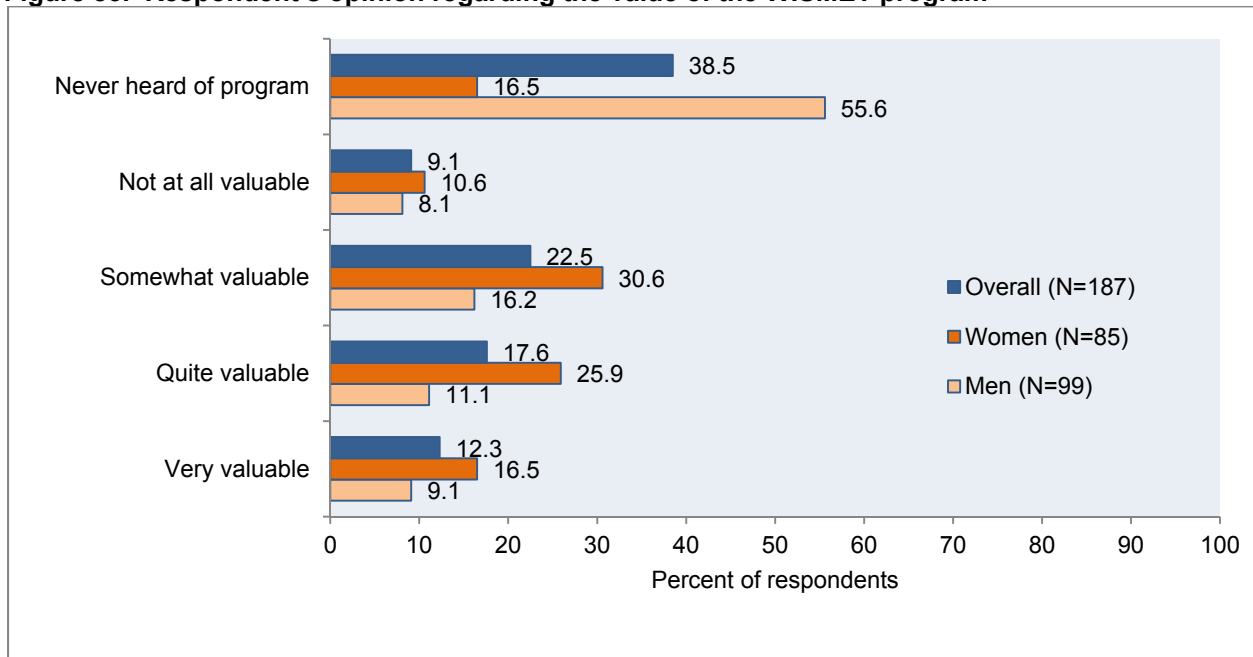
While 12.3 percent of respondents indicated the *Women in Science, Math, Engineering, and Technology (WISMET) program* is very valuable and 17.6 percent indicated it is quite valuable, 38.5 percent of respondents had never heard of the program (see Figure 83 and Appendix Table 111).

Significant differences

The proportion of respondents who indicated that they had never heard of *WISMET* was:

- **Gender** – Substantially higher among men than women (55.6 percent and 16.5 percent, respectively). In addition, a somewhat higher proportion of women than men indicated that the program is very valuable (16.5 percent and 9.1 percent, respectively).
- **Racial/ethnic majority status** – Higher among non-majority status respondents than those of majority status (51.6 percent and 35.1 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (43.0 percent and 24.4 percent, respectively). In addition, twice the proportion of respondents with young children as those without young children indicated that the program is very valuable (20.0 percent and 9.9 percent, respectively).

Figure 83. Respondent’s opinion regarding the value of the WISMET program



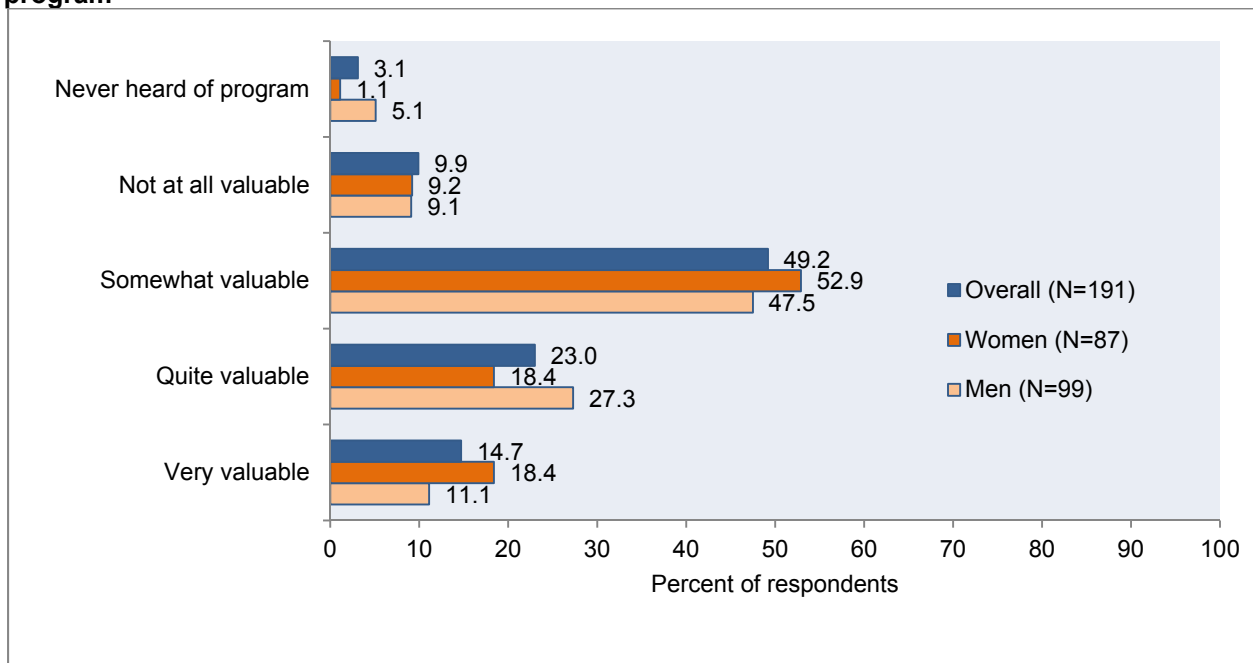
The *Gear Up for Grants workshops program* was seen as very valuable by 14.7 percent of respondents and quite valuable by 23.0 percent (see Figure 84 and Appendix Table 112).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who indicated that the *Gear Up for Grants workshops program* is very valuable was:

- **Racial/ethnic majority status** – More than twice as high among non-majority status respondents as those of majority status (26.5 percent and 12.3 percent, respectively).

Figure 84. Respondent’s opinion regarding the value of the Gear Up for Grants workshops program



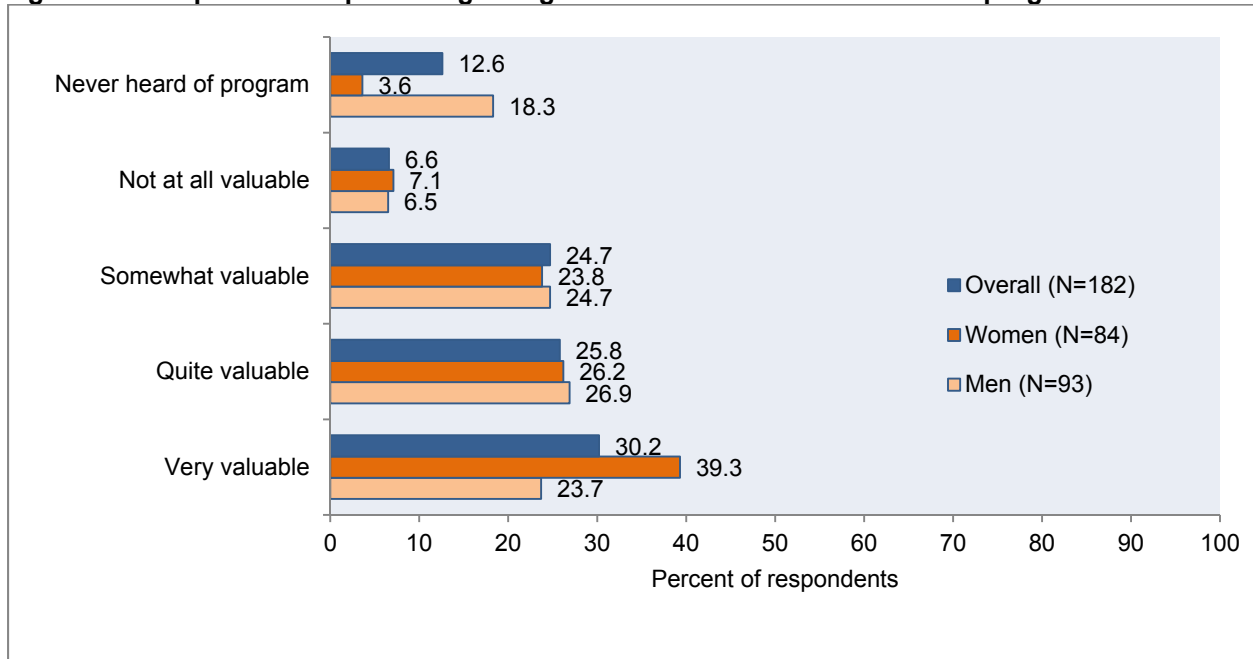
The majority of respondents indicated that the Advance FORWARD programs are very or quite valuable (56.0 percent), while 12.6 percent of respondents had not heard of the programs (see Figure 85 and Appendix Table 113).

Significant differences

The proportion of respondents who indicated that the Advance FORWARD programs are very valuable was:

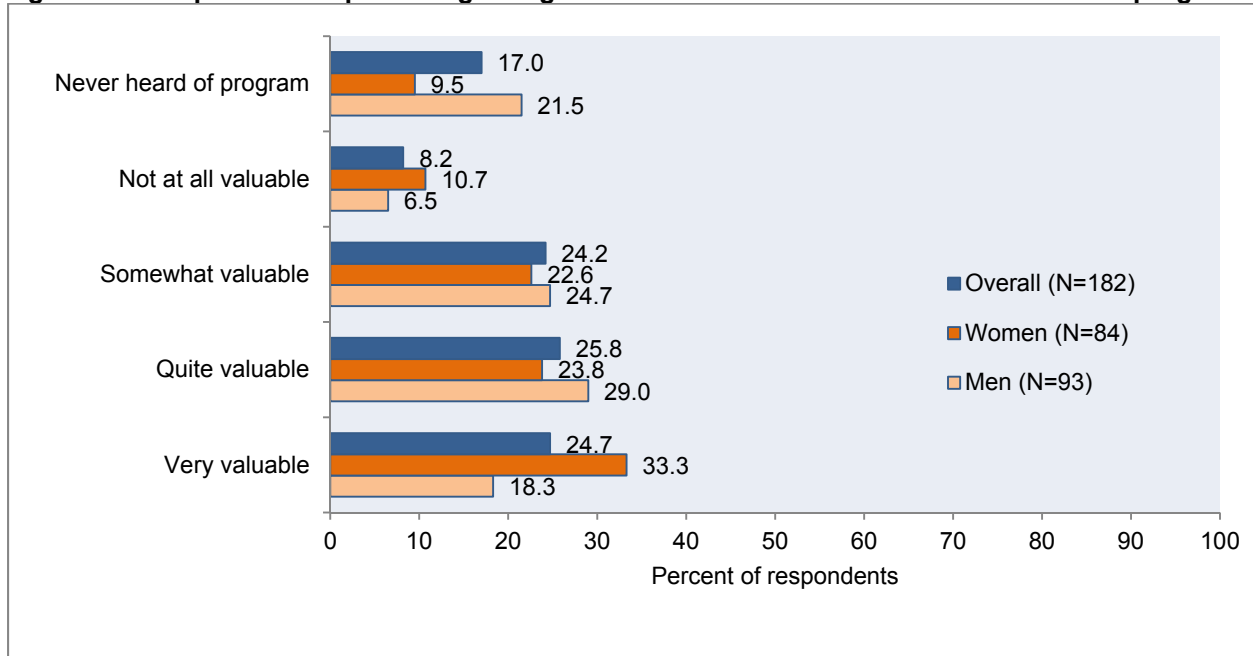
- **Gender** – Higher among women than men (39.3 percent and 23.7 percent, respectively). Additionally, a higher proportion of men than women had not heard of the programs (18.3 percent and 3.6 percent, respectively).
- **Tenure status** – Higher among non-tenured faculty than tenured faculty (40.2 percent and 21.1 percent, respectively).

Figure 85. Respondent’s opinion regarding the value of Advance FORWARD programs



One-fourth of respondents indicated that the FORWARD Allies/Advocates program is very valuable (24.7 percent) and an additional one-fourth indicated that it is quite valuable (25.8 percent) (see Figure 86). Nearly one-fifth of respondents had never heard of the FORWARD Allies/Advocates program (17.0 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 86. Respondent's opinion regarding the value of the FORWARD Allies/Advocates program



Pedagogical luncheons/workshops was the most used of the various programs available at NDSU (83.2 percent) followed closely by the *new faculty orientation program* (82.5 percent) (see Figure 87 and Appendix Tables 115 to 124). The *faculty mentoring program* had also been widely used (71.4 percent) and the *Gear Up for Grants workshops program* had been used by more than half of respondents (54.0 percent). The less commonly used programs included the *on-line training for search committees program* (16.2 percent), the *FORWARD Allies/Advocates program* (16.1 percent), and the *extension of the tenure clock program* (14.4 percent).

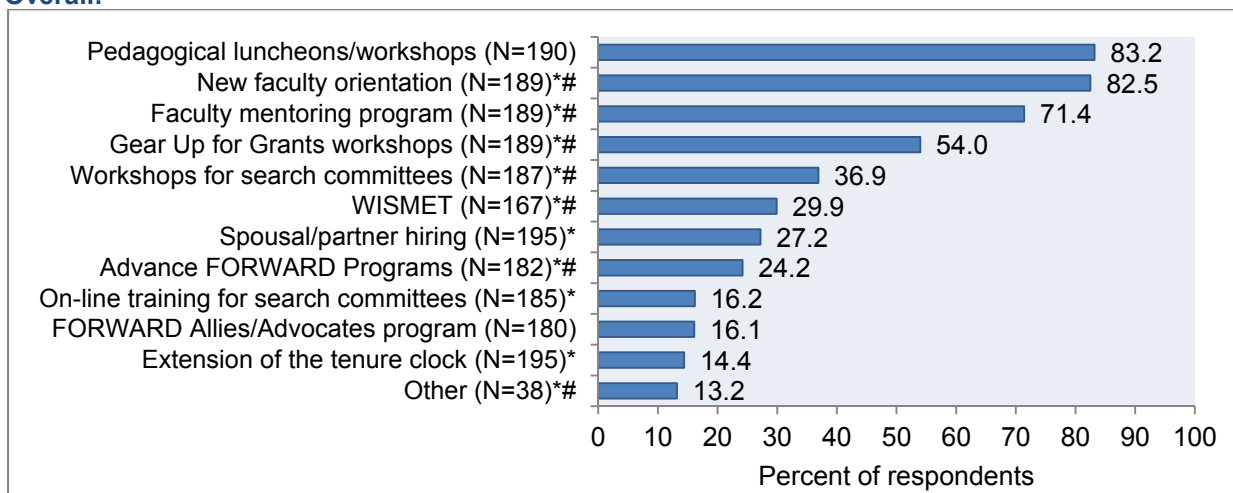
Significant differences

- **Gender** – The *workshops for search committees program* had been used by a much higher proportion of men than women (52.5 percent and 17.1 percent, respectively) as had *other programs* (23.8 percent and 0.0 percent, respectively). In contrast, a substantially higher proportion of women than men had used the *WISMET program* (58.0 percent and 3.6 percent, respectively) and a much higher proportion of women than men had used the *new faculty orientation program* (95.3 percent and 71.7 percent, respectively), the *Gear Up for Grants program* (66.3 percent and 44.0 percent, respectively), and *Advance FORWARD programs* (35.7 percent and 14.7 percent, respectively). A higher proportion of women than men had used the *faculty mentoring program* (79.1 percent and 65.7 percent, respectively).
- **Type of college** – A much higher proportion of respondents in non-STEM designated colleges than those in STEM colleges had used the *new faculty orientation program* (95.5 percent and 67.0 percent, respectively).
- **Tenure status** – A substantially higher proportion of tenured faculty than non-tenured faculty had used the *workshops for search committees program* (54.9 percent and 11.4 percent, respectively), a much higher proportion had used *other programs* (26.3 percent and 0.0 percent, respectively), and a higher proportion had used the *on-line training for search committees program* (24.0 percent and 5.0 percent, respectively). In contrast, a much higher proportion of non-tenured faculty than tenured faculty had used the *new faculty orientation program* (94.0 percent and 72.3 percent, respectively), the *faculty mentoring program* (85.5 percent and 60.4 percent, respectively), the *WISMET program* (40.3 percent and 18.6 percent, respectively), and the *Gear Up for Grants program* (67.9 percent and 41.0 percent, respectively).
- **Years at NDSU** – A much higher proportion of respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less had used the *workshops for search committees program* (54.8 percent and 13.6 percent, respectively) and a higher proportion had used the *on-line training for search committees program* (23.5 percent and 7.4 percent, respectively) and the *extension of the tenure clock program* (17.6 percent and 7.2 percent, respectively). In contrast, a higher proportion of respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years had used the *new faculty orientation program* (91.4 percent and 75.0 percent, respectively), the *faculty mentoring program* (80.2 percent and 64.4 percent, respectively), and the *Gear Up for Grants program* (62.7 percent and 46.1 percent, respectively).
- **Having children ages 6 or younger** – A much higher proportion of respondents with young children than those without had used the *extension of the tenure clock program* (23.9 percent and 11.4 percent, respectively) and the *spousal/partner hiring program* (50.0 percent and 20.1 percent, respectively) and a higher proportion had used the *WISMET program* (42.2 percent and 25.4 percent, respectively).

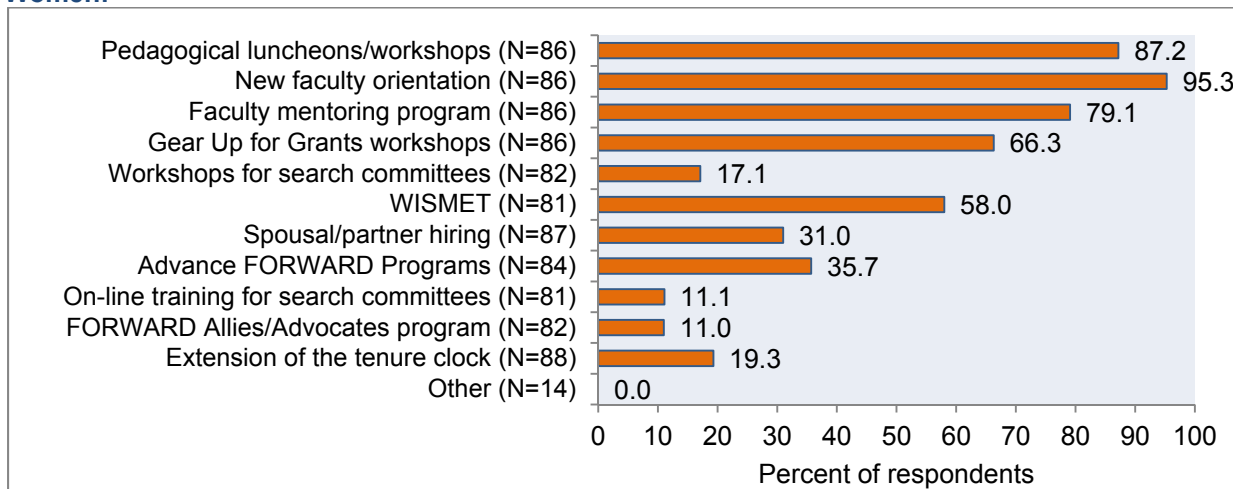
Of respondents who said “other” when asked about available programs designed to improve the working environments of faculty on the NDSU campus, approximately half of respondents mentioned miscellaneous programs such as the Diversity Council, daycare facilities, and early tenure (see Appendix Table 125 and Appendix Tables 192a and b). Nearly half of respondents left related comments.

Figure 87. Respondent's use of various programs available on the NDSU campus

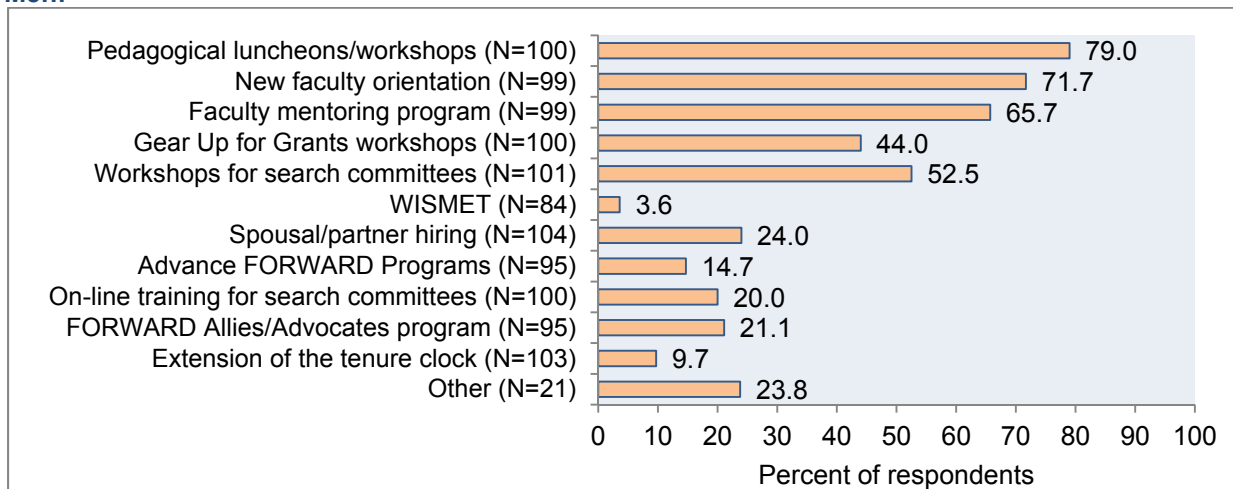
Overall:



Women:



Men:



*Significant differences were found for this response on one or more of the characteristics explored for significance

#Significant differences were found for this response based on gender

Balancing Personal and Professional Life

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables.

Respondents were asked about their level of agreement with a series of statements about balancing their personal and professional lives (see Figures 88 to 91 and Appendix Tables 126 to 129).

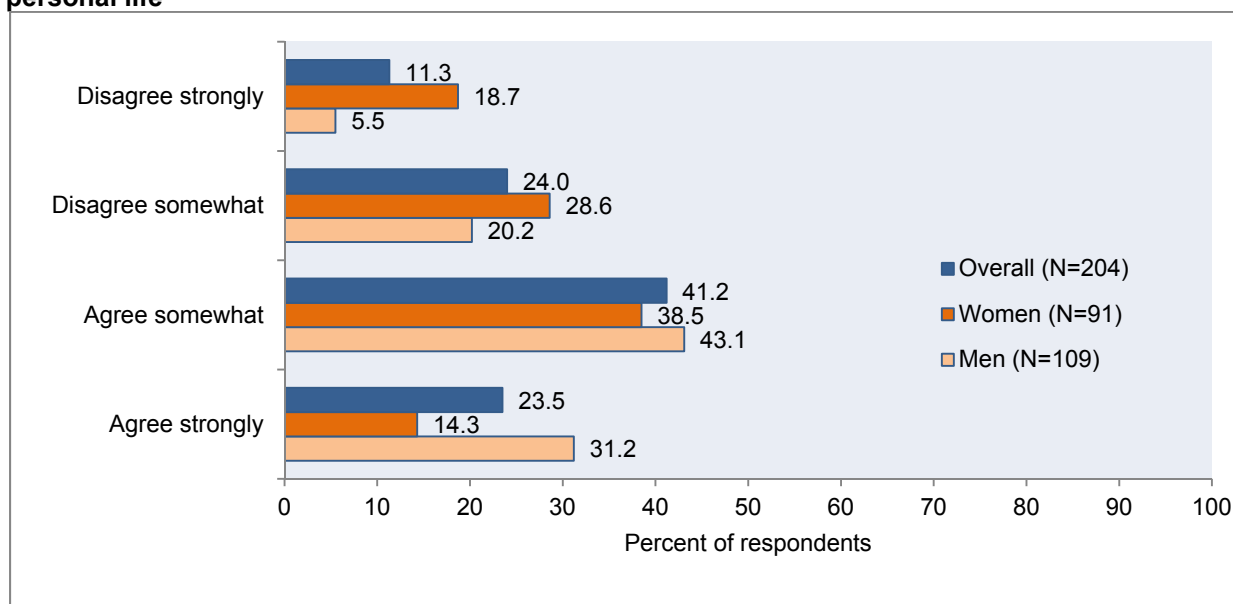
Nearly two-thirds of respondents agreed that they are usually satisfied with the way in which they balance their professional and personal life (64.7 percent) (see Figure 88 and Appendix Table 126). The remaining respondents indicated that they are not satisfied with how they balance their professional and personal life (i.e., disagreed) (35.3 percent).

Significant differences

The proportion of respondents who strongly agreed that they are usually satisfied with the way in which they balance their professional and personal life was:

- **Gender** – More than twice as high among men as women (31.2 percent and 14.3 percent, respectively).

Figure 88. Respondent's opinion regarding the statement about balancing their personal and professional lives: "I am usually satisfied with the way in which I balance my professional and personal life"



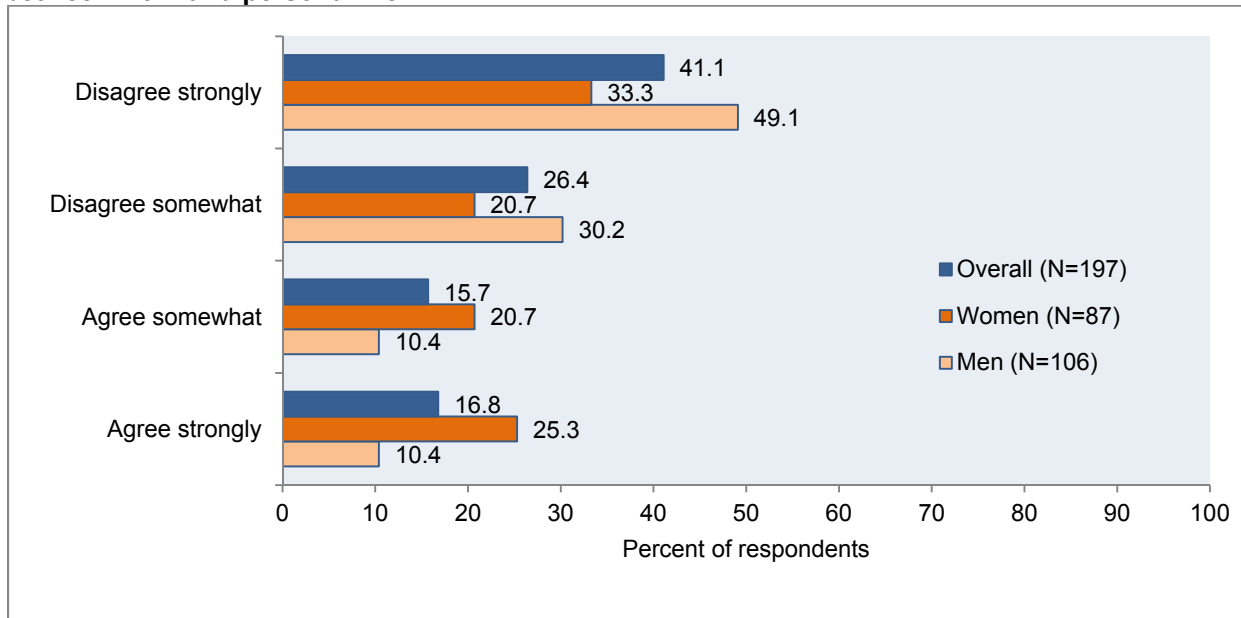
One-third of respondents agreed that they have seriously considered leaving NDSU in order to achieve better balance between work and personal life (32.5 percent) (see Figure 89 and Appendix Table 127), while 41.1 percent have not seriously considered leaving for this reason at all (i.e., strongly disagreed).

Significant differences

The proportion of respondents who indicated that they have not seriously considered leaving NDSU in order to achieve better balance between work and personal life at all (i.e., strongly disagreed) was:

- **Gender** – Higher among men than women (49.1 percent and 33.3 percent, respectively).
- **Tenure status** – Higher among tenured faculty than non-tenured faculty (46.7 percent and 32.2 percent, respectively).

Figure 89. Respondent’s opinion regarding the statement about balancing their personal and professional lives: “I have seriously considered leaving NDSU in order to achieve better balance between work and personal life”



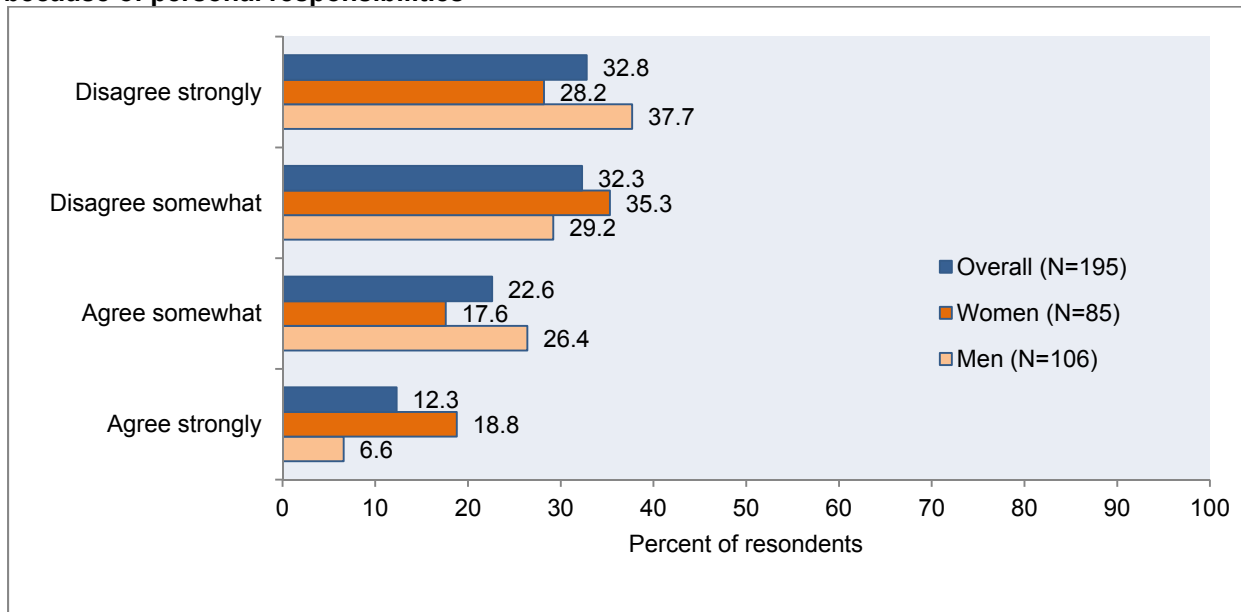
More than one-third of respondents agreed that they often have to forego professional activities such as sabbaticals or conferences because of personal responsibilities (34.9 percent) (see Figure 90 and Appendix Table 128).

Significant differences

The proportion of respondents who strongly agreed that they often have to forego professional activities such as sabbaticals or conferences because of personal responsibilities was:

- **Gender** – Higher among women than men (18.8 percent and 6.6 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (17.6 percent and 4.8 percent, respectively).

Figure 90. Respondent’s opinion regarding the statement about balancing their personal and professional lives: “I often have to forego professional activities (e.g., sabbaticals, conferences) because of personal responsibilities”



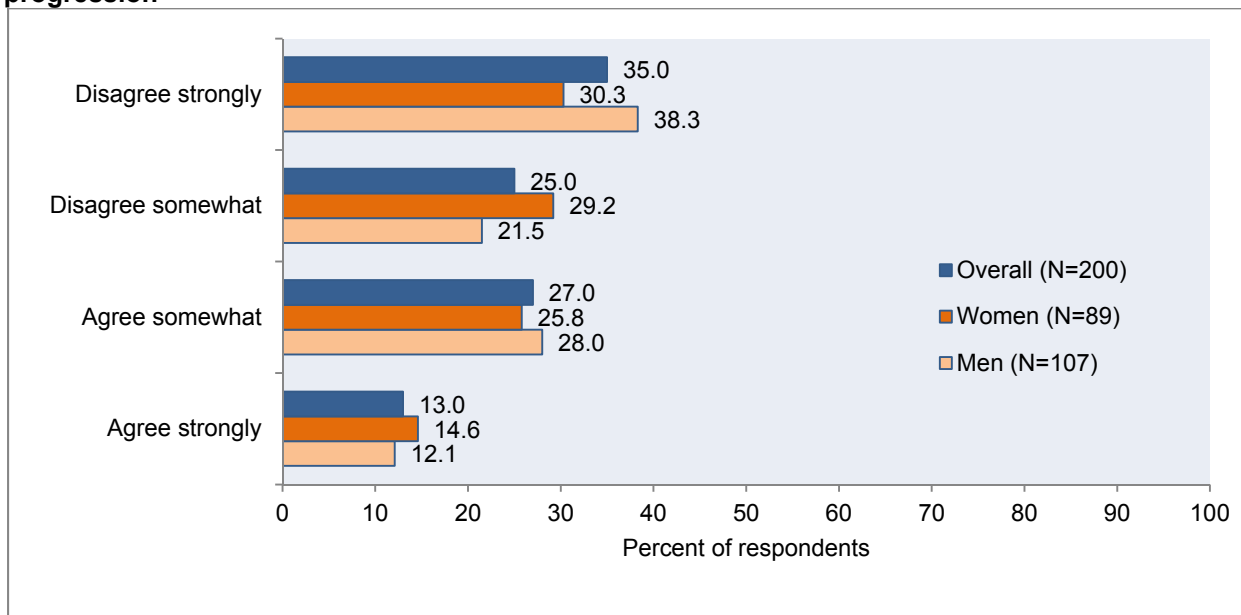
Two in five respondents agreed that personal responsibilities and commitments have slowed down their career progression (40.0 percent) (see Figure 91 and Appendix Table 129).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who strongly agreed that personal responsibilities and commitments have slowed down their career progression was:

- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (18.7 percent and 6.9 percent, respectively).
- **Having children ages 6 or younger** – Somewhat higher among respondents with young children than those without (18.4 percent and 11.3 percent, respectively). In contrast, a much higher proportion of respondents without young children than those with young children indicated that their career progression has not been slowed down at all by personal responsibilities and commitments (i.e., disagreed) (41.1 percent and 16.3 percent, respectively).

Figure 91. Respondent’s opinion regarding the statement about balancing their personal and professional lives: “Personal responsibilities and commitments have slowed down my career progression”



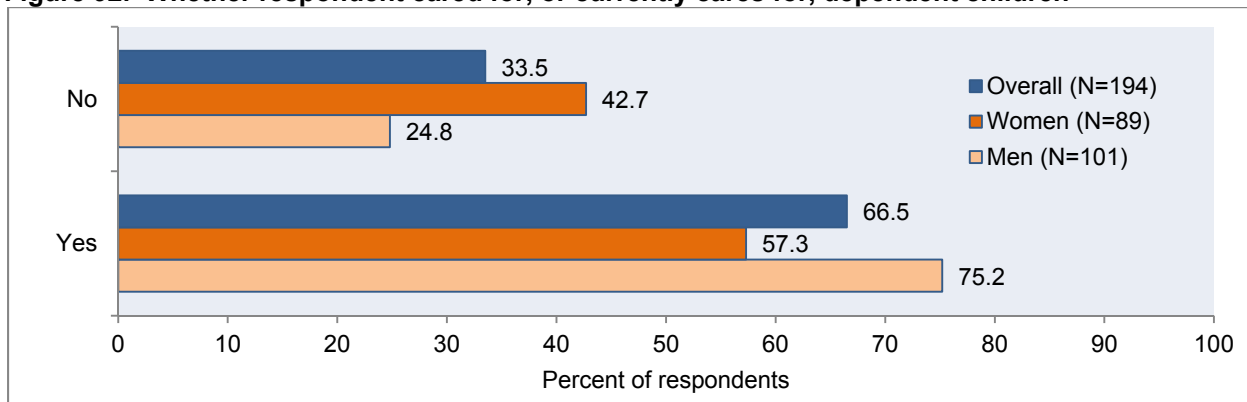
Two-thirds of respondents had cared for, or currently cared for, dependent children (66.5 percent) (see Figure 92 and Appendix Table 130).

Significant differences

The proportion of respondents who had cared for, or currently cared for, dependent children was:

- **Gender** – Higher among men than women (75.2 percent and 57.3 percent, respectively).
- **Tenure status** – Higher among tenured faculty than non-tenured faculty (74.3 percent and 58.6 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (75.0 percent and 54.8 percent, respectively).

Figure 92. Whether respondent cared for, or currently cares for, dependent children



More than two-fifths of respondents overall currently had children ages 18 or younger (42.9 percent) (see Figure 93 and Appendix Table 131).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents overall who currently had children ages 18 or younger was:

- **Tenure status** – Higher among non-tenured faculty than tenured faculty (50.5 percent and 31.7 percent, respectively).

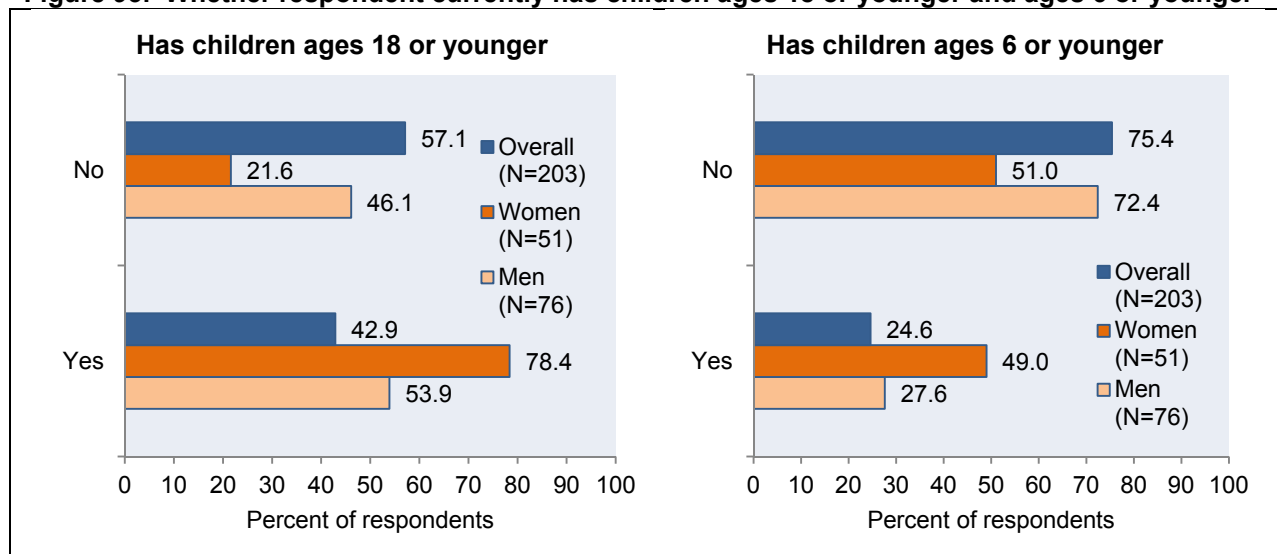
One-fourth of respondents currently had children ages 6 or younger (24.6 percent) (see Figure 93 and Appendix Table 132).

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. The proportion of respondents overall who currently had children ages 6 or younger was:

- **Type of college** – Twice as high among respondents in STEM designated colleges as those in non-STEM colleges (33.3 percent and 15.2 percent, respectively).
- **Tenure status** – Much higher among non-tenured faculty than tenured faculty (41.2 percent and 8.3 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU 5 years or less than those who have been at NDSU more than 5 years (35.4 percent and 12.4 percent, respectively).

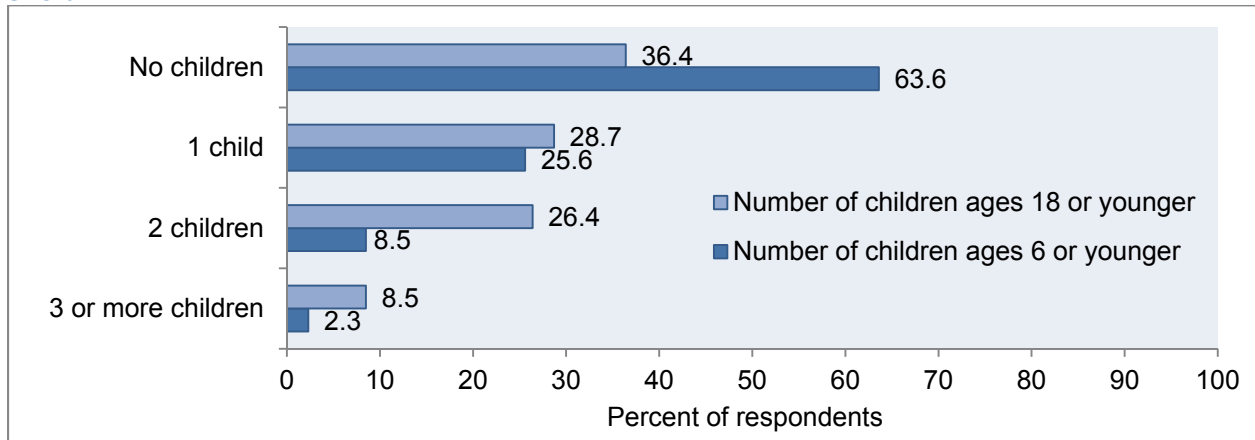
Figure 93. Whether respondent currently has children ages 18 or younger and ages 6 or younger



Among respondents who cared for or currently care for dependent children, less than two-thirds still had a child ages 18 or younger at home (63.6 percent) and more than one-third still had a child ages 6 or younger at home (36.4 percent) (see Figure 94). Children 18 or younger were born in 1991 or later and children ages 6 or younger were born in 2003 or later.

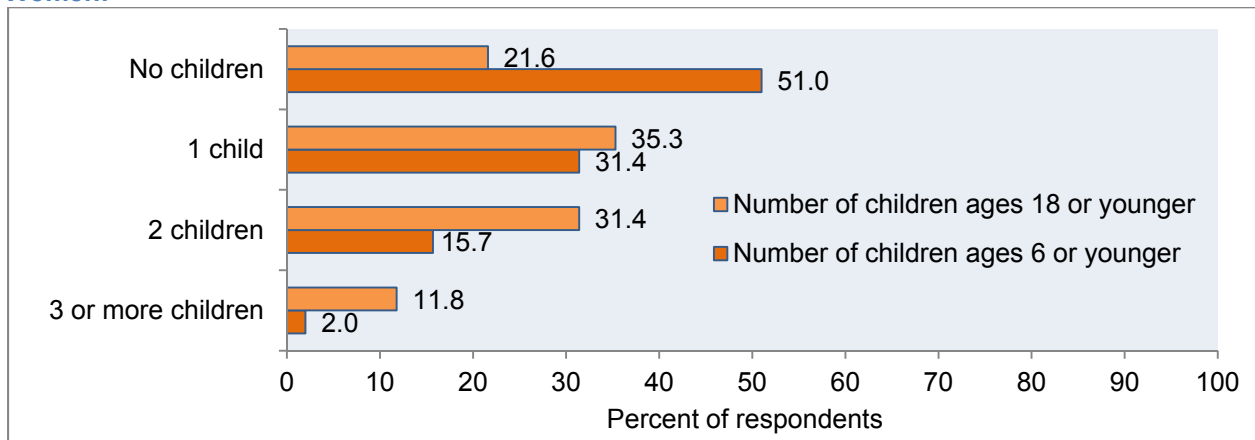
Figure 94. Among respondents who cared for/currently care for dependent children, number of children respondent has ages 18 or younger and ages 6 or younger

Overall:



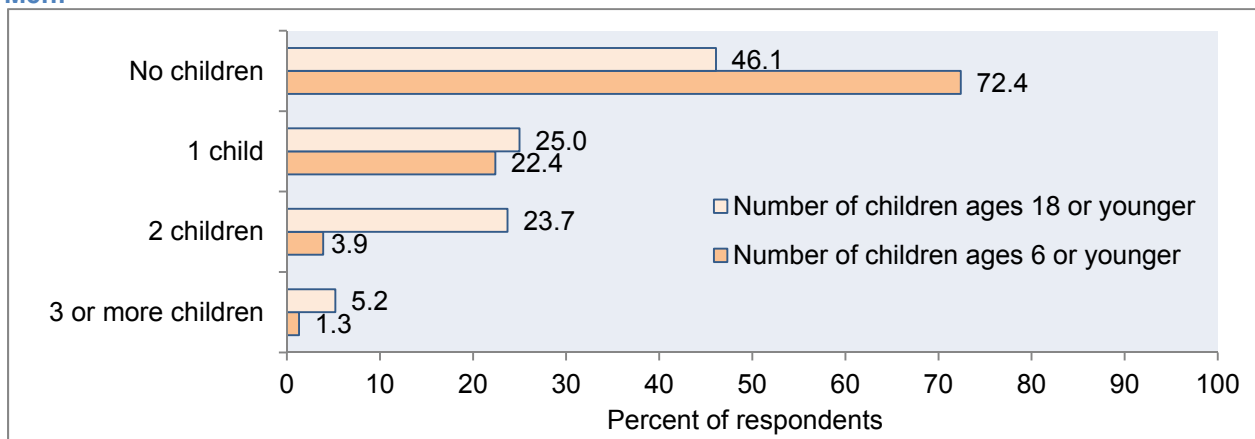
N=129

Women:



N=51

Men:



N=76

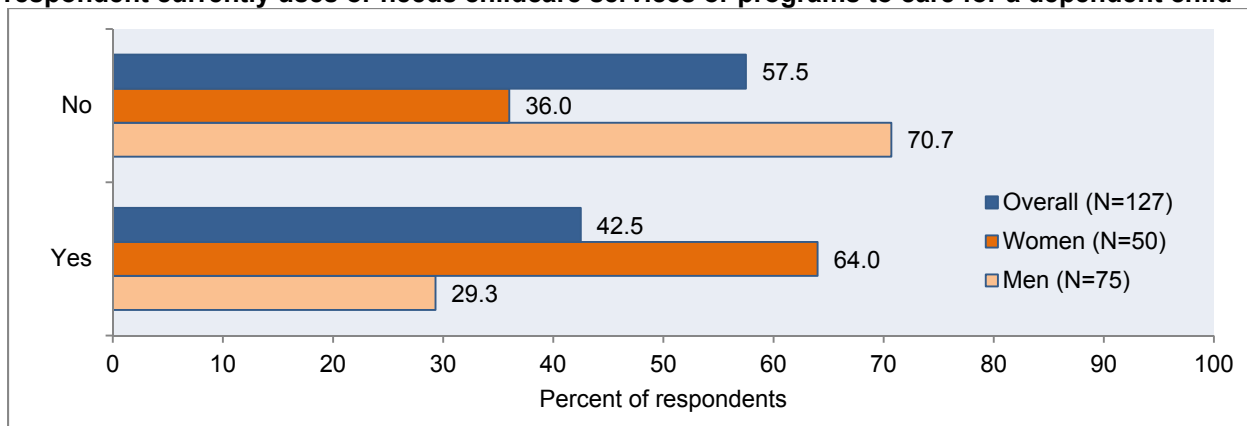
Among respondents who cared for or currently care for dependent children, more than two in five currently used or needed childcare services or programs to care for a dependent child (42.5 percent) (see Figure 95 and Appendix Table 133).

Significant differences

Among respondents who cared for or currently care for dependent children, the proportion of respondents who currently used or needed childcare services or programs to care for a dependent child was:

- **Gender** – More than twice as high among women as men (64.0 percent and 29.3 percent, respectively).
- **Tenure status** – More than three times as high among non-tenured faculty as tenured faculty (72.5 percent and 23.3 percent, respectively).
- **Years at NDSU** – More than twice as high among respondents who have been at NDSU 5 years or less than respondents who have been at NDSU more than 5 years (65.2 percent and 27.6 percent respectively).
- **Having children ages 6 or younger** – Substantially higher among respondents with children ages 6 or younger than those without children ages 6 or younger (83.0 percent and 18.8 percent).

Figure 95. Among respondents who cared for/currently care for dependent children, whether respondent currently uses or needs childcare services or programs to care for a dependent child



Among respondents who cared for or currently care for dependent children and currently used or needed childcare services, the most common childcare arrangement was a *non-university childcare center* (50.0 percent) (see Figure 96 and Appendix Tables 134 to 137). Approximately one-fifth of respondents used *after-school care* (22.2 percent), the *NDSU Center for Child Development* (20.4 percent), or *childcare provided in the provider's home* (18.5 percent). See Appendix Table 138 for respondent's level of satisfaction with current childcare arrangements; however, caution should be exercised when using these data due to the small number of respondents. See Appendix Table 139 and Appendix Tables 193a and b for other responses and comments regarding childcare arrangements.

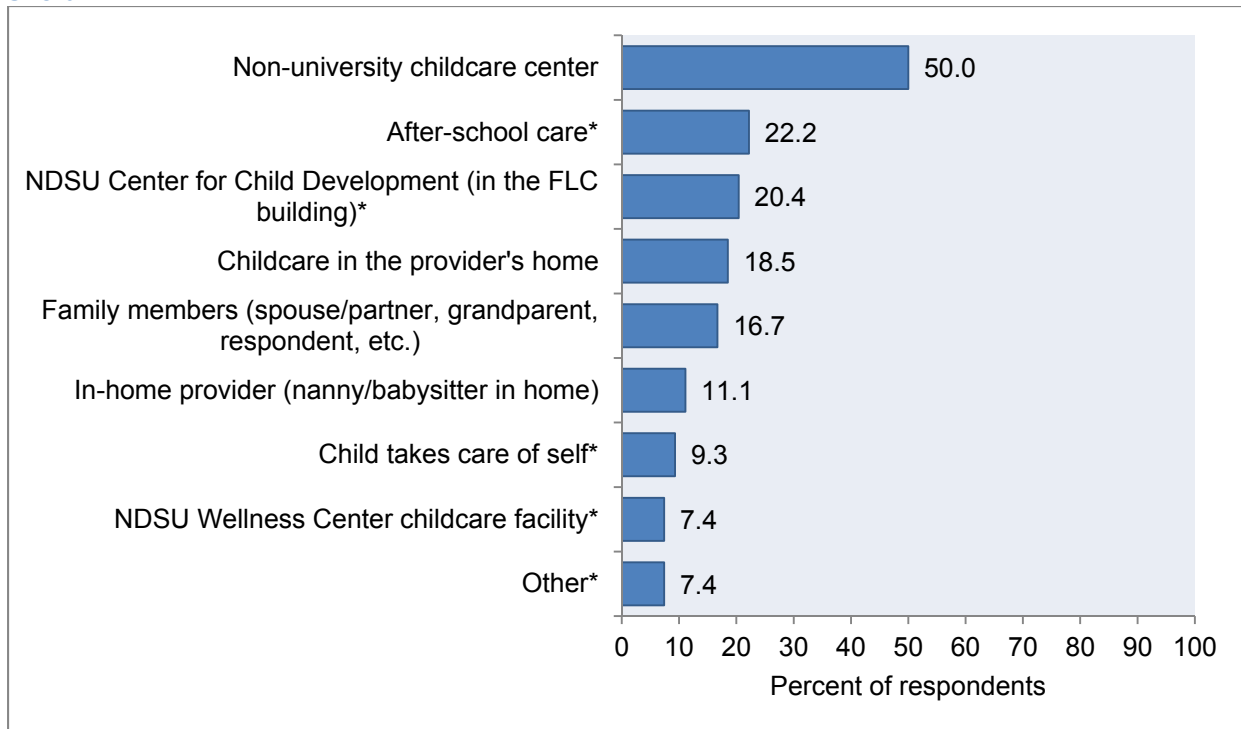
Significant differences

There were not significant differences in responses based on gender but there were for four of the other characteristics explored for significance. Among respondents who cared for or currently care for dependent children and currently used or needed childcare services:

- **Type of college** – A much higher proportion of respondents in non-STEM designated colleges than those in STEM colleges had an arrangement where the *child takes care of him/herself* (21.1 percent and 0.0 percent, respectively).
- **Tenure status** – A much higher proportion of tenured faculty than non-tenured faculty used *after-school care* (41.2 percent and 13.5 percent, respectively) and *other arrangements* (23.5 percent and 0.0 percent, respectively).
- **Years at NDSU** – A much higher proportion of respondents who have been at NDSU more than 5 years than those at NDSU 5 years or less used the *NDSU Wellness Center childcare facility* (19.0 percent and 0.0 percent, respectively) and *after-school care* (33.3 percent and 6.7 percent, respectively).
- **Having children ages 6 or younger** – A much higher proportion of respondents without children ages 6 or younger than those with children ages 6 or younger had an arrangement where the *child takes care of him/herself* (26.7 percent and 2.6 percent) and a higher proportion used *other arrangements* (20.0 percent and 2.6 percent). In contrast, a much higher proportion of respondents with children ages 6 or younger than those without children ages 6 or younger used the *NDSU Center for Child Development* (28.2 percent and 0.0 percent, respectively).

Figure 96. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, respondent's use of various childcare arrangements

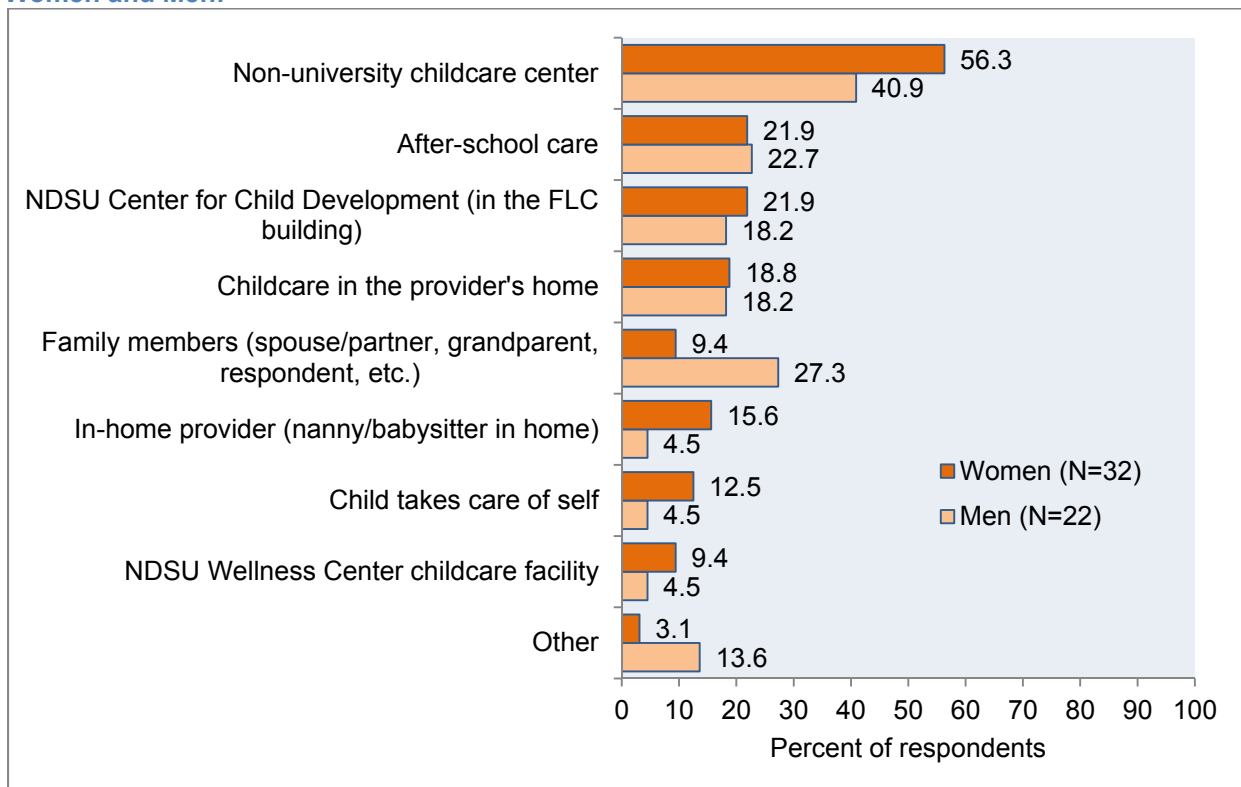
Overall:



N=54

*Significant differences were found for this response on one or more of the characteristics explored for significance

Women and Men:



Among respondents who cared for or currently care for dependent children and currently used or needed childcare services, the most common childcare issue was *care for school aged children after school or during the summer* (63.0 percent) followed closely by *availability of campus childcare* (61.1 percent) (see Figure 97 and Appendix Tables 140 to 145). Other issues facing at least half of these respondents included *availability of infant/toddler care* (55.6 percent) and *back-up or drop-in care when usual childcare arrangements do not work* (55.6 percent). See Appendix Table 146 and Appendix Tables 194a and b for other responses and comments regarding childcare issues.

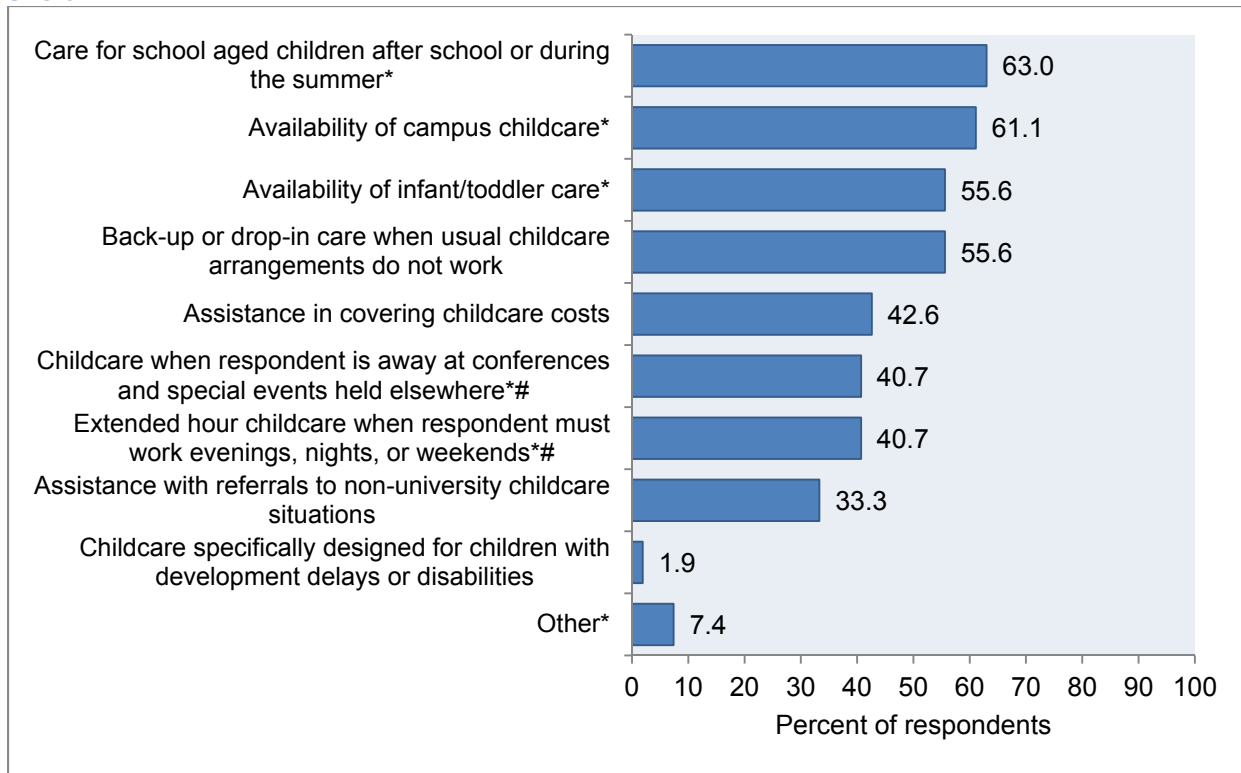
Significant differences

Among respondents who cared for or currently care for dependent children and currently used or needed childcare services:

- **Gender** – A substantially higher proportion of women than men cited *childcare when respondent is away at conferences and special events held elsewhere* (56.3 percent and 18.2 percent, respectively) and *extended hour childcare when respondent must work evenings, nights, or weekends* (62.5 percent and 9.1 percent, respectively) as childcare issues.
- **Racial/ethnic majority status** – A much higher proportion of majority status respondents than non-majority status respondents cited *care for school aged children after school or during the summer* as a childcare issue (68.9 percent and 33.3 percent, respectively).
- **Type of college** – A much higher proportion of respondents in non-STEM designated colleges than those in STEM colleges cited *availability of campus childcare* as a childcare issue (73.7 percent and 44.8 percent, respectively).
- **Tenure status** – A much higher proportion of non-tenured faculty than tenured faculty cited *availability of infant/toddler care* as a childcare issue (64.9 percent and 35.3 percent, respectively).
- **Years at NDSU** – A much higher proportion of respondents who have been at NDSU 5 years or less than those who have been at NDSU more than 5 years cited *availability of infant/toddler care* as a childcare issue (66.7 percent and 33.3 percent, respectively).
- **Having children ages 6 or younger** – A substantially higher proportion of respondents with children ages 6 or younger than those without children ages 6 or younger cited *availability of infant/toddler care* as a childcare issue (69.2 percent and 20.0 percent, respectively). A higher proportion of respondents without children ages 6 or younger than those with children ages 6 or younger cited *other childcare issues* (20.0 percent and 2.6 percent, respectively).

Figure 97. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, which childcare issues apply to respondent

Overall:

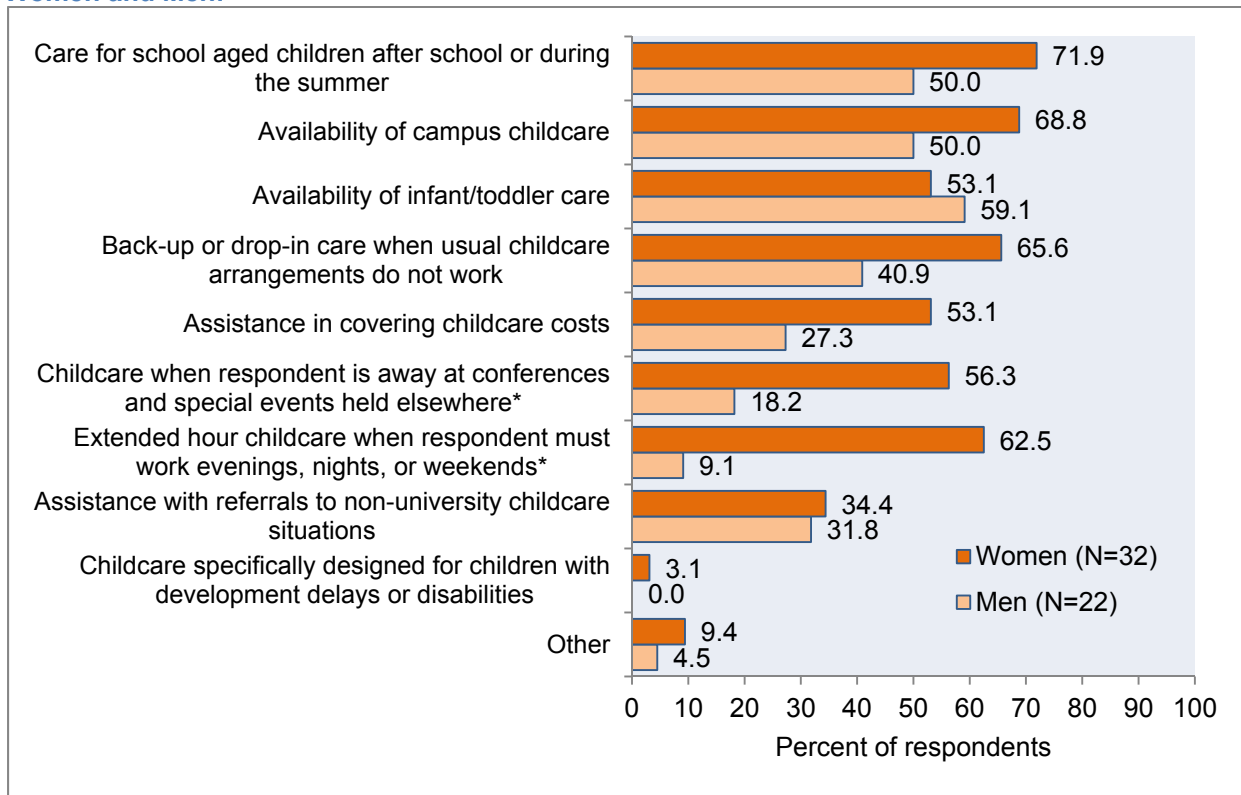


N=54

*Significant differences were found for this response on one or more of the characteristics explored for significance

#Significant differences were found for this response based on gender

Women and Men:



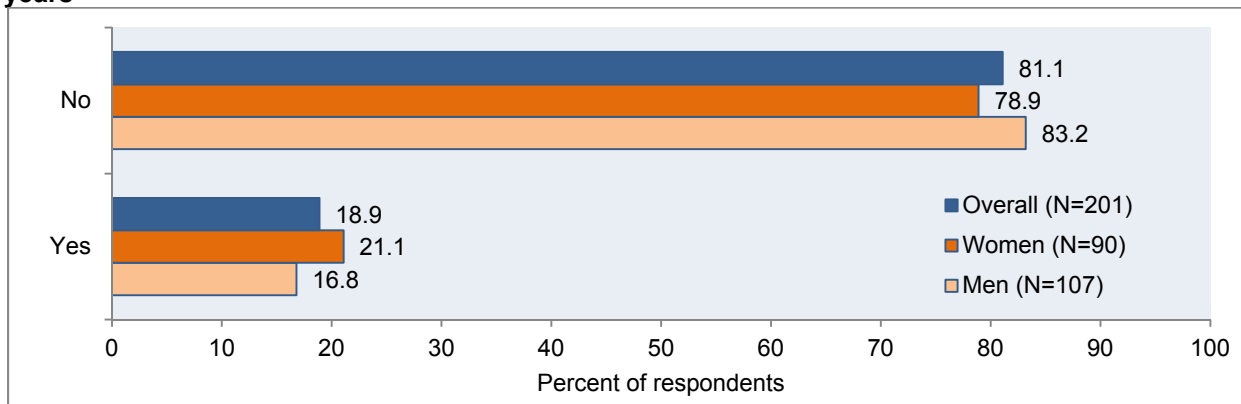
Nearly one-fifth of respondents have provided care for an aging parent or relative in the past three years (18.9 percent) (see Figure 98 and Appendix Table 147).

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. The proportion of respondents who have provided care for an aging parent or relative in the past three years was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (27.6 percent and 10.0 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (27.1 percent and 9.1 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with (23.2 percent and 6.0 percent, respectively).

Figure 98. Whether respondent has provided care for an aging parent or relative in the past 3 years



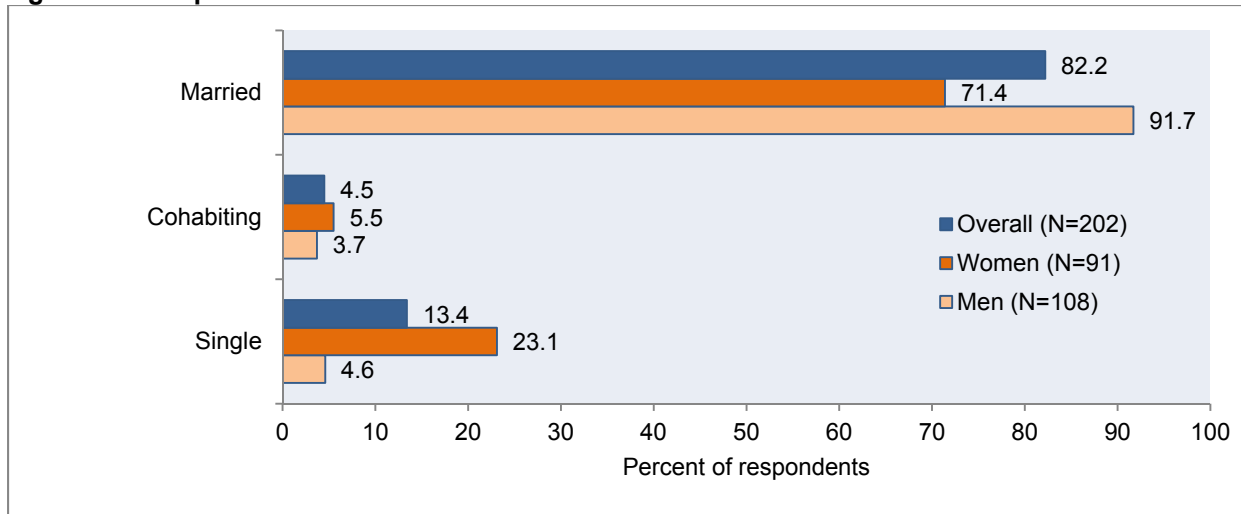
Most respondents were either married (82.2 percent) or cohabiting with a partner (4.5 percent) (see Figure 99 and Appendix Table 148).

Significant differences

The proportion of respondents who were single was:

- **Gender** – Higher among women than men (23.1 percent and 4.6 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years (21.6 percent and 6.5 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (17.1 percent and 2.0 percent, respectively).

Figure 99. Respondent’s current marital or cohabitation status



Respondents who were not single were asked about their spouse or partner's CURRENT and PREFERRED employment status (see Figure 100 and Appendix Tables 149 and 150).

Among respondents who were not single, their spouse or partner's CURRENT employment status is full-time (61.5 percent) along with 14.9 percent who work part-time, 15.5 percent who are not employed, and 8.0 percent who are retired (see Figure 100 and Appendix Table 149).

Significant differences

Among respondents who were not single, the proportion of respondents whose spouses/partners' current employment status was full-time was:

- **Gender** – Much higher among women than men (78.6 percent and 50.5 percent, respectively). In contrast, the proportion of spouses who were not employed was higher among men than women (20.4 percent and 7.1 percent, respectively).
- **Type of college** – Higher among respondents in non-STEM designated colleges than those in STEM colleges (69.7 percent and 54.5 percent, respectively).
- **Years at NDSU** – Somewhat higher among respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years (65.2 percent and 58.4 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents with young children than those without young children (77.6 percent and 55.2 percent, respectively).

Among respondents who were not single, their spouse or partner's PREFERRED employment status would result in a slight increase in full-time work (to 63.7 percent), a small increase in part-time work (to 20.2 percent), a decrease in spouses who were not employed (to 6.5 percent), and a slight increase in spouses who were retired (to 9.5 percent) (see Figure 100 and Appendix Table 150).

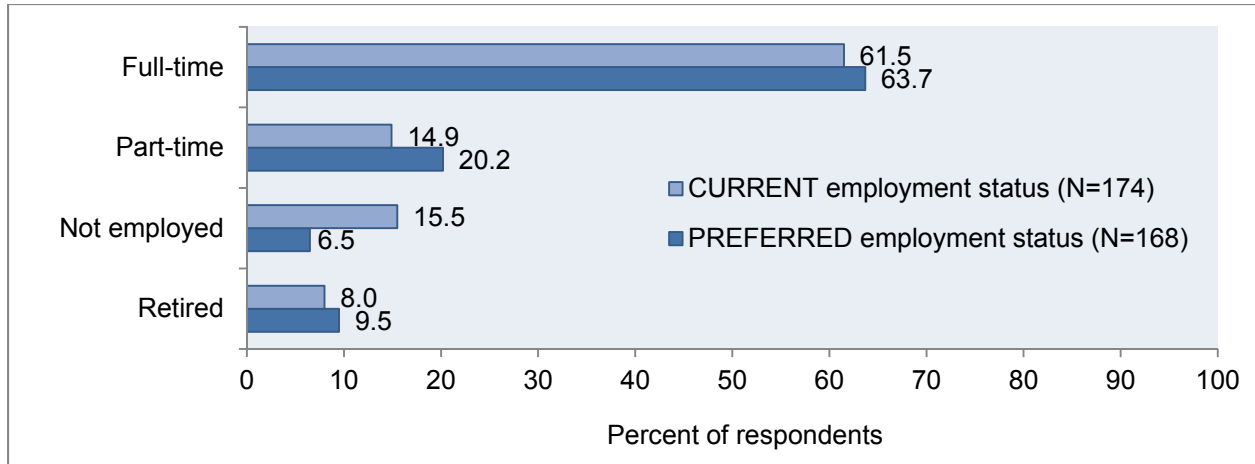
Significant differences

Among respondents who were not single, the proportion of respondents whose spouses/partners' preferred employment status would be full-time was:

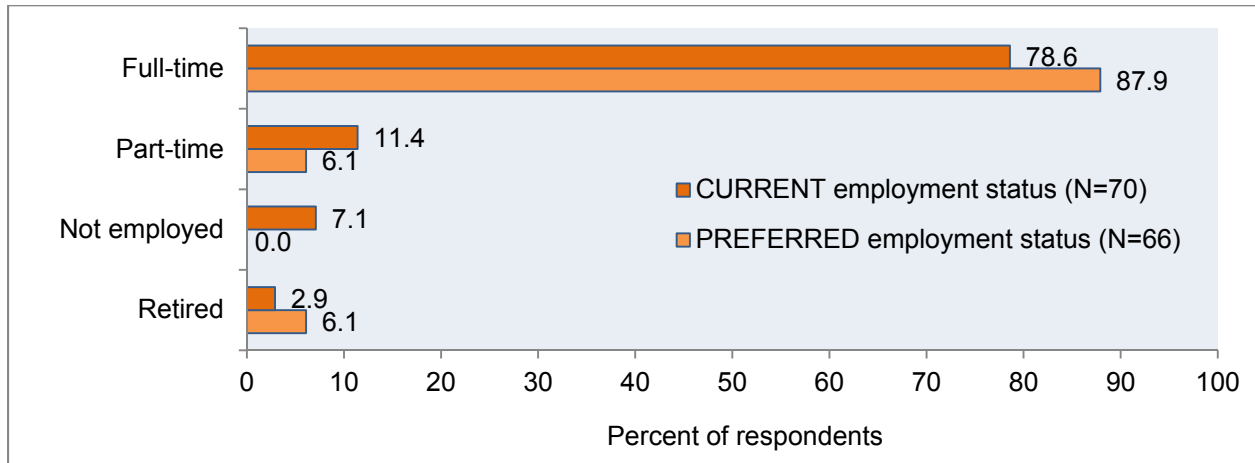
- **Gender** – Much higher among women than men (87.9 percent and 48.5 percent, respectively).
- **Type of college** – Much higher among respondents in non-STEM designated colleges than those in STEM colleges (77.3 percent and 50.0 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years (71.2 percent and 57.6 percent, respectively).

Figure 100. Among respondents who are not single, the CURRENT and PREFERRED employment status of respondent's spouse/partner

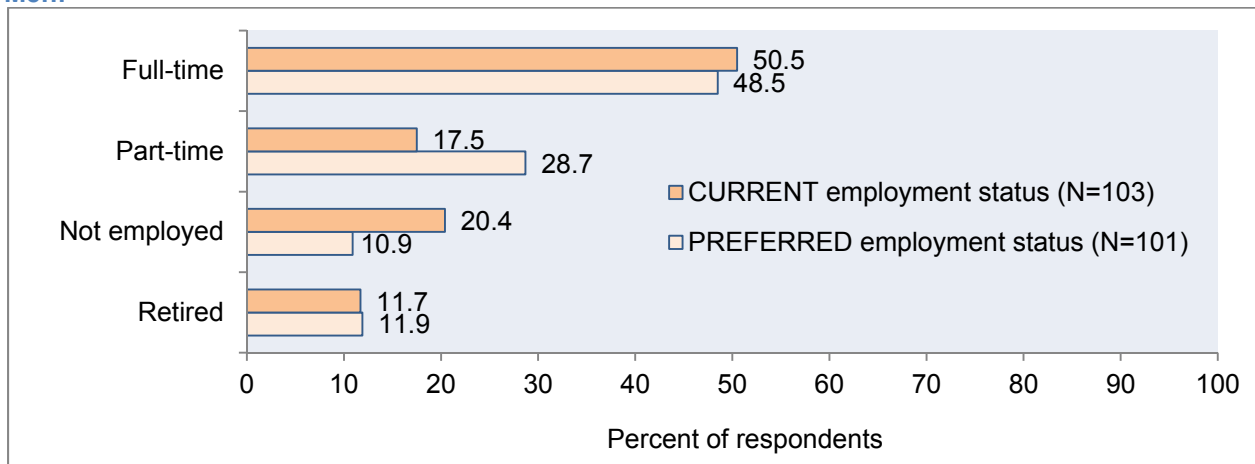
Overall:



Women:



Men:



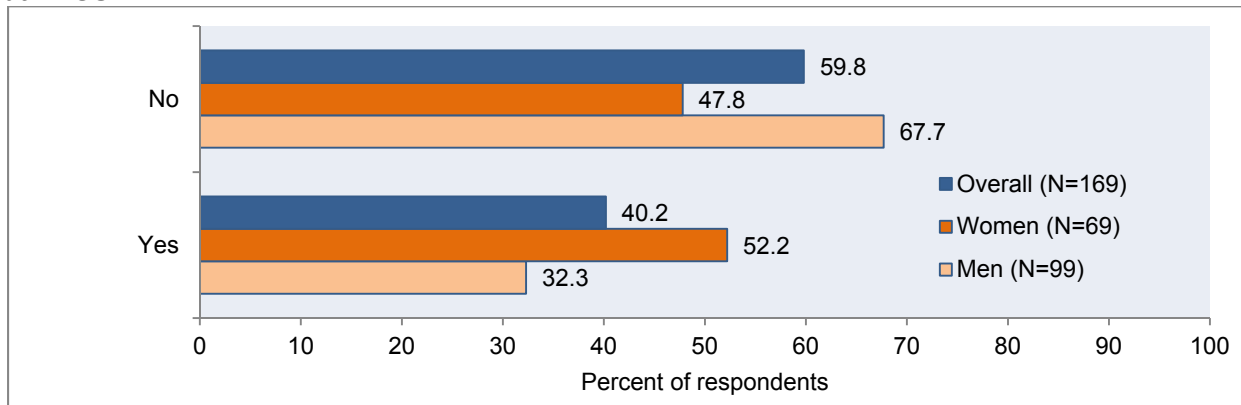
Among respondents who were not single, two-fifths of respondents' spouses work at NDSU (40.2 percent) (see Figure 101 and Appendix Table 151).

Significant differences

Among respondents who were not single, the proportion of respondents' whose spouses work at NDSU was:

- **Gender** – Much higher among women than men (52.2 percent and 32.3 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents with young children than those without (57.1 percent and 33.3 percent, respectively).

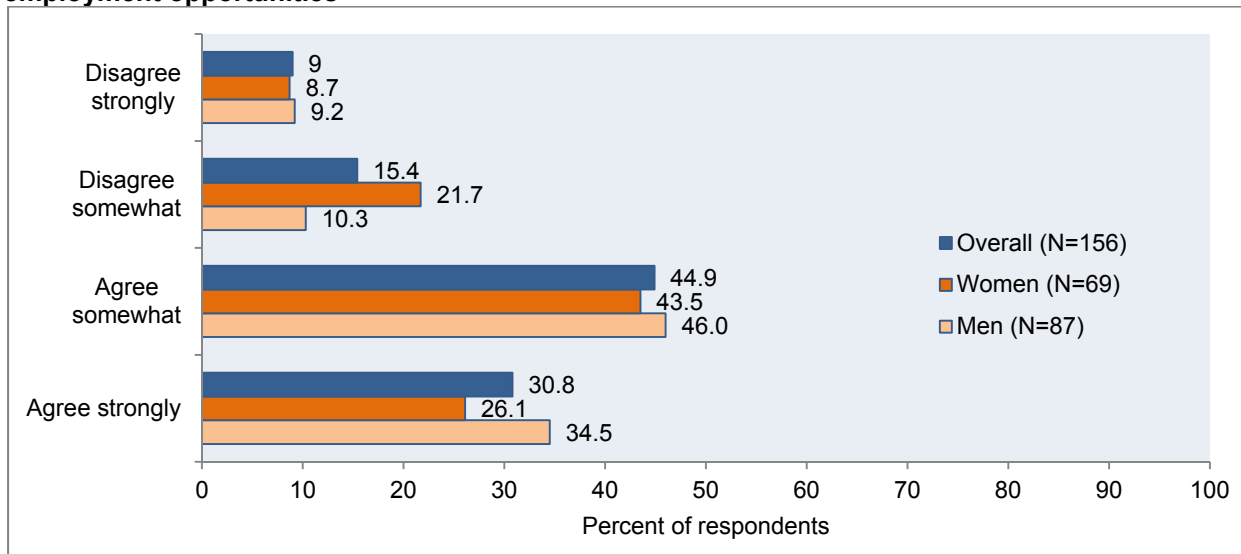
Figure 101. Among respondents who are not single, whether respondent's spouse/partner works at NDSU



Respondents who were not single were asked about their level of agreement with a series of statements about their spouse or partner's career (see Figures 102 to 105 and Appendix Tables 152 and 153).

Among respondents who were not single, three-fourths of respondents agreed that their spouse/partner is satisfied with his/her current employment opportunities (75.7 percent) (see Figure 102). The remaining one-fourth of respondents had spouses/partners who are not satisfied (24.4 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 102. Among respondents who are not single, respondent's opinion regarding the statement about their spouse/partner's career: "My spouse/partner is satisfied with his/her current employment opportunities"



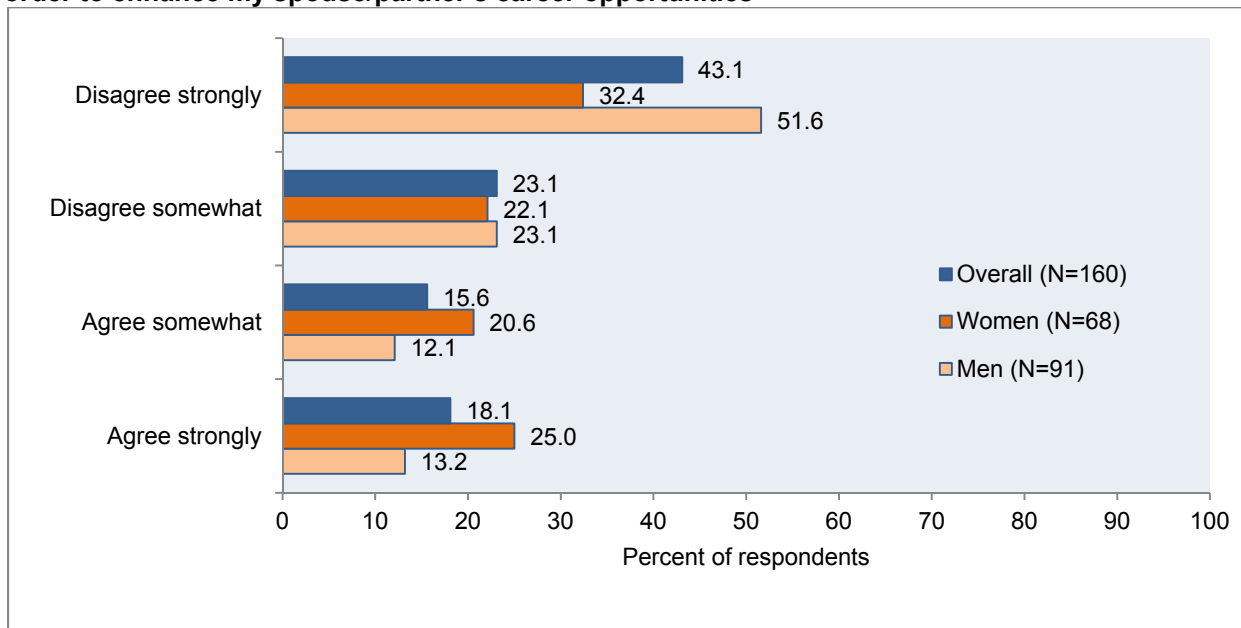
Among respondents who were not single, one-third agreed that they have seriously considered leaving NDSU in order to enhance their spouse/partner's career opportunities (33.7 percent) (see Figure 103 and Appendix Table 152).

Significant differences

Among respondents who were not single, the proportion of respondents who agreed that they have seriously considered leaving NDSU in order to enhance their spouse/partner's career opportunities was:

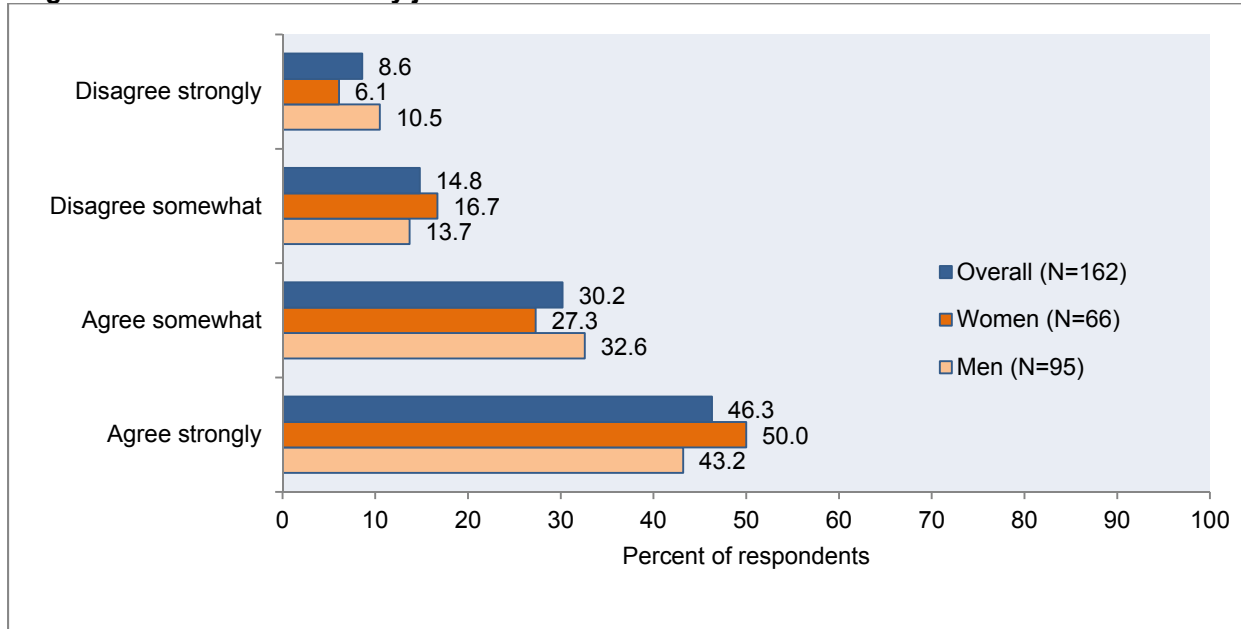
- **Gender** – Much higher among women than men (45.6 percent and 25.3 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents with young children than those without (44.7 percent and 29.2 percent, respectively).

Figure 103. Among respondents who are not single, respondent's opinion regarding the statement about their spouse/partner's career: "I have seriously considered leaving NDSU in order to enhance my spouse/partner's career opportunities"



Among respondents who are not single, nearly half strongly agreed that they and their spouse/partner are staying in Fargo/Moorhead because of the respondent's job (46.3 percent) and nearly an additional one-third somewhat agreed that this was true (30.2 percent) (see Figure 104). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 104. Among respondents who are not single, respondent's opinion regarding the statement about their spouse/partner's career: "My spouse/partner and I are staying in Fargo/Moorhead because of my job"



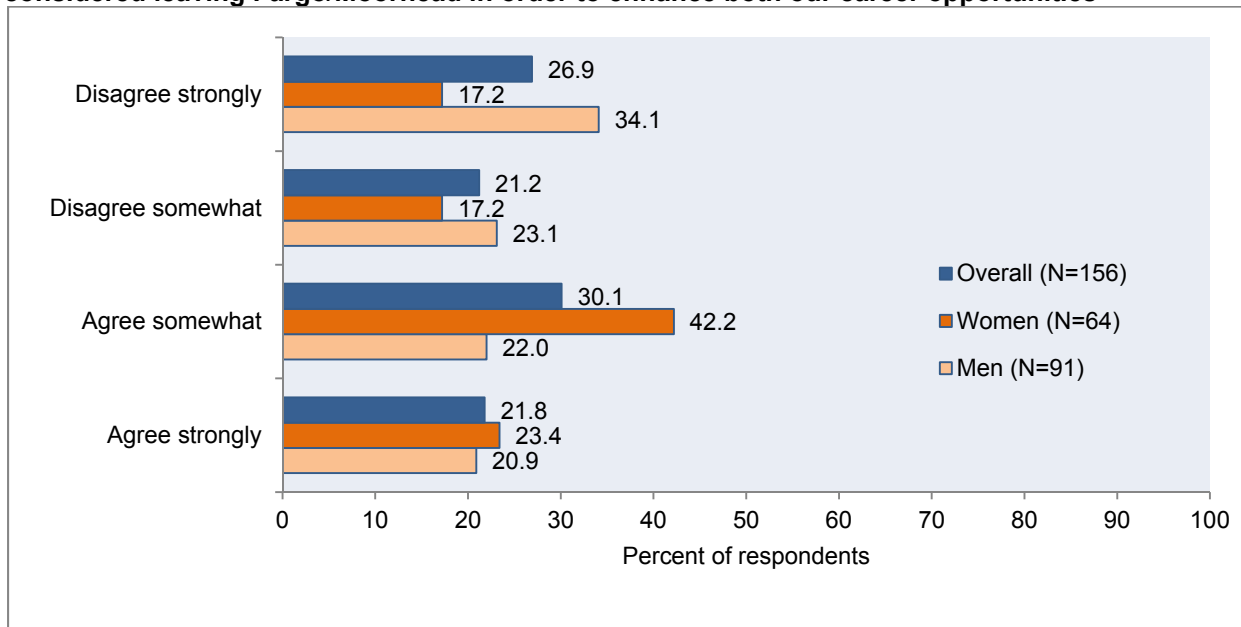
More than half of respondents agreed that they and their spouse/partner have seriously considered leaving Fargo/Moorhead in order to enhance both their career opportunities (51.9 percent) (see Figure 105 and Appendix Table 153).

Significant differences

The proportion of respondents who agreed that they and their spouse/partner have seriously considered leaving Fargo/Moorhead in order to enhance both their career opportunities was:

- **Gender** – Much higher among women than men (65.6 percent and 42.9 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents with young children than those without (61.7 percent and 47.7 percent, respectively).

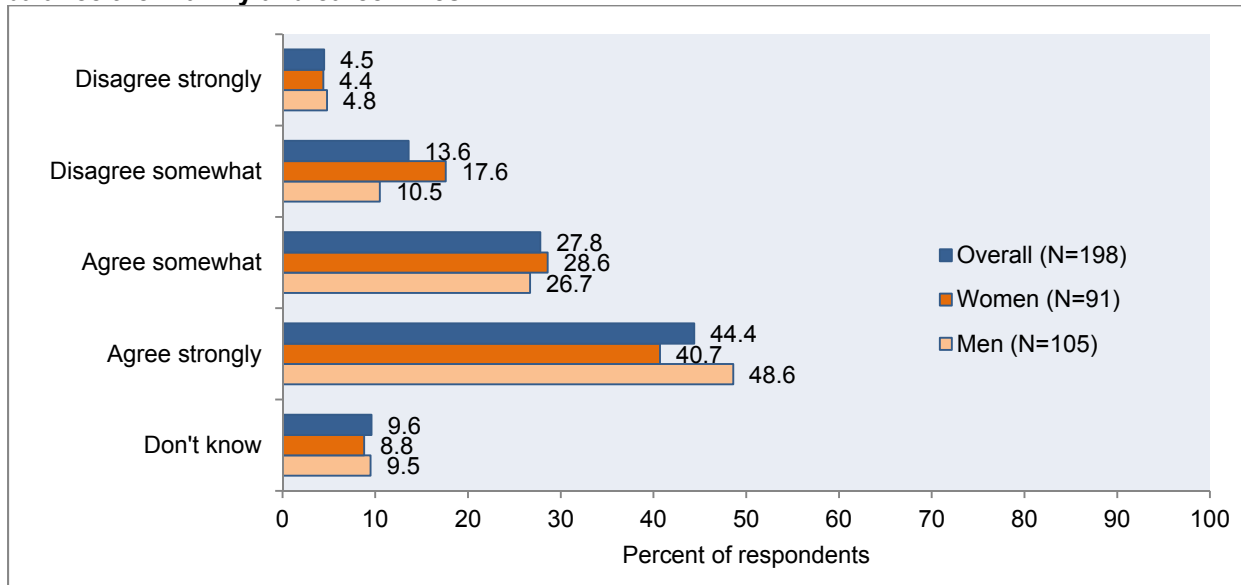
Figure 105. Among respondents who are not single, respondent’s opinion regarding the statement about their spouse/partner’s career: “My spouse/partner and I have seriously considered leaving Fargo/Moorhead in order to enhance both our career opportunities”



Respondents were asked about their level of agreement with a series of statements about their primary department/unit's support of family obligations (see Figures 106 to 111 and Appendix Tables 154 to 156).

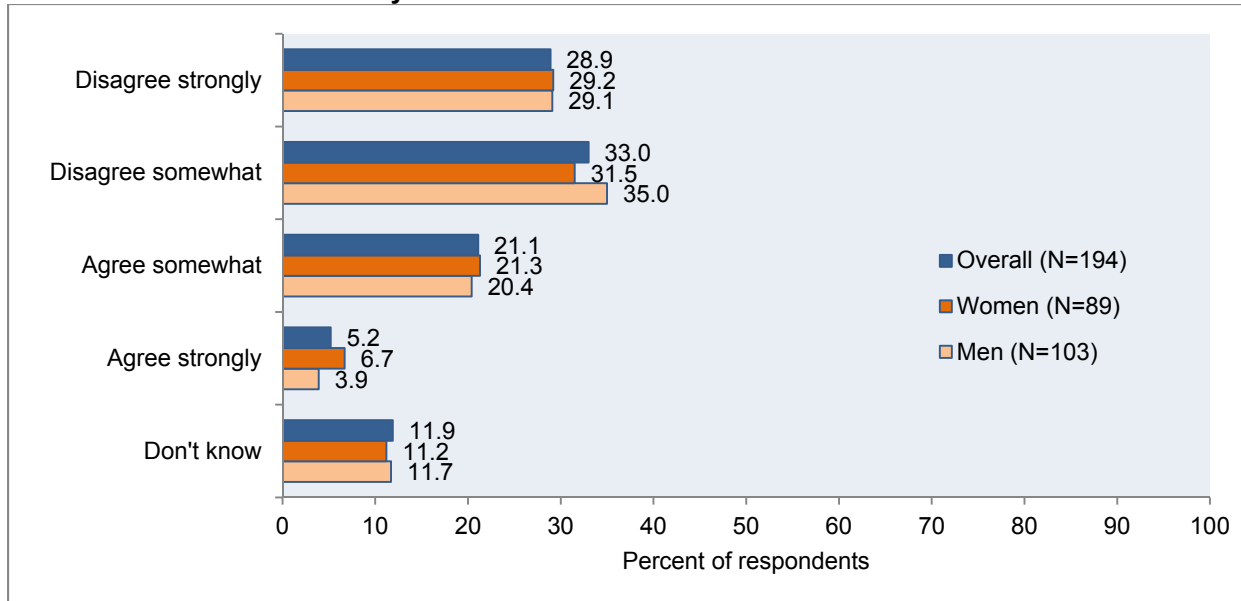
While 72.2 percent of respondents agreed that most faculty in their department are supportive of colleagues who want to balance their family and career lives, an additional 18.1 percent disagreed and 9.6 percent said they didn't know (see Figure 106). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 106. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "Most faculty in my department are supportive of colleagues who want to balance their family and career lives"



While 61.9 percent of respondents indicated that it is not difficult for faculty in their department to adjust work schedules in order to care for children or other family members (i.e., disagreed), 26.3 percent indicated that it is difficult (i.e., agreed) and 11.9 percent said they didn't know (see Figure 107). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 107. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "It is difficult for faculty in my department to adjust their work schedules to care for children or other family members"



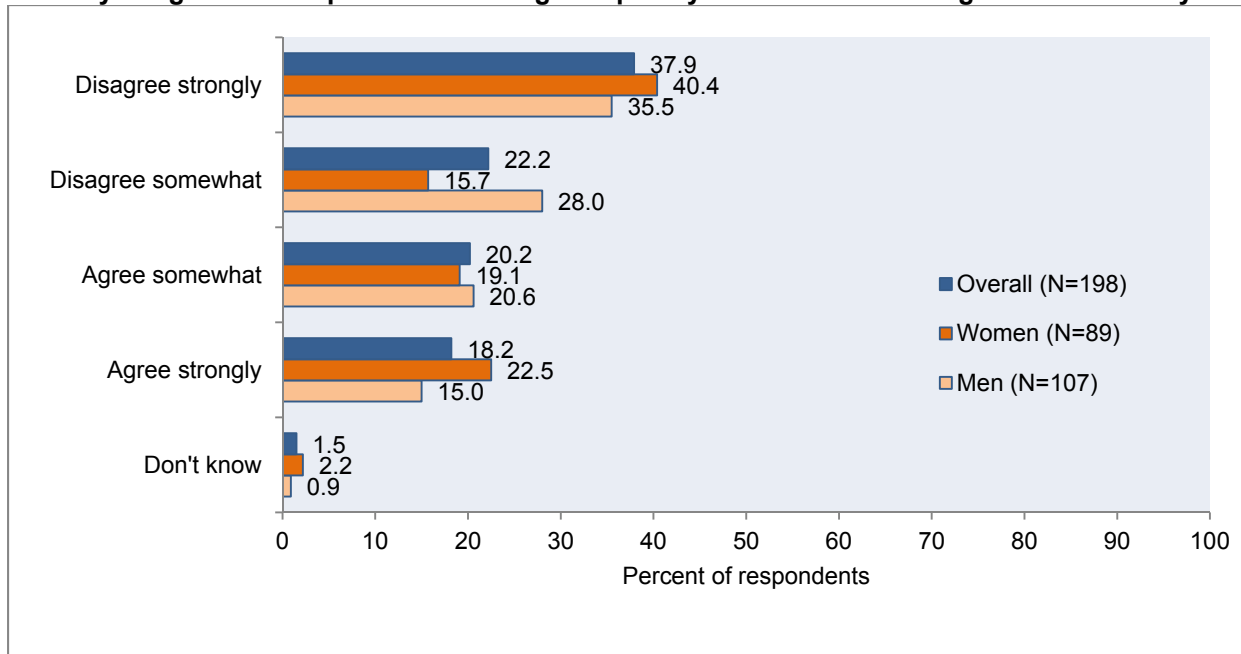
While 60.1 percent of respondents indicated that department meetings do not frequently occur in the morning or late in the day (i.e., disagreed), 38.4 percent agreed that they do frequently occur at these times (see Figure 108 and Appendix Table 154).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who indicated that department meetings do frequently occur in the morning or late in the day (i.e., agreed) was:

- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (48.2 percent and 25.9 percent, respectively).

Figure 108. Respondent’s opinion regarding the statement about their department/unit’s support of family obligations: “Department meetings frequently occur in the morning or late in the day”



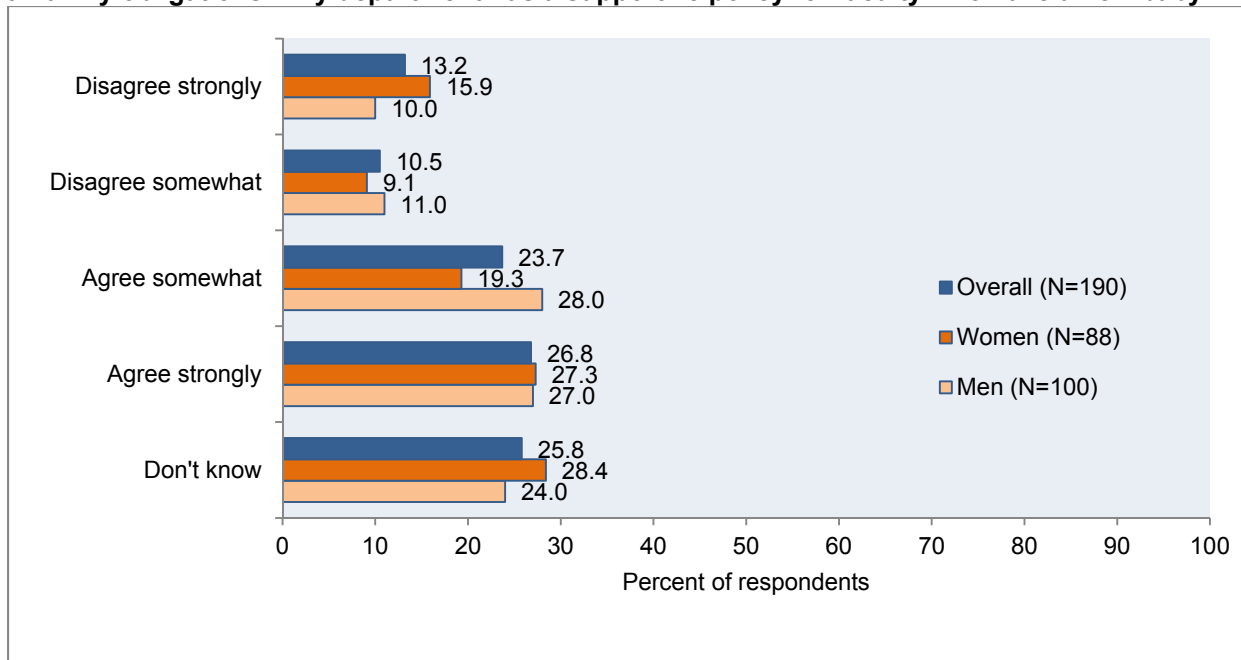
While half of respondents agreed that their department has a supportive policy for faculty who have a new baby (50.5 percent), nearly one-fourth indicated that their department does not have a supportive policy (i.e., disagreed) (23.7 percent) and one-fourth said they didn't know (25.8 percent) (see Figure 109 and Appendix Table 155).

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. The proportion of respondents who agreed that their department has a supportive policy for faculty who have a new baby was:

- **Type of college** – Higher among respondents in STEM designated colleges than those in non-STEM colleges (57.6 percent and 43.6 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (59.8 percent and 39.8 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with (53.5 percent and 42.0 percent, respectively).

Figure 109. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "My department has a supportive policy for faculty who have a new baby"



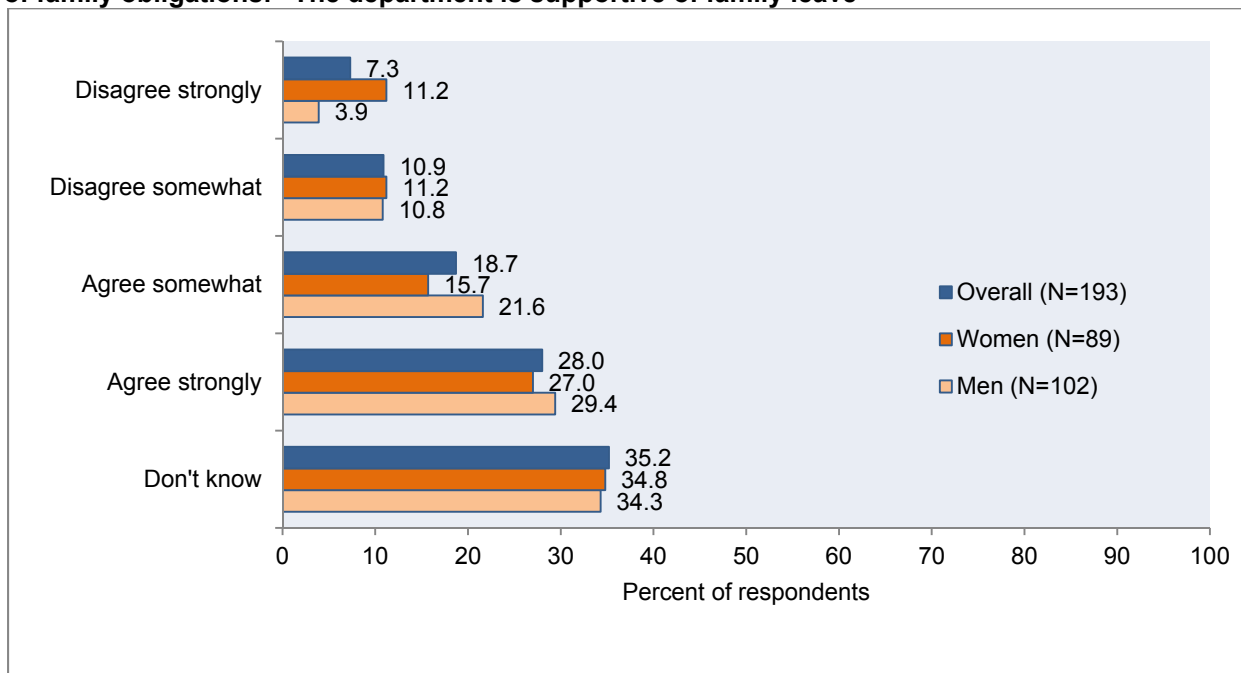
While nearly half of respondents agreed that their department is supportive of family leave (46.7 percent), 18.2 percent indicated that their department is not supportive (i.e., disagreed) and more than one-third said they didn't know (35.2 percent) (see Figure 110 and Appendix Table 156).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who indicated that their department is not at all supportive of family leave (i.e., strongly disagreed) was:

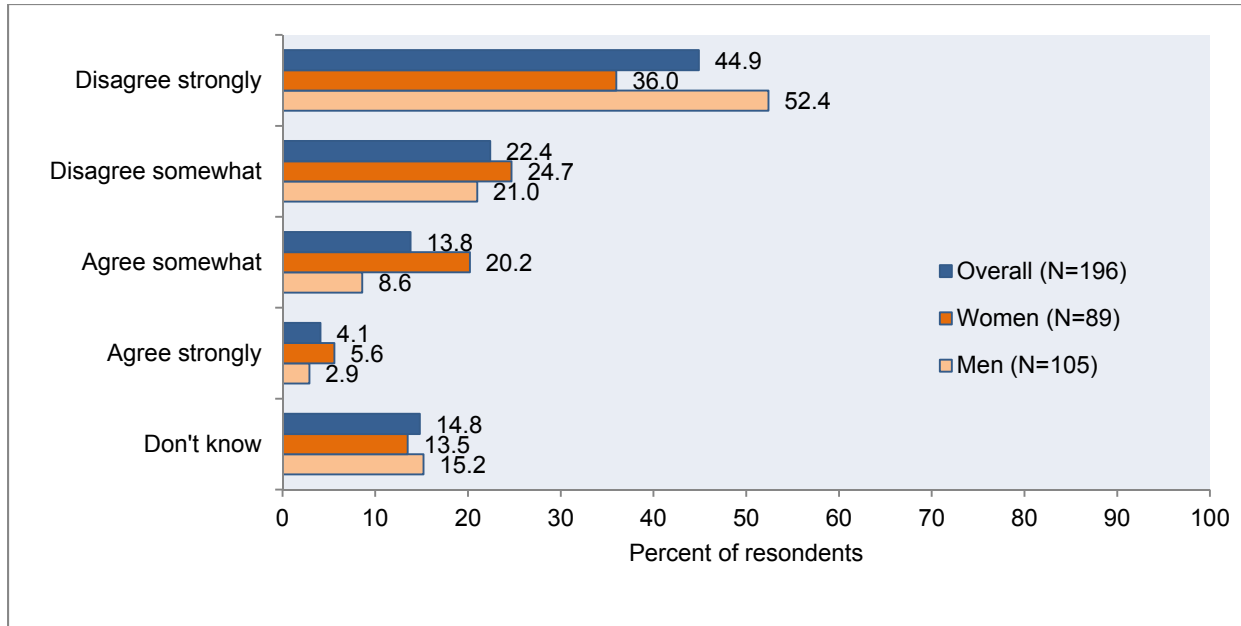
- **Type of college** – Somewhat higher among respondents in non-STEM designated colleges than those in STEM colleges (10.0 percent and 3.3 percent, respectively). However, a higher proportion of respondents in non-STEM designated colleges than those in STEM colleges also strongly agreed that their department is supportive of family leave (34.4 percent and 22.8 percent, respectively).
- **Having children ages 6 or younger** – Four times higher among respondents with young children than those without young children (16.7 percent and 4.1 percent, respectively).

Figure 110. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "The department is supportive of family leave"



While two-thirds of respondents indicated that they do not think that faculty who have children are considered to be less committed to their careers (i.e., disagreed) (67.3 percent), 17.9 percent agreed that faculty who have children are considered less committed and 14.8 percent said they didn't know (see Figure 111). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 111. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "Faculty who have children are considered to be less committed to their careers"



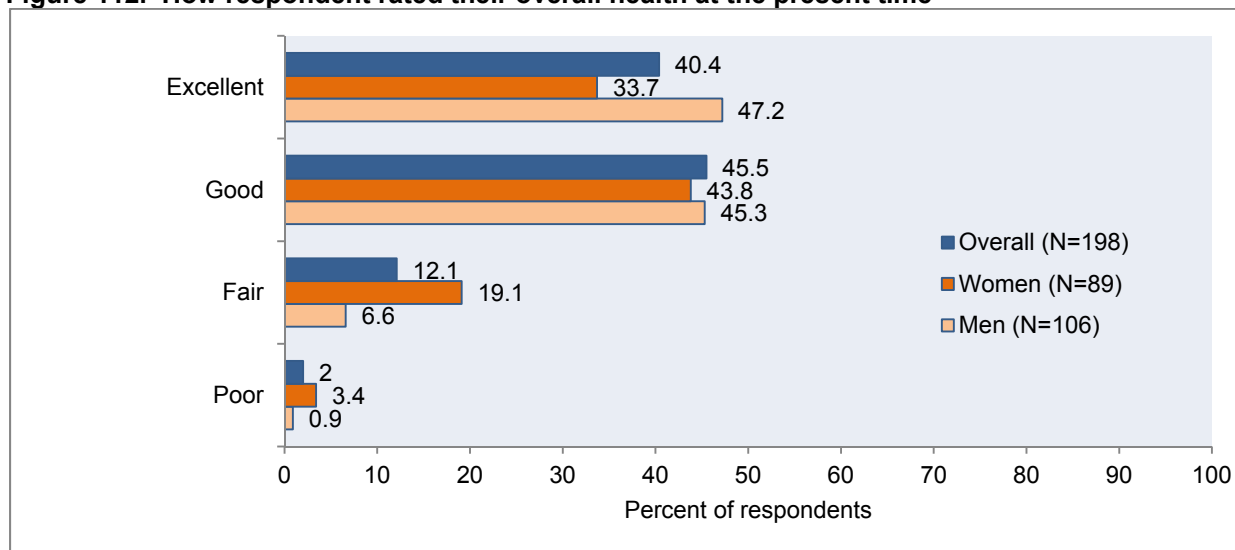
The vast majority of respondents rated their overall health at the time of the survey as excellent (40.4 percent) or good (45.5 percent) (see Figure 112 and Appendix Table 157).

Significant differences

The proportion of respondents who rated their overall health at the time of the survey as excellent was:

- **Gender** – Higher among men than women (47.2 percent and 33.7 percent, respectively). In contrast, a higher proportion of women than men rated their health as fair (19.1 percent and 6.6 percent, respectively).

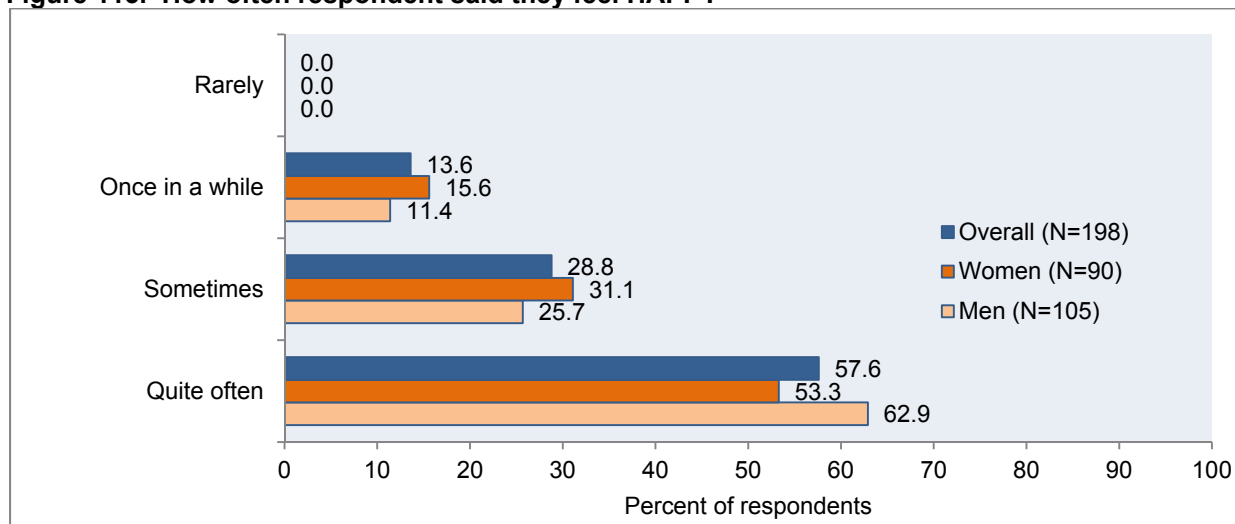
Figure 112. How respondent rated their overall health at the present time



Respondents were asked about how often they feel various health-related emotions/states (see Figures 113 to 120 and Appendix Tables 158 to 164).

The majority of respondents said they feel happy quite often (57.6 percent), and an additional 28.8 percent said they sometimes feel happy (see Figure 113). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 113. How often respondent said they feel HAPPY



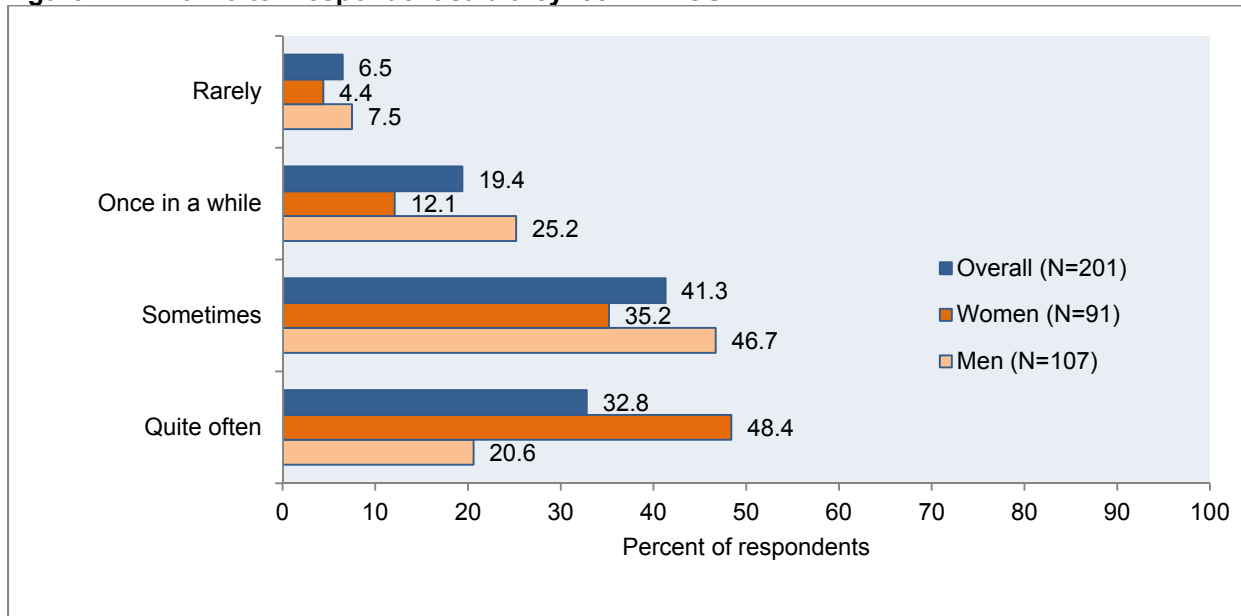
One-third of respondents said they feel fatigued quite often (32.8 percent) and an additional 41.3 percent felt fatigued sometimes (see Figure 114 and Appendix Table 158).

Significant differences

The proportion of respondents who felt fatigued quite often was:

- **Gender** – More than twice as high among women as men (48.4 percent and 20.6 percent, respectively).

Figure 114. How often respondent said they feel FATIGUED



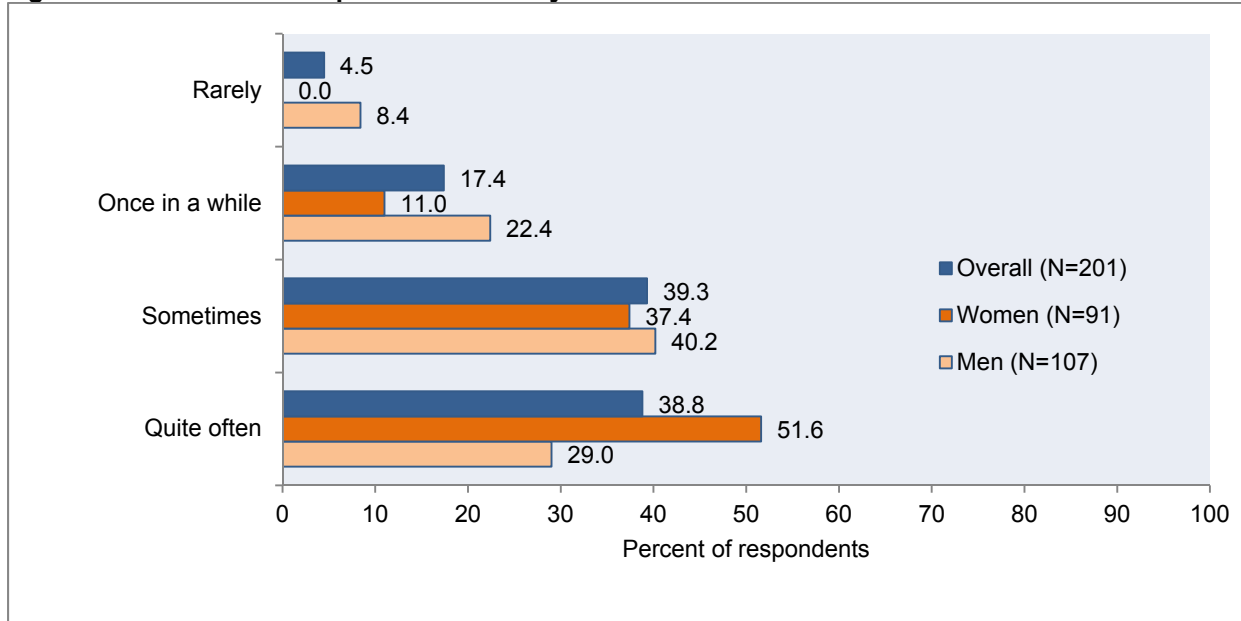
Nearly two-fifths of respondents indicated that they feel stressed quite often (38.8 percent) and an additional two-fifths felt stressed sometimes (39.3 percent) (see Figure 115 and Appendix Table 159).

Significant differences

The proportion of respondents who felt stressed quite often was:

- **Gender** – Much higher among women than men (51.6 percent and 29.0 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years (48.9 percent and 29.6 percent, respectively).

Figure 115. How often respondent said they feel STRESSED



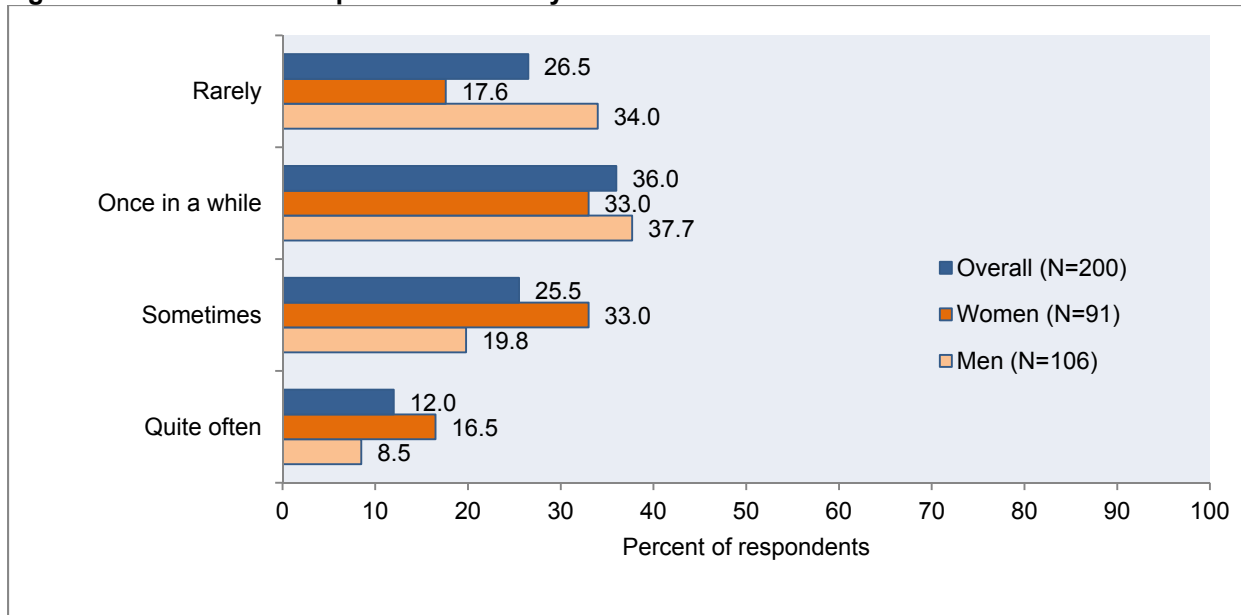
Nearly two-fifths of respondents indicated that they feel nervous sometimes or quite often (37.5 percent) (see Figure 116 and Appendix Table 160).

Significant differences

The proportion of respondents who felt nervous sometimes or quite often was:

- **Gender** – Much higher among women than men (49.5 percent and 28.3 percent, respectively).
- **Racial/ethnic majority status** – Much higher among non-majority status respondents than majority status respondents (55.9 percent and 33.9 percent, respectively).
- **Tenure status** – Higher among non-tenured faculty than tenured faculty (44.5 percent and 31.7 percent, respectively).

Figure 116. How often respondent said they feel NERVOUS



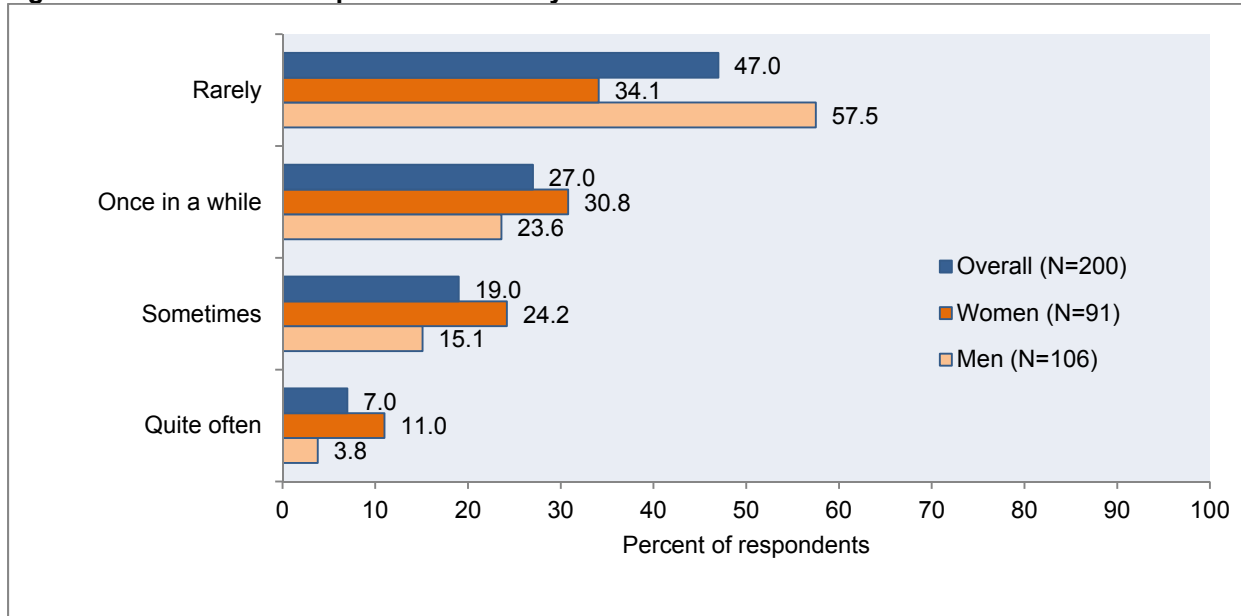
One-fourth of respondents indicated that they feel depressed sometimes or quite often (26.0 percent) (see Figure 117 and Appendix Table 161).

Significant differences

The proportion of respondents who felt depressed sometimes or quite often was:

- **Gender** – Higher among women than men (35.2 percent and 18.9 percent, respectively).

Figure 117. How often respondent said they feel DEPRESSED



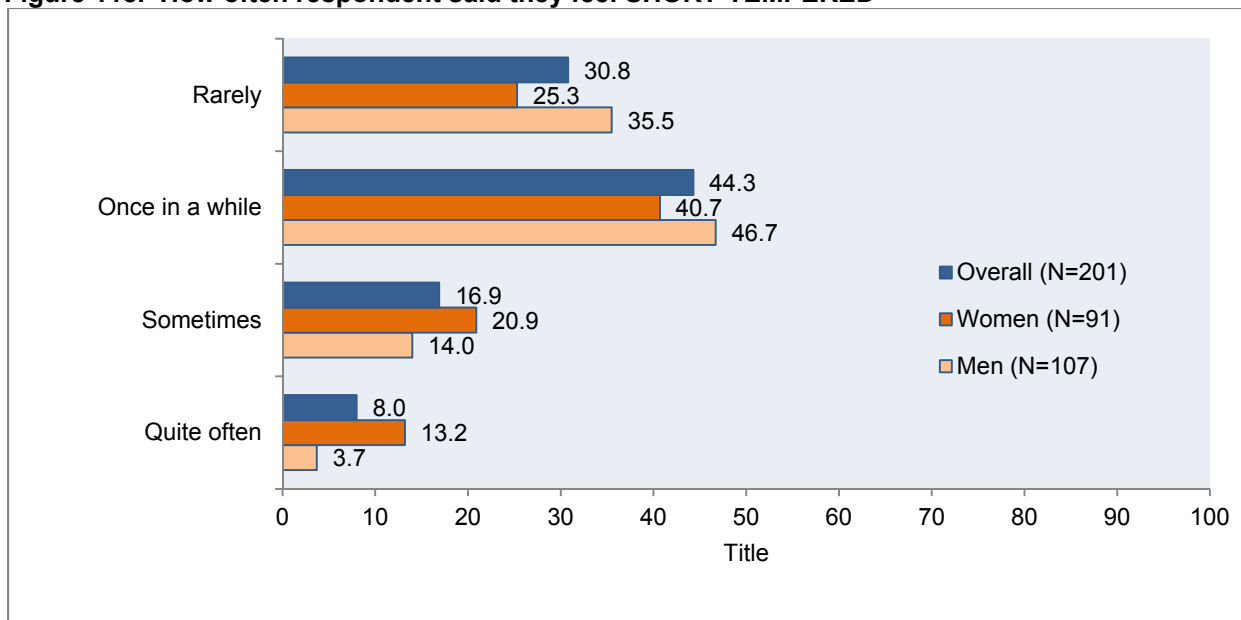
One-fourth of respondents indicated that they feel short-tempered sometimes or quite often (24.9 percent) (see Figure 118 and Appendix Table 162).

Significant differences

The proportion of respondents who feel short-tempered sometimes or quite often was:

- **Gender** – Higher among women than men (34.1 percent and 17.7 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years (34.1 percent and 17.6 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents with young children than those without (38.0 percent and 20.5 percent, respectively).

Figure 118. How often respondent said they feel SHORT-TEMPERED



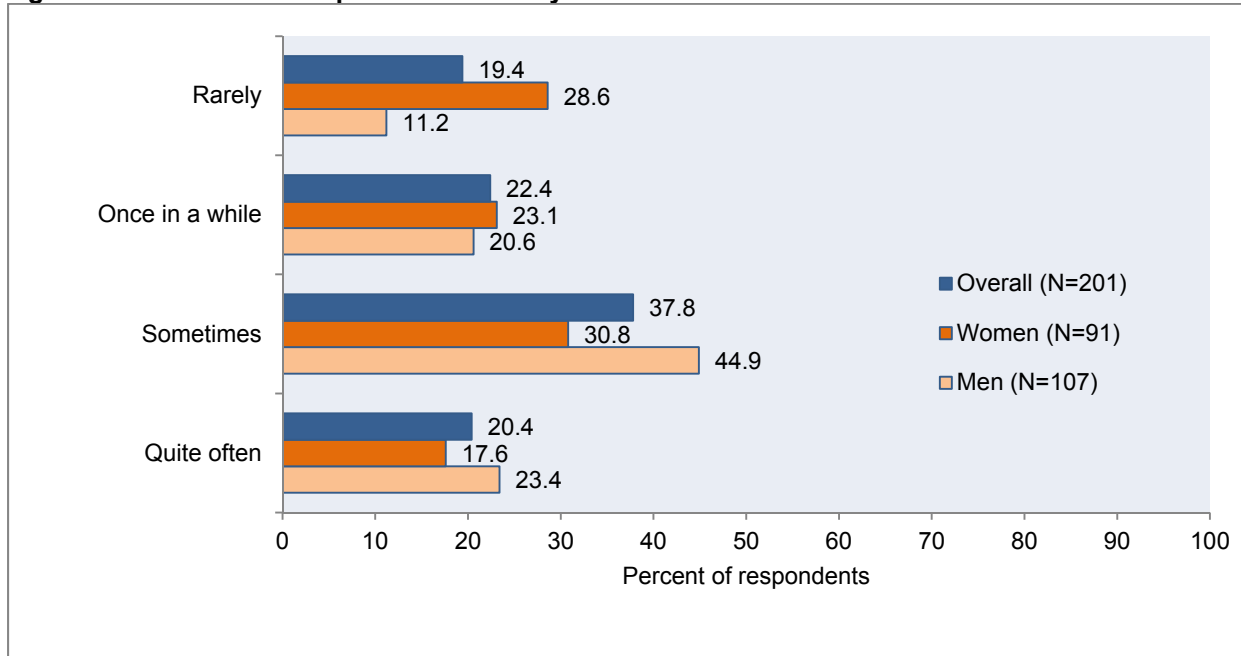
One-fifth of respondents indicated that they feel well-rested quite often (20.4 percent) and an additional 37.8 percent said they feel well-rested sometimes (see Figure 119 and Appendix Table 163).

Significant differences

The proportion of respondents who feel well-rested sometimes or quite often was:

- **Gender** – Much higher among men than women (68.3 percent and 48.4 percent, respectively).

Figure 119. How often respondent said they feel WELL-RESTED



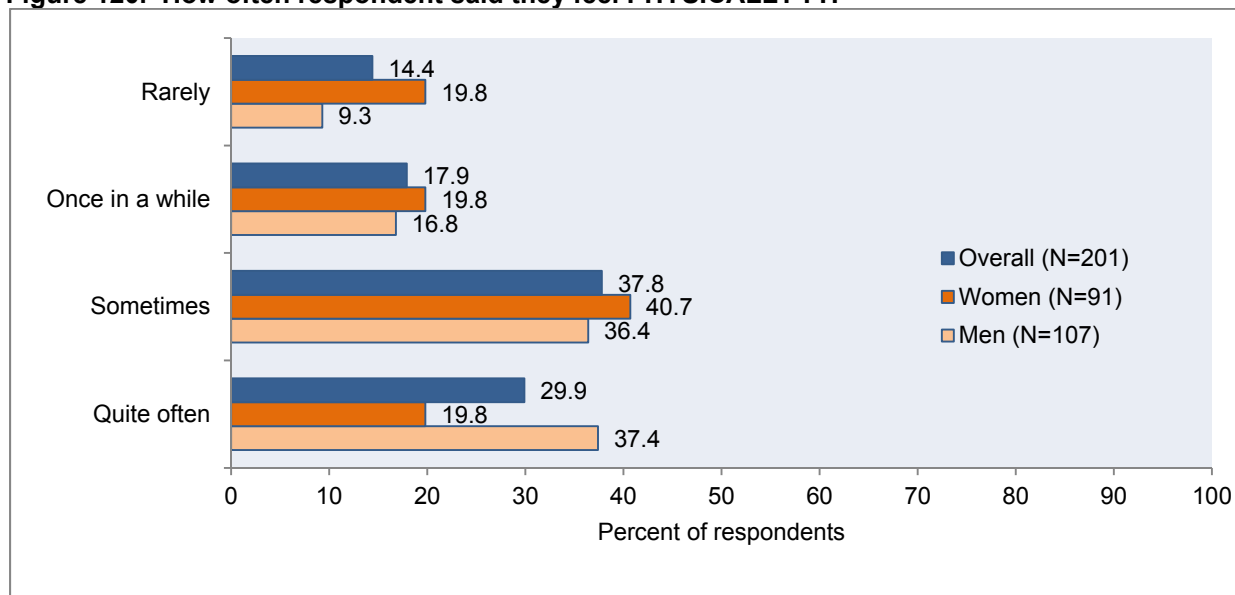
Two-thirds of respondents indicated that they feel physically fit at least sometimes (67.7 percent) (see Figure 120 and Appendix Table 164).

Significant differences

The proportion of respondents who feel physically fit quite often was:

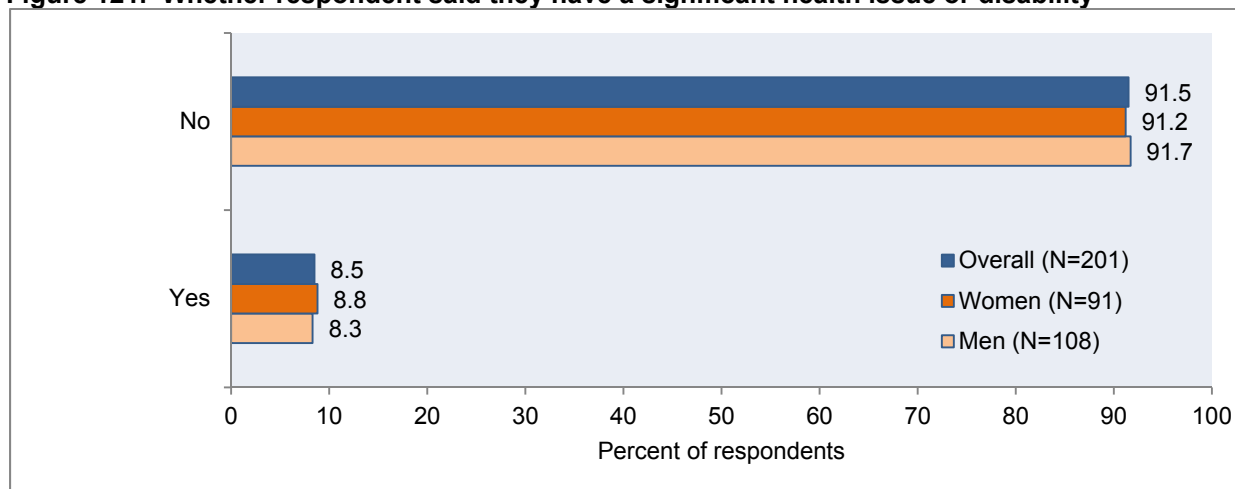
- **Gender** – Higher among men than women (37.4 percent and 19.8 percent, respectively).

Figure 120. How often respondent said they feel PHYSICALLY FIT



Nearly one-tenth of respondents indicated they have a significant health issue or disability (8.5 percent) (see Figure 121).

Figure 121. Whether respondent said they have a significant health issue or disability



Among respondents with a significant health issue or disability, more than one-third indicated that their primary department was very accommodating in dealing with this health issue or disability (35.7 percent) while 14.3 percent said NDSU was very accommodating (see Figure 122 and Appendix Table 165). Caution should be exercised when using these data due to the small number of respondents. The number of respondents was too small to test for significant differences in responses based on gender or the other five characteristics explored for significance. Note: Data by gender are not presented.

Women Faculty at NDSU

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables.

Respondents were asked about their level of agreement with a series of statements about recruitment of, climate for, and leadership of women faculty in their primary department/unit (see Figures 122 to 130 and Appendix Tables 166 to 173).

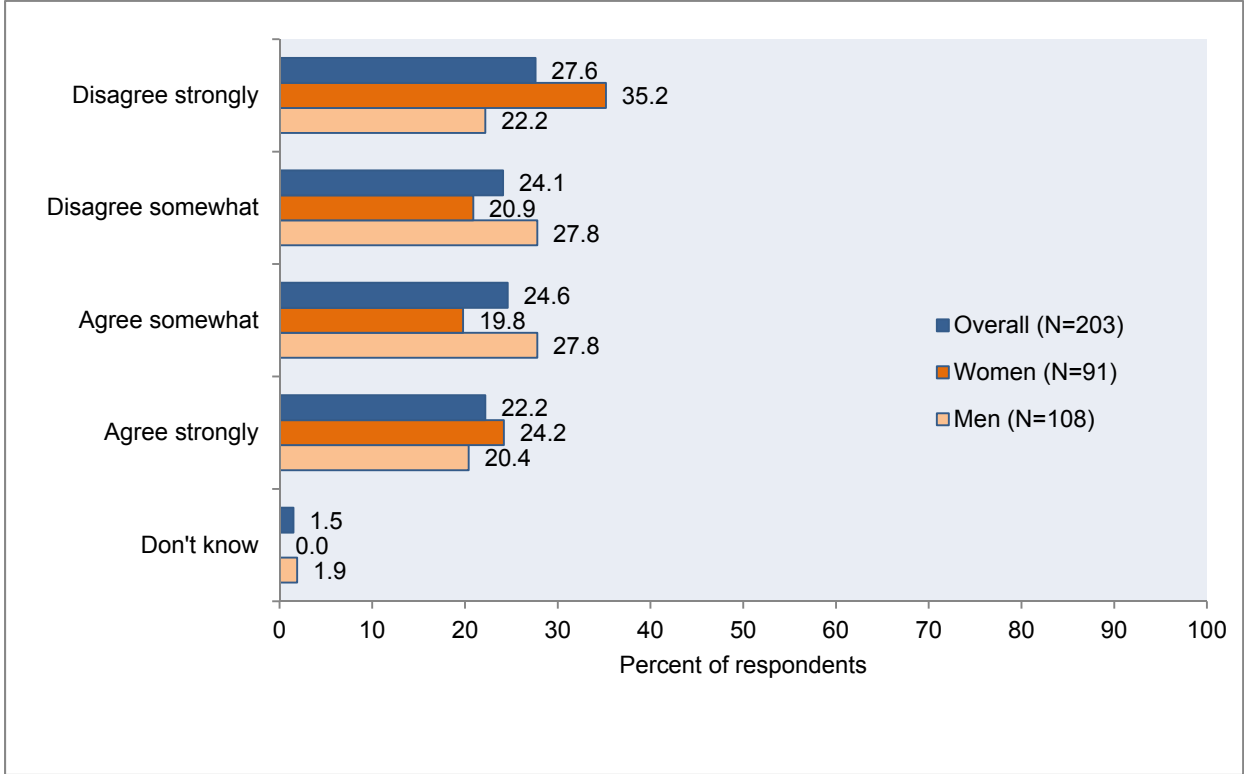
Nearly half of respondents agreed that there are too few women faculty in their department (46.8 percent) while more than half disagreed (51.7 percent) (see Figure 122 and Appendix Table 166).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who agreed that there are too few women faculty in their department was:

- **Type of college** – Substantially higher among respondents in STEM designated colleges than those in non-STEM colleges (64.3 percent and 25.0 percent, respectively).

Figure 122. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “There are too few women faculty in my department”



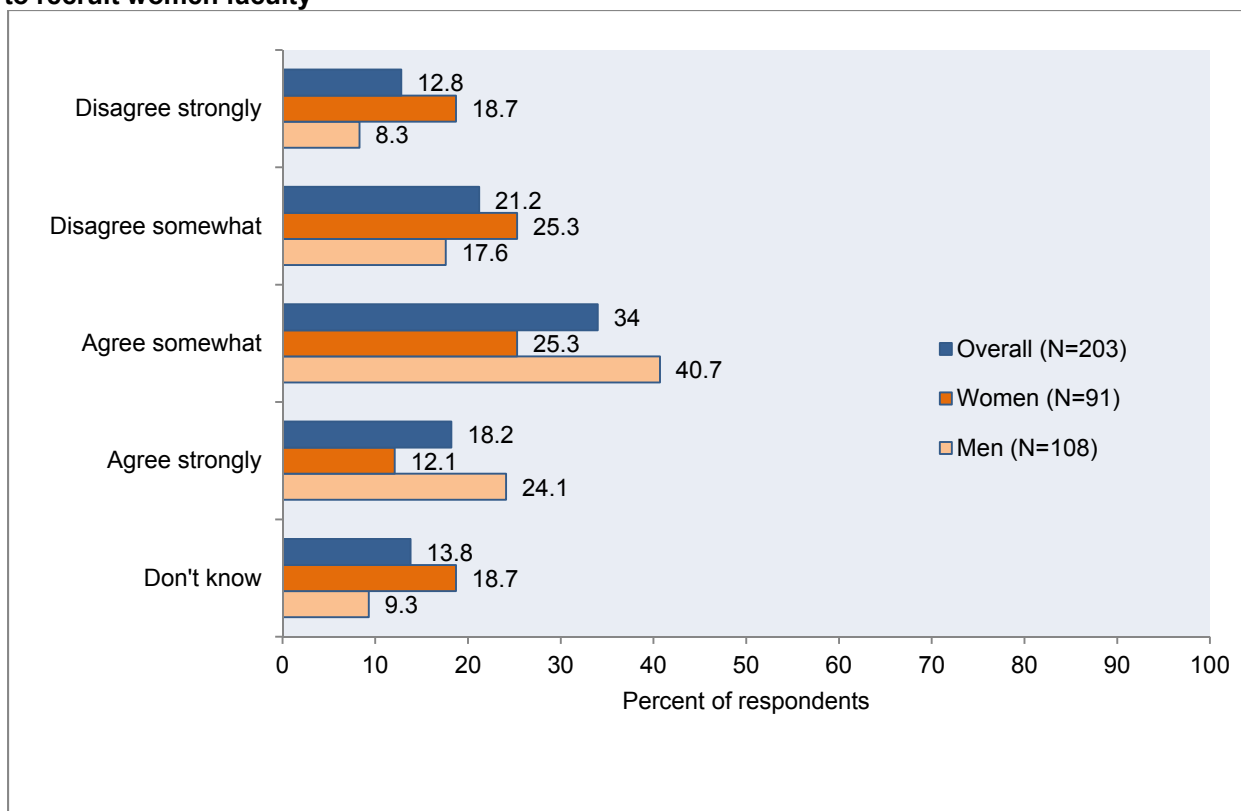
More than half of respondents agreed that their department has identified ways to recruit women faculty (52.2 percent) (see Figure 123 and Appendix Table 167). However, one-third indicated that their department has not identified ways to recruit women faculty (i.e., disagreed) (34.0 percent) and 13.8 percent didn't know.

Significant differences

The proportion of respondents who agreed that their department has identified ways to recruit women faculty was:

- **Gender** – Much higher among men than women (64.8 percent and 37.4 percent, respectively). Conversely, more than twice the proportion of women as men indicated that their department has not identified ways to recruit women faculty at all (i.e., strongly disagreed) (18.7 percent and 8.3 percent, respectively).
- **Tenure status** – Higher among tenured faculty than non-tenured faculty (60.7 percent and 42.2 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those at NDSU 5 years or less (59.6 percent and 44.3 percent, respectively).

Figure 123. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has identified ways to recruit women faculty"



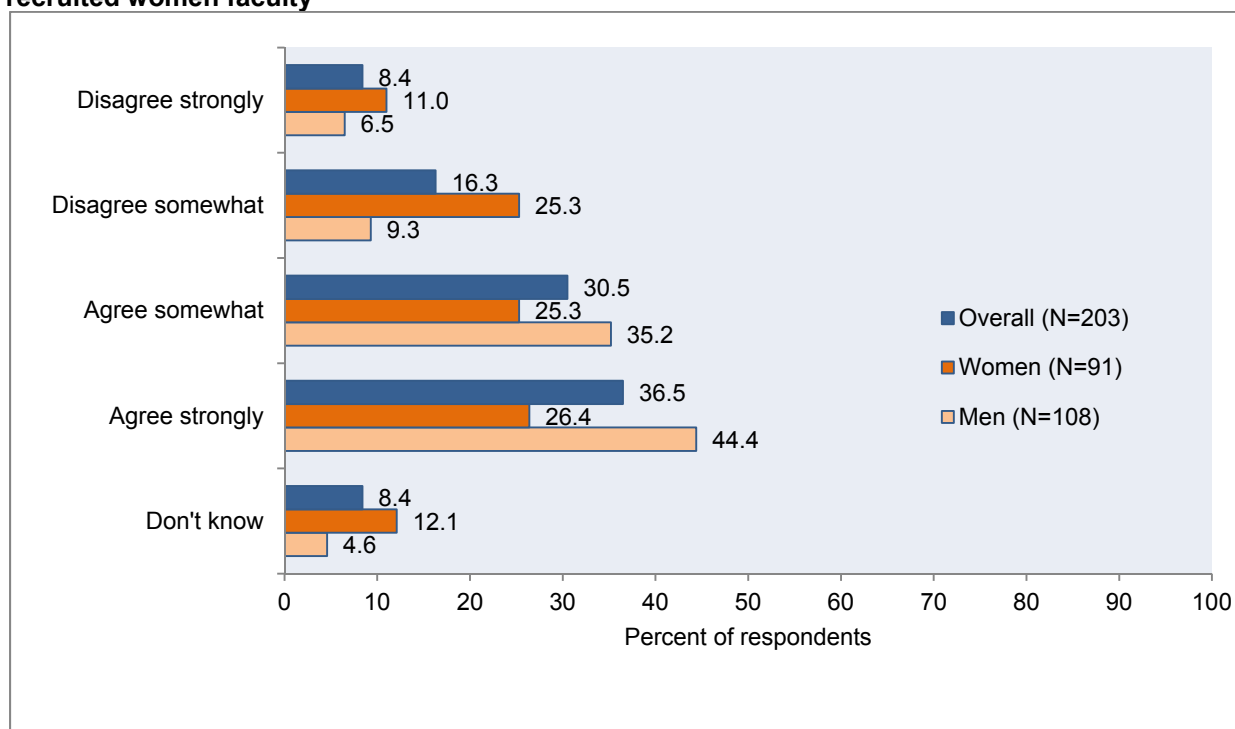
Two-thirds of respondents agreed that their department has actively recruited women faculty (67.0 percent) (see Figure 124 and Appendix Table 168). However, one-fourth of respondents indicated that their department has not actively recruited women faculty (i.e., disagreed) (24.7 percent).

Significant differences

The proportion of respondents who agreed that their department has actively recruited women faculty was:

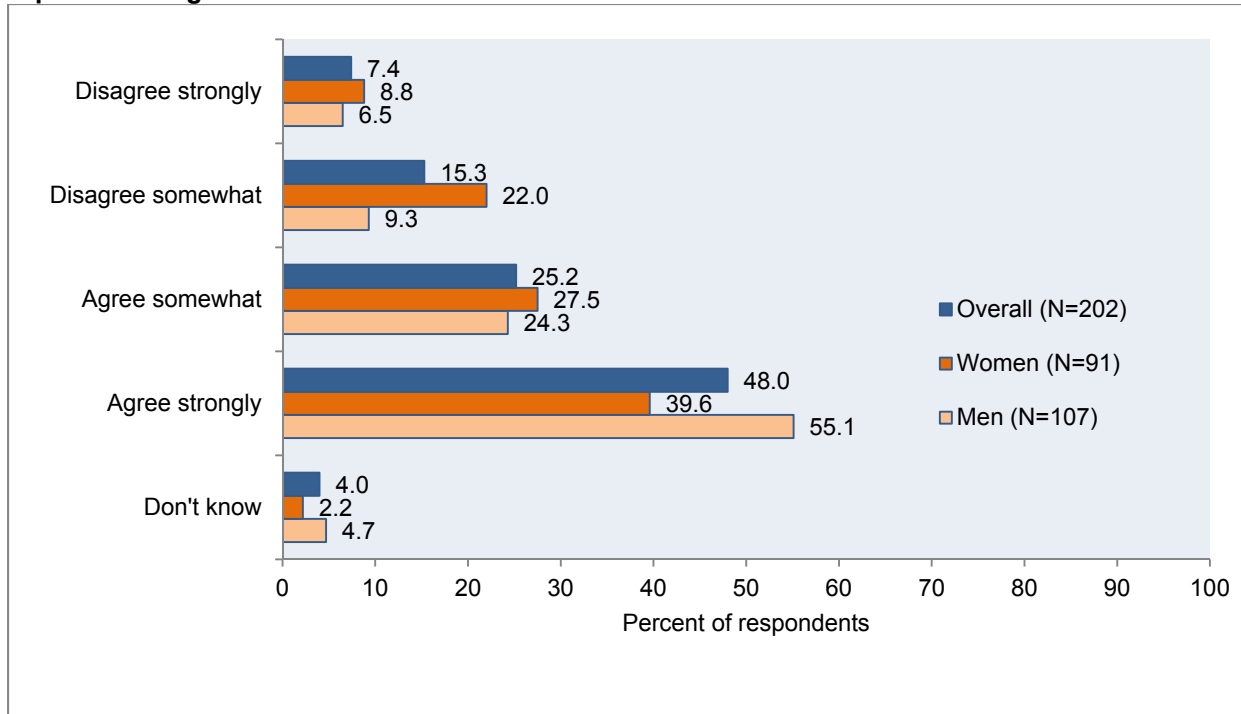
- **Gender** – Much higher among men than women (79.6 percent and 51.7 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (76.6 percent and 55.6 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those at NDSU 5 years or less (76.1 percent and 58.0 percent, respectively).
- **Having children ages 6 or younger** – Somewhat higher among respondents without young children than those with young children (69.3 percent and 60.0 percent, respectively). However, twice the proportion of respondents with young children as those without indicated that their department has not actively recruited women faculty (i.e., disagreed) (40.0 percent and 19.6 percent, respectively).

Figure 124. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “My department has actively recruited women faculty”



Nearly half of respondents strongly agreed that the climate for women in their department is good (48.0 percent) and another one-fourth somewhat agreed (25.2 percent) (see Figure 125). The remaining 22.7 percent of respondents indicated that the climate for women in their department is not good (i.e., disagreed). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 125. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “The climate for women in my department is good”



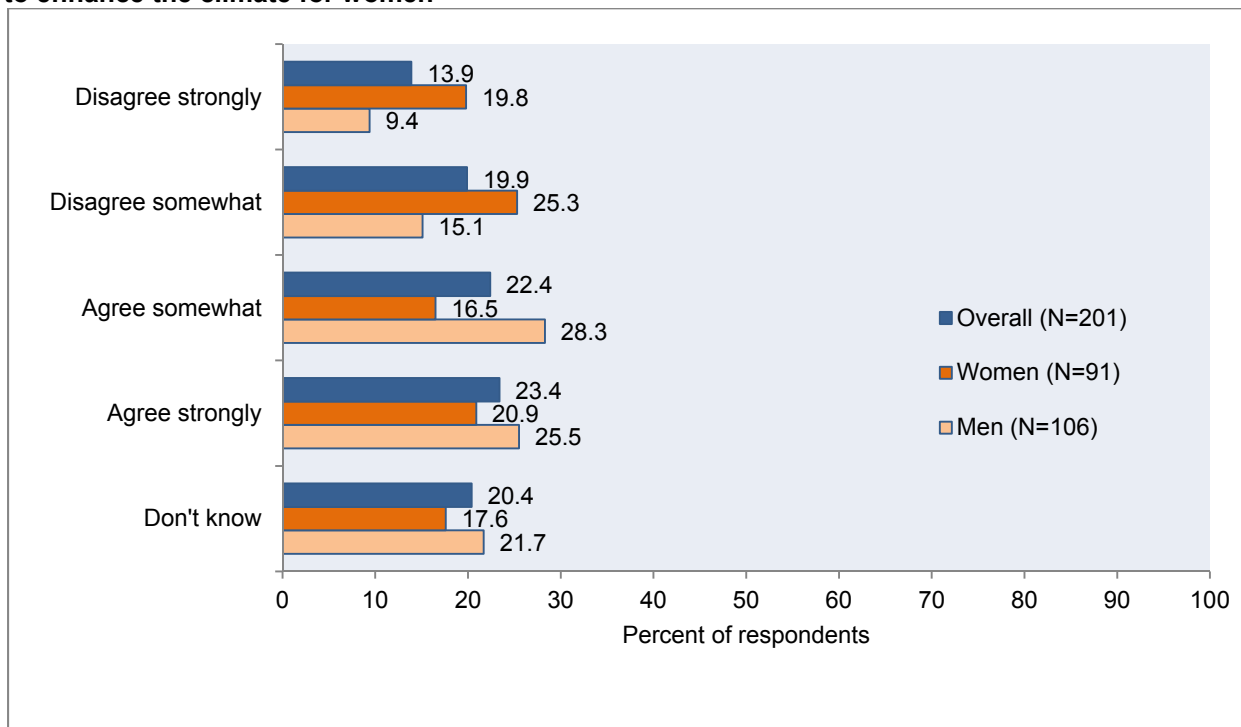
While 45.8 percent of respondents agreed that their department has identified ways to enhance the climate for women, one-third of respondents indicated that their department has not identified ways to enhance the climate for women (33.8 percent) and an additional 20.4 percent didn't know (see Figure 126 and Appendix Table 169).

Significant differences

The proportion of respondents who indicated that their department has not identified ways to enhance the climate for women at all (i.e., strongly disagreed) was:

- **Gender** – More than twice as high among women as men (19.8 percent and 9.4 percent, respectively).
- **Racial/ethnic majority status** – Higher among majority status respondents than non-majority status respondents (16.9 percent and 0.0 percent, respectively). However, a higher proportion of non-majority respondents than majority status respondents didn't know (29.4 percent and 18.1 percent, respectively).

Figure 126. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has identified ways to enhance the climate for women"



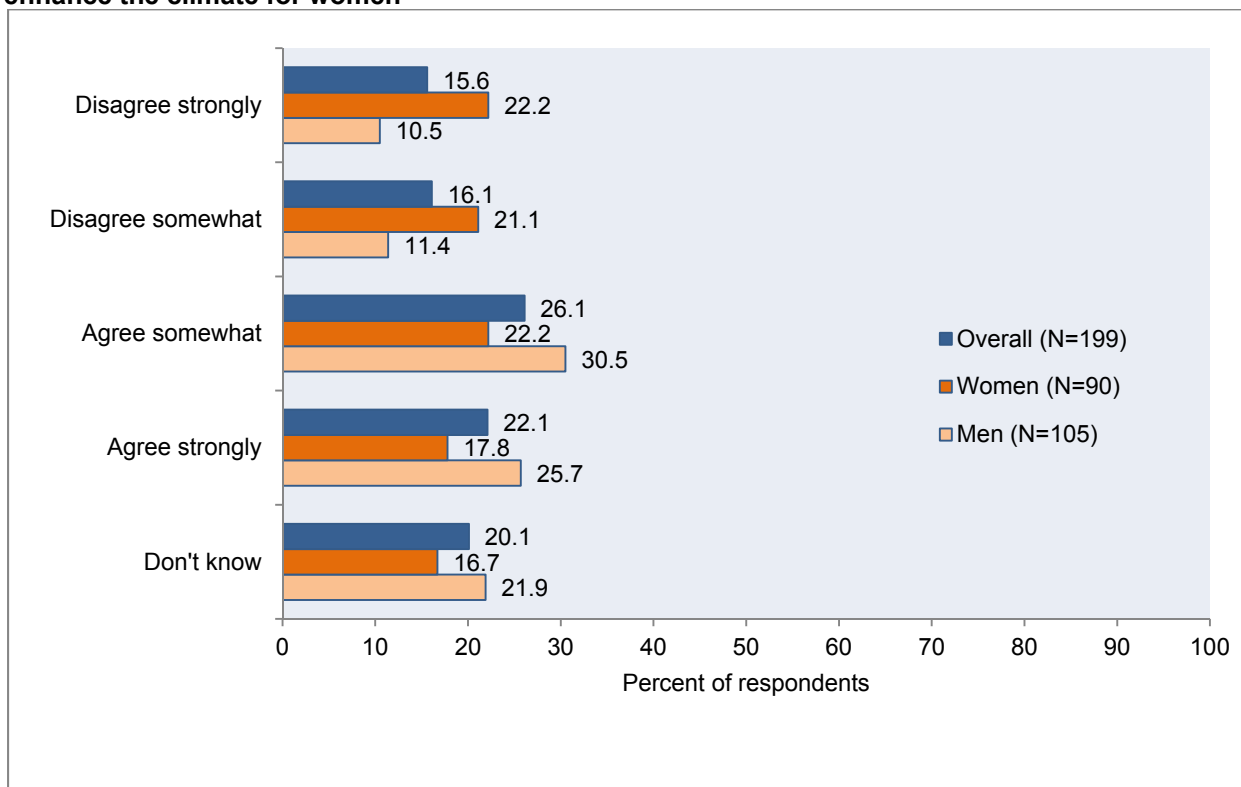
Nearly half of respondents agreed that their department has taken steps to enhance the climate for women (48.2 percent) (see Figure 127 and Appendix Table 170). However, 31.7 percent of respondents indicated that their department has not taken steps to enhance the climate for women (i.e., disagreed) and 20.1 percent didn't know.

Significant differences

The proportion of respondents who indicated that their department has not taken steps to enhance the climate for women at all (i.e., strongly disagreed) was:

- **Gender** – More than twice as high among women as men (22.2 percent and 10.5 percent, respectively).
- **Racial/ethnic majority status** – Higher among majority status respondents than non-majority status respondents (18.8 percent and 0.0 percent, respectively). However, a higher proportion of non-majority respondents than majority status respondents didn't know (33.3 percent and 17.0 percent, respectively).
- **Type of college** – Somewhat higher among respondents in non-STEM designated colleges than those in STEM colleges (20.0 percent and 13.4 percent, respectively). However, a higher proportion of respondents in non-STEM designated colleges than those in STEM colleges also strongly agreed that the department has taken steps to enhance the climate for women (28.9 percent and 16.5 percent, respectively).

Figure 127. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has taken steps to enhance the climate for women"



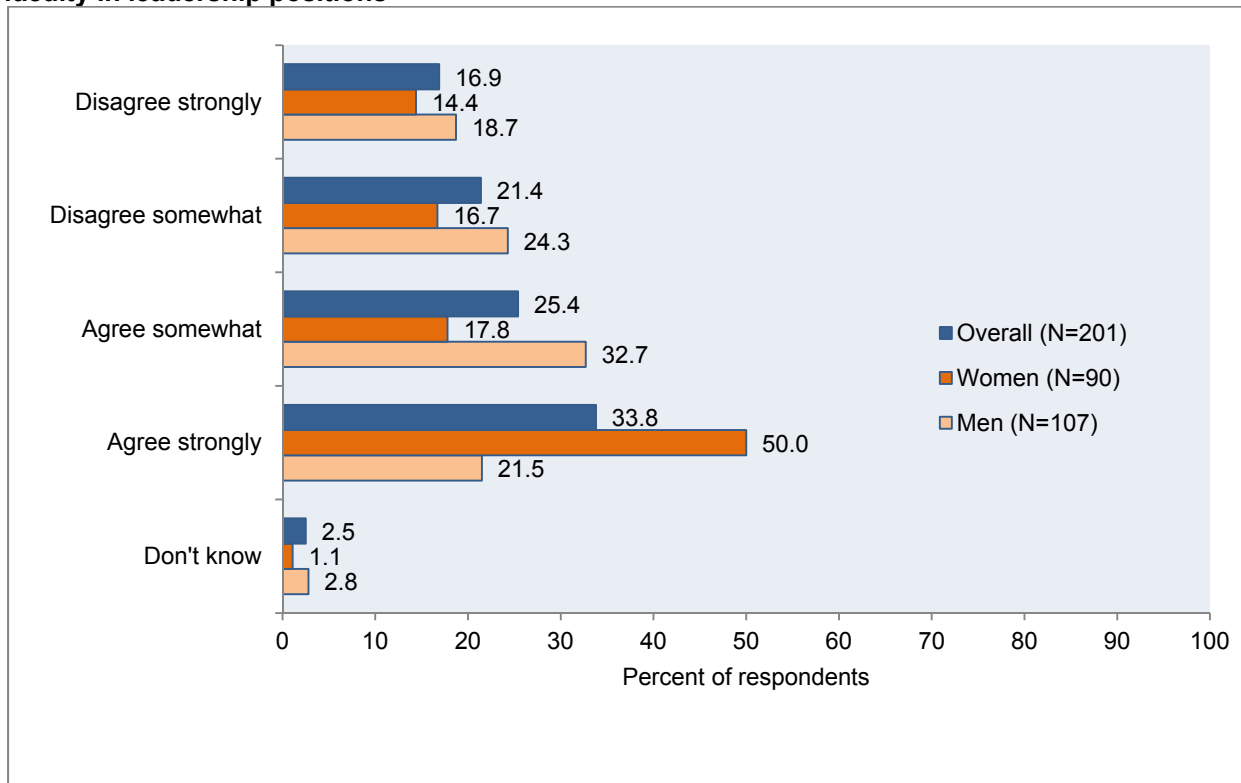
One-third of respondents strongly agreed that their department has too few women faculty in leadership positions (33.8 percent) and an additional one-fourth somewhat agree (25.4 percent) (see Figure 128 and Appendix Table 171).

Significant differences

The proportion of respondents who agreed that their department has too few women faculty in leadership positions was:

- **Gender** – Higher among women than men (67.8 percent and 54.2 percent, respectively).
- **Type of college** – Higher among respondents in STEM designated colleges than those in non-STEM colleges (68.8 percent and 51.1 percent, respectively).

Figure 128. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “My department has too few women faculty in leadership positions”



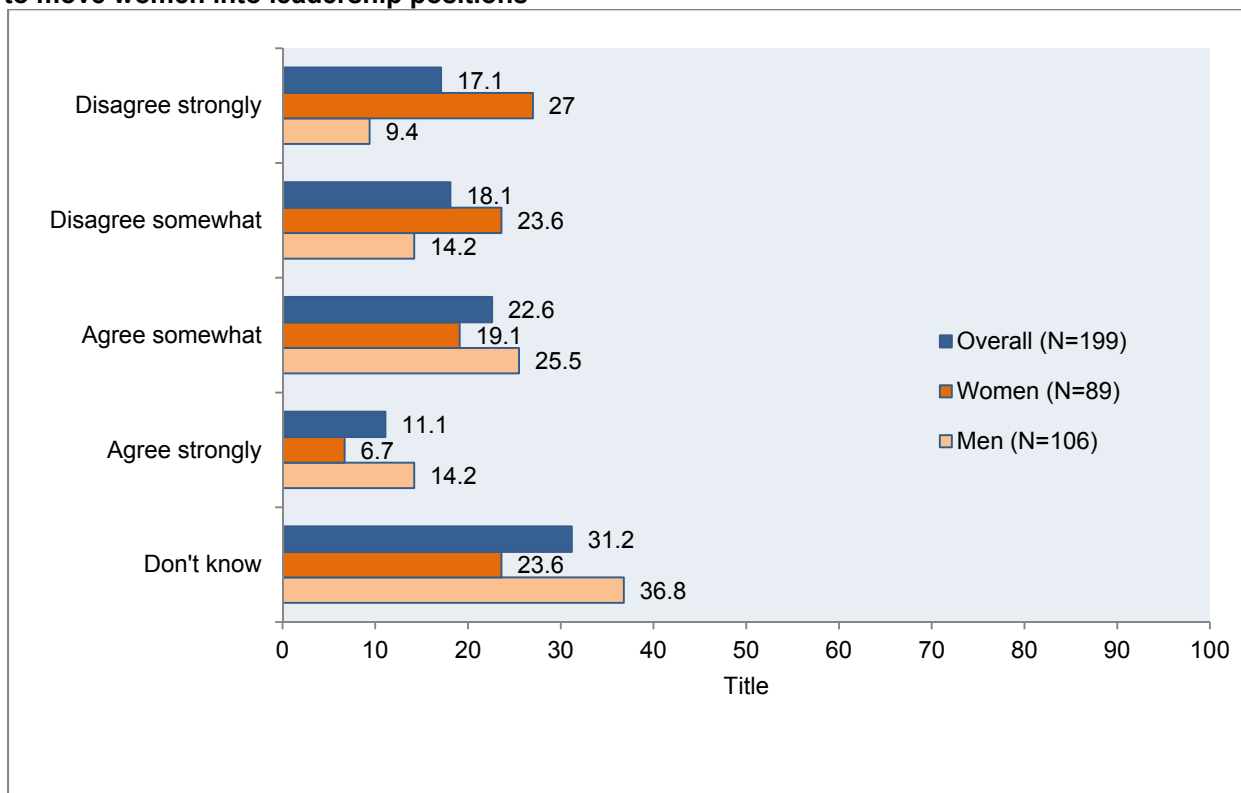
One-third of respondents agreed that their department has identified ways to move women into leadership positions (33.7 percent) while more than one-third disagreed (35.2 percent) (see Figure 129 and Appendix Table 172). The remaining respondents didn't know (31.2 percent).

Significant differences

The proportion of respondents who indicated that their department has not identified ways to move women into leadership positions (i.e., disagreed) was:

- **Gender** – More than twice as high among women as men (50.6 percent and 23.6 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents with young children than those without young children (52.0 percent and 29.6 percent, respectively).

Figure 129. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “My department has identified ways to move women into leadership positions”



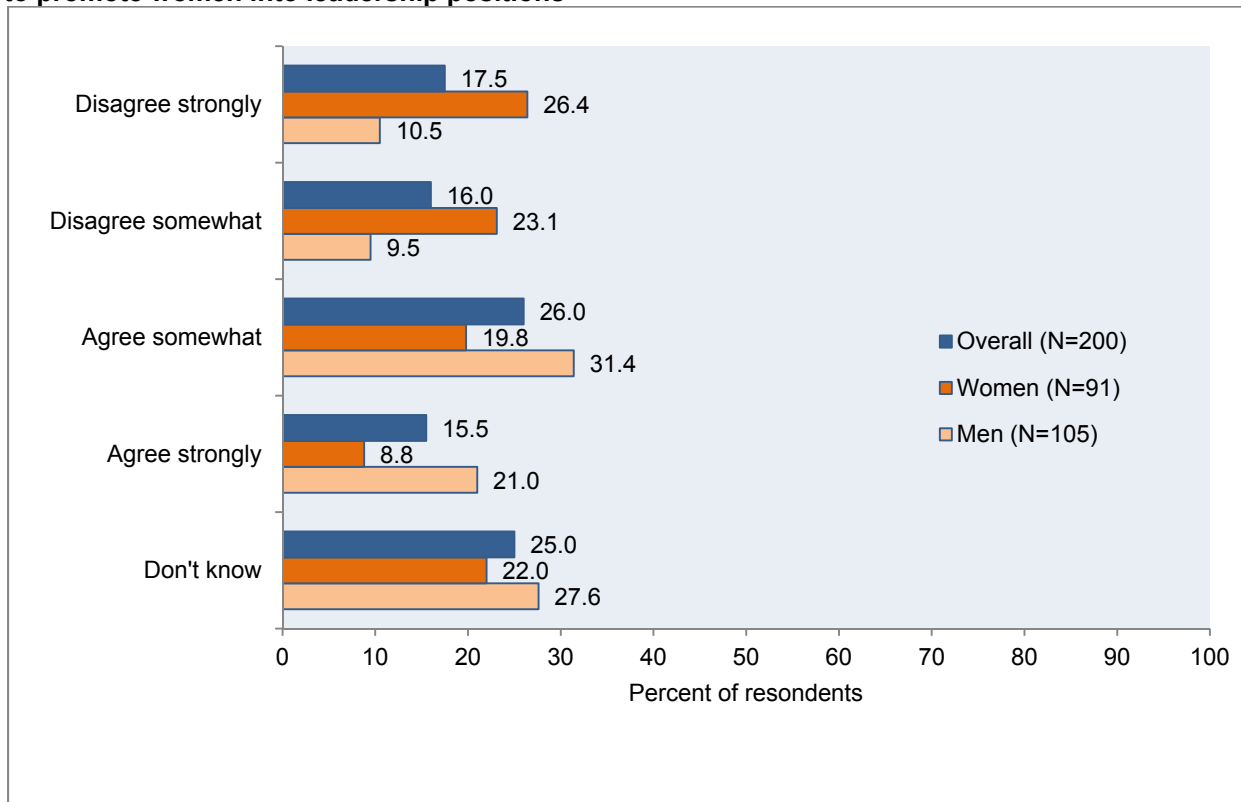
While 41.5 percent of respondents agreed that their department has made an effort to promote women into leadership positions, one-third disagreed (33.5 percent) and an additional one-fourth didn't know (25.0 percent) (see Figure 130 and Appendix Table 173).

Significant differences

The proportion of respondents who strongly agreed that their department has made an effort to promote women into leadership positions was:

- **Gender** – Higher among men than women (21.0 percent and 8.8 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (18.5 percent and 6.1 percent, respectively).

Figure 130. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “My department has made an effort to promote women into leadership positions”



Demographics

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables.

More than half of the respondents to this survey were men (54.5 percent) and 45.5 percent of respondents were women (see Figure 131 and Appendix Table 174).

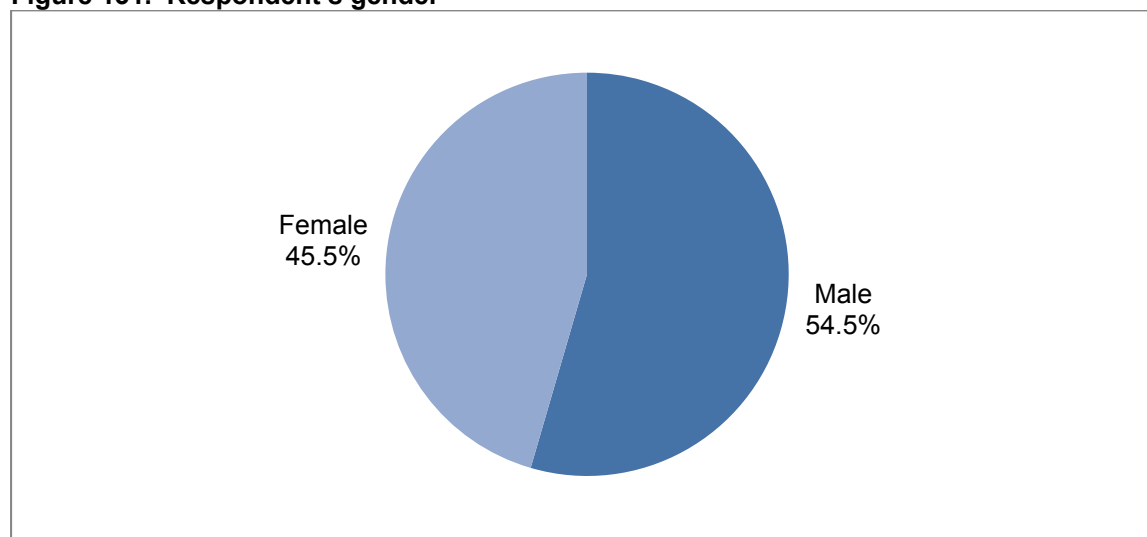
According to data from NDSU's Office of Institutional Research and Analysis, of the 488 tenured or tenure track faculty at NDSU in fall 2008, 73.6 percent of them were men and 26.4 percent were women.

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. The proportion of respondents to this survey who were men was:

- **Type of college** – Higher among respondents in STEM-designated colleges than those in non-STEM colleges (63.3 percent and 46.7 percent, respectively). In fall 2008, 80.1 percent of faculty in STEM-designated colleges at NDSU were men and 61.6 percent of respondents in non-STEM colleges were men.
- **Tenure status** – Higher among tenured faculty than non-tenured faculty (73.1 percent and 32.2 percent, respectively). In fall 2008, 86.3 percent of tenured faculty at NDSU were men and 57.8 percent of non-tenured faculty were men.
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those at NDSU 5 years or less (66.4 percent and 41.6 percent, respectively).

Figure 131. Respondent's gender

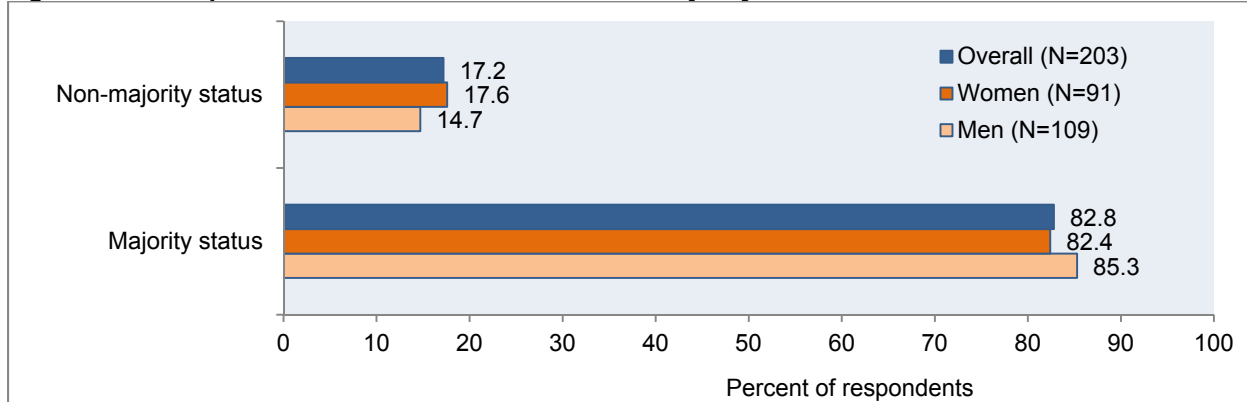


N=200

Most respondents to this survey were of a racial/ethnic majority (i.e., identified only as “white, not of Hispanic origin”) (82.8 percent) (see Figure 132). Among survey respondents, 17.2 percent were of a non-majority status. Race/ethnicities among respondents included Southeast Asian (2.0 percent), other Asian/Pacific Islander (5.9 percent), Black/African American (1.5 percent), Hispanic (2.0 percent), Native American (0.5 percent), and other (2.0 percent) (see Appendix Table 175). This variable was not explored for significant differences.

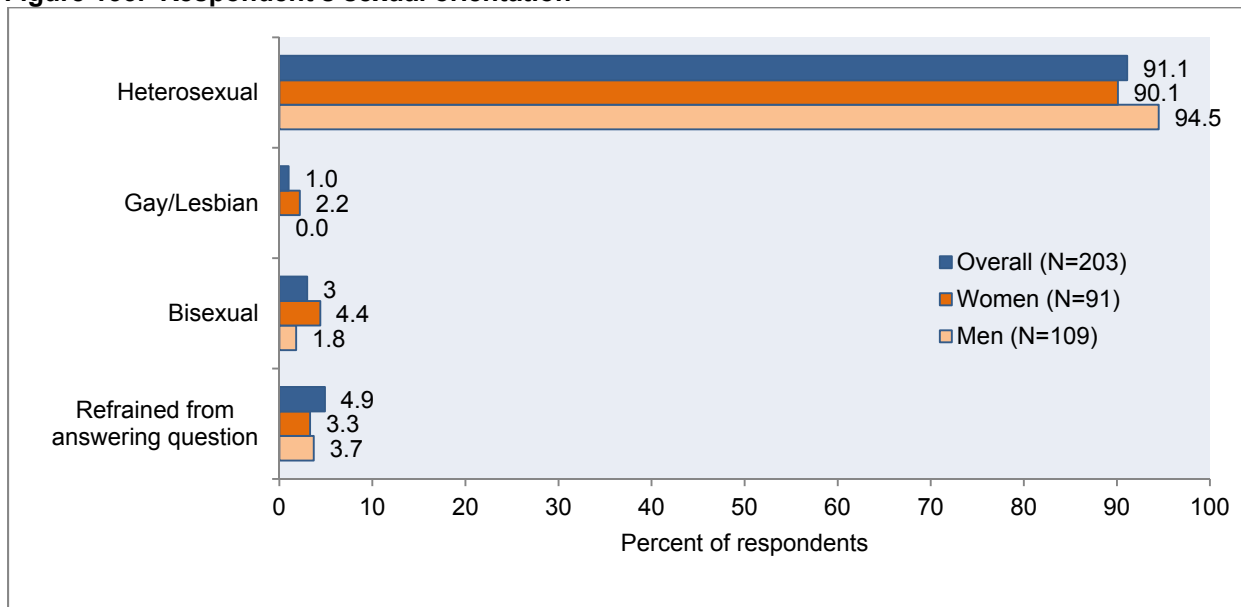
In fall 2008, 20.5 percent of tenured and tenure track faculty at NDSU identified themselves as being non-white.

Figure 132. Respondent’s status as a racial/ethnic majority



The vast majority of respondents identified themselves as being heterosexual (91.1 percent) (see Figure 133). This variable was not explored for significant differences based on other characteristics.

Figure 133. Respondent’s sexual orientation



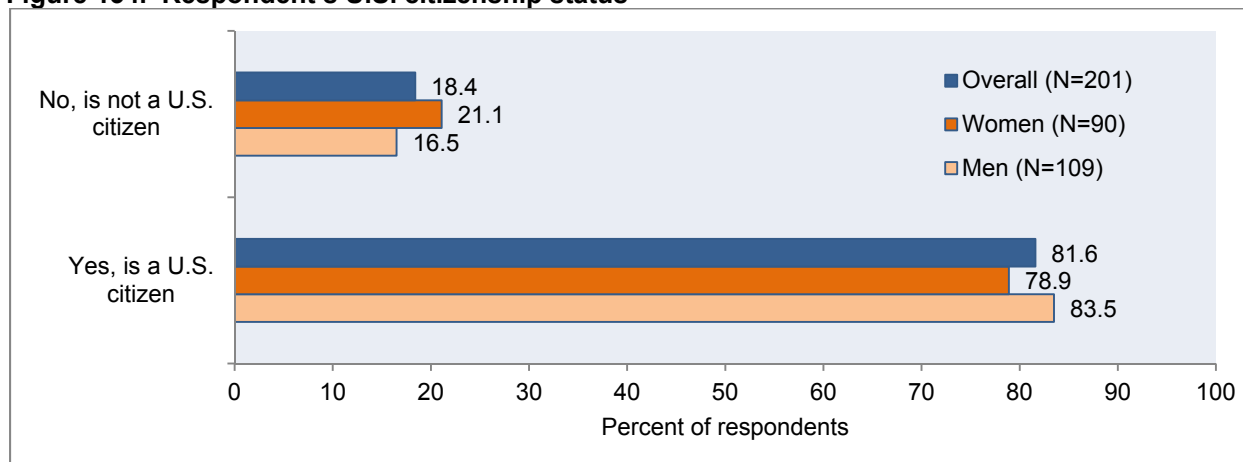
Most survey respondents indicated that they are U.S. citizens (81.6 percent), while 18.4 percent of respondents indicated they are not U.S. citizens (see Figure 134 and Appendix Tables 176a and 176b).

Significant differences

There were not significant differences in responses based on gender but there were for the other five characteristics explored for significance. The proportion of respondents to this survey who were U.S. citizens was:

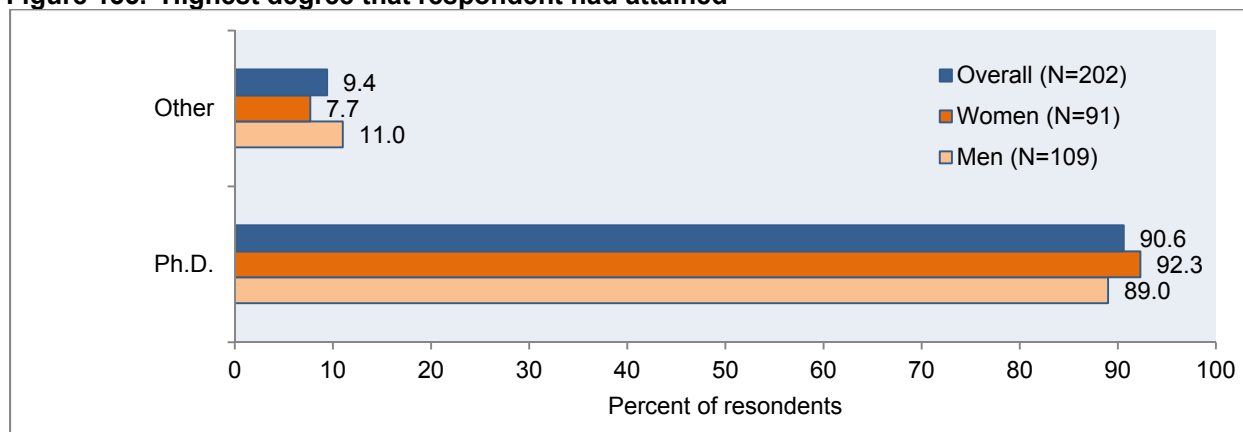
- **Racial/ethnic majority status** – Much higher among majority status respondents than non-majority status respondents (87.5 percent and 51.5 percent, respectively).
- **Type of college** – Higher among respondents in non-STEM designated colleges than those in STEM colleges (89.1 percent and 75.8 percent, respectively).
- **Tenure status** – Higher among tenured faculty than non-tenured faculty (87.7 percent and 75.3 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those at NDSU 5 years or less (88.1 percent and 76.1 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without children than those with children (87.5 percent and 63.3 percent, respectively).

Figure 134. Respondent’s U.S. citizenship status



The highest degree attained for most respondents was a Ph.D. (90.6 percent) (see Figure 135 and Appendix Table 177). Other highest degrees attained included a D.V.M., J.D., M.A./M.S., and Ed.D. This variable was not explored for significant differences based on other characteristics.

Figure 135. Highest degree that respondent had attained



The highest proportion of respondents came from the College of Arts, Humanities, and Social Sciences (26.7 percent) followed closely by the College of Agriculture, Food Systems, and Natural Resources (26.2 percent) (see Figure 136 and Appendix Table 178).

Significant differences

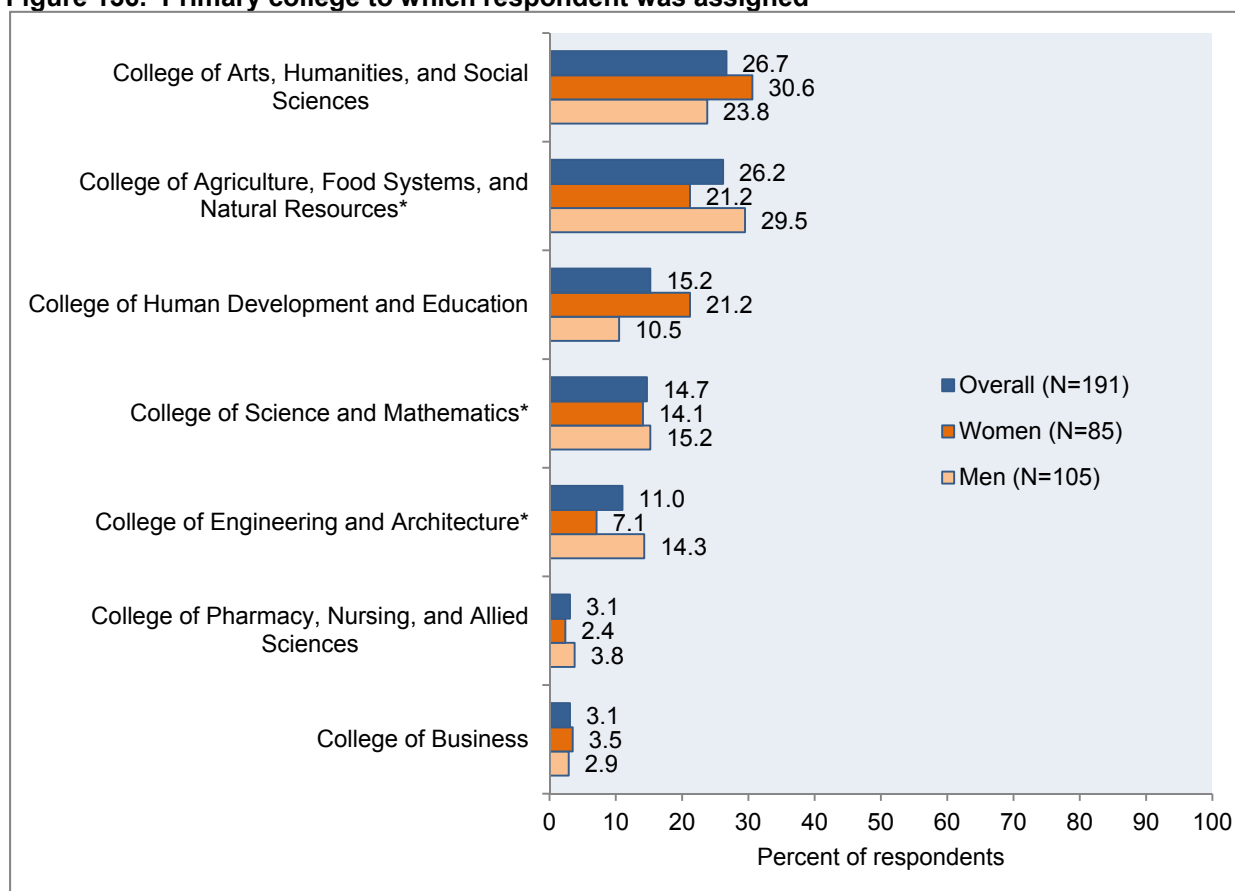
There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance.

- **Having children ages 6 or younger** – A much higher proportion of respondents with young children than those without young children identified themselves as being assigned to the College of Science and Mathematics (34.0 percent and 8.3 percent, respectively). A higher proportion of respondents without young children than those with young children identified themselves as being assigned to the College of Arts, Humanities, and Social Sciences (29.9 percent and 17.0 percent, respectively) and the College of Human Development and Education (18.1 percent and 6.4 percent, respectively).

In fall 2008, the actual proportion of tenured and tenure track faculty by college was as follows:

- 28.1 percent in the College of Agriculture, Food Systems, and Natural Resources
- 20.7 percent in the College of Science and Mathematics
- 16.4 percent in the College of Arts, Humanities, and Social Sciences
- 16.0 percent in the College of Engineering and Architecture
- 10.5 percent in the College of Human Development and Education
- 5.1 percent in the College of Business
- 3.1 percent in the College of Pharmacy, Nursing, and Allied Sciences
- 0.2 percent in Other (i.e., Interdisciplinary graduate program)

Figure 136. Primary college to which respondent was assigned



*Designates a STEM-designated college for purposes of analyses in this report. STEM stands for "Science, Technology, Engineering, and Math"

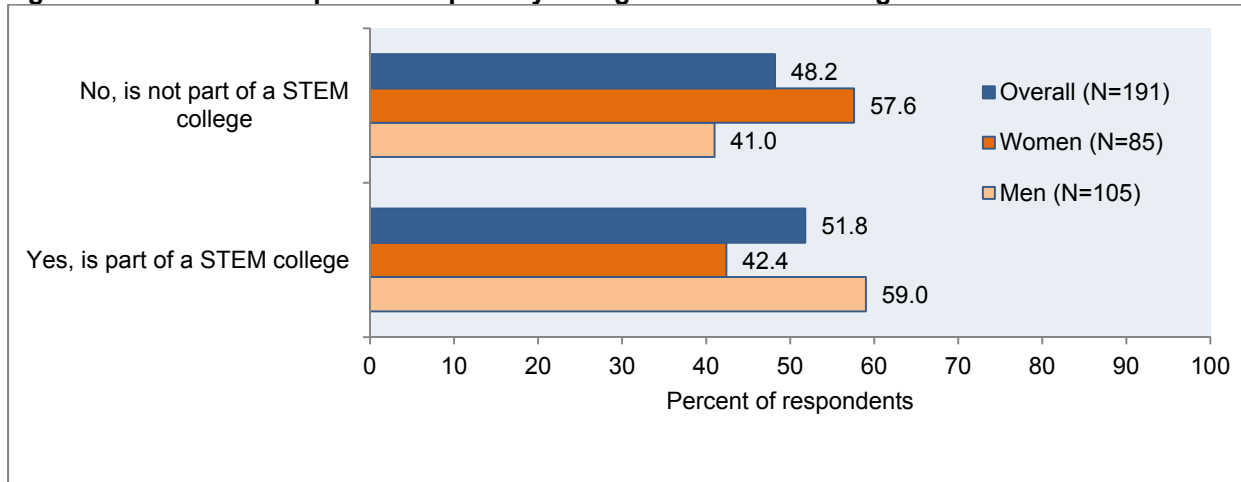
More than half of respondents identified themselves as being part of a STEM designated college (51.8 percent) (see Figure 137 and Appendix Table 179).

Significant differences

The proportion of respondents who identified themselves as being part of a STEM designated college was:

- **Gender** – Higher among men than women (59.0 percent and 42.4 percent, respectively)
- **Having children ages 6 or younger** – Much higher among respondents with young children than those without young children (70.2 percent and 45.8 percent, respectively).

Figure 137. Whether respondent's primary college was a STEM college



Note: STEM stands for "Science, Technology, Engineering, and Math" and, for purposes of analyses in this report, includes the College of Agriculture, Food Systems, and Natural Resources; the College of Engineering and Architecture; and the College of Science and Mathematics

The data also allow us the opportunity to explore the gender distribution within respondents' colleges. Only 15.2 percent of respondents identified themselves as being in a college that, in fall 2008, had a "very high" proportion of women (i.e., at least half of faculty who were women) (see Figure 138 and Appendix Table 180). A similar proportion of respondents (14.1 percent) were in a college that had a "low" proportion of women (i.e., less than one-fifth of faculty who were women).

Significant differences

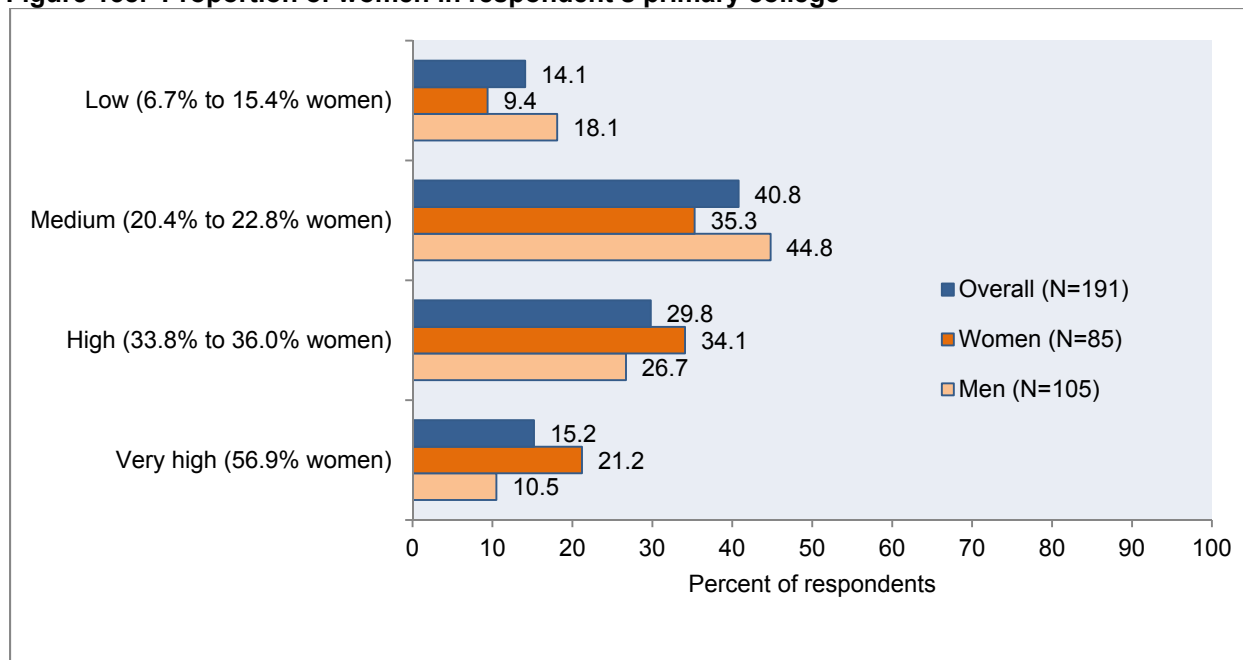
The proportion of respondents who were in a college that had a "low" proportion of women was:

- **Gender** – Higher among men than women (18.1 percent and 9.4 percent, respectively).
- **Type of college** – Higher among respondents in STEM designated colleges than those in non-STEM colleges (21.2 percent and 6.5 percent, respectively).
- **Having children ages 6 or younger** – Nearly the same regardless of having children ages 6 or younger. However, a higher proportion of respondents without young children than those with young children were in a college that had a "very high" proportion of women (18.1 percent and 6.4 percent, respectively).

In fall 2008, the actual proportion of women by college was as follows:

- 56.9 percent in the College of Human Development and Education
- 36.0 percent in the College of Business
- 33.8 percent in the College of Arts, Humanities, and Social Sciences
- 22.8 percent in the College of Science and Mathematics
- 20.4 percent in the College of Agriculture, Food Systems, and Natural Resources
- 15.4 percent in the College of Engineering and Architecture
- 6.7 percent in the College of Pharmacy, Nursing, and Allied Sciences
- 0.0 percent in Other (i.e., Interdisciplinary graduate program)

Figure 138. Proportion of women in respondent's primary college



APPENDICES

Appendix Tables

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are incorporated into each respective appendix table.

Also, note that tables in **gray** present quantitative data (i.e., frequencies and the results of significance testing) while tables in **blue** present qualitative data (i.e., themes of open-ended responses provided by respondents).

Hiring Process at NDSU

Appendix Table 1. Respondent's first position at NDSU (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=224)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=109)	Women (N=91)	Yes (N=120)	No (N=97)	≤5 years (N=96)	More than 5 years (N=121)	
Assistant Professor	57.8	68.1	46.7	82.5	79.2	47.9	61.6
Associate Professor	16.5	11.0	25.8	2.1	7.3	20.7	14.7
Professor	15.6	1.1	18.3	0.0	6.3	12.4	9.8
Other	10.1	19.8	9.2	15.5	7.3	19.0	13.8
Total	100.0	100.0	100.0	100.1	100.1	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 2. Other first positions respondent had at NDSU

Theme	Responses					
	Gender (N=29*)				Total (N=31)	
	Men (N=11)		Women (N=18)			
	#	%	#	%	#	%
Dean/department head	4	33.3	0	0.0	4	12.5
Professor, assistant professor, lecturer, and instructor	4	33.3	13	72.2	17	53.1
Professor and assistant professor – non-tenured track	0	0.0	4	22.2	4	12.5
Instructor/lecturer/visiting professor	3	25.0	9	50.0	12	37.5
Professor	1	8.3	0	0.0	1	3.1
Research associated	4	33.4	4	22.3	9	28.1
Post Doc	2	16.7	3	16.7	5	15.6
Research assistant/associate/faculty	2	16.7	1	5.6	4	12.5
Other	0	0.0	1	5.6	2	6.2
Extension	0	0.0	1	5.6	1	3.1
Graduate student	0	0.0	0	0.0	1	3.1
Total responses**	12	100.0	18	100.0	32	100.0

Note: See Appendix Tables 181a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an “other” response due to respondents not specifying what gender they are.

**Total does not add up to the number of respondents who responded to the question due to respondents’ comments fitting more than one theme.

Appendix Table 3. Whether respondent has been at NDSU 5 years or less (significance by gender, tenure status, and having children ages 6 or younger)

Length of time at NDSU	Percent of Respondents						Overall (N=217)
	Gender*		Tenure status*		Have children ages 6 or younger*		
	Men (N=108)	Women (N=88)	Yes (N=116)	No (N=94)	No (N=168)	Yes (N=49)	
5 years or less (hired 1999 through January 2009)	34.3	59.1	11.2	84.0	36.9	69.4	44.2
More than 5 years (hired 1963 through 1998)	65.7	40.9	88.8	16.0	63.1	30.6	55.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 4. Respondent’s opinion regarding the statement about the hiring process: “The department did its best to obtain resources for me” (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=216)
	Tenure status*		Years at NDSU*		
	Yes (N=116)	No (N=94)	≤5 years (N=93)	More than 5 years (N=117)	
Disagree strongly	5.2	2.1	1.1	6.0	4.2
Disagree somewhat	19.8	8.5	9.7	18.8	15.3
Agree somewhat	34.5	30.9	33.3	33.3	32.4
Agree strongly	40.5	58.5	55.9	41.9	48.1
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 5. Respondent's opinion regarding the statement about the hiring process: "Faculty in the department made an effort to meet me" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=223)
	Men (N=109)	Women (N=91)	
Disagree strongly	0.9	0.0	0.9
Disagree somewhat	1.8	13.2	8.1
Agree somewhat	25.7	18.7	23.8
Agree strongly	71.6	68.1	67.3
Total	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 6. Respondent's opinion regarding the statement about the hiring process: "I negotiated successfully for what I needed" (significance by tenure status and years at NDSU)

Response	Percent of Respondents				
	Tenure status*		Years at NDSU*		Overall (N=212)
	Yes (N=112)	No (N=95)	≤5 years (N=96)	More than 5 years (N=112)	
Disagree strongly	14.3	2.1	4.2	12.5	9.0
Disagree somewhat	23.2	16.8	16.7	24.1	20.3
Agree somewhat	34.8	46.3	37.5	41.1	39.6
Agree strongly	27.7	34.7	41.7	22.3	31.1
Total	100.0	99.9	100.1	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 7. Respondent's opinion regarding the statement about the hiring process: "I was naive about the negotiation process" (significance by years at NDSU)

Response	Percent of Respondents		
	Years at NDSU*		Overall (N=216)
	≤5 years (N=95)	More than 5 years (N=116)	
Disagree strongly	17.9	13.8	16.2
Disagree somewhat	32.6	18.1	24.1
Agree somewhat	29.5	28.4	28.7
Agree strongly	20.0	39.7	31.0
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 8. Respondent's opinion regarding the statement about the hiring process: "I was pleased with my start-up package" (significance by tenure status and years at NDSU)

Response	Percent of Respondents				
	Tenure status*		Years at NDSU*		Overall (N=202)
	Yes (N=103)	No (N=94)	≤5 years (N=93)	More than 5 years (N=103)	
Disagree strongly	16.5	3.2	5.4	15.5	10.9
Disagree somewhat	29.1	20.2	19.4	30.1	24.3
Agree somewhat	36.9	48.9	48.4	35.9	42.6
Agree strongly	17.5	27.7	26.9	18.4	22.3
Total	100.0	100.0	100.1	99.9	100.1

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 9. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to ACCEPT a position at NDSU (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=224)
	Men (N=109)	Women (N=91)	
Salary and benefits	11.9	24.2	18.3

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 10. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to ACCEPT a position at NDSU (significance by racial/ethnic majority status)

Response	Percent of Respondents		
	Majority status*		Overall (N=224)
	Not a majority (N=35)	A majority (N=168)	
Geographic location	8.6	39.3	33.9
Research opportunities	42.9	26.2	28.6

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 11. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to ACCEPT a position at NDSU (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=224)
	STEM college (N=99)	Non-STEM college (N=92)	
Research opportunities	37.4	20.7	28.6
Quality of public schools	19.2	7.6	12.9
Teaching opportunities	29.3	43.5	36.2

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 12. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to ACCEPT a position at NDSU (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=224)
	Yes (N=120)	No (N=97)	
Opportunities available for spouse/partner	15.0	28.9	20.5

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 13. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to ACCEPT a position at NDSU (significance by years at NDSU)

Response	Percent of Respondents		
	Years at NDSU*		Overall (N=224)
	≤5 years (N=96)	More than 5 years (N=121)	
Prestige of department/unit/lab	3.1	10.7	7.1
Salary and benefits	27.1	10.7	18.3

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 14. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to ACCEPT a position at NDSU (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=224)
	No (N=174)	Yes (N=50)	
Opportunities available for spouse/partner	16.7	34.0	20.5
Teaching opportunities	39.7	24.0	36.2

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 15. Other factors that influenced decision to ACCEPT a position at NDSU

Theme	Responses					
	Gender (N=44)				Total* (N=48)	
	Men (N=27)		Women (N=17)			
	#	%	#	%	#	%
Desirable position characteristics	3	10.7	2	11.8	5	10.2
Family and friends	2	7.1	6	35.3	8	16.3
Family	2	7.1	5	29.4	7	14.3
Friends	0	0.0	1	5.9	1	2.0
Job opening, limited job availability, and in need of a job	11	39.3	5	29.4	19	38.8
Availability of job/job offer/it was a job	10	35.7	3	17.6	16	32.7
Few jobs elsewhere	1	3.6	1	5.9	2	4.1
Positions available/offered to both spouses	0	0.0	1	5.9	1	2.0
Opportunity for growth, challenge, and change	6	21.4	1	5.9	8	16.3
Opportunity for new challenges and to facilitate change	2	7.1	1	5.9	4	8.2
NDSU provided potential opportunity and growth	4	14.3	0	0.0	4	8.2
Campus Assets	4	14.3	3	17.6	7	14.3
Alumni	1	3.6	1	5.9	2	4.1
NDSU qualities (support, optimism, and interaction)	2	7.1	1	5.9	3	6.1
Doctoral program	1	3.6	1	5.9	2	4.1
Other	2	7.1	0	0.0	2	4.1
Total responses**	28	99.9	17	100.0	49	100.0

Note: See Appendix Tables 182a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an "other" response in due to respondents not specifying what gender they are.

**Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

Appendix Table 16. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to HESITATE about accepting a position at NDSU (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=224)
	Men (N=109)	Women (N=91)	
Opportunities available for spouse/partner	11.0	22.2	17.0
Climate for women	4.6	24.2	12.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 17. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to HESITATE about accepting a position at NDSU (significance by racial/ethnic majority status)

Response	Percent of Respondents		
	Majority status*		Overall (N=224)
	Not a majority (N=35)	A majority (N=168)	
Opportunities available for spouse/partner	31.4	12.5	17.0
Support for research	37.1	15.5	19.2
Climate for faculty of color	20.0	1.8	4.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 18. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to HESITATE about accepting a position at NDSU (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=224)
	STEM college (N=99)	Non-STEM college (N=92)	
Support for research	25.3	13.0	19.2

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 19. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to HESITATE about accepting a position at NDSU (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=224)
	Yes (N=120)	No (N=97)	
Climate of department/unit/lab	11.7	4.1	8.0
Climate for women	6.7	21.6	12.9
Quality of students	10.0	20.6	14.7

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 20. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to HESITATE about accepting a position at NDSU (significance by years at NDSU)

Response	Percent of Respondents		
	Years at NDSU*		Overall (N=224)
	≤5 years (N=96)	More than 5 years (N=121)	
Community resources and organizations	12.5	5.0	8.0
Salary and benefits	38.5	55.4	47.8
Climate for women	19.8	5.0	12.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 21. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to HESITATE about accepting a position at NDSU (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=224)
	No (N=174)	Yes (N=50)	
Colleagues in department/unit/lab	9.8	0.0	7.6
Quality of students	12.1	24.0	14.7

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 22. Other factors that influenced decision to HESITATE about accepting a position at NDSU

Theme	Responses					
	Gender (N=16)				Total (N=16)	
	Men (N=8)		Women (N=8)			
	#	%	#	%	#	%
Community and location	0	0.0	2	25.0	2	12.5
Lack of single professionals	0	0.0	1	12.5	1	6.3
Weather	0	0.0	1	12.5	1	6.3
Personal reasons	2	25.0	2	25.0	3	18.8
Was a student in the department	0	0.0	1	12.5	1	6.3
Leaving significant other	1	12.5	0	0.0	1	6.3
Liked former university	0	0.0	1	12.5	1	6.3
That it is a government position	1	12.5	0	0.0	1	6.3
Salary, benefits, and resources	3	37.5	2	25.0	5	31.3
Resources and funding	2	25.0	0	0.0	2	12.5
Salary and/or insurance benefits	1	12.5	2	25.0	3	18.8
University characteristics	1	12.5	1	12.5	3	18.8
Lack of diversity in student body	0	0.0	1	12.5	1	6.3
Slow processes	1	12.5	0	0.0	1	6.3
None	2	25.0	1	12.5	3	18.8
Total responses	8	100.0	8	100.0	16	100.0

Note: See Appendix Tables 183a and b for a complete list of responses.

Tenure Process at NDSU

Appendix Table 23. Whether respondent did or will experience the tenure or promotion process to Associate Professor at NDSU (significance by gender, tenure status, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=224)
	Gender*		Tenure status*		Have children ages 6 or younger*		
	Men (N=109)	Women (N=91)	Yes (N=120)	No (N=97)	No (N=174)	Yes (N=50)	
Yes	79.8	93.4	78.3	100.0	82.2	96.0	85.3
No	20.2	6.6	21.7	0.0	17.8	4.0	14.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 24. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, whether respondent currently has tenure or an indefinite appointment (significance by gender, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=191)
	Gender*		Years at NDSU*		Have children ages 6 or younger*		
	Men (N=87)	Women (N=85)	≤5 years (N=81)	More than 5 years (N=105)	No (N=143)	Yes (N=48)	
Yes	66.7	28.2	2.5	85.7	60.1	16.7	49.2
No	33.3	71.8	97.5	14.3	39.9	83.3	50.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 25. Among respondents who were hired at NDSU as an Assistant Professor, who did/will experience the tenure/promotion process to Associate Professor at NDSU, and who currently have tenure or an indefinite appointment, average years between when respondent was hired and when respondent became an Associate Professor

Response	Mean Number of Years		
	Gender		Overall (N=54)
	Men (N=38)	Women (N=11)	
Average number of years between hire and becoming associate professor	6.71	6.00	6.56

Appendix Table 26. Respondent's tenure status (significance by gender, years at NDSU, and having children ages 6 or younger)

Tenure status	Percent of Respondents						Overall (N=217)
	Gender*		Years at NDSU*		Have children ages 6 or younger*		
	Men (N=105)	Women (N=89)	≤5 years (N=92)	More than 5 years (N=118)	No (N=167)	Yes (N=50)	
Yes, has tenure	72.4	31.5	14.1	87.3	65.9	20.0	55.3
No, does not have tenure but is on tenure track	27.6	68.5	85.9	12.7	34.1	80.0	44.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 27. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent's opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: "I am/was satisfied with the tenure/promotion process overall" (significance by tenure status and years at NDSU)

Response	Percent of Respondents				
	Tenure status*		Years at NDSU*		Overall (N=158)
	Yes (N=92)	No (N=66)	≤5 years (N=51)	More than 5 years (N=102)	
Disagree strongly	4.3	6.1	3.9	4.9	5.1
Disagree somewhat	13.0	21.2	25.5	12.7	16.5
Agree somewhat	37.0	56.1	52.9	40.2	44.9
Agree strongly	45.7	16.7	17.6	42.2	33.5
Total	100.0	100.1	99.9	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 28. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent's opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: "I understand/understood the criteria for achieving tenure/promotion" (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=177)
	STEM college (N=82)	Non-STEM college (N=69)	
Disagree strongly	4.9	0.0	2.8
Disagree somewhat	23.2	10.1	17.5
Agree somewhat	36.6	40.6	38.4
Agree strongly	35.4	49.3	41.2
Total	100.1	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 29. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent's opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: "I feel/felt supported in my advancement to tenure/promotion" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=173)
	Men (N=81)	Women (N=74)	
Disagree strongly	3.7	8.1	6.4
Disagree somewhat	12.3	13.5	12.1
Agree somewhat	25.9	43.2	34.1
Agree strongly	58.0	35.1	47.4
Total	99.9	99.9	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 30. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent's opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: "I receive/received reduced responsibilities so that I could build my research program" (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=166)
	Yes (N=85)	No (N=81)	
Disagree strongly	44.7	24.7	34.9
Disagree somewhat	24.7	27.2	25.9
Agree somewhat	17.6	25.9	21.7
Agree strongly	12.9	22.2	17.5
Total	99.9	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 31. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent's opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: "I was told about assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring)" (significance by tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=171)
	Tenure status*		Years at NDSU*		Have children ages 6 or younger*		
	Yes (N=86)	No (N=85)	≤5 years (N=69)	More than 5 years (N=97)	No (N=125)	Yes (N=46)	
Disagree strongly	23.3	3.5	4.3	20.6	17.6	2.2	13.5
Disagree somewhat	29.1	17.6	18.8	27.8	24.8	19.6	23.4
Agree somewhat	31.4	49.4	46.4	34.0	37.6	47.8	40.4
Agree strongly	16.3	29.4	30.4	17.5	20.0	30.4	22.8
Total	100.1	99.9	99.9	99.9	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 32. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent's opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: "I feel there is/was a strong fit between the way I do/did research, teaching and service, and the way it is/was evaluated for tenure" (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=160)
	STEM college (N=74)	Non-STEM college (N=64)	
Disagree strongly	9.5	0.0	5.6
Disagree somewhat	14.9	26.6	21.3
Agree somewhat	41.9	48.4	43.1
Agree strongly	33.8	25.0	30.0
Total	100.1	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 33. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, whether respondent has ever reset the tenure clock at NDSU (significance by gender and tenure status)

Response	Percent of Respondents				Overall (N=162)
	Gender*		Tenure status*		
	Men (N=77)	Women (N=72)	Yes (N=87)	No (N=75)	
Yes	7.8	22.2	9.2	20.0	14.2
No	92.2	77.8	90.8	80.0	85.8
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 34. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, respondent's main reason for extending/resetting the tenure clock

Theme	Responses					
	Gender (N=21)				Total (N=21)	
	Men (N=6)		Women (N=15)			
	#	%	#	%	#	%
Family, children, and care giving	4	66.7	9	59.9	13	61.9
Children	1	16.7	2	13.3	3	14.3
Family issues	1	16.7	2	13.3	3	14.3
Maternity and birth of a child	2	33.3	5	33.3	7	33.3
Starting time	0	0.0	3	20.0	3	14.3
Starting time of position	0	0.0	2	13.3	2	9.5
Trial period	0	0.0	1	6.7	1	4.8
Other	2	33.4	3	20.1	5	23.8
Total responses	6	100.1	15	100.0	21	100.0

Note: See Appendix Tables 184a and b for a complete list of responses.

Appendix Table 35. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, what reduced responsibilities respondent was granted, if any

Theme	Responses					
	Gender (N=19)				Total* (N=20)	
	Men (N=6)		Women (N=13)			
	#	%	#	%	#	%
Mentor provided	1	16.7	0	0.0	1	5.0
Mentor provided	1	16.7	0	0.0	1	5.0
Reduced teaching load	1	16.7	6	46.2	7	35.0
Did not teach for one semester	0	0.0	2	15.4	2	10.0
Less teaching load	1	16.7	4	30.8	5	25.0
None	4	66.7	7	53.8	12	60.0
Total responses	6	100.0	13	100.0	20	100.0

Note: See Appendix Tables 185a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an "other" response due to respondents not specifying what gender they are.

Appendix Table 36. Among respondents who did/will experience the tenure/promotion process to associate professor at NDSU, whether respondent chose NOT to extend/reset the tenure clock even though they may have wanted to (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=163)
	No (N=119)	Yes (N=44)	
Yes	9.2	22.7	12.9
No	90.8	77.3	87.1
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 37. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, reasons respondent chose NOT to extend/reset the tenure clock even though they may have wanted to

Theme	Responses					
	Gender (N=15)				Total* (N=16)	
	Men (N=3)		Women (N=12)			
	#	%	#	%	#	%
Increased expectations	1	25.0	1	6.7	2	10.5
Personal decision	1	25.0	6	40.0	7	36.8
Did not want to delay the process	0	0.0	3	20.0	3	15.8
Never thought about it	1	25.0	2	13.3	2	10.5
Chose not to	0	0.0	1	6.7	2	10.5
Stigmatized	1	25.0	5	33.3	6	31.6
Appear weak or subpar	0	0.0	2	13.3	2	10.5
Department would hold extension against respondent	1	25.0	2	13.3	3	15.8
Mixed signals from the department	0	0.0	1	6.7	1	5.3
Confident with record and body of work	0	0.0	2	13.3	2	10.5
Other	1	25.0	1	6.7	2	10.5
Total responses**	4	100.0	15	100.0	19	100.0

Note: See Appendix Tables 186a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an "other" response due to respondents not specifying what gender they are.

**Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

Professional Activities

Appendix Table 38. Proportion of work time respondent CURRENTLY spent on various activities (significance by type of gender)

Activities	Mean Proportion of Time Spent		
	Gender*		Overall
	Men	Women	
Service (Men N=100, Women N=80, Overall N=187)	12.02	15.46	13.35
Administrative (Men N=82, Women N=55, Overall N=143)	20.30	9.16	16.49

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 39. Proportion of work time respondent CURRENTLY spent on various activities (significance by racial/ethnic majority status)

Activities	Mean Proportion of Time Spent		
	Majority status*		Overall
	Not a majority	A majority	
Research (Not a majority N=30, A majority N=157, Overall N=193)	37.37	22.56	25.22
Service (Not a majority N=27, A majority N=155, Overall N=187)	10.44	14.04	13.35

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 40. Proportion of work time respondent CURRENTLY spent on various activities (significance by type of college)

Activities	Mean Proportion of Time Spent		
	Type of college*		Overall (N=193)
	STEM college (N=90)	Non-STEM college (N=88)	
Research	29.39	20.72	25.22

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 41. Proportion of work time respondent CURRENTLY spent on various activities (significance by tenure status)

Activities	Mean Proportion of Time Spent		
	Tenure status*		Overall
	Yes	No	
Research (Yes N=101, No N=88, Overall N=193)	22.03	28.90	25.22
Teaching (Yes N=104, No N=86, Overall N=194)	36.21	44.26	39.57
Administrative (Yes N=83, No N=55, Overall N=143)	21.27	6.60	16.49
Outreach (Yes N=58, No N=45, Overall N=106)	3.97	2.11	3.11

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 42. Proportion of work time respondent CURRENTLY spent on various activities (significance by years at NDSU)

Activities	Mean Proportion of Time Spent		
	Years at NDSU*		Overall
	≤5 years	More than 5 years	
Teaching (≤5 years N=85, More than 5 years N=106, Overall N=194)	43.58	35.88	39.57
Service (≤5 years N=77, More than 5 years N=107, Overall N=187)	11.40	14.66	13.35
Outreach (≤5 years N=43, More than 5 years N=63, Overall N=106)	2.26	3.70	3.11

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 43. Proportion of work time respondent CURRENTLY spent on various activities (significance by having children ages 6 or younger)

Activities	Mean Proportion of Time Spent		
	Have children ages 6 or younger*		Overall
	No	Yes	
Teaching (No N=146, Yes N=48, Overall N=194)	37.88	44.71	39.57
Advising students (No N=133, Yes N=45, Overall N=178)	8.31	5.80	7.67

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 44. Proportion of work time respondent would PREFER to spend on various activities (significance by racial/ethnic majority status)

Activities	Mean Proportion of Time Prefer to Spend		
	Majority status*		Overall (N=180)
	Not a majority (N=27)	A majority (N=148)	
Research	55.48	37.72	40.14

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 45. Proportion of work time respondent would PREFER to spend on various activities (significance by type of college)

Activities	Mean Proportion of Time Prefer to Spend		
	Type of college*		Overall (N=180)
	STEM college (N=85)	Non-STEM college (N=81)	
Research	43.24	36.36	40.14

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 46. Proportion of work time respondent would PREFER to spend on various activities (significance by tenure status)

Activities	Mean Proportion of Time Prefer to Spend		
	Tenure status*		Overall
	Yes	No	
Research (Yes N=95, No N=81, Overall N=180)	35.46	46.25	40.14
Advising students (Yes N=88, No N=67, Overall N=157)	8.39	6.42	7.50
Administrative (Yes N=70, No N=42, Overall N=116)	16.01	3.86	12.78

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 47. Proportion of work time respondent would PREFER to spend on various activities (significance by years at NDSU)

Activities	Mean Proportion of Time Prefer to Spend		
	Years at NDSU*		Overall
	≤5 years	More than 5 years	
Research (≤5 years N=77, More than 5 years N=100, Overall N=180)	44.13	36.77	40.14
Advising students (≤5 years N=63, More than 5 years N=92, Overall N=157)	6.25	8.36	7.50

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 48. Proportion of work time respondent would PREFER to spend on various activities (significance by having children ages 6 or younger)

Activities	Mean Proportion of Time Prefer to Spend		
	Have children ages 6 or younger*		Overall
	No	Yes	
Research (No N=133, Yes N=47, Overall N=180)	38.04	46.09	40.14
Advising students (No N=115, Yes N=42, Overall N=157)	8.21	5.57	7.50
Administrative (No N=89, Yes N=27, Overall N=116)	14.66	6.59	12.78

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 49. Other activities respondent spent time on or would prefer to spend time on

Theme	Responses					
	Gender (N=13)				Total (N=13)	
	Men (N=2)		Women (N=11)			
	#	%	#	%	#	%
Meetings and presentations with on- and off-campus entities	0	0.0	3	27.3	3	23.1
Meetings with and reporting to off campus entities	0	0.0	2	18.2	2	15.4
Weekly department, college, and university meetings	0	0.0	1	9.1	1	7.7
Professional development and services	0	0.0	2	18.2	2	15.4
Other	2	100.0	4	36.4	1	7.7
General comments	0	0.0	2	18.2	7	53.8
Total responses	2	100.0	11	100.0	13	100.0

Note: See Appendix Tables 187a and b for a complete list of responses.

Appendix Table 50. Difference in proportion of work time respondent currently spent and how much they would prefer to spend on various activities (significance by gender)

Activities	Mean Difference in Proportion of Time		
	Gender*		Overall
	Men	Women	
Teaching (Men N=89, Women N=80, Overall N=176)	-5.06	-10.76	-7.62
Advising students (Men N=83, Women N=68, Overall N=157)	0.47	-1.00	-0.18
Service (Men N=88, Women N=73, Overall N=167)	-3.03	-5.49	-4.00
Outreach (Men N=52, Women N=35, Overall N=88)	0.60	2.11	1.25

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 51. Difference in proportion of work time respondent currently spent and how much they would prefer to spend on various activities (significance by type of college)

Activities	Mean Difference in Proportion of Time		
	Type of college*		Overall (N=157)
	STEM college (N=74)	Non-STEM college (N=73)	
Advising students	0.86	-1.26	-0.18

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 52. Difference in proportion of work time respondent currently spent and how much they would prefer to spend on various activities (significance by tenure status)

Activities	Mean Difference in Proportion of Time		
	Tenure status*		Overall (N=176)
	Yes (N=95)	No (N=77)	
Teaching	-4.12	-12.53	-7.62

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 53. Difference in proportion of work time respondent currently spent and how much they would prefer to spend on various activities (significance by years at NDSU)

Activities	Mean Difference in Proportion of Time		
	Years at NDSU*		Overall (N=176)
	≤5 years (N=74)	More than 5 years (N=99)	
Teaching	-12.27	-3.67	-7.62

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 54. Difference in proportion of work time respondent currently spent and how much they would prefer to spend on various activities (significance by having children ages 6 or younger)

Activities	Mean Difference in Proportion of Time		
	Have children ages 6 or younger*		Overall (N=176)
	No (N=129)	Yes (N=47)	
Teaching	-5.40	-13.72	-7.62

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 55. Respondent's opinion regarding the statement about the availability of resources: "I receive regular maintenance/upgrades of my equipment" (significance by type of college and years at NDSU)

Response	Percent of Respondents				Overall (N=170)
	Type of college*		Years at NDSU*		
	STEM college (N=79)	Non-STEM college (N=75)	≤5 years (N=66)	More than 5 years (N=98)	
Disagree strongly	30.4	10.7	13.6	27.6	21.8
Disagree somewhat	31.6	22.7	27.3	25.5	27.6
Agree somewhat	27.8	42.7	53.0	24.5	35.3
Agree strongly	10.1	24.0	6.1	22.4	15.3
Total	99.9	100.1	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 56. Respondent's opinion regarding the statement about the availability of resources: "I have sufficient office space" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=209)
	Men (N=108)	Women (N=91)	
Disagree strongly	11.1	11.0	11.0
Disagree somewhat	17.6	5.5	11.5
Agree somewhat	16.7	33.0	25.4
Agree strongly	54.6	50.5	52.2
Total	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 57. Respondent's opinion regarding the statement about the availability of resources: "I receive enough internal funding to conduct my research" (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=196)
	STEM college (N=91)	Non-STEM college (N=88)	
Disagree strongly	48.4	21.6	35.7
Disagree somewhat	29.7	39.8	34.2
Agree somewhat	15.4	28.4	22.4
Agree strongly	6.6	10.2	7.7
Total	100.1	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 58. Respondent's opinion regarding the statement about the availability of resources: "I have colleagues on campus who do similar research" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=202)
	Men (N=102)	Women (N=90)	
Disagree strongly	14.7	14.4	13.9
Disagree somewhat	16.7	32.2	25.2
Agree somewhat	40.2	38.9	40.1
Agree strongly	28.4	14.4	20.8
Total	100.0	99.9	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 59. Respondent's opinion regarding the statement about the availability of resources: "I have colleagues or peers who give me career advice or guidance when I need it" (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=192)
	Yes (N=99)	No (N=91)	
Disagree strongly	16.2	4.4	10.9
Disagree somewhat	20.2	14.3	17.2
Agree somewhat	35.4	47.3	41.1
Agree strongly	28.3	34.1	30.7
Total	100.1	100.1	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 60a. Whether respondent had collaborated in the PAST on research with colleagues in their primary department (significance by gender, type of college, and tenure status)

Response	Percent of Respondents						Overall (N=197)
	Gender*		Type of college*		Tenure status*		
	Men (N=102)	Women (N=87)	STEM college (N=93)	Non-STEM college (N=88)	Yes (N=106)	No (N=86)	
Yes	76.5	60.9	75.3	61.4	80.2	57.0	69.5
No	23.5	39.1	24.7	38.6	19.8	43.0	30.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 60b. Whether respondent had collaborated in the PAST on research with colleagues in their primary department (significance by years at NDSU and having children ages 6 or younger)

Response	Percent of Respondents				Overall (N=197)
	Years at NDSU*		Have children ages 6 or younger*		
	≤5 years (N=83)	More than 5 years (N=110)	No (N=148)	Yes (N=49)	
Yes	53.0	82.7	74.3	55.1	69.5
No	47.0	17.3	25.7	44.9	30.5
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 61. Whether respondent was CURRENTLY collaborating on research with colleagues off the NDSU campus (significance by racial/ethnic majority status and tenure status)

Response	Percent of Respondents				Overall (N=203)
	Majority status*		Tenure status*		
	Not a majority (N=33)	A majority (N=163)	Yes (N=108)	No (N=90)	
Yes	87.9	68.1	66.7	80.0	71.4
No	12.1	31.9	33.3	20.0	28.6
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 62a. Whether respondent had served on a promotion committee in their department (significance by gender, type of college, and tenure status)

Response	Percent of Respondents						Overall (N=207)
	Gender*		Type of college*		Tenure status*		
	Men (N=106)	Women (N=91)	STEM college (N=98)	Non- STEM college (N=91)	Yes (N=110)	No (N=91)	
Yes	50.0	20.9	43.9	28.6	66.4	1.1	36.7
No	50.0	79.1	56.1	71.4	33.6	98.9	63.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 62b. Whether respondent had served on a promotion committee in their department (significance by years at NDSU and having children ages 6 or younger)

Response	Percent of Respondents				Overall (N=207)
	Years at NDSU*		Have children ages 6 or younger*		
	≤5 years (N=88)	More than 5 years (N=113)	No (N=158)	Yes (N=49)	
Yes	3.4	61.9	44.3	12.2	36.7
No	96.6	38.1	55.7	87.8	63.3
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 63. Whether respondent had served on a faculty search committee in their department (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=207)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=106)	Women (N=91)	Yes (N=110)	No (N=92)	≤5 years (N=89)	More than 5 years (N=112)	
Yes	87.7	73.6	95.5	66.3	61.8	97.3	81.6
No	12.3	26.4	4.5	33.7	38.2	2.7	18.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 64. Whether respondent had served on a curriculum (graduate and/or undergraduate) committee in their department (significance by tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=202)
	Tenure status*		Years at NDSU*		Have children ages 6 or younger*		
	Yes (N=107)	No (N=90)	≤5 years (N=88)	More than 5 years (N=108)	No (N=153)	Yes (N=49)	
Yes	79.4	53.3	47.7	82.4	71.2	53.1	66.8
No	20.6	46.7	52.3	17.6	28.8	46.9	33.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 65. Whether respondent had served on a graduate admissions committee in their department (significance by tenure status and years at NDSU)

Response	Percent of Respondents				
	Tenure status*		Years at NDSU*		Overall (N=200)
	Yes (N=105)	No (N=89)	≤5 years (N=86)	More than 5 years (N=108)	
Yes	58.1	39.3	38.4	54.6	48.5
No	41.9	60.7	61.6	45.4	51.5
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 66. Whether respondent had served on another type of committee in their department (significance by tenure status and years at NDSU)

Response	Percent of Respondents				
	Tenure status*		Years at NDSU*		Overall (N=128)
	Yes (N=58)	No (N=66)	≤5 years (N=65)	More than 5 years (N=62)	
Yes	81.0	60.6	56.9	79.0	68.0
No	19.0	39.4	43.1	21.0	32.0
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 67. Whether respondent had ever chaired a promotion committee in their department (significance by gender, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								
	Gender*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=151)
	Men (N=83)	Women (N=60)	Yes (N=93)	No (N=54)	≤5 years (N=50)	More than 5 years (N=96)	No (N=116)	Yes (N=35)	
Yes	36.1	11.7	40.9	0.0	0.0	37.5	31.9	5.7	25.8
No	63.9	88.3	59.1	100.0	100.0	62.5	68.1	94.3	74.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 68. Whether respondent had ever chaired a faculty search committee in their department (significance by gender, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								
	Gender*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=180)
	Men (N=95)	Women (N=75)	Yes (N=103)	No (N=74)	≤5 years (N=68)	More than 5 years (N=107)	No (N=136)	Yes (N=44)	
Yes	60.0	28.0	70.9	14.9	11.8	69.2	54.4	25.0	47.2
No	40.0	72.0	29.1	85.1	88.2	30.8	45.6	75.0	52.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	110.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 69. Whether respondent had ever chaired a curriculum (graduate and/or undergraduate) committee in their department (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=172)
	Tenure status*		Years at NDSU*		
	Yes (N=100)	No (N=69)	≤5 years (N=64)	More than 5 years (N=102)	
Yes	46.0	20.3	14.1	46.1	34.9
No	54.0	79.7	85.9	53.9	65.1
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 70. Whether respondent had ever chaired a graduate admissions committee in their department (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=149)
	Tenure status*		Years at NDSU*		
	Yes (N=83)	No (N=62)	≤5 years (N=59)	More than 5 years (N=85)	
Yes	39.8	9.7	8.5	36.5	26.8
No	60.2	90.3	91.5	63.5	73.2
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 71. Whether respondent had ever chaired another type of committee in their department (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=105)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=53)	Women (N=45)	Yes (N=51)	No (N=52)	≤5 years (N=47)	More than 5 years (N=56)	
Yes	56.6	35.6	62.7	30.8	31.9	57.1	45.7
No	43.4	64.4	37.3	69.2	68.1	42.9	54.3
Total	100.0	100.0	100.0	100.0	100.0	110.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 72. Other committees in respondent's department that they had served on or chaired

Theme	Responses					
	Gender (N=75)				Total* (N=78)	
	Men (N=41)		Women (N=34)			
	#	%	#	%	#	%
Academic affairs, education, and accreditation committees	5	6.5	4	4.0	9	5.1
Academic affairs committees	1	1.3	2	2.0	3	1.7
Accreditation committees	3	3.9	0	0.0	3	1.7
General education	1	1.3	2	2.0	3	1.7
Assessment and evaluation committees	15	19.5	14	14.0	30	16.6
Administration and department evaluation committees	3	3.9	1	1.0	4	2.2
Assessment and evaluation committees	7	9.1	10	10.0	18	10.0
Teaching, curriculum, grade appeals, and graduate evaluation committees	5	6.5	3	3.0	8	4.4

Theme	Responses					
	Gender (N=75)				Total* (N=78)	
	Men (N=41)		Women (N=34)			
	#	%	#	%	#	%
Scholarship and awards committees	11	14.3	12	12.0	23	12.8
Scholarships, awards, recognition committees	10	13.0	11	11.0	21	11.7
Social outreach and recognition committees	1	1.3	1	1.0	2	1.1
Student committees	12	15.6	28	28.0	40	22.2
General student committees	3	3.9	12	12.0	15	8.3
Graduate committees	9	11.7	10	10.0	19	10.6
Undergraduate committees	0	0.0	6	6.0	6	3.3
Faculty and staff committees	11	14.3	21	21.0	33	18.3
Department committees	6	7.8	6	6.0	13	7.2
General faculty committees	3	3.9	4	4.0	7	3.9
Mentoring committees	1	1.3	1	1.0	2	1.1
Search committees	1	1.3	10	10.0	11	6.1
Other miscellaneous committees at NDSU	15	19.5	16	16.0	31	17.3
Computer and technology resource committees	2	2.6	1	1.0	3	1.7
General university committees	7	9.1	9	9.0	16	8.9
Library committees	1	1.3	3	3.0	4	2.2
Research committees	1	1.3	1	1.0	2	1.1
Strategic planning, building, safety committees	1	1.3	2	2.0	3	1.7
University Senate	3	3.9	0	0.0	3	1.7
Many committees	8	10.4	5	5.0	14	7.8
Total responses**	77	100.0	100	100.0	180	100.0

Note: See Appendix Tables 188a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an "other" response due to respondents not specifying what gender they are.

**Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

Appendix Table 73. Whether respondent currently holds an administrative role in their department or college at NDSU (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=204)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=104)	Women (N=91)	Yes (N=105)	No (N=93)	≤5 years (N=89)	More than 5 years (N=109)	
Yes	35.6	18.7	42.9	8.6	14.6	38.5	27.5
No	64.4	81.3	57.1	91.4	85.4	61.5	72.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 74. Whether respondent currently holds a role as principal investigator on a research grant in their department or college at NDSU (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=204)
	STEM college (N=97)	Non-STEM college (N=90)	
Yes	58.8	30.0	44.6
No	41.2	70.0	55.4
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 75. Whether respondent currently holds a role as principal investigator on an educational grant in their department or college at NDSU (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=204)
	No (N=154)	Yes (N=50)	
Yes	18.2	4.0	14.7
No	81.8	96.0	85.3
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 76. Whether respondent held an administrative role in their department or college at NDSU in the past (significance by gender, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								
	Gender*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=196)
	Men (N=101)	Women (N=88)	Yes (N=102)	No (N=90)	≤5 years (N=83)	More than 5 years (N=109)	No (N=148)	Yes (N=48)	
Yes	48.5	8.0	50.0	6.7	8.4	46.8	33.8	16.7	29.6
No	51.5	92.0	50.0	93.3	91.6	53.2	66.2	83.3	70.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 77. Whether respondent held a role as principal investigator on a research grant in their department or college at NDSU in the past (significance by type of college, tenure status, and years at NDSU)

Response	Percent of Respondents						
	Type of college*		Tenure status*		Years at NDSU*		Overall (N=199)
	STEM college (N=94)	Non-STEM college (N=89)	Yes (N=104)	No (N=90)	≤5 years (N=85)	More than 5 years (N=110)	
Yes	69.1	41.6	68.3	44.4	34.1	73.6	57.3
No	30.9	58.4	31.7	55.6	65.9	26.4	42.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 78. Whether respondent held a role as principal investigator on an educational grant in their department or college at NDSU in the past (significance by gender, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								
	Gender*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=193)
	Men (N=98)	Women (N=88)	Yes (N=102)	No (N=87)	≤5 years (N=82)	More than 5 years (N=107)	No (N=147)	Yes (N=46)	
Yes	35.7	19.3	38.2	12.6	14.6	36.4	33.3	8.7	27.5
No	64.3	80.7	61.8	87.4	85.4	63.6	66.7	91.3	72.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 79. Whether respondent held another type of role in their department or college at NDSU in the past (significance by tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						
	Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=78)
	Yes (N=28)	No (N=48)	≤5 years (N=49)	More than 5 years (N=29)	No (N=59)	Yes (N=19)	
Yes	32.1	8.3	8.2	34.5	23.7	0.0	17.9
No	67.9	91.7	91.8	65.5	76.3	100.0	82.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 80. Other positions at NDSU that respondent currently held or has held in the past

Theme	Respondents					
	Gender (N=20)				Total* (N=21)	
	Men (N=13)		Women (N=7)			
	#	%	#	%	#	%
Miscellaneous positions	19	100.0	6	85.8	26	96.2
Education, college program, and research related committee positions	8	42.1	2	28.6	10	37.0
Grant related positions	3	15.8	2	28.6	5	18.5
University Senate positions	3	15.8	0	0.0	3	11.1
Unspecified university committee positions	3	15.8	1	14.3	5	18.5
Other positions	2	10.5	1	14.3	3	11.1
General comments	0	0.0	1	14.3	1	3.7
Total responses**	19	100.0	7	100.0	27	100.0

Note: See Appendix Tables 189a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an "other" response due to respondents not specifying what gender they are.

**Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

Appendix Table 81. Whether respondent held a position as *chair of a major committee in a professional organization or association* outside NDSU (significance by gender, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								
	Gender*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=224)
	Men (N=109)	Women (N=91)	Yes (N=120)	No (N=97)	≤5 years (N=96)	More than 5 years (N=121)	No (N=174)	Yes (N=50)	
Yes	41.3	27.5	47.5	14.4	19.8	43.8	38.5	14.0	33.0
No	58.7	72.5	52.5	85.6	80.2	56.2	61.5	86.0	67.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 82. Whether respondent held a *president or high-level leadership position in a professional association or organization outside NDSU* (significance by type of college, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								Overall (N=224)
	Type of college*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		
	STEM college (N=99)	Non-STEM college (N=92)	Yes (N=120)	No (N=97)	≤5 years (N=96)	More than 5 years (N=121)	No (N=174)	Yes (N=50)	
Yes	19.2	37.0	35.0	15.5	19.8	33.1	29.9	14.0	26.3
No	80.8	63.0	65.0	84.5	80.2	66.9	70.1	86.0	73.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 83. Whether respondent held a position as *editor of a journal outside NDSU* (significance by gender and tenure status)

Response	Percent of Respondents				Overall (N=224)
	Gender*		Tenure status*		
	Men (N=109)	Women (N=91)	Yes (N=120)	No (N=97)	
Yes	28.4	11.0	27.5	7.2	18.8
No	71.6	89.0	72.5	92.8	81.3
Total	100.0	100.0	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 84. Whether respondent said they have an interest in taking on any formal leadership positions at NDSU (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=207)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=106)	Women (N=91)	Yes (N=110)	No (N=93)	≤5 years (N=89)	More than 5 years (N=112)	
Yes	42.5	34.1	46.4	30.1	33.7	43.8	39.1
Not sure	26.4	44.0	21.8	47.3	46.1	23.2	33.3
No	31.1	22.0	31.8	22.6	20.2	33.0	27.5
Total	100.0	100.1	100.0	100.0	100.0	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 85. Among respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, whether there are barriers preventing respondent from taking on such a position (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=148)
	Men (N=73)	Women (N=70)	
Yes	24.7	51.4	37.8
Not sure	0.0	1.4	0.7
No	75.3	47.1	61.5
Total	100.0	99.9	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 86. Among respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, what barriers prevent them from taking on such a position

Barrier	Responses					
	Gender (N=46)				Total* (N=47)	
	Men (N=13)		Women (N=33)			
	#	%	#	%	#	%
Institutional barriers	11	73.4	53	82.9	65	81.5
Amount of time, time-consuming tenure requirements, and expectations	4	26.7	12	18.8	16	20.0
Clarity of procedures and promotions	0	0.0	3	4.7	3	3.8
Exclusionary networks, friendships, and politics within departments and administration	4	26.7	6	9.4	11	13.8
Gender-related barriers	0	0.0	14	21.9	14	17.5
Mentoring and training	0	0.0	5	7.8	5	6.3
Opportunities and openings for positions	1	6.7	6	9.4	7	8.8
Permanent seats or positions filled by existing administration (no competition)	2	13.3	7	10.9	9	11.3
Personal barriers	3	20.0	9	14.1	12	15.0
Qualifications, degree, requirements, rank, and experience	2	13.3	6	9.4	8	10.0
Family	1	6.7	3	4.7	4	5.0
Other	1	6.7	2	3.1	3	3.8
Total responses**	15	100.0	64	100.0	80	100.0

Note: See Appendix Tables 190a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an "other" response due to respondents not specifying what gender they are.

**Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

Appendix Table 87. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I am treated with respect by colleagues" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=199)
	Men (N=104)	Women (N=88)	
Disagree strongly	2.9	4.5	3.5
Disagree somewhat	7.7	15.9	11.6
Agree somewhat	25.0	43.2	34.2
Agree strongly	64.4	36.4	50.8
Total	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 88. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I am treated with respect by students" (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=199)
	Tenure status*		Years at NDSU*		
	Yes (N=104)	No (N=89)	≤5 years (N=85)	More than 5 years (N=108)	
Disagree strongly	0.0	2.2	2.4	0.0	1.0
Disagree somewhat	6.7	13.5	12.9	7.4	9.5
Agree somewhat	31.7	41.6	43.5	30.6	36.7
Agree strongly	61.5	42.7	41.2	62.0	52.8
Total	99.9	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 89. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I am treated with respect by staff" (significance by gender, tenure status, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=199)
	Gender*		Tenure status*		Have children ages 6 or younger*		
	Men (N=104)	Women (N=88)	Yes (N=104)	No (N=89)	No (N=151)	Yes (N=48)	
Disagree strongly	0.0	1.1	0.0	1.1	0.0	2.1	0.5
Disagree somewhat	3.8	5.7	3.8	5.6	4.6	4.2	4.5
Agree somewhat	13.5	31.8	15.4	30.3	18.5	33.3	22.1
Agree strongly	82.7	61.4	80.8	62.9	76.8	60.4	72.9
Total	100.0	100.0	100.0	99.9	99.9	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 90. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel excluded from an informal network in my department" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=195)
	Men (N=101)	Women (N=88)	
Disagree strongly	46.5	26.1	35.9
Disagree somewhat	25.7	31.8	29.2
Agree somewhat	16.8	28.4	23.1
Agree strongly	10.9	13.6	11.8
Total	99.9	99.9	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 91. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit "I encounter unwritten rules concerning how one is expected to interact with colleagues" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=191)
	Men (N=99)	Women (N=86)	
Disagree strongly	41.4	17.4	29.8
Disagree somewhat	20.2	26.7	23.0
Agree somewhat	27.3	30.2	29.8
Agree strongly	11.1	25.6	17.3
Total	100.0	99.9	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 92. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "Colleagues in my department solicit my opinion about work-related matters (e.g., teaching, research, and service)" (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=197)
	Yes (N=104)	No (N=88)	
Disagree strongly	4.8	3.4	5.1
Disagree somewhat	7.7	14.8	11.2
Agree somewhat	45.2	58.0	49.7
Agree strongly	42.3	23.9	34.0
Total	100.0	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 93. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "In my department, I feel that my research is considered mainstream" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=194)
	Men (N=101)	Women (N=86)	
Disagree strongly	7.9	22.1	13.9
Disagree somewhat	27.7	34.9	32.0
Agree somewhat	37.6	26.7	33.0
Agree strongly	26.7	16.3	21.1
Total	99.9	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 94. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel that my colleagues value my research" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=196)
	Men (N=101)	Women (N=88)	
Disagree strongly	5.0	9.1	7.1
Disagree somewhat	15.8	28.4	21.4
Agree somewhat	42.6	44.3	44.4
Agree strongly	36.6	18.2	27.0
Total	100.0	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 95. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I do a great deal of work that is not formally recognized by my department" (significance by years at NDSU)

Response	Percent of Respondents		
	Years at NDSU*		Overall (N=196)
	≤5 years (N=83)	More than 5 years (N=107)	
Disagree strongly	15.7	5.6	10.2
Disagree somewhat	30.1	26.2	28.1
Agree somewhat	37.3	35.5	36.2
Agree strongly	16.9	32.7	25.5
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 96. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel like I 'fit' in my department" (significance by gender and years at NDSU)

Response	Percent of Respondents				
	Gender*		Years at NDSU*		Overall (N=196)
	Men (N=103)	Women (N=86)	≤5 years (N=82)	More than 5 years (N=108)	
Disagree strongly	1.9	7.0	7.3	1.9	4.1
Disagree somewhat	15.5	19.8	13.4	19.4	18.4
Agree somewhat	35.0	50.0	48.8	36.1	41.3
Agree strongly	47.6	23.3	30.5	42.6	36.2
Total	100.0	100.1	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 97. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel isolated in my department" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=197)
	Men (N=102)	Women (N=88)	
Disagree strongly	58.8	30.7	45.2
Disagree somewhat	18.6	33.0	26.4
Agree somewhat	17.6	26.1	21.3
Agree strongly	4.9	10.2	7.1
Total	99.9	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 98. Respondent's opinion regarding the statement about participation in the decision-making process in their primary department/unit: "I feel like a full and equal participant in problem-solving and decision-making" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=180)
	Men (N=96)	Women (N=78)	
Disagree strongly	6.3	14.1	9.4
Disagree somewhat	17.7	28.2	23.9
Agree somewhat	34.4	34.6	34.4
Agree strongly	41.7	23.1	32.2
Total	100.1	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 99. Respondent's opinion regarding the statement about participation in the decision-making process in their primary department/unit: "I have a voice in how resources are allocated" (significance by racial/ethnic majority status)

Response	Percent of Respondents		
	Majority status*		Overall (N=180)
	Not a majority (N=30)	A majority (N=146)	
Disagree strongly	10.0	21.9	20.0
Disagree somewhat	50.0	21.9	27.8
Agree somewhat	20.0	30.8	28.3
Agree strongly	20.0	25.3	23.9
Total	100.0	99.9	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 100. Respondent's opinion regarding the statement about participation in the decision-making process in their primary department/unit: "Department meetings allow for all faculty members to share their views" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=181)
	Men (N=96)	Women (N=79)	
Disagree strongly	3.1	12.7	7.7
Disagree somewhat	12.5	20.3	16.0
Agree somewhat	32.3	30.4	32.0
Agree strongly	52.1	36.7	44.2
Total	100.0	100.1	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 101. Respondent's opinion regarding the statement about participation in the decision-making process in their primary department/unit: "My department chair/head involves me in decision-making" (significance by racial/ethnic majority status)

Response	Percent of Respondents		
	Majority status*		Overall (N=177)
	Not a majority (N=31)	A majority (N=142)	
Disagree strongly	3.2	16.2	14.1
Disagree somewhat	6.5	17.6	16.4
Agree somewhat	67.7	34.5	40.1
Agree strongly	22.6	31.7	29.4
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Satisfaction with NDSU

Appendix Table 102. Whether respondent said they have ever considered leaving NDSU (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=203)
	Tenure status*		Years at NDSU*		
	Yes (N=108)	No (N=89)	≤5 years (N=87)	More than 5 years (N=110)	
Yes	83.3	62.9	56.3	86.4	73.9
No	16.7	37.1	43.7	13.6	26.1
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 103. Among respondents who have considered leaving NDSU, what factors contributed to their consideration to leave

Factor that contributed to the consideration to leave	Responses					
	Gender (N=137)				Total* (N=140)	
	Men (N=74)		Women (N=63)			
	#	%	#	%	#	%
Salary, funding, and support	41	23.4	23	13.6	67	19.0
Lack of resources and funding	9	5.1	7	4.1	16	4.5
Low salaries and benefits	32	18.3	16	9.5	51	14.5
Workload, connections, and advancement and research opportunities	22	12.6	25	14.8	47	13.4
Lack of advancement and growth opportunities, greater challenges, and boredom	17	9.7	16	9.5	33	9.4
Overworked and overloaded	5	2.9	9	5.3	14	4.0
Sense of belonging, purpose, acceptance and respect	19	10.9	25	14.9	45	12.8
Isolation on campus, friendship, and employee turnaround	0	0.0	3	1.8	3	0.9
Lack of support	8	4.6	3	1.8	11	3.1
Satisfaction with NDSU	0	0.0	1	0.6	1	0.3
Undervalued treatment and lack of respect at NDSU	11	6.3	18	10.7	30	8.5
NDSU atmosphere, environment, conditions	55	31.6	62	36.7	118	33.5
Administration	12	6.9	4	2.4	16	4.5
Amount of workspace, class size, and campus disrepair	4	2.3	1	0.6	5	1.4
Campus diversity and campus climate	0	0.0	4	2.4	4	1.1
Decision making process and clarity of information	1	0.6	1	0.6	2	0.6
Department and colleagues	15	8.6	23	13.6	39	11.1
Gender-related issues	4	2.3	8	4.7	12	3.4
Lack of institutional prestige	6	3.4	4	2.4	10	2.8
Lack of international connections	1	0.6	0	0.0	1	0.3
Lack of opportunity to work with graduate students	0	0.0	7	4.1	7	2.0
Lack of research opportunities	7	4.0	8	4.7	15	4.3
Quality & characteristics of students, time with	5	2.9	2	1.2	7	2.0
External factors	31	17.7	32	19.0	66	18.7
Diversity, perceptions, social climate, and size of the of the community	5	2.9	5	3.0	10	2.8

Factor that contributed to the consideration to leave	Responses					
	Gender (N=137)				Total* (N=140)	
	Men (N=74)		Women (N=63)			
	#	%	#	%	#	%
Family	9	5.1	9	5.3	20	5.7
Geographic location, climate	14	8.0	17	10.1	32	9.1
Job recruitment and offers	3	1.7	1	0.6	4	1.1
Other	7	4.0	2	1.2	9	2.6
Total responses**	175	100.0	169	100.0	352	100.0

Note: See Appendix Tables 191a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an "other" response due to respondents not specifying what gender they are.

**Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

NDSU Programs and Resources

Appendix Table 104. Respondent's opinion regarding the value of the extension of the tenure clock program (significance by years at NDSU)

Response	Percent of Respondents		
	Years at NDSU*		Overall (N=196)
	≤5 years (N=83)	More than 5 years (N=107)	
Never heard of program	18.1	2.8	9.7
Not at all valuable	0.0	8.4	4.6
Somewhat valuable	15.7	24.3	19.9
Quite valuable	28.9	27.1	28.1
Very valuable	37.3	37.4	37.8
Total	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 105. Respondent's opinion regarding the value of the spousal/partner hiring program (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=193)
	No (N=144)	Yes (N=49)	
Never heard of program	4.2	8.2	5.2
Not at all valuable	6.3	6.1	6.2
Somewhat valuable	20.8	6.1	17.1
Quite valuable	27.1	14.3	23.8
Very valuable	41.7	65.3	47.7
Total	100.1	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 106. Respondent's opinion regarding the value of the workshops for search committees program (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=194)
	Tenure status*		Years at NDSU*		
	Yes (N=105)	No (N=83)	≤5 years (N=82)	More than 5 years (N=108)	
Never heard of program	12.4	38.6	37.8	12.0	23.7
Not at all valuable	11.4	4.8	3.7	12.0	8.2
Somewhat valuable	39.0	19.3	15.9	39.8	29.9
Quite valuable	22.9	24.1	28.0	21.3	23.7
Very valuable	14.3	13.3	14.6	14.8	14.4
Total	100.0	100.1	100.0	99.9	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 107. Respondent's opinion regarding the value of the on-line training for search committees program (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=194)
	Tenure status*		Years at NDSU*		
	Yes (N=104)	No (N=85)	≤5 years (N=83)	More than 5 years (N=107)	
Never heard of program	28.8	45.9	45.8	28.0	36.1
Not at all valuable	14.4	3.5	3.6	14.0	9.3
Somewhat valuable	30.8	21.2	16.9	32.7	26.3
Quite valuable	17.3	17.6	21.7	15.0	17.5
Very valuable	8.7	11.8	12.0	10.3	10.8
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 108. Respondent's opinion regarding the value of the new faculty orientation program (significance by racial/ethnic majority status and having children ages 6 or younger)

Response	Percent of Respondents				Overall (N=200)
	Majority status*		Have children ages 6 or younger*		
	Not a majority (N=34)	A majority (N=164)	No (N=151)	Yes (N=49)	
Never heard of program	2.9	0.0	0.0	2.0	0.5
Not at all valuable	11.8	6.1	5.3	12.2	7.0
Somewhat valuable	35.3	40.9	35.1	53.1	39.5
Quite valuable	8.8	28.7	29.8	14.3	26.0
Very valuable	41.2	24.4	29.8	18.4	27.0
Total	100.0	100.1	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 109. Respondent's opinion regarding the value of the faculty mentoring program (significance by racial/ethnic majority status)

Response	Percent of Respondents		
	Majority status*		Overall (N=199)
	Not a majority (N=35)	A majority (N=162)	
Never heard of program	2.9	2.5	2.5
Not at all valuable	14.3	11.1	11.6
Somewhat valuable	17.1	37.7	34.2
Quite valuable	28.6	33.3	32.7
Very valuable	37.1	15.4	19.1
Total	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 110. Respondent's opinion regarding the value of the pedagogical luncheons/workshops program (significance by gender and racial/ethnic majority status)

Response	Percent of Respondents				
	Gender*		Majority status*		Overall (N=200)
	Men (N=106)	Women (N=89)	Not a majority (N=34)	A majority (N=164)	
Never heard of program	2.8	1.1	2.9	1.8	2.0
Not at all valuable	11.3	2.2	14.7	5.5	7.0
Somewhat valuable	35.8	46.1	26.5	43.9	40.5
Quite valuable	34.0	27.0	23.5	31.7	31.0
Very valuable	16.0	23.6	32.4	17.1	19.5
Total	99.9	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 111. Respondent's opinion regarding the value of WISMET program (significance by gender, racial/ethnic majority status, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=187)
	Gender*		Majority status*		Have children ages 6 or younger*		
	Men (N=99)	Women (N=85)	Not a majority (N=31)	A majority (N=154)	No (N=142)	Yes (N=45)	
Never heard of program	55.6	16.5	51.6	35.1	43.0	24.4	38.5
Not at all valuable	8.1	10.6	16.1	7.8	7.0	15.6	9.1
Somewhat valuable	16.2	30.6	9.7	25.3	24.6	15.6	22.5
Quite valuable	11.1	25.9	6.5	20.1	15.5	24.4	17.6
Very valuable	9.1	16.5	16.1	11.7	9.9	20.0	12.3
Total	100.1	100.1	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 112. Respondent's opinion regarding the value of the Gear Up for Grants workshops program (significance by racial/ethnic majority status)

Response	Percent of Respondents		
	Majority status*		Overall (N=191)
	Not a majority (N=34)	A majority (N=155)	
Never heard of program	0.0	3.9	3.1
Not at all valuable	26.5	6.5	9.9
Somewhat valuable	29.4	53.5	49.2
Quite valuable	17.6	23.9	23.0
Very valuable	26.5	12.3	14.7
Total	100.0	100.1	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 113. Respondent's opinion regarding the value of Advance FORWARD programs (significance by gender and tenure status)

Response	Percent of Respondents				Overall (N=182)
	Gender*		Tenure status*		
	Men (N=93)	Women (N=84)	Yes (N=95)	No (N=82)	
Never heard of program	18.3	3.6	12.6	13.4	12.6
Not at all valuable	6.5	7.1	5.3	6.1	6.6
Somewhat valuable	24.7	23.8	33.7	15.9	24.7
Quite valuable	26.9	26.2	27.4	24.4	25.8
Very valuable	23.7	39.3	21.1	40.2	30.2
Total	100.1	100.0	100.1	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 114. Respondent's opinion regarding the value of other programs

Response	Percent of Respondents (N=24*)
Never heard of program	45.8
Not at all valuable	4.2
Somewhat valuable	12.5
Quite valuable	12.5
Very valuable	25.0
Total	100.0

*N is too small to test for significance on other variables

Appendix Table 115. Whether respondent has ever used the extension of the tenure clock program (significance by years at NDSU and having children ages 6 or younger)

Response	Percent of Respondents				Overall (N=195)
	Years at NDSU*		Have children ages 6 or younger*		
	≤5 years (N=83)	More than 5 years (N=108)	No (N=149)	Yes (N=46)	
Yes	7.2	17.6	11.4	23.9	14.4
No	92.8	82.4	88.6	76.1	85.6
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 116. Whether respondent has ever used the spousal/partner hiring program (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=195)
	No (N=149)	Yes (N=46)	
Yes	20.1	50.0	27.2
No	79.9	50.0	72.8
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 117. Whether respondent has ever used the workshops for search committees program (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=187)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=101)	Women (N=82)	Yes (N=102)	No (N=79)	≤5 years (N=81)	More than 5 years (N=104)	
Yes	52.5	17.1	54.9	11.4	13.6	54.8	36.9
No	47.5	82.9	45.1	88.6	86.4	45.2	63.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 118. Whether respondent has ever used the on-line training for search committees program (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=185)
	Tenure status*		Years at NDSU*		
	Yes (N=100)	No (N=80)	≤5 years (N=81)	More than 5 years (N=102)	
Yes	24.0	5.0	7.4	23.5	16.2
No	76.0	95.0	92.6	76.5	83.8
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 119. Whether respondent has ever used the new faculty orientation program (significance by gender, type of college, tenure status, and years at NDSU)

Response	Percent of Respondents								Overall (N=189)
	Gender*		Type of college*		Tenure status*		Years at NDSU*		
	Men (N=99)	Women (N=86)	STEM college (N=88)	Non-STEM college (N=89)	Yes (N=101)	No (N=83)	≤5 years (N=81)	More than 5 years (N=104)	
Yes	71.7	95.3	67.0	95.5	72.3	94.0	91.4	75.0	82.5
No	28.3	4.7	33.0	4.5	27.7	6.0	8.6	25.0	17.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 120. Whether respondent has ever used the faculty mentoring program (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=189)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=99)	Women (N=86)	Yes (N=101)	No (N=83)	≤5 years (N=81)	More than 5 years (N=104)	
Yes	65.7	79.1	60.4	85.5	80.2	64.4	71.4
No	34.3	20.9	39.6	14.5	19.8	35.6	28.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 121. Whether respondent has ever used the WISMET program (significance by gender, tenure status, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=167)
	Gender*		Tenure status*		Have children ages 6 or younger*		
	Men (N=84)	Women (N=81)	Yes (N=86)	No (N=77)	No (N=122)	Yes (N=45)	
Yes	3.6	58.0	18.6	40.3	25.4	42.2	29.9
No	96.4	42.0	81.4	59.7	74.6	57.8	70.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 122. Whether respondent has ever used the Gear Up for Grants workshops program (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=189)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=100)	Women (N=86)	Yes (N=100)	No (N=84)	≤5 years (N=83)	More than 5 years (N=102)	
Yes	44.0	66.3	41.0	67.9	62.7	46.1	54.0
No	56.0	33.7	59.0	32.1	37.3	53.9	46.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 123. Whether respondent has ever used Advance FORWARD programs (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=182)
	Men (N=95)	Women (N=84)	
Yes	14.7	35.7	24.2
No	85.3	64.3	75.8
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 124. Whether respondent has ever used other programs (significance by gender and tenure status)

Response	Percent of Respondents				Overall (N=38)
	Gender*		Tenure status*		
	Men (N=21)	Women (N=14)	Yes (N=19)	No (N=18)	
Yes	23.8	0.0	26.3	0.0	13.2
No	76.2	100.0	73.7	100.0	86.8
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 125. Other programs at NDSU that respondent mentioned

Response	Responses					
	Gender (N=19)				Total (N=19)	
	Men (N=10)		Women (N=9)			
	#	%	#	%	#	%
General responses	7	70.0	3	33.3	10	52.9
AHSS	0	0.0	1	11.1	1	5.3
Campus leadership workshops	1	10.0	0	0.0	1	5.3
Daycare facilities	0	0.0	1	11.1	1	5.3
Diversity Council/Anti-racism team/Safe Zone	4	40.0	0	0.0	4	21.1
Early tenure	0	0.0	1	11.1	1	5.3
First and second year workshops	1	10.0	0	0.0	1	5.3
Mentoring and educational support for students	1	10.0	0	0.0	1	5.3
General comments	3	30.0	6	66.6	9	47.7
Total responses	10	100.0	9	100.0	19	100.0

Note: See Appendix Tables 192a and b for a complete list of responses.

Balancing Personal and Professional Life

Appendix Table 126. Respondent's opinion regarding the statement about balancing their personal and professional lives: "I am usually satisfied with the way in which I balance my professional and personal life" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=204)
	Men (N=109)	Women (N=91)	
Disagree strongly	5.5	18.7	11.3
Disagree somewhat	20.2	28.6	24.0
Agree somewhat	43.1	38.5	41.2
Agree strongly	31.2	14.3	23.5
Total	100.0	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 127. Respondent's opinion regarding the statement about balancing their personal and professional lives: "I have seriously considered leaving NDSU in order to achieve better balance between work and personal life" (significance by gender and tenure status)

Response	Percent of Respondents				
	Gender*		Tenure status*		Overall (N=197)
	Men (N=106)	Women (N=87)	Yes (N=105)	No (N=87)	
Disagree strongly	49.1	33.3	46.7	32.2	41.1
Disagree somewhat	30.2	20.7	22.9	32.2	26.4
Agree somewhat	10.4	20.7	11.4	21.8	15.7
Agree strongly	10.4	25.3	19.0	13.8	16.8
Total	100.1	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 128. Respondent's opinion regarding the statement about balancing their personal and professional lives: "I often have to forego professional activities (e.g., sabbaticals, conferences) because of personal responsibilities" (significance by gender and years at NDSU)

Response	Percent of Respondents				
	Gender*		Years at NDSU*		Overall (N=195)
	Men (N=106)	Women (N=85)	≤5 years (N=83)	More than 5 years (N=108)	
Disagree strongly	37.7	28.2	36.1	30.6	32.8
Disagree somewhat	29.2	35.3	38.6	28.7	32.3
Agree somewhat	26.4	17.6	20.5	23.1	22.6
Agree strongly	6.6	18.8	4.8	17.6	12.3
Total	99.9	99.9	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 129. Respondent's opinion regarding the statement about balancing their personal and professional lives: "Personal responsibilities and commitments have slowed down my career progression" (significance by years at NDSU and having children ages 6 or younger)

Response	Percent of Respondents				
	Years at NDSU*		Have children ages 6 or younger*		Overall (N=200)
	≤5 years (N=87)	More than 5 years (N=107)	No (N=151)	Yes (N=49)	
Disagree strongly	32.2	38.3	41.1	16.3	35.0
Disagree somewhat	32.2	17.8	23.8	28.6	25.0
Agree somewhat	28.7	25.2	23.8	36.7	27.0
Agree strongly	6.9	18.7	11.3	18.4	13.0
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 130. Whether respondent cared for, or currently cares for, dependent children (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						
	Gender*		Tenure status*		Years at NDSU*		Overall (N=194)
	Men (N=101)	Women (N=89)	Yes (N=101)	No (N=87)	≤5 years (N=84)	More than 5 years (N=104)	
Yes	75.2	57.3	74.3	58.6	54.8	75.0	66.5
No	24.8	42.7	25.7	41.4	45.2	25.0	33.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 131. Whether respondent currently has children ages 18 or younger (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=203)
	Yes (N=120)	No (N=97)	
Yes, does have children ages 18 or younger	31.7	50.5	42.9
No, does not have children ages 18 or younger	68.3	49.5	57.1
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 132. Whether respondent currently has children ages 6 or younger (significance by type of college, tenure status, and years at NDSU)

Response	Percent of Respondents						
	Type of college*		Tenure status*		Years at NDSU*		Overall (N=203)
	STEM college (N=99)	Non-STEM college (N=92)	Yes (N=120)	No (N=97)	≤5 years (N=96)	More than 5 years (N=121)	
Yes, does have children ages 6 or younger	33.3	15.2	8.3	41.2	35.4	12.4	24.6
No, does not have children ages 6 or younger	66.7	84.8	91.7	58.8	64.6	87.6	75.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 133. Among respondents who cared for/currently care for dependent children, whether respondent currently uses or needs childcare services or programs to care for a dependent child (significance by gender, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								
	Gender*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=127)
	Men (N=75)	Women (N=50)	Yes (N=73)	No (N=51)	≤5 years (N=46)	More than 5 years (N=76)	No (N=80)	Yes (N=47)	
Yes	29.3	64.0	23.3	72.5	65.2	27.6	18.8	83.0	42.5
No	70.7	36.0	76.7	27.5	34.8	72.4	81.3	17.0	57.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.1	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 134. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, respondent's use of various childcare arrangements (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=54)
	STEM college (N=29)	Non-STEM college (N=19)	
Child takes care of self	0.0	21.1	9.3

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 135. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, respondent's use of various childcare arrangements (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=54)
	Yes (N=17)	No (N=37)	
After-school care	41.2	13.5	22.2
Other	23.5	0.0	7.4

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 136. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, respondent's use of various childcare arrangements (significance by years at NDSU)

Response	Percent of Respondents		
	Years at NDSU*		Overall (N=54)
	≤5 years (N=30)	More than 5 years (N=21)	
NDSU Wellness Center childcare facility	0.0	19.0	7.4
After-school care	6.7	33.3	22.2

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 137. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, respondent's use of various childcare arrangements (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=54)
	No (N=15)	Yes (N=39)	
Child takes care of self	26.7	2.6	9.3
NDSU Center for Child Development (in the FLC building)	0.0	28.2	20.4
Other	20.0	2.6	7.4

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 138. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, respondent's level of satisfaction with each of the childcare arrangements they currently use

Childcare arrangement	Percent of Respondents				
	Level of satisfaction				Total
	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied	
NDSU Wellness Center childcare facility (N=5*)	0.0	0.0	80.0	20.0	100.0
Non-university childcare center (N=26*)	3.8	0.0	7.7	88.5	100.0
Childcare in the provider's home (N=10*)	0.0	20.0	0.0	80.0	100.0
In-home provider (nanny/babysitter in respondent's home) (N=6*)	0.0	33.3	33.3	33.3	99.9
Family members (spouse/partner, grandparent, respondent, etc.) (N=10*)	0.0	20.0	30.0	50.0	100.0
After-school care (N=12*)	8.3	16.7	41.7	33.3	100.0
Child takes care of self (N=4*)	0.0	50.0	25.0	25.0	100.0
NDSU Center for Child Development (in the FLC building) (N=12*)	8.3	8.3	25.0	58.3	99.9
Other (N=3*)	0.0	0.0	0.0	100.0	100.0

*Caution should be exercised when using these data due to the small number of respondents. N is too small to test for significance on other variables.

Appendix Table 139. Other childcare arrangements that respondent has

Response	Responses					
	Gender (N=6)				Total (N=6)	
	Men (N=3)		Women (N=3)			
	#	%	#	%	#	%
General responses	3	75.0	1	33.3	4	57.1
Dakota Montessori school	2	50.0	0	0.0	2	28.6
Share childcare with other academic couples	1	25.0	1	33.3	2	28.6
General comments	1	25.0	2	66.7	3	42.9
Total responses*	4	100.0	3	100.0	7	100.0

Note: See Appendix Tables 193a and b for a complete list of responses.

*Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

Appendix Table 140. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, which childcare issues apply to respondent (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=54)
	Men (N=22)	Women (N=32)	
Childcare when respondent is away at conferences and special events held elsewhere	18.2	56.3	40.7
Extended hour childcare when respondent must work evenings, nights, or weekends	9.1	62.5	40.7

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 141. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, which childcare issues apply to respondent (significance by racial/ethnic majority status)

Response	Percent of Respondents		
	Majority status*		Overall (N=54)
	Not a majority (N=9)	A majority (N=45)	
Care for school aged children after school or during the summer	33.3	68.9	63.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 142. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, which childcare issues apply to respondent (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=54)
	STEM college (N=29)	Non-STEM college (N=19)	
Availability of campus childcare	44.8	73.7	61.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 143. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, which childcare issues apply to respondent (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=54)
	Yes (N=17)	No (N=37)	
Availability of infant/toddler care	35.3	64.9	55.6

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 144. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, which childcare issues apply to respondent (significance by years at NDSU)

Response	Percent of Respondents		
	Years at NDSU*		Overall (N=54)
	≤5 years (N=30)	More than 5 years (N=21)	
Availability of infant/toddler care	66.7	33.3	55.6

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 145. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, which childcare issues apply to respondent (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=54)
	No (N=15)	Yes (N=39)	
Availability of infant/toddler care	20.0	69.2	55.6
Other	20.0	2.6	7.4

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 146. Other childcare issues respondent has

Response	Responses					
	Gender (N=4)				Total (N=4)	
	Men (N=1)		Women (N=3)			
	#	%	#	%	#	%
General responses	1	100.0	3	75.0	4	80.0
Child illness	0	0.0	2	50.0	2	40.0
NDSU childcare	0	0.0	1	25.0	1	20.0
Quality of schools	1	100.0	0	0.0	1	20.0
General comments	0	0.0	1	25.0	1	20.0
Total responses*	1	100.0	4	100.0	5	100.0

Note: See Appendix Tables 194a and b for a complete list of responses.

*Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

Appendix Table 147. Whether respondent has provided care for an aging parent or relative in the past 3 years (significance by tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						
	Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=201)
	Yes (N=105)	No (N=90)	≤5 years (N=88)	More than 5 years (N=107)	No (N=151)	Yes (N=50)	
	Yes	27.6	10.0	9.1	27.1	23.2	
No	72.4	90.0	90.9	72.9	76.8	94.0	81.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 148. Respondent's current marital or cohabitation status (significance by gender, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						
	Gender*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=202)
	Men (N=108)	Women (N=91)	≤5 years (N=88)	More than 5 years (N=108)	No (N=152)	Yes (N=50)	
	Married	91.7	71.4	75.0	88.0	77.0	
Cohabiting	3.7	5.5	3.4	5.6	5.9	0.0	4.5
Single	4.6	23.1	21.6	6.5	17.1	2.0	13.4
Total	100.0	100.0	100.0	100.1	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 149. Among respondents who are not single, the CURRENT employment status of respondent's spouse/partner (significance by gender, type of college, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								Overall (N=174)
	Gender*		Type of college*		Years at NDSU*		Have children ages 6 or younger*		
	Men (N=103)	Women (N=70)	STEM college (N=88)	Non-STEM college (N=76)	≤5 years (N=69)	More than 5 years (N=101)	No (N=125)	Yes (N=49)	
Full-time	50.5	78.6	54.5	69.7	65.2	58.4	55.2	77.6	61.5
Part-time	17.5	11.4	22.7	6.6	13.0	16.8	19.2	4.1	14.9
Not employed	20.4	7.1	14.8	14.5	20.3	11.9	14.4	18.4	15.5
Retired	11.7	2.9	8.0	9.2	1.4	12.9	11.2	0.0	8.0
Total	100.1	100.0	100.0	100.0	99.9	100.0	100.0	100.1	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 150. Among respondents who are not single, the PREFERRED employment status of respondent's spouse/partner (significance by gender, type of college, and years at NDSU)

Response	Percent of Respondents						Overall (N=168)
	Gender*		Type of college*		Years at NDSU*		
	Men (N=101)	Women (N=66)	STEM college (N=84)	Non-STEM college (N=75)	≤5 years (N=66)	More than 5 years (N=99)	
Full-time	48.5	87.9	50.0	77.3	71.2	57.6	63.7
Part-time	28.7	6.1	31.0	8.0	18.2	22.2	20.2
Not employed	10.9	0.0	8.3	5.3	9.1	5.1	6.5
Retired	11.9	6.1	10.7	9.3	1.5	15.2	9.5
Total	100.0	100.1	100.0	99.9	100.0	100.1	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 151. Among respondents who are not single, whether respondent's spouse/partner works at NDSU (significance by gender and having children ages 6 or younger)

Response	Percent of Respondents				Overall (N=169)
	Gender*		Have children ages 6 or younger*		
	Men (N=99)	Women (N=69)	No (N=120)	Yes (N=49)	
Yes	32.3	52.2	33.3	57.1	40.2
No	67.7	47.8	66.7	42.9	59.8
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 152. Among respondents who are not single, respondent's opinion regarding the statement about their spouse/partner's career: "I have seriously considered leaving NDSU in order to enhance my spouse/partner's career opportunities" (significance by gender and having children ages 6 or younger)

Response	Percent of Respondents				
	Gender*		Have children ages 6 or younger*		Overall (N=160)
	Men (N=91)	Women (N=68)	No (N=113)	Yes (N=47)	
Disagree strongly	51.6	32.4	48.7	29.8	43.1
Disagree somewhat	23.1	22.1	22.1	25.5	23.1
Agree somewhat	12.1	20.6	16.8	12.8	15.6
Agree strongly	13.2	25.0	12.4	31.9	18.1
Total	100.0	100.1	100.0	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 153. Among respondents who are not single, respondent's opinion regarding the statement about their spouse/partner's career: "My spouse/partner and I have seriously considered leaving Fargo/Moorhead to enhance both our career opportunities" (significance by gender and having children ages 6 or younger)

Response	Percent of Respondents				
	Gender*		Have children ages 6 or younger*		Overall (N=156)
	Men (N=91)	Women (N=64)	No (N=109)	Yes (N=47)	
Disagree strongly	34.1	17.2	32.1	14.9	26.9
Disagree somewhat	23.1	17.2	20.2	23.4	21.2
Agree somewhat	22.0	42.2	32.1	25.5	30.1
Agree strongly	20.9	23.4	15.6	36.2	21.8
Total	100.1	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 154. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "Department meetings frequently occur early in the morning or late in the day" (significance by years at NDSU)

Response	Percent of Respondents			
	Years at NDSU*		Overall (N=198)	
	≤5 years (N=85)	More than 5 years (N=108)		
Disagree strongly	47.1	31.5	37.9	
Disagree somewhat	24.7	19.4	22.2	
Agree somewhat	11.8	26.9	20.2	
Agree strongly	14.1	21.3	18.2	
Don't know	2.4	0.9	1.5	
Total	100.1	100.0	100.0	

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 155. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "My department has a supportive policy for faculty who have a new baby" (significance by type of college, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=190)
	Type of college*		Years at NDSU*		Have children ages 6 or younger*		
	STEM college (N=92)	Non-STEM college (N=87)	≤5 years (N=83)	More than 5 years (N=102)	No (N=140)	Yes (N=50)	
Disagree strongly	8.7	16.1	13.3	11.8	9.3	24.0	13.2
Disagree somewhat	12.0	9.2	10.8	9.8	8.6	16.0	10.5
Agree somewhat	34.8	12.6	16.9	30.4	26.4	16.0	23.7
Agree strongly	22.8	31.0	22.9	29.4	27.1	26.0	26.8
Don't know	21.7	31.0	36.1	18.6	28.6	18.0	25.8
Total	100.0	99.9	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 156. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "The department is supportive of family leave" (significance by type of college and having children ages 6 or younger)

Response	Percent of Respondents				Overall (N=193)
	Type of college*		Have children ages 6 or younger*		
	STEM college (N=92)	Non-STEM college (N=90)	No (N=145)	Yes (N=48)	
Disagree strongly	3.3	10.0	4.1	16.7	7.3
Disagree somewhat	13.0	8.9	9.0	16.7	10.9
Agree somewhat	26.1	11.1	20.0	14.6	18.7
Agree strongly	22.8	34.4	29.0	25.0	28.0
Don't know	34.8	35.6	37.9	27.1	35.2
Total	100.0	100.0	100.0	100.1	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 157. How respondent rated their overall health at the present time (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=198)
	Men (N=106)	Women (N=89)	
Excellent	47.2	33.7	40.4
Good	45.3	43.8	45.5
Fair	6.6	19.1	12.1
Poor	0.9	3.4	2.0
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 158. How often respondent said they feel FATIGUED (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=201)
	Men (N=107)	Women (N=91)	
Rarely	7.5	4.4	6.5
Once in a while	25.2	12.1	19.4
Sometimes	46.7	35.2	41.3
Quite often	20.6	48.4	32.8
Total	100.0	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 159. How often respondent said they feel STRESSED (significance by gender and years at NDSU)

Response	Percent of Respondents				
	Gender*		Years at NDSU*		Overall (N=201)
	Men (N=107)	Women (N=91)	≤5 years (N=88)	More than 5 years (N=108)	
Rarely	8.4	0.0	6.8	2.8	4.5
Once in a while	22.4	11.0	12.5	21.3	17.4
Sometimes	40.2	37.4	31.8	46.3	39.3
Quite often	29.0	51.6	48.9	29.6	38.8
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 160. How often respondent said they feel NERVOUS (significance by gender, racial/ethnic majority status, and tenure status)

Response	Percent of Respondents						
	Gender*		Majority status*		Tenure status*		Overall (N=200)
	Men (N=106)	Women (N=91)	Not a majority (N=34)	A majority (N=165)	Yes (N=104)	No (N=90)	
Rarely	34.0	17.6	23.5	26.7	24.0	27.8	26.5
Once in a while	37.7	33.0	20.6	39.4	44.2	27.8	36.0
Sometimes	19.8	33.0	44.1	21.8	25.0	26.7	25.5
Quite often	8.5	16.5	11.8	12.1	6.7	17.8	12.0
Total	100.0	100.1	100.0	100.0	99.9	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 161. How often respondent said they feel DEPRESSED (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=200)
	Men (N=106)	Women (N=91)	
Rarely	57.5	34.1	47.0
Once in a while	23.6	30.8	27.0
Sometimes	15.1	24.2	19.0
Quite often	3.8	11.0	7.0
Total	100.0	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 162. How often respondent said they feel SHORT-TEMPERED (significance by gender, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=201)
	Gender*		Years at NDSU*		Have children ages 6 or younger*		
	Men (N=107)	Women (N=91)	≤5 years (N=88)	More than 5 years (N=108)	No (N=151)	Yes (N=50)	
Rarely	35.5	25.3	23.9	36.1	35.8	16.0	30.8
Once in a while	46.7	40.7	42.0	46.3	43.7	46.0	44.3
Sometimes	14.0	20.9	23.9	12.0	11.9	32.0	16.9
Quite often	3.7	13.2	10.2	5.6	8.6	6.0	8.0
Total	99.9	100.1	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 163. How often respondent said they feel WELL-RESTED (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=201)
	Men (N=107)	Women (N=91)	
Rarely	11.2	28.6	19.4
Once in a while	20.6	23.1	22.4
Sometimes	44.9	30.8	37.8
Quite often	23.4	17.6	20.4
Total	100.1	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 164. How often respondent said they feel PHYSICALLY FIT (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=201)
	Men (N=107)	Women (N=91)	
Rarely	9.3	19.8	14.4
Once in a while	16.8	19.8	17.9
Sometimes	36.4	40.7	37.8
Quite often	37.4	19.8	29.9
Total	99.9	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 165. Among respondents with a significant health issue or disability, respondent's feelings regarding accommodations by their primary department and NDSU in dealing with their health issue or disability

Entity	Percent of Respondents				
	How accommodating entity is				Total
	Not at all	Somewhat	Quite	Very	
Respondent's primary department (N=14*)	0.0	42.9	21.4	35.7	100.0
NDSU (N=14*)	7.1	57.1	21.4	14.3	99.9

*Caution should be exercised when using these data due to the small number of respondents. N is too small to test for significance on other variables.

Women Faculty at NDSU

Appendix Table 166. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "There are too few women faculty in my department" (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=203)
	STEM college (N=98)	Non-STEM college (N=92)	
Disagree strongly	12.2	46.7	27.6
Disagree somewhat	20.4	28.3	24.1
Agree somewhat	35.7	12.0	24.6
Agree strongly	28.6	13.0	22.2
Don't know	3.1	0.0	1.5
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 167. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has identified ways to recruit women faculty" (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=203)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=108)	Women (N=91)	Yes (N=107)	No (N=90)	≤5 years (N=88)	More than 5 years (N=109)	
Disagree strongly	8.3	18.7	11.2	14.4	11.4	13.8	12.8
Disagree somewhat	17.6	25.3	20.6	22.2	22.7	20.2	21.2
Agree somewhat	40.7	25.3	38.3	30.0	27.3	39.4	34.0
Agree strongly	24.1	12.1	22.4	12.2	17.0	20.2	18.2
Don't know	9.3	18.7	7.5	21.1	21.6	6.4	13.8
Total	100.0	100.1	100.0	99.9	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 168. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has actively recruited women faculty" (significance by gender, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								Overall (N=203)
	Gender*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		
	Men (N=108)	Women (N=91)	Yes (N=107)	No (N=90)	≤5 years (N=88)	More than 5 years (N=109)	No (N=153)	Yes (N=50)	
Disagree strongly	6.5	11.0	6.5	10.0	6.8	9.2	5.2	18.0	8.4
Disagree somewhat	9.3	25.3	13.1	21.1	21.6	11.9	14.4	22.0	16.3
Agree somewhat	35.2	25.3	35.5	26.7	21.6	39.4	30.1	32.0	30.5
Agree strongly	44.4	26.4	41.1	28.9	36.4	36.7	39.2	28.0	36.5
Don't know	4.6	12.1	3.7	13.3	13.6	2.8	11.1	0.0	8.4
Total	100.0	100.1	99.9	100.0	100.0	100.0	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 169. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has identified ways to enhance the climate for women" (significance by gender and racial/ethnic majority status)

Response	Percent of Respondents				
	Gender*		Majority status*		Overall (N=201)
	Men (N=106)	Women (N=91)	Not a majority (N=34)	A majority (N=166)	
Disagree strongly	9.4	19.8	0.0	16.9	13.9
Disagree somewhat	15.1	25.3	26.5	18.7	19.9
Agree somewhat	28.3	16.5	11.8	24.7	22.4
Agree strongly	25.5	20.9	32.4	21.7	23.4
Don't know	21.7	17.6	29.4	18.1	20.4
Total	100.0	100.1	100.1	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 170. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has taken steps to enhance the climate for women" (significance by gender, racial/ethnic majority status, and type of college)

Response	Percent of Respondents						
	Gender*		Majority status*		Type of college*		Overall (N=199)
	Men (N=105)	Women (N=90)	Not a majority (N=33)	A majority (N=165)	STEM college (N=97)	Non-STEM college (N=90)	
Disagree strongly	10.5	22.2	0.0	18.8	13.4	20.0	15.6
Disagree somewhat	11.4	21.1	24.2	14.5	20.6	8.9	16.1
Agree somewhat	30.5	22.2	12.1	29.1	24.7	27.8	26.1
Agree strongly	25.7	17.8	30.3	20.6	16.5	28.9	22.1
Don't know	21.9	16.7	33.3	17.0	24.7	14.4	20.1
Total	100.0	100.0	99.9	100.0	99.9	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 171. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has too few women faculty in leadership positions" (significance by gender and type of college)

Response	Percent of Respondents				
	Gender*		Type of college*		Overall (N=201)
	Men (N=107)	Women (N=90)	STEM college (N=96)	Non-STEM college (N=92)	
Disagree strongly	18.7	14.4	11.5	22.8	16.9
Disagree somewhat	24.3	16.7	15.6	26.1	21.4
Agree somewhat	32.7	17.8	32.3	20.7	25.4
Agree strongly	21.5	50.0	36.5	30.4	33.8
Don't know	2.8	1.1	4.2	0.0	2.5
Total	100.0	100.0	100.1	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 172. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “My department has identified ways to move women into leadership positions” (significance by gender and having children ages 6 or younger)

Response	Percent of Respondents				
	Gender*		Have children ages 6 or younger*		Overall (N=199)
	Men (N=106)	Women (N=89)	No (N=149)	Yes (N=50)	
Disagree strongly	9.4	27.0	14.8	24.0	17.1
Disagree somewhat	14.2	23.6	14.8	28.0	18.1
Agree somewhat	25.5	19.1	22.8	22.0	22.6
Agree strongly	14.2	6.7	13.4	4.0	11.1
Don’t know	36.8	23.6	34.2	22.0	31.2
Total	100.1	100.0	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 173. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “My department has made an effort to promote women into leadership positions” (significance by gender and having children ages 6 or younger)

Response	Percent of Respondents				
	Gender*		Have children ages 6 or younger*		Overall (N=200)
	Men (N=105)	Women (N=91)	No (N=151)	Yes (N=49)	
Disagree strongly	10.5	26.4	16.6	20.4	17.5
Disagree somewhat	9.5	23.1	11.9	28.6	16.0
Agree somewhat	31.4	19.8	25.2	28.6	26.0
Agree strongly	21.0	8.8	18.5	6.1	15.5
Don’t know	27.6	22.0	27.8	16.3	25.0
Total	100.0	100.1	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Demographics

Appendix Table 174. Respondent's gender (significance by type of college, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=200)
	Type of college*		Tenure status*		Years at NDSU*		
	STEM college (N=98)	Non-STEM college (N=92)	Yes (N=104)	No (N=90)	≤5 years (N=89)	More than 5 years (N=107)	
Men	63.3	46.7	73.1	32.2	41.6	66.4	54.5
Women	36.7	53.3	26.9	67.8	58.4	33.6	45.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 175. Respondent's race/ethnicity

Response	Percent of Respondents* (N=203)
Southeast Asian	2.0
Other Asian/Pacific Islander	5.9
Black/African American, not of Hispanic origin	1.5
Hispanic	2.0
Native American (American Indian or Alaskan Native)	0.5
White, not of Hispanic origin	82.8
Other	2.0

*Percentages do not add to 100.0 due to multiple responses

Appendix Table 176a. Respondent's U.S. citizenship status (significance by racial/ethnic majority status, type of college, and tenure status)

Response	Percent of Respondents						Overall (N=201)
	Majority status*		Type of college*		Tenure status*		
	Not a majority (N=33)	A majority (N=168)	STEM college (N=99)	Non-STEM college (N=92)	Yes (N=106)	No (N=89)	
Yes, is a U.S. citizen	51.5	87.5	75.8	89.1	87.7	75.3	81.6
No, is not a U.S. citizen	48.5	12.5	24.2	10.9	12.3	24.7	18.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 176b. Respondent's U.S. citizenship status (significance by years at NDSU and having children ages 6 or younger)

Response	Percent of Respondents				Overall (N=201)
	Years at NDSU*		Have children ages 6 or younger*		
	≤5 years (N=88)	More than 5 years (N=109)	No (N=152)	Yes (N=49)	
Yes, is a U.S. citizen	76.1	88.1	87.5	63.3	81.6
No, is not a U.S. citizen	23.9	11.9	12.5	36.7	18.4
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 177. Highest degree that respondent had attained

Response	Percent of Respondents (N=202)
Ph.D.	90.6
Other	9.4
<i>M.D.</i>	0.0
<i>D.V.M.</i>	0.5
<i>J.D.</i>	1.0
<i>M.A./M.S.</i>	2.0
<i>Ed.D.</i>	1.5
<i>Other</i>	4.5
Total	100.0

Appendix Table 178. Primary college to which respondent was assigned (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=191)
	No (N=144)	Yes (N=47)	
College of Agriculture, Food Systems, and Natural Resources**	27.1	23.4	26.2
College of Arts, Humanities, and Social Science	29.9	17.0	26.7
College of Business	2.8	4.3	3.1
College of Engineering and Architecture**	10.4	12.8	11.0
College of Human Development and Education	18.1	6.4	15.2
College of Pharmacy, Nursing, and Allied Sciences	3.5	2.1	3.1
College of Science and Mathematics**	8.3	34.0	14.7
College of University Studies	0.0	0.0	0.0
Total	100.1	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

**Designates a STEM-designated college for purposes of analyses in this report. STEM stands for "Science, Technology, Engineering, and Math"

Appendix Table 179. Whether respondent's primary college was a STEM college (significance by gender and having children ages 6 or younger)

Response	Percent of Respondents				
	Gender*		Have children ages 6 or younger*		Overall (N=191)
	Men (N=105)	Women (N=85)	No (N=144)	Yes (N=47)	
Yes, is part of a STEM college	59.0	42.4	45.8	70.2	51.8
No, is not part of a STEM college	41.0	57.6	54.2	29.8	48.2
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Note: STEM stands for "Science, Technology, Engineering, and Math" and, for purposes of analyses in this report, includes the College of Agriculture, Food Systems, and Natural Resources; the College of Engineering and Architecture; and the College of Science and Mathematics

Appendix Table 180. Proportion of women in respondent's primary college (significance by gender, type of college, and having children ages 6 or younger)

Proportion of women in college	Percent of Respondents						
	Gender*		Type of college*		Have children ages 6 or younger*		Overall (N=191)
	Men (N=105)	Women (N=85)	STEM college (N=99)	Non-STEM college (N=92)	No (N=144)	Yes (N=47)	
Low (6.7% to 15.4% women)	18.1	9.4	21.2	6.5	13.9	14.9	14.1
Medium (20.4% to 22.8% women)	44.8	35.3	78.8	0.0	35.4	57.4	40.8
High (33.8% to 36.0% women)	26.7	34.1	0.0	62.0	32.6	21.3	29.8
Very high (56.9% women)	10.5	21.2	0.0	31.5	18.1	6.4	15.2
Total	100.1	100.0	100.0	100.0	100.0	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Open-Ended Responses

All open-ended responses are included here alphabetically. Responses were reviewed and adjusted as necessary to maintain anonymity of respondents. For each topic, the tables are presented as pairs – table “a” presents the responses of women, table “b” presents the responses of men, and table “c” presents the responses of respondents whose gender was not specified.

Appendix Table 181a. Other first positions respondent had at NDSU – Women

Response
Assistant Professor, non-tenure track
Extension Home Economist
Instructor [x5]
Lecturer [x2]
Non-tenure track assistant professor., 2/1 teaching load, 50% of regular t-t a-p pay
Non-tenure track Assistant Professor. changed to Lecturer after 7 years, then changed to Assistant Professor on tenure track after I earned a PhD
Non-tenure track research professor
Post doc [x3]
Research associate
Visiting Professor
Visiting professor or lecturer- the distinction wasn't clear.

N=18

Appendix Table 181b. Other first positions respondent had at NDSU – Men

Response
Dean
Department Head
Dean
Instructor
Post doc [x2]
Practicum Specialist/Lecture
Professor and Dean
Research assistant
Research faculty
Visiting Assistant Professor

N=11

Appendix Table 181c. Other first positions respondent had at NDSU – Gender not specified

Response
Agricultural research technician
Grad student

N=2

Appendix Table 182a. Other factors that influenced decision to ACCEPT a position at NDSU – Women

Response
Administrator's support
Attended university
Desperate for job!
Didn't have to immediately be an administrator
Doctoral program
Family in area
Family in ND
Family proximity
Had friends in area
I wanted a temporary teaching assignment in 2004
I would implement a new program that I had helped to create.
It was a job at the right time
Job
My aging parents live in ND
Near spouse
There are so few jobs in the humanities that you take any tenure track job offered.
Two faculty member family - positions for both, but not through an accommodation

N=17

Appendix Table 182b. Other factors that influenced decision to ACCEPT a position at NDSU – Men

Response
Alumnus
Availability of the job
Available job
Back to family
Cost of living
Fresh challenge
I had no permanent job
I received no other offers.
Interaction with industrial community
It was a job
It was an offer - I needed a job
Job availability
Job offer
Low cost of living
NDSU offered an opportunity
NDSU was willing to hire me
New opportunities
Opportunity to facilitate change at NDSU
Opportunity to be Department Head and energy of Provost and President
Optimism on campus
PhD program in my department
Position
Position closely matched my goals and interests
Potential for growth
Sparsely of opportunities elsewhere.
Type of position
Wife got a job first

N=27

Appendix Table 182c. Other factors that influenced decision to ACCEPT a position at NDSU – Gender not specified

Response
A tenure position is extremely competitive - take what you get. Even if it is 1500 mi from home! I had no other choice.
Only had 2 offers and I needed a job
Opportunity to grow a program
Was about to be unemployed

N=4

Appendix Table 183a. Other factors that influenced decision to HESITATE about accepting a position at NDSU – Women

Response
Former student in the department
Insurance does not cover oral contraceptive (major medical expense over time)
Lack of *single* professional people in Fargo (most marry before they're 25)
Lack of diversity in student body
Liked former university
Low salaries
None
Weather

N=8

Appendix Table 183b. Other factors that influenced decision to HESITATE about accepting a position at NDSU – Men

Response
Dept. & university resources
Hiring Salary offer
I had NO hesitation
It is a government job
Leaving girlfriend
None
Slowness of the process through Equity Office
Zero start up funding. I mean zero.

N=8

Appendix Table 184a. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, respondent's main reason for extending/resetting the tenure clock – Women

Response
Arrived late in the school year
Birth of a child
Birth of child
Child
Child birth
Child birth
Child rearing
Completing dissertation
Department, college, and university all had different schedules
Didn't have the publications
Family circumstances
First year is a trial for my position; new joint extension position
Illness of family member
Maternity
Starting time

N=15

Appendix Table 184b. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, respondent's main reason for extending/resetting the tenure clock – Men

Response
[Detailed response removed to maintain anonymity – Child issue]
Birth of child
Birth of first child
Family issues
Policy changes
Time spent with accreditation

N=6

Appendix Table 185a. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, what reduced responsibilities respondent was granted, if any – Women

Response
Didn't teach in one semester
Less teaching
No teaching for 1 semester
None [x7]
Reduce teaching
Reduced teaching
Reduced teaching load

N=13

Appendix Table 185b. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, what reduced responsibilities respondent was granted, if any – Men

Response
I had to teach one class less
Mentor provided
None [x4]

N=6

Appendix Table 185c. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, what reduced responsibilities respondent was granted, if any – Gender not specified

Response
None

N=1

Appendix Table 186a. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, reasons respondent chose NOT to extend/reset the tenure clock even though they may have wanted to – Women

Response
Although I did extend the time-clock I was told by a faculty member that I shouldn't -- it would make me appear 'weak.'
I could have taken an extra year after having a baby, but my CV is strong enough that I will not have to do that.
I feared expectations would increase rather than being a true stopped clock. I felt if I didn't go up on schedule it might be viewed as less than excellence. I would have liked to spend some more time with my newborn child, however.
I had a baby during a critical time in my career, but wanted to go forward toward promotion without delay
I had a baby, but my peer review publications and grants that were funded are many. I do not want to delay the process.
I had a baby. I may extend my tenure 1 year, but I choose not to.
I had a child but did not feel I could ask for an extension - since there was no set process it seemed almost like you had to go begging and it was frowned upon in my department anyway (I was/am the only tenure track/tenured faculty with young children in the department)
I was forced into extending the clock against my wishes. This was before it was automatic, and I was very concerned it would be a stigma.
It was set for me on arrival
My research productivity was not where I wanted it to be as a result of major problems in my personal life that would have been legitimate grounds for extending. However, it appeared that I would be OK even without resetting the clock. I got really mixed signals on whether I should, and the least positive person of my situation was my dept head. However, persons higher up seemed not concerned with my record, so I submitted my dossier and was tenured/promoted. It worked out in my case, but it could have very easily gone the other way.
Possibly extending tenure process to allow for time to ensure growing family could be focused upon adequately
Unclear what you want, I did not request to extend the tenure clock and I knew I could.

N=12

Appendix Table 186b. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, reasons respondent chose NOT to extend/reset the tenure clock even though they may have wanted to – Men

Response
Busy everyday
Due to family circumstances, I inquired as to my eligibility for extending my tenure clock. My department head and others in administration said that I was indeed eligible and that my situation was exactly what extensions were for. However, I did not feel comfortable that others in my department wouldn't hold the extension against me, and felt that some would vote against me specifically because of the extension. The policies I read also seemed to indicate (wasn't entirely clear), that I would be expected to have additional accomplishments (publications, etc.) due to the extension, i.e., I would have to fully 'make up' for what was expected during the regular tenure clock time period AND have an extra year of accomplishments due to the one year extension. So, the extension seemed too risky to accept and would simply extend the tenure-clock burden another year.
It never entered my mind to reset.

N=3

Appendix Table 186c. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, reasons respondent chose NOT to extend/reset the tenure clock even though they may have wanted to – Gender not specified

Response
I was given an extra year, but I didn't feel it was necessary. I decided not to extend.

N=1

Appendix Table 187a. Other activities respondent spent time on or would prefer to spend time on – Women

Response
Generally I wish teaching, administration, and outreach were valued more--I wish research weren't the only measure of success.
I am okay with the way I spend my time
I feel that dealing with financial accounting functions should be presented to me in an executive summary--not a 20 page report for me to decipher--should be dept head job (along with staff)
I have an Extension appointment so trying to delineate between teaching and extension is difficult. Extension work IS teaching!
Meetings...lots of college/school/department meetings; every week in some cases. Most of the information could be handled electronically
My research, which is about 25% of my time, occurs on nights and weekends. My teaching schedule and 5 hrs/ week service demands command more than 40 hrs/ week. There is also admin, mentoring, extension and outreach hours not mentioned above because these also exceed the 40 hrs/ week needed to teach design.
Prep, project development, finding projects- a lot of time in department is spent doing this, and does not allow us time for research.
Professional development
Professional service
Reporting research results to participating organizations and individuals.
Representing or meeting with off campus entities

N=11

Appendix Table 187b. Other activities respondent spent time on or would prefer to spend time on – Men

Response
Biosecurity
I feel I spend way too much time responding to e-mail, filling out surveys (such as this one), answering phone calls, and handling nonsense correspondence. I am too accessible and my time is not my own. This makes it impossible to get done the things I need and want to get done.

N=2

Appendix Table 188a. Other committees in respondent's department that they had served on or chaired – Women

Response
Academic Affairs
Assessment
Assessment Academic Affairs
Assessment committee, department 'social' committee, upper division writing. Chaired all three. Also on first year writing committee, faculty lecturer committee (in department).
Assessment, awards
Chair, Student Awards & Scholarship committee
Chair, student awards and scholarship
Chair, Student Life Committee Member, Assessment Committee Faculty Advisor, dept. student organizations
College Scholarship, Several university level committees including Grade Appeals Board & Faculty Development Committee, Master's Curriculum Committee
Department committees, College Student Activities
Department's communications committee (e.g., create department newsletter; create alumni website) - this is a committee of two people
Departmental Space Committee; other departmental committees
Dept chair eval mission statement update
Distance ed committee, program specific committee
Graduate Committee, Research Committee
Graduate recruiting, graduate assessment & award nomination
Graduate Recruitment

Response
Graduate recruitment committee, departmental award committee
I have chaired the undergrad curriculum comm. twice in the past 3 years. Each time we have undergone extensive revisions to the curriculum.
Library Committee
Library, Awards
Note - I have chaired the 2nd through 3rd committees above for interdisciplinary programs outside of my department. Other department committees have included: [Detailed response removed to maintain anonymity]
Outreach & Recognition
PhD planning sub-committee.
Program Review, General Education, Assessment, and any place else there is a need. There are too many needs.
Public relations and press
Safety Committee, Graduate Student progress Committee
Selective admissions undergraduate
Serve on several college committees
Social Committee Technology Committee Unit Head Evaluation Committee
Strategic planning committee - chair, member program assessment committee - chair, member honor society committee - member, officer steering committee - member student progress committee - member many many many other college and university committees
Thesis (Chair), overseas study (chair), community service/ outreach (chair)
Undergraduate committee
Undergraduate scholarship committee

N=34

Appendix Table 188b. Other committees in respondent's department that they had served on or chaired – Men

Response
[Detailed response removed to maintain anonymity x3]
Academic Affairs
Accreditation
Accreditation, Chair Evaluation, Assessment
Assessment
Assessment committee
Assessment Committee
Assessment, Faculty Rights, General Education, Senate,
Assessment Associate Chair, Graduate Seminar (yes), Recognition and Awards (No), Scholarship awards (No), Social Committee (Yes), Teaching evaluation coordinator (No), Teaching peer evaluation (No)
Awards committee; student retention committee; graduate studies committee
Awards Nomination Committee
Building committees, administrative and staff searches
College Faculty Forum
Curriculum assessment, etc.
Department Policy Revision
Development Committee, Department Topic Based Committee
Equipment
Evaluations of administrators on unit, college, and university levels and various support committees with ITS
Graduate council, senate
Graduate recruitment, Department assessment, Graduate committee
Graduate studies committee, awards, assessment, scholarship, teaching evaluation
I am on a Tri-College committee. I served as Head of Department for two years, also chaired several committees at the Department/College level at other universities.
I currently chair the computer resources committee. I am also on a number of ad hoc committees as well.

Response
I don't chair most of these committees because I'm a department head.
Junior faculty mentoring
Many committees
Recognition committee
Research colloquium planning committee
Scholarship
Strategic planning, Library
Student Awards/Recognition Committee
Student progress
Teaching Assessment Committee
Too many to even remember
Too many to name at dept, college and university level
University Senate Committees
Various ad hoc committees. department does not have standing committees
Various department committees
Way too many to list

N=41

Appendix Table 188c. Other committees in respondent's department that they had served on or chaired – Gender not specified

Response
Assessment
I've been here long enough to have served on or chaired almost every department, college and many university committees on campus.
Work group within the dept.

N=3

Appendix Table 189a. Other positions at NDSU that respondent currently held or has held in the past – Women

Response
Committee chair for a university committee outside of my department
FYE mentor
Grant administrator for State
Principal Investigator on a Grant
Program administrator.
Research fellowship
What exactly is the difference between an educational and research grant?

N=7

Appendix Table 189b. Other positions at NDSU that respondent currently held or has held in the past – Men

Response
[Detailed response removed to maintain anonymity]
Chair of the Program Review Committee
Chaired some university committees (in the past); Served in the University Senate (as a member, the president-elect and the president)
Commodity grants
Contracts with state and federal agencies
Equipment
General Education Committee
Have held administrative roles since 2003
I am a co investigator on several grants
Member of steering committee of interdisciplinary graduate program
Technology grant
University Senate and various committees.
University Senator; also five other university and college committees (currently hold two), which are not leadership positions but there doesn't seem to be another place to account for these

N=13

Appendix Table 189c. Other positions at NDSU that respondent currently held or has held in the past – Gender not specified

Response
Chaired university committees

N=1

Appendix Table 190a. Among respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, what barriers prevent them from taking on such a position – Women

Response
1. Clarity of promotion and tenure procedures 2. teaching double that of my male colleagues in analogous positions
1) My rank. 2) The way I have historically witnessed women treated in those positions makes me hesitant to take on such a role.
Amount of time at institution has been too short and connections to the important people are lacking.
Buddy system
Demanding tenure requirements + expectation that faculty help doctoral student publish as well
Despite the goal to increase senior women faculty and women in administrative positions, I am not confident that this will happen quickly.
Early in my academic career - many hurdles to rise to first such as professional licensure, publishing, teaching experience - while starting a family
Exclusionary networks selection process based on friendships/preferences of administrators
Few female role models, not be viewed by peers and administrators as a leader, unsure how people receive such appointments (seems to be a hidden process)
I am in agriculture and there still are few women in leadership roles in agriculture
I am not qualified as an assistant professor for the roles that I would like to attain in the future. As I look forward, I anticipate that the amount of extra time that I can apply to my job because of family commitments will be the major barrier to my success in attaining these appointments.
I don't have the mentorship to help me grow and/or identify the areas I should pursue.
I don't yet have a PhD
I don't yet know if there are barriers because I have not tried to take on one of these positions.
I see that kind of opportunity as down the line. The primary barrier at the moment is having a young family. Beyond that, though, I perceive an old boy's network still operating at NDSU. I don't have a sense of how I could become an administrator--the path is unclear. It seems as though people get promoted through their connection with an existing administrator.
Inadequate infrastructure and funding to develop a specific research center. Not enough time for more administrative duties; I can barely keep up with all the work I have now.

Response
Internal support is limited and in the environment its primarily male dominated; issues of it being a male society
Lack of positions/opportunities available, current long-standing administrators are unlikely to step-down, the perceptions/attitudes of some people are limiting towards women, women at NDSU tend to do (are expected to do) a great deal of service which limits the amount of time available for research and ultimately limits one's career opportunities, need I go on???
Lack of tenure, Departmental climate, Lack of faith in colleagues
Lack of time.
Need to be promoted to full professor first; administrative positions at NDSU seem to be filled by appointment rather than open search.
No openings currently, and when there are openings I don't get to compete because positions are by appointment.
No time to write and publish manuscripts to qualify me for such a position. Very little opportunity to train for such a position. No interest expressed by administration in my advancement to such a position.
Not many openings, lack secondary positions that will lead to leadership positions
Perception that because I'm a woman I'm less qualified. I believe the administration would not want me in such a position b/c I'm outspoken. The positions are all filled (and mainly with me). When leadership positions do come up (e.g., in my department), the dept head already knows who he wants in those and it's very clear that we are not to protest, disagree, or express our own interest in those positions.
Perception that we've always done it this way, men are more respected, too much service so will never get full professor/get to that level
Permanent department head
Requirements for promotion are not suitable to the field. There is no PhD in my field offered at NDSU, therefore promotion to those positions are not easily attained if a PhD is required. Also, the PhD is design at other University is archaic in its views of design- they need to approach design from a different perspective, and do not do that.
The current structure and who is favored.
The Provost will not allow assertive women to gain administrative positions.
There seems no process to rotate the position and the individual in the position has been there for a long time.
There seems to be little opportunity - no announcements are ever made; men just seem to slide into the position without a search or anything.
Too new, starting academic career later in life.

N=33

Appendix Table 190b. Among respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, what barriers prevent them from taking on such a position – Men

Response
Administration will not allow me to serve as department head. Insisted on hiring outside department.
Degree requirements/lack of terminal degree
Giving up research program
If the Provost doesn't like you, you have no chance for advancement and he doesn't like anyone who disagrees with him.
Mainly experience
Not an NDSU situation, but a family situation.
Pecking order within the department.
Political and lack of financial support
Politics
Tenure did not transfer when I came to NDSU from another university.
There is not enough time in my schedule to allow me to take on more work.
Time, it being the right position for me at a time that is appropriate in my career trajectory
Too little time and not enough support to take other duties

N=13

Appendix Table 190c. Among respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, what barriers prevent them from taking on such a position – Gender not specified

Response
Collegiality within the dept.

N=1

Appendix Table 191a. Among respondents who have considered leaving NDSU, what factors contributed to their consideration to leave – Women

Response
1) Overwork, 2) lack of resources, 3) lack of opportunity for advancement, 4) climate for women, even though the climate in my department is good for me, 5) being recruited by more prestigious institutions.
A faculty position was open at another university, which is my alma mater and it is close to family.
Being recruited for job openings elsewhere
Better pay
Better paying job; closer to family
Better school better job for spouse Geographic location
Boredom with current tasks unfair appointment practices
Class size, lack of graduate students in my area, & mandate that literature faculty teach service writing courses.
Climate issues based on a very distinct generational gap between senior faculty and junior faculty; dissatisfaction with the ways in which some important issues are 'resolved' in my department through informal mechanisms; increasing resistance to growth and change in the department; ignorance of senior faculty about other universities and the state of the discipline beyond NDSU
Colleagues
Colleagues - Dysfunctional communication in this Dept.
Communication patterns
Department climate, lack of resources for my research, inadequate resources for my students, a feeling that I am not a respected and valued member of the NDSU community
Difficulty in moving my family (spousal job and children)
Difficulty in procuring consistent and accurate information about my career trajectory and the promotion and tenure process being one of two tenure-track women in my college
Difficulty with recent (former) department chair, administrative secretary sabotaging grant and outreach work, [name removed]'s secretary in NDSU's research office revoking my travel award *after* I did all the work and spent the award money--> lack of oversight and unfair policies that would allow such sabotage of research efforts, (a few) inept folk in accounting office do not report grant activity to PI (and thus we never get reports), below average pay, lack of (any) release from teaching to pursue research, etc...
External factors such as family.
Family, going somewhere where more unknown
Gender based harassment, negative treatment by peers and administrators, and unequal treatment within my department and college
Geographic location, general culture of Fargo area, very conservative and religious not highly regarded spouse unhappy in working at NDSU
Higher paying job with better benefits and more opportunities for advancement.
How my research is valued, climate, isolation, lack of respect in my department in my area of expertise, lack of diversity at NDSU - there is a focus on race but not sexism or sexual orientation.
I don't really like Fargo. And I miss my country.
I think it's always healthy to keep yourself marketable and to see what's out there. I would leave to be closer to my family; to be in a place I love such as Montana or New Mexico; to go to a research/grad program situation. But in any of these cases, the situation would have to be near-ideal, because I love my department and am very happy within it and that is a pretty precious thing to give up.
Lack of graduate students, location, weather
Lack of monetary support for technician and travel. Inability to make self be heard.
Lack of Native American staff/students/programs
Lack of research collaborations within the department. This has improved since then. Searching for higher prestige job. Now I don't care about that as much.
Lack of research culture, too many nonresearch minded faculty that have equal votes on important issues

Response
Lack of resources/support for research
Living in North Dakota; the quality of students at NDSU, not feeling like my work is respected in my department; no graduate program in my area of specialty; the k-12 schools aren't very good; lack of diversity; faculty leave frequently making it hard to make lasting friendships;
Low pay, overloaded service work when other faculty does nothing, administrators who would rather bury a problem rather than address it.
Low salary, cold weather
Money, teaching load (I really want more time to do research but teaching loads are too high), advancement
My research/teaching appointment is not an accurate reflection of the research, teaching, and Extension work that I do. The administration does not recognize this as a problem, although I have brought it to the attention of my chair a number of times. I am concerned that when I am evaluated for tenure, I will not have a publication record that is considered acceptable, primarily because I spend more time writing research reports for industry and conducting Extension-type work than preparing research for publication. My research in agriculture is not appreciated or recognized in this department. Peers with research interests that allow faster turnover of research projects and, thus, a better publication record are recognized over me. I am not granted the same level of respect as my peers by administration, peers, or staff.
My work is not valued here
No chance for any new work or any new roles.
Not in a tenure-track position at the time.
Opportunities for leadership/advancement; more creative/teaching challenges; opportunity to work with graduate students
Pay being so low relative to the national standards. Bad interactions with one or two colleagues. But I haven't ever gone on the job market again, so I haven't felt it got that critical.
Poor quality of graduate students, administrators lack vision, little room for creativity lack of Interdisciplinary research
Research opportunity, salary and geographical location.
Salary
Salary, unfair treatment
Salary, internal issues with chair/ head, environment was struggling due to major faculty losses; opportunities and better support and funding plus weather and location issues
Service load in comparison to expectations for research.
Some of the colleagues in my program. One male colleague with tenure is rarely at work and drags the program down - he is also inappropriate with students, staff and female faculty.
Spouse not given consideration for jobs on campus.
The climate on campus is miserable. Women on this campus are overworked to the point of burnout. I also feel very undervalued here. Statements such as 'all the good women leave' do not help--so if I stay, that means I am not 'good' at my job???? It feels like there will be no change until a lot of the leadership changes b/c they are much of the problem. It FEELS like all the discussion over the last two years is lip service and that true change is unlikely. The longer I've spent here, the more clear it is that I'm slipping behind my peers nationally in terms of salary, amount of research I can get done, and job satisfaction. If I weren't place bound, I would have left a few years ago. It also feels like the administration only listens to a FEW women and only values the perspectives of those women. There seems to be a perception that all women are the same, and they just need to figure out a way to make us happy. What would make me happy? More time for research; more recognition and valuing of the service I do; better graduate students and adequate stipends for those students so that I can actually get them to work hard; a real sabbatical at full salary so that I can recharge and recover from the burnout; opportunity to advance as a leader so that I can actually contribute to institutional change; a higher salary.

Response
The fact that although the university is trying to improve the climate by offering teaching seminars, informational meetings, etc. at the department level the climate is one of the worst imaginable. I was told by the Chair of the department that I do not have charisma to teach one of the basic courses in my area, I was not informed that I was given service assignments, I was given service and not being told what I was expected to do for that, consequently spending an enormous amount of time with that, the chair of the department tried to push me to take a one year extension for my tenure, although I have told him repeatedly that I do not want that, I was taken out of the teaching rotation and assigned a course that has nothing to do with my background. When I tried to find some answers in my department about these situations I was told that I do not have 'proof' and I should not bother telling the Dean about them. I have been yelled at by one of the staff members for a situation that was not my fault. A graduate student that was one of the chair's students sent me emails telling me how to teach one of my courses. In dept. meetings, my questions are dismissed very quickly and when the chair's proposals were not voted by the department, emails were sent threatening to block the entire activity of the department with nonsense motions. I am sending emails to the chair of the department with usual questions or issues and these emails are almost never answered. When I asked the chair why he is not answering the emails he replied that he does not have time and every day I am seeing him staying in the lounge or on the corridors laughing and saying jokes with the students or his friends.
The internal grants awarded at NDSU are always given to the faculty in Ag, Engineering, etc. Social Sciences are not valued on this campus
The lack of a larger city in Fargo, the conventions of NDSU are outdated as are the requirements for tenure and their views of design
The physical environment.... leave ND not necessarily NDSU. Teaching online would be wonderful
The way I am treated in my department. The isolation I feel on campus. The isolation I feel in the FM community. I miss living in a lively progressive city where you are not excluded because you are single and/or without children.
The weather
There are very few senior researchers who do work that are in any way similar to what I do. I feel that the lack of daily interaction with like-minded researchers is a major detriment to my research success (no direct connections with granting agencies, journal editors, section chairs, etc.). It feels like I will have to reinvent the wheel to get my research program rolling. It's not impossible, just difficult.
Time and money as well as the attractiveness of another position
Too much work; colleagues who have a voice but who are not competent
Unfair treatment of faculty during the tenure process
Wanted a tenure-track position
Weather, benefit, and career advancement
Work with a program that has graduate students and bigger program.
Workload is heavy in comparison to salary/rewards; growth opportunities are limited

N=63

Appendix Table 191b. Among respondents who have considered leaving NDSU, what factors contributed to their consideration to leave – Men

Response
[Unrelated response removed]
1) Faculty doesn't feel valued by the administration -- just a cog that can be easily replaced. 2) Salary - low salaries increase the feeling of being used and under-valued. 3) Space - there is a terrible demand for new and useful space on this campus. 4) Community perceptions - North Dakotan's don't seem to understand the demands placed on a professor. They think we are wastrels that have 3 months vacation and they think we get paid for a full year. When in fact it is the exact opposite -- we work a full year and get paid 9 months.
An autocratic, vindictive and egotistical administration (above the Dean level); lowest pay in the country, backward social climate, no collective bargaining for state workers (including faculty), lack of respect and fairness by higher level administrators, just to name a few.
Bad people in the dept.
Better offers for money and teaching load; more opportunity for research; higher prestige.
Better opportunities for spouse; opportunity to move to more culturally diverse area; higher salary

Response
Better pay, endowed chair. Inadequate compensation, distance from research resources, low national reputation of institution, university honors bestowed on a colleague who divided our department and attempted to destroy my marriage.
Change of scene, change of responsibilities; Greener pastures... simply different professional opportunities in a different setting.
Climate, lack of international connections
Cold weather, low student quality, difficulty to attract good postdoctoral associates and graduate students, severely underfunded department, underfunded library, very small-town/conservative mentality of students
Constant struggle for space
Department Chair's treatment of me and other faculty.
Dysfunctional department as to personnel and unwillingness of NDSU to allow me to assume administrative posts.
Everyone thinks about it. I did not think about it seriously. I am amazingly satisfied with my position.
Excessive teaching load and service needs to the detriment of research and spending time with individual students.
Family, opportunities elsewhere
Funding
Geographic location, make-up of college/dept.
Greater challenges
Interest in exploring other opportunities
Job at other institution
Job opportunity with higher pay.
Lack of interest/support for my specific research area in my department.
Lack of opportunities for professional growth and development. Salary.
Lack of recognition for my contributions and NDSU's shift of focus from teaching
Lack of research resources.
Lack of respect for my research - Negative climate in department - Negative climate for women at NDSU and the negative ways my partner has been treated as a woman at NDSU
Lack of support from the legislature, low annual salary increases, disrepair of campus facilities, increasingly bureaucratic mentality in campus service positions.
Lack of time for family and the limits put on faculty when expressing beliefs at a secular university.
Lack of transparency in decisions at the College level
Lack of university research for teaching, research and professional development. Lack of university-level interest in or respect for my discipline.
Location, community
Location, family
Low pay and too much teaching responsibility relative to the expectations for research productivity
Low pay, requests to apply for administrative positions.
Low salary and top down administrative style especially for minorities
Low salary, trouble with higher administrators
Low salary, heavy workload, poor library holdings, overly authoritarian administration, little support for the humanities, neglect by the legislature, conservative state politics
Low salary; disconnect between upper administration (i.e., the university president, vice presidents) and faculty.
Marital problems - need to get away for a while to rebuild family
Money
More money and better support for research
Offered position at a higher level of administration at three other institutions
Old boys corporate culture
Opportunities at other Universities closer to home.
Opportunities for expanded research program/take on leadership position (I declined an offer as dept chair at another land-grant university)
Opportunity and larger university

Response
Partner's initial position was offered and then rescinded. Mediocre students and superficial commitment to undergraduate education. Some disagreement about the direction of the department and the university--stretching ourselves too thin.
Pay, childcare
Pay, harsh weather
Personal, higher quality institutions, reduced university service
Potential offer from a more prestigious university
Reasons for promotion denial - lack of terminal degree - was not in the criteria; lack of opportunity for advancement due to degree requirements rather than job performance
Relative salary
Salary [x5]
Salary and fringes equity, potential to do research in a more supportive environment, career opportunities for partner, more sufficient resources for research program, a better fit for me as a position
Salary, geographical location, climate in department
Salary, location, professional opportunities
Salary, research support
Salary, value for my research, leadership opportunities, better and more supportive treatment, better opportunity for professional respect
Salary, weather, university prestige
The designation of [name removed] as a Distinguished Professor. His behavior in our department has been very negative, especially toward a female colleague who left NDSU because of him.
The weather
Top-down nature of decision-making. Lack of support for teaching undergraduate students.
Unfair treatment of faculty by the chair of my department
Unhappiness with the leadership at the time.
Very poor leadership of department head at the time; salary freeze.
Weak boss who does not lobby for resources and his boss [name removed] who runs the place like a banana republic (his way or the highway).
Weather and geography
Working space and weather

N=74

Appendix Table 191c. Among respondents who have considered leaving NDSU, what factors contributed to their consideration to leave – Gender not specified

Response
Department members don't get along. It is very uncomfortable being expected to 'take sides'. No win situation. Faculty talk about confidential matters so I don't even feel comfortable voting on things.
I was recruited for higher pay. Also to get closer to home. Pay. Move closer to family or into a warmer environment
Very small department, with few opportunities for collaborative research and chronically understaffed trying to cover courses.... And geography.

N=3

Appendix Table 192a. Other programs at NDSU that respondent mentioned – Women

Response
AHSS luncheons for women faculty.
As a new faculty member, I have been told that I am not eligible for funds through FORWARD and that it's only for 3rd year faculty members.
I would consider early tenure valuable
Increased positions and extended hours for daycare facilities.
New faculty orientation COULD be valuable but is not. No time to meet with HR to complete paperwork. There isn't an opportunity to meet and mingle with other new faculty. Faculty mentoring could also be more valuable if matched appropriately with a person in a similar discipline. Some pedagogical luncheons have been more valuable than others. I did not like a graduate student leading a discussion about teaching to a room full of very experienced faculty. WISMET would be valuable if offered as a support to all female faculties on a tenure track.

One worry that I have is that the increased promotion of having mentorship for women is that women will now be viewed differently than our male counterparts. Part of me feels that this push for women 'promotion' is a negative thing: do people think that women are so weak that they need this extra mentorship? Will our male colleagues think that we are just getting promoted because we are women? Will women on faculty who are borderline immediately get the benefit of the doubt and be promoted to increase tenured women on this campus? I strongly feel that a good family/maternity leave policy is needed for faculty and staff (as a researcher, my female technicians need to have as good of leave as I had-- because I need good technicians to stay!). However, sometime I feel that other mentorship forums, women's groups, etc. are indirectly implying that women can't compete with their male counterparts and this will just build more animosity on campus. This being said, I am very happy with the atmosphere in my department/college and cannot speak for other women on campus.
The gear up for grants' workshops is useless. Please cancel them and save everyone's time.
The FORWARD Advance program/grants are only awarded to women in certain disciplines on campus. Something that was supposed to be helpful to women on campus has ended up being something that is divisive. If there is a genuine concern for female faculty on this campus it should include support for ALL female faculty...it is clear that social science research is not valued on this campus. This is a shame as there are plenty of women who are active researchers in the social sciences. I am very disappointed with the FORWARD/Advance efforts.
WISMET only values female faculty that work in the 'STEM' disciplines. I used to attend WISMET meetings but the environment became unwelcoming to non STEM women

N=9

Appendix Table 192b. Other programs at NDSU that respondent mentioned – Men

Response
Activities of Diversity Council and Anti-Racism team
Campus leadership workshop
Dean of College sponsors first year and second year faculty workshops
I have heard of FORWARD and receive emails about FORWARD, but I have no idea what FORWARD an abbreviation is for.
I've heard of WISMET, but not enough information to assess value. Your form does not allow this type of response.
Mentoring and educational support programs for disadvantaged students
Peer Review of Teaching
Safe Zone
Safe Zone Anti-Racism team
Some of these questions are too new to be valid. For example, the questions about FORWARD are too new to yield valid data. The allies/advocates program has not yet made their selections so how can anyone rate their value? Also, asking about use of the Forward Programs, at least the allies/advocates will not get valid data on use because they are still in a formative stage. Applications for the program continue until this coming Friday (today is Tuesday).

N=10

Appendix Table 193a. Other childcare arrangements respondent has – Women

Response
NDSU Center for Child Development (in the FLC building) is extremely expensive.
NDSU Wellness Center Childcare facility does not have openings for my children. It seems impossible to get it no matter how early one tries.
Share after school childcare with another couple in our department. We are lucky in this.

N=3

Appendix Table 193b. Other childcare arrangements respondent has – Men

Response
Dakota Montessori – my child LOVES it there
Montessori school
We share childcare with another academic couple; works well! First year we have done this; two years of childcare on our own was very difficult.

N=3

Appendix Table 194a. Other childcare issues respondent has – Women

Response
Child Illness
I am a faculty member and I have put my name on the list for the NDSU childcare. I have 2 children and there have never been any openings for my kids. I am not sure how this is a benefit to female faculty when they will not make room for our kids.
Sick child care

N=3

Appendix Table 194b. Other childcare issues respondent has – Men

Response
Quality of school

N=1

Study of Faculty Worklife at North Dakota State University

This questionnaire was developed to better understand issues related to quality of work life for faculty at NDSU. This is part of a larger project, funded by the National Science Foundation, to develop new initiatives for faculty on campus. Your participation is voluntary. If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time.

To participate in this study, simply complete the survey. You are voluntarily making a decision whether or not to participate. By completing and submitting this survey, you are consenting to participate in this research study. You are free to withdraw from the study at any time. **You may also choose to bypass or skip questions that you do not wish to answer.**

It is important to note that the information shared in this survey will be kept confidential. **No one at NDSU will have access to individual responses.** The data will be collected, stored, and analyzed by Metis Associates, an independent national research and evaluation firm located in New York City.

If you have any questions about this survey, please contact Lori Ramsey of Metis Associates at 614-224-9397 or Lramsey@metisassoc.com. If you have questions about the rights of human participants in research, or to report a problem, you should contact the NDSU IRB office, 701-231-8908.

Hiring Process

We are interested in identifying what makes NDSU attractive to job applicants, and the aspects of the hiring process that may be experienced positively or negatively. Please think back to when you were first hired at NDSU (whether into a faculty position or another position) to answer the following questions.

1a. What was your first position at NDSU? *Please check one.*

- a. Assistant Professor
- b. Associate Professor
- c. Professor
- d. Other

1b. In what year were you hired? _____ *Go to question 3*

2a. What position were you first hired into? _____

2b. What year were you hired? _____

2c. What year did you become faculty? _____

3. Were you recruited to apply for a position at NDSU? a. Yes b. No

4. Please rate your level of agreement with these statements about the hiring process. Select NA if the statement does not apply to you. If you were hired into more than one department or unit, please answer for the department or unit that you consider to be your primary department or unit.

<i>Select NA if the statement does not apply to you.</i>	Disagree Strongly 1	Disagree Somewhat 2	Agree Somewhat 3	Agree Strongly 4	NA
a. I was satisfied with the hiring process overall.	1	2	3	4	NA
b. The department did its best to obtain resources for me.	1	2	3	4	NA
c. Faculty in the department made an effort to meet me.	1	2	3	4	NA
d. My interactions with the search committee were positive.	1	2	3	4	NA
e. I negotiated successfully for what I needed.	1	2	3	4	NA
f. I was naïve about the negotiation process.	1	2	3	4	NA
g. I was pleased with my start up package.	1	2	3	4	NA

5. What were the three most important factors that *positively* influenced your decision to accept a position at NDSU?

Check three

- a. Prestige of university
- b. Geographic location
- c. Research opportunities
- d. Quality of public schools
- e. Support for research
- f. Colleagues in department/unit/lab
- g. Climate for women
- h. Quality of students
- i. Prestige of department/unit/lab
- j. Opportunities available for spouse/partner
- k. Community resources and organizations
- l. Teaching opportunities
- m. Salary and benefits
- n. Climate of department/unit/lab
- o. Climate for faculty of color
- p. Other, please explain: _____

6. What factors, if any, made you **hesitate** about accepting a position at NDSU? *Check all that apply.*

- a. Prestige of university
- b. Geographic location
- c. Research opportunities
- d. Quality of public schools
- e. Support for research
- f. Colleagues in department/unit/lab
- i. Prestige of department/unit/lab
- j. Opportunities available for spouse/partner
- k. Community resources and organizations
- l. Teaching opportunities
- m. Salary and benefits
- n. Climate of department/unit/lab

g. Climate for women

o. Climate for faculty of color

h. Quality of students

p. Other, please explain: _____

The Tenure Process at NDSU

7a. Are you currently in a tenure track or tenured position

a. Yes b. No → Go to question 13

7b. Did you, or will you, experience the tenure or promotional process to associate professor at NDSU?

a. Yes b. No → Go to question 13



8a. Do you currently have tenure or an indefinite appointment?

a. Yes b. No → 8b. What year do you expect to become an associate professor? _____



8c. What year did you become an associate professor? _____

9. Please indicate your level of agreement with the following statements regarding your experience with the tenure or promotional process to **associate professor** in your primary unit or department at NDSU.

Select NA if the statement does not apply to you.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	NA
	1	2	3	4	
a. I am/was satisfied with the tenure/promotional process overall.	1	2	3	4	NA
b. I understand/understood the criteria for achieving tenure/promotion.	1	2	3	4	NA
c. I receive/d feedback on my progress toward tenure/promotion.	1	2	3	4	NA
d. I feel/felt supported in my advancement to tenure/promotion.	1	2	3	4	NA
e. I receive/d reduced responsibilities so that I could build my research program.	1	2	3	4	NA
f. I was told about assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring).	1	2	3	4	NA
g. I feel there is/was a strong fit between the way I do/did research, teaching and service, and the way it is/was evaluated for tenure.	1	2	3	4	NA

10. Have you ever extended or reset your tenure clock at NDSU?

a. Yes b. No → Go to question 12 c. Not applicable → Go to question 13



11. For each time you have extended or reset your tenure clock, please list the reason you extended/reset the clock, the extent to which you feel your primary department/unit was supportive, and the reduced responsibilities you received.

	11a. What was the main reason for extending/resetting your tenure clock?	11b. How supportive was your department/unit? Please circle one number on a scale of 1 to 4.	11c. What reduced responsibilities were you granted, if any?
First Time		Extremely Supportive 1	Generally Supportive 2
		Generally Unsupportive 3	Extremely Unsupportive 4

Second Time		Extremely Supportive 1	Generally Supportive 2	Generally Unsupportive 3	Extremely Unsupportive 4	

12a. Did you choose NOT to extend/reset the tenure clock even though you may have wanted to?

a. Yes b. No → Go to question 13



12b. Please explain: _____

Professional Activities

We are interested in a number of dimensions of the work environment for faculty at NDSU including your feelings about your work allocation, resources you have for research, service responsibilities, and your interaction with colleagues.

13. What proportion of your work time do you **currently spend** on the following activities, and what proportion of your work time would you **prefer to spend** on these activities? The total should equal 100% even if your appointment is not 100% time.

	% of time currently spend	% of time would prefer to spend
a. Research	_____ %	_____ %
b. Teaching	_____ %	_____ %
c. Advising students	_____ %	_____ %
d. Service	_____ %	_____ %
e. Administrative	_____ %	_____ %
f. Clinical	_____ %	_____ %
g. Mentoring	_____ %	_____ %
h. Extension	_____ %	_____ %
i. Outreach	_____ %	_____ %
j. Other _____	_____ %	_____ %

14. How much do you agree or disagree with the following statements about the resources available to you?

<i>Select NA if the statement does not apply to you.</i>	Disagree	Disagree	Agree	Agree	NA
	Strongly 1	Somewhat 2	Somewhat 3	Strongly 4	
a. I have the equipment and supplies I need to adequately conduct my research.	1	2	3	4	NA
b. I receive regular maintenance/upgrades of my equipment.	1	2	3	4	NA
c. I would like to receive more department travel funds than I do.	1	2	3	4	NA
d. I have sufficient office space.	1	2	3	4	NA
e. I have sufficient laboratory space.	1	2	3	4	NA
f. I have sufficient space for housing research animals.	1	2	3	4	NA
g. I receive enough internal funding to conduct my research.	1	2	3	4	NA
h. I receive the amount of technical/computer support I need.	1	2	3	4	NA
i. I have enough office support.	1	2	3	4	NA
j. I have colleagues on campus who do similar research.	1	2	3	4	NA
k. I have colleagues or peers who give me career advice or guidance when I need it.	1	2	3	4	NA
l. I have sufficient teaching support (including TA's).	1	2	3	4	NA

26. What factors contributed to your consideration to leave NDSU? _____

NDSU Programs and Resources

NDSU has implemented a number of programs designed to improve the working environments of faculty on the NDSU campus. In the questions below, please help us to evaluate some of these campus-wide initiatives.

27-28. For each program available on the NDSU campus, please rate your perception of the value of the program and indicate whether you have used the program.

	27. How valuable is each program? <i>Please rate on a scale of 1 to 4 (whether or not you have used it).</i>					28. Have you ever used this program?	
	Never Heard of Program 0	Not at all Valuable 1	Somewhat Valuable 2	Quite Valuable 3	Very Valuable 4	Yes	No
a. Extension of the tenure clock	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
b. Spousal/Partner Hiring	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
c. Workshops for Search Committees	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
d. On-line training for Search Committees	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
e. New Faculty Orientation	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
f. Faculty Mentoring Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
g. Pedagogical Luncheons/Workshops	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
h. WISMET	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
i. Gear up for Grants Workshops	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
j. FORWARD Advance Programs	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
k. FORWARD Allies/Advocates	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
k. Other, please specify: _____	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>

Balancing Personal and Professional Life

We would like to know to what extent faculty at NDSU are able to balance their professional and personal lives.

29. Please indicate how much you agree or disagree with the following statements about balancing your personal and professional lives.

<i>Select NA if the statement does not apply to you.</i>	Disagree Strongly 1	Disagree Somewhat 2	Agree Somewhat 3	Agree Strongly 4	NA
a. I am usually satisfied with the way in which I balance my professional and personal life.	1	2	3	4	NA
b. I have seriously considered leaving NDSU in order to achieve better balance between work and personal life.	1	2	3	4	NA
c. I often have to forego professional activities (e.g., sabbaticals, conferences) because of personal responsibilities.	1	2	3	4	NA
d. Personal responsibilities and commitments have slowed down my career progression.	1	2	3	4	NA

30. Have you cared for, or do you currently care for, dependent children?

a. Yes b. No → *Go to Question 36*



31. We are interested in how the timing of raising children affects career trajectories. For each child that has been dependent on you in the past or at the present time, please list the year that child was born, the year that child entered your home (if different), and year the child first moved out of your home (e.g., to attend college).

	Year of Birth	Year Child Entered Home	Year child moved away
Child 1			
Child 2			
Child 3			
Child 4			
Child 5			

32. Do you currently use, or need, any day care services or programs to care for a dependent child?

- a. Yes b. No → Go to Question 36



33. Which of the following childcare arrangements do you have? <i>Check all that apply</i>	34. How satisfied are you with your current childcare arrangements?			
	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
a. NDSU Wellness Center Childcare facility <input type="checkbox"/>	1	2	3	4
b. Non-university childcare center <input type="checkbox"/>	1	2	3	4
c. Childcare in the provider's home <input type="checkbox"/>	1	2	3	4
d. In-home provider (nanny/babysitter in your home) <input type="checkbox"/>	1	2	3	4
e. Family members (spouse/partner, grandparent, yourself, etc.) <input type="checkbox"/>	1	2	3	4
f. After-school care <input type="checkbox"/>	1	2	3	4
g. Child takes care of self <input type="checkbox"/>	1	2	3	4
h. NDSU Center for Child Development (in the FLC building) <input type="checkbox"/>	1	2	3	4
g. Other (please specify): _____ <input type="checkbox"/>	1	2	3	4

35. Which of the following are childcare issues for you? *Check all that apply.*

a. Availability of campus childcare	<input type="checkbox"/>
b. Availability of infant/toddler care	<input type="checkbox"/>
c. Care for school aged children after school or during the summer	<input type="checkbox"/>
e. Back-up or drop-in care when your usual childcare arrangements do not work	<input type="checkbox"/>
f. Childcare specifically designed for children with developmental delays or disabilities	<input type="checkbox"/>
g. Childcare when you are away at conferences and special events held elsewhere	<input type="checkbox"/>
h. Extended hour childcare when you must work evenings, nights, or weekends	<input type="checkbox"/>
i. Assistance in covering childcare costs	<input type="checkbox"/>
j. Assistance with referrals to non-university childcare situations	<input type="checkbox"/>
k. Other, please specify: _____	<input type="checkbox"/>

36. Have you provided care for an aging parent or relative in the past 3 years?

- a. Yes b. No

Spouse/Partner’s Career

37. What is your current marital or cohabitation status?

- a. I am married and live with my spouse
 b. I am not married, but live with a domestic partner (opposite or same sex)
 c. I am married or partnered, but we reside in different locations
 d. I am single (am not married and am not cohabitating) **—————> Go to question 41**

38. What is your spouse or partner’s **current** employment status? What is your partner’s **preferred** employment status?

<i>Check one for each.</i>	Full-time	Part-time	Not employed	Retired
a. Spouse/partner’s current employment status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Spouse/partner’s preferred employment status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. Does your partner or spouse work at NDSU? a. Yes b. No

40. Please indicate how much you agree or disagree with the following statements about your spouse or partner’s career.

<i>Select NA if the statement does not apply to you.</i>	Disagree Strongly 1	Disagree Somewhat 2	Agree Somewhat 3	Agree Strongly 4	NA
a. My spouse/partner is satisfied with his/her current employment opportunities.	1	2	3	4	NA
b. I have seriously considered leaving NDSU in order to enhance my spouse/partner’s career opportunities.	1	2	3	4	NA
c. My partner/spouse and I are staying in Fargo/Moorhead because of my job.	1	2	3	4	NA
d. My spouse/partner and I have seriously considered leaving Fargo/Moorhead to enhance both our career opportunities.	1	2	3	4	NA

Your Department’s Support of Family Obligations

41. Please indicate how much you agree or disagree with the following statements regarding your department/unit’s support of family obligations. If you have an appointment in more than one department or unit, please answer the following questions using the department or unit that you consider to be your primary department or unit.

	Disagree Strongly 1	Disagree Somewhat 2	Agree Somewhat 3	Agree Strongly 4	Don’t Know	NA
a. Most faculty in my department are supportive of colleagues who want to balance their family and career lives.	1	2	3	4	DK	NA
b. It is difficult for faculty in my department to adjust their work schedules to care for children or other family members.	1	2	3	4	DK	NA
c. Department meetings frequently occur early in the morning or late in the day.	1	2	3	4	DK	NA
d. My department has a supportive policy for faculty who have a new baby.	1	2	3	4	DK	NA
e. The department is supportive of family leave.	1	2	3	4	DK	NA
f. Faculty who have children are considered to be less committed to their careers.	1	2	3	4	DK	NA

A person's health has been shown to be related to their work environment. Please answer the following questions about your health.

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

Excellent Good Fair Poor
1 2 3 4

43. How often do you feel:

	Rarely 1	Once in a while 2	Sometimes 3	Quite often 4
a. Happy	1	2	3	4
b. Fatigued	1	2	3	4
c. Stressed	1	2	3	4
d. Nervous	1	2	3	4
e. Depressed	1	2	3	4
f. Short-tempered	1	2	3	4
g. Well-rested	1	2	3	4
h. Physically fit	1	2	3	4

44. Do you have a significant health issue or disability?

a. Yes b. No → *Go to Question 46*



45. In dealing with this health issue or disability, how accommodating is ...

	Not at all 1	Somewhat 2	Quite 3	Very 4
a. Your primary department?	1	2	3	4
b. NDSU?	1	2	3	4

Women Faculty at NDSU

46. With respect to the recruitment of, climate for, and leadership of women faculty, how much would you agree or disagree with the following statements about your primary department/unit?

	Disagree Strongly 1	Disagree Somewhat 2	Agree Somewhat 3	Agree Strongly 4	Don't Know
a. There are too few women faculty in my department.	1	2	3	4	DK
b. My department has identified ways to recruit women faculty.	1	2	3	4	DK
c. My department has actively recruited women faculty.	1	2	3	4	DK
d. The climate for women in my department is good.	1	2	3	4	DK
e. My department has identified ways to enhance the climate for women.	1	2	3	4	DK
f. My department has taken steps to enhance the climate for women.	1	2	3	4	DK
g. My department has too few women faculty in leadership positions.	1	2	3	4	DK
h. My department has identified ways to move women into leadership positions.	1	2	3	4	DK
i. My department has made an effort to promote women into leadership positions.	1	2	3	4	DK

Personal Demographics

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

47. What is your gender? a. Male b. Female c. Transgender

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

- a. Southeast Asian e. Other Asian/Pacific Islander
b. Black/African American, not of Hispanic origin f. Hispanic
c. Native American (American Indian or Alaskan Native) g. White, not of Hispanic origin
d. Other, please specify: _____

49. What is your sexual orientation? a. Heterosexual b. Gay/Lesbian c. Bisexual

50. Are you a U.S. citizen? a. Yes b. No

51. What is your highest degree attained?

- a. Ph.D. d. J.D.
b. M.D. e. M.A./M.S.
c. D.V.M. f. Ed.D.
g. Other, please list: _____

52. What is the primary college to which you are assigned?

- a. College of Agriculture, Food Systems, and Natural Resources
b. College of Arts, Humanities, and Social Science
c. College of Business
d. College of Engineering and Architecture
e. College of Human Development and Education
f. College of Pharmacy, Nursing and Allied Sciences
g. College of Science and Mathematics
h. College of University Studies

Thank you for taking our survey.

PREFACE

NDSU FORWARD is committed to establishing a university culture in which all are nurtured and supported to develop to their fullest potential, and the criteria for success and achievement incorporate the unique skills and contributions of both men and women. FORWARD stands for **F**ocus on **R**esources for **W**omen's **A**dvancement, **R**ecruitment/Retention, and **D**evelopment.

The faculty work/life survey, the results of which are presented in this report, was developed in order to better understand issues related to quality of work and life for faculty at North Dakota State University (NDSU). First conducted in late 2008/early 2009, the survey will be repeated on a periodic basis to help NDSU FORWARD staff examine issues of importance to NDSU faculty and monitor changes over time.

The survey data were provided to the North Dakota State Data Center by NDSU FORWARD for purposes of analysis. The report is available electronically on the NDSU FORWARD website at <http://www.ndsu.edu/forward/> and the North Dakota State Data Center website at <http://www.ndsu.edu/sdc/publications/research.htm>.

Acknowledgments

The survey instrument was adapted with permission from an instrument designed by the Women in Science & Engineering Leadership Institute (WISELI) at the University of Wisconsin-Madison, as part of their National Science Foundation (NSF) Advance program award (for more information, see <http://wiseli.engr.wisc.edu/facworklife.php>).

The Advance FORWARD program at North Dakota State University is sponsored by the NSF ADVANCE Institutional Transformation Award HRD-0811239 (for more information, see <http://www.nsf.gov/crssprgm/advance/index.jsp>). While the NSF Advance program focuses on Science, Technology, Engineering, and Mathematics (STEM) disciplines, NDSU has provided additional funding in order to expand the focus of NDSU's Advance FORWARD efforts to the entire campus.



**Report prepared for NDSU Advance FORWARD
by the North Dakota State Data Center**



Report Author: Ramona Danielson
Publication Date: September 2010

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EXECUTIVE SUMMARY

The faculty work/life survey is part of the Advance FORWARD project at North Dakota State University (NDSU), which is funded by the National Science Foundation (NSF). While the NSF Advance program focuses on Science, Technology, Engineering, and Mathematics (STEM) disciplines, NDSU has expanded the focus to the entire campus. This survey collected baseline data on a variety of topics important to faculty: the hiring process at NDSU, the tenure process at NDSU, professional activities, satisfaction with NDSU, NDSU programs and resources, balancing personal and professional life, women faculty at NDSU, and demographics. The survey will be repeated on a periodic basis which will allow NDSU FORWARD staff to examine issues of importance to NDSU faculty and monitor changes over time.

The survey was administered electronically using NDSU's faculty email listserv. Data were collected mid-December 2008 through early February 2009. The survey had 325 respondents. Of these surveys, data analysis was limited to the 224 respondents who were tenured and tenure track NDSU faculty. According to data from NDSU's Office of Institutional Research and Analysis, there were 488 tenured and tenure track faculty at NDSU in fall 2008, representing a survey response rate of 45.9 percent.

The analysis of the faculty work/life survey was conducted in two parts. First, frequency distributions were run for each question, and means were run on questions as applicable. Second, significance testing was conducted. This procedure tests whether the distribution of responses differs from what normally should be expected. Six key characteristics were explored for significance using Chi-square tests and t-tests as appropriate: gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). The distributions that revealed statistically significant differences at the $p < .05$ level are discussed in the narrative associated with each figure. When more detailed data are available in an appendix table, the corresponding appendix table is noted in the narrative.

Every figure provides the distribution of responses by gender, even when the results for gender are not significant. In the section on Professional Activities, distributions are presented overall and by gender by STEM status as well; significant differences in responses by gender for STEM respondents and for non-STEM respondents are noted with each figure.

The Executive Summary presents a broad overview of the overall survey results. Because several significant differences were found based on the six variables described above, an overview of these significant differences is presented in their own section of the report entitled Overview of Significant Differences.

Survey Results

Women Faculty at NDSU

Regarding statements about recruitment of, climate for, and leadership of women faculty in their primary department/unit, respondents strongly agreed the most that the climate for women in their department is good followed by that their department has actively recruited women faculty. More than half of respondents generally agreed that their department has identified ways to recruit women faculty. Respondents were fairly mixed in their views regarding whether their department has identified ways to enhance the climate for women, whether their department has taken steps to enhance the climate for women, whether their department has identified ways to move women into leadership positions, and whether their department has made an effort to promote women into leadership positions. The majority of respondents generally agreed that their department has too few women faculty in leadership positions.

Hiring Process at NDSU

The majority of tenure and tenure track faculty at NDSU were first hired as an Assistant Professor, and more than one-third were recruited to apply for a position at NDSU. More than two-fifths of respondents had been at NDSU 5 years or less at the time of the survey. Regarding statements about the hiring process, respondents strongly agreed the most that their interactions with the search committee were positive, followed by feeling that faculty in the department made an effort to meet them, that they were satisfied with the hiring process overall, and that the department did its best to obtain resources for them. While still agreeing overall, fewer respondents strongly agreed that they negotiated successfully for what they needed and that they were pleased with their start-up package. The majority of respondents agreed that they were naive about the negotiation process.

Respondents were provided a list of factors that influenced their decision to ACCEPT a position at NDSU and were asked to indicate the three most important factors. The most common positive influence was the *colleagues in the department/unit/lab*. The next most common positive influences included *teaching opportunities*, *geographic location*, and *research opportunities*. The items least frequently marked as among the three most important positive influences included *prestige of university*, *climate for faculty of color*, and *climate for women*.

Respondents were asked to indicate from a list the three most important factors that caused them to HESITATE to accept a position at NDSU. The most common negative factor was the *geographic location* followed closely by *salary and benefits*. The next most common factor causing respondents to hesitate was the *prestige of the university*. The items least frequently marked as among the three most important factors causing respondents to hesitate included *climate for faculty of color*, *quality of public schools*, and *teaching opportunities*.

Tenure Process at NDSU

Among all respondents who are tenured or are on a tenure track, regardless of where they went through the process, 55 percent already have tenure. The vast majority of respondents who are tenured or are tenure track did (or will) experience the tenure/promotion process to Associate Professor at NDSU as opposed to another institution; among these respondents, half currently have tenure or an indefinite appointment. Regarding statements about respondents' experience with the tenure/promotion process to Associate Professor, among those who did (or will) experience the process at NDSU, respondents strongly agreed the most that they feel (or felt) supported in their advancement to tenure/promotion followed by that they receive (or received) feedback on their progress toward tenure/promotion and that they understand (or understood) the criteria for achieving tenure/promotion. While still agreeing overall, fewer respondents strongly agreed that they were satisfied with the tenure/promotion process overall; that they feel there is (or was) a strong fit between the way they do (or did) research, teaching, and service and the way it is (or was) evaluated for tenure; and that they were told about assistance available to pre-tenure/promotion faculty. However, respondents did not agree that they receive (or received) reduced responsibilities so that they could build their research program.

While the vast majority of respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU have not reset the tenure clock, 14 percent have. Among these respondents who have reset the tenure clock, they have found their departments to be generally or very supportive. The main reason respondents gave for extending/resetting their tenure clock was because of family, children, and care giving. Most respondents indicated that they were not granted any reduced responsibilities when they extended/reset their tenure clock. Some of the respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU indicated that they chose to not extend/reset their tenure clock even though they may have wanted to (13 percent). Most of these respondents said it was a personal decision, and some cited concerns about stigmatization.

Professional Activities

Respondents were asked to indicate the amount of work time they CURRENTLY spend on various professional activities. Respondents dedicated the largest proportion of time, on average, to *teaching* followed by *research*. Respondents were then asked to indicate the amount of work time they would PREFER to spend on various professional activities, and the top two spots were reversed. When comparing the amount of work time respondents indicated they CURRENTLY spend versus what they would PREFER to spend, the biggest change respondents would like to make, on average, would be to spend more of their work time on *research* and less of their work time on *teaching*.

Regarding statements about the availability of resources, respondents strongly agreed the most that they have sufficient office space. While still agreeing overall, fewer respondents strongly agreed that they have colleagues or peers who give them career advice or guidance when they need it, that they have enough office support, that they receive the amount of technical/computer support they need, that they have sufficient laboratory space, that they have the equipment and supplies they need to adequately conduct their research, and that they have colleagues on campus who do similar research. Respondents also generally agreed that they have sufficient space for housing research animals. However, respondents were mixed about receiving regular maintenance/upgrades of their equipment and did not agree that they have enough internal funding to conduct their research or that they have sufficient teaching support. Most respondents would like to receive more department travels funds than they currently do.

Respondents were asked about collaborations, currently and in the past, with colleagues in their primary department and off the NDSU campus. The majority of respondents were currently collaborating with colleagues in their primary department and colleagues off the NDSU campus, and the majority had done so in the past. Respondents were also asked whether they have ever served on, or chaired, various committees in their department. The majority of respondents had served on a faculty search committee, a curriculum committee, and some other type of committee (such as student, university, and assessment and evaluation committees) in their department; nearly half had served on a graduate admissions committee; and more than one-third had served on a promotion committee. Smaller proportions had chaired these committees. Respondents were then asked whether they currently hold, or have held, various positions on the NDSU campus. The majority of respondents had held a role as principle investigator on a research grant in their department or college in the past. Less than one-third had held an administrative role or a role as principle investigator on an educational grant, and less than one-fifth had held another type of role. Smaller proportions currently held these roles. Finally, respondents were asked whether they have held various leadership positions outside NDSU. One-third of respondents had held a position as chair of a major committee in a professional organization or association outside NDSU, more than one-fourth had been president or held another high-level position in a professional association or organization, one-fourth had held a position as a member of a national commission or panel, and nearly one-fifth had held a position as editor of a journal.

Two-fifths of respondents indicated they are interested in taking on formal leadership positions at NDSU and an additional one-third were not sure if they are interested. Among these respondents, nearly two-fifths indicated that there are barriers preventing them from taking on such a position. Barriers included institutional barriers like the amount of time, time-consuming tenure requirements, and expectations, as well as gender-related barriers like too few women in leadership roles in agriculture, perceptions of an old-boys' network operating at NDSU, a male-dominated environment, and perceptions/attitudes that some people hold about women's roles at NDSU.

Regarding statements about interactions with colleagues and others in their primary department/unit, respondents strongly agreed the most that they are treated with respect by staff, followed by that they are treated with respect by their department chair/head, that they are treated with respect by students, and that they are treated with respect by colleagues. While still agreeing overall, fewer respondents strongly agreed that they feel like they "fit" in their department, that colleagues in their department solicit their opinion about work-related matters, that they feel that their colleagues value their research, and that they feel that their research is considered mainstream. However, respondents were mixed about whether they encounter unwritten rules concerning how one is expected to interact with colleagues, and did not agree that they feel excluded from an informal network in their department.

Regarding statements about their participation in the decision-making process in their primary department/unit, respondents strongly agreed the most that department meetings allow for all faculty members to share their views. While still agreeing overall, fewer respondents strongly agreed that they feel like a full and equal participant in problem-solving and decision-making, that their department chair/head involves them in decision-making, that they have a voice in how resources are allocated, and that committee assignments are rotated fairly to allow for participation of all faculty.

Satisfaction with NDSU

Most respondents said they are satisfied, in general, with their job at NDSU and with the way their career has progressed at NDSU. However, three-fourths of respondents said they have considered leaving NDSU. Respondents were asked about factors that had contributed to their consideration to leave NDSU. The highest proportion of respondents cited the atmosphere, environment, and conditions at NDSU, such as their department and colleagues, the administration, the lack of research opportunities, and gender-related issues.

NDSU Programs and Resources

Respondents were asked their perception of the value of various programs on the NDSU campus as well as whether they have ever used the program. The program at NDSU most frequently described as very valuable was the *spousal/partner hiring program* (nearly half of respondents). Nearly two-fifths of respondents indicated that the *extension of the tenure clock program* is very valuable. The programs that were least frequently described as very valuable included *Gear Up for Grants*, *workshops for search committees*, *WISMET*, and *on-line training for search committees*. The programs that the most respondents had never heard of were the *WISMET program* (nearly two-fifths) followed by the *on-line training for search committees program* (more than one-third). Most respondents had used the *pedagogical luncheons/workshops program* and the *new faculty orientation program*. The *faculty mentoring program* had also been widely used and the *Gear Up for Grants workshops program* had been used by more than half of respondents. The less commonly used programs included the *on-line training for search committees program*, the *FORWARD Allies/Advocates program*, and the *extension of the tenure clock program*.

Balancing Personal and Professional Life

Regarding statements about balancing their personal and professional lives, most respondents disagreed that they have seriously considered leaving NDSU in order to achieve better balance between work and personal life, that they often have to forego professional activities because of personal responsibilities, and that personal responsibilities and commitments have slowed down their career progression. Most respondents agreed that they are usually satisfied with the way in which they balance their professional and personal life.

Among all respondents, more than two-fifths currently had children ages 18 or younger and one-fourth currently had children ages 6 or younger. Two-thirds of respondents had cared for, or currently care for, dependent children. Among these respondents, two-fifths currently used or needed childcare services or programs to care for a dependent child. Among these respondents (i.e., had/have children and use childcare), the most common childcare arrangement was a *non-university childcare center* (half of respondents). Approximately one-fifth of respondents used *after-school care*, the *NDSU Center for Child Development*, or *childcare provided in the provider's home*. The most common childcare issue was *care for school aged children after school or during the summer* (nearly two-thirds) followed closely by *availability of campus childcare*. Other issues facing at least half of these respondents included *availability of infant/toddler care* and *back-up or drop-in care when usual childcare arrangements do not work*.

Nearly one-fifth of respondents had provided care for an aging parent or relative in the past three years.

The vast majority of respondents were either married or cohabiting with a partner. Respondents who were not single were asked about their spouse or partner's CURRENT and PREFERRED employment status; the majority had spouses/partners whose current employment status is full-time and who preferred to be working full-time. Respondents indicated that two-fifths of their spouses/partners work at NDSU.

Regarding statements about the careers of the spouses/partners of respondents who were not single, nearly half of respondents strongly agreed that they and their spouse/partner are staying in Fargo/Moorhead because of the respondent's job. Respondents generally agreed that their spouse/partner is satisfied with his/her current employment opportunities and generally disagreed that they have seriously considered leaving NDSU in order to enhance their spouse/partner's career opportunities. Respondents were mixed regarding whether they and their partner have seriously considered leaving Fargo/Moorhead in order to enhance both their career opportunities.

Regarding statements about their department/unit's support of family obligations, respondents generally agreed that most faculty in their department are supportive of colleagues who want to balance their family and career lives and felt that it is not difficult for faculty in their department to adjust their work schedules to care for children or other family members. Nearly half of respondents strongly disagreed that faculty who have children are considered to be less committed to their careers and that department meetings frequently occur in the morning or late in the day. While approximately half of respondents generally agreed that their department has a supportive policy for faculty who have a new baby and that the department is supportive of family leave, at least one-fourth of respondents said they didn't know for each.

The vast majority of respondents rated their overall health at the time of the survey as excellent or good. Nearly one-tenth of respondents indicated they have a significant health issue or disability. When asked about how often they feel various health-related emotions/states, the majority of respondents said they feel happy quite often. The majority of respondents said they feel stressed and fatigued at least sometimes. At least one-fourth said they feel nervous, depressed, and short-tempered at least sometimes. The majority of respondents also say they feel physically fit and well-rested at least sometimes.

Demographics

More than half of the respondents to this survey were men and 46 percent of respondents were women. According to data from NDSU's Office of Institutional Research and Analysis, 74 percent of the 488 tenured and tenure track faculty at NDSU in fall 2008 were men and 26 percent were women. Most respondents to this survey were of a racial/ethnic majority (i.e., self-identified only as "white, not of Hispanic origin"), while 17 percent were of a non-majority status. In fall 2008, 20.5 percent of tenured and tenure track faculty at NDSU identified themselves as being non-white. The vast majority of respondents identified themselves as being heterosexual (91 percent); the remaining respondents said gay/lesbian, bisexual, or refrained from answering the question. Most survey respondents indicated that they are U.S. citizens, while 18 percent of respondents indicated they are not U.S. citizens. The highest degree attained for most respondents was a Ph.D. (91 percent).

The highest proportion of respondents came from the College of Arts, Humanities, and Social Sciences (27 percent) followed closely by the College of Agriculture, Food Systems, and Natural Resources (26 percent). More than half of respondents identified themselves as being part of a STEM designated college (52 percent). Fifteen percent of respondents identified themselves as being in a college that, in fall 2008, had a "very high" proportion of women (i.e., at least half of faculty who were women). A similar proportion of respondents (14 percent) were in a college that had a "low" proportion of women (i.e., less than one-fifth of faculty who were women).

INTRODUCTION

Study Objectives

The faculty work/life survey was developed in order to document gender differences in the experiences of women and men faculty and to better understand issues related to quality of work and life for faculty at North Dakota State University (NDSU). The survey is part of a larger project which is funded by the National Science Foundation (NSF) to develop new initiatives for faculty on campus. While the NSF Advance program focuses on Science, Technology, Engineering, and Mathematics (STEM) disciplines, NDSU has expanded the focus of NDSU's Advance FORWARD efforts to the entire campus.

This survey collected baseline data on a variety of topics important to faculty: the hiring process at NDSU, the tenure process at NDSU, professional activities, satisfaction with NDSU, NDSU programs and resources, balancing personal and professional life, women faculty at NDSU, and demographics.

This report presents the baseline results of this survey, conducted in late 2008/early 2009. These data were provided to the North Dakota State Data Center by NDSU FORWARD for purposes of analysis. The results are available electronically on the NDSU FORWARD website at <http://www.ndsu.edu/forward/> and the North Dakota State Data Center website at <http://www.ndsu.edu/sdc/publications/research.htm>.

About NDSU FORWARD

FORWARD stands for **F**ocus on **R**esources for **W**omen's **A**dvancement, **R**ecruitment/Retention, and **D**evelopment. NDSU FORWARD began as a self-initiated group of NDSU faculty, staff, and administrators interested in submitting a NSF ADVANCE grant proposal. FORWARD now has a NSF ADVANCE Institutional Transformation Award (HRD-0811239). NDSU FORWARD, which has participation from each of NDSU's academic colleges, is committed to these specific goals:

- Improve the climate across the campus and narrow the gap between men's and women's perceptions of the campus climate;
- Employ targeted recruiting strategies to recruit women faculty;
- Retain more women faculty through their probationary period and the promotion/tenure process;
- Support women associate professors as they move to full professor, and hire advanced rank women to build a critical mass; and
- Promote and hire women faculty into academic leadership positions.

Vision Statement:

- NDSU FORWARD is committed to establishing a university culture in which all are nurtured and supported to develop to their fullest potential, and the criteria for success and achievement incorporate the unique skills and contributions of both men and women.
- NDSU FORWARD will be instrumental in creating a culture of support balanced with concern for personal and family values and responsibilities, enhancing job performance and satisfaction. We envision an environment where women are leaders and decision makers at all levels of the University. By these efforts NDSU will transform as an institution and will demonstrate its commitment to gender equity through a record of accomplishment in recruitment, development, and retention of women.

For more information about NDSU's Advance FORWARD program, visit <http://www.ndsu.edu/forward/>.

Methodology

The survey instrument was adapted with permission from an instrument designed by the Women in Science & Engineering Leadership Institute (WISELI) at the University of Wisconsin-Madison, as part of their NSF Advance program award (for more information, see <http://wiseli.engr.wisc.edu/facworklife.php>). Approval from the Institutional Review Board (IRB) at North Dakota State University was obtained to ensure that proper protocol was used and the rights of human subjects protected.

The survey was administered electronically using NDSU's faculty email listserv. Data were collected mid-December 2008 through early February 2009. The survey had 325 respondents. Of these surveys, 224 were tenured and tenure track NDSU faculty. According to data from NDSU's Office of Institutional Research and Analysis, there were 488 tenured and tenure track faculty at NDSU in fall 2008, representing a survey response rate of 45.9 percent.

Data Analysis and Presentation of Findings

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track (N=224). The report is organized according to the eight main sections of the survey: the hiring process at NDSU, the tenure process at NDSU, professional activities, satisfaction with NDSU, NDSU programs and resources, balancing personal and professional life, women faculty at NDSU, and demographics. Key findings are reported in paragraph and bullet form above each figure. The Executive Summary highlights the overall findings by section.

The analysis of the faculty work/life survey was conducted in two parts. First, frequency distributions were run for each question. Means were run on questions as applicable. For the purposes of this report, survey questions with four response categories (e.g., strongly disagree, somewhat disagree, somewhat agree, strongly agree) were treated as ordinal questions, thus means were not part of their analysis.

Second, significance testing was conducted. This procedure tests whether the distribution of responses differs from what normally should be expected. Six key characteristics were explored for significance: gender, racial/ethnic majority status, type of college, tenure status, years at NDSU, and having children ages 6 or younger. Chi-square tests and t-tests were run as appropriate on each of the survey questions by these six variables. The distributions that revealed statistically significant differences at the $p < .05$ level are discussed in the narrative associated with each figure. When more detailed data are available in an appendix table, the corresponding appendix table is noted in the narrative. Significant differences are discussed in a special section of this report entitled Overview of Significant Differences.

Tests for significant differences among survey respondents examined the following six characteristics:

- **Gender** – Significant differences in certain responses were found based on the respondent's gender. An overview of significant differences between men and women is presented in a special section of this report, and detailed data are available in the appendix tables.
- **Racial/ethnic majority status** – Significant differences in certain responses were found based on the respondent's status as a racial/ethnic majority. Majority status respondents are considered to be respondents who answered only "white, not of Hispanic origin" in the personal demographics section of the survey, and non-majority status respondents checked any of the other race/ethnicity choices. An overview of significant differences between non-majority status respondents and majority status respondents is presented in a special section of this report, and detailed data are available in the appendix tables.
- **Type of college** – Significant differences in certain responses were found based on whether the respondent was in a STEM designated college or a non-STEM designated college. STEM designated colleges at NDSU include the College of Agriculture, Food Systems, and Natural Resources; the College of Engineering and Architecture; and the College of Science and Mathematics. The remaining colleges at NDSU were designated non-STEM colleges: the College of Arts, Humanities, and Social Sciences; the College of Human Development and Education; the College of Pharmacy, Nursing, and Allied Sciences; and the College of Business. An overview of significant differences between respondents in STEM colleges and those in non-

STEM colleges is presented in a special section of this report, and detailed data are available in the appendix tables.

- **Tenure status** – Significant differences in certain responses were found based on the respondent's tenure status. Current tenure status was not directly asked of all respondents; thus, a variable was created that comprises 1) the respondents who first indicated they did or will experience the tenure or promotion process at NDSU and then indicated that they currently have tenure or an indefinite appointment along with 2) the respondents who indicated they were hired on at NDSU as an Associate Professor or full Professor. The variable was divided into respondents who already have tenure and those who do not yet have tenure but are on a tenure track. An overview of significant differences between tenured faculty and non-tenured faculty is presented in a special section of this report, and detailed data are available in the appendix tables.
- **Years at NDSU** – Significant differences in certain responses were found based on the length of time the respondent has been at NDSU. The number of years at NDSU was not directly asked of respondents; thus, a variable was created based on the year in which the respondent was hired at NDSU. The variable was divided into respondents who have been at NDSU 5 years or less (i.e., hired 2004 through January 2009) and respondents who have been at NDSU more than 5 years (i.e., hired 2003 or earlier). An overview of significant differences between respondents who have been at NDSU 5 years or less and those who have been at NDSU more than 5 years is presented in a special section of this report, and detailed data are available in the appendix tables.
- **Having children ages 6 or younger** – Significant differences in certain responses were found based on whether the respondent has children ages 6 or younger. The age of the respondents' children was not directly asked; thus, a variable was created based on the year in which the respondent indicated their child was born. The variable was divided into respondents who indicated they have a child who was born in 2003 or later (i.e., ages 6 or younger) and those who do not. The latter group would include respondents who do have children at home who are older than age 6, respondents who have grown children not at home, and respondents who do not have children. An overview of significant differences between respondents with young children and those without young children is presented in a special section of this report, and detailed data are available in the appendix tables.

Every figure provides the distribution of responses by gender, even when the results for gender are not significant. In the section on Professional Activities, distributions are presented overall and by gender by STEM status as well. Significant differences in responses by gender for STEM respondents and for non-STEM respondents are noted with each figure.

OVERVIEW OF SIGNIFICANT DIFFERENCES

GENDER – DIFFERENCES BETWEEN MEN AND WOMEN

Significant differences in certain responses were found based on the respondent's gender. This section summarizes those overall differences, and also presents the differences by section of the report.

Overall Summary

Women were more likely to feel that their department has not identified ways to actively recruit women, not identified ways to enhance the climate for women, or not taken steps to enhance the climate for women at all. They were less likely to think that their department has actively recruited women faculty or made an effort to promote women into leadership positions. They were more likely to think that their department has too few women faculty in leadership positions and that their department has not identified ways to move women into leadership positions.

Overall, and among women in non-STEM designated colleges, women were more likely than men to express uncertainty about taking on formal leadership positions at NDSU. Overall, and among women in STEM designated colleges, women were more likely to say there were barriers preventing them from doing so (many of which were gender-related barriers).

Women were more likely to have been hired as an Assistant Professor (and less likely to have been hired as an Associate Professor or full Professor) than men. Women were less likely to have been at NDSU more than 5 years and were less likely to be tenured at the time of the survey. These characteristics likely contribute to less participation in certain professional activities among women compared to men, such as being less likely to have served on or chaired a promotion committee in their department, chaired other types of committees, held (or hold) an administrative role in their department or college, or held a role as principal investigator on an educational grant in the past. Overall, and among women in STEM designated colleges, women were less likely to have held a position as chair of a major committee in a professional organization or association outside NDSU or held a position as editor of a journal.

Number of years at NDSU and tenure status are clearly prominent factors in faculty's achievements and professional activities; however, it is still important to discuss the element of gender. Specifically, these three dynamics interrelate (i.e., gender, tenure status, and length of time at NDSU) and contribute to an overall environment at NDSU in which there are too few women serving in key leadership positions and too few women who can serve as mentors to junior faculty.

Women currently spent slightly more time on service activities than men and less time on administrative duties. They wanted to see a somewhat larger decrease in the amount of time they spend on teaching and a slightly larger decrease in time spent on service than the decreases men wanted to see.

Women were more likely than men to say they did or will experience the tenure or promotion process to Associate Professor at NDSU, and among these respondents, women were less likely to have tenure or an indefinite appointment already and less likely to feel (or have felt) supported in their advancement to tenure/promotion. Women were more likely to have reset the tenure clock.

Women were more likely than men to say that they do not have colleagues on campus who do similar research, that they feel their research is not considered mainstream, and that they feel isolated in the department. Overall, and among women in non-STEM designated colleges, women were more likely to feel that their colleagues do not value their research and were less likely to feel that they “fit” in their department. They were also less likely to have collaborated in the past with colleagues in their department.

Women were more likely to not feel like full and equal participants in problem-solving and decision-making in their primary department/unit. They were also more likely to say that department meetings do not allow for all faculty to share their views and that they feel excluded from an informal network in their department.

Overall, and among women in STEM designated colleges, women were less likely than men to strongly agree that they are treated with respect by staff. Overall, and among women in non-STEM designated colleges, women were less likely than men to strongly agree that they are treated with respect by colleagues and more likely to say that they encounter unwritten rules concerning how they are expected to interact with colleagues.

Women were more likely to say that the pedagogical luncheons/workshops program is very valuable. They were more likely to have heard of WISMET and the Advance FORWARD programs, more likely to say the programs are very valuable, and more likely to have used the programs. They were also more likely to have used the new faculty orientation, the Gear Up for Grants, and the faculty mentoring programs, but less likely to have used the workshops for search committees program.

Women more than men were not satisfied with the way in which they balance their professional and personal life and were more likely to agree that they have seriously considered leaving NDSU in order to achieve better balance between work and personal life. They were more likely to strongly agree that they often have to forego professional activities such as sabbaticals or conferences because of personal responsibilities.

Women were more likely than men at NDSU to be single. They were less likely to have cared for dependent children, currently or in the past. However, among respondents who have had or currently have children, women were more likely to currently use or need childcare. Among these respondents who need childcare, women were much more likely to have said that finding childcare when they are away at conferences/special events and finding extended hour childcare when they must work evenings/nights/weekends are childcare issues.

Among respondents who were not single, women were more likely to have spouses who work (and prefer to work) full-time, and more likely to have spouses that work at NDSU. They were more likely to have said they have seriously considered leaving NDSU to enhance their spouse/partner's career and leaving Fargo/Moorhead to enhance both their careers.

Women were less likely to have rated their overall health at the time of the survey as excellent, less likely to feel well-rested at least sometimes, and less likely to feel physically fit quite often. They were more likely to say they feel fatigued, stressed, nervous, depressed, and short-tempered quite often.

Women were less likely to be in STEM designated colleges, less likely to be tenured at the time of the survey, less likely to have been at NDSU more than 5 years, and less likely to be in a college that had a "low" proportion of women.

Women were more influenced by salary and benefits in their decision to accept a position at NDSU than men. They were more likely to hesitate to accept a position at NDSU because of opportunities for their spouse/partner and climate for women.

Significance by Section of Report

Women Faculty at NDSU

Compared to respondents who were men, **respondents who were women** were:

- More likely to feel that their department has not identified ways to recruit women faculty at all, has not identified ways to enhance the climate for women at all, and has not taken steps to enhance the climate for women at all.
- Less likely to think that their department has actively recruited women faculty.

- More likely to agree that their department has too few women faculty in leadership positions and to feel that their department has not identified ways to move women into leadership positions.
- Less likely to strongly agree that their department has made an effort to promote women into leadership positions.

Hiring Process at NDSU

Compared to respondents who were men, **respondents who were women** were:

- More likely to have been hired as an Assistant Professor. *Among respondents hired into another type of position* but who are now tenured or in a position that is tenure track, all of the respondents who were hired in an administrative role were men while most of the respondents hired as an instructor, lecturer, or visiting professor were women.
- Less likely to have been at NDSU more than 5 years.
- Less likely to feel that the faculty in their department made an effort to meet them during the hiring process.
- More likely to have said that *salary and benefits* was one of the top three positive factors for accepting a position at NDSU. *Among respondents who said other reasons* were among their top three positive factors, women tended to say family and friends while men tended to say the availability of a job as well as opportunities for growth, challenge, and change.
- More likely to have said that *opportunities for spouse/partner* and *climate for women* were one of the top three factors that caused hesitation about accepting a position at NDSU. *Among respondents who said other reasons* were among their top three factors that caused hesitation, more women expressed hesitation about community and location while more men expressed hesitation about salary, benefits, resources, and university characteristics.

Tenure Process at NDSU

Compared to respondents who were men, **respondents who were women** were:

- Less likely to be tenured at the time of the survey.
- More likely to say they did or will experience the tenure or promotion process to Associate Professor at NDSU.
- *Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU:*
 - Less likely to currently have tenure or an indefinite appointment.
 - Less likely to feel or have felt supported in their advancement to tenure/promotion.
 - More likely to have reset the tenure clock.
 - *Among respondents who have reset the tenure clock:*
 - More likely to have indicated that they were granted a reduced teaching load.
 - *Among respondents who chose not to extend/reset their tenure clock* and explained why:
 - More likely to have said that it was due to a personal decision, including that they did not want to delay the process and that they never thought about extending their tenure clock.

Professional Activities

Compared to respondents who were men, **respondents who were women:**

- Spent slightly more work time on *service* activities and less time on *administrative duties*.
- *Among respondents who said there were other activities they currently spend their work time on:*
 - Were more likely to have indicated they spend their work time at meetings and presentations with on- and off-campus entities.
- Wanted to see a somewhat larger decrease in the amount of time they spend on *teaching* and a slightly larger decrease in the time spent on *service*.
- Were less likely to say they did not have sufficient office space.
- More likely to say they do not have colleagues on campus who do similar research.
- Were less likely to have collaborated in the past with colleagues in their primary department.
- Were less likely to have served on or chaired a promotion committee in their department.
- Were less likely to have served on a faculty search committee in their department.

- Were less likely to have chaired another type of committee in their department.
- *Among respondents who said there were other committees they had served on or chaired:*
 - Were more likely to have indicated that they served on or chaired student-related committees.
- Were less likely to currently hold or have held an administrative role in their department or college.
- Were less likely to have held a role as principal investigator on an educational grant in the past in their department or college.
- *Among respondents who said there were other positions they hold or have held on the NDSU campus:*
 - Were less likely to hold or have held education, college program, and research related committee positions and University Senate positions.
- Were less likely to have held a position as chair of a major committee in a professional organization or association outside NDSU or a position as editor of a journal.
- Were more likely to express uncertainty about taking on formal leadership positions at NDSU.
- *Among respondents who have an interest in taking on any formal leadership positions at NDSU or are not sure:*
 - Were more likely to say there are barriers preventing them from taking on formal leadership positions. *Among respondents who said there are barriers*, a higher proportion of women said that there were gender-related barriers (including too few women in leadership roles, old-boys' network, and perceptions about women's abilities and roles).
- Were less likely to strongly agree that they are treated with respect by colleagues and by staff.
- Were more likely to say that they feel excluded from an informal network in their department.
- Were more likely to strongly agree that they encounter unwritten rules concerning how they are expected to interact with colleagues.
- Were more likely to feel that their research is not considered mainstream.
- Were more likely to feel that their colleagues do not value their research.
- Were less likely to feel that they "fit" in their department.
- Were more likely to feel isolated in their department.
- Were less likely to feel like a full and equal participant in problem-solving and decision-making in their primary department/unit.
- Were more likely to say that department meetings do not allow for all faculty to share their views.

Among respondents in STEM designated colleges, compared to respondents who were men, **respondents who were women:**

- Spent less time on *administrative duties* and would like to spend more time on *research*.
- Wanted to see a somewhat larger decrease in the amount of time they spend on *teaching*.
- Were more likely to say they did not have sufficient office space.
- Were less likely to have served on or chaired a promotion committee or a curriculum committee in their department.
- Were less likely to have chaired a faculty search committee in their department.
- Were less likely to currently hold or have held an administrative role in their department or college.
- Were less likely to have held a role as principal investigator on an educational grant in the past in their department or college.
- Were less likely to have been chair of a major committee in a professional organization or association or to have been editor of a journal.
- Were more likely to say there are barriers preventing them from taking on formal leadership positions.
- Were less likely to strongly agree that they are treated with respect by staff.

Among respondents in non-STEM designated colleges, compared to respondents who were men, **respondents who were women:**

- Spent less time on *administrative duties*.
- Wanted to see a somewhat larger decrease in the amount of time they spend on *teaching*.
- Were less likely to have collaborated in the past with colleagues in their primary department.
- Were less likely to have served on or chaired a promotion committee in their department.
- Were less likely to have chaired a faculty search committee or a graduate admissions committee in their department.
- Were less likely to currently hold or have held an administrative role in their department or college.
- Were less likely to currently hold a role as principal investigator on a research grant or an educational grant in their department or college.
- Were less likely to say they are interested in taking on formal leadership positions at NDSU, and more likely to say they were not sure if they are interested.
- Were less likely to strongly agree that they are treated with respect by colleagues.
- Were more likely to strongly agree that they encounter unwritten rules concerning how one is expected to interact with colleagues.
- Were less likely to strongly agree that they feel their colleagues value their research or that they feel like they “fit” in their department.
- Were more likely to disagree somewhat (as opposed to disagreeing strongly) that they feel isolated in their department.

NDSU Programs and Resources

Compared to respondents who were men, **respondents who were women** were:

- Somewhat more likely to have indicated that the *pedagogical luncheons/workshops program* is very valuable.
- More likely to have heard of *WISMET*, somewhat more likely to say that the program is very valuable, and more likely to have used the program.
- More likely to have heard of Advance FORWARD programs, more likely to have indicated that the programs are very valuable, and more likely to have used the programs.
- More likely to have used the new faculty orientation, the Gear Up for Grants, and the faculty mentoring programs, and less likely to have used the workshops for search committees program.

Balancing Personal and Professional Life

Compared to respondents who were men, **respondents who were women** were:

- More likely to say that they are not satisfied with the way in which they balance their professional and personal life.
- More likely to agree that they have seriously considered leaving NDSU in order to achieve better balance between work and personal life.
- More likely to strongly agree that they often have to forego professional activities such as sabbaticals or conferences because of personal responsibilities.
- Less likely to have cared for dependent children (currently or in the past).
- *Among respondents who have cared for dependent children (currently or in the past):*
 - More likely to currently use or need childcare services or programs to care for a dependent child.
 - *Among respondent who currently use or need childcare:*
 - Much more likely to cite *childcare when respondent is away at conferences and special events held elsewhere* and *extended hour childcare when respondent must work evenings, nights, or weekends* as childcare issues.
- More likely to be single.
- *Among respondents who were not single:*
 - More likely to have spouses/partners who worked full-time and whose preferred employment status would be full-time.
 - Less likely to have spouses who were not employed.
 - More likely to have spouses who work at NDSU.

- More likely to say they have seriously considered leaving NDSU to enhance their spouse/partner's career opportunities and that they and their spouse have seriously considered leaving Fargo/Moorhead in order to enhance both their career opportunities.
- Less likely to have rated their overall health at the time of the survey as excellent.
- More likely to say they feel fatigued, stressed, nervous, depressed, and short-tempered quite often.
- Less likely to feel well-rested at least sometimes.
- Less likely to feel physically fit quite often.

Demographics

Compared to respondents who were men, **respondents who were women** were:

- Less likely to be in STEM designated colleges, less likely to be tenured at the time of the survey, and less likely to have been at NDSU more than 5 years.
- Less likely to be in a college that had a "low" proportion of women.

RACIAL/ETHNIC MAJORITY STATUS – DIFFERENCES BETWEEN MAJORITY STATUS AND NON-MAJORITY STATUS RESPONDENTS

Significant differences in certain responses were found based on the respondent's status as a racial/ethnic majority. Majority status respondents are considered to be respondents who answered only "white, not of Hispanic origin" in the personal demographics section of the survey, and non-majority status respondents checked any of the other race/ethnicity choices. This section summarizes those overall differences, and also presents the differences by section of the report.

Overall Summary

Non-majority status respondents were more influenced in their decision to accept a position at NDSU by research opportunities than majority status respondents were. However, they were more likely to have hesitated about accepting a position at NDSU because of the opportunities available for their spouse/partner, support for research, and the climate for faculty of color.

Non-majority status respondents spent more of their work time on research than majority status respondents, and would prefer to spend more work time on research. Non-majority status respondents were more likely to be currently collaborating with colleagues outside NDSU.

Non-majority status respondents were more likely than majority status respondents to place a high value on the following NDSU programs: new faculty orientation, faculty mentoring, pedagogical luncheons/workshops, and Gear Up for Grants.

Significance by Section of Report

Women Faculty at NDSU

Compared to majority status respondents, **non-majority status respondents** were:

- Less likely to have indicated that their department has not identified ways to enhance the climate for women at all, but more likely to say they didn't know.
- Less likely to feel that their department has not taken steps to enhance the climate for women, but more likely to say they didn't know.

Hiring Process at NDSU

Compared to majority status respondents, **non-majority status respondents** were:

- More likely to choose *research opportunities* as one of their top three positive factors for accepting a position at NDSU and less likely to choose *geographic location*.
- More likely to choose *opportunities available for spouse/partner, support for research, and climate for faculty of color* as one of their top three factors for hesitating to accept a position at NDSU.

Professional Activities

Compared to majority status respondents, **non-majority status respondents**:

- Spent more work time on *research* and slightly less time on *service* activities.
- Would prefer to spend more work time on *research*.
- Were more likely to have indicated that they are collaborating with colleagues off the NDSU campus.
- Were less likely to have indicated that they feel that they have a voice in how resources are allocated in their primary department/unit but more likely to have indicated that their department chair/head involves them in decision-making.

NDSU Programs and Resources

Compared to majority status respondents, **non-majority status respondents** were:

- More likely to have indicated that the *new faculty orientation program*, the *faculty mentoring program*, the *pedagogical luncheons/workshops program*, and the *Gear Up for Grants program* are very valuable.
- More likely to have not heard of *WISMET*.

Balancing Personal and Professional Life

Compared to majority status respondents, **non-majority status respondents** were:

- Less likely to have cited *care for school aged children after school or during the summer* as a childcare issue.
- More likely to have indicated that they feel nervous at least sometimes.

Demographics

Compared to majority status respondents, **non-majority status respondents** were:

- Less likely to be U.S. citizens.

TYPE OF COLLEGE – DIFFERENCES BETWEEN RESPONDENTS IN STEM DESIGNATED COLLEGES AND THOSE IN NON-STEM COLLEGES

Significant differences in certain responses were found based on whether the respondent was in a STEM designated college or a non-STEM designated college. STEM designated colleges at NDSU include the College of Agriculture, Food Systems, and Natural Resources; the College of Engineering and Architecture; and the College of Science and Mathematics. The remaining colleges at NDSU were designated non-STEM colleges: the College of Arts, Humanities, and Social Sciences; the College of Human Development and Education; the College of Pharmacy, Nursing, and Allied Sciences; and the College of Business. This section summarizes those overall differences, and also presents the differences by section of the report.

Overall Summary

Respondents in STEM colleges were more likely to be in a college that had a “low” proportion of women, much more likely to agree that there are too few women in their department, less likely to strongly agree that their department has taken steps to enhance the climate for women (and more likely to say they didn’t know if their department had taken steps), and more likely to say that their department has too few women faculty in leadership positions.

Respondents in STEM designated colleges were more influenced in their decision to accept a position at NDSU by research opportunities than respondents in non-STEM colleges, and less influenced by teaching opportunities. They were more likely to hesitate to accept a position at NDSU because of support for research.

Respondents in STEM colleges were more likely to have children ages 6 or younger, and were more likely to say that quality of public schools influenced their decision to accept a position at NDSU. Among respondents that had dependent children and currently used or needed childcare, respondents in STEM colleges were less likely than those in non-STEM colleges to have a childcare arrangement where the child takes care of him/herself but also less likely to cite availability of campus childcare as a childcare issue. However, respondents in STEM colleges were also more likely to be men and less likely to have spouses/partners that worked full-time or whose preferred employment status would be full-time. They also were more likely to have positive views regarding their department’s support for faculty who have a new baby and support of family leave than respondents in non-STEM colleges.

Respondents in STEM colleges were less likely to understand the criteria for achieving tenure/promotion, and more likely to strongly feel that there is not a strong fit between how they do research, teaching and service and how it is evaluated for tenure. Among those who experienced the tenure or promotion process to Associate Professor at NDSU and currently have tenure or an indefinite appointment, on average, it took respondents in STEM colleges longer than respondents in non-STEM colleges to become an Associate Professor at NDSU.

Respondents in STEM colleges currently spent somewhat more time, and would prefer to spend somewhat more time, on research than those in non-STEM colleges. Respondents in STEM colleges were more likely to feel that they do not receive enough internal funding to conduct their research at all and that they are not receiving regular maintenance/upgrades of their equipment.

Respondents in STEM colleges were more likely than those in non-STEM colleges to have collaborated in the past with colleagues in their primary department, to have served on a promotion committee in their department, and to hold or have held a role as principal investigator on a research grant in their department or college. They were less likely to have held a position as president (or another high-level position) in a professional organization or association outside NDSU.

Respondents in STEM colleges were less likely to be U.S. citizens than those in non-STEM colleges. They were also less likely to have used the new faculty orientation program.

Significance by Section of Report

Women Faculty at NDSU

Compared to respondents in non-STEM designated colleges, **respondents in STEM colleges** were:

- Much more likely to agree that there are too few women in their department.
- Less likely to strongly agree that their department has taken steps to enhance the climate for women and more likely to say they didn't know if their department had taken steps.
- More likely to agree that their department has too few women faculty in leadership positions.

Hiring Process at NDSU

Compared to respondents in non-STEM designated colleges, **respondents in STEM colleges** were:

- More likely to have said that *research opportunities* and *quality of public schools* were one of their top three positive factors for accepting a position at NDSU and less likely to have said *teaching opportunities*.
- More likely to have said that *support for research* was one of their top three factors that caused hesitation in accepting a position at NDSU.

Tenure Process at NDSU

Compared to respondents in non-STEM designated colleges, **respondents in STEM colleges**:

- *Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU:*
 - Were more likely to strongly agree that there was not a strong fit between the way they do/did research, teaching and service, and the way it is/was evaluated for tenure.

Professional Activities

Compared to respondents in non-STEM designated colleges, **respondents in STEM colleges**:

- Spent somewhat more work time on *research*, and would prefer to spend somewhat more time on *research*.
- Were more likely to feel that they are not receiving regular maintenance/upgrades of their equipment.
- Were more likely to feel that they do not receive enough internal funding to conduct their research at all.
- Were more likely to have collaborated in the past with colleagues in their primary department.
- Were more likely to have served on a promotion committee in their department.
- Were more likely to have said they hold a role as principal investigator on a research grant in their department or college and were more likely to have held that role in the past.
- Less likely to have held a position as president or held another high-level position in a professional organization or association outside NDSU.

NDSU Programs and Resources

Compared to respondents in non-STEM designated colleges, **respondents in STEM colleges** were:

- Less likely to have used the *new faculty orientation program*.

Balancing Personal and Professional Life

Compared to respondents in non-STEM designated colleges, **respondents in STEM colleges** were:

- More likely to have children ages 6 or younger.

- *Among respondents who cared for or currently care for dependent children currently used or needed childcare services:*
 - Less likely to have a childcare arrangement where the child takes care of him/herself.
 - Less likely to have cited *availability of campus childcare* as a childcare issue.
- *Among respondents who were not single:*
 - Less likely to have spouses that worked full-time and less likely to have spouses/partners whose preferred employment status would be full-time.
- More likely to agree that their department has a supportive policy for faculty who have a new baby.
- Less likely to indicate that their department is not at all supportive of family leave.

Demographics

Respondents more likely to be part of a STEM designated college included:

- Men rather than women.
- Respondents with children ages 6 or younger rather than those without young children.

Compared to respondents in non-STEM designated colleges, **respondents in STEM colleges** were:

- More likely to be men.
- Less likely to be a U.S. citizen.
- More likely to be in a college that had a “low” proportion of women.

TENURE STATUS – DIFFERENCES BETWEEN TENURED AND NON-TENURED FACULTY

Significant differences in certain responses were found based on the respondents' tenure status. Current tenure status was not directly asked of all respondents; thus, a variable was created that comprises 1) the respondents who first indicated they did or will experience the tenure or promotion process at NDSU and then indicated that they currently have tenure or an indefinite appointment along with 2) the respondents who indicated they were hired on at NDSU as an Associate Professor or full Professor. The variable was divided into respondents who already have tenure and those who do not yet have tenure but are on a tenure track. This section summarizes those overall differences, and also presents the differences by section of the report.

Overall Summary

Non-tenured faculty were less likely than tenured faculty to feel that their department has identified ways to recruit women faculty, and less likely to feel that their department has actively recruited women faculty.

Respondents who currently did not have tenure were more likely to have been hired as an Assistant Professor than those who currently did have tenure. Non-tenured faculty seemed to be happier with the hiring process than tenured faculty; they were more likely to feel that the department did its best to obtain resources for them and that they were successful in their negotiations, and more likely to say they were pleased with their start-up package. Non-tenured faculty were more influenced than tenured faculty by the opportunities available for their spouse/partner in their decision to accept a position at NDSU. They were more likely to say they hesitated to accept a position at NDSU because of the climate for women and quality of students.

Compared to respondents who are already tenured, non-tenured faculty were more likely to say they did or will experience the tenure or promotion process to Associate Professor at NDSU. Non-tenured faculty were less likely to be satisfied with the tenure/promotion process overall, but more likely to say that they receive/received reduced responsibilities so they could build their research program, that they were told about assistance available to pre-tenure/promotion faculty, and that they have reset the tenure clock.

Non-tenured faculty currently spent somewhat more time on research and teaching, and less time on administrative duties than tenured faculty. They would prefer to spend more time on research and less time on administrative duties than tenured faculty. They wanted to see a somewhat greater decrease in the amount of time they spend teaching than tenured faculty.

Non-tenured faculty were less likely to have been at NDSU 5 or more years than tenured faculty. This combination of characteristics may help explain less participation in certain professional activities among non-tenured faculty compared to tenured faculty. Non-tenured faculty were less likely to have served on or chaired a variety of committees in their department: promotion, faculty search, curriculum, graduate admissions, or other types. They were less likely to hold an administrative role in their department, or to have held an administrative role, a role as principal investigator on a research or educational grant, or another type of role in the past in their department. They were also less likely to have held a position as chair of a major committee or been president or held another high-level position in a professional organization or association outside NDSU, or a position as editor of a major journal. They were less likely to have collaborated in the past with colleagues in their primary department, but more likely to be currently collaborating with colleagues off the NDSU campus. Non-tenured respondents were more likely to express uncertainty about taking on formal leadership positions at NDSU.

Non-tenured faculty were more likely to say they have colleagues or peers who give them career advice or guidance when they need it than tenured faculty, and less likely to strongly agree that colleagues in their department solicit their opinion about work-related matters. They were less likely to strongly agree that they are treated with respect by students and staff. They were more likely to feel nervous at least sometimes.

Non-tenured faculty were more likely to have never heard of the workshops for search committees and on-line training for search committees programs, and less likely to have used these programs than tenured faculty. Non-tenured faculty were more likely to say that the Advance FORWARD programs are very valuable, and more likely to have used the new faculty orientation, faculty mentoring, WISMET, and Gear Up for Grants programs.

Non-tenured faculty were less likely than tenured faculty to have cared for dependent children, currently or in the past, and were less likely to have provided care for an aging parent or relative in the past three years. However, non-tenured faculty were more likely than tenured faculty to currently have children ages 18 or younger and also more likely than tenured faculty to currently have children ages 6 or younger. Among respondents who have or have had children, non-tenured faculty were more likely to currently use or need childcare services. Among these respondents who need childcare, non-tenured faculty were less likely to use after-school care and more likely to cite the availability of infant/toddler care as a childcare issue. Non-tenured respondents were less adamant that they had never seriously considered leaving NDSU in order to achieve a better balance between work and personal life.

Non-tenured faculty were more likely than tenured faculty to be women, and less likely to be U.S. citizens.

Significance by Section of Report

Women Faculty at NDSU

Compared to tenured respondents, **non-tenured respondents** were:

- Less likely to feel that their department has identified ways to recruit women faculty, but more likely to say they didn't know if their department had identified ways.
- Less likely to feel that their department has actively recruited women faculty.

Hiring Process at NDSU

Compared to tenured respondents, **non-tenured respondents** were:

- More likely to feel that the department did its best to obtain resources for them.
- More likely to feel that they were successful in their negotiations.
- More likely to be pleased with their start-up package.
- More likely to have said that *opportunities available for spouse/partner* was one of the top three positive factors for accepting a position at NDSU.
- More likely to have said that *climate for women* and *quality of students* was one of the top three factors that caused hesitation about accepting a position at NDSU, and less likely to have said *climate of department/unit/lab*.

Tenure Process at NDSU

Respondents more likely to not be tenured included:

- Women rather than men.
- Respondents who have been at NDSU 5 years or less rather than those at NDSU more than 5 years.
- Respondents with children ages 6 or younger rather than those without young children.

Compared to tenured respondents, **non-tenured respondents** were:

- *Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU:*
 - Less likely to strongly agree that they are/were satisfied with the tenure/promotion process.
 - More likely to say they receive/received reduced responsibilities so they could build their research program.
 - More likely to say they were told about assistance (such as workshops or mentoring) available to pre-tenure/promotion faculty.
 - More likely to have reset the tenure clock.

Professional Activities

Compared to tenured respondents, **non-tenured respondents**:

- Spent somewhat more time on *research* and *teaching*, and less time on *administrative duties*. Other differences, though found to be significant statistically, are too small to be discussed here.
- Would prefer to spend more time on *research* and somewhat less time on *administrative duties*. Other differences, though found to be significant statistically, are too small to be discussed here.
- Wanted a somewhat greater decrease in the amount of time they spend *teaching*.
- Were more likely to say they have colleagues or peers who give them career advice or guidance when they need it.
- Were less likely to have collaborated in the past with colleagues in their primary department.
- Were more likely to be currently collaborating with colleagues off the NDSU campus.
- Were less likely to have served on or chaired a promotion committee in their department.
- Were less likely to have served on or chaired a faculty search committee in their department.
- Were less likely to have served on or chaired a curriculum committee in their department.
- Were less likely to have served on or chaired a graduate admissions committee in their department.
- Were less likely to have served on or chaired another type of committee in their department.
- Were less likely to hold or have held an administrative role in their department or college.
- Were less likely to have held a role as principal investigator on a research grant or an educational grant in the past in their department or college.
- Less likely to have held another type of role in the past in their department or college.
- Less likely to have held a position as chair of a major committee or been president or held another high-level position in a professional organization or association outside NDSU.
- Less likely to have held a position as editor of a journal outside NDSU.
- More likely to express uncertainty about taking on formal leadership positions at NDSU.
- Less likely to strongly agree that they are treated with respect by students and staff.
- Less likely to strongly agree that colleagues in their department solicit their opinion about work-related matters (e.g., teaching, research, and service).

Satisfaction with NDSU

Compared to tenured respondents, **non-tenured respondents** were:

- Less likely to have considered leaving NDSU.

NDSU Programs and Resources

Compared to tenured respondents, **non-tenured respondents** were:

- More likely to have never heard of the *workshops for search committees program* and the *on-line training for search committees program*.
- More likely to say that the *Advance FORWARD programs* are very valuable.
- More likely to have used the *new faculty orientation, faculty mentoring, WISMET, and Gear Up for Grants* programs, and less likely to have used the *workshops for search committees and on-line training for search committees* programs.

Balancing Personal and Professional Life

Compared to tenured respondents, **non-tenured respondents** were:

- Less adamant that they had never seriously considered leaving NDSU in order to achieve a better balance between work and personal life.
- Less likely to have cared for, or currently care for, dependent children.
- More likely to currently have children ages 18 or younger and have children ages 6 or younger.
- *Among respondents who cared for or currently care for dependent children*:
 - More likely to currently use or need childcare services or programs to care for a dependent child.

- *Among respondents who currently use or need childcare:*
 - Less likely to use *after-school care* and to have indicated they use *other arrangements*.
 - More likely to cite *availability of infant/toddler care* as a childcare issue.
- Less likely to have provided care for an aging parent or relative in the past three years.
- More likely to feel nervous at least sometimes.

Demographics

Compared to tenured respondents, **non-tenured respondents** were:

- More likely to be women.
- Less likely to be U.S. citizens.

YEARS AT NDSU – DIFFERENCES BETWEEN RESPONDENTS WHO HAVE BEEN AT NDSU 5 YEARS OR LESS AND THOSE AT NDSU MORE THAN 5 YEARS

Significant differences in certain responses were found based on the length of time the respondent has been at NDSU. The number of years at NDSU was not directly asked of respondents; thus, a variable was created based on the year in which the respondent was hired at NDSU. The variable was divided into respondents who have been at NDSU 5 years or less (i.e., hired 2004 through January 2009) and respondents who have been at NDSU more than 5 years (i.e., hired 2003 or earlier). This section summarizes those overall differences, and also presents the differences by section of the report.

Overall Summary

Respondents who have been at NDSU 5 years or less were less likely than those at NDSU more than 5 years to feel that their department has identified ways to recruit women faculty, and less likely to feel that their department has actively recruited women faculty.

Respondents who have been at NDSU 5 years or less were more likely to have been hired as an Assistant Professor than those who have been at NDSU more than 5 years. Respondents with less time at NDSU seemed to be happier with the hiring process than those who have been at NDSU longer; they were more likely to feel that the department did its best to obtain resources for them and that they were successful in their negotiations, less likely to have felt naive about the negotiation process, and more likely to say they were pleased with their start-up package. Respondents at NDSU 5 years or less were more influenced by salary and benefits and less influenced than those at NDSU more than 5 years by the prestige of the department/unit/lab. They were more likely to say they hesitated to accept a position at NDSU because of climate for women and community resources/organizations, and less likely to have said salary and benefits. The role of salary and benefits in the hiring process seems to have changed; respondents at NDSU 5 years or less were more influenced by salary and benefits in their decision to accept a position at NDSU than those at NDSU more than 5 years and respondents newer to NDSU were less likely than those at NDSU more than 5 years to say they hesitated to accept a position at NDSU because of salary and benefits.

Respondents newer to NDSU were less likely to be satisfied with the tenure/promotion process, but more likely to say that they were told about assistance available to pre-tenure/promotion faculty.

Respondents who have been at NDSU 5 years or less currently spent somewhat more time on teaching, and somewhat less time on service than those at NDSU more than 5 years. They would prefer to spend more time on research and less time on advising students than those who have been at NDSU more than 5 years. They wanted to see a somewhat greater decrease in the amount of time they spend teaching than those who have been at NDSU more than 5 years.

Respondents who have been at NDSU 5 years or less were less likely to be tenured at the time of the survey than those at NDSU more than 5 years. This combination of length of time at NDSU and tenure status likely contributes to less participation in certain professional activities among respondents newer to NDSU compared to those at NDSU more than 5 years. Newer respondents were less likely to have served on or chaired a variety of committees in their department: promotion, faculty search, curriculum, graduate admissions, or other types. They were less likely to hold an administrative role in their department, or to have held an administrative role, a role as principal investigator on a research or educational grant, or another type of role in the past in their department. They were also less likely to have held a position as chair of a major committee or been president or held another high-level position in a professional organization or association outside NDSU. They were less likely to have collaborated in the past with colleagues in their primary department. They were more likely to express uncertainty about taking on formal leadership positions at NDSU.

Respondents who have been at NDSU 5 years or less were more likely to agree that they are receiving regular maintenance/upgrades of their equipment and less likely to agree that they do a great deal of work that is not formally recognized in their department. However, they were less likely to strongly agree that they are treated with respect by students or that they “fit” in their department.

Respondents who have been at NDSU 5 years or less were more likely to have never heard of the extension of the tenure clock, workshops for search committees, and on-line training for search committees programs, and less likely to have used these programs than respondents who have been at NDSU more than 5 years. Respondents newer to NDSU were more likely to have used the new faculty orientation, faculty mentoring, and Gear Up for Grants programs.

Respondents who have been at NDSU 5 years or less were less likely than those at NDSU more than 5 years to have cared for dependent children, currently or in the past, and were less likely to have provided care for an aging parent or relative in the past three years. They were also more likely to be single. These facts may contribute to why respondents newer to NDSU were less likely to say that they often have to forego professional activities such as sabbaticals or conferences because of personal responsibilities or that personal responsibilities and commitments have slowed down their career progression.

However, respondents who have been at NDSU 5 years or less were more likely to currently have children ages 6 or younger. Among respondents who have or have had children, respondents newer to NDSU were more likely to currently use or need childcare services. Among these respondents who need childcare, respondents newer to NDSU were less likely to use the NDSU Wellness Center childcare facility or after-school care and more likely to cite the availability of infant/toddler care as a childcare issue. Respondents newer to NDSU were less likely to agree that department meetings frequently occur in the morning or late in the day, but also less likely to agree that their department has a supportive policy for faculty who have a new baby. Respondents who have been at NDSU 5 years or less were more likely to feel stressed quite often than those at NDSU longer, and more likely to feel short-tempered at least sometimes.

Among respondents who were not single, respondents who have been at NDSU 5 years or less were somewhat more likely than those who have been at NDSU longer to have spouses/partners who worked full-time and whose preferred employment status would be full-time.

Respondents who have been at NDSU 5 years or less were more likely to be women than those at NDSU more than 5 years, and less likely to be U.S. citizens.

Significance by Section of Report

Women Faculty at NDSU

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less** were:

- Less likely to feel that their department has identified ways to recruit women faculty, but more likely to say they didn't know if their department has identified ways.
- Less likely to feel that their department has actively recruited women faculty.

Hiring Process at NDSU

Respondents more likely to have been at NDSU 5 years or less included:

- Women rather than men.
- Non-tenured faculty rather than tenured faculty.
- Respondents with children ages 6 or younger rather than those without young children.

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less** were:

- More likely to feel that the department did its best to obtain resources for them.
- More likely to feel that they were successful in their negotiations.
- Less likely to feel they were naive about the negotiation process.

- More likely to be pleased with their start-up package.
- More likely to have said that *salary and benefits* was one of the top three positive factors for accepting a position at NDSU, and less likely to have said *prestige of department/unit/lab*.
- More likely to have said that *community resources and organizations* and *climate for women* were one of the top three factors that caused hesitation about accepting a position at NDSU, and less likely to have said *salary and benefits*.

Tenure Process at NDSU

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less** were:

- Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU:
 - Less likely to be satisfied with the tenure/promotion process.
 - More likely to say they were told about assistance (such as workshops or mentoring) available to pre-tenure/promotion faculty.

Professional Activities

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less**:

- Spent somewhat more time on *teaching* and spent less time on *service* activities. Other differences, though found to be significant statistically, are too small to be discussed here.
- Would prefer to spend somewhat more time on *research* and somewhat less time on *advising students*.
- Wanted a somewhat greater decrease in the amount of time they spend *teaching*.
- More likely to agree that they are receiving regular maintenance/upgrades of their equipment.
- Were less likely to have collaborated in the past with colleagues in their primary department.
- Were less likely to have served on or chaired a promotion committee in their department.
- Were less likely to have served on or chaired a faculty search committee in their department.
- Were less likely to have served on or chaired a curriculum committee in their department.
- Were less likely to have served on or chaired a graduate admissions committee in their department.
- Were less likely to have served on or chaired another type of committee in their department.
- Were less likely to hold or have held an administrative role in their department or college.
- Were less likely to have held a role as principal investigator on a research grant or an educational grant in the past in their department or college.
- Less likely to have held another type of role in the past in their department or college.
- Less likely to have held a position as chair of a major committee or been president or held another high-level position in a professional organization or association outside NDSU.
- More likely to express uncertainty about taking on formal leadership positions at NDSU.
- Less likely to strongly agree they are treated with respect by students.
- Less likely to agree that they do a great deal of work that is not formally recognized by their department.
- Less likely to strongly agree that they “fit” in their department.

Satisfaction with NDSU

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less** were:

- Less likely to have considered leaving NDSU.

NDSU Programs and Resources

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less** were:

- More likely to have never heard of the *extension of the tenure clock program*, the *workshops for search committees program*, and the *on-line training for search committees program*.
- More likely to have used the *new faculty orientation*, *faculty mentoring*, and *Gear Up for Grants* programs, and less likely to have used the *workshops for search committees*, *on-line training for search committees*, and *extension of the tenure clock* programs.

Balancing Personal and Professional Life

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less** were:

- Less likely to say they often have to forego professional activities such as sabbaticals or conferences because of personal responsibilities.
- Less likely to say that personal responsibilities and commitments have slowed down their career progression.
- Less likely to have cared for, or currently care for, dependent children.
- More likely to currently have children ages 6 or younger.
- *Among respondents who cared for or currently care for dependent children:*
 - More likely to currently use or need childcare services or programs to care for a dependent child.
 - *Among respondents who currently use or need childcare:*
 - Less likely to use the *NDSU Wellness Center childcare facility* and *after-school care* and more likely to have indicated they use *other arrangements*.
 - More likely to cite *availability of infant/toddler care* as a childcare issue.
- Less likely to have provided care for an aging parent or relative in the past three years.
- More likely to be single.
- *Among respondents who were not single:*
 - Somewhat more likely to have spouses/partners who worked full-time and whose preferred employment status would be full-time.
- Less likely to agree that department meetings frequently occur in the morning or late in the day.
- Less likely to agree that their department has a supportive policy for faculty who have a new baby.
- More likely to feel stressed quite often.
- More likely to feel short-tempered at least sometimes.

Demographics

Compared to respondents who have been at NDSU more than 5 years, **respondents who have been at NDSU 5 years or less** were:

- More likely to be women.
- Less likely to be U.S. citizens.

HAVING CHILDREN AGES 6 OR YOUNGER – DIFFERENCES BETWEEN RESPONDENTS WITH YOUNG CHILDREN AND THOSE WITHOUT YOUNG CHILDREN

Significant differences in certain responses were found based on whether the respondent has children ages 6 or younger. The age of the respondents' children was not directly asked; thus, a variable was created based on the year in which the respondent indicated their child was born. The variable was divided into respondents who indicated they have a child who was born in 2003 or later (i.e., ages 6 or younger) and those who do not. The latter group would include respondents who do have children at home who are older than age 6, respondents who have grown children not at home, and respondents who do not have children. This section summarizes those overall differences, and also presents the differences by section of the report.

Overall Summary

Respondents with young children were more likely to feel that their department has not actively recruited women faculty and has not identified ways to move women into leadership positions. They were less likely to agree that their department has made an effort to promote women into leadership positions.

Respondents with children ages 6 or younger had not been at NDSU as long and were less likely to be tenured than respondents without young children. These characteristics likely contribute to less participation in certain professional activities thus far in the career of respondents with young children than those without, such as being less likely to have served on certain committees (i.e., promotion, curriculum), chaired a faculty search committee, held an administrative role, held a role as principal investigator on an educational grant, or served in a high-level position outside of NDSU such as chair of a major committee or president of an organization or association.

Respondents with young children were more influenced in their decision to accept a position at NDSU by the opportunities available for their spouse/partner compared to respondents without young children. This fact is supported by the high value that respondents with young children place on NDSU's spousal/partner hiring program. In fact, respondents with young children were more likely to have used the spousal/partner hiring program.

Respondents with young children were more likely to be in STEM designated colleges than those without young children. They were more likely to have heard of WISMET, more likely to find it very valuable, and more likely to have used WISMET.

Respondents with young children were more likely to agree that their personal responsibilities and commitments have slowed down their career progression. This trend is supported by the fact that respondents with young children were more likely to have used the extension of the tenure clock program. Among respondents who are not single, respondents with young children were more likely to have seriously considered leaving NDSU and leaving Fargo/Moorhead in order to enhance career opportunities.

Most respondents with young children currently used or needed childcare services, and commonly cite availability of infant/toddler care as a childcare issue. They were less likely to agree that their department has a supportive policy for faculty who have a new baby, and more likely to say that their department is not at all supportive of family leave.

Significance by Section of Report

Women Faculty at NDSU

Compared to respondents without children ages 6 or younger, **respondents with children ages 6 or younger** were:

- More likely to have indicated that their department has not actively recruited women faculty.
- More likely to have indicated that their department has not identified ways to move women into leadership positions.
- Less likely to have agreed that their department has made an effort to promote women into leadership positions.

Hiring Process at NDSU

Compared to respondents without children ages 6 or younger, **respondents with children ages 6 or younger** were:

- Less likely to have been at NDSU more than 5 years.
- More likely to have said that *opportunities available for spouse/partner* was one of their top three positive factors for accepting a position at NDSU and less likely to have said *teaching opportunities*.
- More likely to have said that *quality of students* was one of their top three factors that caused hesitation in accepting a position at NDSU and less likely to have said *colleagues in department/unit/lab*.

Tenure Process at NDSU

Compared to respondents without children ages 6 or younger, **respondents with children ages 6 or younger** were:

- More likely to have said they did or will experience the tenure or promotion process to Associate Professor at NDSU, and were less likely to currently have tenure.
- *Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU:*
 - More likely to have agreed that they were told about assistance (such as workshops or mentoring) available to pre-tenure/promotion faculty.
 - More likely to have said that they chose NOT to extend/reset the tenure clock even though they may have wanted to.

Professional Activities

Compared to respondents without children ages 6 or younger, **respondents with children ages 6 or younger**:

- Spent somewhat more time on *teaching* and less time on *advising students*.
- Would prefer to spend somewhat more time on *research* and somewhat less time on *advising students* and *administrative duties*.
- Wanted a somewhat greater decrease in the time they spend *teaching*.
- Were less likely to have collaborated in the past with colleagues in their primary department.
- Were less likely to have served on a promotion or curriculum committee in their department.
- Were less likely to have chaired a promotion or faculty search committee in their department.
- Were less likely to have held an administrative role in the past in their department or college.
- Were less likely to have said they hold a role as principal investigator on an educational grant in their department or college and were less likely to have held another type of role in the past.
- Were less likely to have held a position as chair of a major committee or been president or held another high-level position in a professional organization or association outside NDSU.
- Were more likely to disagree that they were treated with respect by staff.

NDSU Programs and Resources

Compared to respondents without children ages 6 or younger, **respondents with children ages 6 or younger** were:

- More likely to have indicated that the *spousal/partner hiring program* is very valuable and less likely to have indicated that the *new faculty orientation program* is very valuable.
- More likely to have heard of *WISMET* and more likely to find the program very valuable.
- More likely to have used the *extension of the tenure clock program*, the *spousal/partner hiring program*, and the *WISMET program*.

Balancing Personal and Professional Life

Respondents more likely to have children ages 6 or younger included:

- Those in STEM designated colleges rather than those in non-STEM colleges.
- Non-tenured faculty rather than tenured faculty.
- Respondents who have been at NDSU 5 years or less rather than those at NDSU more than 5 years.

Compared to respondents without children ages 6 or younger, **respondents with children ages 6 or younger** were:

- More likely to have agreed that personal responsibilities and commitments have slowed down their career progression.
- Much more likely to have indicated that they currently use or need childcare services or programs to care for a dependent child.
- More likely to have indicated that they use the *NDSU Center for Child Development* and less likely to have a childcare arrangement where the *child takes care of him/herself*.
- More likely to have cited *availability of infant/toddler care* as a childcare issue.
- Less likely to have provided care for an aging parent or relative in the past three years.
- Less likely to be single.
- *Among respondents who were not single:*
 - More likely to have said they have spouses/partners whose current employment status was full-time.
 - More likely to have said they have spouses/partners who also work at NDSU.
 - More likely to have agreed that they have seriously considered leaving NDSU in order to enhance their spouse/partner's career opportunities and that they and their spouse/partner have seriously considered leaving Fargo/Moorhead in order to enhance both their career opportunities.
- Less likely to have agreed that their department has a supportive policy for faculty who have a new baby.
- More likely to have agreed that their department is not at all supportive of family leave.
- More likely to have indicated that they feel short-tempered at least sometimes.

Demographics

Compared to respondents without children ages 6 or younger, **respondents with children ages 6 or younger** were:

- Less likely to be a U.S. citizen.
- More likely to have been a respondent from the College of Science and Mathematics and less likely to have been a respondent from the College of Arts, Humanities, and Social Sciences or the College of Human Development and Education.
- More likely to have indicated being from a STEM designated college.
- Less likely to have indicated being in a college that had a "very high" proportion of women.

SURVEY RESULTS

Hiring Process at NDSU

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables.

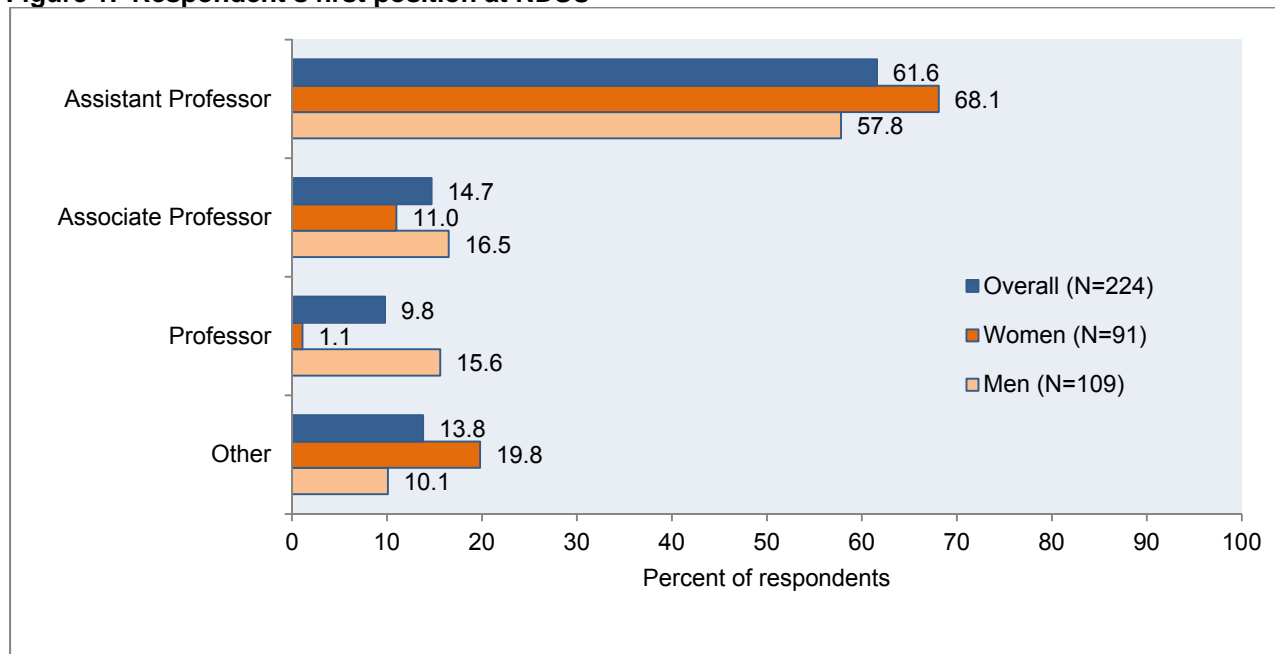
The majority of respondents were first hired at NDSU as an Assistant Professor (61.6 percent) (see Figure 1 and Appendix Table 1). An additional 14.7 percent were hired as an Associate Professor and 9.8 percent were hired as a Professor. The remaining 13.8 percent of respondents indicated they were hired into another type of position.

Significant differences

The proportion of respondents who were hired as an Assistant Professor was:

- **Gender** – Higher among women than men (68.1 percent and 57.8 percent, respectively).

Figure 1. Respondent's first position at NDSU



Of respondents who indicated their first position at NDSU was “other,” approximately half indicated they were first hired on as a professor, assistant professor, lecturer, and/or instructor in a non-tenured track position (see Appendix Table 2 and Appendix Tables 181a, b, and c). About one-fourth of respondents indicated their first position was research associated (i.e., Post doc or research assistant/associate/faculty). All respondents who said they were hired in an administrative role were men. Most respondents hired as an instructor, lecturer, or visiting professor were women.

Respondents were asked the year in which they were hired. Of respondents whose first position at NDSU was as an Assistant Professor, Associate Professor, or Professor, the year in which they were hired ranged from 1970 to 2008. Half of these respondents were hired in 2003 or later (50.8 percent). Half of men faculty were hired in 1998 or later (50.5 percent) while 57.8 percent of women faculty were hired in 2005 or later.

Among respondents hired into another type of position, the year hired ranged from 1974 to 2007, with half being hired in 2001 or later (50.1 percent). For these respondents who were hired into a non-tenure eligible position but are now tenured or tenure track, the change to a tenure eligible position took less than one year up to 29 years, with an average of 3.3 years (1.91 years for men and 2.88 years for women; note that the overall average includes respondents whose gender is unknown).

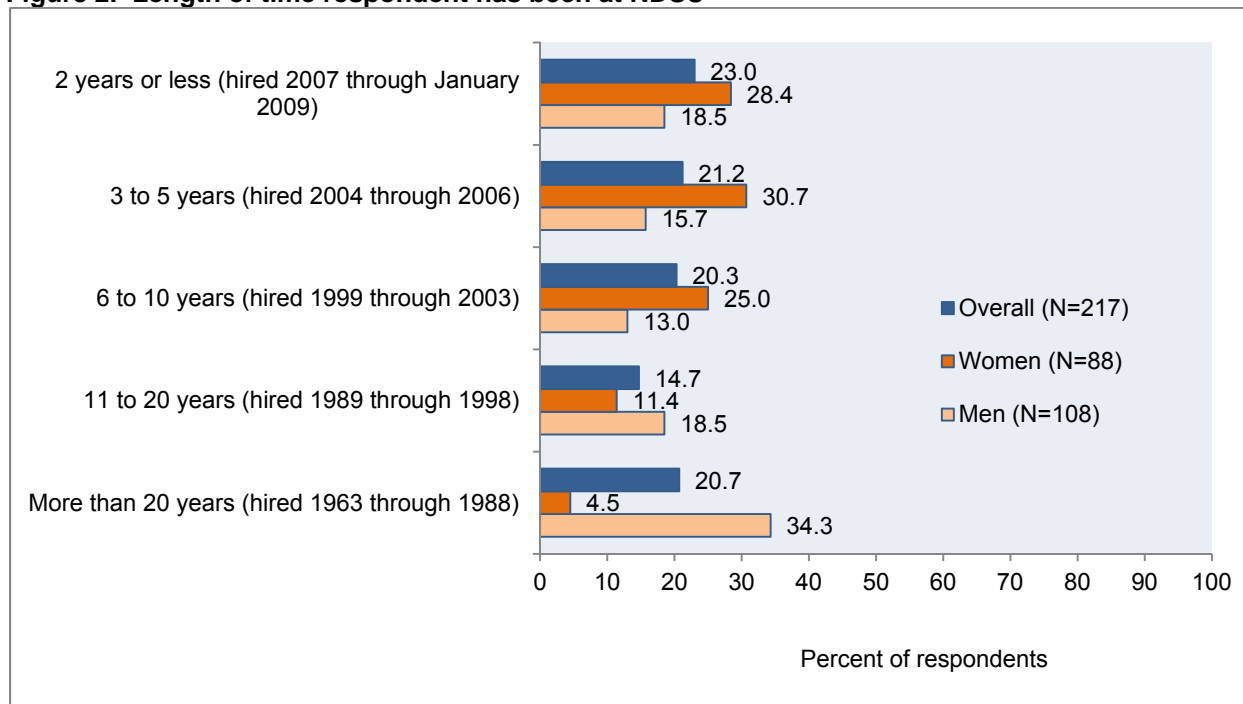
These questions were used to calculate how long respondents have been at NDSU. More than two-fifths of respondents had been at NDSU 5 years or less at the time the survey was conducted, which was January 2009 (44.2 percent) (see Figure 2). One-fifth of respondents had been at NDSU more than 20 years (20.7 percent).

Significant differences (see Appendix Table 3)

The proportion of respondents who had been at NDSU for 5 years or less was:

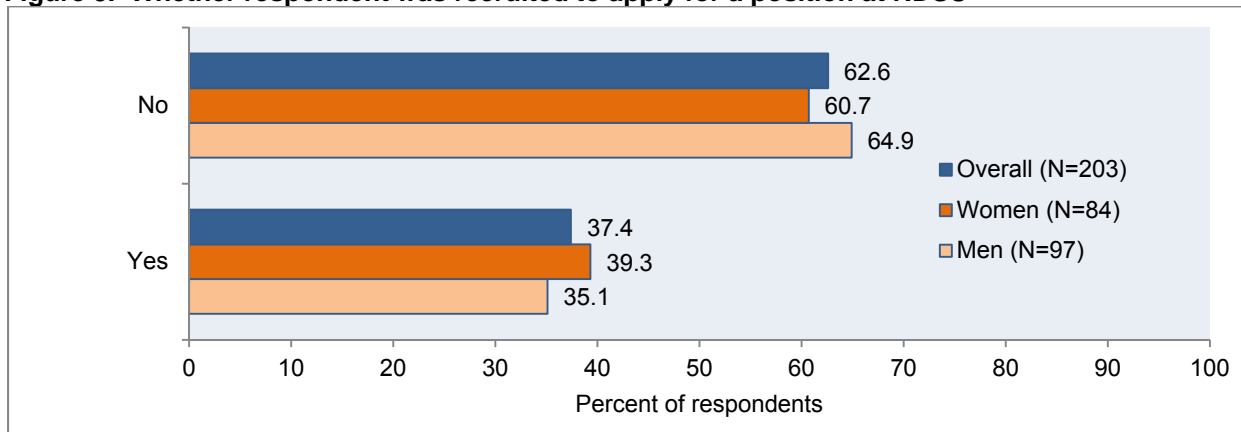
- **Gender** – Higher among women than men (59.1 percent and 34.3 percent, respectively).
- **Have children ages 6 or younger** – Much higher among respondents with young children than those without young children (69.4 percent and 36.9 percent, respectively).

Figure 2. Length of time respondent has been at NDSU



More than one-third of respondents were recruited to apply for a position at NDSU (37.4 percent) (see Figure 3). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

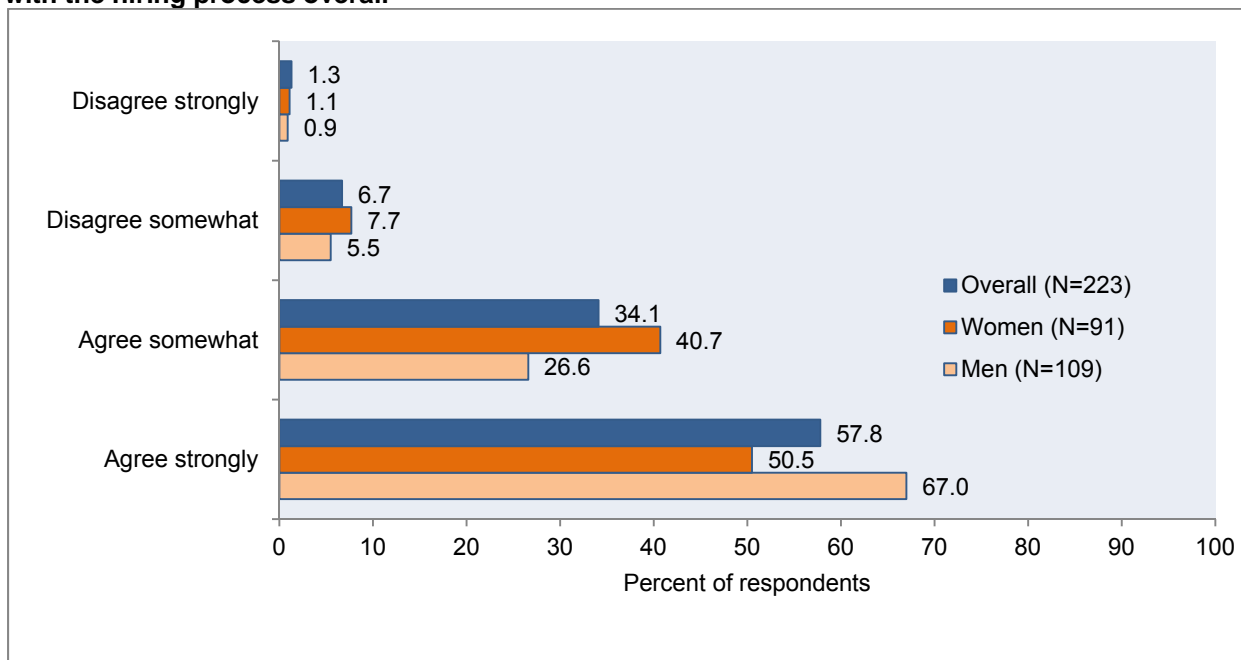
Figure 3. Whether respondent was recruited to apply for a position at NDSU



Respondents were asked about their level of agreement with a series of statements about the hiring process at NDSU (see Figures 4 to 10 and Appendix Tables 4 to 8).

The majority of respondents strongly agreed that they were satisfied with the hiring process overall (57.8 percent) (see Figure 4). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 4. Respondent’s opinion regarding the statement about the hiring process: “I was satisfied with the hiring process overall”



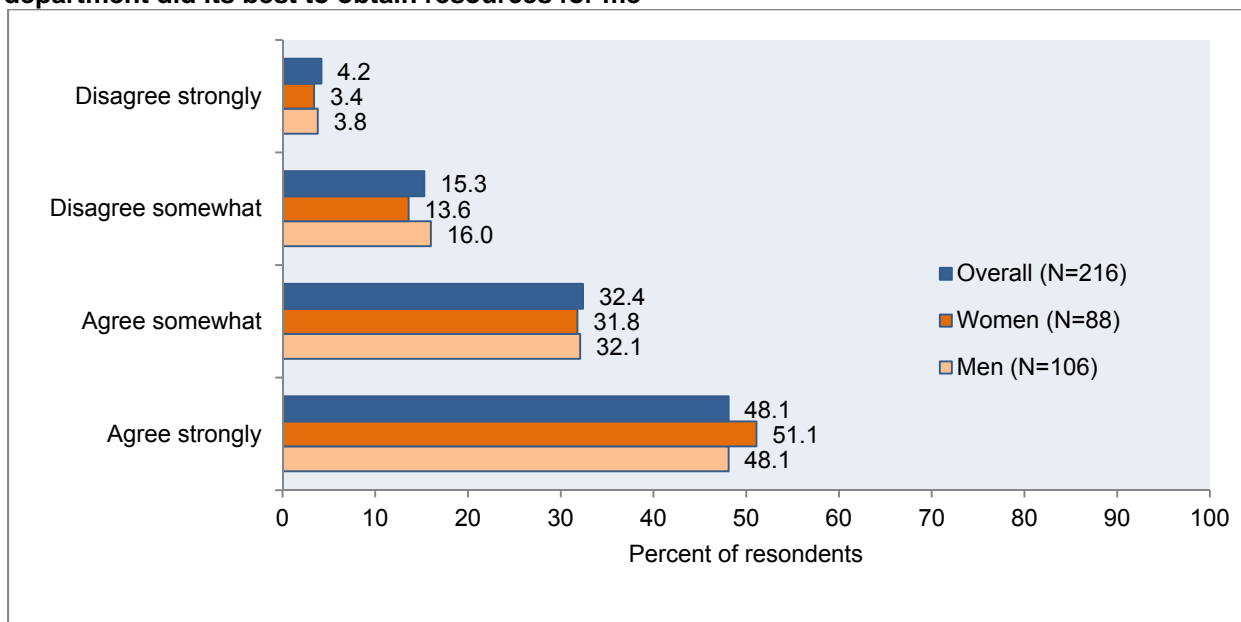
Nearly half of respondents strongly agreed that their department did its best to obtain resources for them in the hiring process (48.1 percent). However, one-fifth of respondents disagreed (19.5 percent) (see Figure 5 and Appendix Table 4).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who did not think that the department did its best to obtain resources for them (i.e., disagreed) was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (25.0 percent and 10.6 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (24.8 percent and 10.8 percent, respectively).

Figure 5. Respondent’s opinion regarding the statement about the hiring process: “The department did its best to obtain resources for me”



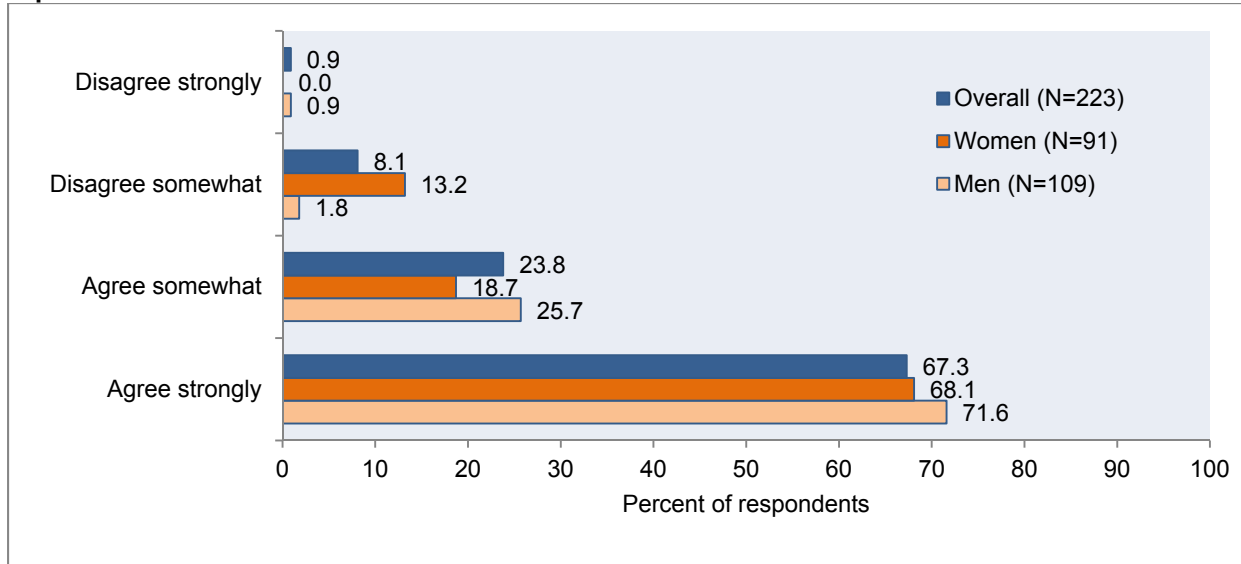
Two-thirds of respondents strongly agreed that faculty in their department made an effort to meet them in the hiring process (67.3 percent) (see Figure 6 and Appendix Table 5).

Significant differences

The proportion respondents who did not think that faculty in their department made an effort to meet them (i.e., disagreed) was:

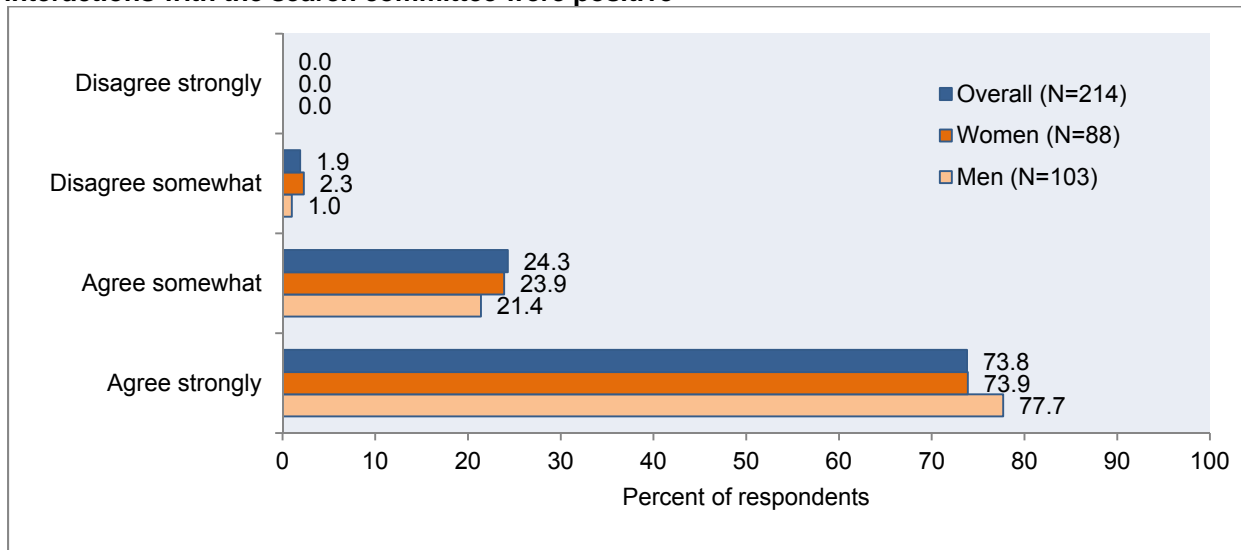
- **Gender** – Higher among women than men (13.2 percent and 2.7 percent, respectively).

Figure 6. Respondent’s opinion regarding the statement about the hiring process: “Faculty in the department made an effort to meet me”



Nearly three-fourths of respondents strongly agreed that their interactions with the search committee during the hiring process were positive (73.8 percent) (see Figure 7). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 7. Respondent’s opinion regarding the statement about the hiring process: “My interactions with the search committee were positive”



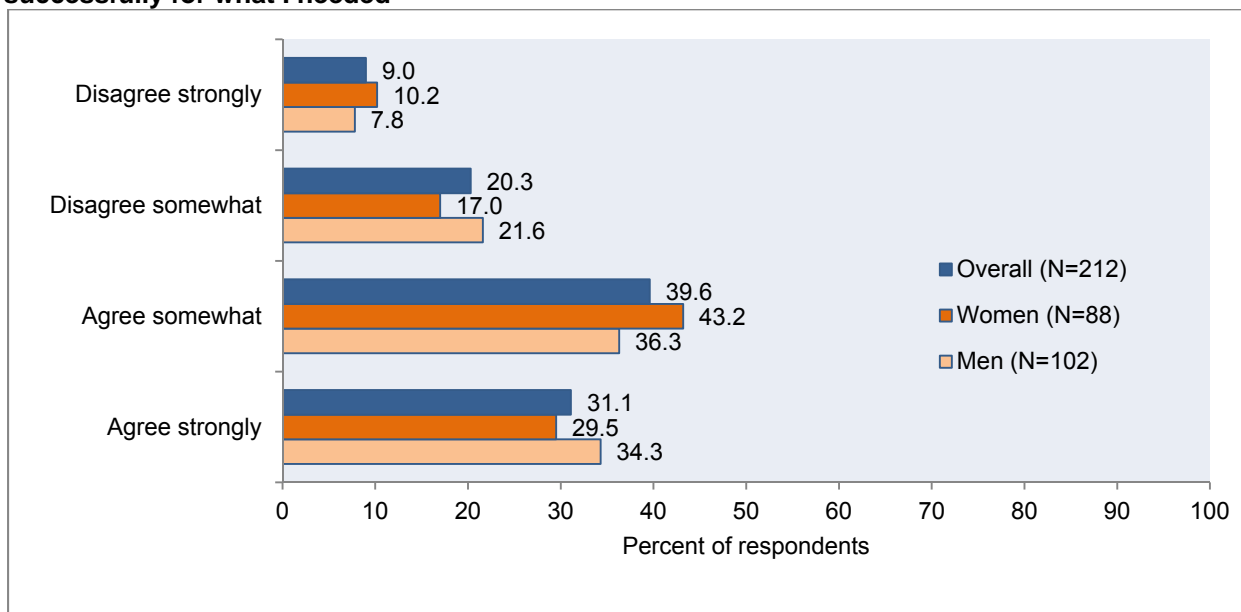
Most respondents agreed that they negotiated successfully for what they needed in the hiring process (70.7 percent). In contrast, 29.3 percent of respondents disagreed that they negotiated successfully (see Figure 8 and Appendix Table 6).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who thought that they were not successful in their negotiations (i.e., disagreed) was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (37.5 percent and 18.9 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (36.6 percent and 20.9 percent, respectively).

Figure 8. Respondent’s opinion regarding the statement about the hiring process: “I negotiated successfully for what I needed”



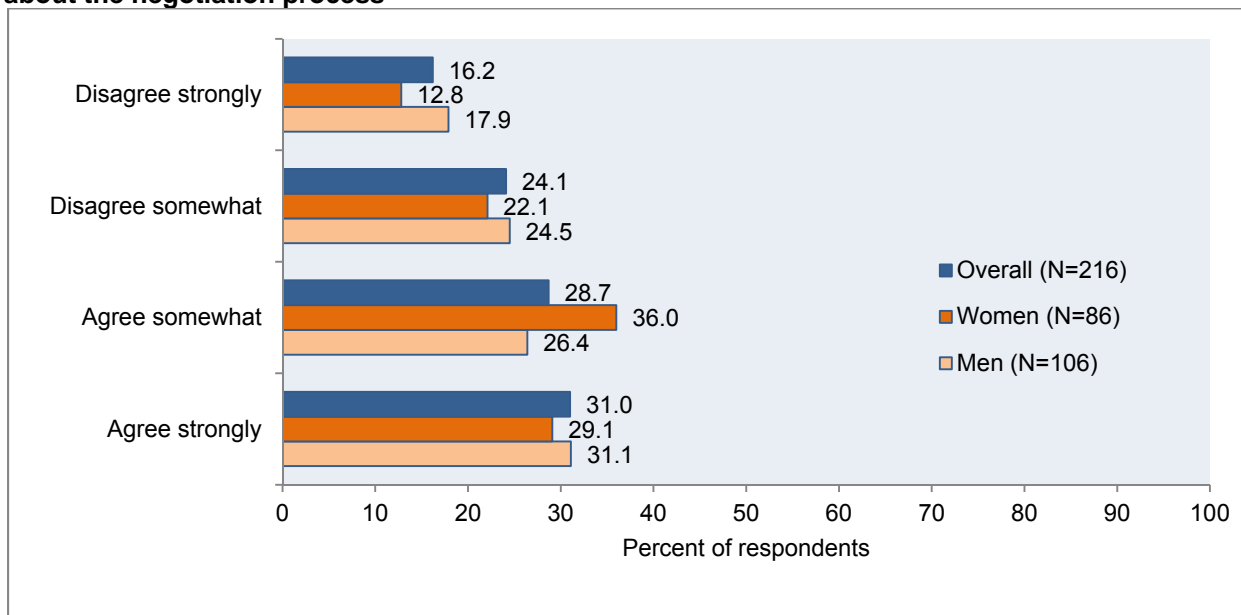
The majority of respondents agreed that they were naive about the negotiation process during hiring (59.7 percent) (see Figure 9 and Appendix Table 7).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who agreed that they were naive about the negotiation process was:

- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (68.1 percent and 49.5 percent, respectively).

Figure 9. Respondent’s opinion regarding the statement about the hiring process: “I was naive about the negotiation process”



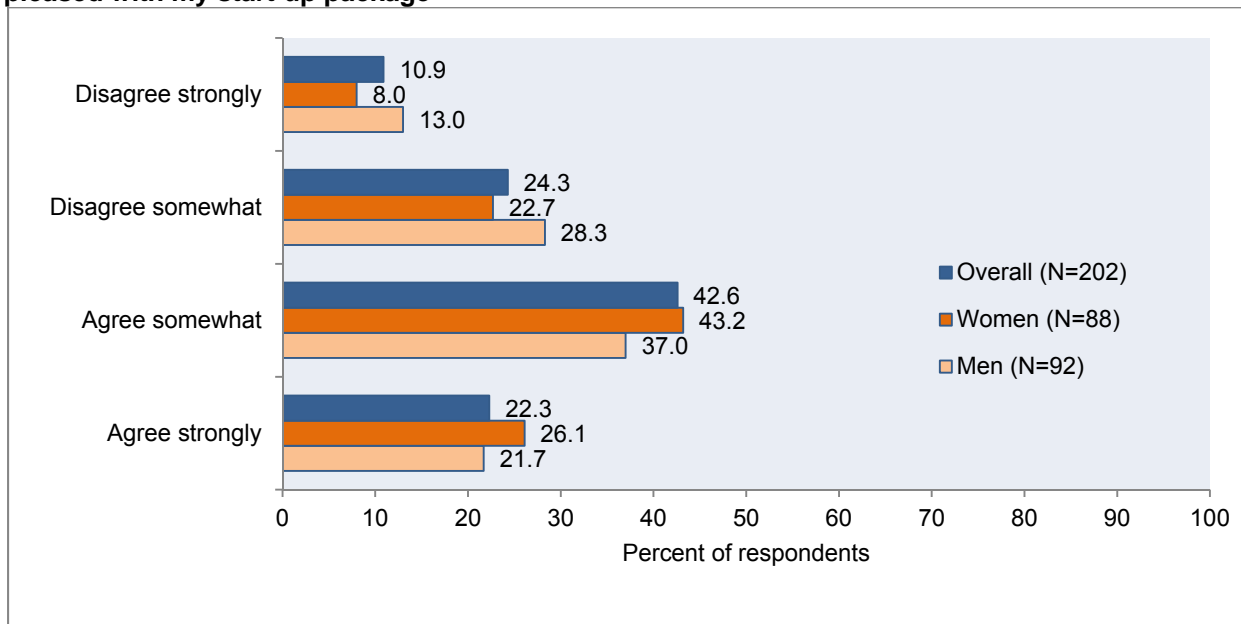
While nearly two-thirds of respondents agreed that they were pleased with their start-up package upon being hired (64.9 percent), more than one-third were not pleased with their start-up package (35.2 percent) (see Figure 10 and Appendix Table 8).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who were not pleased with their start-up package was:

- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (45.6 percent and 23.4 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (45.6 percent and 24.8 percent, respectively).

Figure 10. Respondent’s opinion regarding the statement about the hiring process: “I was pleased with my start-up package”



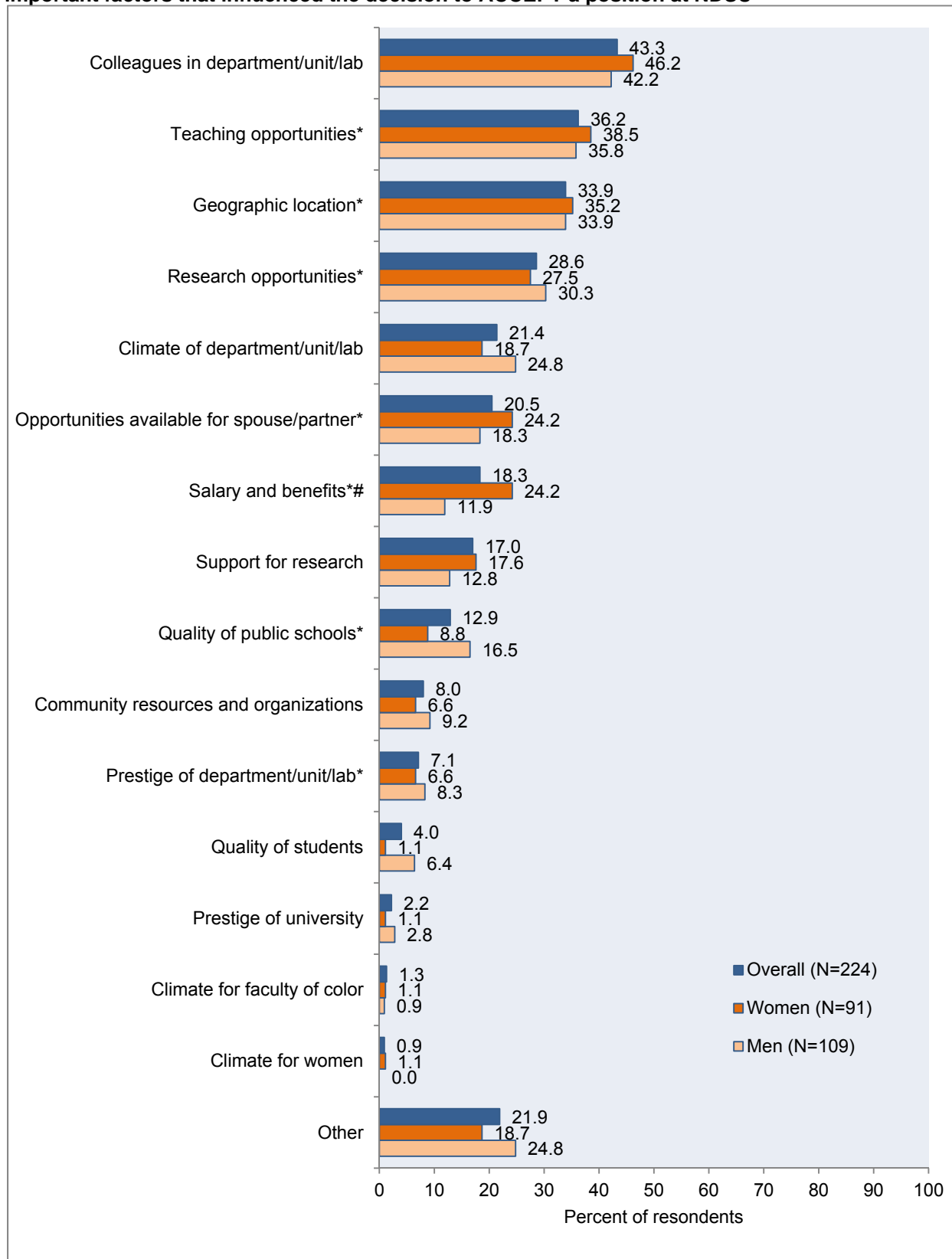
Respondents were asked to indicate from a list the three most important factors that influenced their decision to accept a position at NDSU (see Figure 11 and Appendix Tables 9 to 14). The most common positive influence was the *colleagues in the department/unit/lab* (43.3 percent). The next most common positive influences included *teaching opportunities* (36.2 percent), *geographic location* (33.9 percent), and *research opportunities* (28.6 percent). The items least frequently marked as among the three most important positive influences included *prestige of university* (2.2 percent), *climate for faculty of color* (1.3 percent), and *climate for women* (0.9 percent).

Significant differences

- **Gender** – *Salary and benefits* was chosen as one of the top three positive factors by a higher proportion of women than men (24.2 percent and 11.9 percent, respectively).
- **Racial/ethnic majority status** – *Geographic location* was much more of a positive factor for majority status respondents than those who were non-majority status (39.3 percent and 8.6 percent, respectively). In contrast, *research opportunities* was more influential for non-majority status respondents than majority status respondents (42.9 percent and 26.2 percent, respectively).
- **Type of college** – *Research opportunities* was more influential for respondents in STEM designated colleges than respondents in non-STEM designated colleges (37.4 percent and 20.7 percent, respectively) as was *quality of public schools* (19.2 percent and 7.6 percent, respectively). In contrast, *teaching opportunities* was one of the top three positive factors for a higher proportion of respondents in non-STEM colleges than those in STEM colleges (43.5 percent and 29.3 percent, respectively).
- **Tenure status** – *Opportunities available for spouse/partner* was chosen as one of the top three positive factors by a higher proportion of non-tenured faculty than tenured faculty (28.9 percent and 15.0 percent, respectively).
- **Years at NDSU** – *Prestige of department/unit/lab* was a positive factor for a somewhat higher proportion of respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (10.7 percent and 3.1 percent, respectively). Conversely, *salary and benefits* was a positive factor for more respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years (27.1 percent and 10.7 percent, respectively).
- **Having children ages 6 or younger** – *Opportunities available for spouse/partner* was chosen as one of the top three positive factors by twice the proportion of respondents with young children as those without young children (34.0 percent and 16.7 percent, respectively). *Teaching opportunities* was an influential factor for more respondents without young children than those with young children (39.7 percent and 24.0 percent, respectively).

Of respondents who said “other” when citing the three most important factors that positively influenced their decision to accept a position at NDSU, the highest proportion of respondents indicated a job opening, limited job availability, and being in need of a job as factors that influenced their decisions (see Appendix Table 15 and Appendix Tables 182a, b, and c). Women more than men said they accepted a position at NDSU because of family and friends. Men more than women said they accepted a position at NDSU because of opportunities for growth, challenge, and change.

Figure 11. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to ACCEPT a position at NDSU



*Significant differences were found for this response on one or more of the characteristics explored for significance

#Significant differences were found for this response based on gender

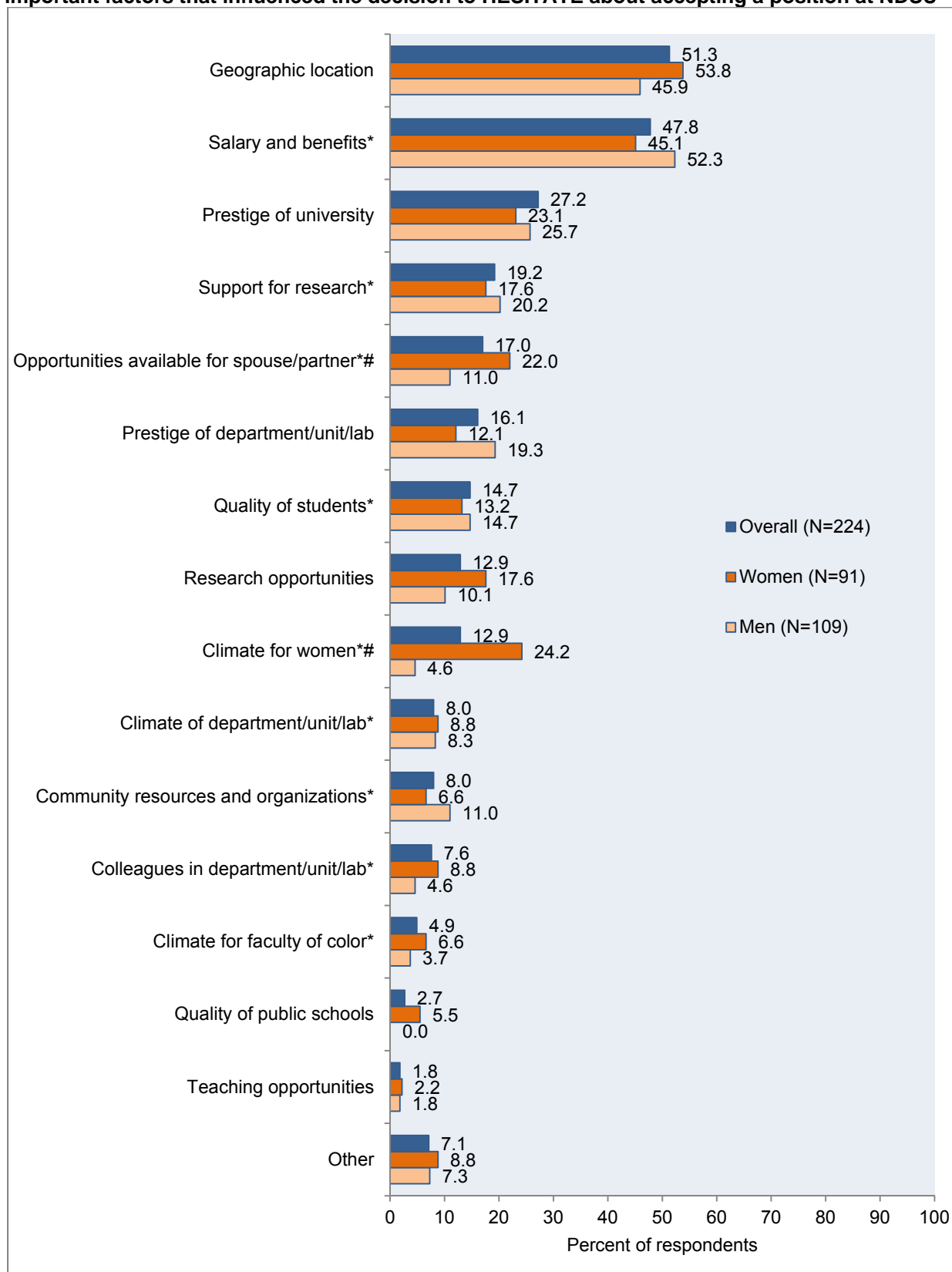
Respondents were asked to indicate from a list the three most important factors that caused them to hesitate to accept a position at NDSU (see Figure 12 and Appendix Tables 16 to 21). The most common negative factor was the *geographic location* (51.3 percent) followed closely by *salary and benefits* (47.8 percent). The next most common factor causing respondents to hesitate was the *prestige of the university* (27.2 percent). The items least frequently marked as among the three most important factors causing respondents to hesitate included *climate for faculty of color* (4.9 percent), *quality of public schools* (2.7 percent), and *teaching opportunities* (1.8 percent).

Significant differences

- **Gender** – *Opportunities available for spouse/partner* was one of the three most important factors that caused hesitation for a higher proportion of women than men (22.2 percent and 11.0 percent, respectively). A higher proportion of women than men cited *climate for women* as a reason for hesitation (24.2 percent and 4.6 percent, respectively).
- **Racial/ethnic majority status** – *Opportunities available for spouse/partner* was a factor that caused hesitation for more than twice the proportion of non-majority status respondents than majority status respondents (31.4 percent and 12.5 percent, respectively), and the same was true of *support for research* (37.1 percent and 15.5 percent, respectively). A much higher proportion of non-majority status respondents cited *climate for faculty of color* as a reason for hesitation compared to the proportion of majority status respondents (20.0 percent and 1.8 percent, respectively).
- **Type of college** – *Support for research* was a cause for hesitation for nearly twice the proportion of respondents in STEM designated colleges compared to those in non-STEM colleges (25.3 percent and 13.0 percent, respectively).
- **Tenure status** – *Climate of department/unit/lab* was a cause for hesitation for a somewhat higher proportion of tenured faculty than non-tenured faculty (11.7 percent and 4.1 percent, respectively). In contrast, three times the proportion of non-tenured faculty compared to tenured faculty cited *climate for women* as a cause for hesitation (21.6 percent and 6.7 percent, respectively) and twice the proportion said *quality of students* was one of their top three factors in hesitating to accept a position at NDSU (20.6 percent and 10.0 percent, respectively).
- **Years at NDSU** – *Community resources and organizations* was a cause for hesitation for a somewhat higher proportion of respondents who have been at NDSU 5 years or less compared to respondents who have been at NDSU more than 5 years (12.5 percent and 5.0 percent, respectively), and *climate for women* was a cause for hesitation for four times the proportion (19.8 percent and 5.0 percent, respectively). In contrast, *salary and benefits* was a cause for hesitation for more than half of respondents who have been at NDSU more than 5 years (55.4 percent) compared to 38.5 percent of respondents who have been at NDSU 5 years or less.
- **Having children ages 6 or younger** – *Colleagues in department/unit/lab* was one of the top three factors that caused hesitation to accept a position at NDSU for a higher proportion of respondents without young children compared to those with young children (9.8 percent and 0.0 percent, respectively). *Quality of students* was a cause for hesitation for twice the proportion of respondents with young children compared to those without (24.0 percent and 12.1 percent, respectively).

Of respondents who said “other” when citing the factors that made them hesitate about accepting a position at NDSU, the highest proportion of respondents indicated that salary, benefits, and resources were factors (see Appendix Table 22 and Appendix Tables 183a and b).

Figure 12. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to HESITATE about accepting a position at NDSU



*Significant differences were found for this response on one or more of the characteristics explored for significance

**Significant differences were found for this response based on gender

Tenure Process at NDSU

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables.

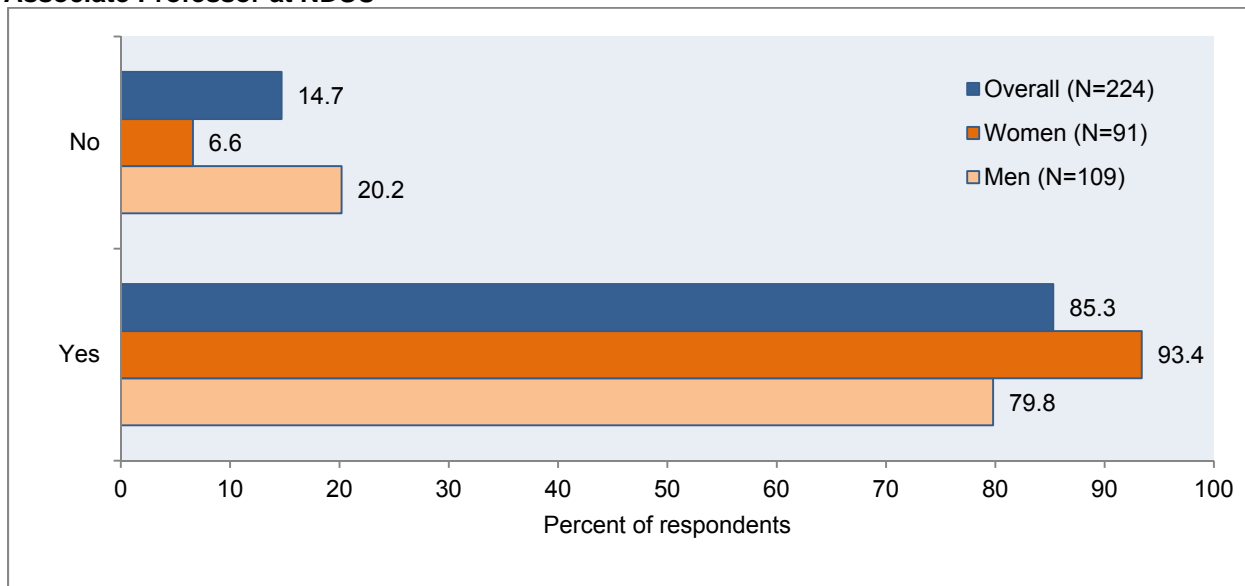
The vast majority of respondents who are already tenured or are tenure track did or will experience the tenure or promotion process to Associate Professor at NDSU (85.3 percent) (see Figure 13 and Appendix Table 23).

Significant differences

The proportion of respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU was:

- **Gender** – Higher among women than men (93.4 percent and 79.8 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents with young children than respondents without young children (96.0 percent and 82.2 percent, respectively).

Figure 13. Whether respondent did or will experience the tenure or promotion process to Associate Professor at NDSU



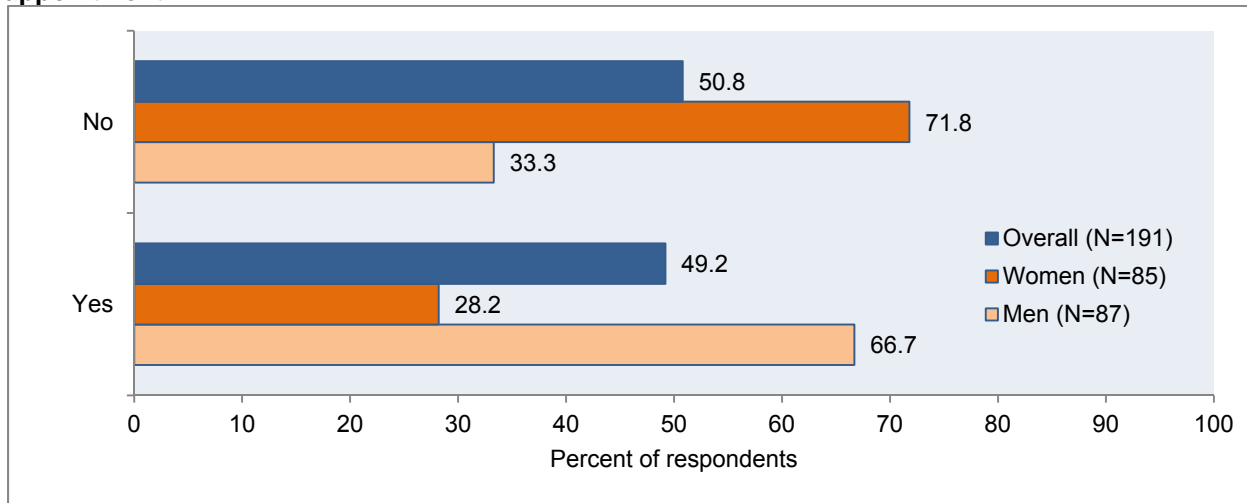
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, half currently have tenure or an indefinite appointment (49.2 percent) (see Figure 14 and Appendix Table 24).

Significant differences

Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who currently have tenure or an indefinite appointment was:

- **Gender** – More than two times higher among men than women (66.7 percent and 28.2 percent, respectively).
- **Having children ages 6 or younger** – More than three times higher among respondents without young children as those with young children (60.1 percent and 16.7 percent, respectively).

Figure 14. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, whether respondent currently has tenure or an indefinite appointment



Among respondents who were hired at NDSU as an Assistant Professor, who did or will experience the tenure or promotion process to Associate Professor at NDSU, and who currently have tenure or an indefinite appointment, there was an average of 6.56 years between when the respondent was hired and when they became an Associate Professor (6.71 years for men and 6.00 years for women) (see Appendix Table 25). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

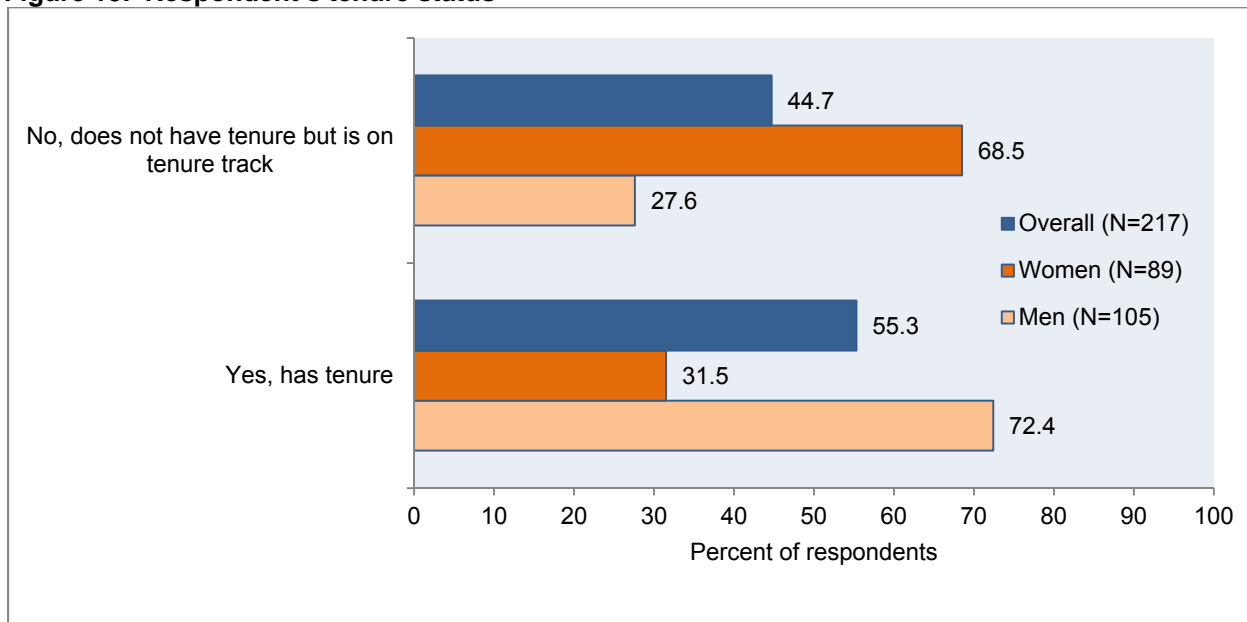
Among all respondents who are tenured or are on a tenure track, regardless of where they went through the process, 55.3 percent already have tenure (see Figure 15 and Appendix Table 26). Since current tenure status was not directly asked of all respondents, this variable comprises the respondents who indicated they did or will experience the tenure or promotion process at NDSU and currently have tenure or an indefinite appointment along with respondents who indicated they were hired on at NDSU as an Associate Professor or full Professor.

Significant differences

Overall, the proportion of respondents who were tenured at the time of the survey was:

- **Gender** – More than two times higher among men than women (72.4 percent and 31.5 percent, respectively).
- **Having children ages 6 or younger** – More than three times higher among respondents without young children than those with young children (65.9 percent and 20.0 percent, respectively).

Figure 15. Respondent’s tenure status



Respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU were asked about their level of agreement with a series of statements about the tenure/promotion process (see Figures 16 to 22 and Appendix Tables 27 to 32).

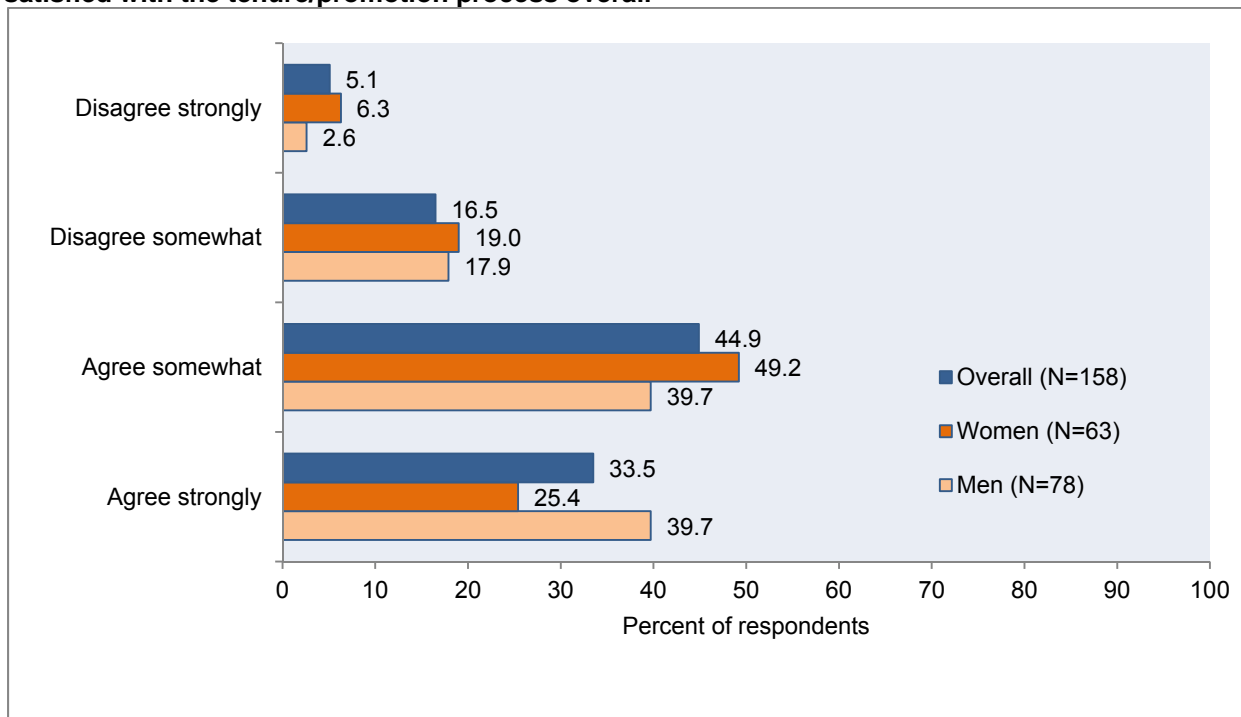
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, most respondents agreed that they are/were satisfied with the tenure/promotion process overall (78.4 percent) (see Figure 16 and Appendix Table 27).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who strongly agreed that they were satisfied with the tenure/promotion process was:

- **Tenure status** – Much higher among faculty who are already tenured than those who are not yet tenured (45.7 percent and 16.7 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (42.2 percent and 17.6 percent, respectively).

Figure 16. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent’s opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: “I am/was satisfied with the tenure/promotion process overall”



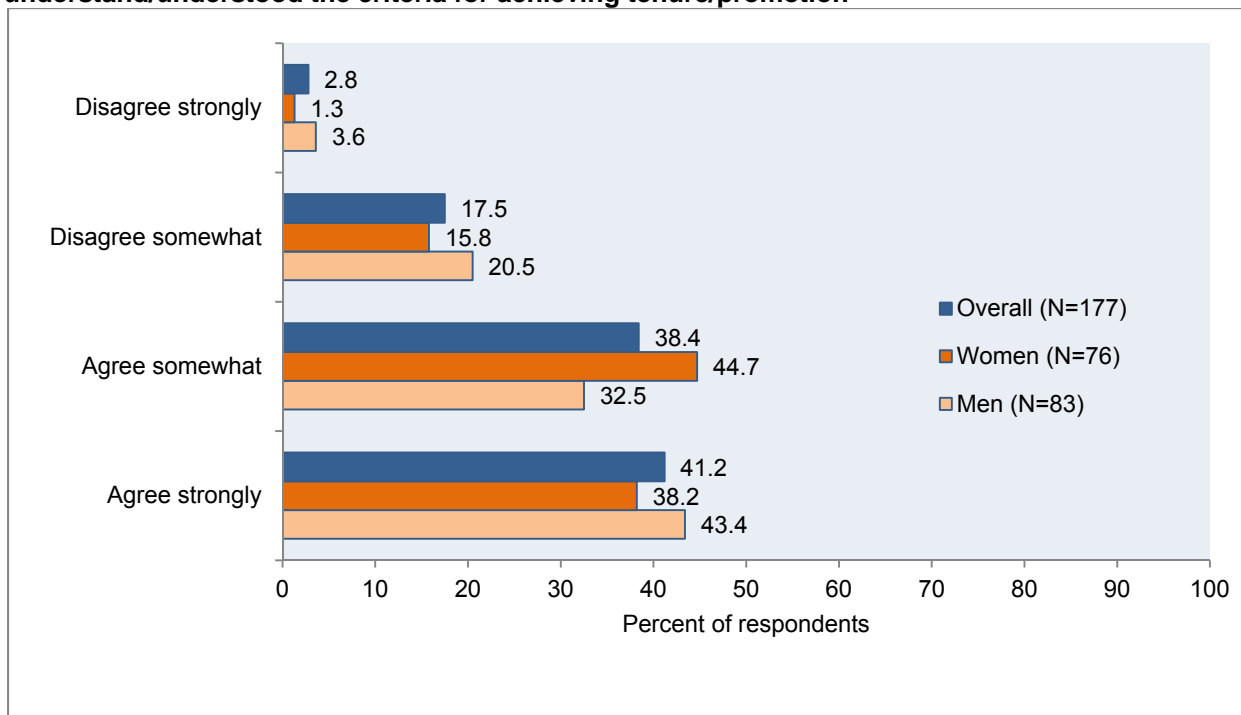
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, most agreed that they understand/understood the criteria for achieving tenure/promotion (79.6 percent) (see Figure 17 and Appendix Table 28).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who strongly agreed that they understand/understood the criteria for achieving tenure/promotion was:

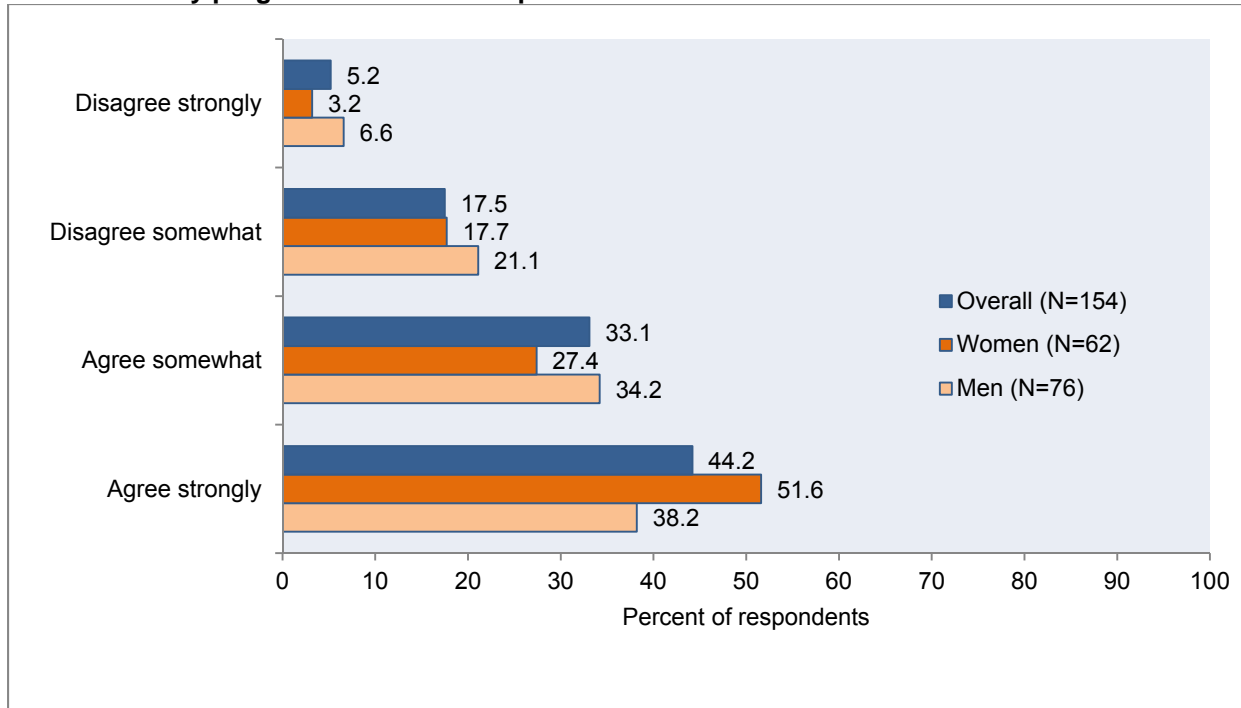
- **Type of college** – Higher among respondents in non-STEM designated colleges than respondents in STEM colleges (49.3 percent and 35.4 percent, respectively).

Figure 17. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent’s opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: “I understand/understood the criteria for achieving tenure/promotion”



Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, most agreed that they receive/received feedback on their progress toward tenure/promotion (77.3 percent) (see Figure 18). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 18. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent’s opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: “I receive/d feedback on my progress toward tenure/promotion”



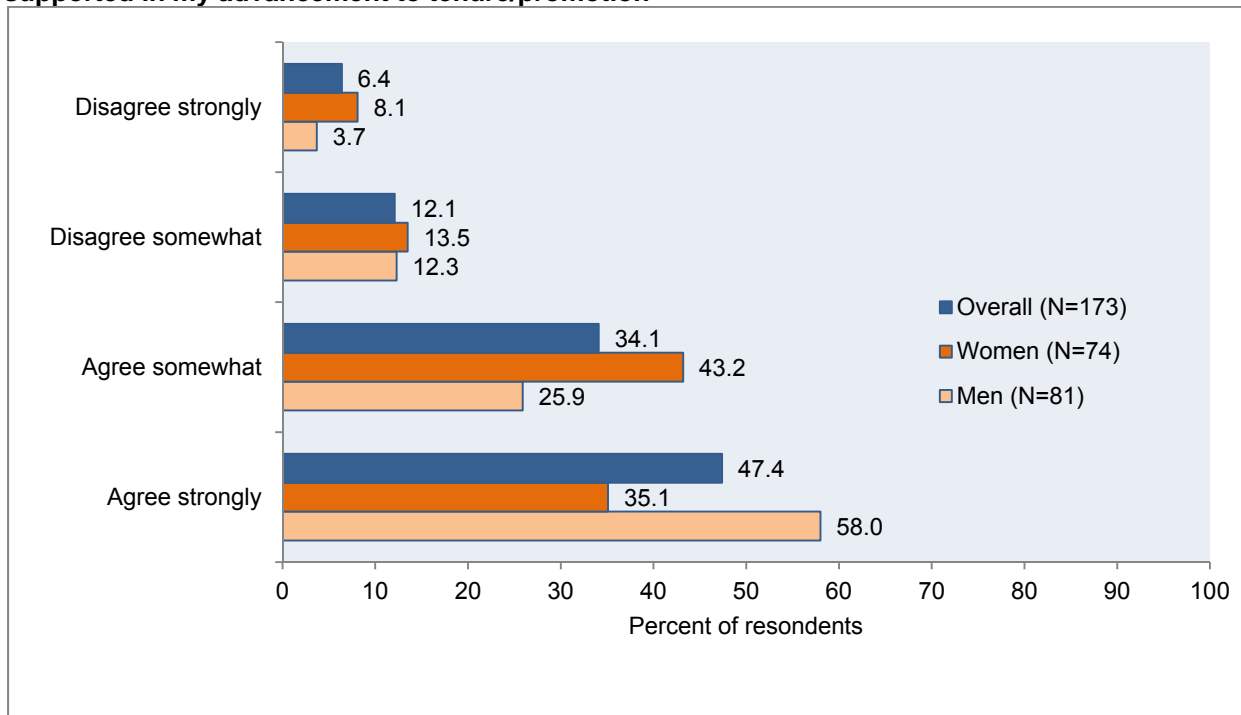
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, nearly half strongly agreed that they feel/felt supported in their advancement to tenure/promotion (47.4 percent) (see Figure 19 and Appendix Table 29).

Significant differences

Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who strongly agreed that they feel/felt supported in their advancement to tenure/promotion was:

- **Gender** – Higher among men than women (58.0 percent and 35.1 percent, respectively).

Figure 19. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent’s opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: “I feel/felt supported in my advancement to tenure/promotion”



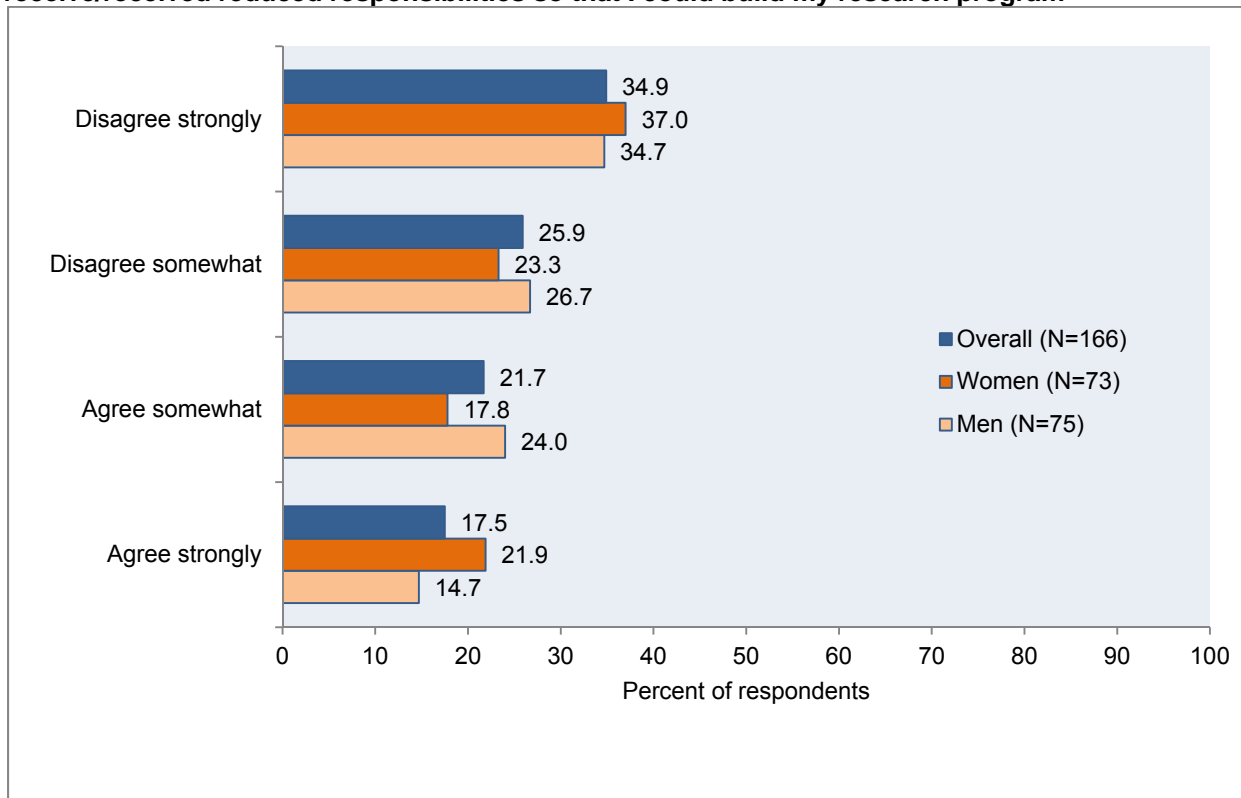
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the majority of respondents disagreed that they receive/received reduced responsibilities so that they could build their research program (60.8 percent) (see Figure 20 and Appendix Table 30).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who strongly disagreed that they receive/received reduced responsibilities so that they could build their research program was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (44.7 percent and 24.7 percent, respectively).

Figure 20. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent’s opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: “I receive/received reduced responsibilities so that I could build my research program”



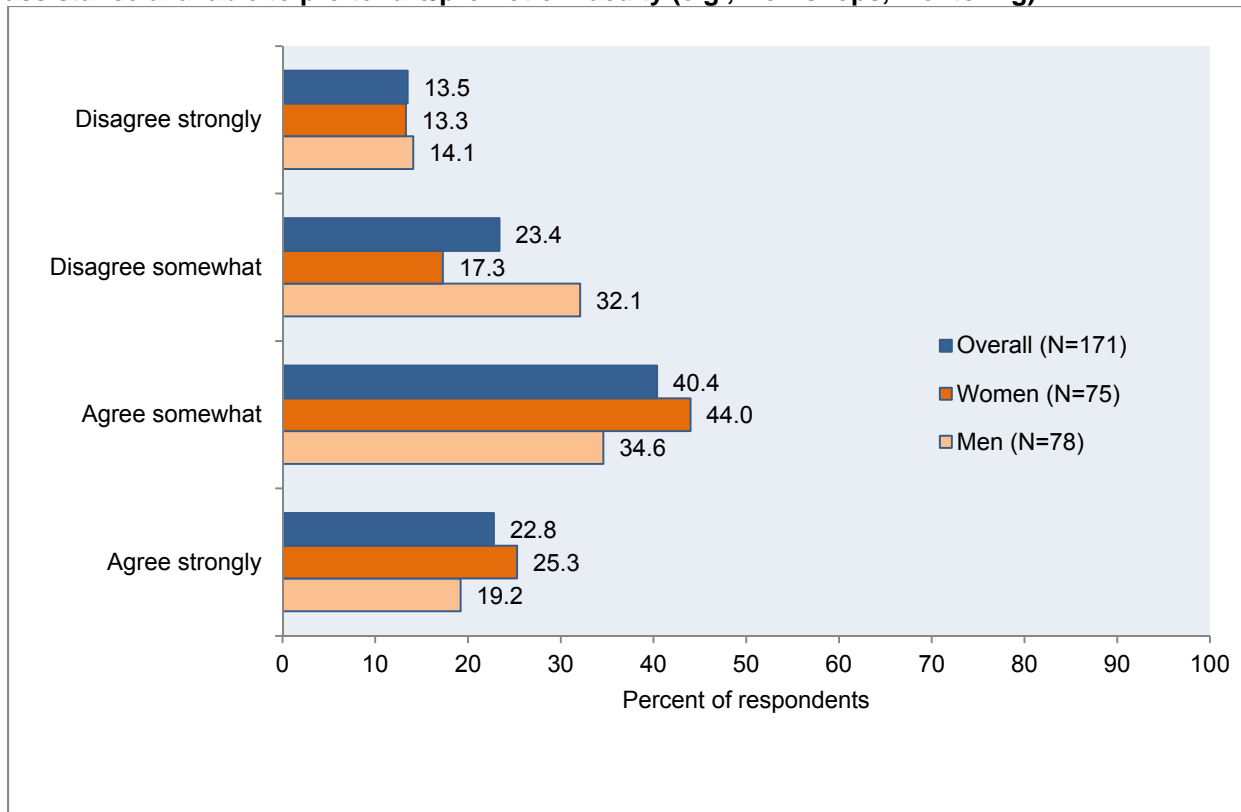
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the majority of respondents agreed that they were told about assistance (such as workshops or mentoring) available to pre-tenure/promotion faculty (63.2 percent) (see Figure 21 and Appendix Table 31). However, more than one-third of respondents disagreed that they were told about such assistance (36.9 percent).

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who strongly disagreed that they were told about assistance (such as workshops or mentoring) available to pre-tenure/promotion faculty was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (23.3 percent and 3.5 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than respondents who have been at NDSU 5 years or less (20.6 percent and 4.3 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (17.6 percent and 2.2 percent, respectively).

Figure 21. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent’s opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: “I was told about assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring)”



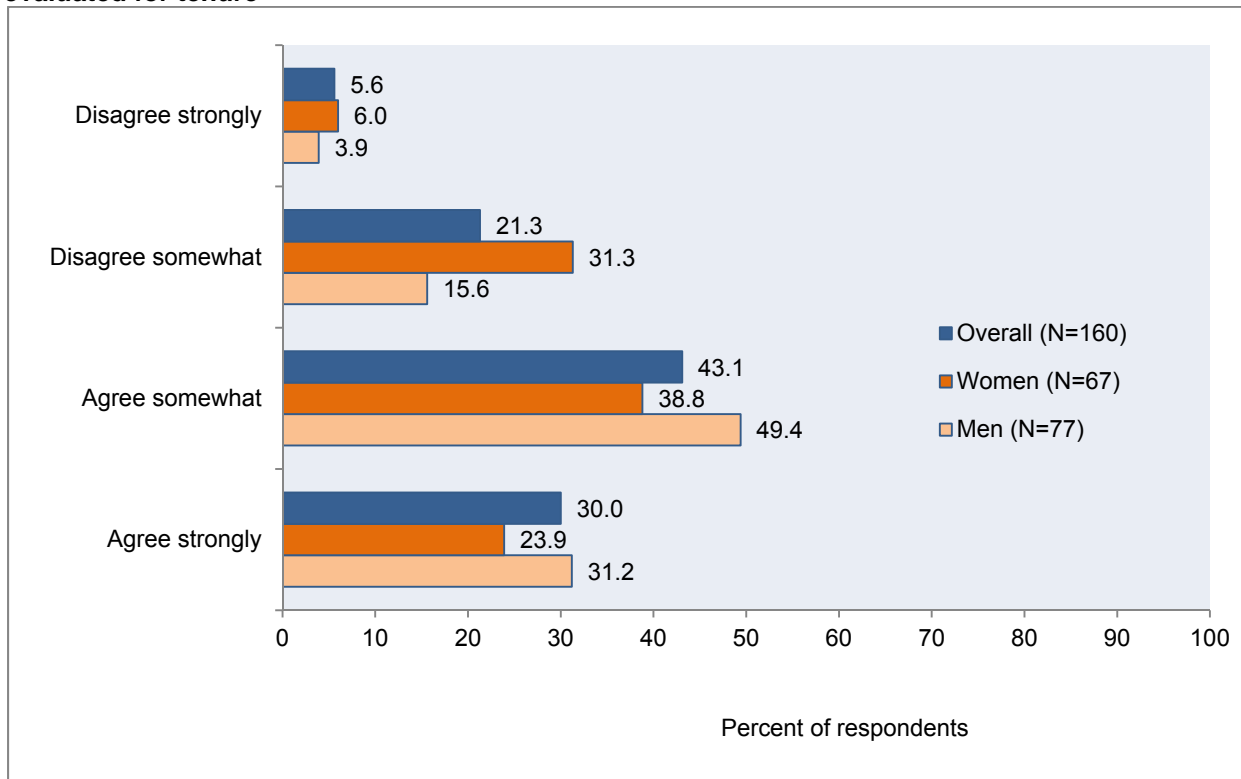
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, nearly three-fourths of respondents agreed that they feel there is/was a strong fit between the way they do/did research, teaching and service, and the way it is/was evaluated for tenure (73.1 percent) (see Figure 22 and Appendix Table 32). However, more than one-fourth of respondents disagreed that there is/was a strong fit (26.9 percent).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who strongly disagreed that they feel there is/was a strong fit between the way they do/did research, teaching and service, and the way it is/was evaluated for tenure was:

- **Type of college** – Higher among respondents in STEM designated colleges than those in non-STEM designated colleges (9.5 percent and 0.0 percent, respectively).

Figure 22. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent’s opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: “I feel there is/was a strong fit between the way I do/did research, teaching and service, and the way it is/was evaluated for tenure”



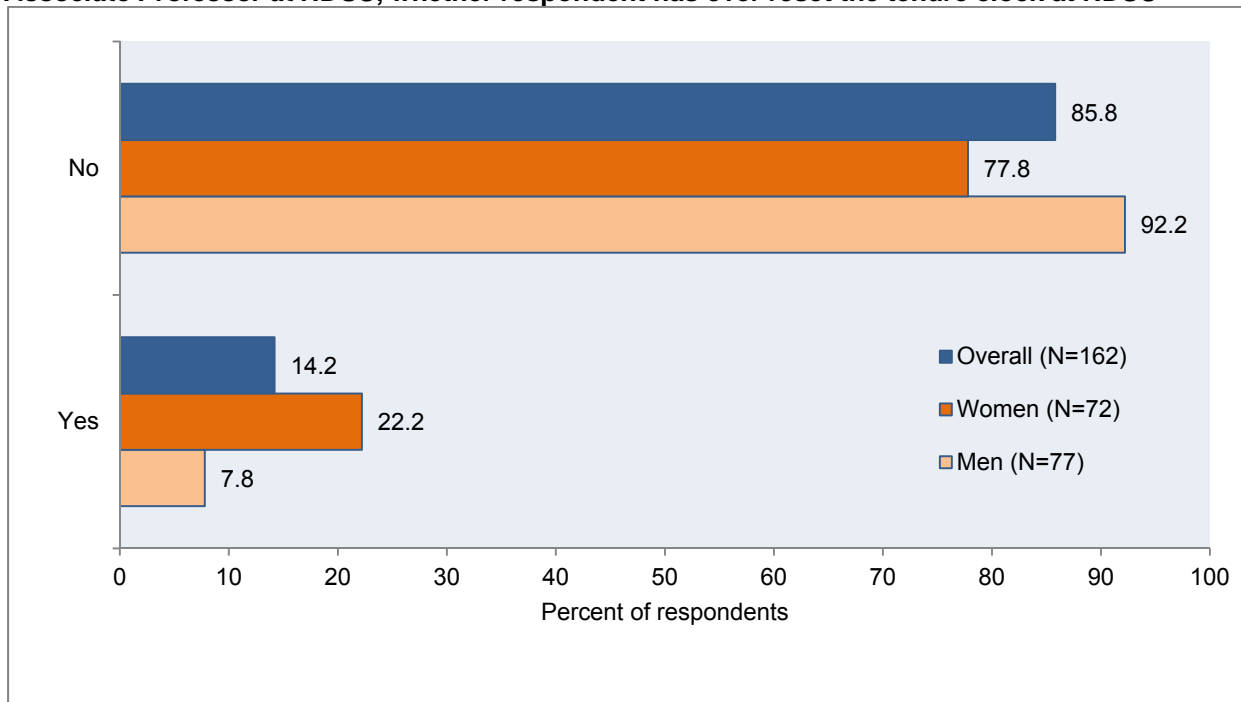
Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the vast majority of respondents have not reset the tenure clock at NDSU (85.8 percent) (see Figure 23 and Appendix Table 33).

Significant differences

Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who have reset the tenure clock was:

- **Gender** – Higher among women than men (22.2 percent and 7.8 percent, respectively).
- **Tenure status** – Higher among non-tenured faculty than tenured faculty (20.0 percent and 9.2 percent, respectively).

Figure 23. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, whether respondent has ever reset the tenure clock at NDSU

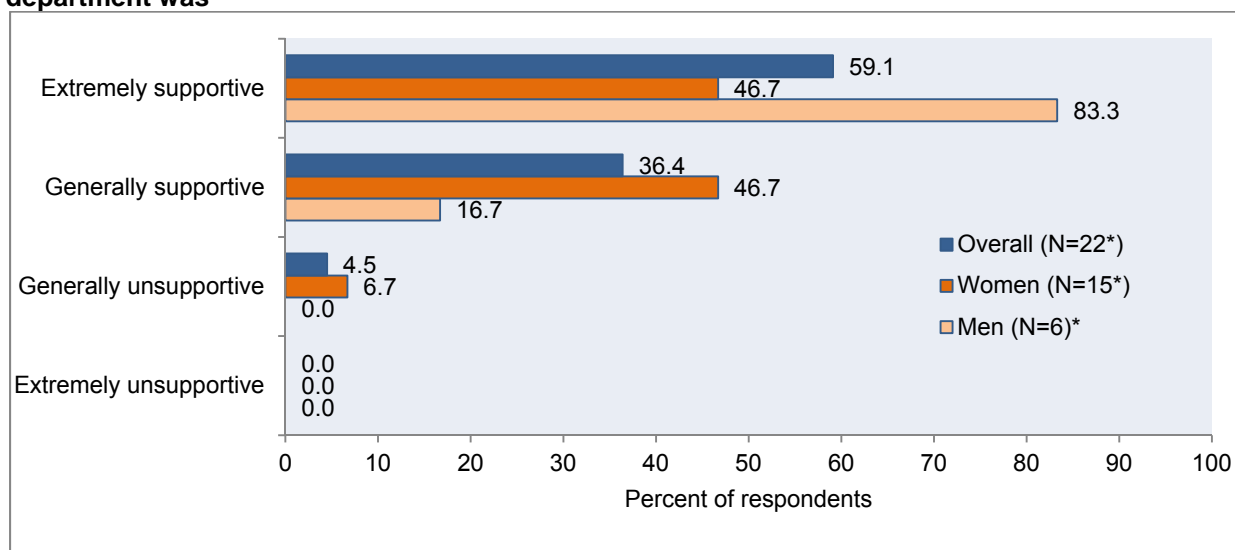


Note: Two respondents had extended/reset their tenure clock twice.

Of respondents who reset their tenure clock at NDSU, most said the main reason for extending/resetting the tenure clock was because of family, children, and care giving (see Appendix Table 34 and Appendix Tables 184a and b). Other factors included the starting time of the position, not having enough publications, and policy changes.

Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, respondents have found their departments to be generally or extremely supportive (see Figure 24). It appears that a higher proportion of women than men found their departments to be extremely supportive. However, the number of respondents was too small to test for significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 24. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset tenure clock, how supportive the department was



*Caution should be exercised when using these data due to the small number of respondents. N is too small to test for significance on other variables.

Respondents who extended/reset their tenure clock for the first time at NDSU were asked about reduced responsibilities they may have been granted. Most respondents indicated that they were not granted any reduced responsibilities. A higher proportion of women than men indicated that they were granted a reduced teaching load (see Appendix Table 35 and Appendix Tables 185a, b, and c).

Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, 12.9 percent of respondents chose to NOT extend/reset the tenure clock even though they may have wanted to (see Figure 25 and Appendix Table 36).

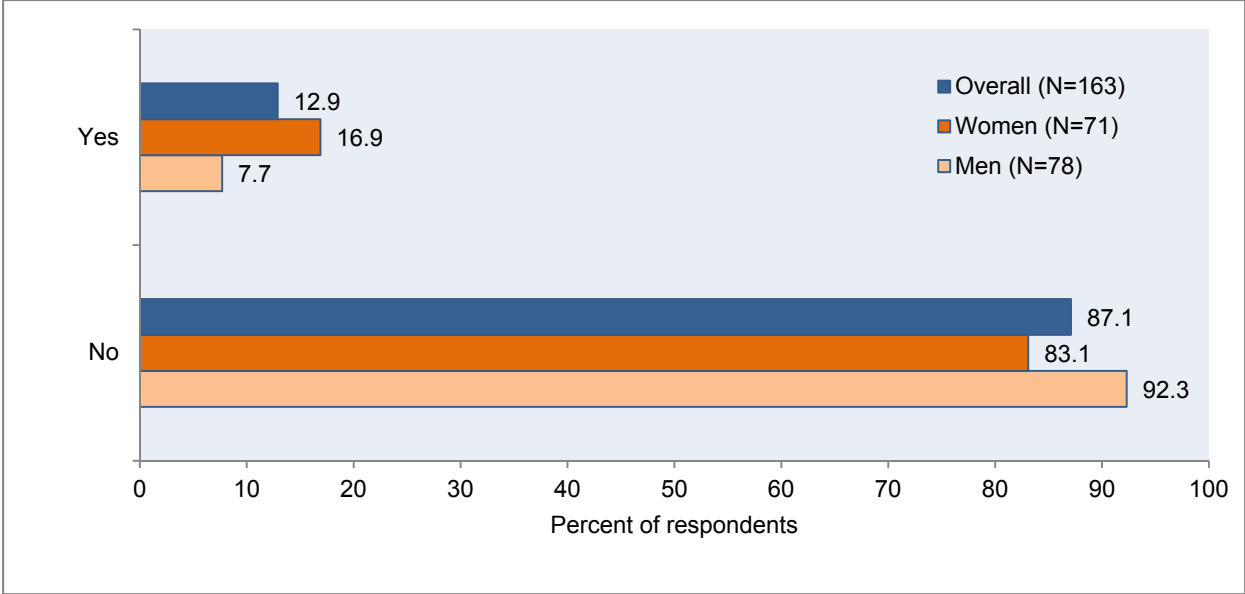
Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. Among respondents who did or will experience the tenure or promotion process to Associate Professor at NDSU, the proportion of respondents who chose to NOT extend/reset the tenure clock even though they may have wanted to was:

- **Having children ages 6 or younger** – More than two times higher among respondents with young children than respondents without young children (22.7 percent and 9.2 percent, respectively).

The highest proportion of respondents who chose not to extend/reset their tenure clock said it was a personal decision, such as not wanting to delay the process, followed closely by concerns about stigmatization (see Appendix Table 37 and Appendix Tables 186a, b, and c).

Figure 25. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, whether respondent chose NOT to extend/reset the tenure clock even though they may have wanted to



Professional Activities

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Results are also presented by STEM status. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables. Significant differences in responses by gender for STEM respondents and for non-STEM respondents are noted with each figure.

Respondents were asked to indicate the amount of work time they CURRENTLY spend on various professional activities (see Figure 26 and Appendix Tables 38 to 43). Respondents dedicated the largest proportion of time, on average, to *teaching* (39.57 percent of the respondent's work time), though amounts ranged from no time to 90 percent of their time. *Research* was the second most time-consuming activity at an average of 25.22 percent of work time, with amounts ranging from no time to 80 percent of their time. The average amount of work time respondents spent on various additional professional activities was as follows:

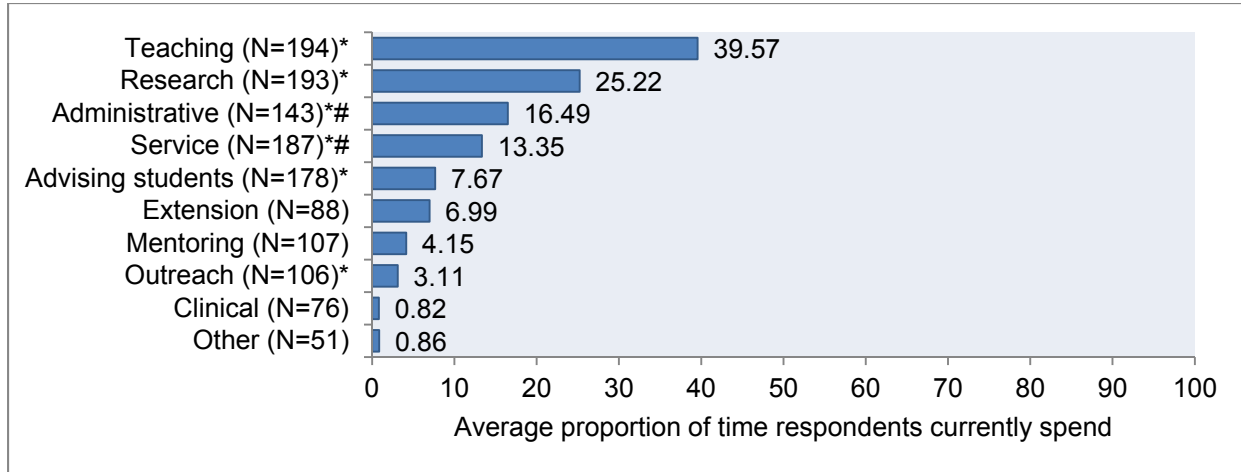
- 16.49 percent on *administrative duties* (ranging from no time to 100 percent of their work time).
- 13.35 percent on *service* (ranging from no time to 50 percent of their work time).
- 7.67 percent on *advising students* (ranging from no time to 40 percent of their work time).
- 6.99 percent on *extension* (ranging from no time to 98 percent of their work time).
- 4.15 percent on *mentoring* (ranging from no time to 20 percent of their work time).
- 3.11 percent on *outreach* (ranging from no time to 20 percent of their work time).
- 0.82 percent on *clinical activities* (ranging from no time to 30 percent of their work time).
- 0.86 percent on *other activities* (ranging from no time to 20 percent of their work time).

Significant differences

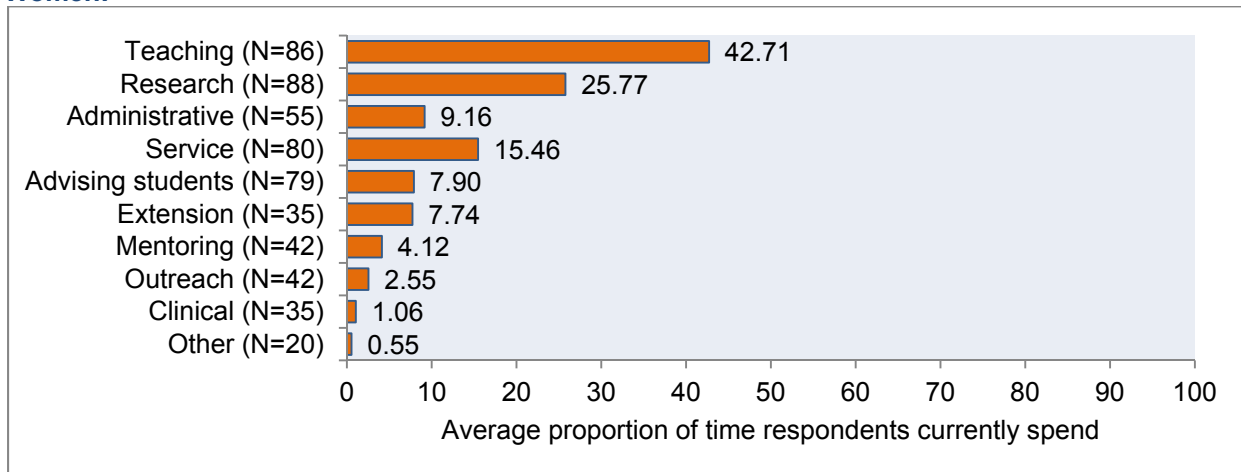
- **Gender** – Women spent slightly more work time, on average, on *service* activities than men (15.46 percent and 12.02 percent, respectively). In contrast, men spent twice as much time, on average, on *administrative duties* than women (20.30 percent and 9.16 percent, respectively).
- **Racial/ethnic majority status** – Non-majority status respondents spent more time on *research* than majority status respondents (37.37 percent and 22.56 percent, respectively). In contrast, majority status respondents spent slightly more time on *service* activities than non-majority status respondents (14.04 percent and 10.44 percent, respectively).
- **Type of college** – Respondents in STEM designated colleges spent somewhat more time on *research* than respondents in non-STEM colleges (29.39 percent and 20.72 percent, respectively).
- **Tenure status** – Non-tenured faculty spent somewhat more time on *research* than tenured faculty did (28.90 percent and 22.03 percent, respectively) and on *teaching* (44.26 percent and 36.21 percent, respectively). In contrast, tenured faculty spent more time on *administrative duties* than non-tenured faculty (21.27 percent and 6.60 percent, respectively). Other differences, though found to be significant statistically, are too small to be discussed here.
- **Years at NDSU** – Respondents who have been at NDSU 5 years or less spent somewhat more time on *teaching* than respondents who have been at NDSU more than 5 years (43.58 percent and 35.88 percent, respectively). In contrast, respondents who have been at NDSU more than 5 years spent slightly more time on *service* than respondents who have been at NDSU 5 years or less (14.66 percent and 11.40 percent, respectively). Other differences, though found to be significant statistically, are too small to be discussed here.
- **Having children ages 6 or younger** – Respondents with young children spent somewhat more time, on average, on *teaching* than respondents without young children (44.71 percent and 37.88 percent, respectively).

percent, respectively). In contrast, respondents without young children spent slightly more time on *advising students* than respondents with young children (8.31 percent and 5.80 percent, respectively).

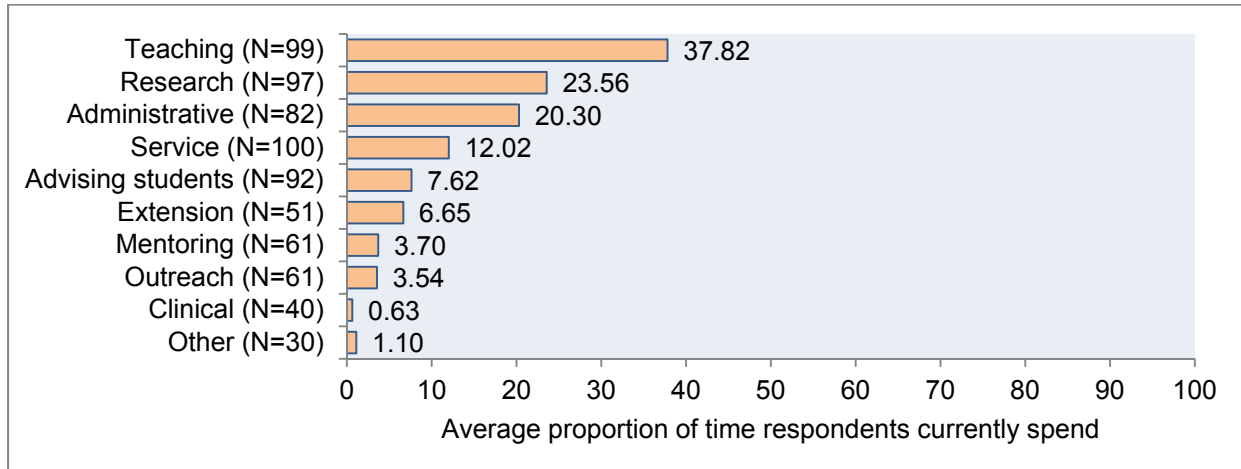
Figure 26. Average proportion of work time respondents CURRENTLY spent on various activities Overall:



Women:



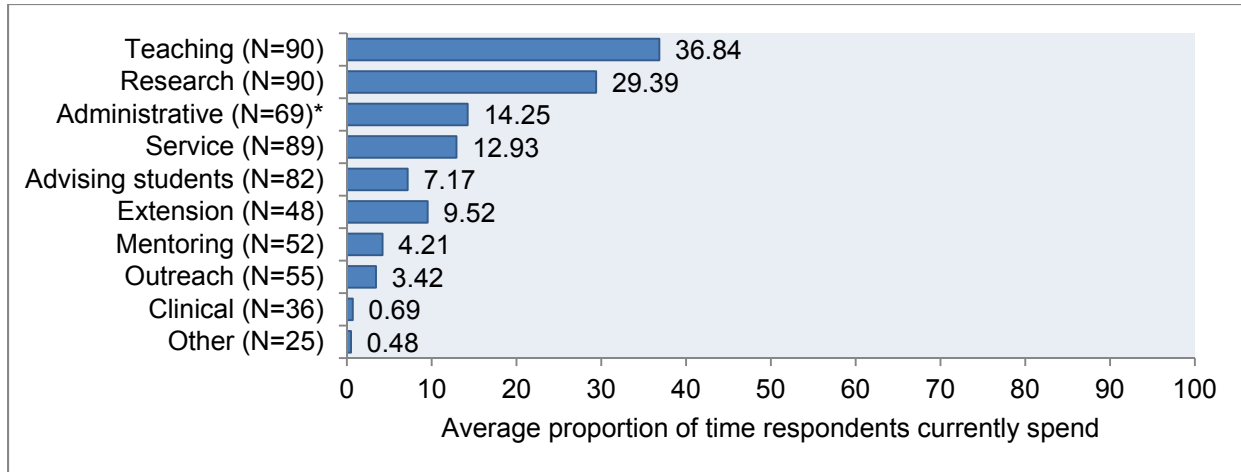
Men:



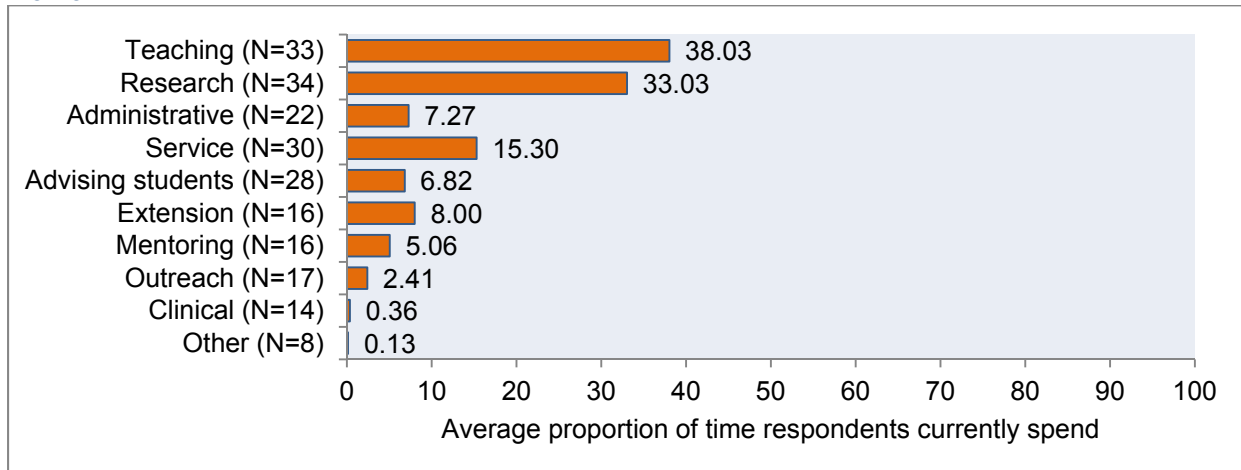
*Significant differences were found for this response on one or more of the characteristics explored for significance
 #Significant differences were found for this response based on gender

Figure 26a. Average proportion of work time STEM respondents CURRENTLY spent on various activities

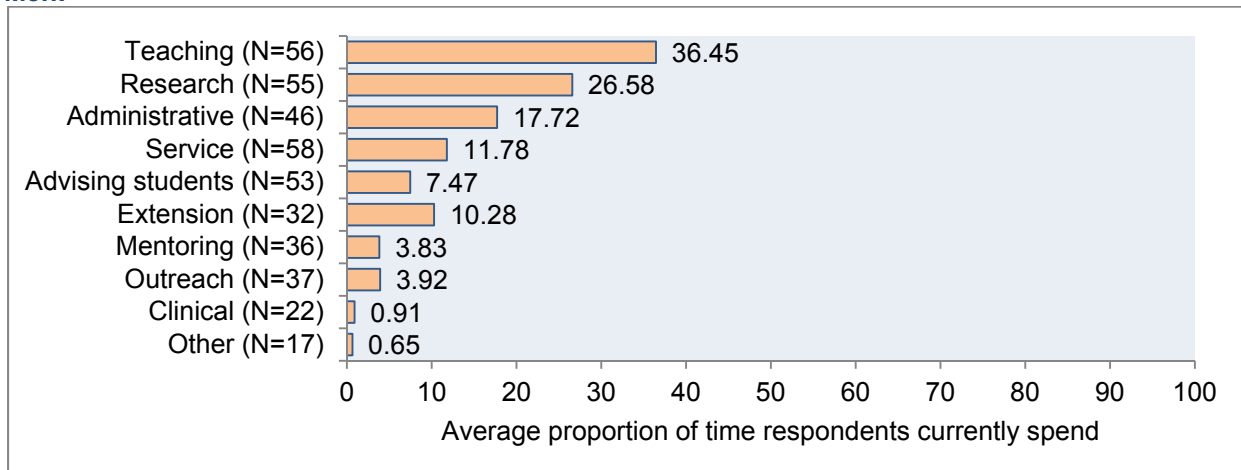
Overall:



Women:



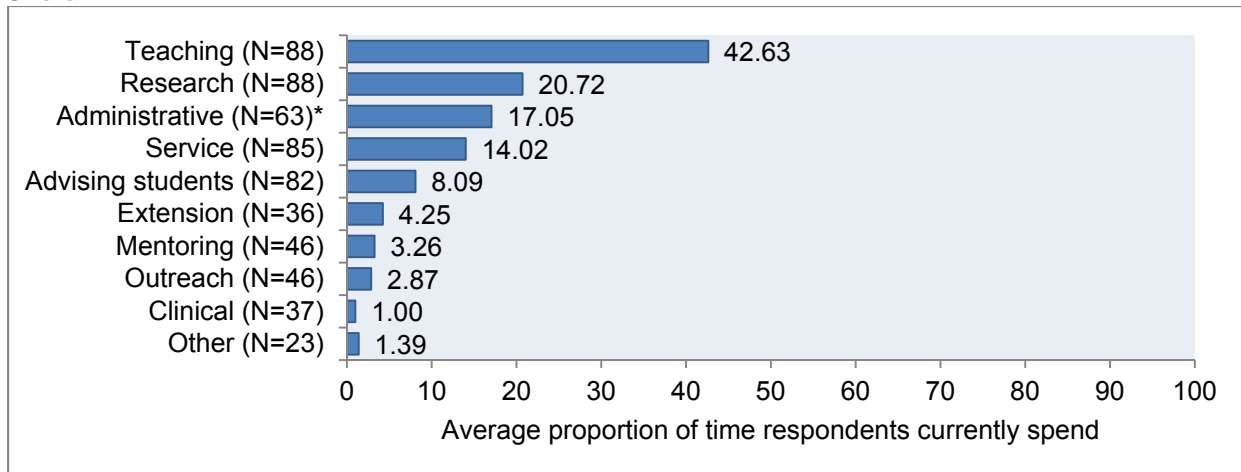
Men:



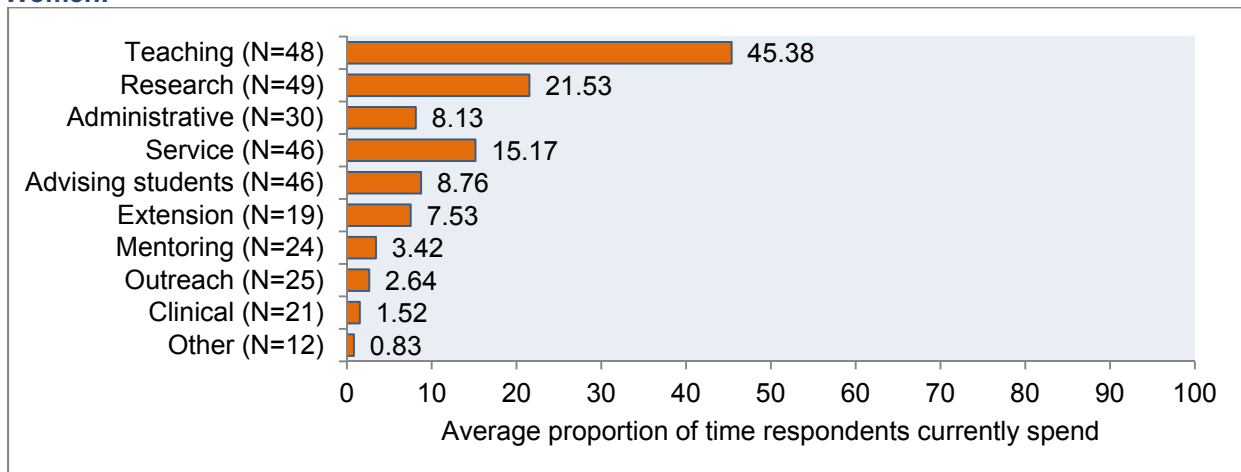
*Significant differences were found for this response based on gender

Figure 26b. Average proportion of work time *NON-STEM* respondents CURRENTLY spent on various activities

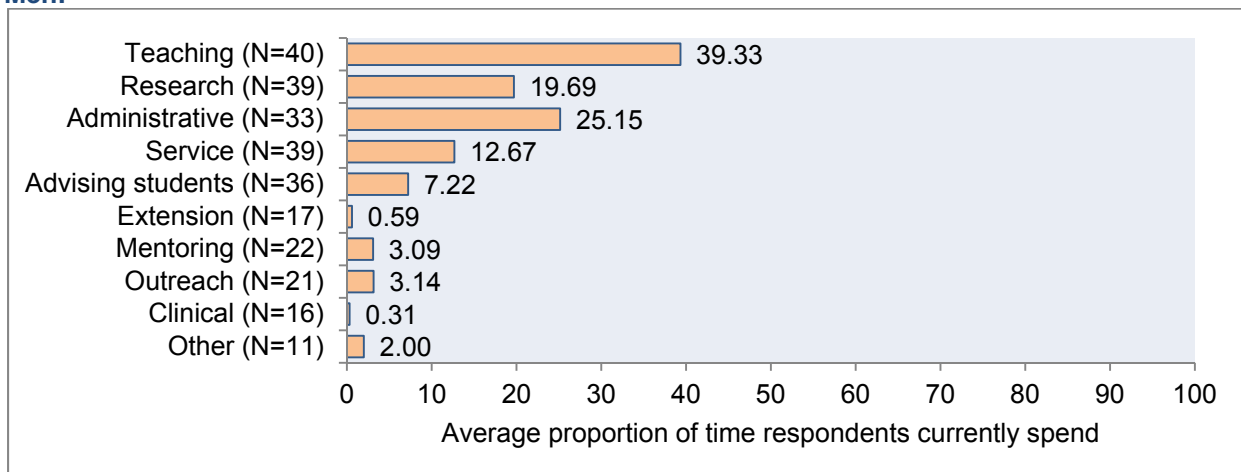
Overall:



Women:



Men:



*Significant differences were found for this response based on gender

Respondents were asked to indicate the amount of work time they would PREFER to spend on various professional activities (see Figure 27 and Appendix Tables 44 to 48). The largest proportion of time respondents would prefer to spend, on average, would be on *research* (40.14 percent of the respondent's work time), with amounts ranging from no time to 100 percent of their time. *Teaching* was the second most preferred time-consuming activity at an average of 31.88 percent of work time, with amounts ranging from no time to 80 percent of their time. The average amount of work time respondents would prefer to spend on various additional professional activities was as follows:

- 12.78 percent on *administrative duties* (ranging from no time to 100 percent of their work time).
- 9.86 percent on *service* (ranging from no time to 30 percent of their work time).
- 8.01 percent on *extension* (ranging from no time to 95 percent of their work time).
- 7.50 percent on *advising students* (ranging from no time to 30 percent of their work time).
- 5.16 percent on *mentoring* (ranging from no time to 15 percent of their work time).
- 4.36 percent on *outreach* (ranging from no time to 20 percent of their work time).
- 1.21 percent on *clinical activities* (ranging from no time to 35 percent of their work time).
- 0.55 percent on *other activities* (ranging from no time to 10 percent of their work time).

Significant differences

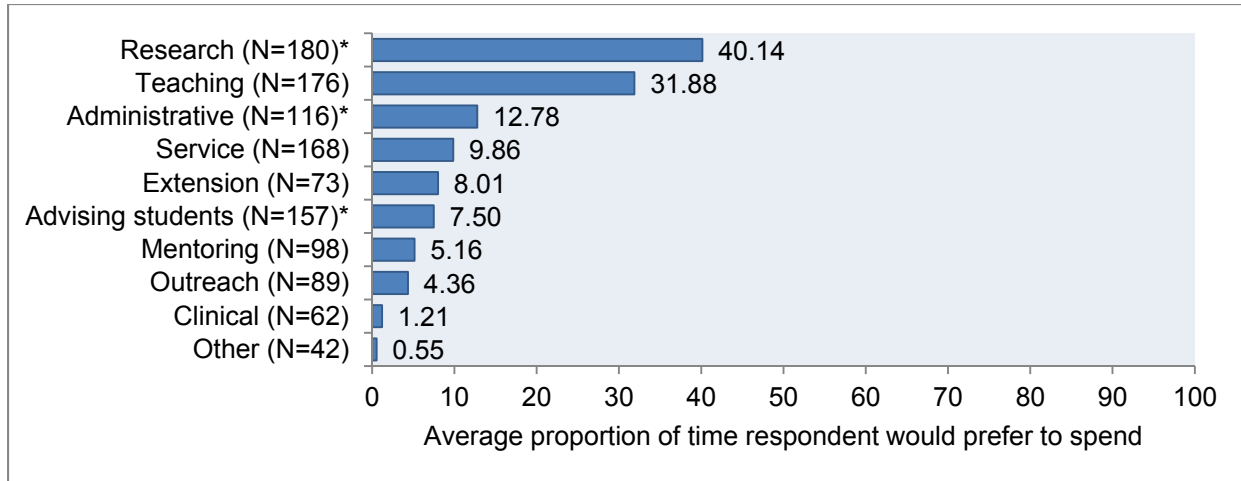
There were not significant differences in responses based on gender but there were for the other five characteristics explored for significance.

- **Racial/ethnic majority status** – Non-majority status respondents would prefer to spend, on average, more work time on *research* than majority status respondents (55.48 percent and 37.72 percent, respectively).
- **Type of college** – Respondents in STEM designated colleges would prefer to spend somewhat more time on *research* than respondents in non-STEM designated colleges (43.24 percent and 36.36 percent, respectively).
- **Tenure status** – Non-tenured faculty would prefer to spend more time on *research* than tenured faculty (46.25 percent and 35.46 percent, respectively). In contrast, tenured faculty would prefer to spend more time on *administrative duties* (16.01 percent and 3.86 percent, respectively). Other differences, though found to be significant statistically, are too small to be discussed here.
- **Years at NDSU** – Respondents who have been at NDSU 5 years or less would prefer to spend somewhat more time on *research* than respondents who have been at NDSU more than 5 years (44.13 percent and 36.77 percent, respectively). In contrast, respondents who have been at NDSU more than 5 years would prefer to spend slightly more time on *advising students* than respondents who have been at NDSU 5 years or less (8.36 percent and 6.25 percent, respectively).
- **Having children ages 6 or younger** – Respondents with young children would prefer to spend somewhat more work time on *research* compared to respondents without young children (46.09 percent and 38.04 percent, respectively). In contrast, respondents without young children would prefer to spend slightly more time *advising students* than those with young children (8.21 percent and 5.57 percent, respectively) and somewhat more time on *administrative duties* (14.66 percent and 6.59 percent, respectively).

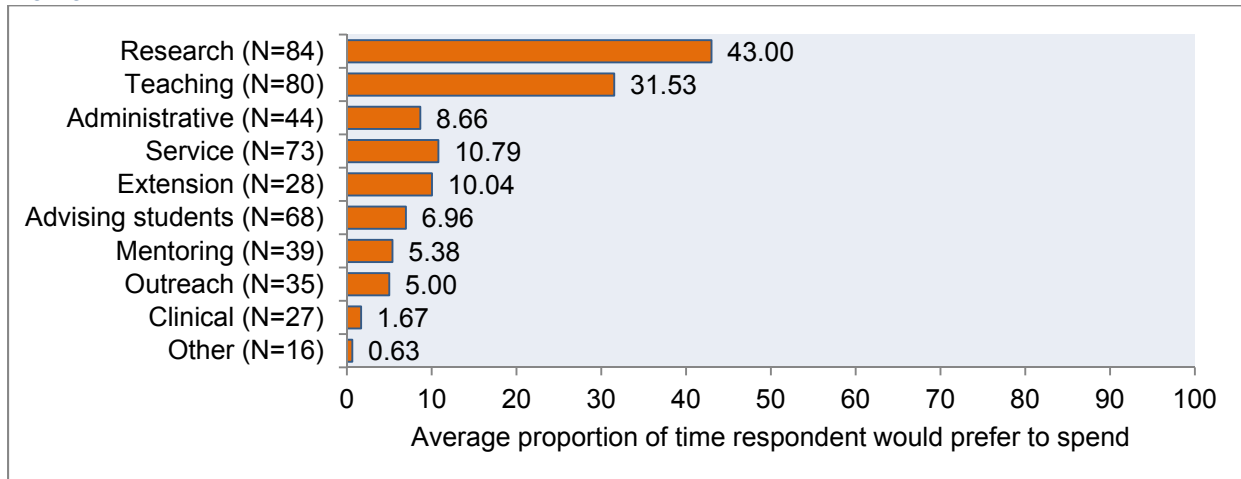
Respondents were asked about “other” activities they currently spend their work time on; almost all of the respondents who talked about other activities were women (see Appendix Table 49 and Appendix Tables 187a and b). Women who responded expressed concern about the number of activities they are involved in that they feel detract from their desired focus, whether that be teaching or research. One respondent also expressed a desire that measures of success include teaching, administration, and outreach, in addition to research.

Figure 27. Average proportion of work time respondents would PREFER to spend on various activities

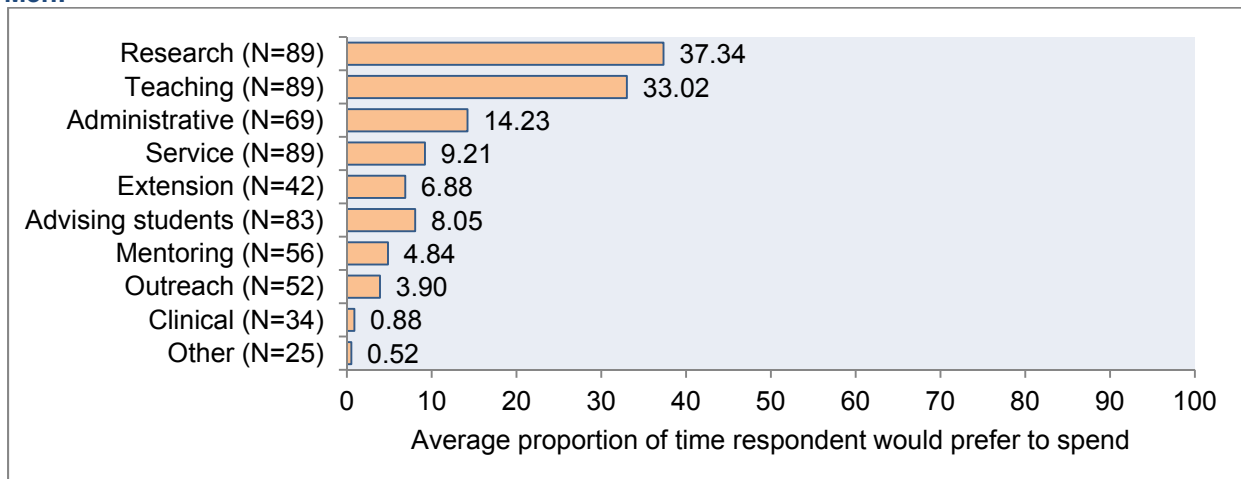
Overall:



Women:



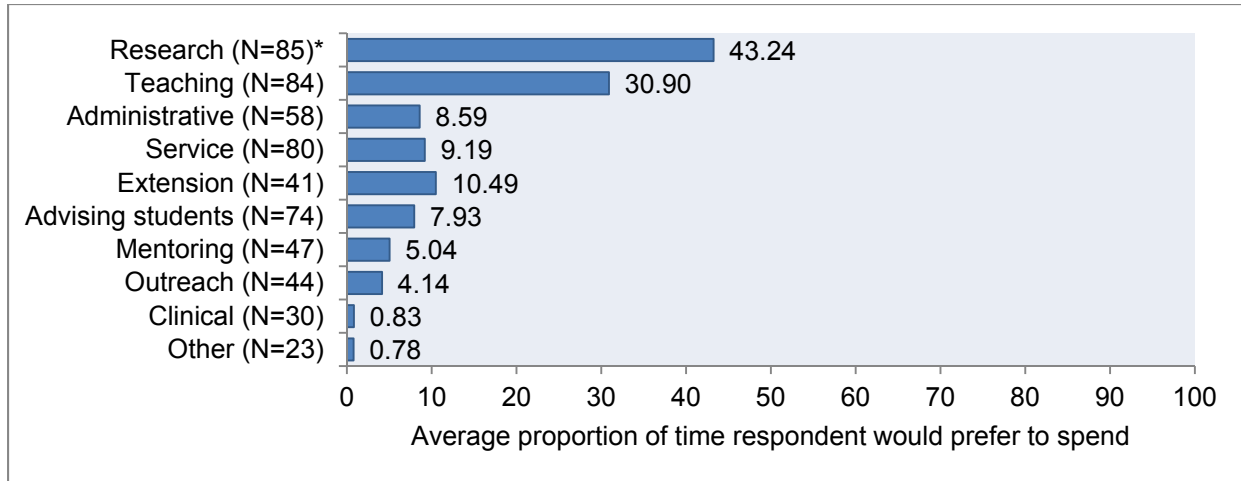
Men:



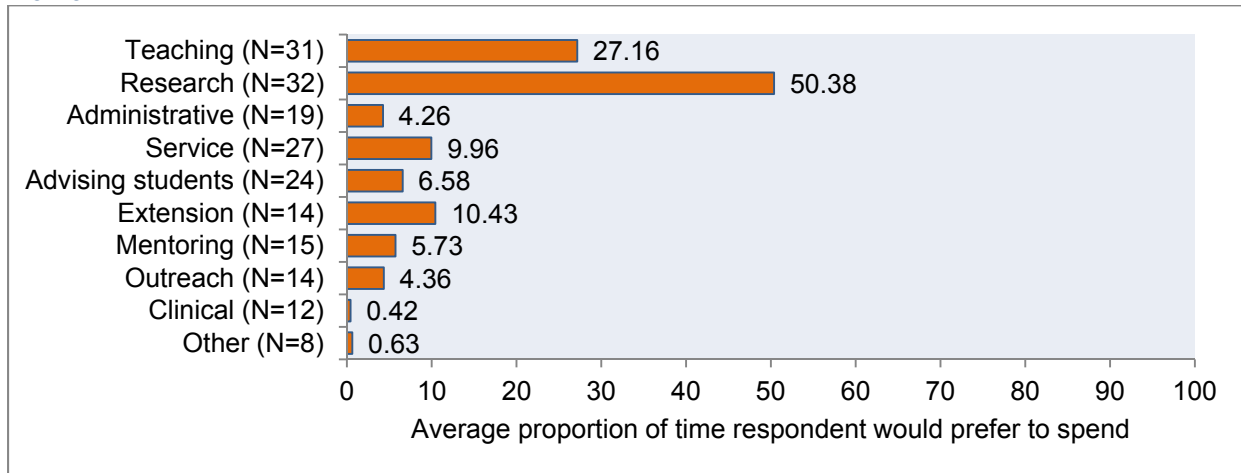
*Significant differences were found for this response on one or more of the characteristics explored for significance (but not gender)

Figure 27a. Average proportion of work time STEM respondents would PREFER to spend on various activities

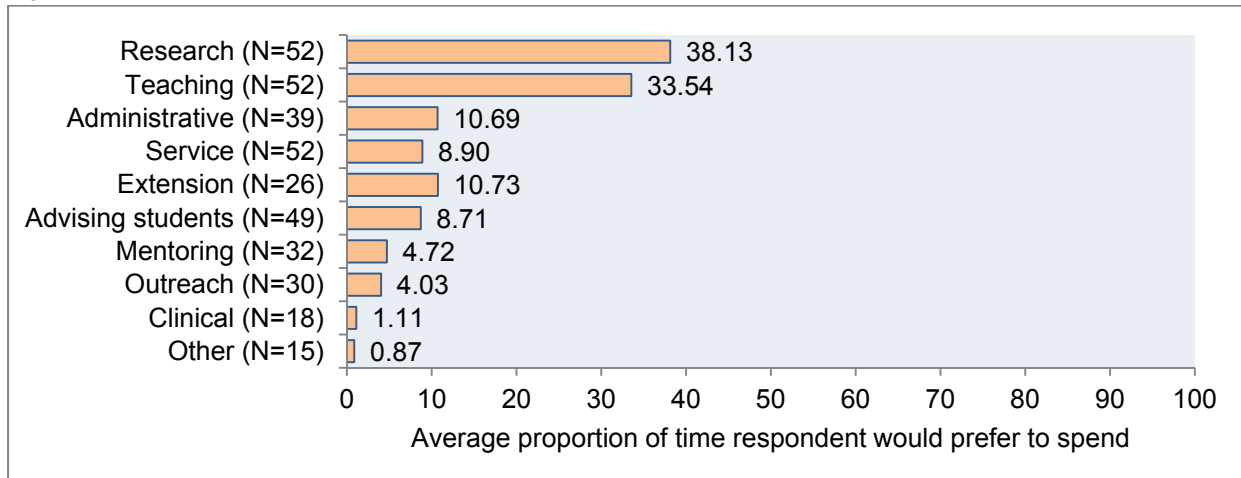
Overall:



Women:



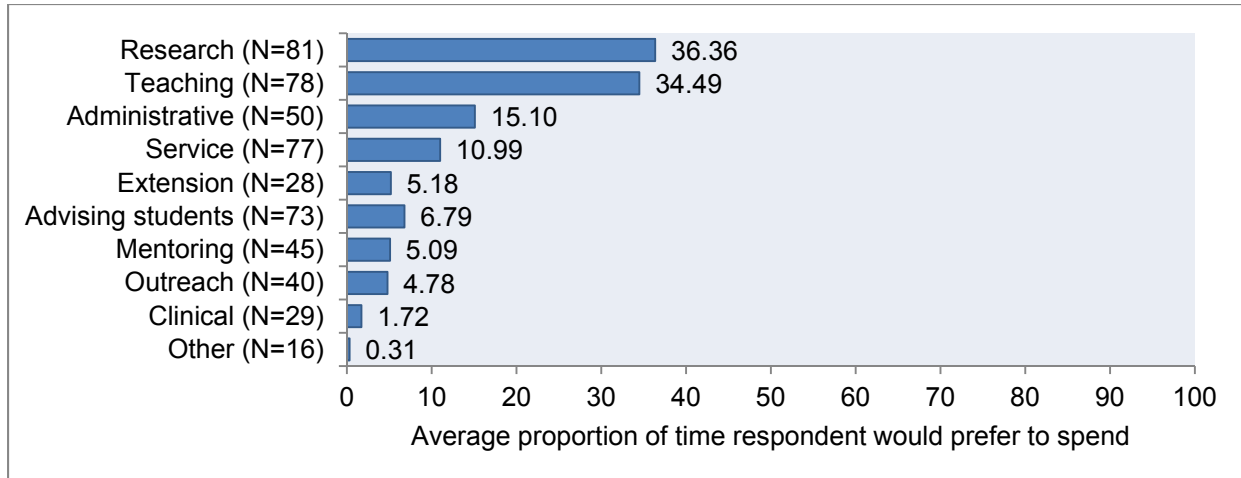
Men:



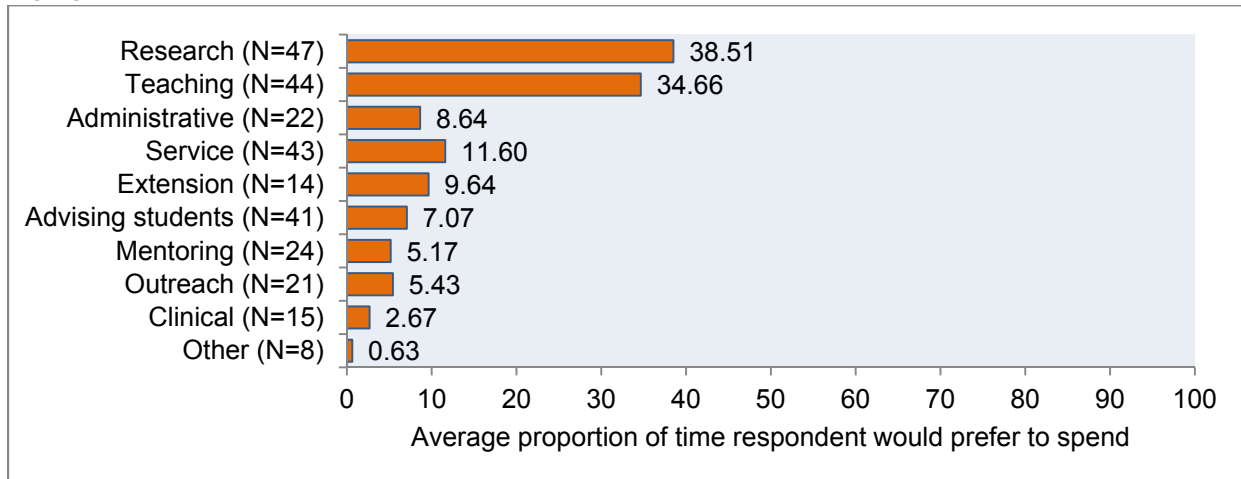
*Significant differences were found for this response based on gender

Figure 27b. Average proportion of work time *NON-STEM* respondents would PREFER to spend on various activities

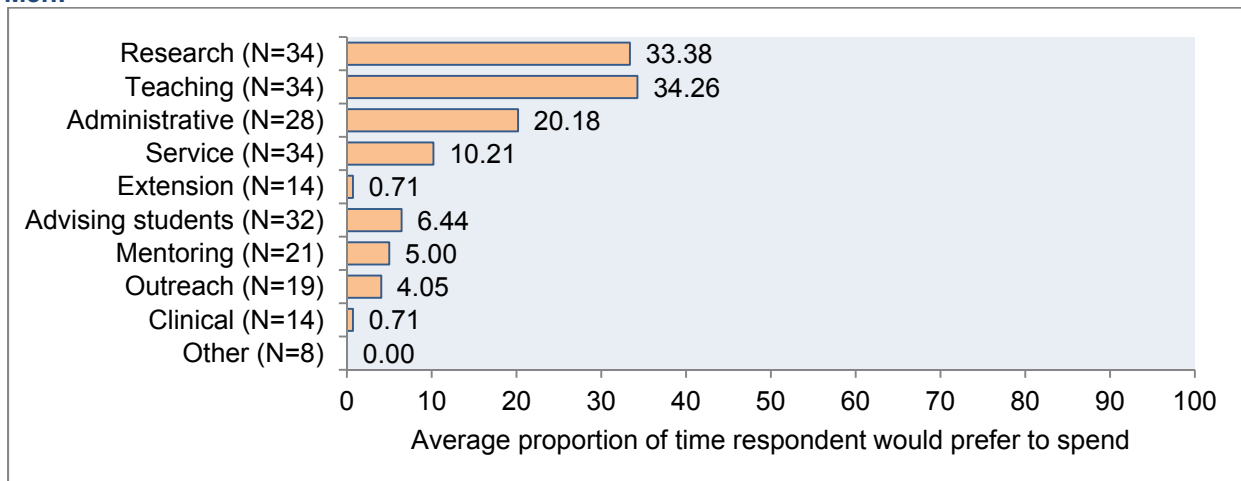
Overall:



Women:



Men:



We can determine the overall differences respondents would like to make in how they spend their time by comparing the amount of work time respondents indicated they CURRENTLY spend on various professional activities versus what they would PREFER to spend on these activities (see Figure 28 and Appendix Tables 50 to 54). The biggest change respondents would like to make, on average, would be to spend more of their work time on *research* (an average difference of 15.46 percentage points). However, preferred differences ranged from decreasing the amount of work time by 40 percentage points to increasing by 70 percentage points. On average, respondents would like to decrease the amount of time they spend *teaching* (an average difference of 7.62 percentage points), with differences ranging from decreasing the amount of work time by 50 percentage points to increasing by 40 percentage points. The differences in current time versus preferred time spent on various additional professional activities was as follows:

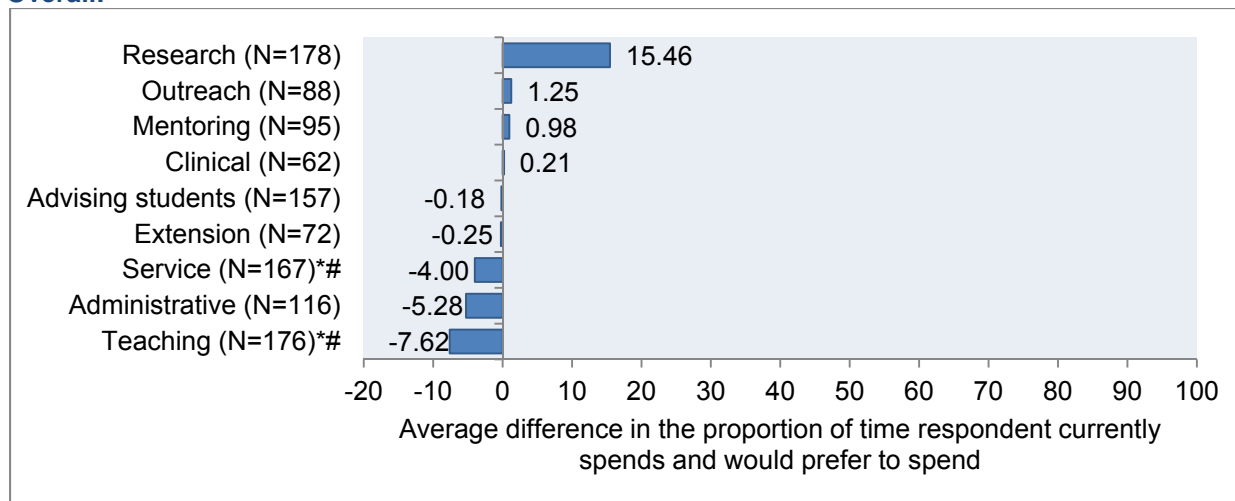
- Very little change in *outreach* (an average of 1.25 percentage points, ranging from a decrease of 5 percentage points to an increase of 13 percentage points of their work time).
- Very little change in *mentoring* (an average of 0.98 percentage points, ranging from a decrease of 10 percentage points to an increase of 10 percentage points of their work time).
- Very little change in *clinical activities* (an average of 0.21 percentage points, ranging from no change in the proportion of their work time to an increase of 5 percentage points of their work time).
- Very little change in *advising students* (an average of 0.18 percentage points, ranging from a decrease of 20 percentage points to an increase of 19 percentage points of their work time).
- Very little change in *extension* (an average of 0.25 percentage points, ranging from a decrease of 40 percentage points to an increase of 10 percentage points of their work time).
- An average decrease of 4.00 percentage points on *service* (ranging from a decrease of 40 percentage points to an increase of 10 percentage points of their work time).
- An average decrease of 5.28 percentage points on *administrative duties* (ranging from a decrease of 77 percentage points to an increase of 35 percentage points of their work time).

Significant differences

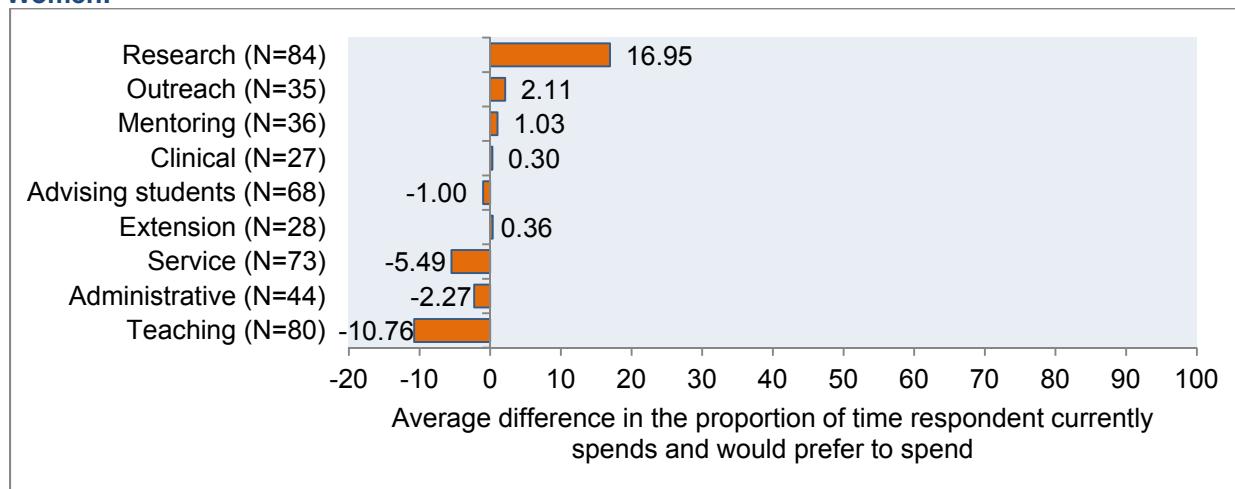
- **Gender** – On average, women would like to see a somewhat larger decrease in the amount of time they spend *teaching* than men (10.76 percentage point decrease and 5.06 percentage point decrease, respectively). Women would like to see a slightly larger decrease in the amount of time they spend on *service* than men (5.49 percentage point decrease and 3.03 percentage point decrease, respectively). Other differences, though found to be significant statistically, are too small to be discussed here.
- **Type of college** – Differences, though found to be significant statistically, are too small to be discussed here.
- **Tenure status** – On average, non-tenured faculty would like to see a somewhat greater decrease in the amount of time they spend *teaching* than tenured faculty (12.53 percentage point decrease and 4.12 percentage point decrease, respectively).
- **Years at NDSU** – On average, respondents who have been at NDSU 5 years or less would like to see a somewhat greater decrease in the amount of time they spend *teaching* than respondents who have been at NDSU more than 5 years (12.27 percentage point decrease and 3.67 percentage point decrease, respectively).
- **Having children ages 6 or younger** – On average, respondents with young children would like to see a somewhat greater decrease in the amount of time they spend *teaching* than respondents without young children (13.72 percentage point decrease and 5.40 percentage point decrease, respectively).

Figure 28. Average difference in the proportion of work time respondents currently spent and how much they would prefer to spend on various activities

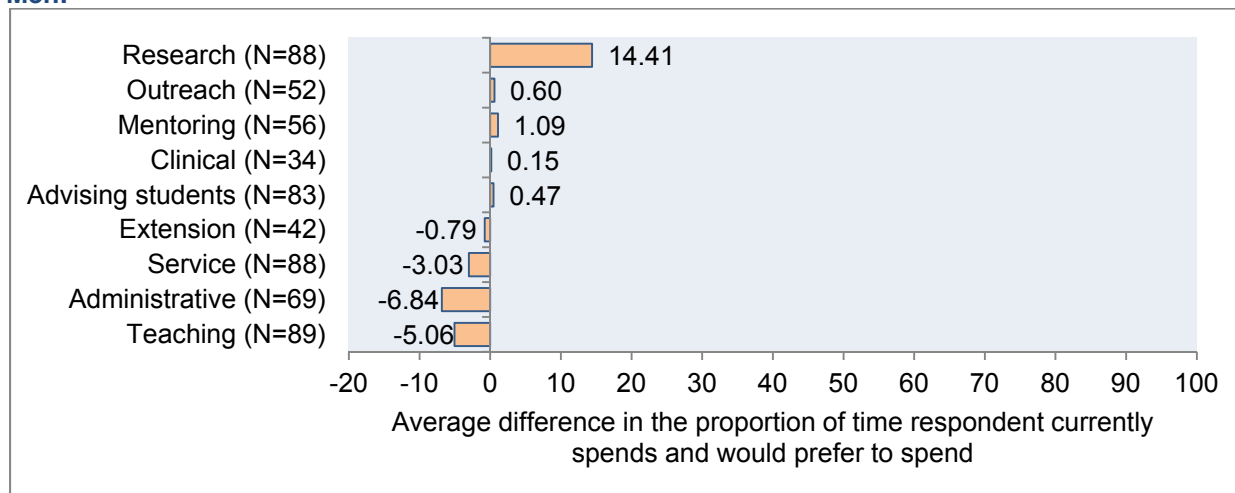
Overall:



Women:



Men:



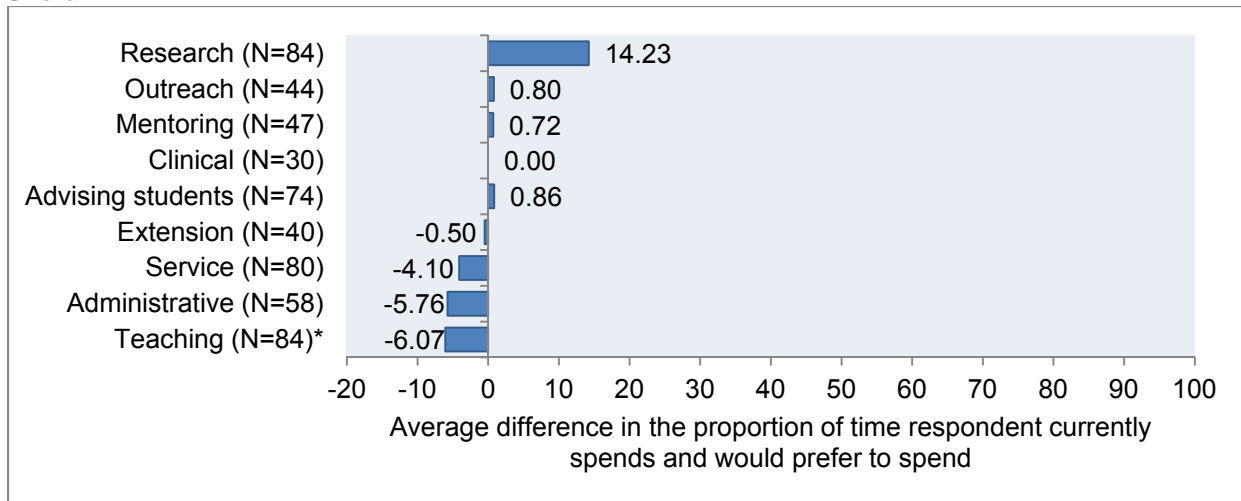
*Significant differences were found for this response on one or more of the characteristics explored for significance

#Significant differences were found for this response based on gender

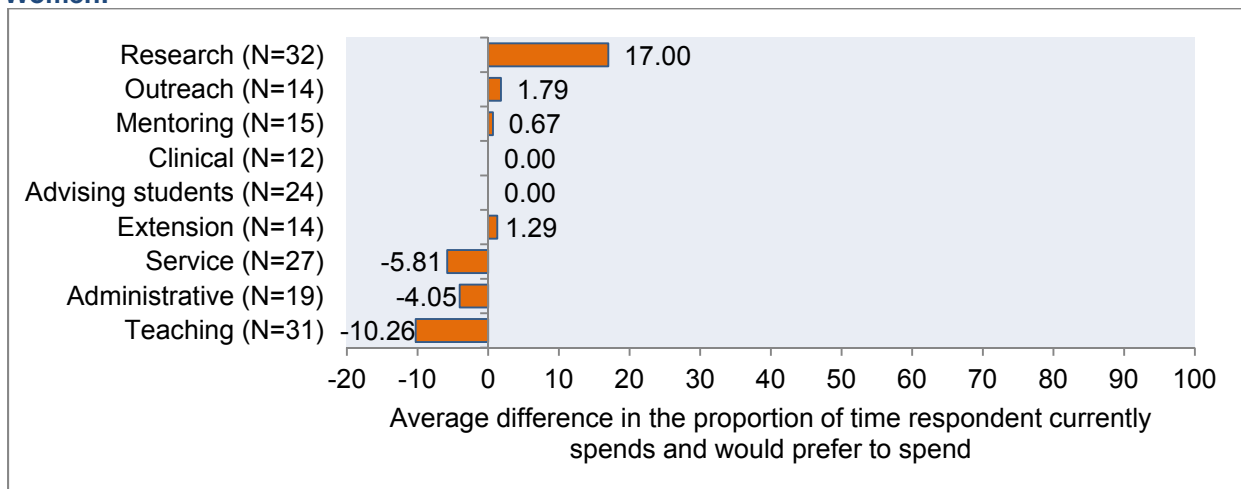
Note: Differences were calculated for individual respondents and then averaged. This results in a slightly different number than if you subtract the averaged values in Figure 26 from those in Figure 27.

Figure 28a. Average difference in the proportion of work time STEM respondents currently spent and how much they would prefer to spend on various activities

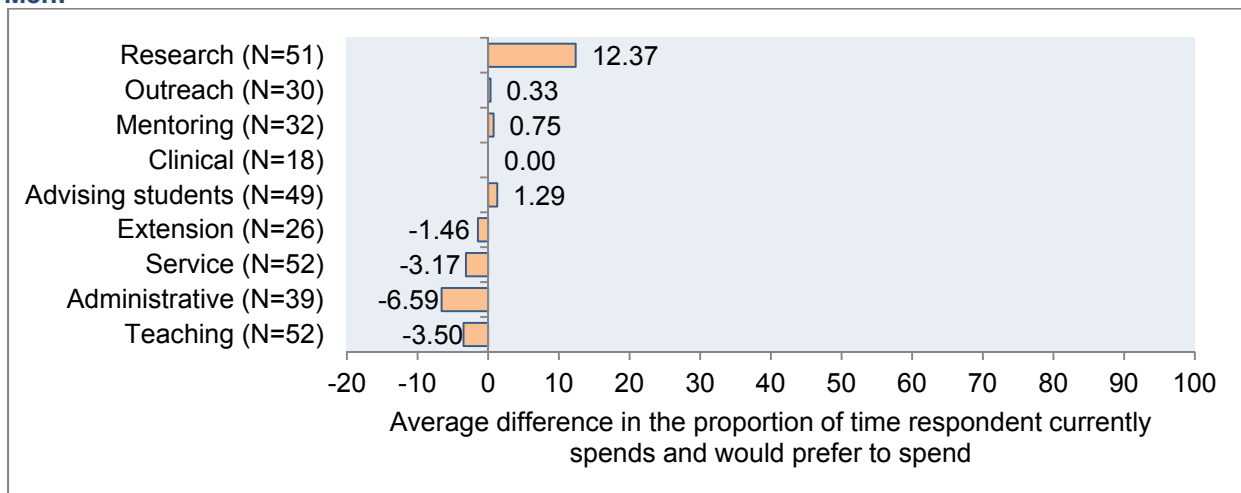
Overall:



Women:



Men:

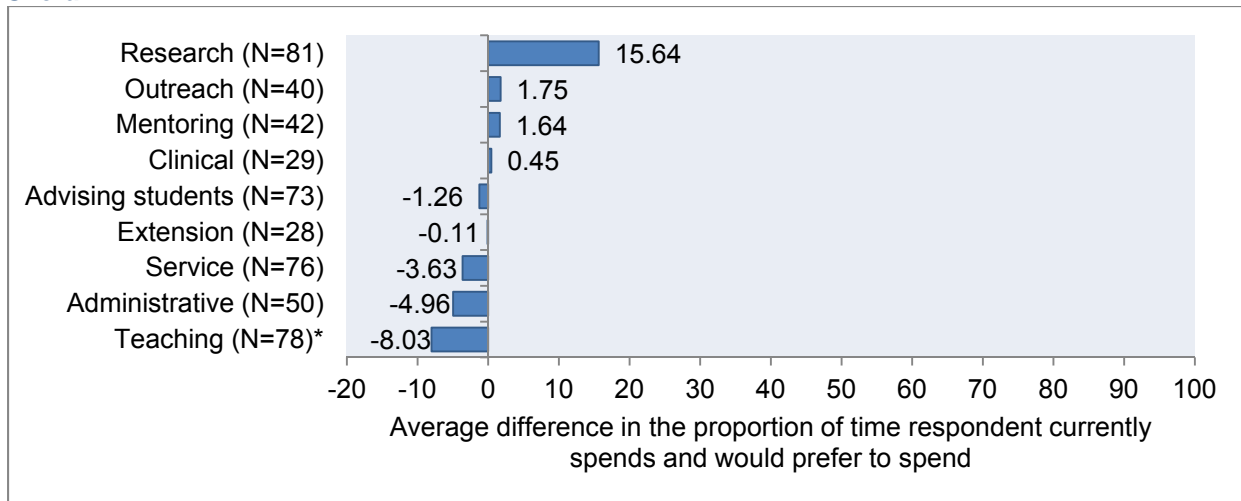


*Significant differences were found for this response based on gender

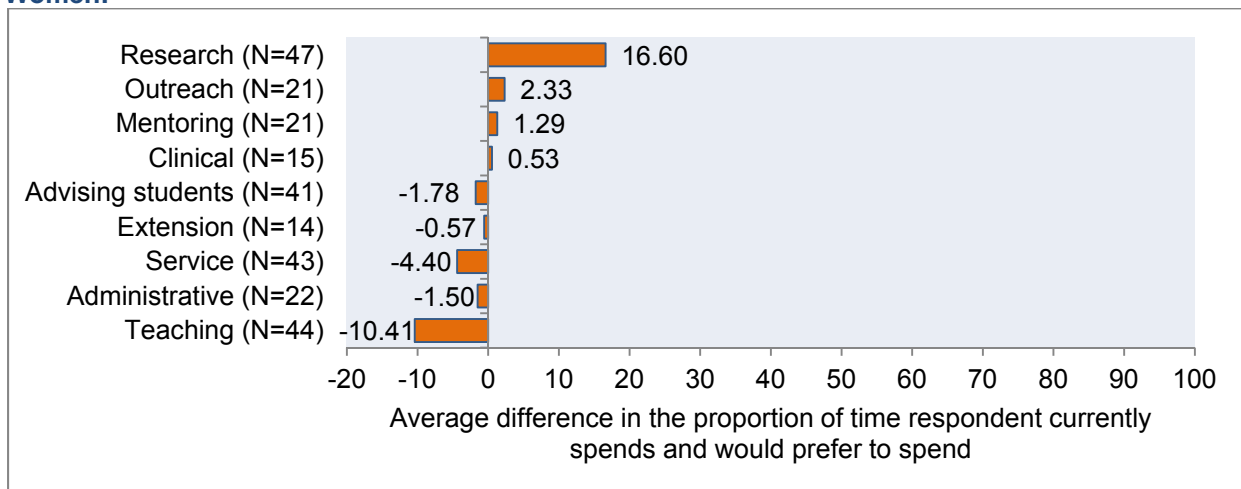
Note: Differences were calculated for individual respondents and then averaged. This results in a slightly different number than if you subtract the averaged values in Figure 26a from those in Figure 27a.

Figure 28b. Average difference in the proportion of work time *NON-STEM* respondents currently spent and how much they would prefer to spend on various activities

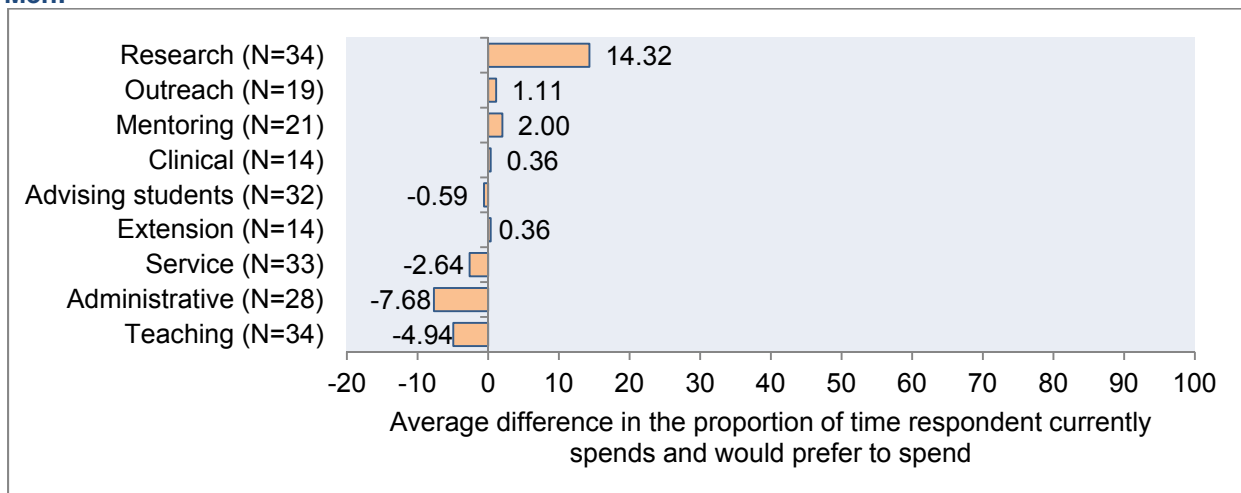
Overall:



Women:



Men:



Note: Differences were calculated for individual respondents and then averaged. This results in a slightly different number than if you subtract the averaged values in Figure 26b from those in Figure 27b.

Respondents were asked about their level of agreement with a series of statements about the resources available to them (see Figures 29 to 40 and Appendix Tables 55 to 59).

Nearly two-thirds of respondents agreed that they have the equipment and supplies they need to adequately conduct their research (63.5 percent) (see Figure 29). In contrast, more than one-third of respondents disagreed that they have the equipment and supplies they need (36.4 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 29. Respondent’s opinion regarding the statement about the availability of resources: “I have the equipment and supplies I need to adequately conduct my research”

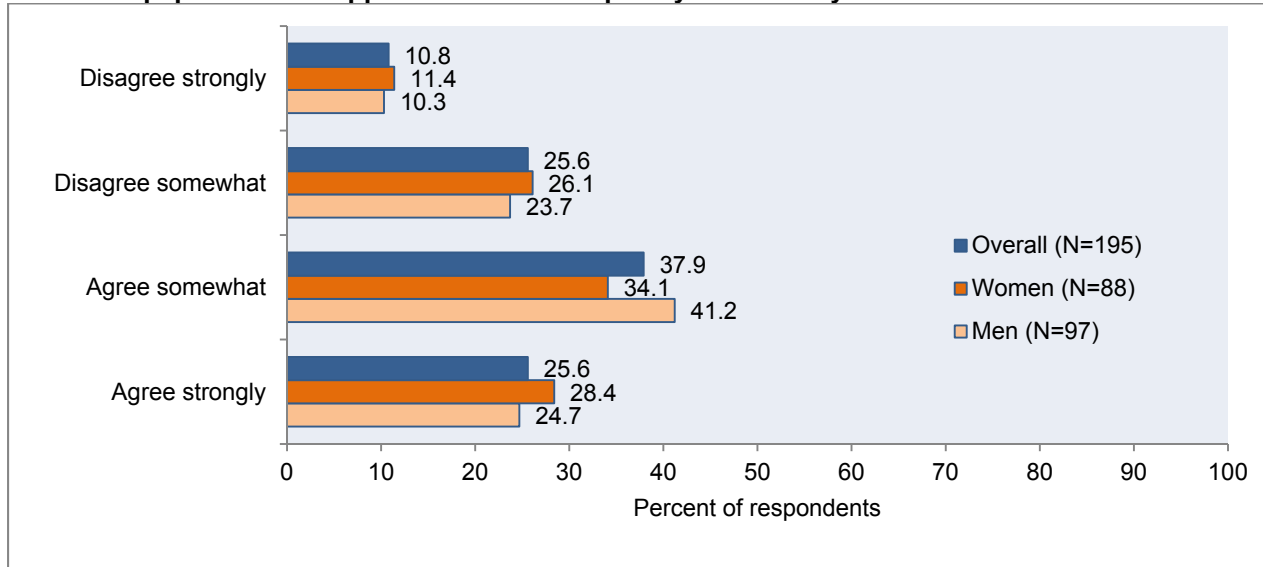


Figure 29a. STEM respondent’s opinion regarding the statement about the availability of resources: “I have the equipment and supplies I need to adequately conduct my research”

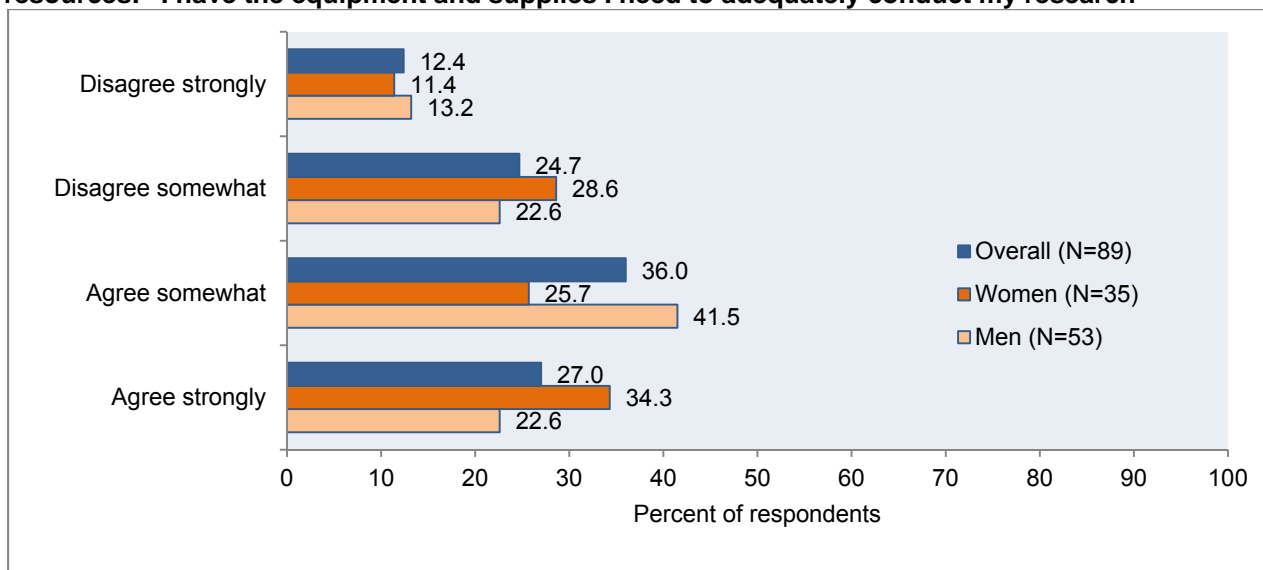
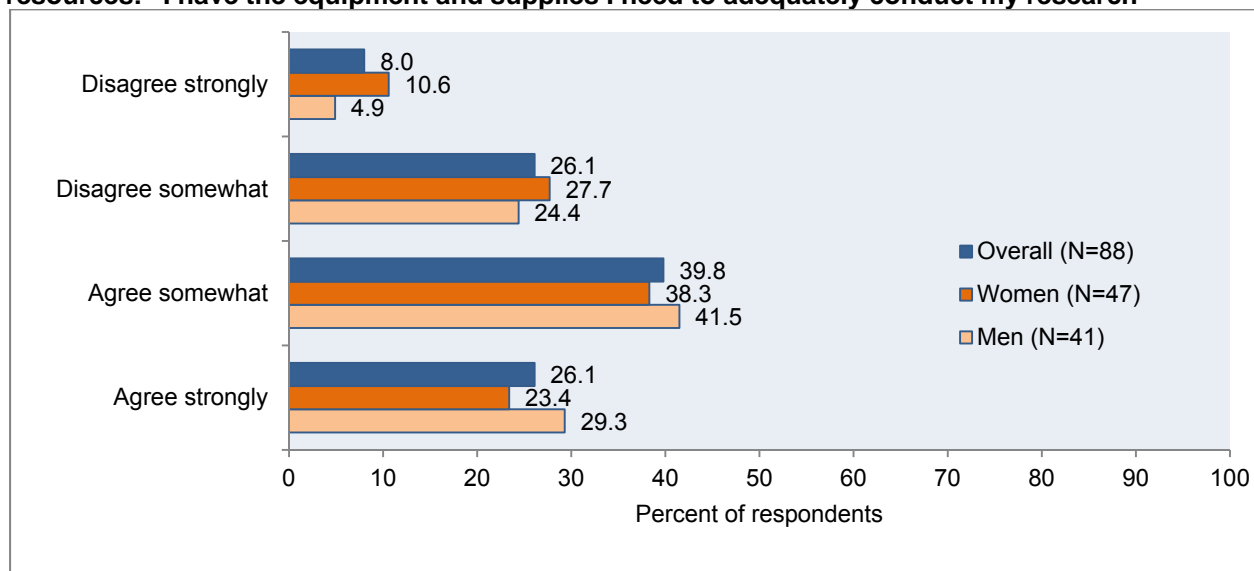


Figure 29b. NON-STEM respondent’s opinion regarding the statement about the availability of resources: “I have the equipment and supplies I need to adequately conduct my research”



Half of respondents agreed that they receive regular maintenance/upgrades of their equipment (50.6 percent) and half of respondents disagreed (49.4 percent) (see Figure 30 and Appendix Table 55).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who thought that they are not receiving regular maintenance/upgrades of their equipment (i.e., disagreed) was:

- **Type of college** – Much higher among respondents in STEM designated colleges than those in non-STEM colleges (62.0 percent and 33.4 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years compared to those who have been at NDSU 5 years or less (53.1 percent and 40.9 percent, respectively).

Figure 30. Respondent’s opinion regarding the statement about the availability of resources: “I receive regular maintenance/upgrades of my equipment”

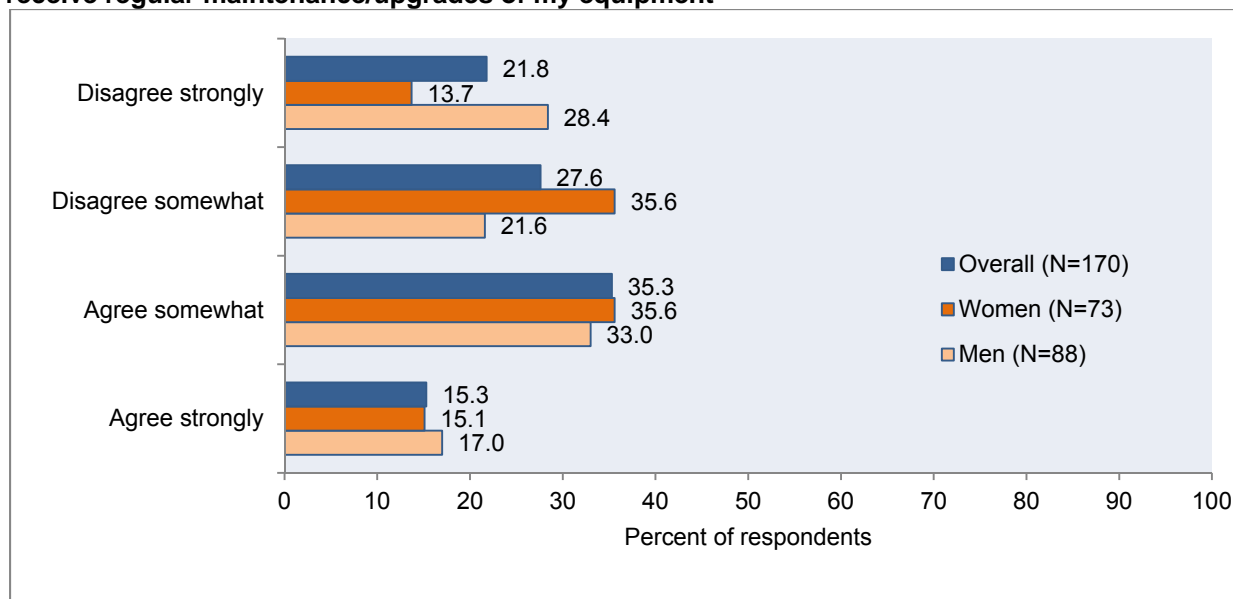
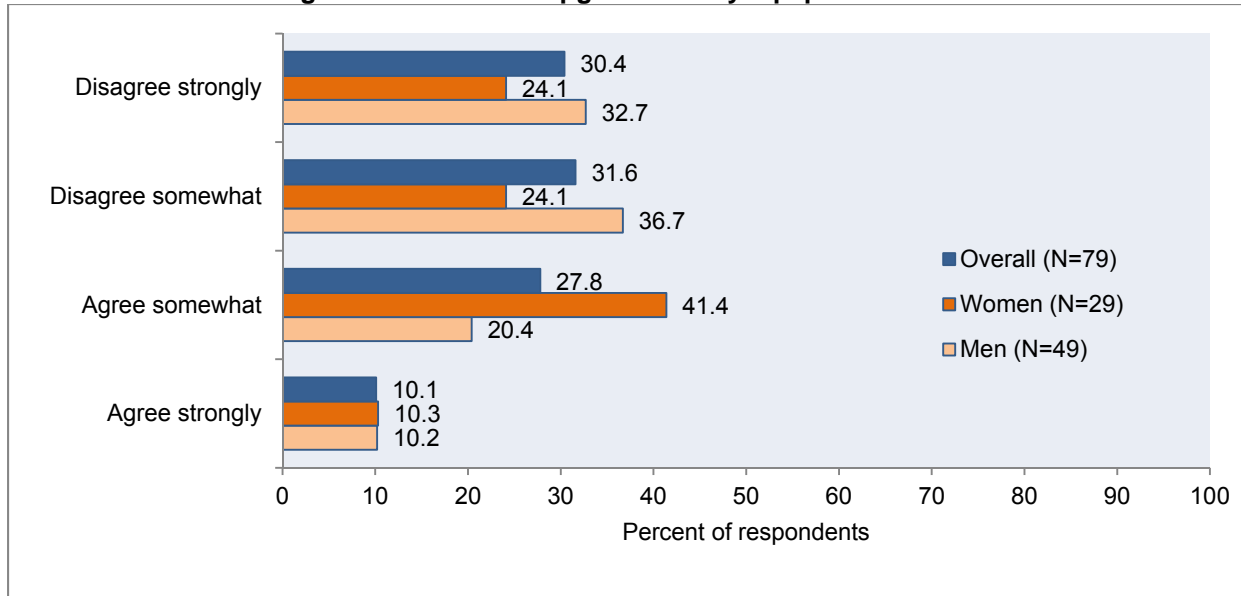
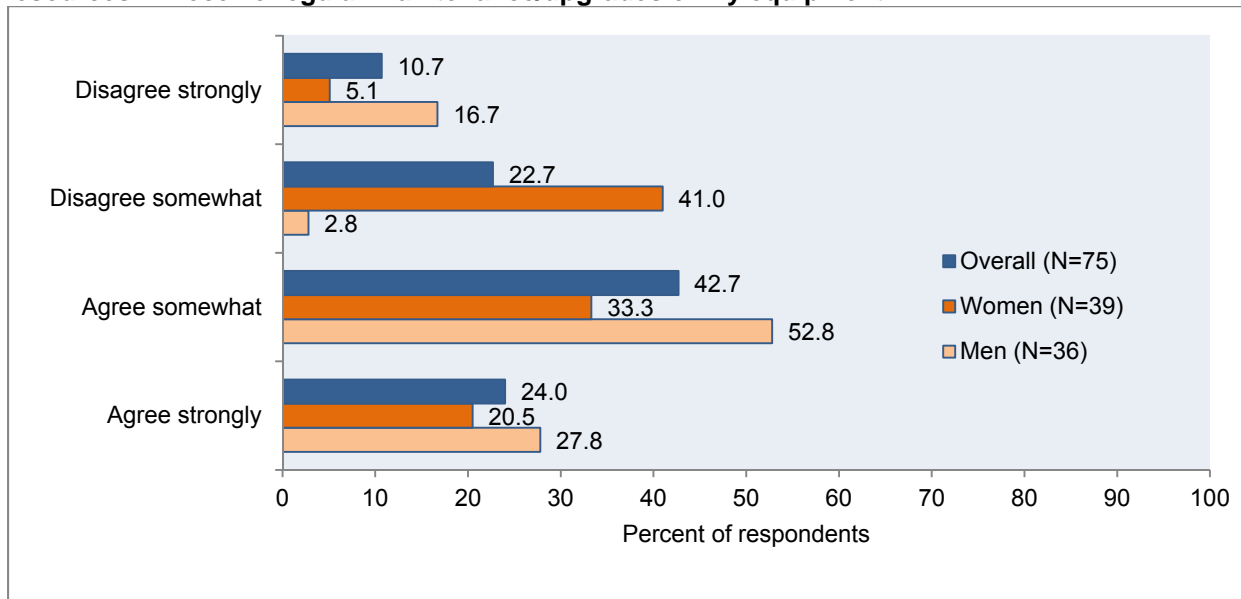


Figure 30a. STEM respondent's opinion regarding the statement about the availability of resources: "I receive regular maintenance/upgrades of my equipment"



Note: Gender differences are significant at $p < .05$

Figure 30b. NON-STEM respondent's opinion regarding the statement about the availability of resources: "I receive regular maintenance/upgrades of my equipment"



Note: Gender differences are significant at $p < .05$

Most respondents agreed that they would like to receive more department travel funds than they do (81.1 percent) (see Figure 31). Nearly one in five respondents indicated they are satisfied (i.e., disagreed) with the amount of department travel funds that they receive (18.9 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 31. Respondent’s opinion regarding the statement about the availability of resources: “I would like to receive more department travel funds than I do”

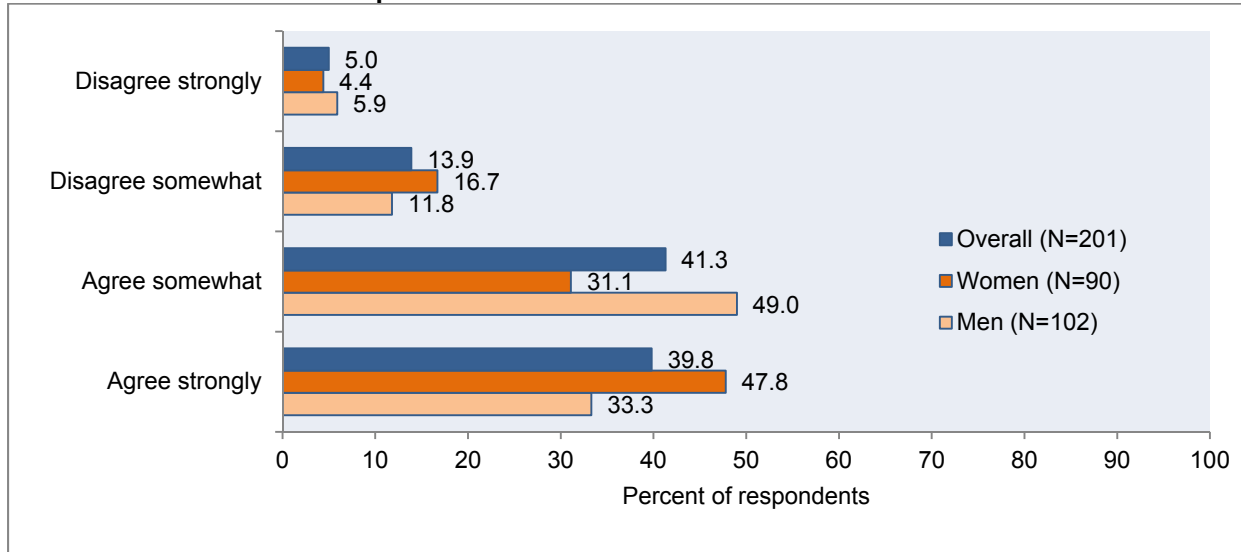


Figure 31a. STEM respondent’s opinion regarding the statement about the availability of resources: “I would like to receive more department travel funds than I do”

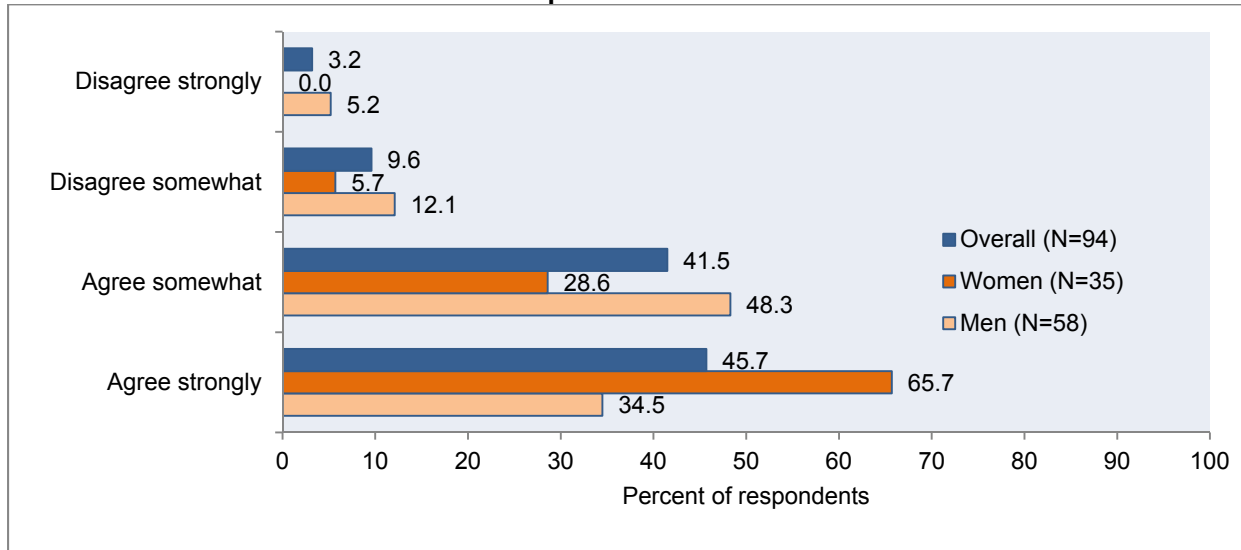
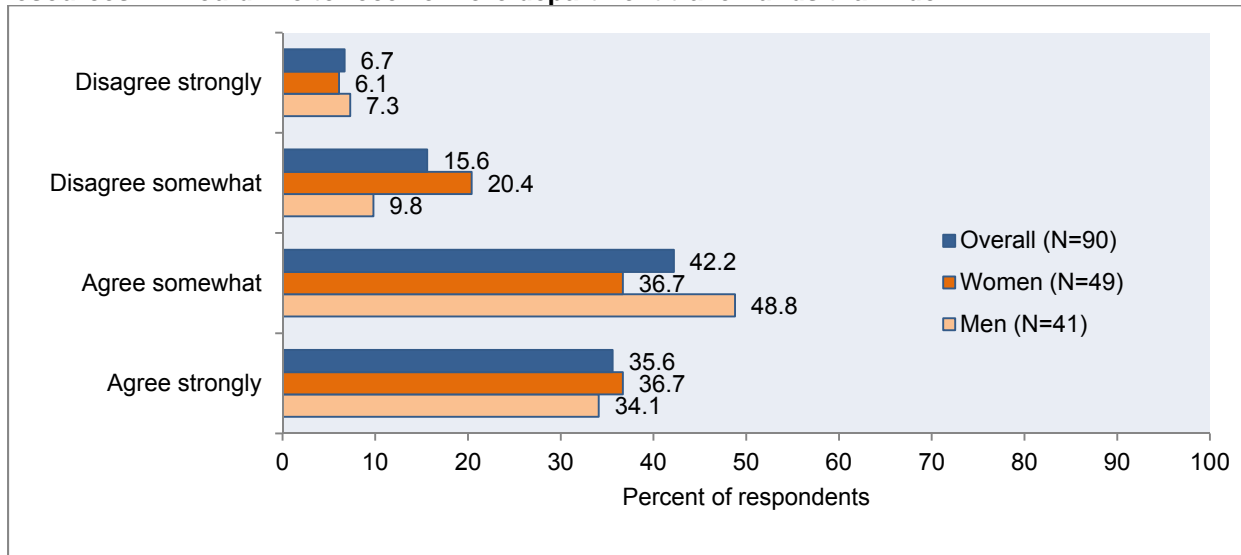


Figure 31b. NON-STEM respondent’s opinion regarding the statement about the availability of resources: “I would like to receive more department travel funds than I do”



More than half of respondents strongly agreed that they have sufficient office space (52.2 percent) (see Figure 32 and Appendix Table 56). More than one-fifth of respondents did not think they have sufficient office space (i.e., disagreed) (22.5 percent).

Significant differences

The proportion of respondents who did not think they have sufficient office space (i.e., disagreed) was:

- **Gender** – Higher among men than women (28.7 percent and 16.5 percent, respectively).

Figure 32. Respondent’s opinion regarding the statement about the availability of resources: “I have sufficient office space”

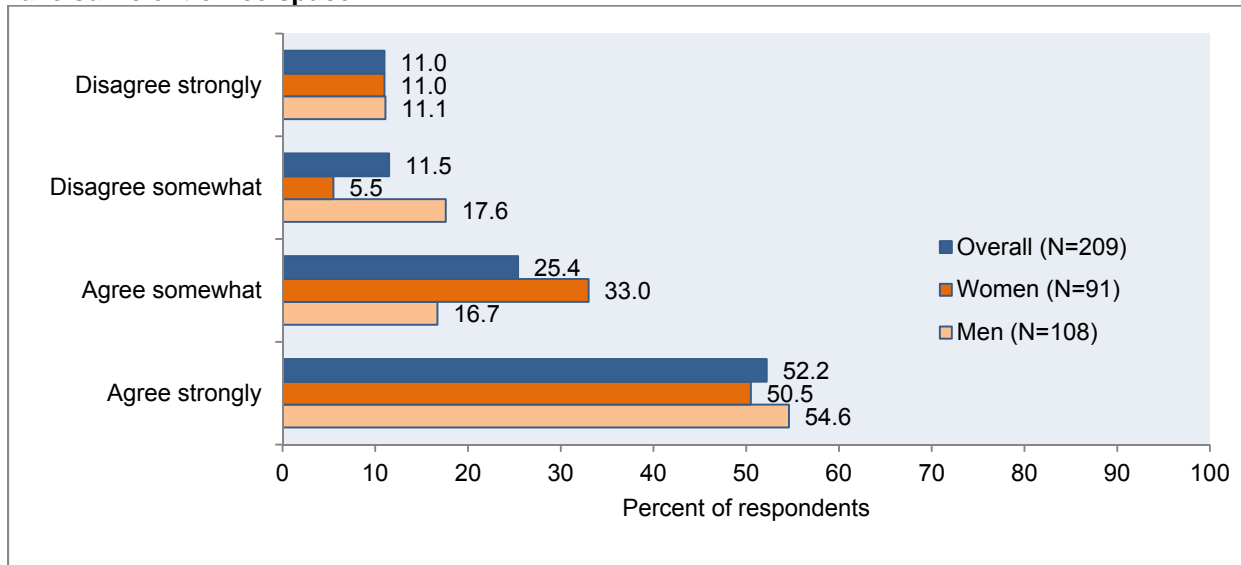
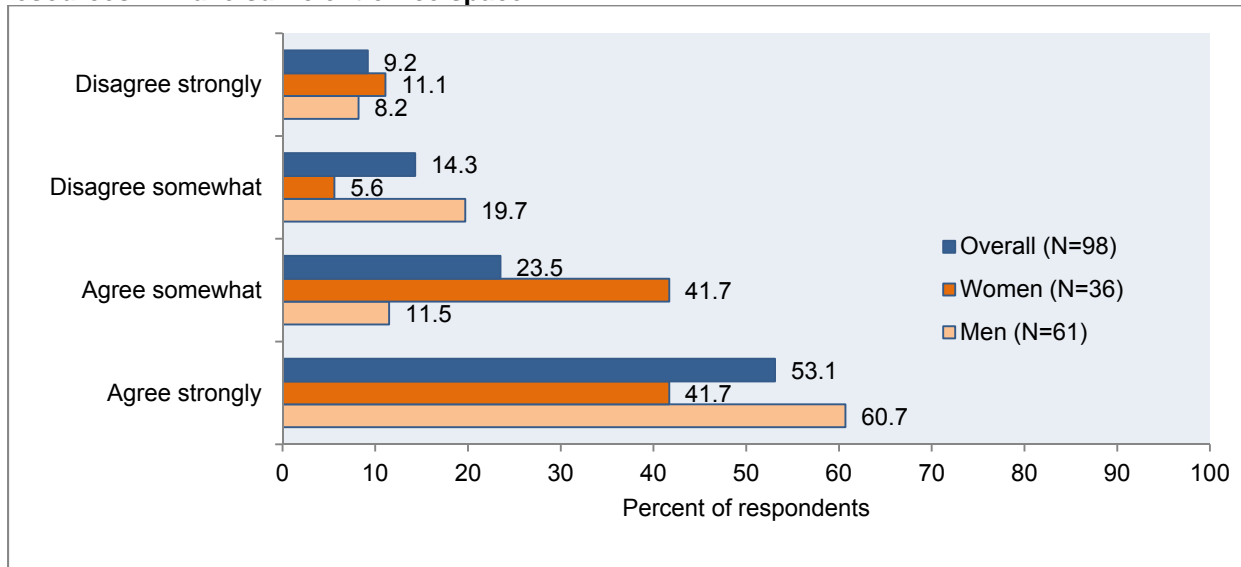
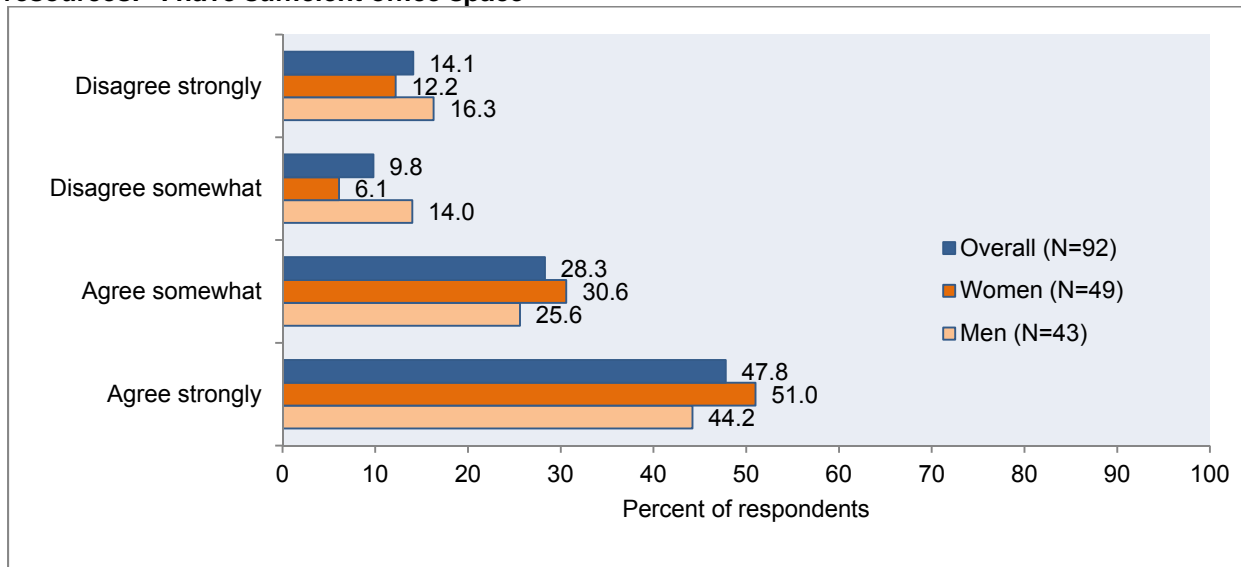


Figure 32a. STEM respondent's opinion regarding the statement about the availability of resources: "I have sufficient office space"



Note: Gender differences are significant at $p < .05$

Figure 32b. NON-STEM respondent's opinion regarding the statement about the availability of resources: "I have sufficient office space"



While the majority of respondents who answered the question agreed that they have sufficient laboratory space (57.2 percent), there was some polarization among respondents; 26.8 percent strongly agreed and 23.2 percent strongly disagreed (see Figure 33). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 33. Respondent’s opinion regarding the statement about the availability of resources: “I have sufficient laboratory space”

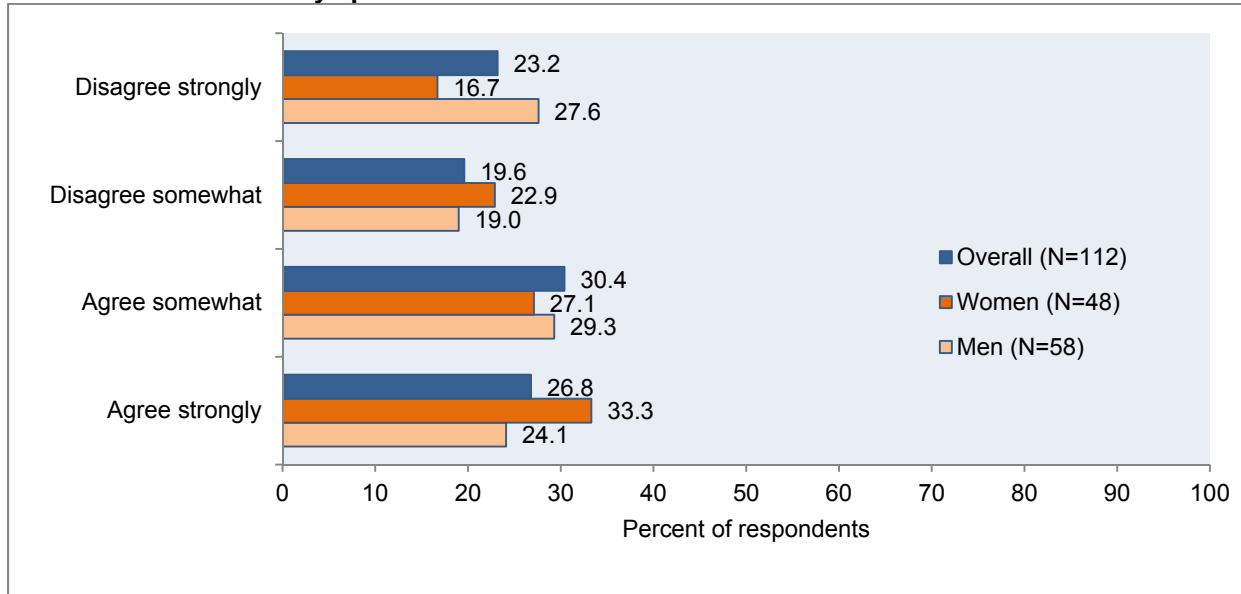


Figure 33a. STEM respondent’s opinion regarding the statement about the availability of resources: “I have sufficient laboratory space”

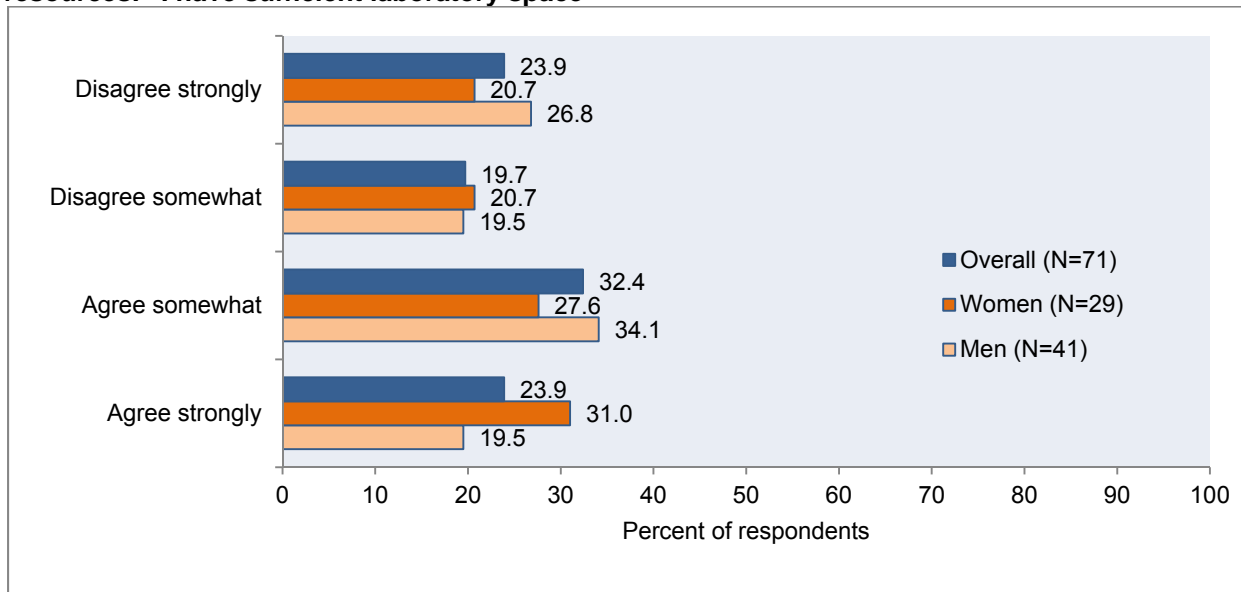
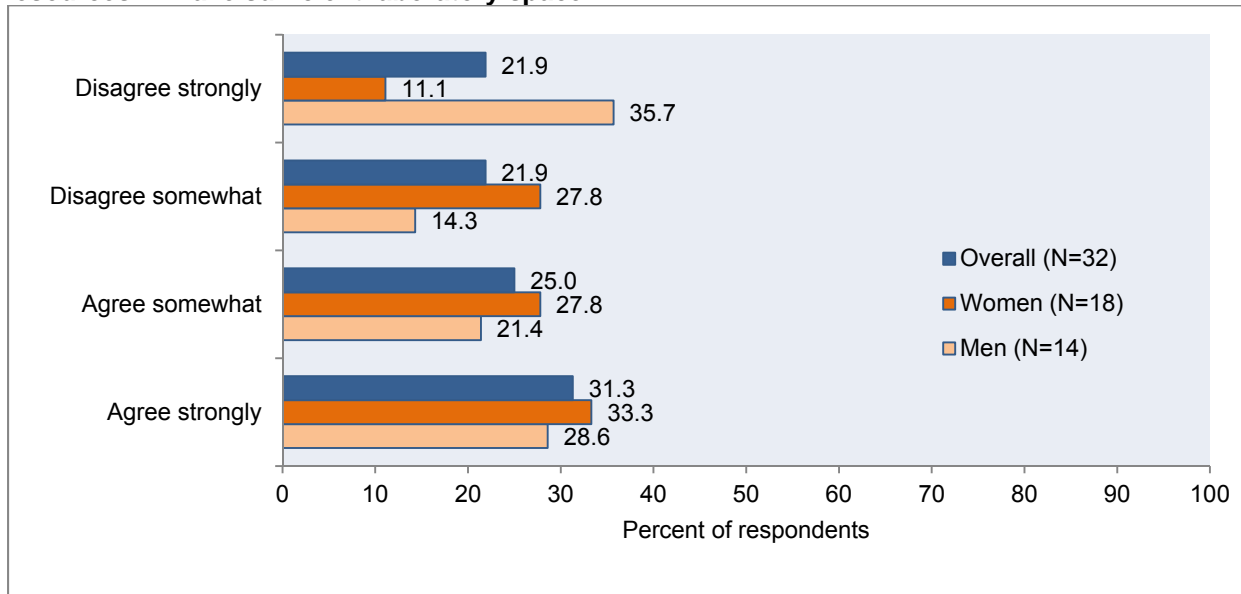


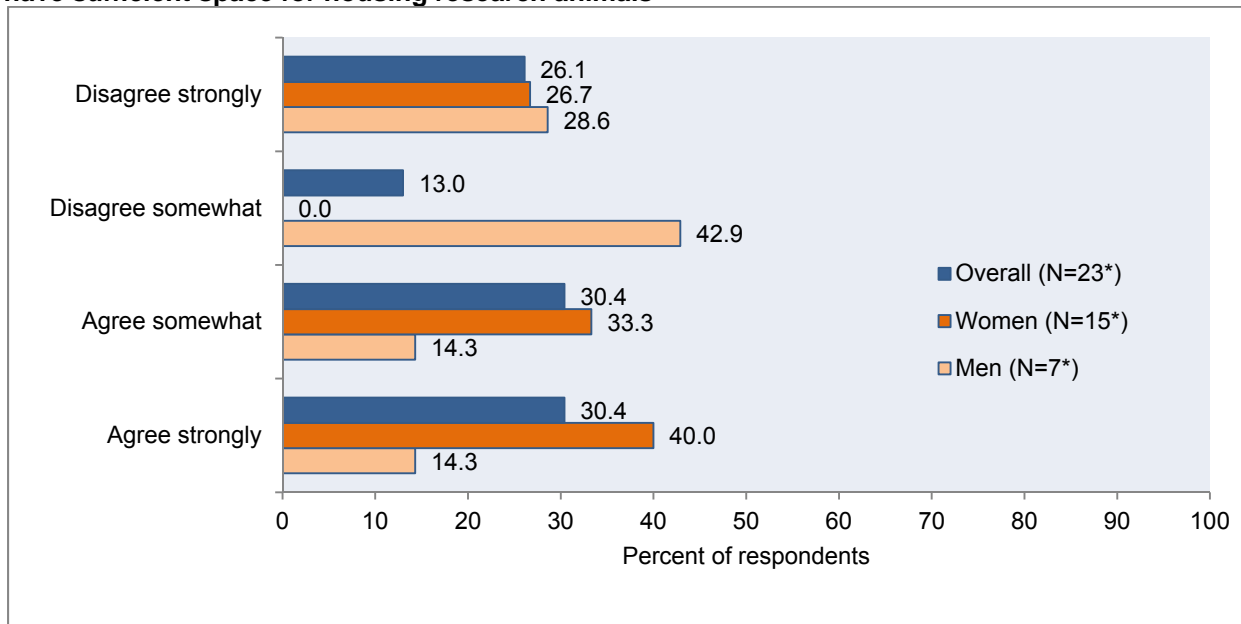
Figure 33b. NON-STEM respondent’s opinion regarding the statement about the availability of resources: “I have sufficient laboratory space”



While the majority of respondents who answered the question agreed that they have sufficient space for housing research animals (60.8 percent), there was some polarization among respondents; 30.4 percent strongly agreed and 26.1 percent strongly disagreed (see Figure 34). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

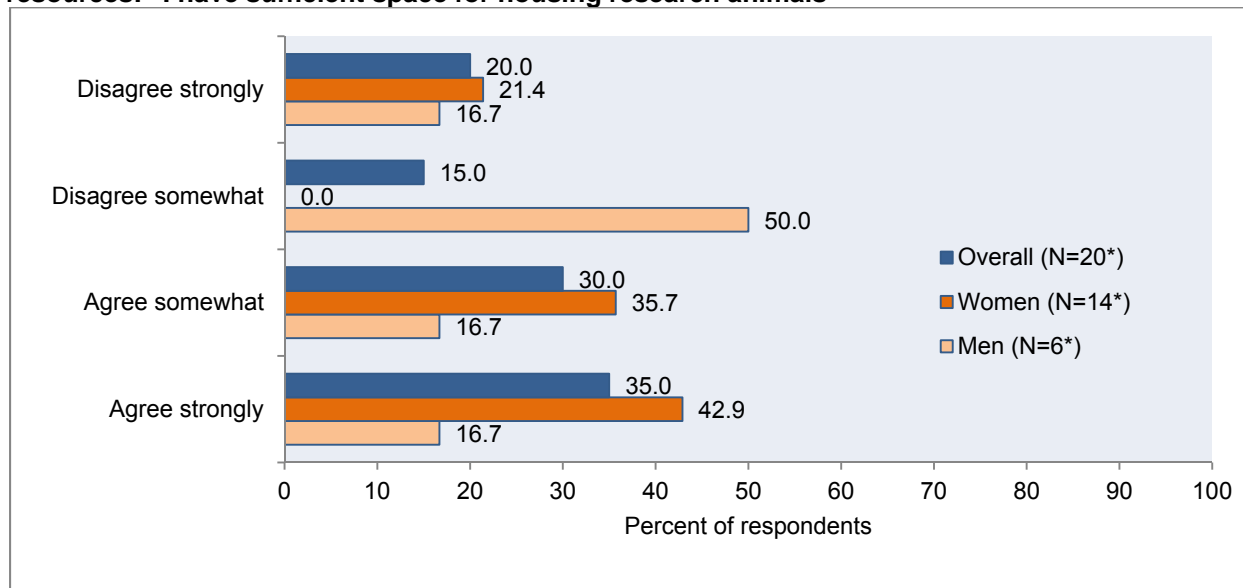
Note: Data for non-STEM respondents (N=1) are not provided.

Figure 34. Respondent’s opinion regarding the statement about the availability of resources: “I have sufficient space for housing research animals”



*Caution should be exercised when using these data due to the small number of respondents. N is too small to test for significance on other variables.

Figure 34a. STEM respondent’s opinion regarding the statement about the availability of resources: “I have sufficient space for housing research animals”



*Caution should be exercised when using these data due to the small number of respondents. N is too small to test for significance on other variables.

More than two-thirds of respondents disagreed that they receive enough internal funding to conduct their research (69.9 percent) (see Figure 35 and Appendix Table 57).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who strongly disagreed that they receive enough internal funding to conduct their research was:

- **Type of college** – Much higher among respondents in STEM designated colleges than those in non-STEM colleges (48.4 percent and 21.6 percent, respectively).

Figure 35. Respondent’s opinion regarding the statement about the availability of resources: “I receive enough internal funding to conduct my research”

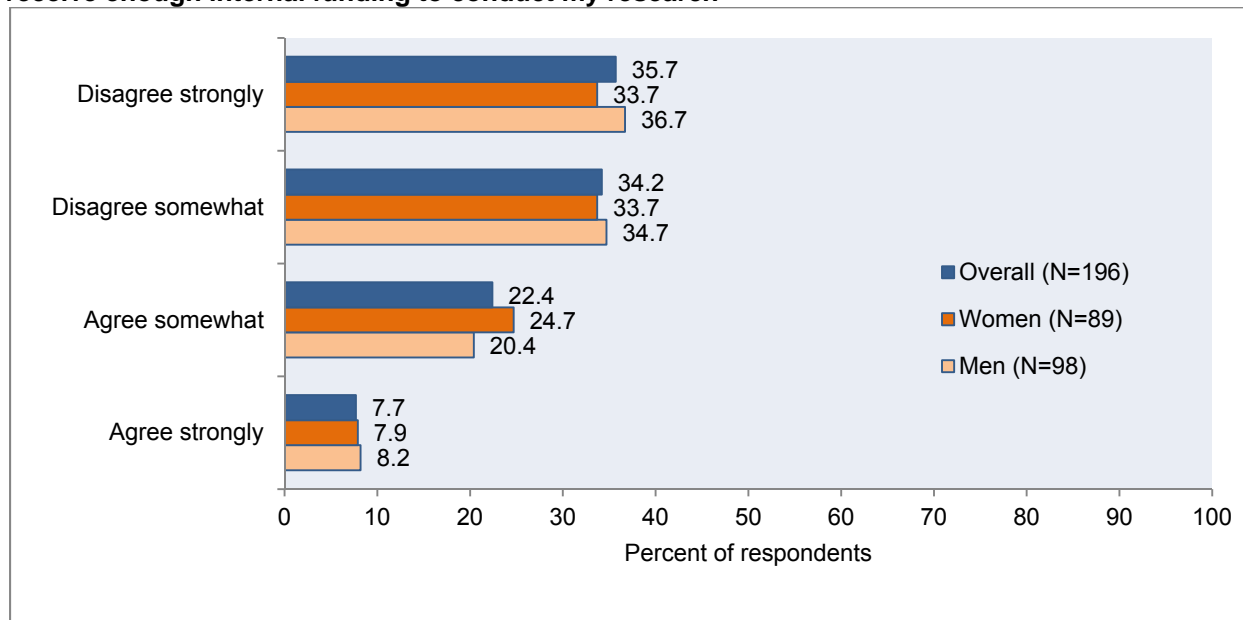


Figure 35a. STEM respondent's opinion regarding the statement about the availability of resources: "I receive enough internal funding to conduct my research"

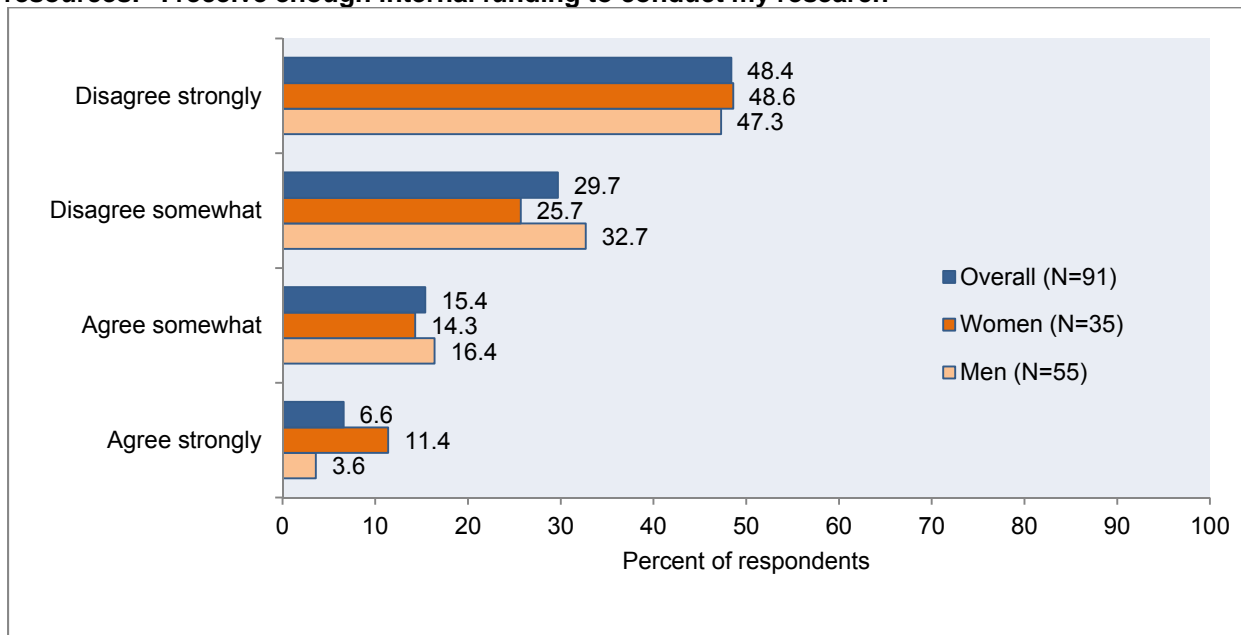
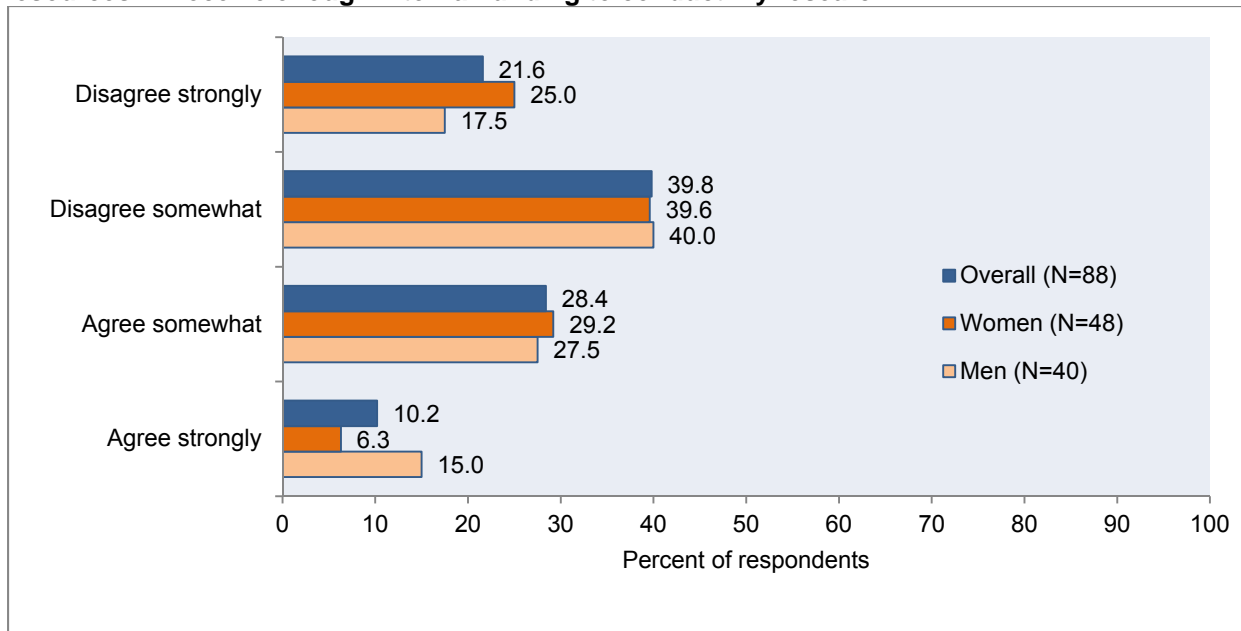


Figure 35b. NON-STEM respondent's opinion regarding the statement about the availability of resources: "I receive enough internal funding to conduct my research"



Two-thirds of respondents agreed that they receive the amount of technical/computer support they need (66.7 percent) (see Figure 36). The remaining one-third of respondents did not think they receive the amount of technical/computer support they need (i.e., disagreed) (33.3 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 36. Respondent’s opinion regarding the statement about the availability of resources: “I receive the amount of technical/computer support I need”

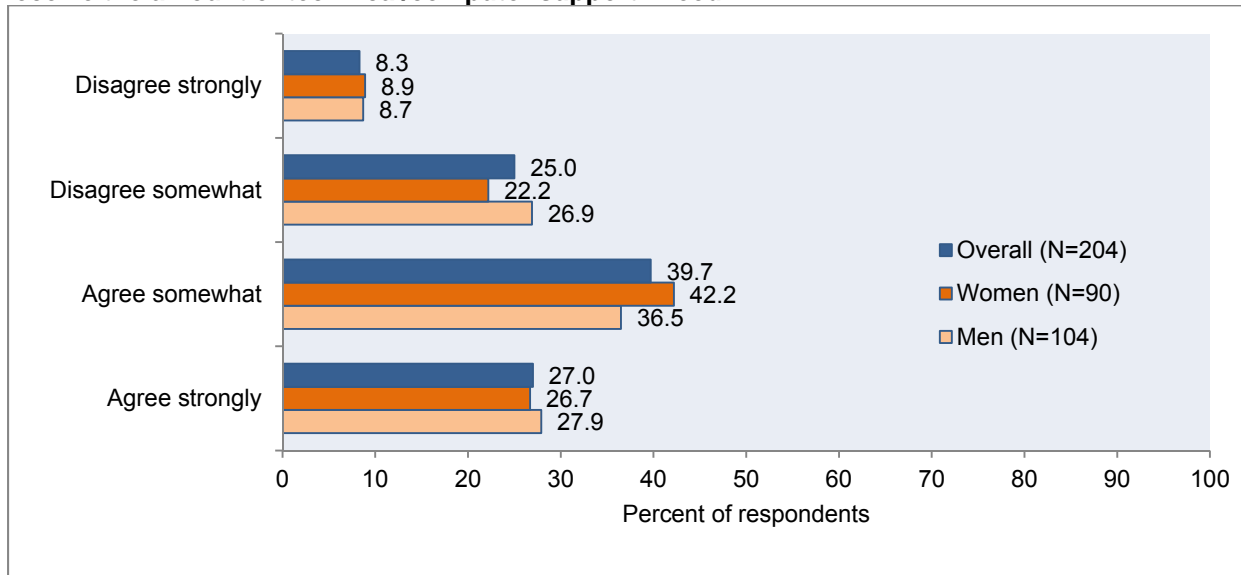


Figure 36a. STEM respondent’s opinion regarding the statement about the availability of resources: “I receive the amount of technical/computer support I need”

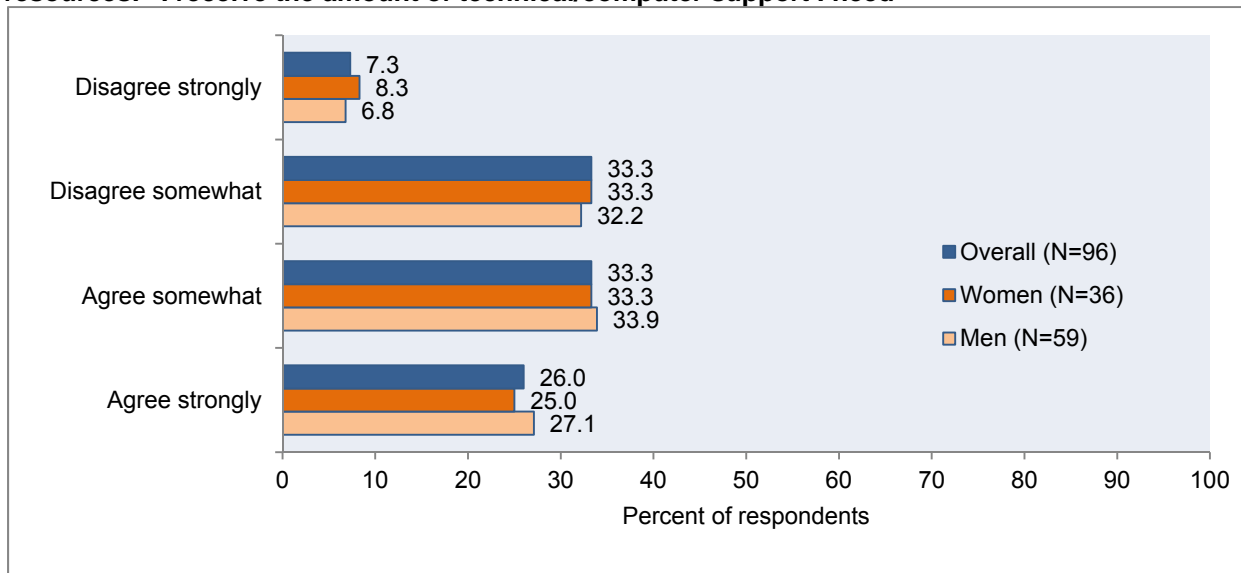
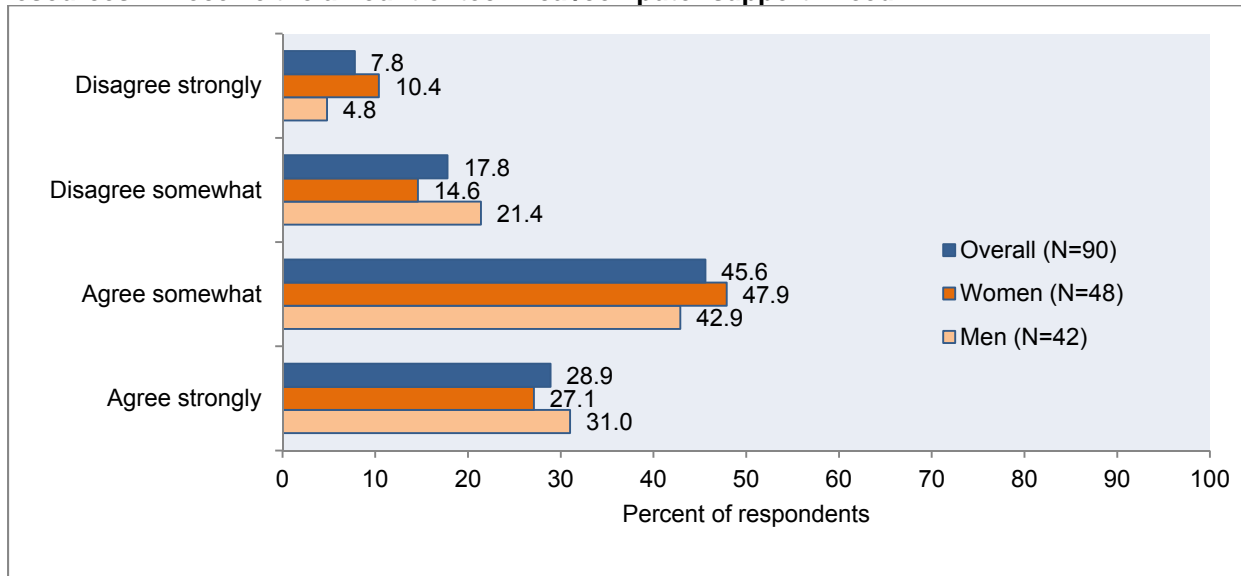


Figure 36b. NON-STEM respondent’s opinion regarding the statement about the availability of resources: “I receive the amount of technical/computer support I need”



Three-fourths of respondents agreed that they have enough office support (75.3 percent) (see Figure 37). The remaining one-fourth of respondents did not think they have enough office support (i.e., disagreed) (24.7 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 37. Respondent’s opinion regarding the statement about the availability of resources: “I have enough office support”

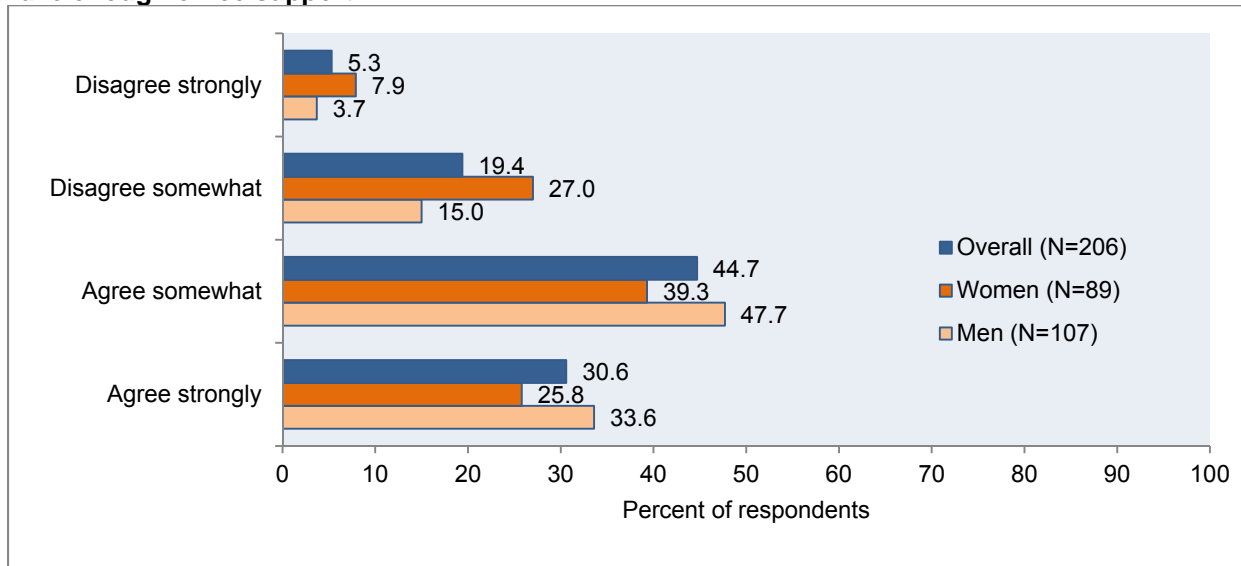


Figure 37a. STEM respondent's opinion regarding the statement about the availability of resources: "I have enough office support"

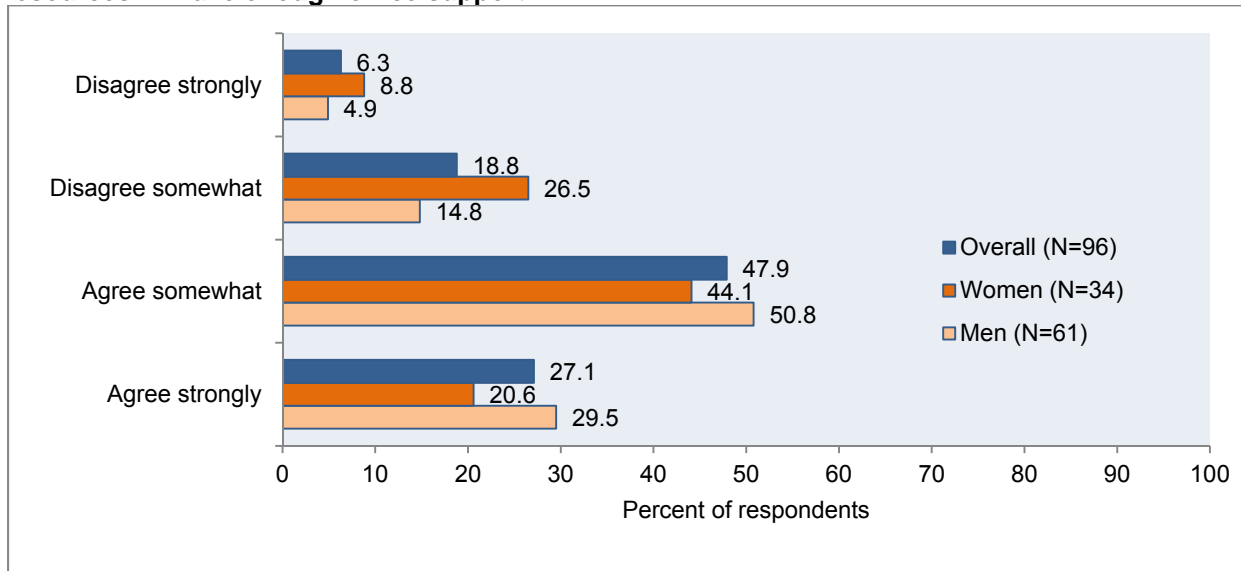
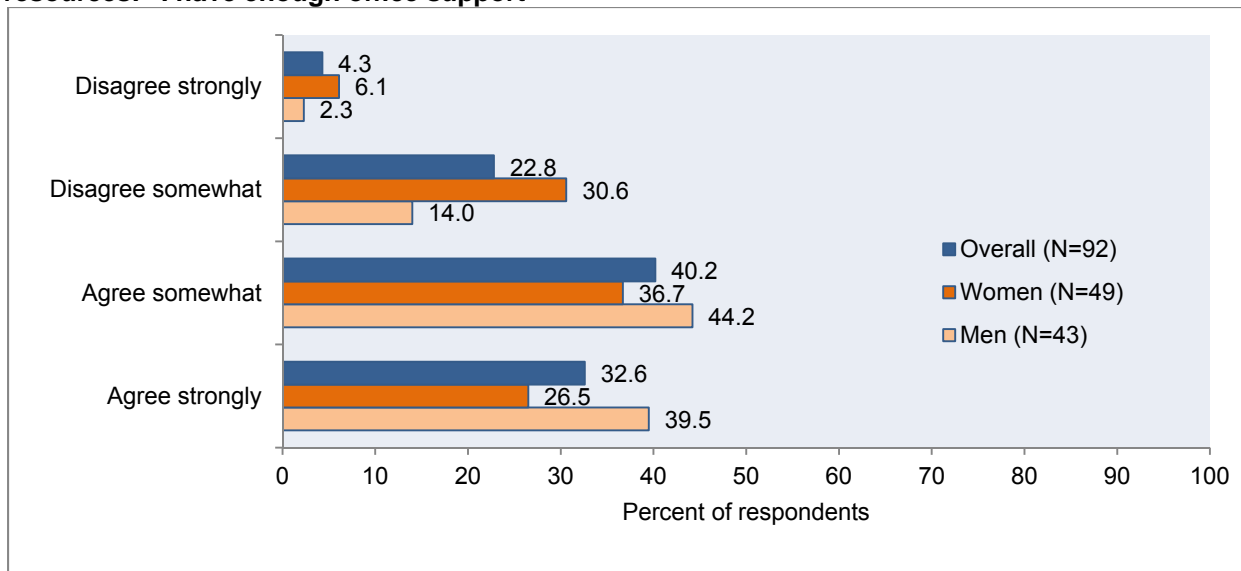


Figure 37b. NON-STEM respondent's opinion regarding the statement about the availability of resources: "I have enough office support"



The majority of respondents agreed that they have colleagues on campus who do similar research (60.9 percent) (see Figure 38 and Appendix Table 58). However, two in five respondents did not think they have colleagues on campus who do similar research (i.e., disagreed) (39.1 percent).

Significant differences

The proportion of respondents who did not think they have colleagues on campus who do similar research (i.e., disagreed) was:

- **Gender** – Higher among women than men (46.6 percent and 31.4 percent, respectively).

Figure 38. Respondent’s opinion regarding the statement about the availability of resources: “I have colleagues on campus who do similar research”

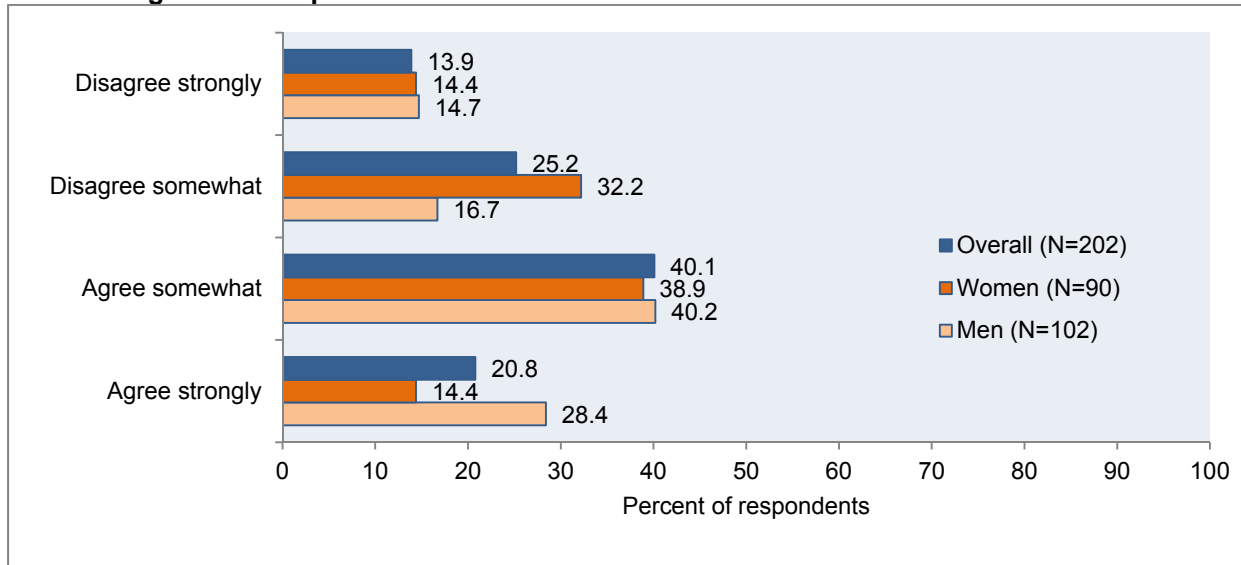


Figure 38a. STEM respondent’s opinion regarding the statement about the availability of resources: “I have colleagues on campus who do similar research”

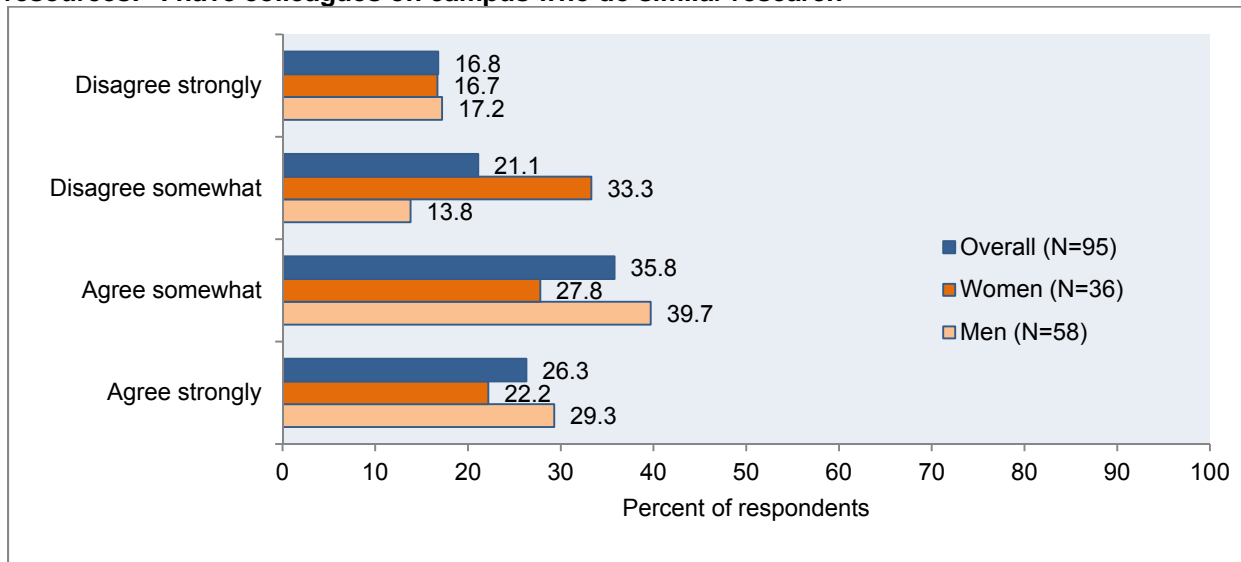
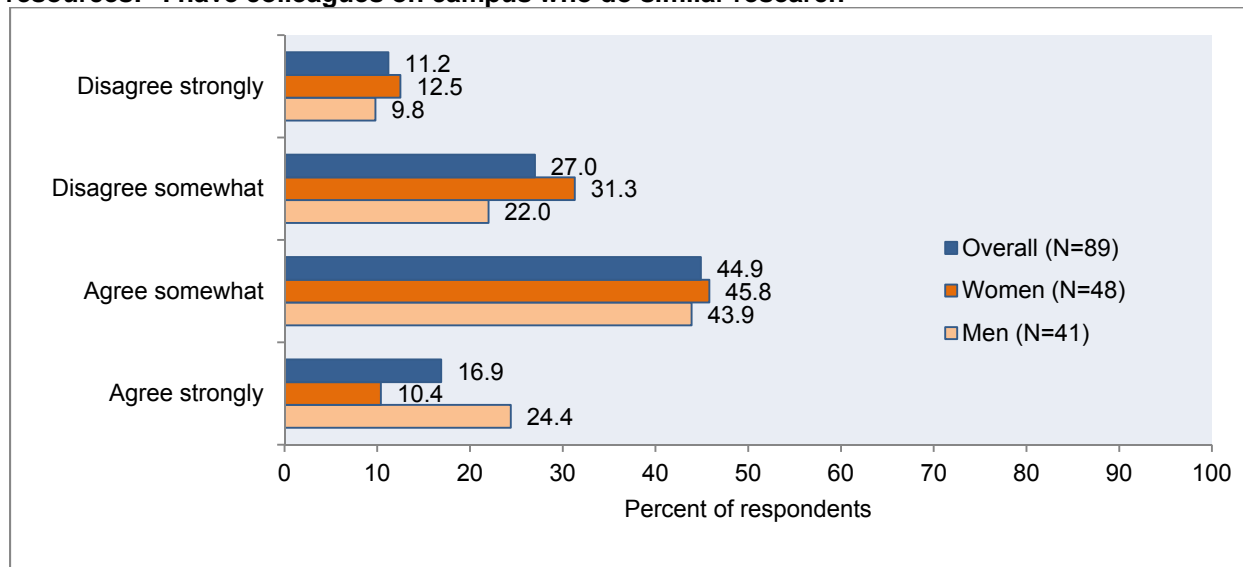


Figure 38b. NON-STEM respondent’s opinion regarding the statement about the availability of resources: “I have colleagues on campus who do similar research”



Nearly three-fourths of respondents agreed that they have colleagues or peers who give them career advice or guidance when they need it (71.8 percent) (see Figure 39 and Appendix Table 59). However, more than one-fourth of respondents did not think they have colleagues or peers who give them career or guidance when they need it (28.1 percent).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who did not think they have colleagues or peers who give them career advice or guidance when they need it (i.e., disagreed) was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (36.4 percent and 18.7 percent, respectively).

Figure 39. Respondent’s opinion regarding the statement about the availability of resources: “I have colleagues or peers who give me career advice or guidance when I need it”

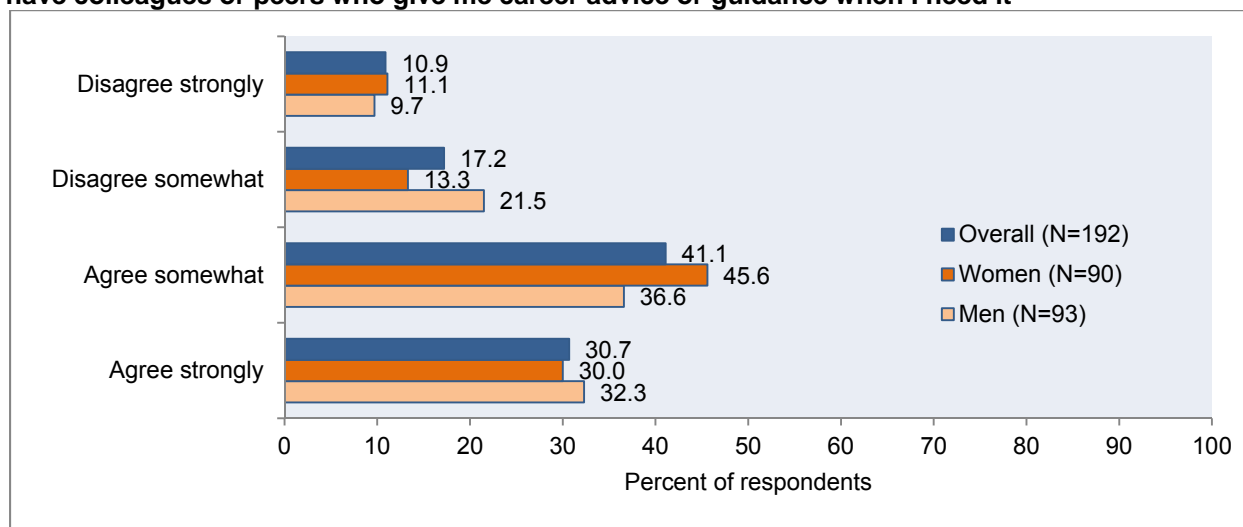


Figure 39a. STEM respondent's opinion regarding the statement about the availability of resources: "I have colleagues or peers who give me career advice or guidance when I need it"

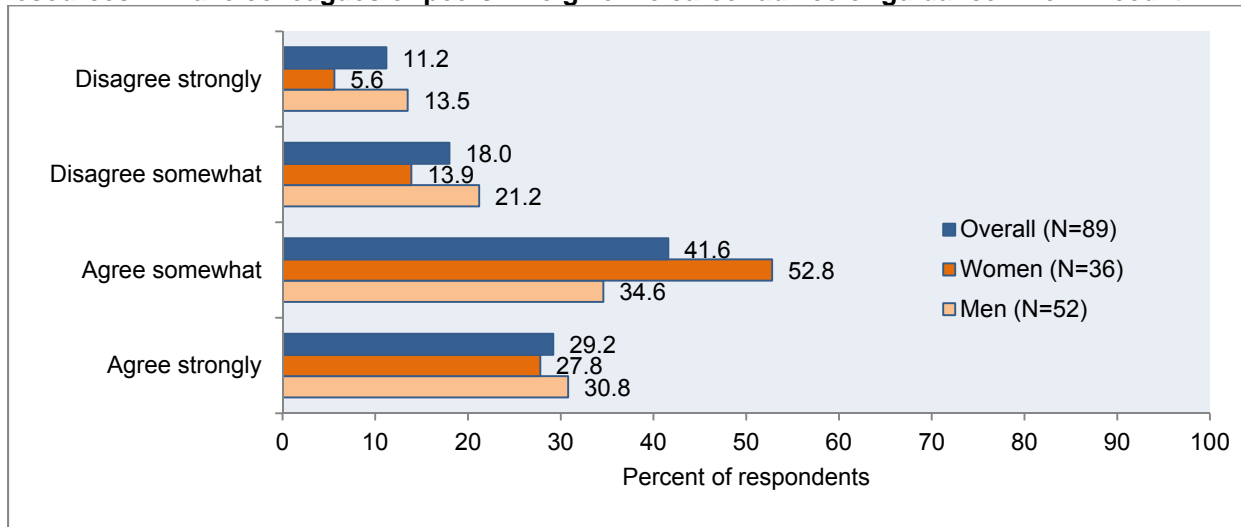
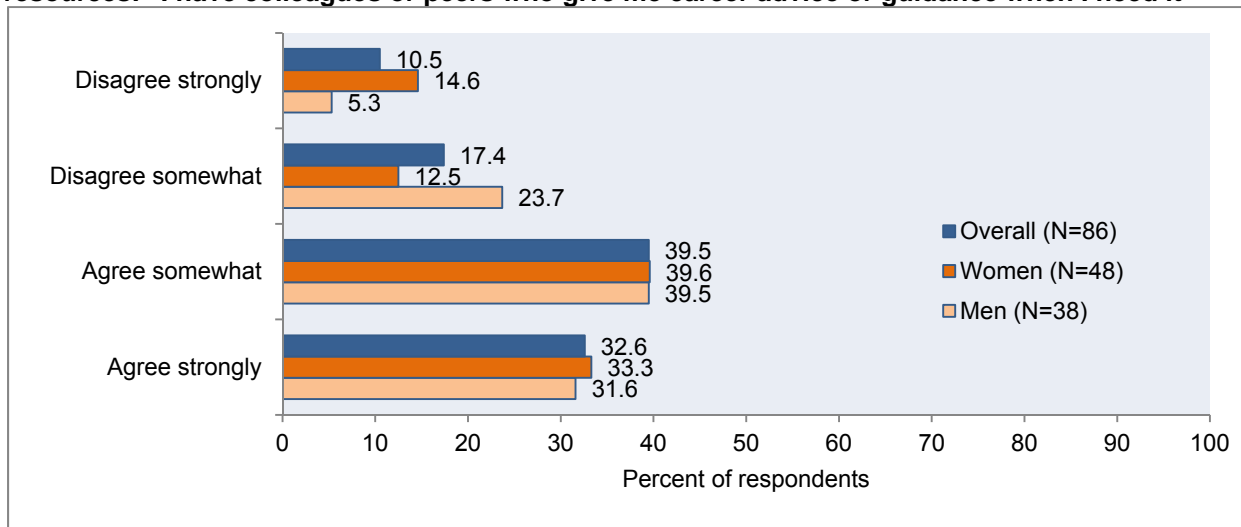


Figure 39b. NON-STEM respondent's opinion regarding the statement about the availability of resources: "I have colleagues or peers who give me career advice or guidance when I need it"



While 44.3 percent of respondents agreed that they have sufficient teaching support (including teaching assistants), 55.8 percent disagreed that they have enough teaching support (see Figure 40). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 40. Respondent’s opinion regarding the statement about the availability of resources: “I have sufficient teaching support (including TAs)”

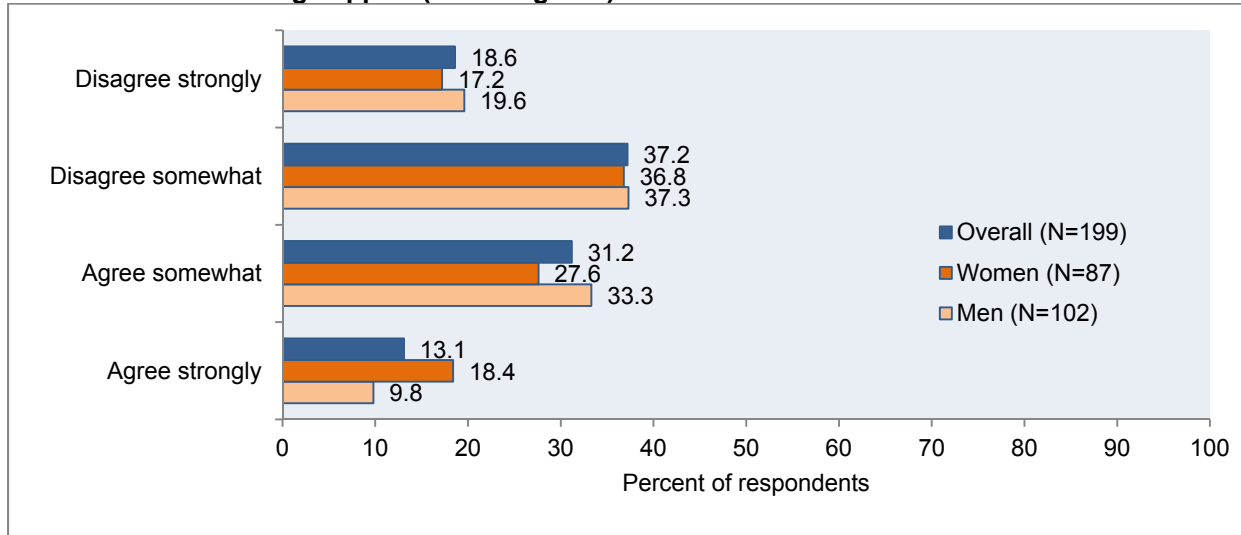


Figure 40a. STEM respondent’s opinion regarding the statement about the availability of resources: “I have sufficient teaching support (including TAs)”

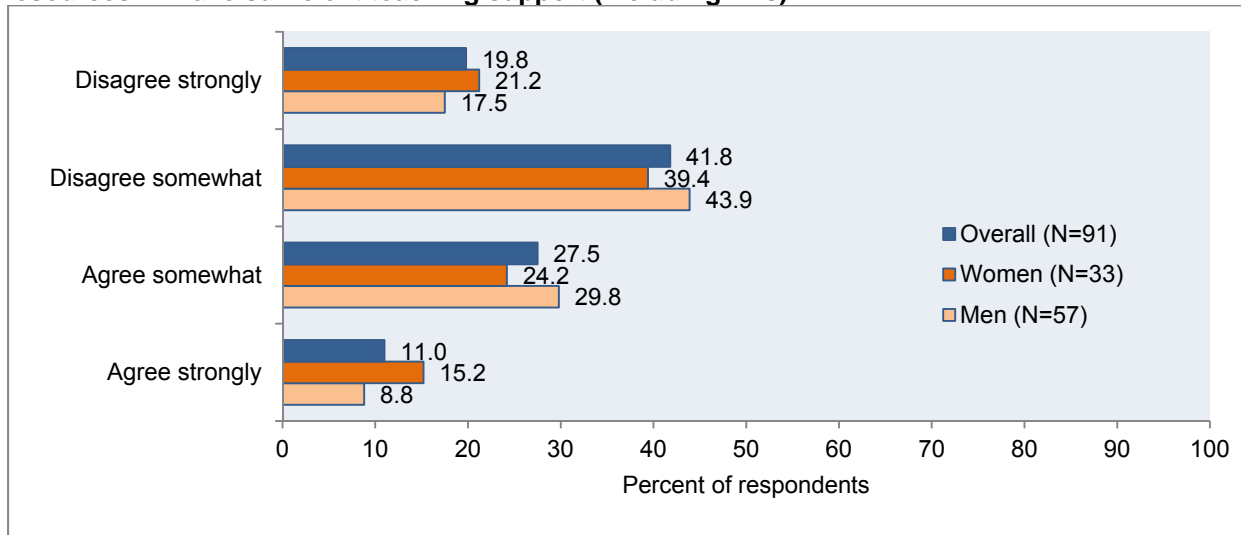
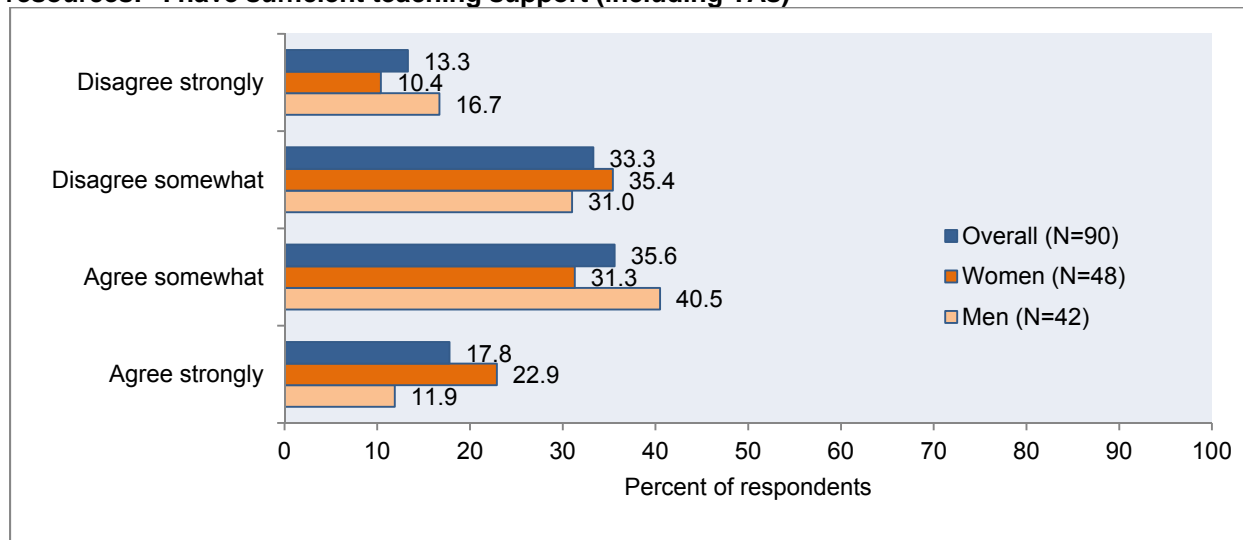


Figure 40b. *NON-STEM* respondent’s opinion regarding the statement about the availability of resources: “I have sufficient teaching support (including TAs)”



Respondents were asked about collaborations, currently and in the past, with colleagues in their primary department and off the NDSU campus (see Figures 41 and 42 and Appendix Tables 60a, 60b, and 61).

Nearly two-thirds of respondents were currently collaborating with colleagues in their primary department (65.0 percent) (see Figure 41). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

More than two-thirds of respondents had collaborated in the past with colleagues in their primary department (69.5 percent) (see Figure 41 and Appendix Tables 60a and 60b).

Significant differences

The proportion of respondents who had collaborated in the past with colleagues in their primary department was:

- **Gender** – Higher among men than women (76.5 percent and 60.9 percent, respectively).
- **Type of college** – Higher among respondents in STEM designated colleges than those in non-STEM colleges (75.3 percent and 61.4 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (80.2 percent and 57.0 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than respondents who have been at NDSU 5 years or less (82.7 percent and 53.0 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than respondents with young children (74.3 percent and 55.1 percent, respectively).

Figure 41. Whether respondent was currently collaborating, or had collaborated in the past, on research with colleagues IN THEIR PRIMARY DEPARTMENT

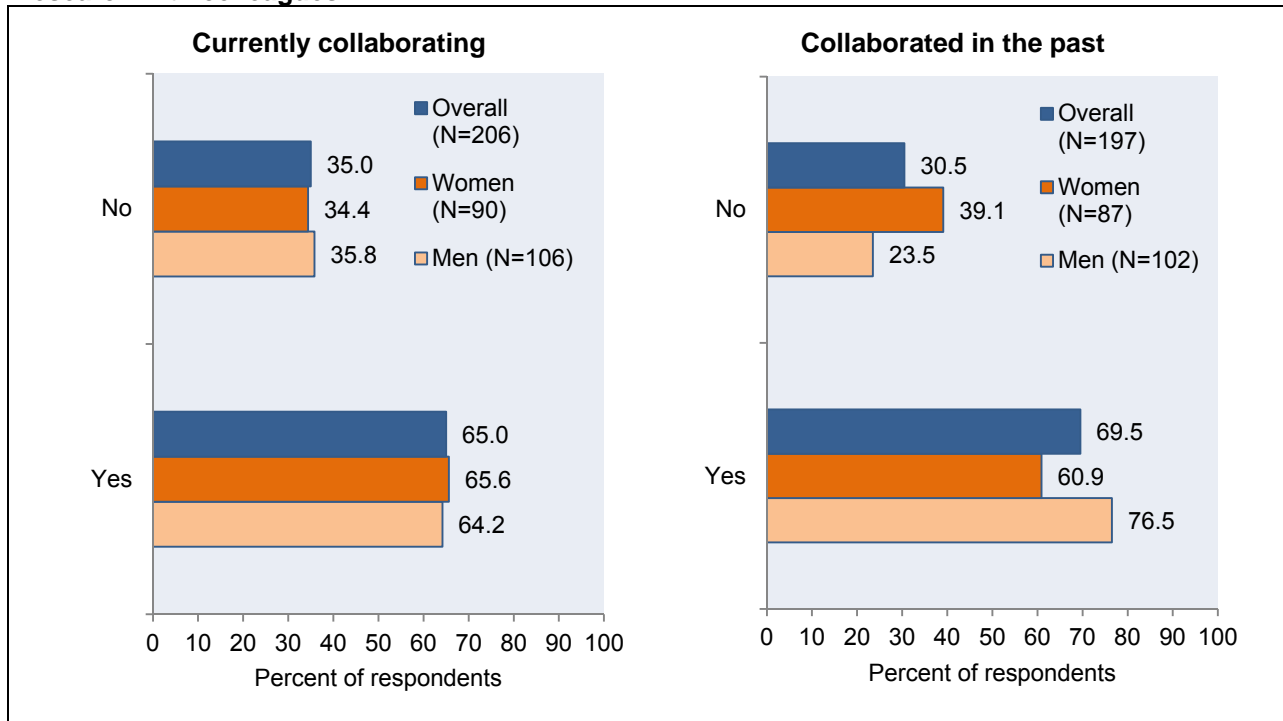


Figure 41a. Whether STEM respondent was currently collaborating, or had collaborated in the past, on research with colleagues IN THEIR PRIMARY DEPARTMENT

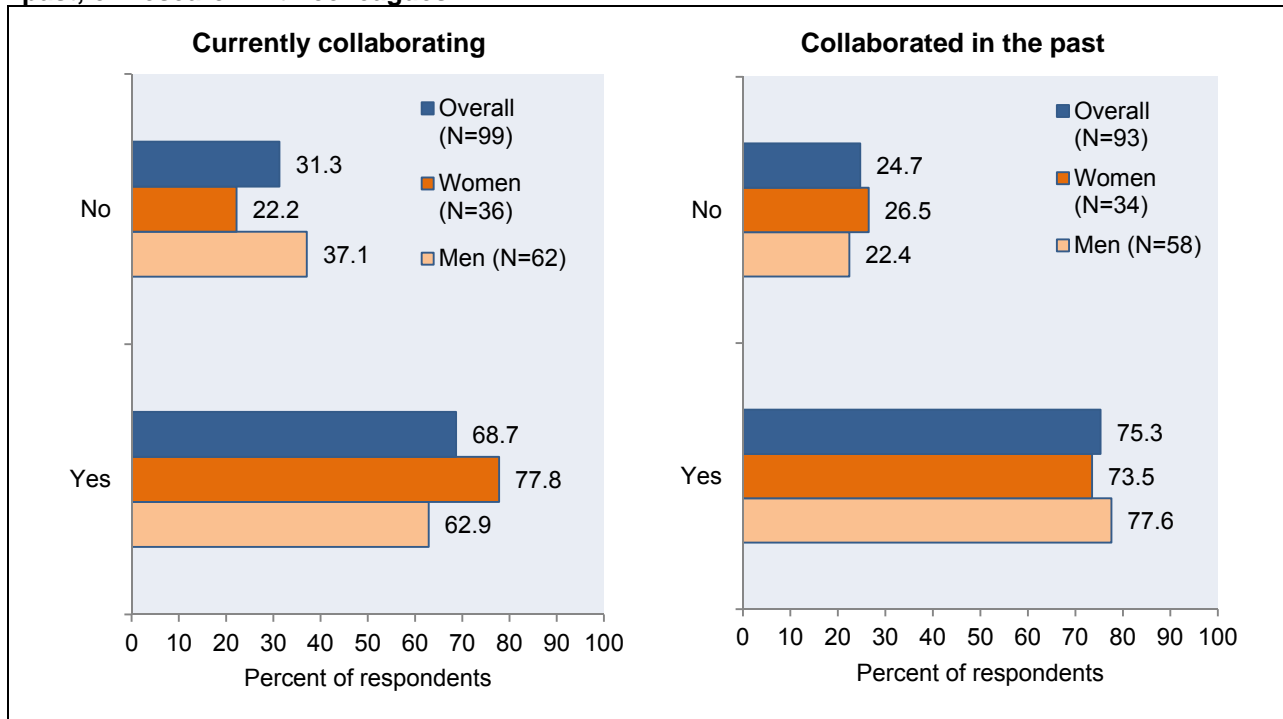
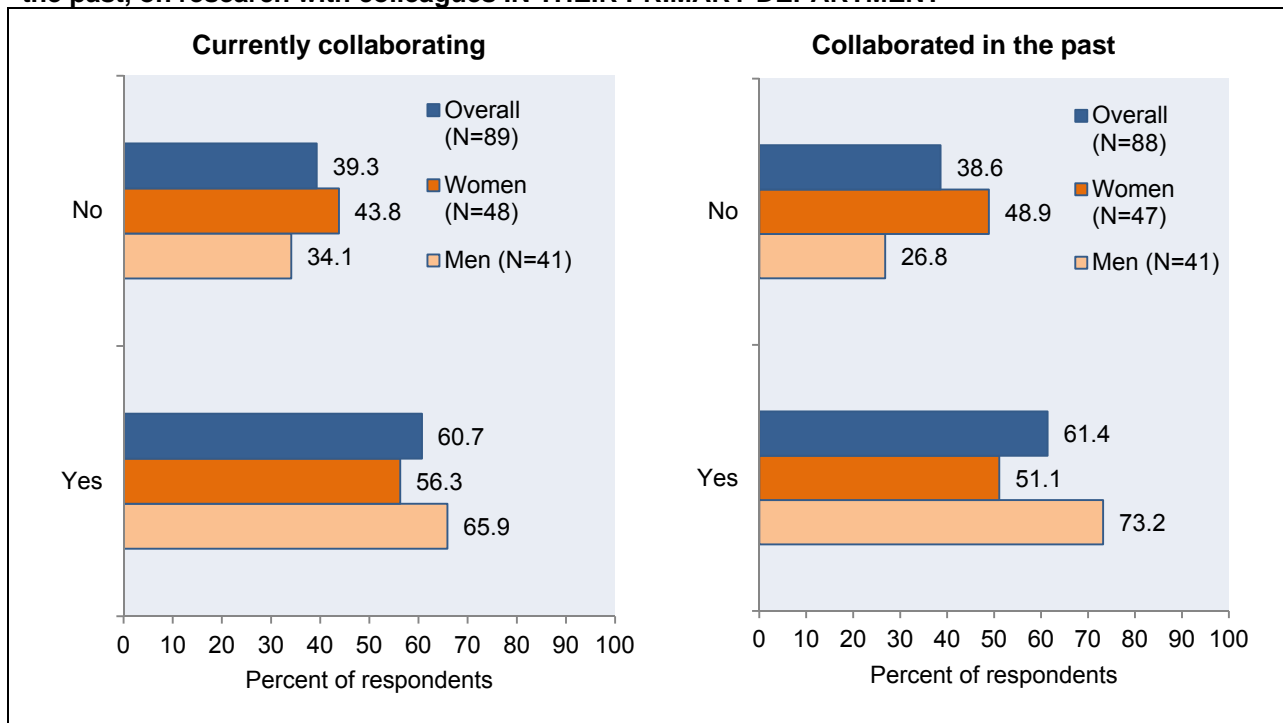


Figure 41b. Whether *NON-STEM* respondent was currently collaborating, or had collaborated in the past, on research with colleagues IN THEIR PRIMARY DEPARTMENT



Note: For "collaborated in the past," gender differences are significant at $p < .05$

Most respondents were currently collaborating with colleagues off the NDSU campus (71.4 percent) (see Figure 42 and Appendix Table 61).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who were currently collaborating with colleagues off the NDSU campus was:

- **Racial/ethnic majority status** – Higher among non-majority status respondents than majority status respondents (87.9 percent and 68.1 percent, respectively).
- **Tenure status** – Higher among non-tenured faculty than tenured faculty (80.0 percent and 66.7 percent, respectively).

The vast majority of respondents had collaborated in the past with colleagues off the NDSU campus (86.7 percent) (see Figure 42).

Figure 42. Whether respondent was currently collaborating, or had collaborated in the past, on research with colleagues OFF THE NDSU CAMPUS

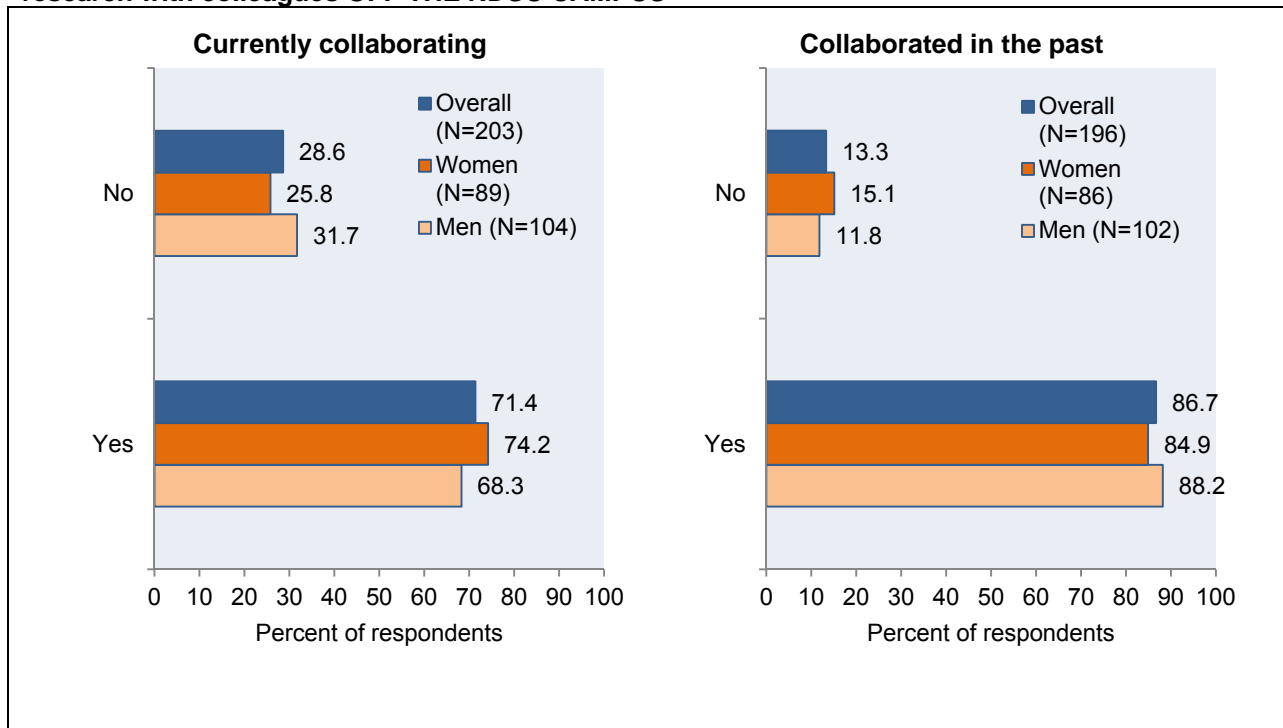


Figure 42a. Whether STEM respondent was currently collaborating, or had collaborated in the past, on research with colleagues OFF THE NDSU CAMPUS

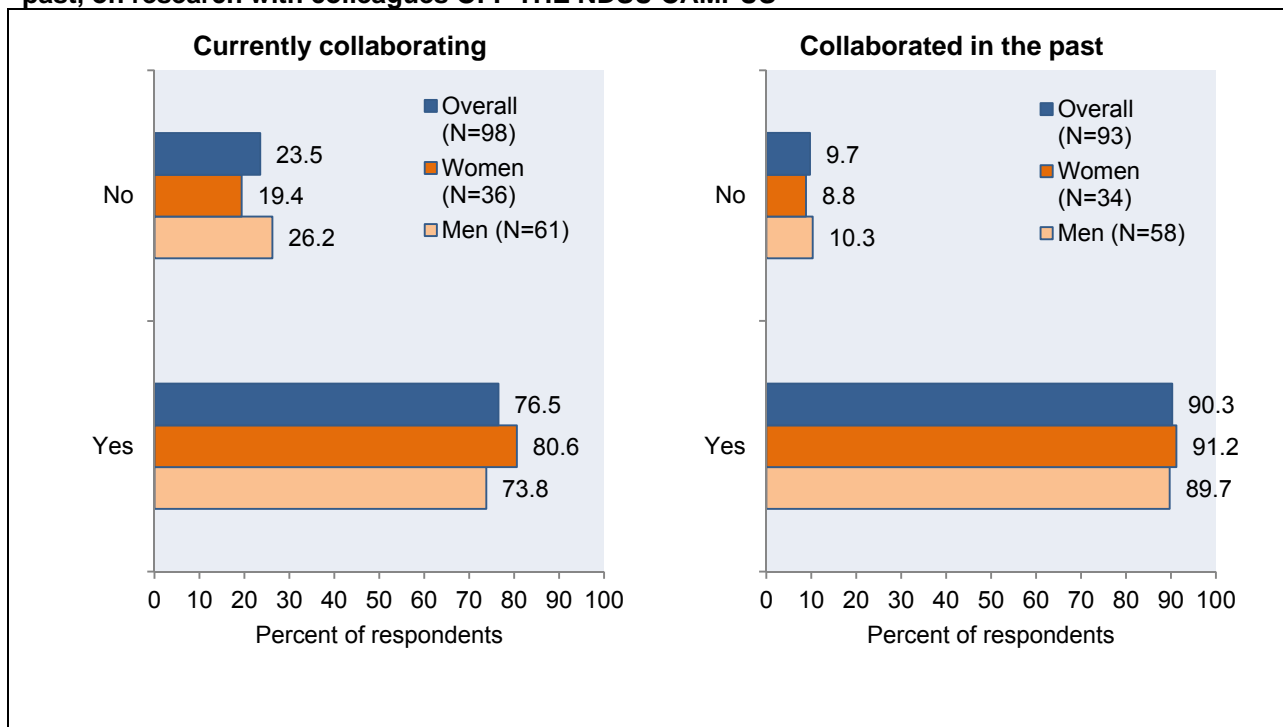
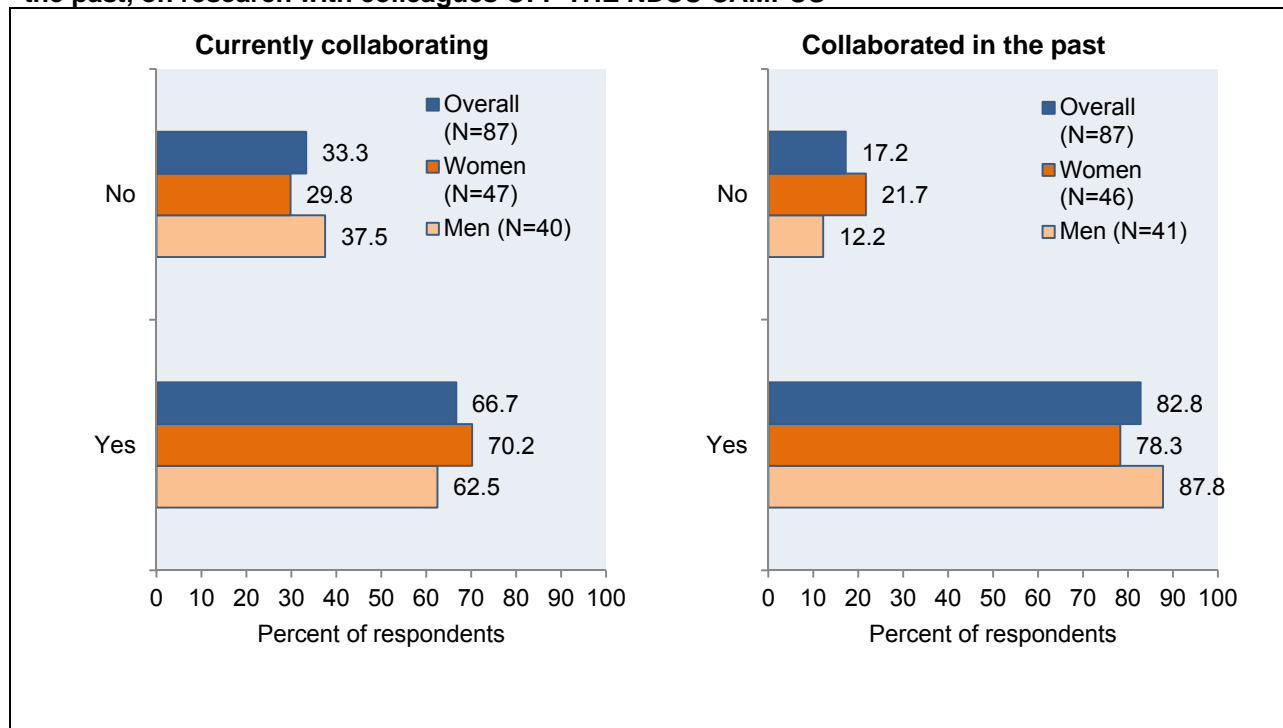


Figure 42b. Whether *NON-STEM* respondent was currently collaborating, or had collaborated in the past, on research with colleagues OFF THE NDSU CAMPUS



Respondents were asked whether they have ever served on, or chaired, various committees in their department (see Figures 43 to 47 and Appendix Tables 62a to 71).

More than one-third of respondents had served on a promotion committee in their department (36.7 percent) (see Figure 43 and Appendix Tables 62a and 62b).

Significant differences

The proportion of respondents who have served on a promotion committee in their department was:

- **Gender** – Much higher among men than women (50.0 percent and 20.9 percent, respectively).
- **Type of college** – Higher among respondents in STEM designated colleges than those in non-STEM colleges (43.9 percent and 28.6 percent, respectively).
- **Tenure status** – Substantially higher among tenured faculty than non-tenured faculty (66.4 percent and 1.1 percent, respectively).
- **Years at NDSU** – Substantially higher among respondents who have been at NDSU more than 5 years than respondents who have been at NDSU 5 years or less (61.9 percent and 3.4 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents without young children than respondents with young children (44.3 percent and 12.2 percent, respectively).

One-fourth of respondents had chaired a promotion committee in their department (25.8 percent) (see Figure 43 and Appendix Table 67).

Significant differences

The proportion of respondents who had chaired a promotion committee in their department was:

- **Gender** – Much higher among men than women (36.1 percent and 11.7 percent, respectively).
- **Tenure status** – Substantially higher among tenured faculty than non-tenured faculty (40.9 percent and 0.0 percent, respectively).

- **Years at NDSU** – Substantially higher among respondents who have been at NDSU more than 5 years than respondents who have been at NDSU 5 years or less (37.5 percent and 0.0 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents without young children than respondents with young children (31.9 percent and 5.7 percent, respectively).

Figure 43. Whether respondent had served on or chaired a PROMOTION committee in their department

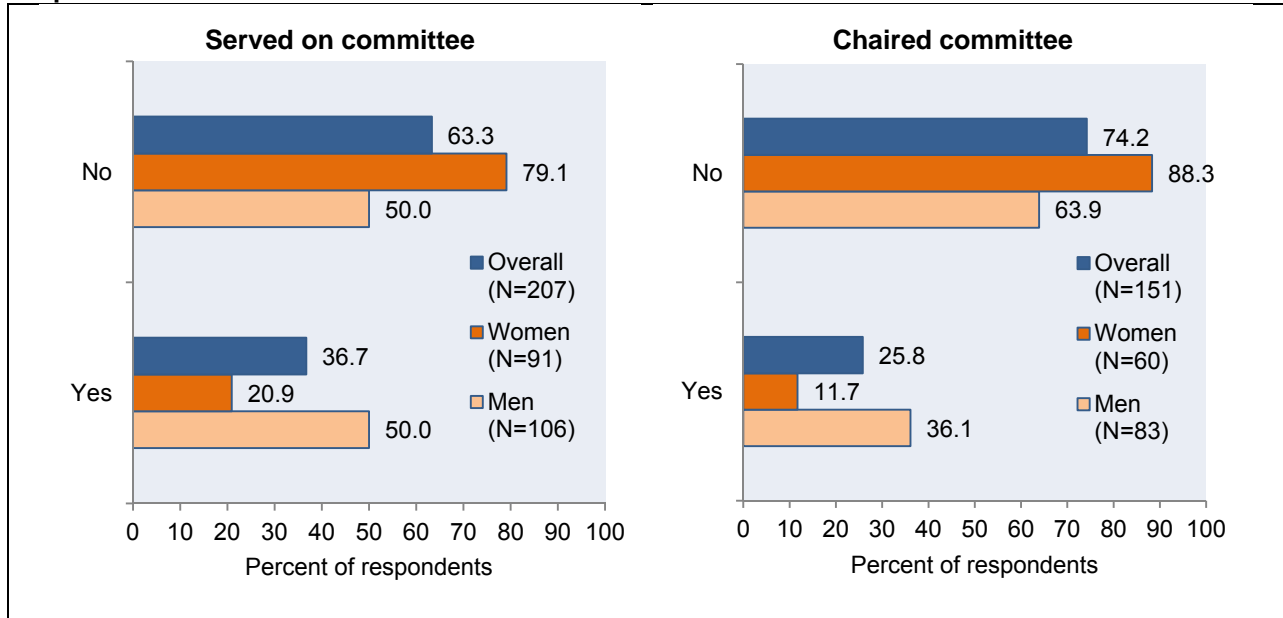
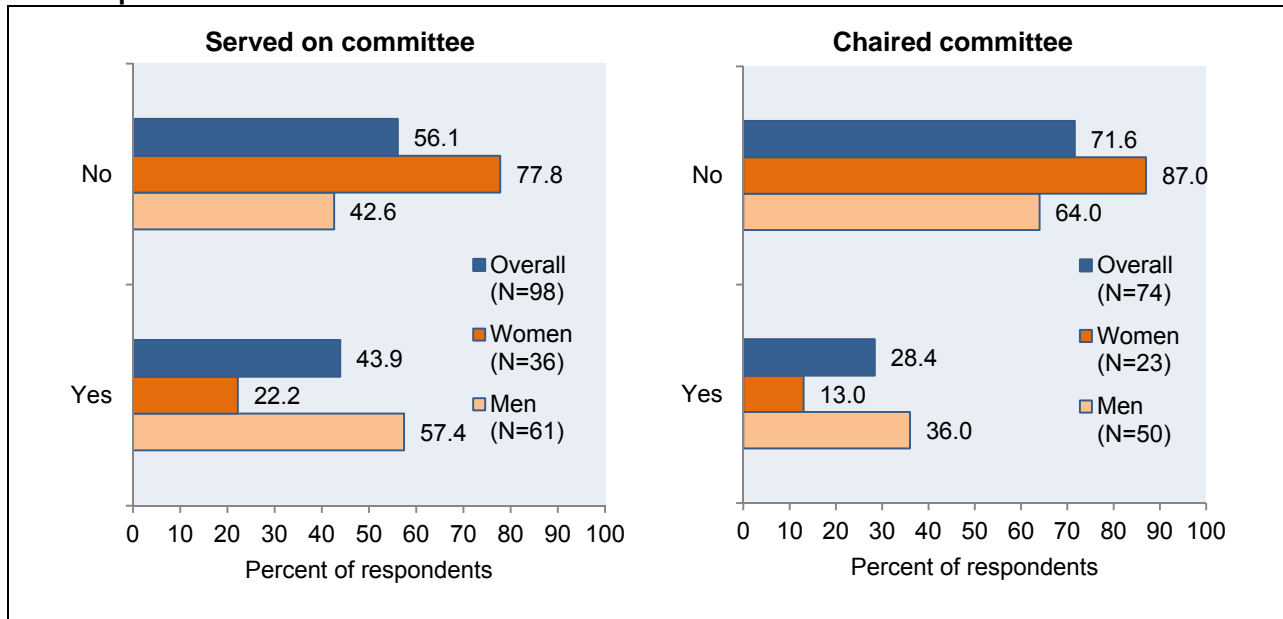
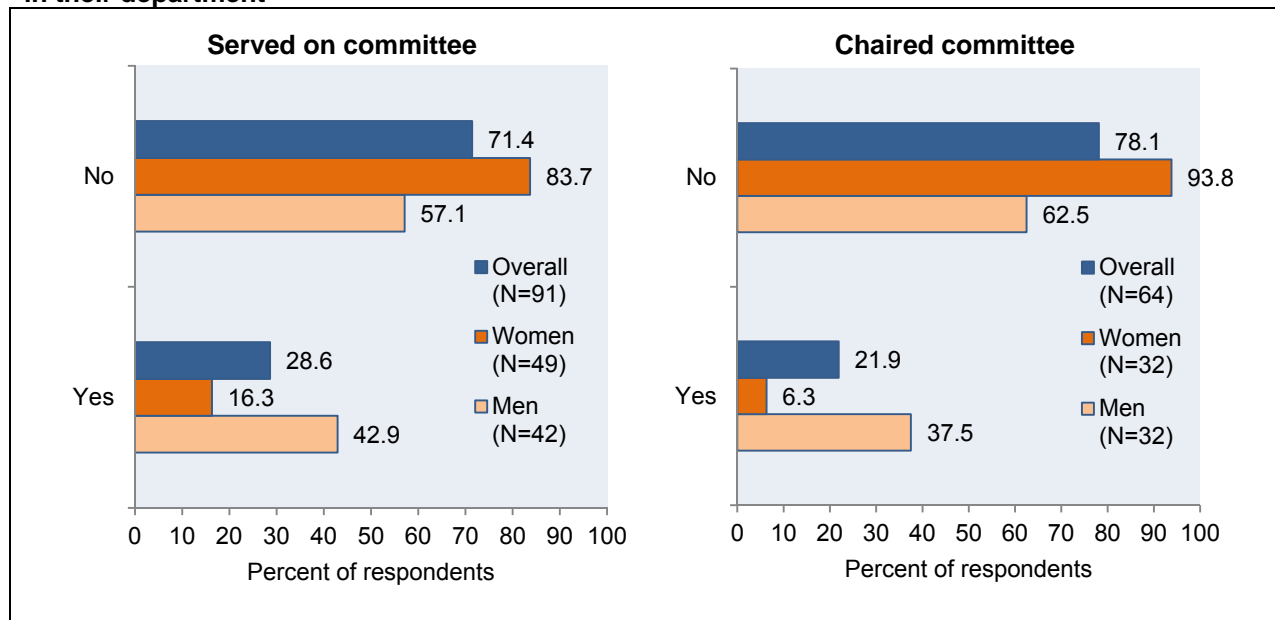


Figure 43a. Whether STEM respondent had served on or chaired a PROMOTION committee in their department



Note: For “served on committee” and “chaired committee,” gender differences are significant at $p < .05$

Figure 43b. Whether *NON-STEM* respondent had served on or chaired a **PROMOTION committee in their department**



Note: For “served on committee” and “chaired committee,” gender differences are significant at $p < .05$

Most respondents had served on a faculty search committee in their department (81.6 percent) (see Figure 44 and Appendix Table 63).

Significant differences

The proportion of respondents who had served on a faculty search committee in their department was:

- **Gender** – Higher among men than women (87.7 percent and 73.6 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (95.5 percent and 66.3 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (97.3 percent and 61.8 percent, respectively).

Nearly half of respondents had chaired a faculty search committee in their department (47.2 percent) (see Figure 44 and Appendix Table 68).

Significant differences

The proportion of respondents who had chaired a faculty search committee in their department was:

- **Gender** – More than twice as high among men than women (60.0 percent and 28.0 percent, respectively).
- **Tenure status** – Substantially higher among tenured faculty than non-tenured faculty (70.9 percent and 14.9 percent, respectively).
- **Years at NDSU** – Substantially higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (69.2 percent and 11.8 percent, respectively).
- **Having children ages 6 or younger** – More than twice as high among respondents without young children as those with young children (54.4 percent and 25.0 percent, respectively).

Figure 44. Whether respondent had served on or chaired a FACULTY SEARCH committee in their department

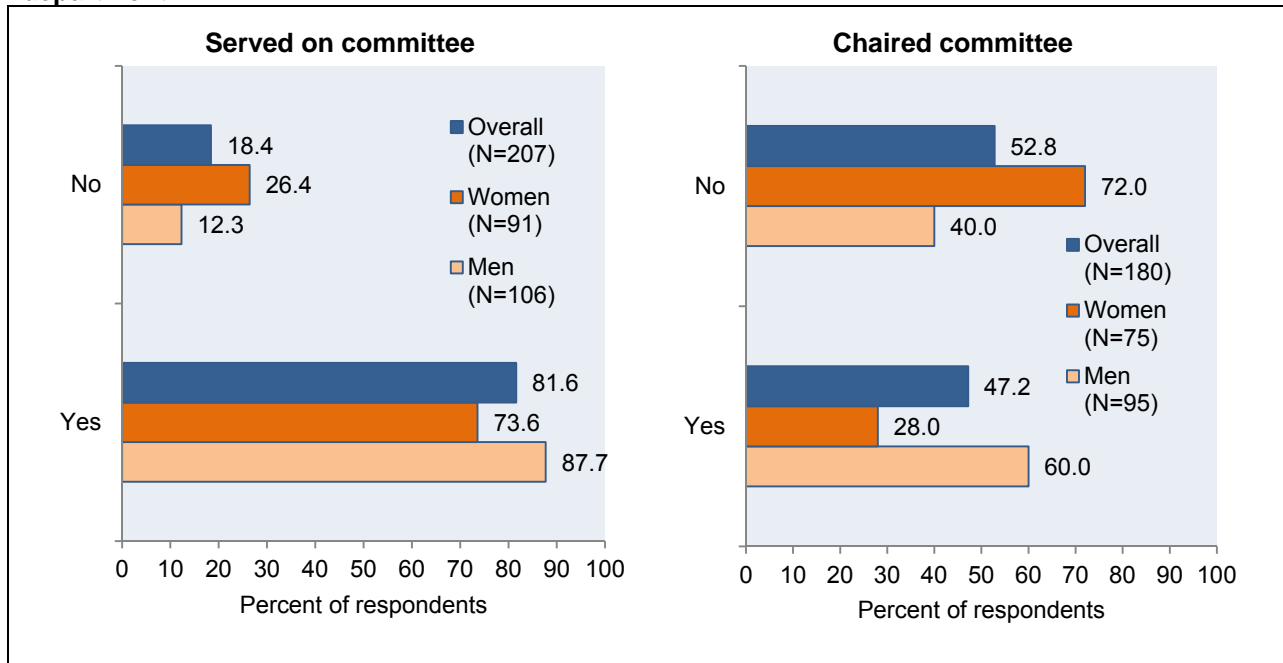
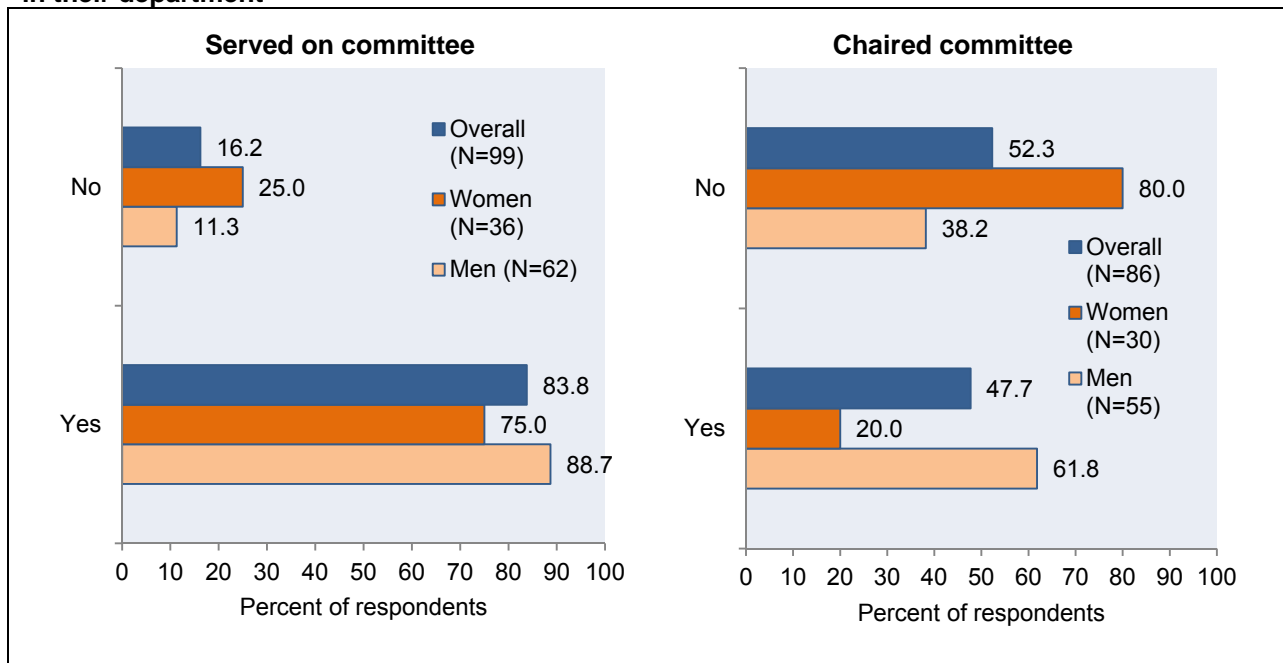
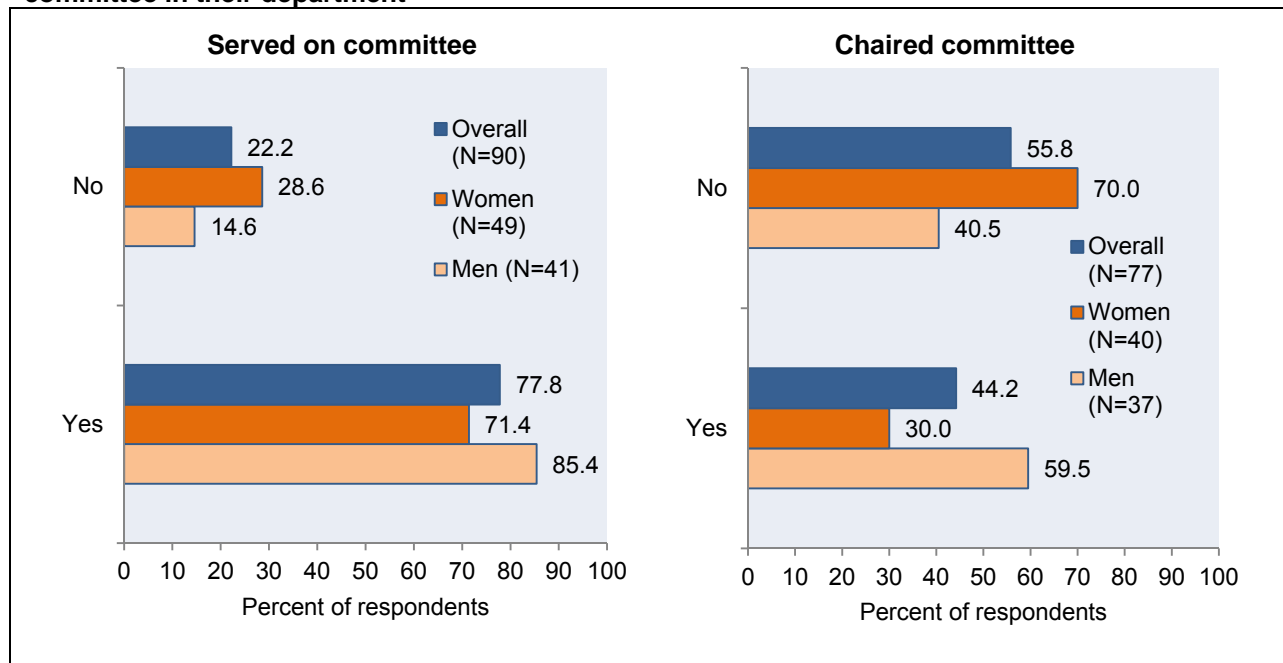


Figure 44a. Whether STEM respondent had served on or chaired a FACULTY SEARCH committee in their department



Note: For "chaired committee," gender differences are significant at $p < .05$

Figure 44b. Whether *NON-STEM* respondent had served on or chaired a FACULTY SEARCH committee in their department



Note: For "chaired committee," gender differences are significant at $p < .05$

Two-thirds of respondents had served on a curriculum committee in their department (66.8 percent) (see Figure 45 and Appendix Table 64).

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. The proportion of respondents who had served on a curriculum committee in their department was:

- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (79.4 percent and 53.3 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (82.4 percent and 47.7 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (71.2 percent and 53.1 percent, respectively).

More than one-third of respondents had chaired a curriculum committee in their department (34.9 percent) (see Figure 45 and Appendix Table 69).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who had chaired a curriculum committee in their department was:

- **Tenure status** – More than twice as high among tenured faculty as non-tenured faculty (46.0 percent and 20.3 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (46.1 percent and 14.1 percent, respectively).

Figure 45. Whether respondent had served on or chaired a CURRICULUM (graduate and/or undergraduate) committee in their department

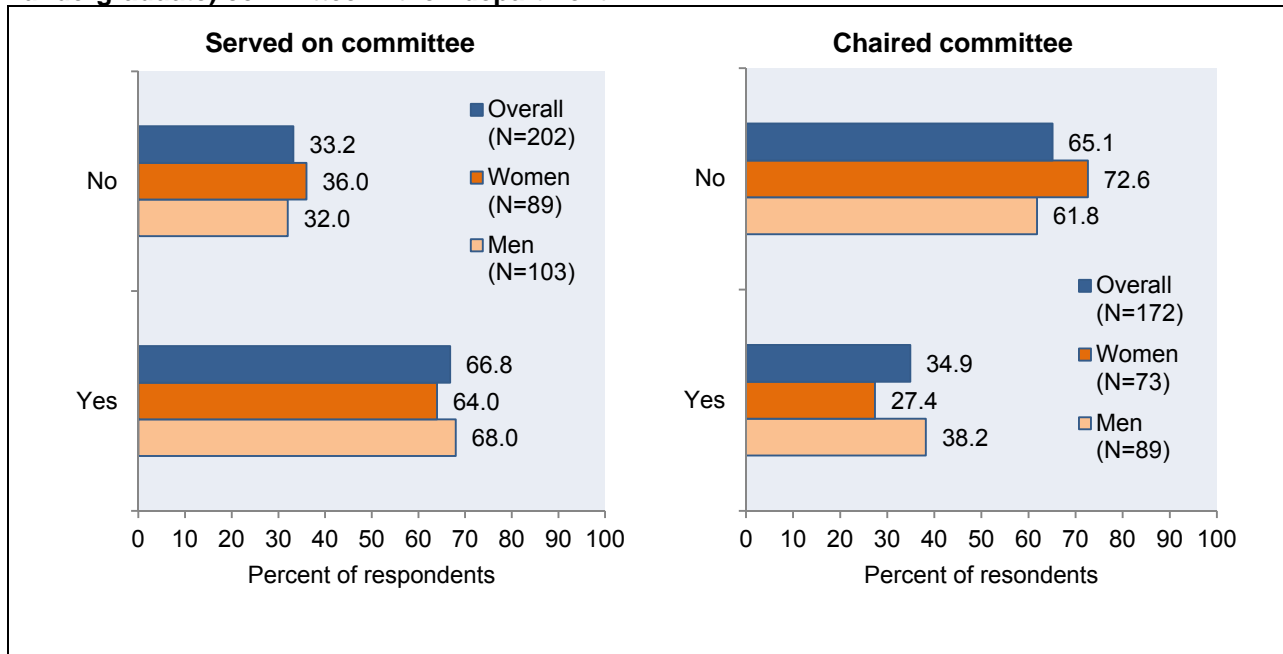
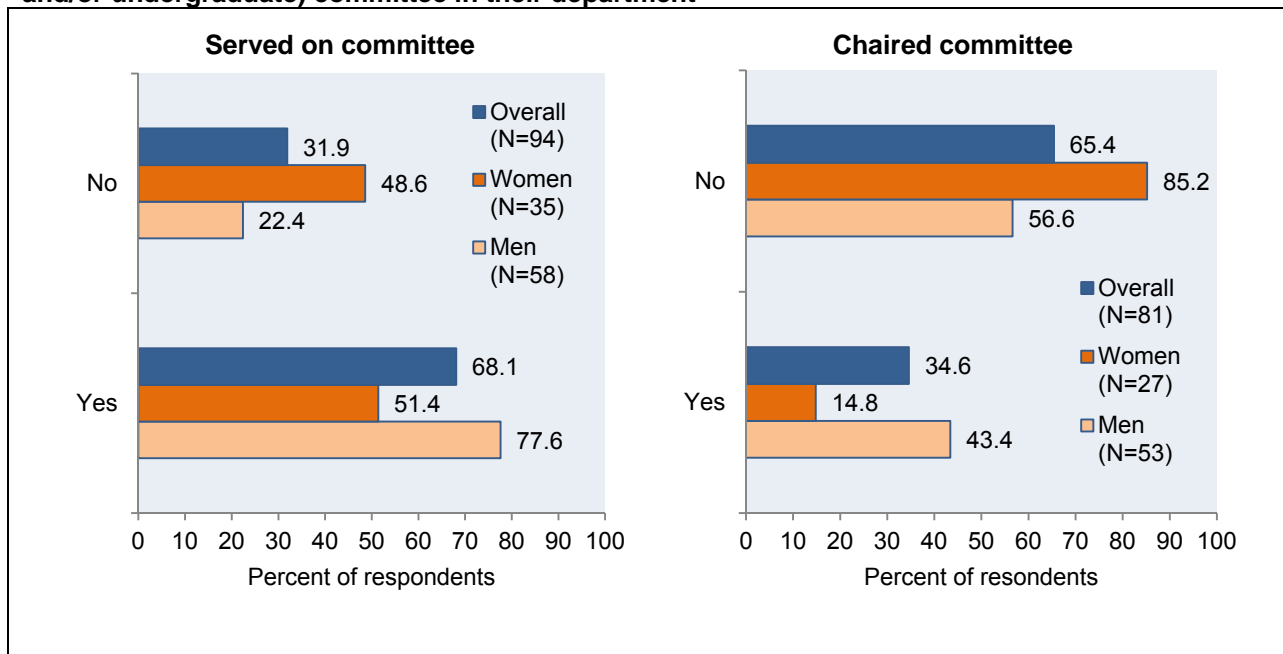
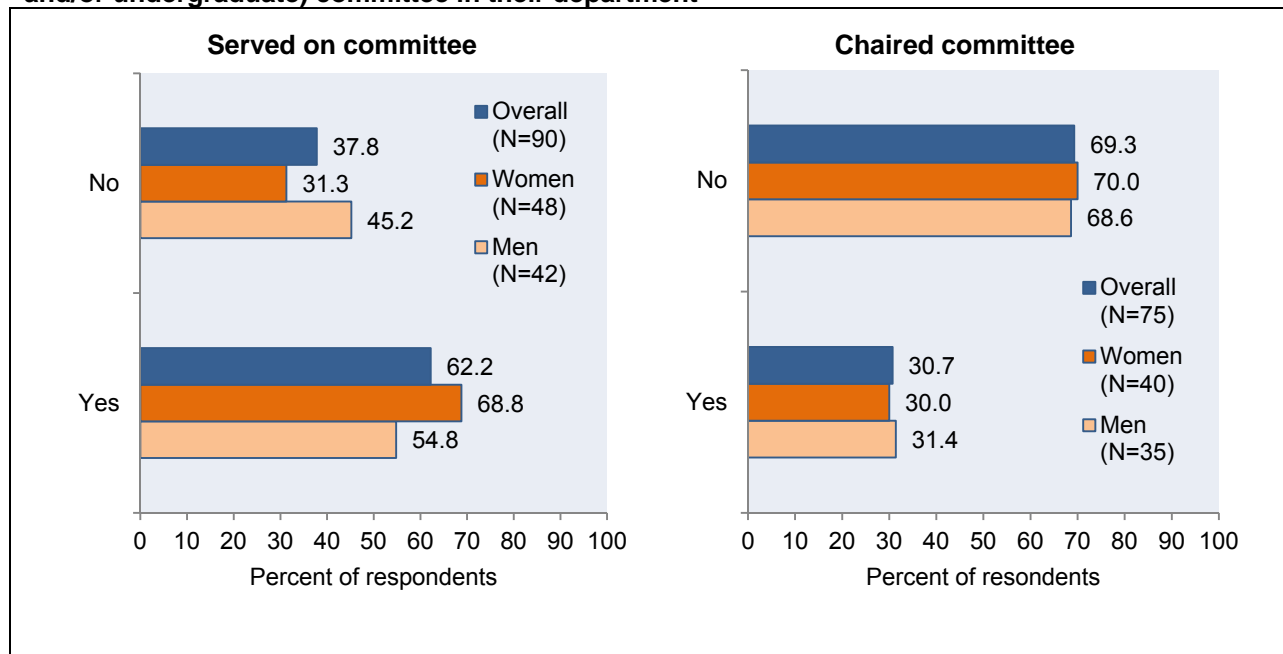


Figure 45a. Whether STEM respondent had served on or chaired a CURRICULUM (graduate and/or undergraduate) committee in their department



Note: For "served on committee" and "chaired committee," gender differences are significant at $p < .05$

Figure 45b. Whether *NON-STEM* respondent had served on or chaired a CURRICULUM (graduate and/or undergraduate) committee in their department



Nearly half of respondents had served on a graduate admissions committee in their department (48.5 percent) (see Figure 46 and Appendix Table 65).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who had served on a graduate admissions committee in their department was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (58.1 percent and 39.3 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (54.6 percent and 38.4 percent, respectively).

More than one-fourth of respondents had chaired a graduate admissions committee in their department (26.8 percent) (see Figure 46 and Appendix Table 70).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who had chaired a graduate admissions committee in their department was:

- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (39.8 percent and 9.7 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (36.5 percent and 8.5 percent, respectively).

Figure 46. Whether respondent had served on or chaired a GRADUATE ADMISSIONS committee in their department

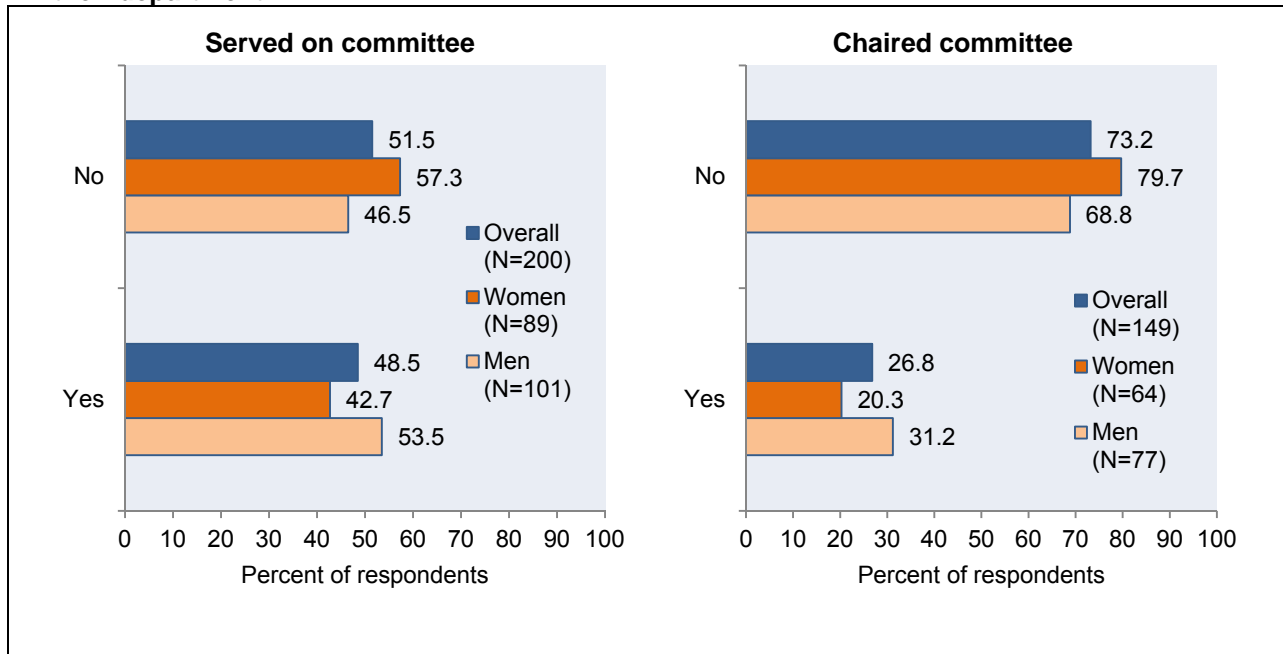


Figure 46a. Whether STEM respondent had served on or chaired a GRADUATE ADMISSIONS committee in their department

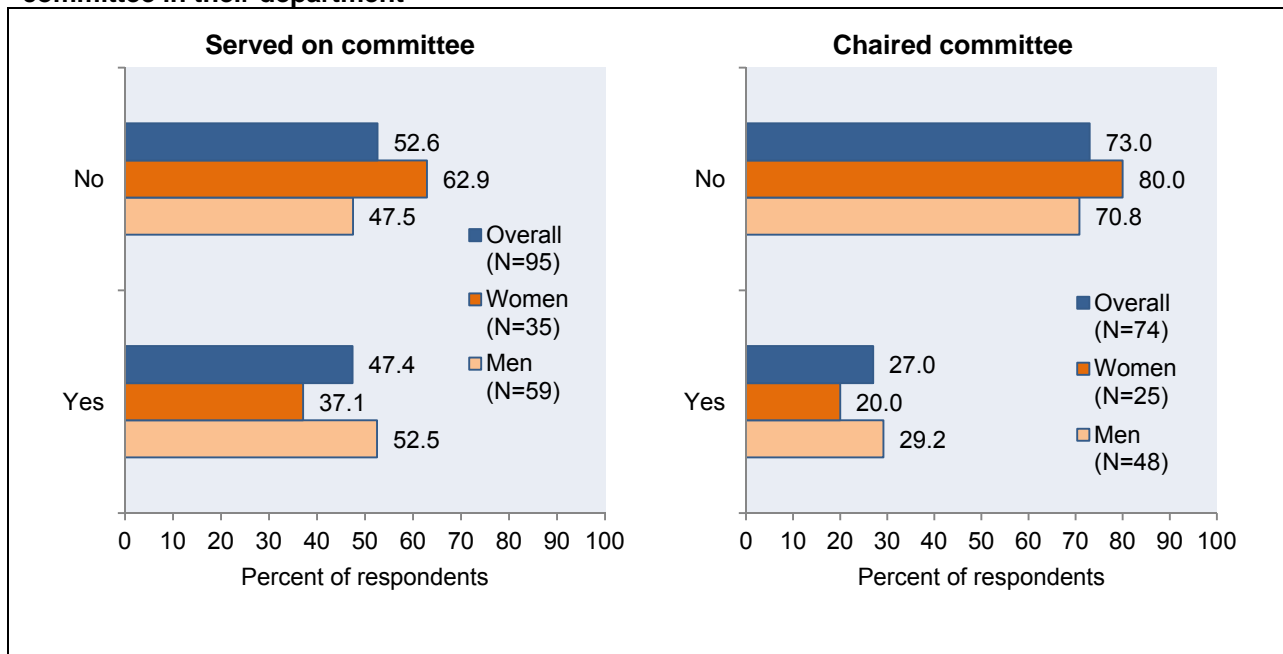
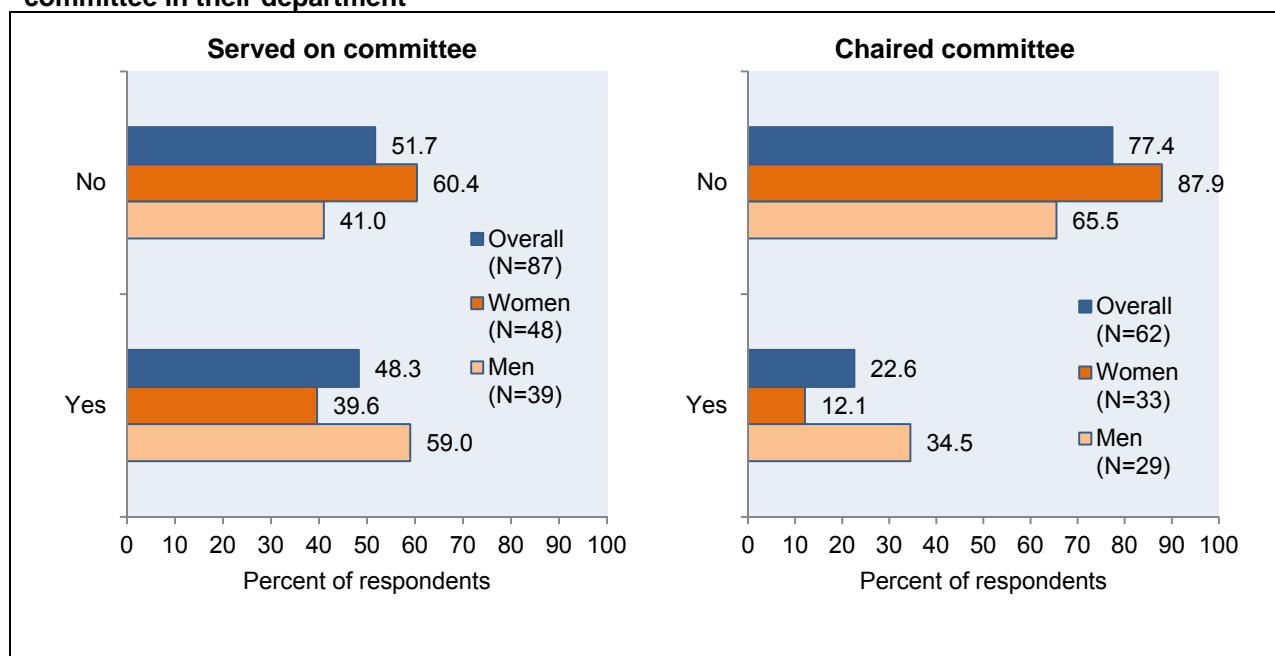


Figure 46b. Whether *NON-STEM* respondent had served on or chaired a GRADUATE ADMISSIONS committee in their department



Note: For "chaired committee," gender differences are significant at $p < .05$

Two-thirds of respondents had served on another type of committee in their department (68.0 percent) (see Figure 47 and Appendix Table 66).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who had served on another type of committee in their department was:

- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (81.0 percent and 60.6 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (79.0 percent and 56.9 percent, respectively).

Nearly half of respondents had chaired another type of committee in their department (45.7 percent) (see Figure 47 and Appendix Table 71).

Significant differences

The proportion of respondents who had chaired another type of committee in their department was:

- **Gender** – Much higher among men than women (56.6 percent and 35.6 percent, respectively).
- **Tenure status** – More than twice as high among tenured faculty as non-tenured faculty (62.7 percent and 30.8 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (57.1 percent and 31.9 percent, respectively).

"Other" committees respondents had chaired or served on included student committees, faculty and staff committees, and other miscellaneous committees at NDSU (see Appendix Table 72 and Appendix Tables 188a, b, and c).

Figure 47. Whether respondent had served on or chaired ANOTHER TYPE of committee in their department

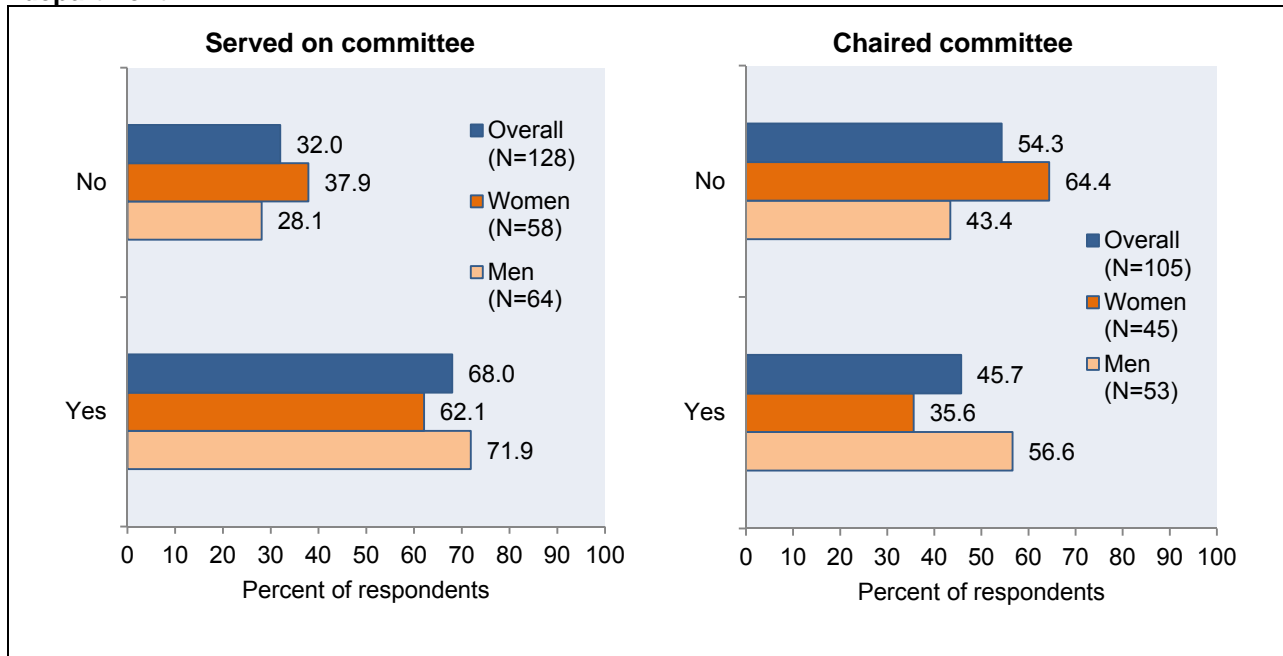


Figure 47a. Whether STEM respondent had served on or chaired ANOTHER TYPE of committee in their department

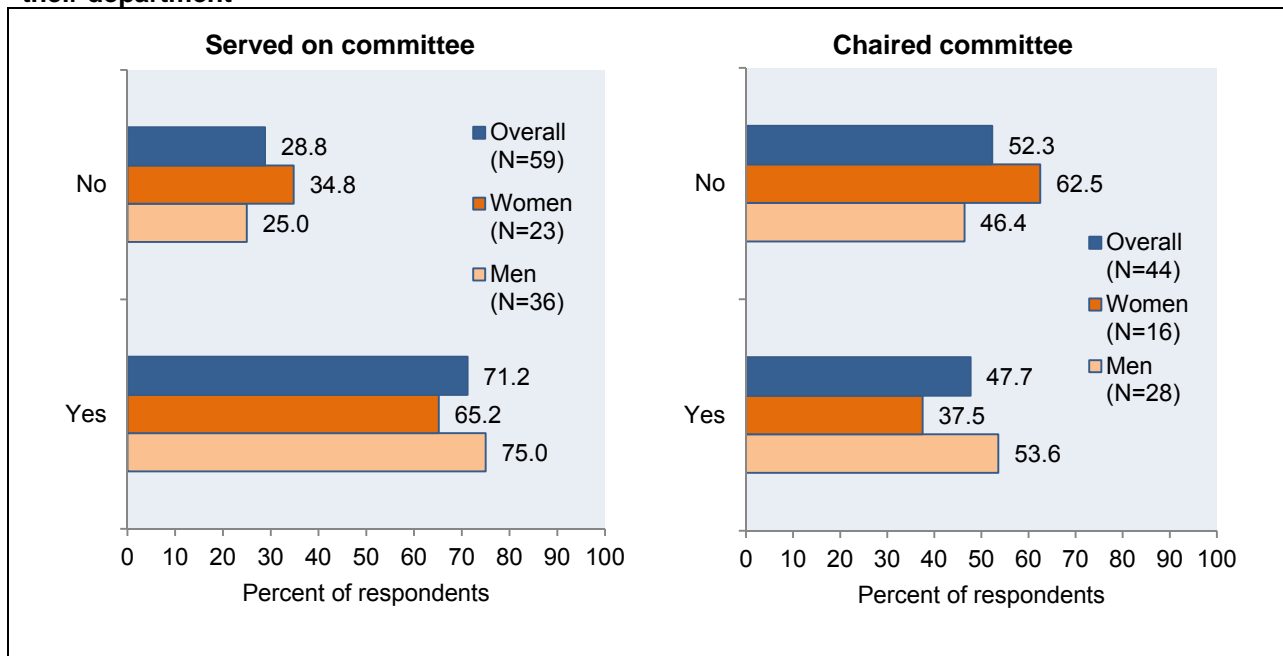
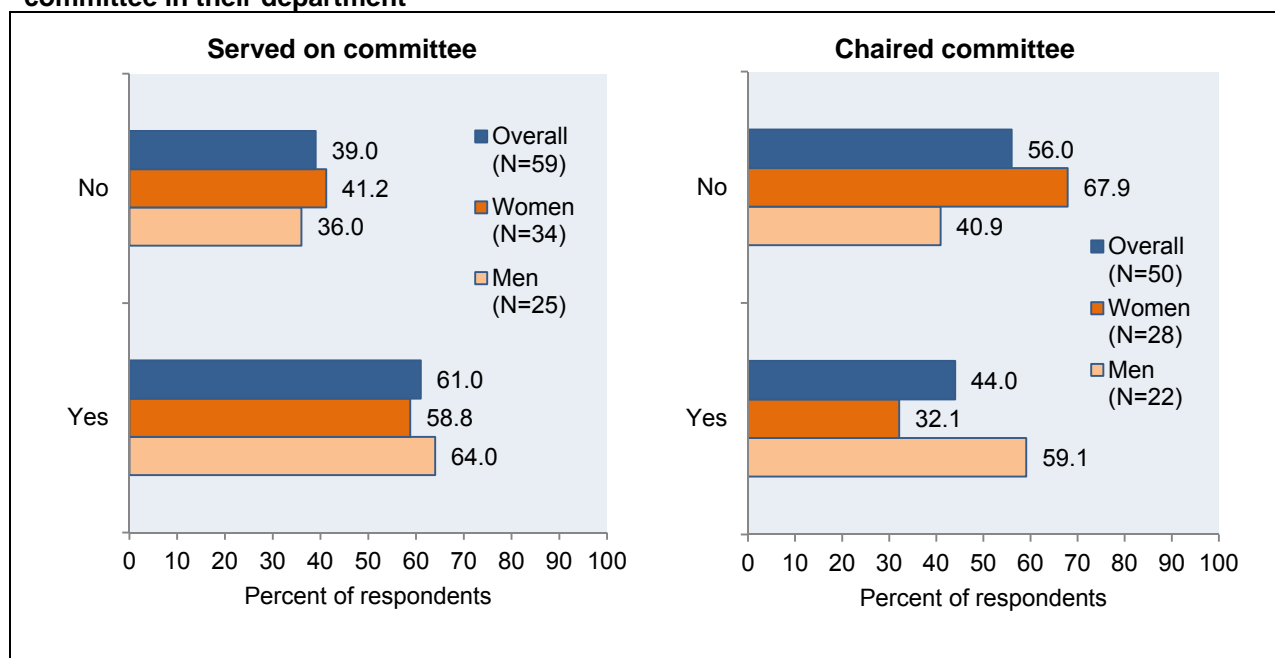


Figure 47b. Whether *NON-STEM* respondent had served on or chaired *ANOTHER TYPE* of committee in their department



Respondents were asked whether they currently hold, or have held, various positions on the NDSU campus (see Figures 48 to 51 and Appendix Tables 73 to 79).

More than one-fourth of respondents currently held an administrative role in their department or college at NDSU (27.5 percent) (see Figure 48 and Appendix Table 73).

Significant differences

The proportion of respondents who currently held an administrative role in their department or college at NDSU was:

- **Gender** – Higher among men than women (35.6 percent and 18.7 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (42.9 percent and 8.6 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (38.5 percent and 14.6 percent, respectively).

Nearly one-third of respondents had held an administrative role in the past in their department or college at NDSU (29.6 percent) (see Figure 48 and Appendix Table 76).

Significant differences

The proportion of respondents who had held an administrative role in the past in their department or college at NDSU was:

- **Gender** – Substantially higher among men than women (48.5 percent and 8.0 percent, respectively).
- **Tenure status** – Substantially higher among tenured faculty than non-tenured faculty (50.0 percent and 6.7 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (46.8 percent and 8.4 percent, respectively).
- **Having children ages 6 or younger** – Twice as high among respondents without young children as those with young children (33.8 percent and 16.7 percent, respectively).

Figure 48. Whether respondent currently held, or has held, an ADMINISTRATIVE role in their department or college at NDSU

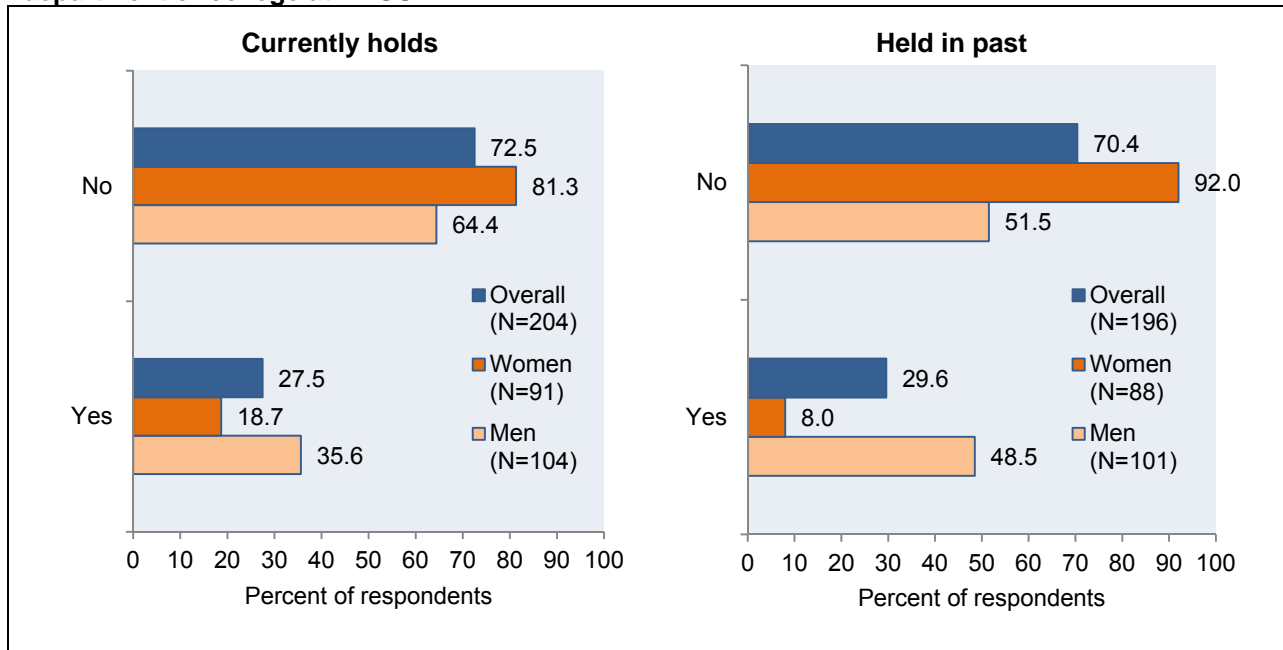
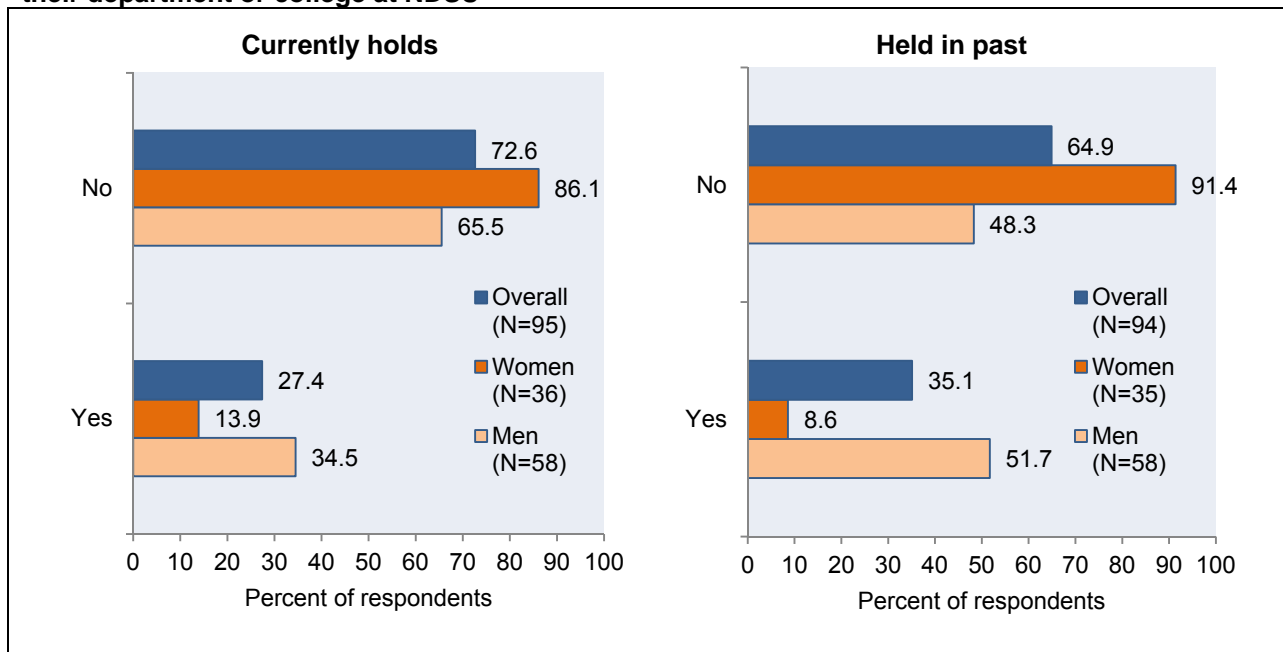
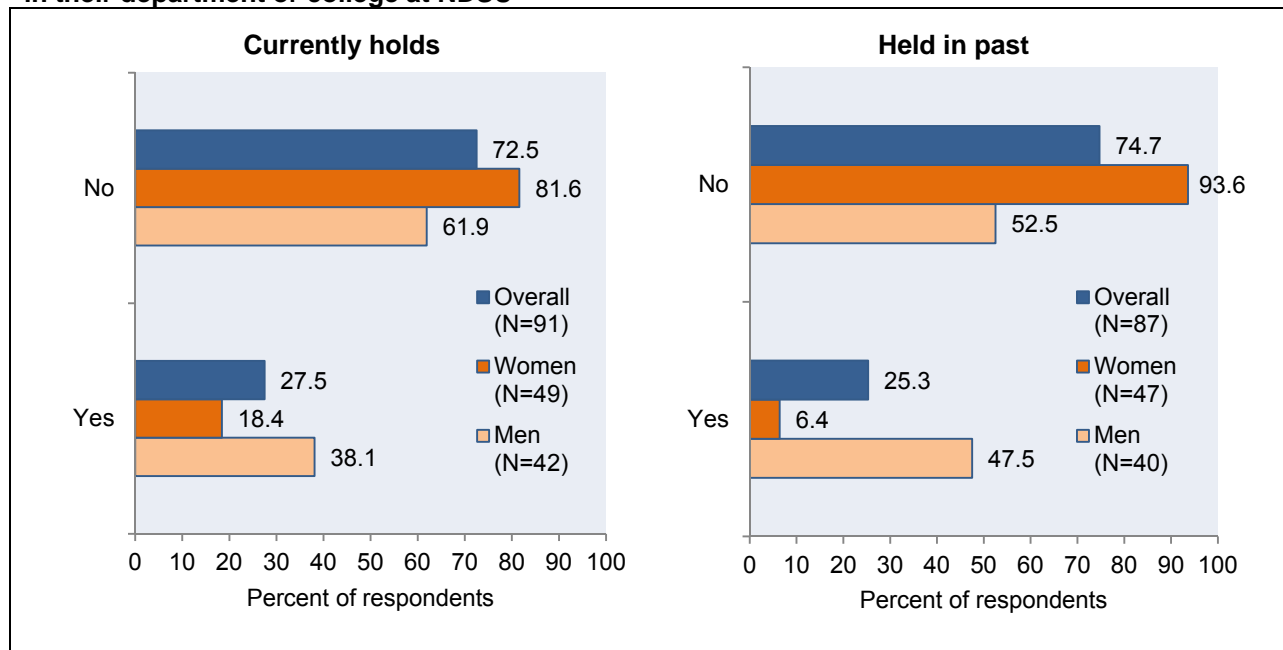


Figure 48a. Whether STEM respondent currently held, or has held, an ADMINISTRATIVE role in their department or college at NDSU



Note: For "currently holds" and "held in past," gender differences are significant at $p < .05$

Figure 48b. Whether *NON-STEM* respondent currently held, or has held, an ADMINISTRATIVE role in their department or college at NDSU



Note: For “currently holds” and “held in past,” gender differences are significant at $p < .05$

More than two-fifths of respondents currently held a role as principal investigator on a research grant in their department or college at NDSU (44.6 percent) (see Figure 49 and Appendix Table 74).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who currently held a role as principal investigator on a research grant in their department or college at NDSU was:

- **Type of college** – Much higher among respondents in STEM designated colleges than those in non-STEM colleges (58.8 percent and 30.0 percent, respectively).

The majority of respondents had held a role as principal investigator on a research grant in the past in their department or college at NDSU (57.3 percent) (see Figure 49 and Appendix Table 77).

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. The proportion of respondents who had held a role as principal investigator on a research grant in the past in their department or college at NDSU was:

- **Type of college** – Much higher among respondents in STEM designated colleges than those in non-STEM colleges (69.1 percent and 41.6 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (68.3 percent and 44.4 percent, respectively).
- **Years at NDSU** – More than twice as high among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (73.6 percent and 34.1 percent, respectively).

Figure 49. Whether respondent currently held, or has held, a role as PRINCIPLE INVESTIGATOR ON A RESEARCH GRANT in their department or college at NDSU

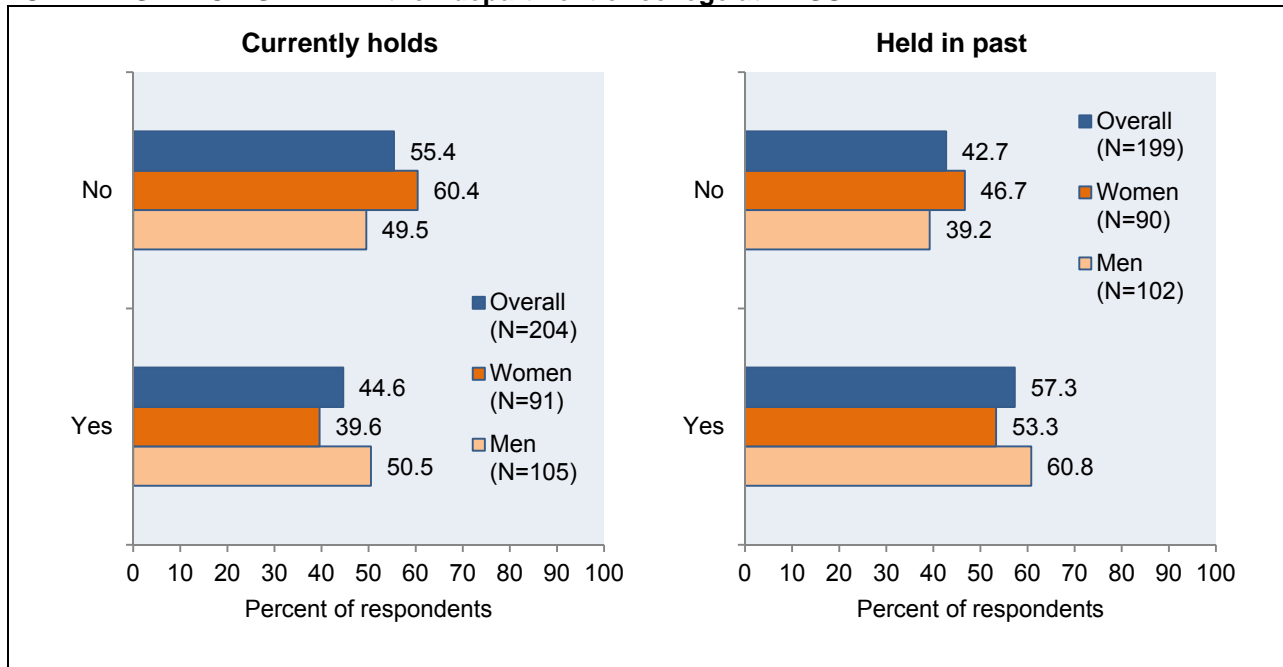


Figure 49a. Whether STEM respondent currently held, or has held, a role as PRINCIPLE INVESTIGATOR ON A RESEARCH GRANT in their department or college at NDSU

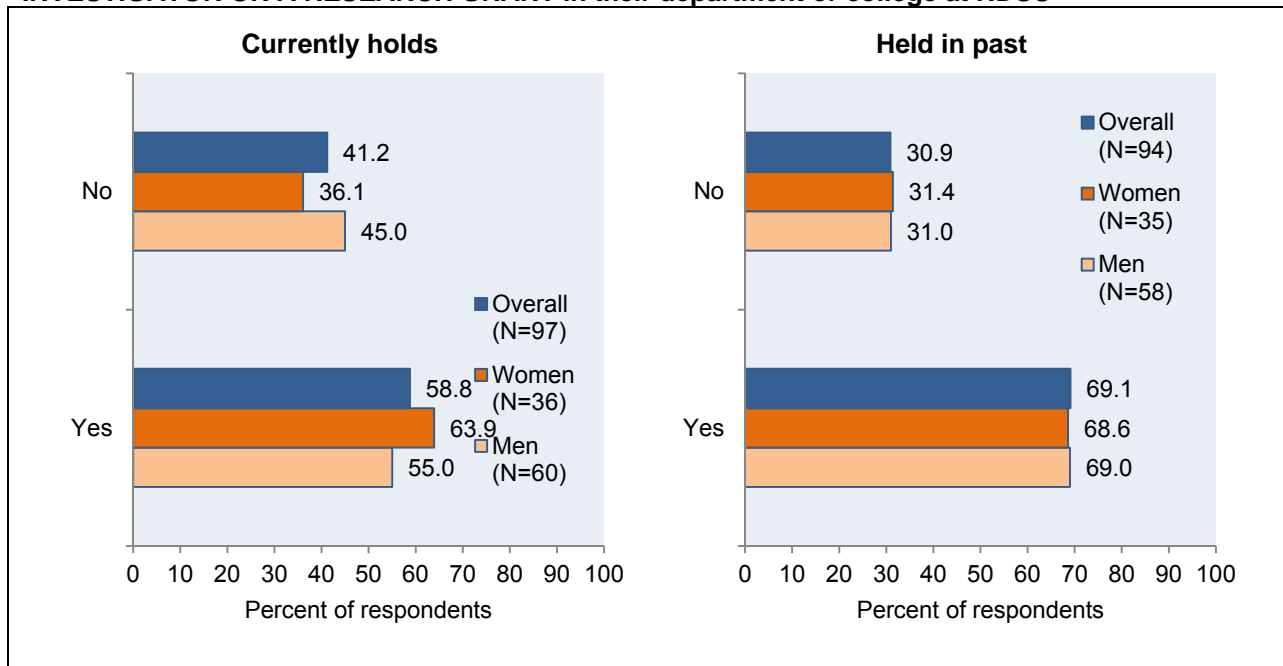
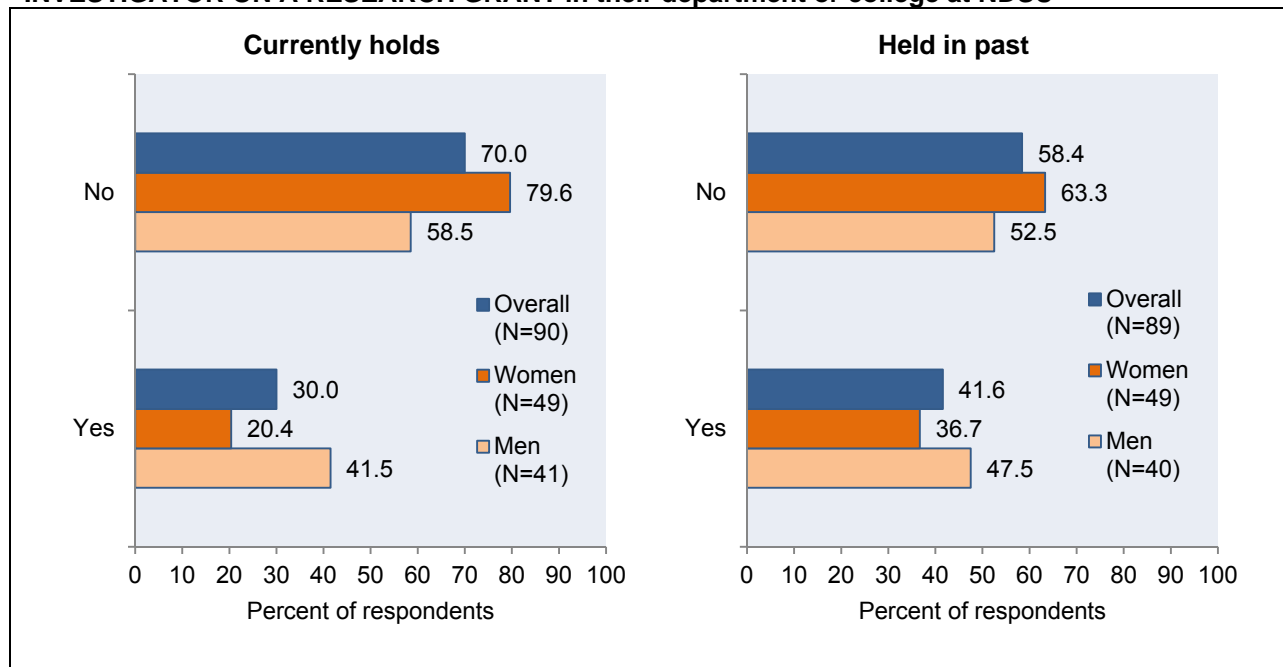


Figure 49b. Whether *NON-STEM* respondent currently held, or has held, a role as PRINCIPLE INVESTIGATOR ON A RESEARCH GRANT in their department or college at NDSU



Note: For "currently holds," gender differences are significant at $p < .05$

More than one-tenth of respondents currently held a role as principal investigator on an educational grant in their department or college at NDSU (14.7 percent) (see Figure 50 and Appendix Table 75).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who currently held a role as principal investigator on an educational grant in their department or college at NDSU was:

- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (18.2 percent and 4.0 percent, respectively).

More than one-fourth of respondents had held a role as principal investigator on an educational grant in the past in their department or college at NDSU (27.5 percent) (see Figure 50 and Appendix Table 78).

Significant differences

The proportion of respondents who had held a role as principal investigator on an educational grant in the past in their department or college at NDSU was:

- **Gender** – Higher among men than women (35.7 percent and 19.3 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (38.2 percent and 12.6 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (36.4 percent and 14.6 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents without young children than those with young children (33.3 percent and 8.7 percent, respectively).

Figure 50. Whether respondent currently held, or has held, a role as PRINCIPLE INVESTIGATOR ON AN EDUCATIONAL GRANT in their department or college at NDSU

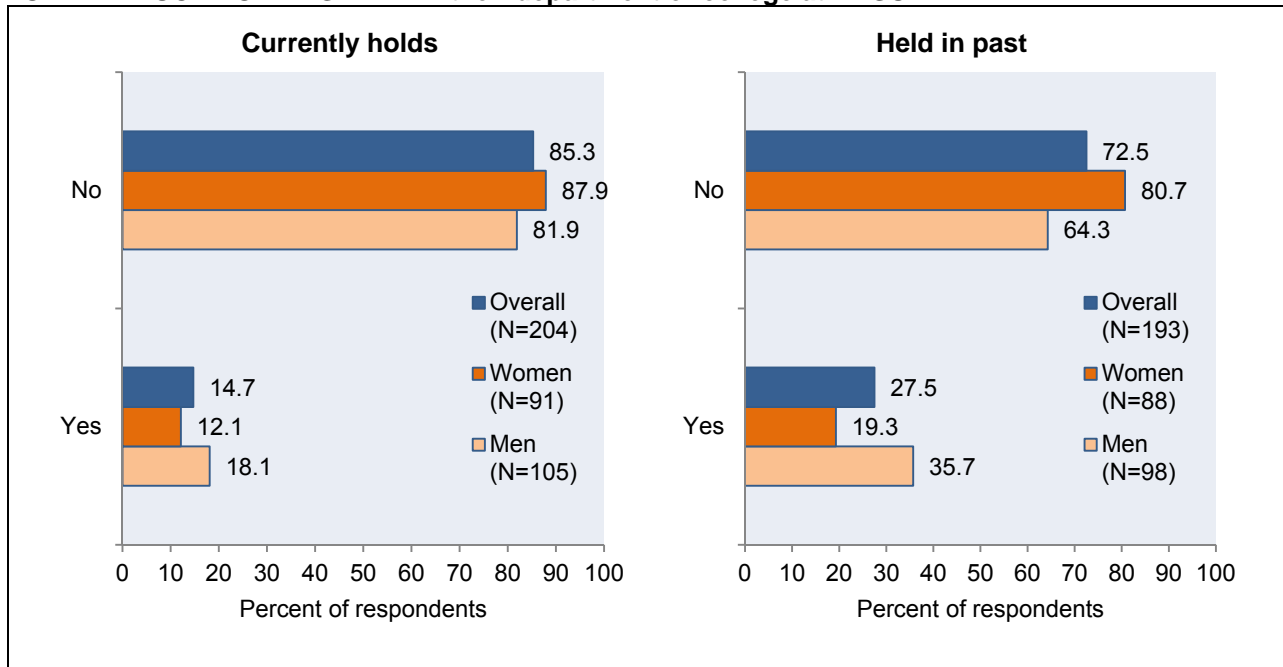
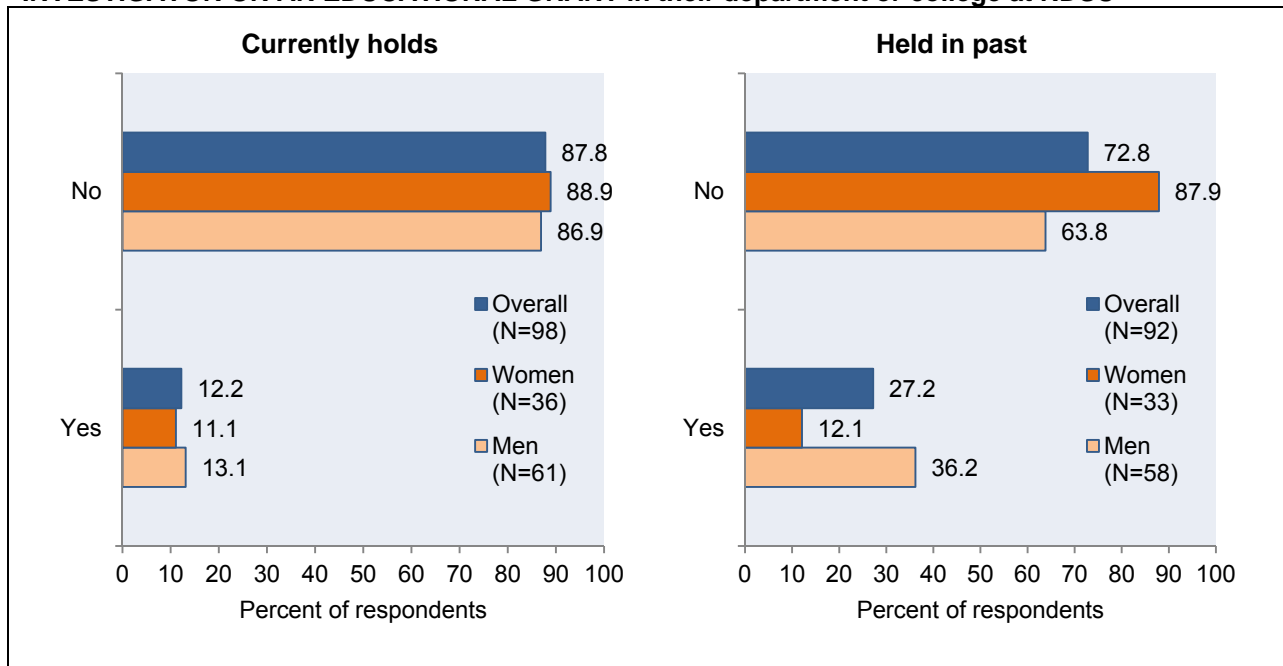
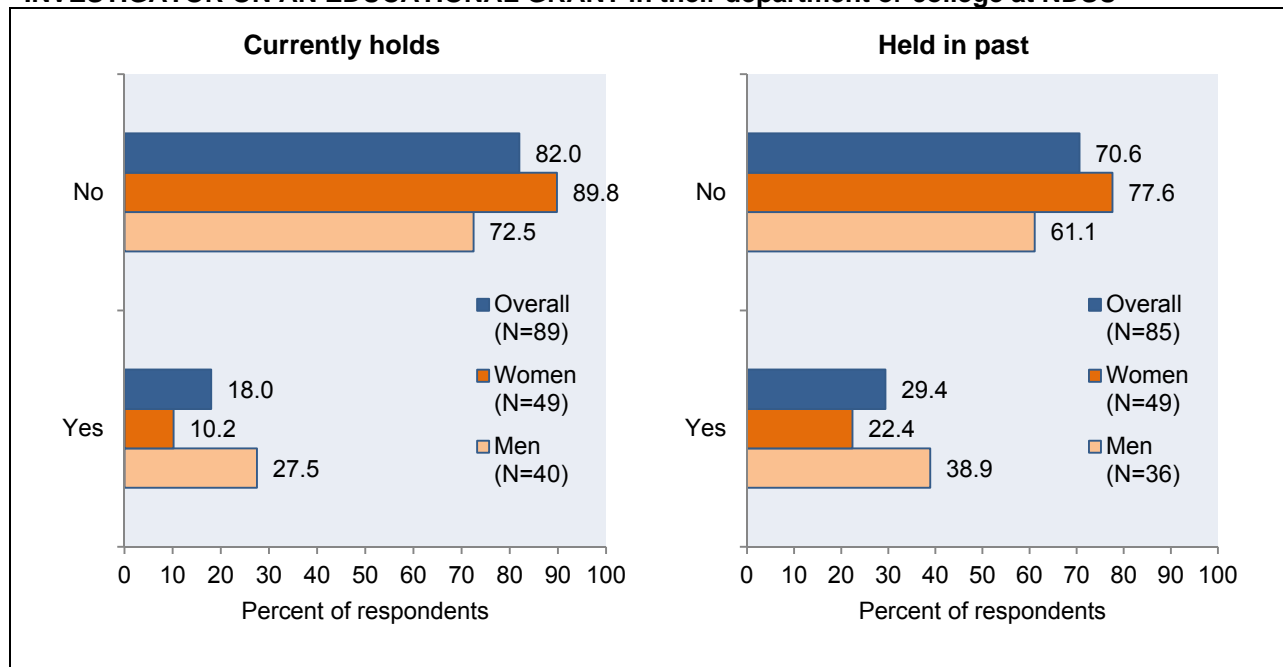


Figure 50a. Whether STEM respondent currently held, or has held, a role as PRINCIPLE INVESTIGATOR ON AN EDUCATIONAL GRANT in their department or college at NDSU



Note: For "held in past," gender differences are significant at $p < .05$

Figure 50b. Whether *NON-STEM* respondent currently held, or has held, a role as PRINCIPLE INVESTIGATOR ON AN EDUCATIONAL GRANT in their department or college at NDSU



Note: For “currently holds,” gender differences are significant at $p < .05$

More than one-tenth of respondents currently held another type of role in their department or college at NDSU (13.1 percent) (see Figure 51).

Nearly one-fifth of respondents had held another type of role in the past in their department or college at NDSU (17.9 percent) (see Figure 51 and Appendix Table 79).

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. The proportion of respondents who have held another type of role in the past in their department or college at NDSU was:

- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (32.1 percent and 8.3 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (34.5 percent and 8.2 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents without young children than those with young children (23.7 percent and 0.0 percent, respectively).

“Other” positions that respondents currently hold or have held positions on the NDSU campus include education, college program, and research related committee positions as well as grant-related positions and positions on University Senate (see Appendix Table 80 and Appendix Tables 189a, b, and c).

Figure 51. Whether respondent currently held, or has held, ANOTHER TYPE of role in their department or college at NDSU

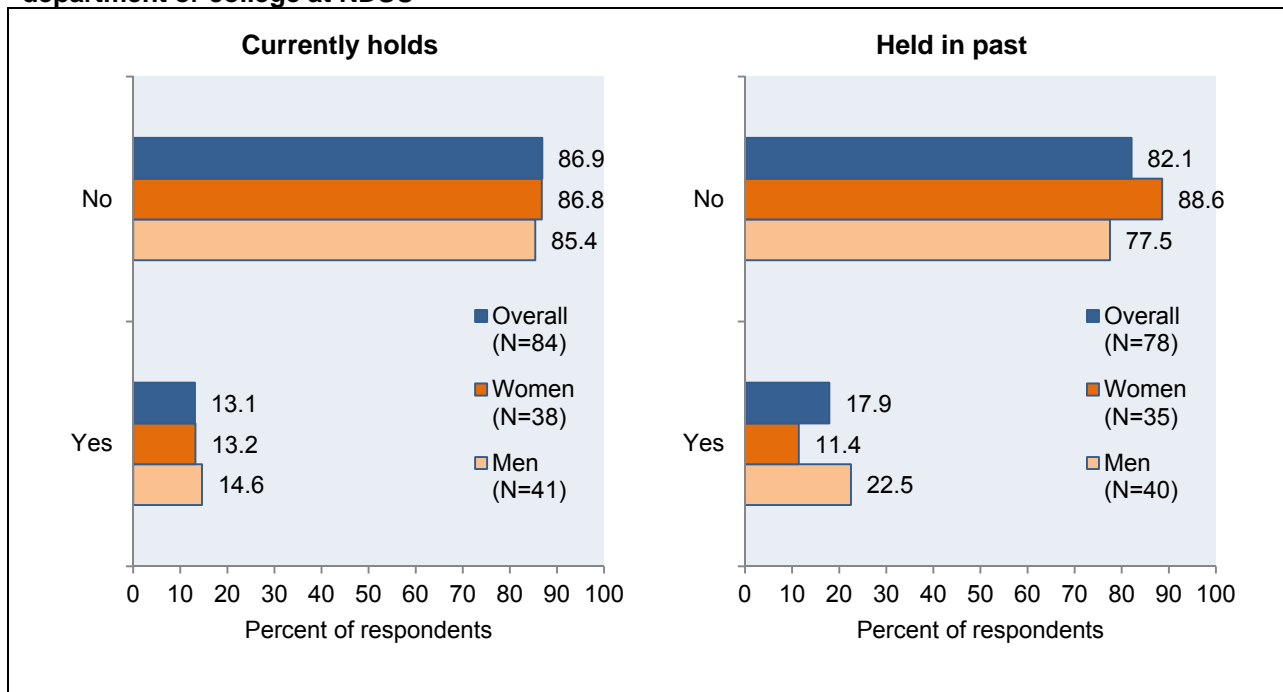


Figure 51a. Whether STEM respondent currently held, or has held, ANOTHER TYPE of role in their department or college at NDSU

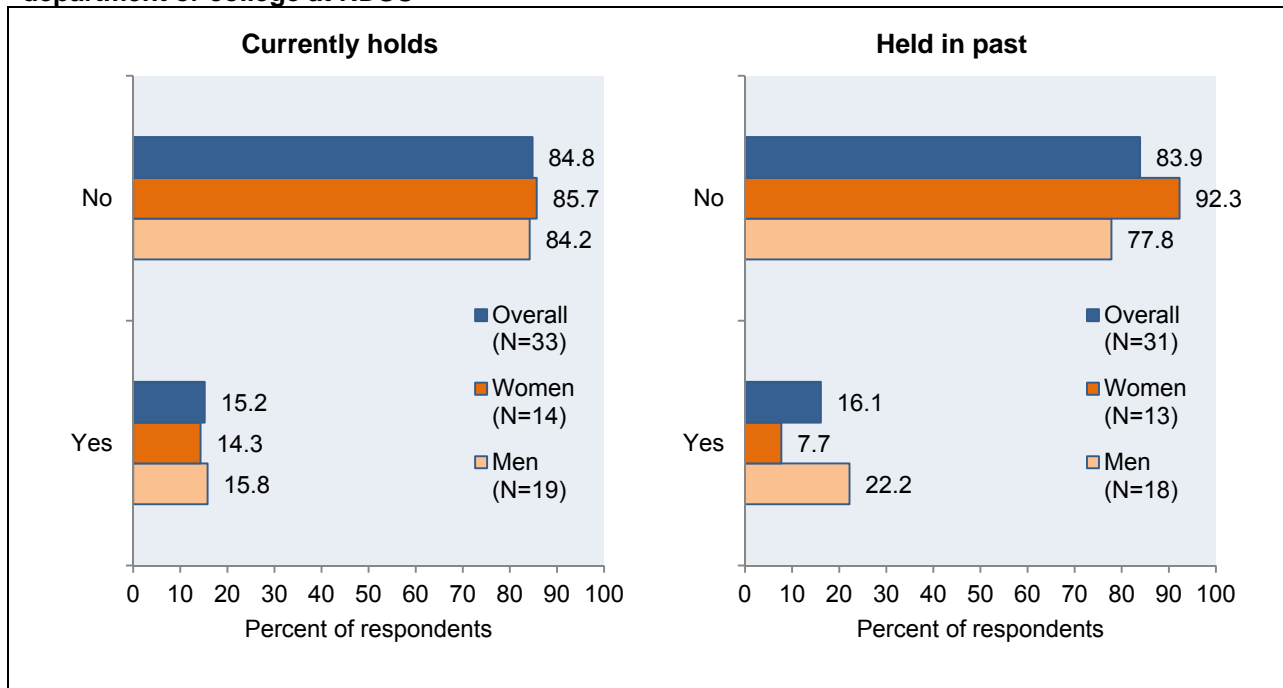
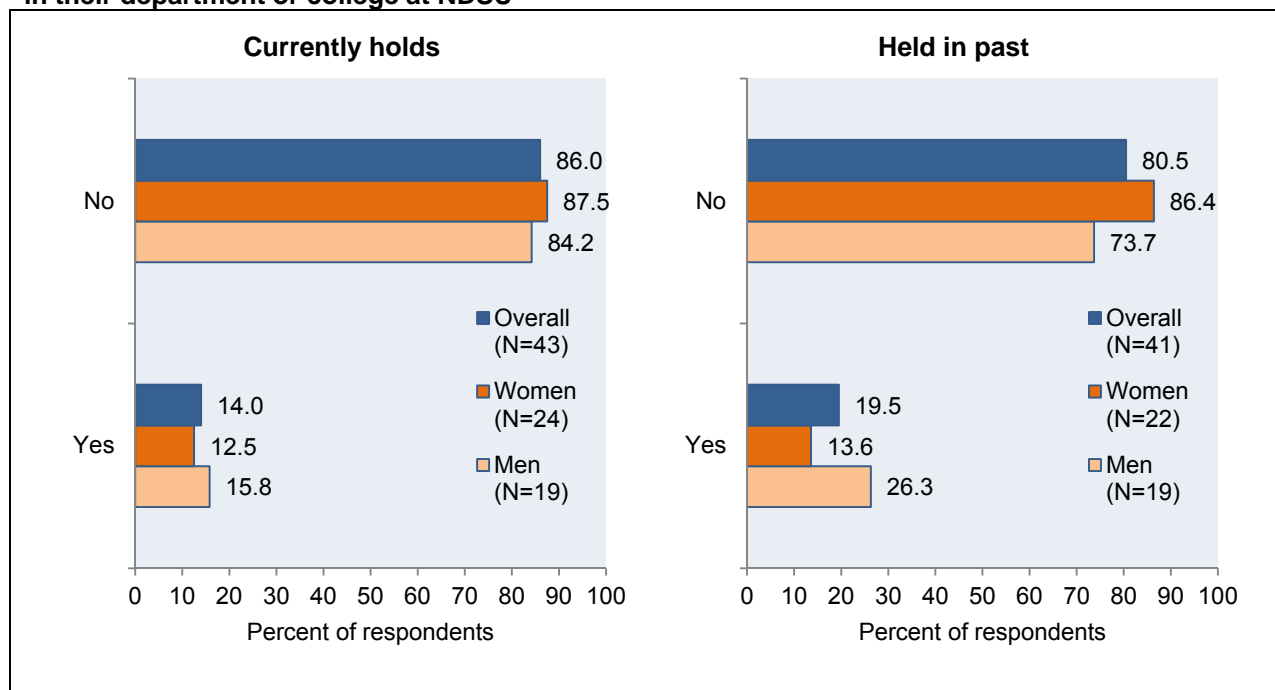


Figure 51b. Whether *NON-STEM* respondent currently held, or has held, *ANOTHER TYPE* of role in their department or college at NDSU



Respondents were asked whether they have held various leadership positions outside NDSU (see Figure 52 and Appendix Tables 81 to 83).

One-third of respondents had held a position as chair of a major committee in a professional organization or association outside NDSU (33.0 percent) (see Figure 52 and Appendix Table 81).

Significant differences

The proportion of respondents who have held a position as chair of a major committee in a professional organization or association outside NDSU was:

- **Gender** – Higher among men than women (41.3 percent and 27.5 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (47.5 percent and 14.4 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (43.8 percent and 19.8 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents without young children than those with young children (38.5 percent and 14.0 percent, respectively).

More than one-fourth of respondents had been president or held another high-level position in a professional association or organization outside NDSU (26.3 percent) (see Figure 52 and Appendix Table 82).

Significant differences

There were not significant differences in responses based on gender but there were for four of the other characteristics explored for significance. The proportion of respondents who have been president or held another high-level position in a professional association or organization outside NDSU was:

- **Type of college** – Higher among respondents in non-STEM designated colleges than those in STEM colleges (37.0 percent and 19.2 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (35.0 percent and 15.5 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (33.1 percent and 19.8 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents without young children than those with young children (29.9 percent and 14.0 percent, respectively).

One-fourth of respondents had held a position as a member of a national commission or panel outside NDSU (24.1 percent) (see Figure 52). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

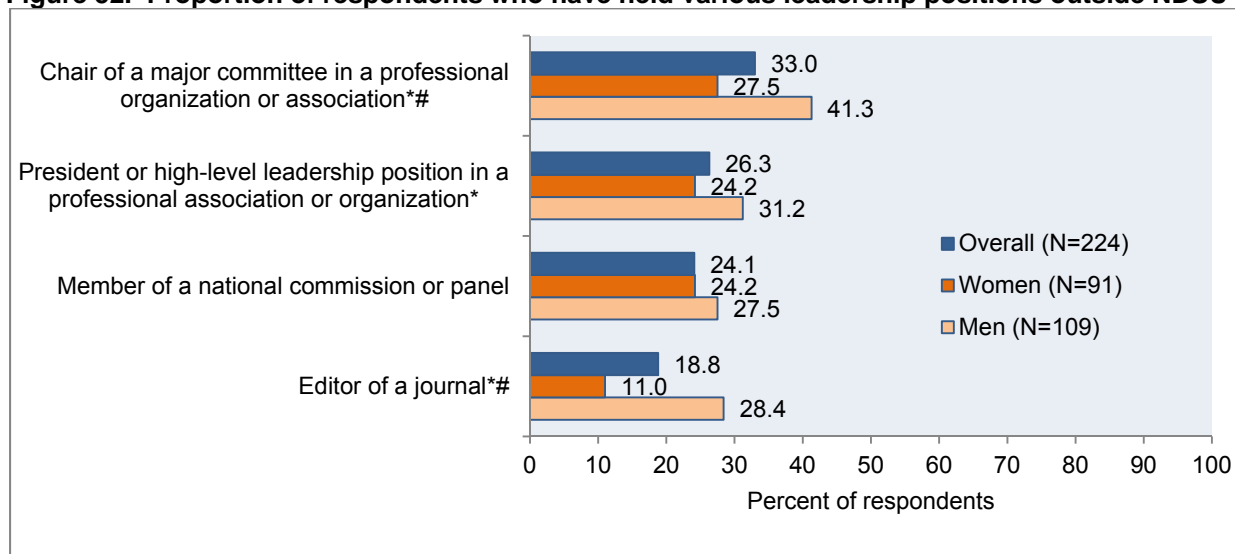
Nearly one-fifth of respondents had held a position as editor of a journal outside NDSU (18.8 percent) (see Figure 52 and Appendix Table 83).

Significant differences

The proportion of respondents who have held a position as editor of a journal outside NDSU was:

- **Gender** – Higher among men than women (28.4 percent and 11.0 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (27.5 percent and 7.2 percent, respectively).

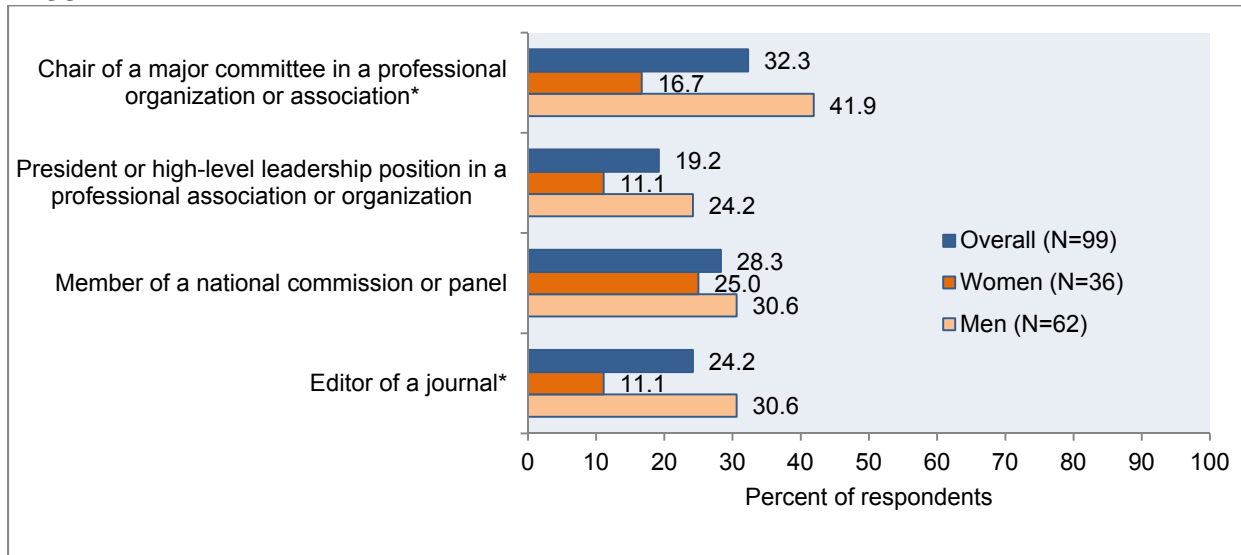
Figure 52. Proportion of respondents who have held various leadership positions outside NDSU



*Significant differences were found for this response on one or more of the characteristics explored for significance

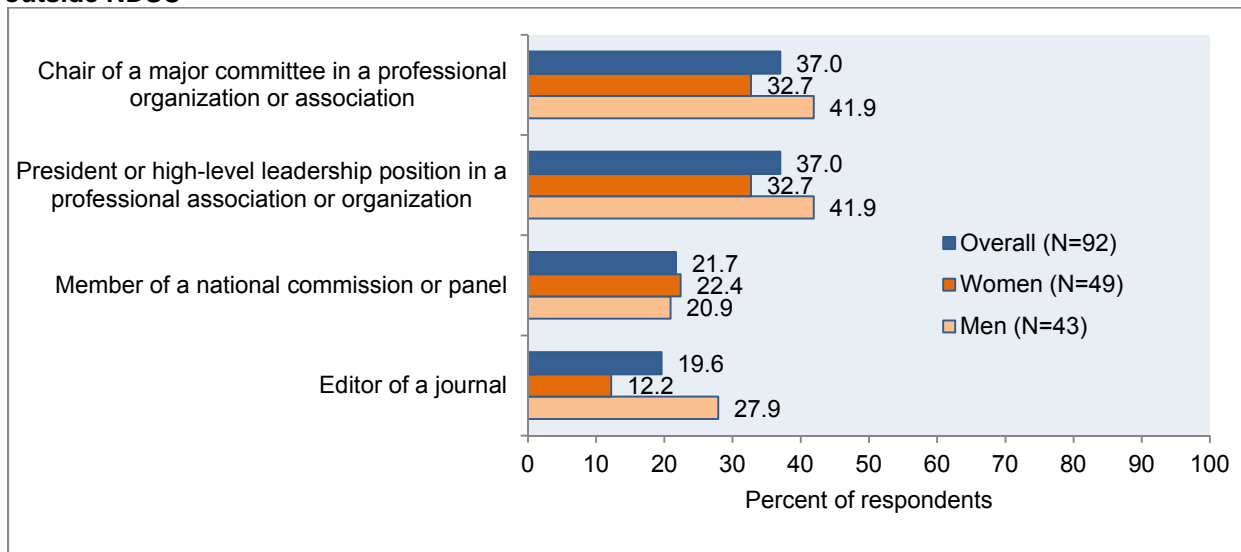
#Significant differences were found for this response based on gender

Figure 52a. Proportion of STEM respondents who have held various leadership positions outside NDSU



*Gender differences are significant at $p < .05$

Figure 52b. Proportion of NON-STEM respondents who have held various leadership positions outside NDSU



Two-fifths of respondents indicated they are interested in taking on formal leadership positions at NDSU (39.1 percent) and an additional one-third were not sure if they are interested (33.3 percent) (see Figure 53 and Appendix Table 84).

Significant differences

The proportion of respondents who were *not sure* if they are interested in taking on formal leadership positions at NDSU was:

- **Gender** – Higher among women than men (44.0 percent and 26.4 percent, respectively).
- **Tenure status** – Much higher among non-tenured faculty than tenured faculty (47.3 percent and 21.8 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU 5 years or less than those who have been at NDSU more than 5 years (46.1 percent and 23.2 percent, respectively).

Figure 53. Whether respondent said they have an interest in taking on any formal leadership positions at NDSU

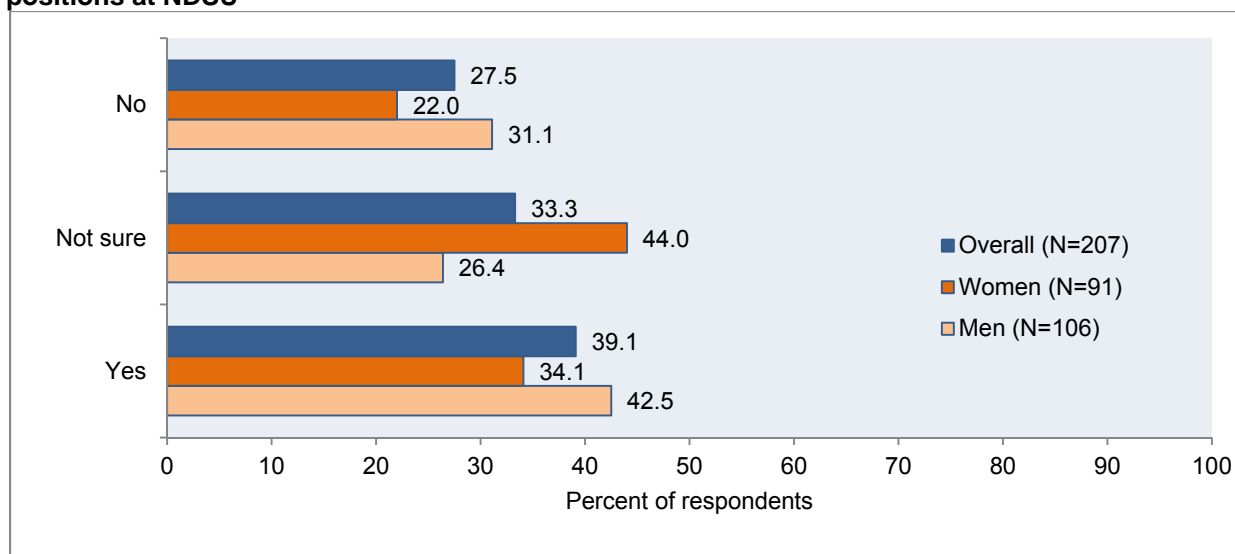


Figure 53a. Whether STEM respondent said they have an interest in taking on any formal leadership positions at NDSU

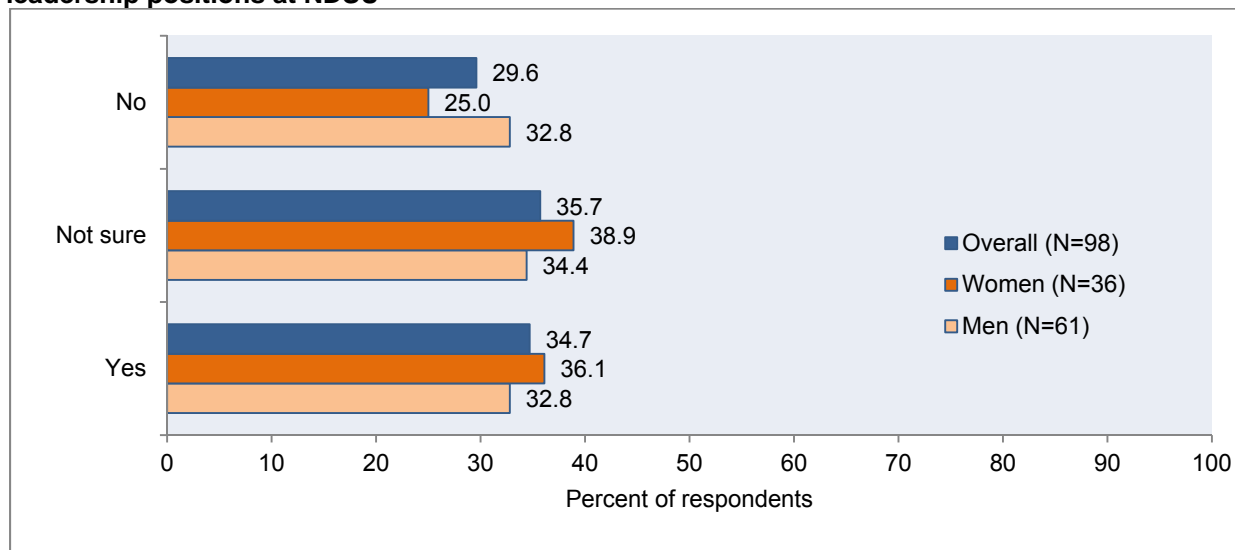
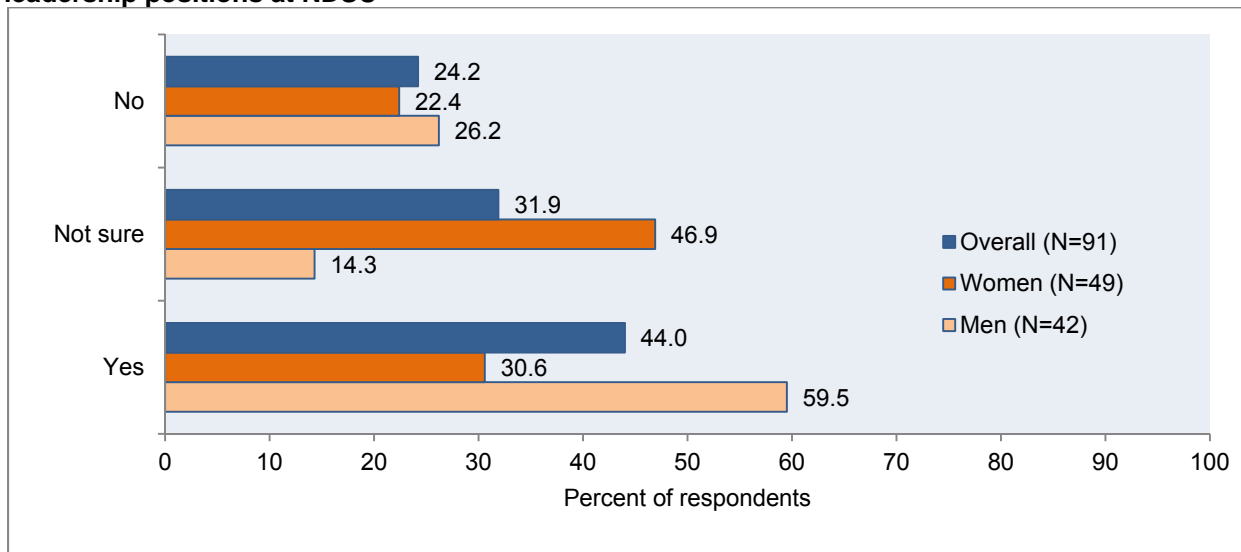


Figure 53b. Whether *NON-STEM* respondent said they have an interest in taking on any formal leadership positions at NDSU



Note: Gender differences are significant at $p < .05$

Among respondents who have an interest in formal leadership positions at NDSU or those who indicated they are not sure, nearly two-fifths indicated that there are barriers preventing them from taking on such a position (37.8 percent) (see Figure 54 and Appendix Table 85).

Significant differences

Among respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, the proportion of respondents who indicated that there are barriers preventing them was:

- **Gender** – More than twice as high among women as men (51.4 percent and 24.7 percent, respectively).

Figure 54. Among respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, whether there are barriers preventing respondent from taking on such a position

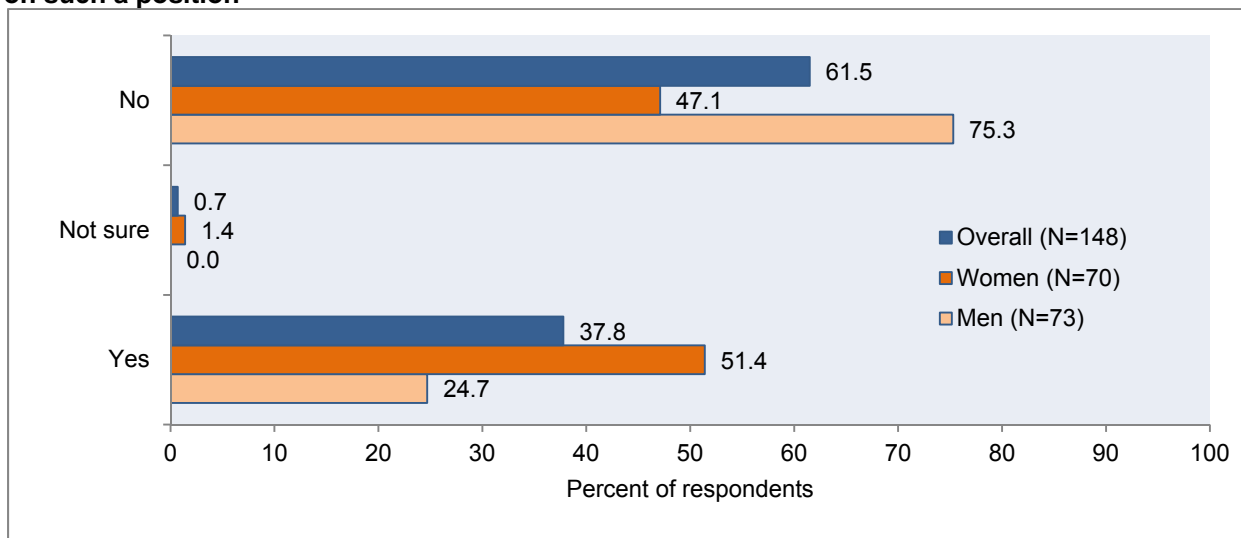
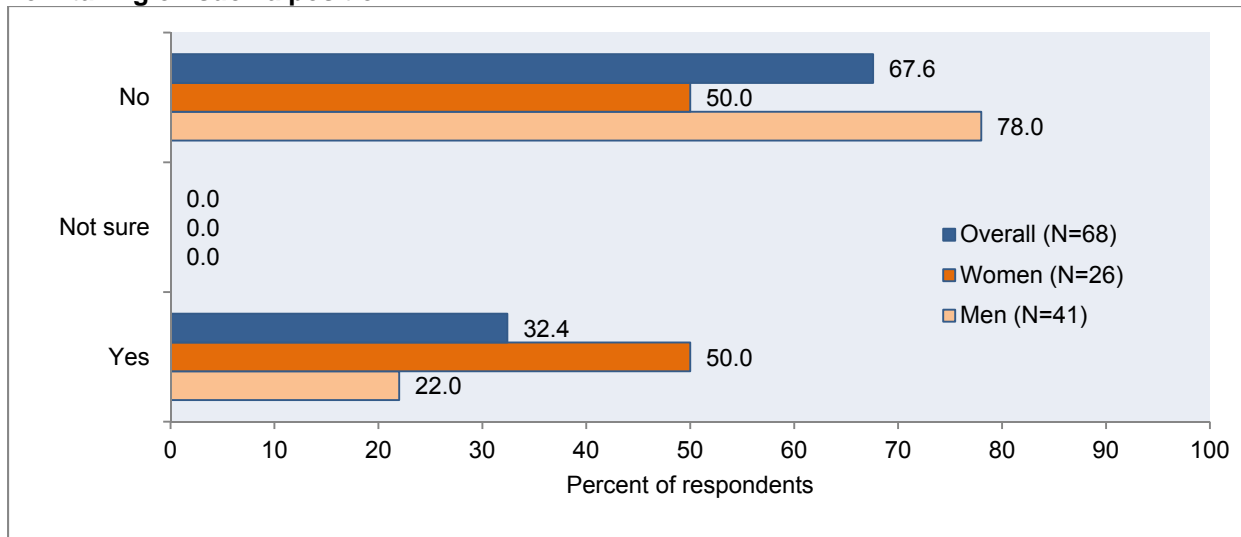
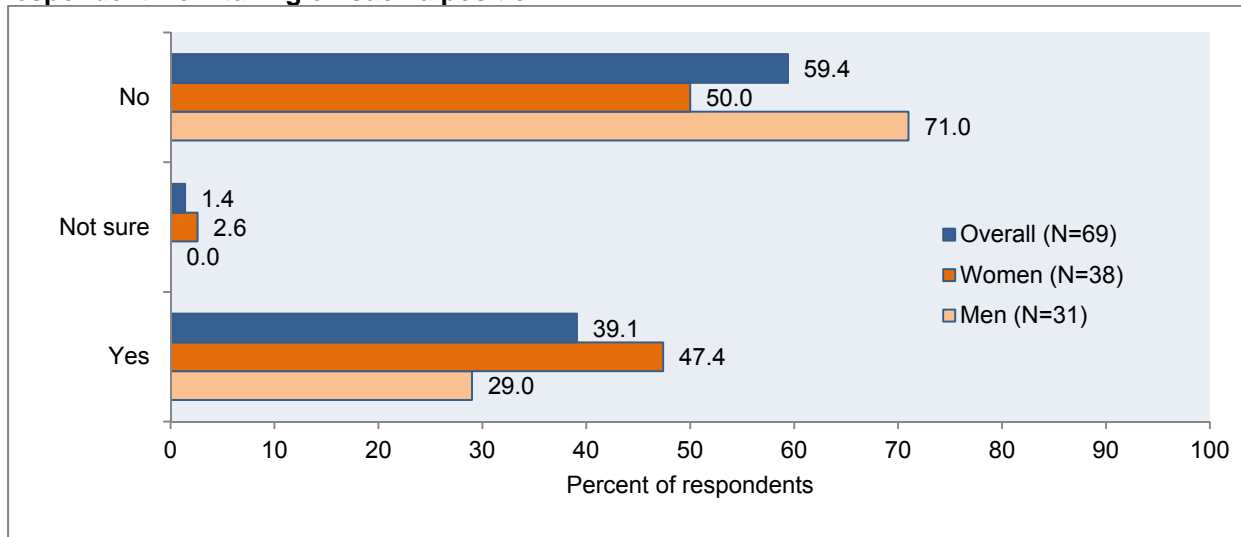


Figure 54a. Among STEM respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, whether there are barriers preventing respondent from taking on such a position



Note: Gender differences are significant at $p < .05$

Figure 54b. Among NON-STEM respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, whether there are barriers preventing respondent from taking on such a position



Among respondents who indicated there are barriers preventing them from taking on any formal leadership positions at NDSU, the majority of respondents said there are institutional barriers, particularly barriers related to the amount of time, time-consuming tenure requirements, and expectations, as well as gender-related barriers (see Appendix Table 86 and Appendix Tables 190a, b, and c). A higher proportion of women than men indicated that the institutional barriers that were preventing them from taking on any formal leadership position at NDSU were gender-related barriers such as too few women in leadership roles in agriculture, perceptions of an old-boys' network operating at NDSU, a male-dominated environment, perceptions/attitudes that some people hold about women's roles at NDSU, being perceived as less-qualified as a woman, less respect towards women, penalizing assertive women who wish to gain administrative positions, and men seeming to slide into administrative positions without a search process.

Respondents were asked about their level of agreement with a series of statements about their interactions with colleagues and others in their primary department/unit (see Figures 55 to 67 and Appendix Tables 87 to 97).

Half of respondents strongly agreed that they are treated with respect by colleagues (50.8 percent), while another one-third somewhat agreed (34.2 percent) and 15.1 percent said they are not treated with respect by colleagues (i.e., disagreed) (see Figure 55 and Appendix Table 87).

Significant differences

The proportion of respondents who strongly agreed that they are treated with respect by colleagues was:

- **Gender** – Much higher among men than women (64.4 percent and 36.4 percent, respectively).

Figure 55. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by colleagues”

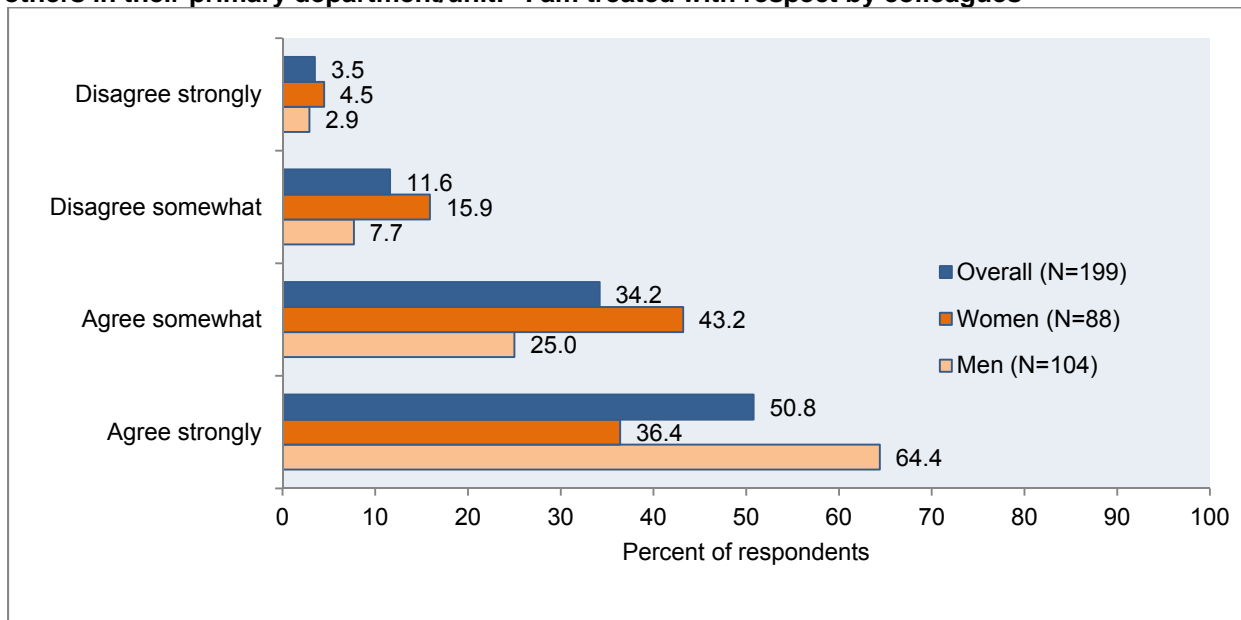


Figure 55a. STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I am treated with respect by colleagues"

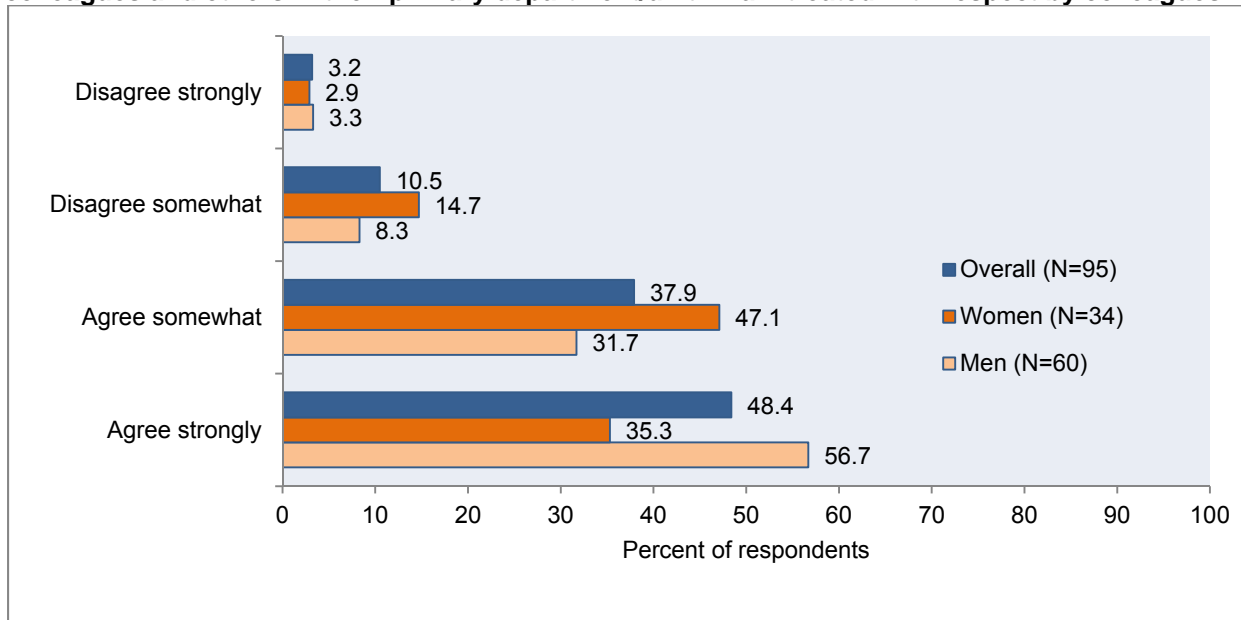
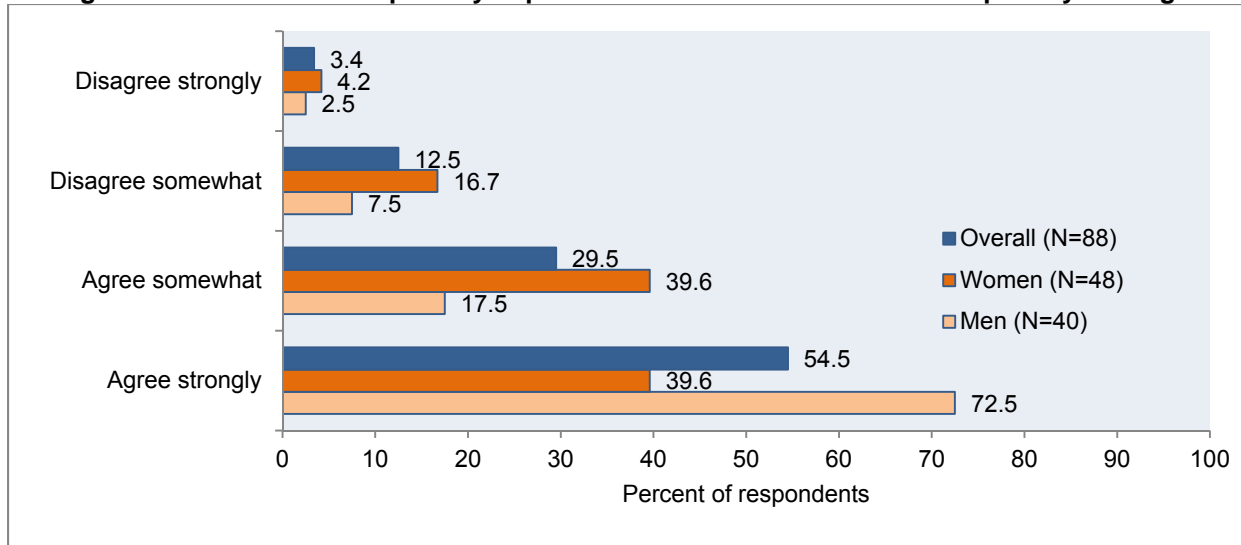


Figure 55b. NON-STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I am treated with respect by colleagues"



Note: Gender differences are significant at $p < .05$

More than half of respondents strongly agreed that they are treated with respect by students (52.8 percent) and more than one-third more somewhat agreed (36.7 percent) (see Figure 56 and Appendix Table 88).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who strongly agreed that they are treated with respect by students was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (61.5 percent and 42.7 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (62.0 percent and 41.2 percent, respectively).

Figure 56. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by students”

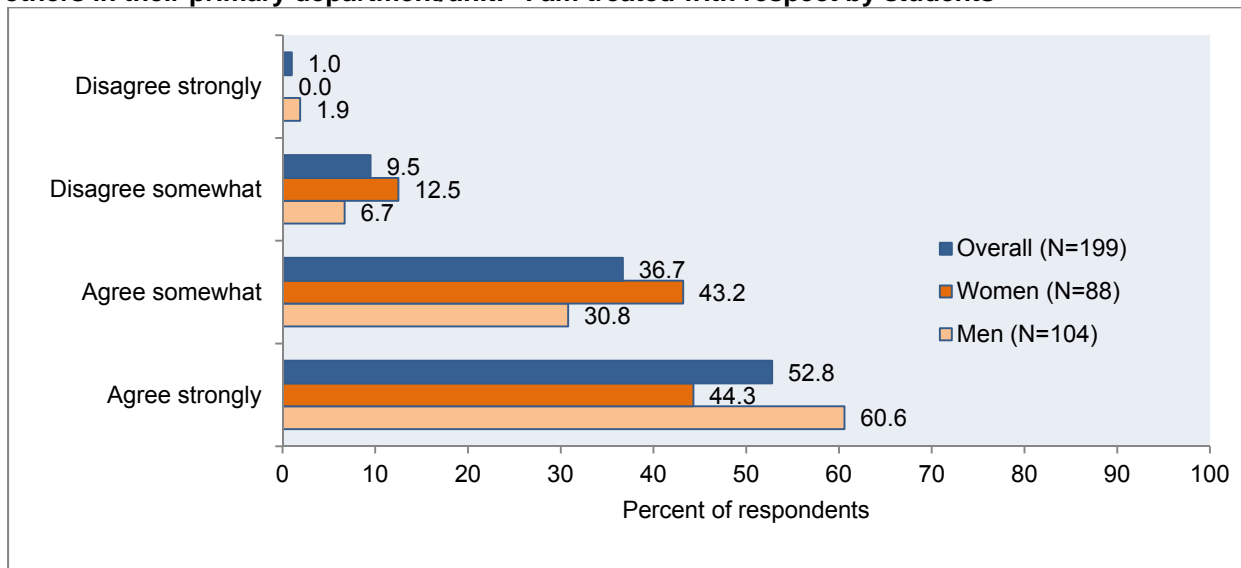


Figure 56a. STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by students”

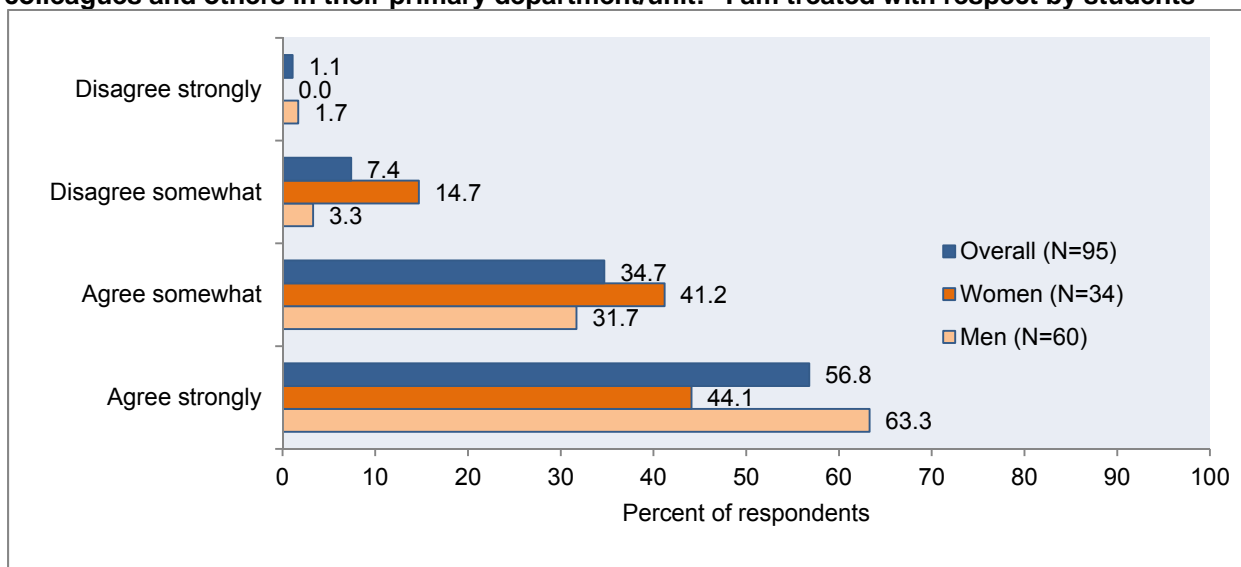
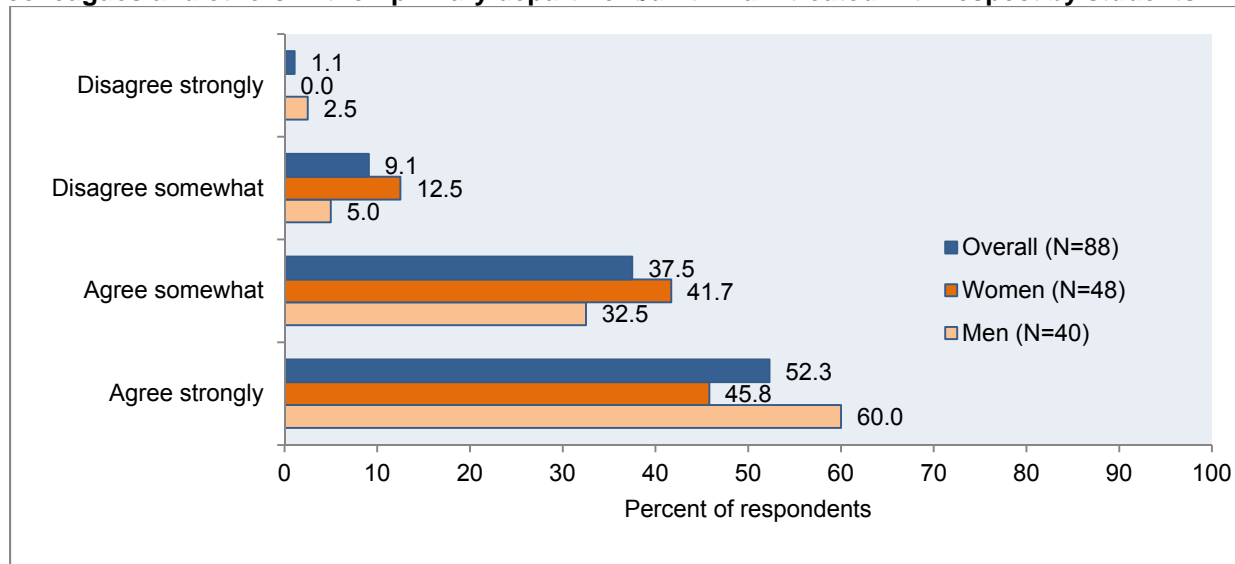


Figure 56b. NON-STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by students”



Nearly three-fourths of respondents strongly agreed that they are treated with respect by staff (72.9 percent) (see Figure 57 and Appendix Table 89).

Significant differences

The proportion of respondents who strongly agreed that they are treated with respect by staff was:

- **Gender** – Much higher among men than women (82.7 percent and 61.4 percent, respectively).
- **Tenure status** – Higher among tenured faculty than non-tenured faculty (80.8 percent and 62.9 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (76.8 percent and 60.4 percent, respectively).

Figure 57. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by staff”

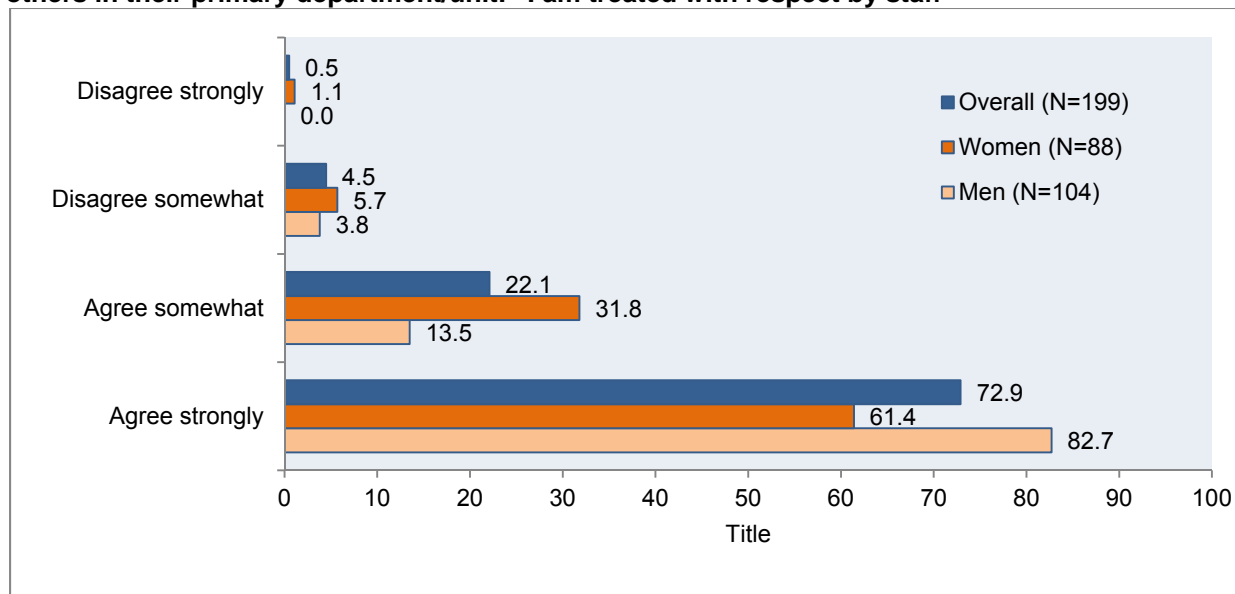
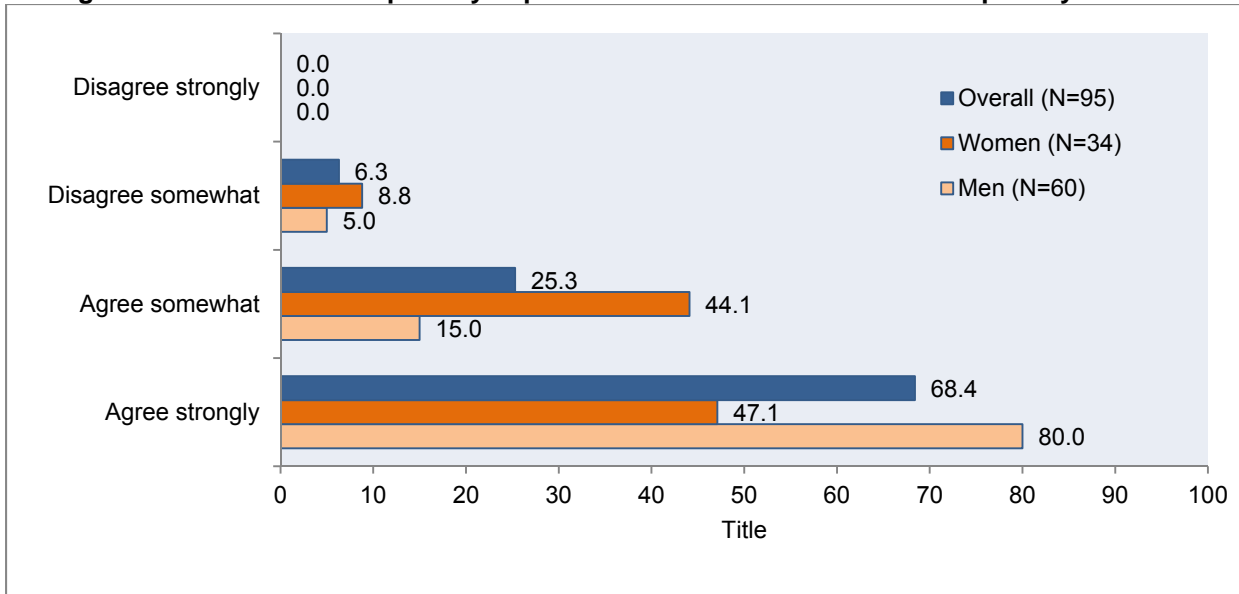
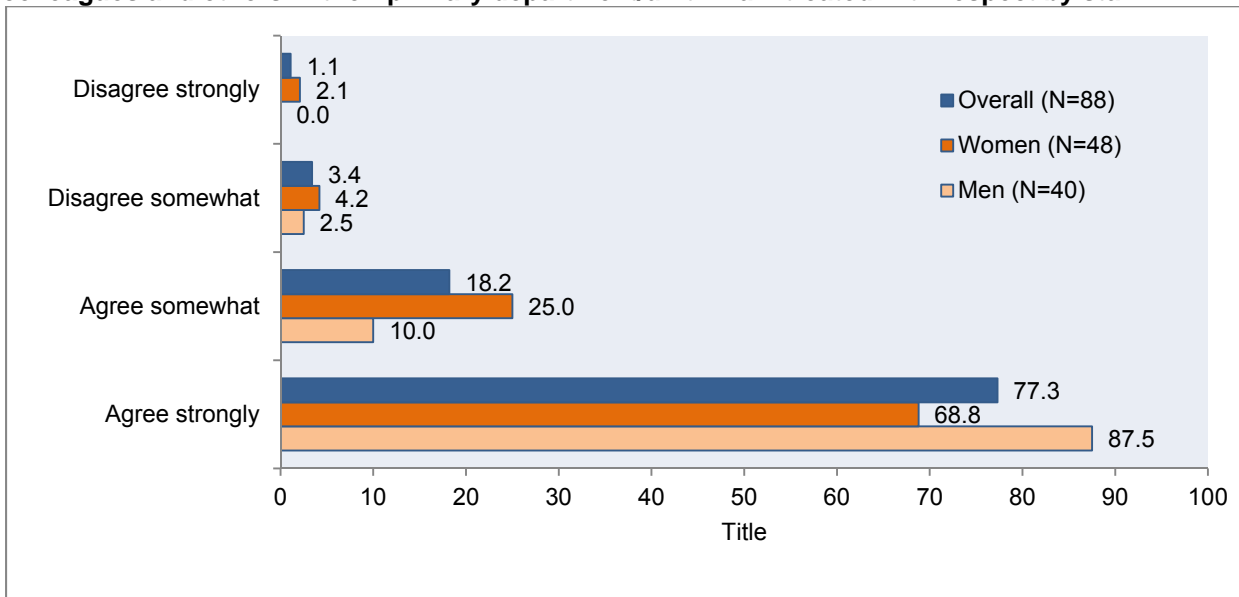


Figure 57a. STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I am treated with respect by staff"



Note: Gender differences are significant at $p < .05$

Figure 57b. NON-STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I am treated with respect by staff"



The majority of respondents strongly agreed that they are treated with respect by their department chair/head (59.6 percent), while nearly one-fourth somewhat agreed (23.8 percent) and 16.6 percent of respondents said that they are not treated with respect by their department chair/head (i.e., disagreed) (see Figure 58). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 58. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by my department chair/head”

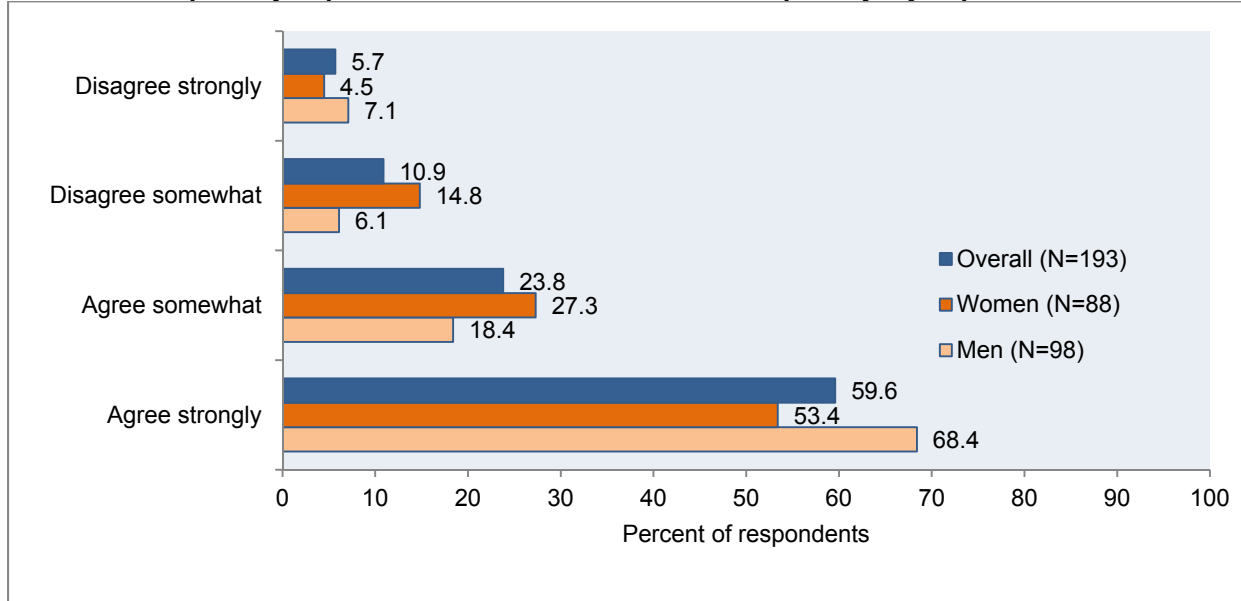


Figure 58a. STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by my department chair/head”

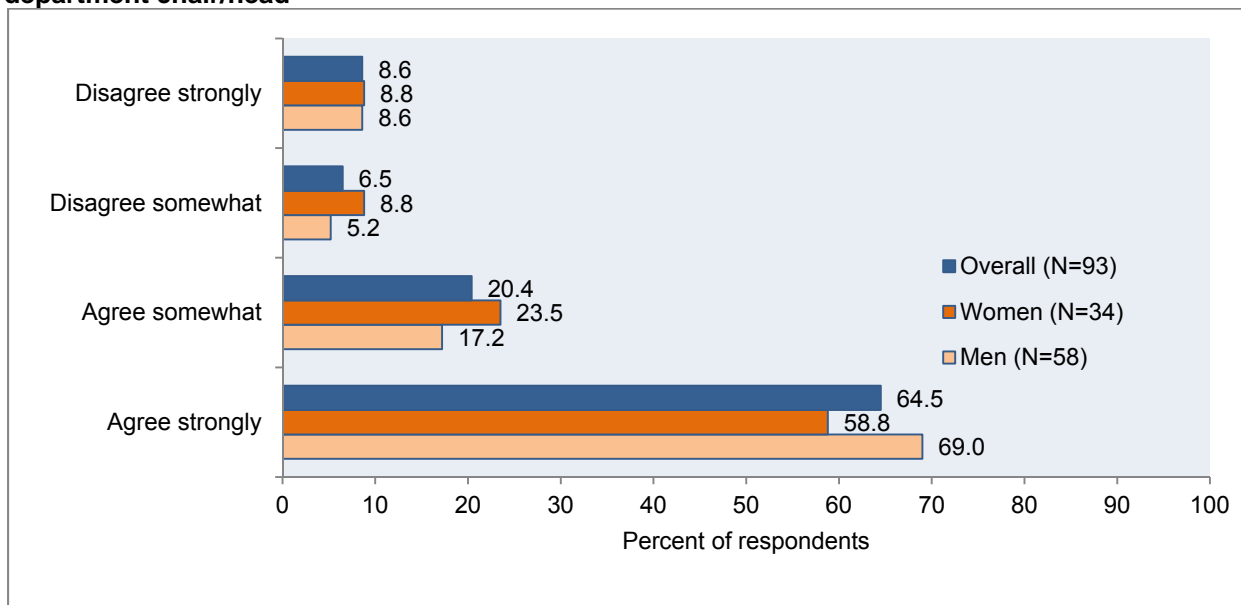
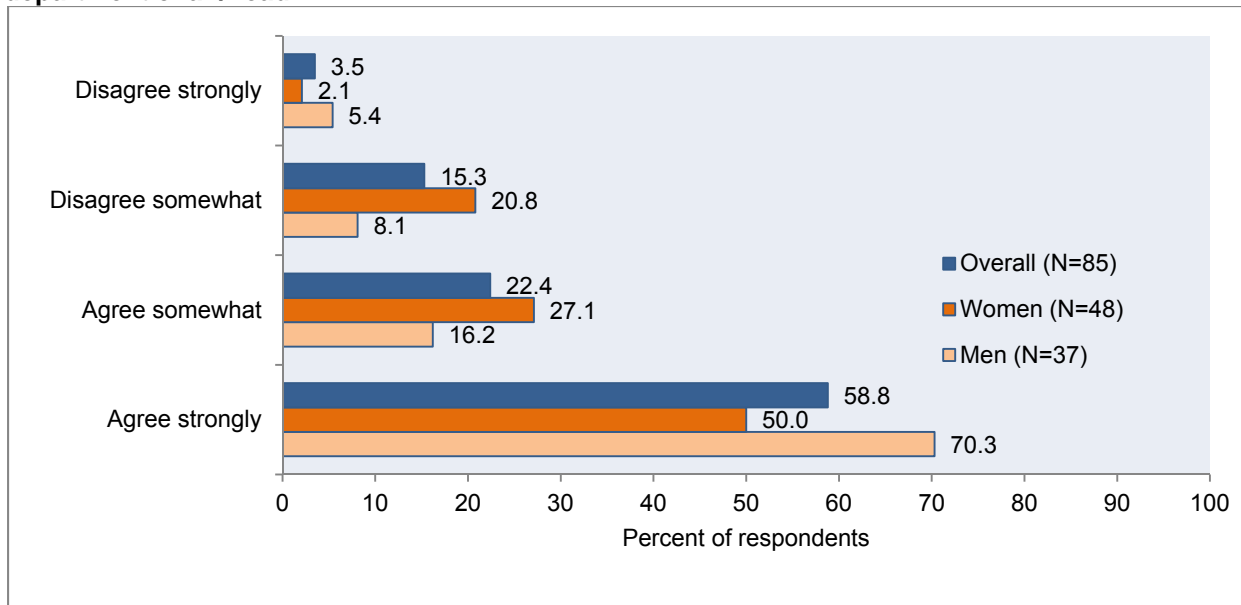


Figure 58b. NON-STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I am treated with respect by my department chair/head”



Nearly two-thirds of respondents indicated that they do not feel excluded from an informal network in their department (i.e., disagreed) (65.1 percent) (see Figure 59 and Appendix Table 90). In contrast, more than one-third of respondents do feel excluded (i.e., agreed) (34.9 percent).

Significant differences

The proportion of respondents who agreed that they feel excluded from an informal network in their department was:

- **Gender** – Higher among women than men (42.0 percent and 27.7 percent, respectively).

Figure 59. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel excluded from an informal network in my department”

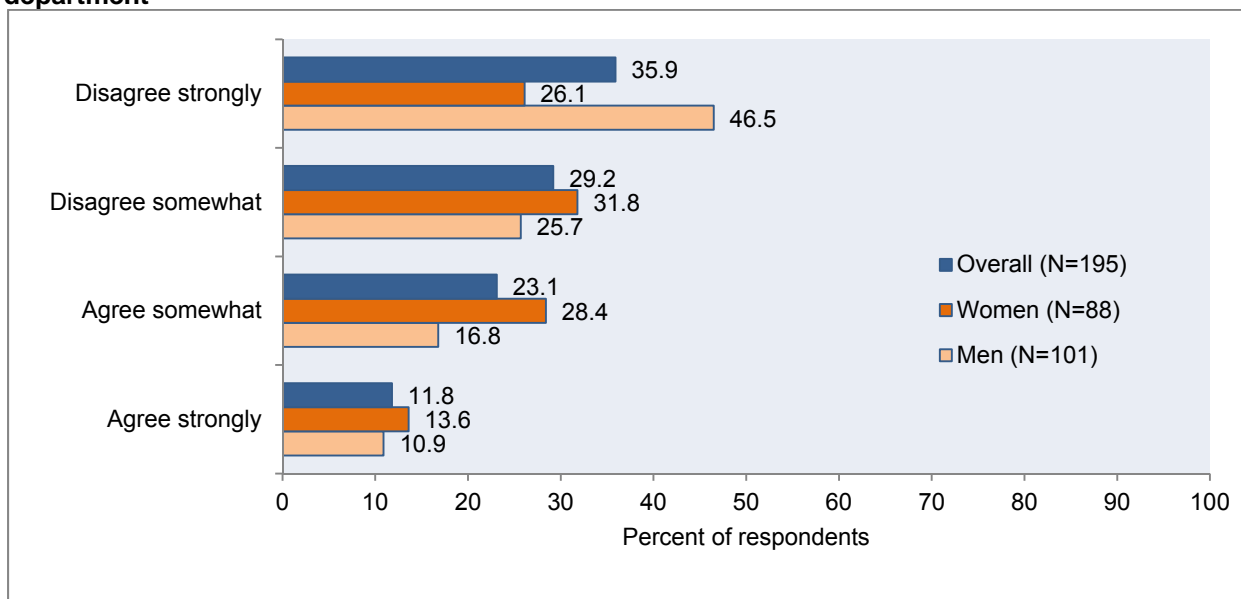


Figure 59a. STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel excluded from an informal network in my department"

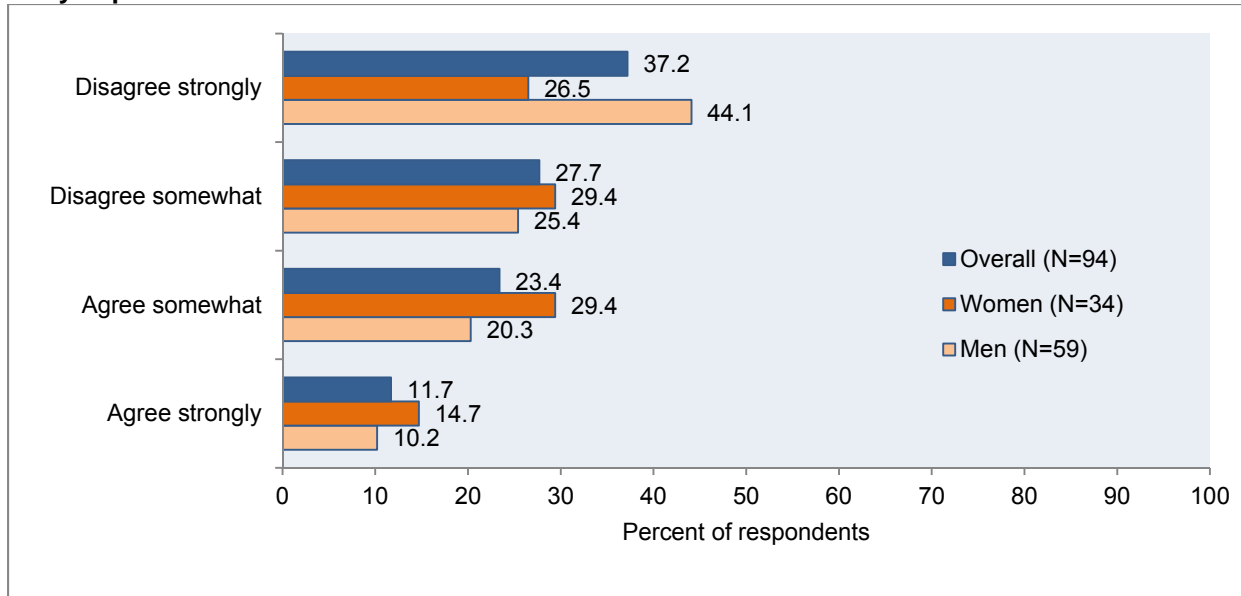
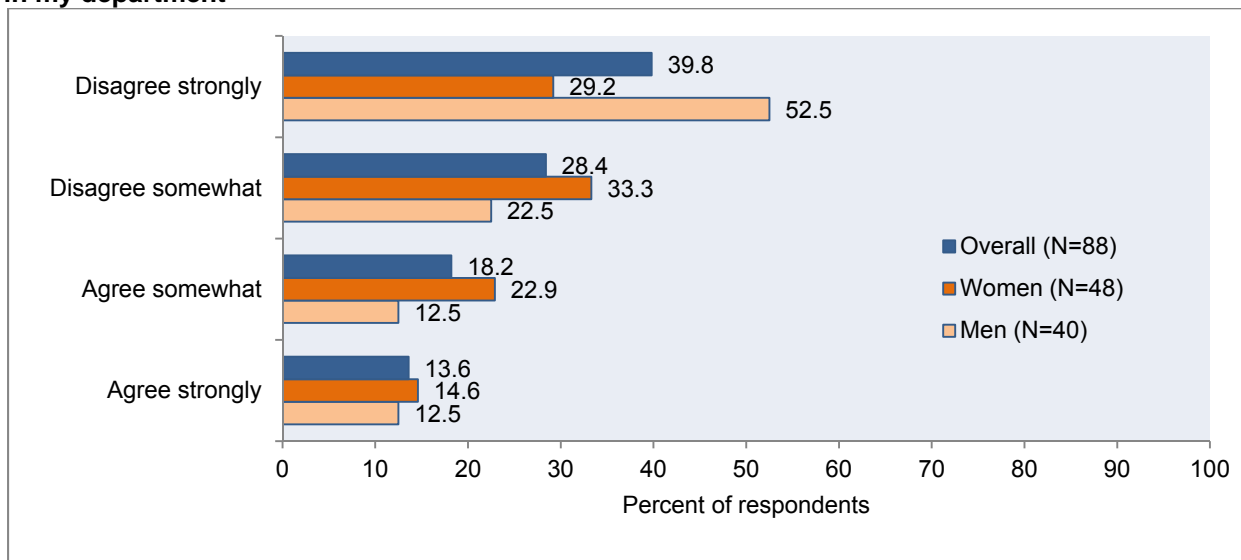


Figure 59b. NON-STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel excluded from an informal network in my department"



More than half of respondents indicated that they do not encounter unwritten rules concerning how they are expected to interact with colleagues (i.e., disagreed) (52.8 percent) (see Figure 60 and Appendix Table 91). In contrast, nearly half of respondents said they do encounter unwritten rules (i.e., agreed) (47.1 percent).

Significant differences

The proportion of respondents who strongly agreed that they encounter unwritten rules concerning how they are expected to interact with colleagues was:

- **Gender** – More than twice as high among women as men (25.6 percent and 11.1 percent, respectively).

Figure 60. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I encounter unwritten rules concerning how one is expected to interact with colleagues”

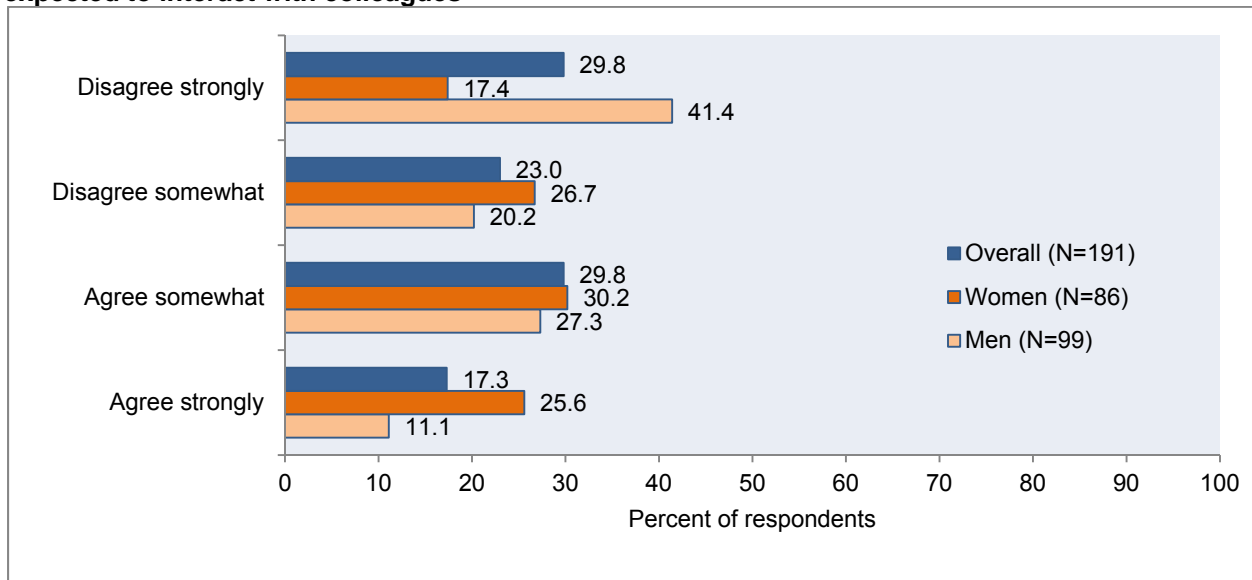


Figure 60a. STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I encounter unwritten rules concerning how one is expected to interact with colleagues”

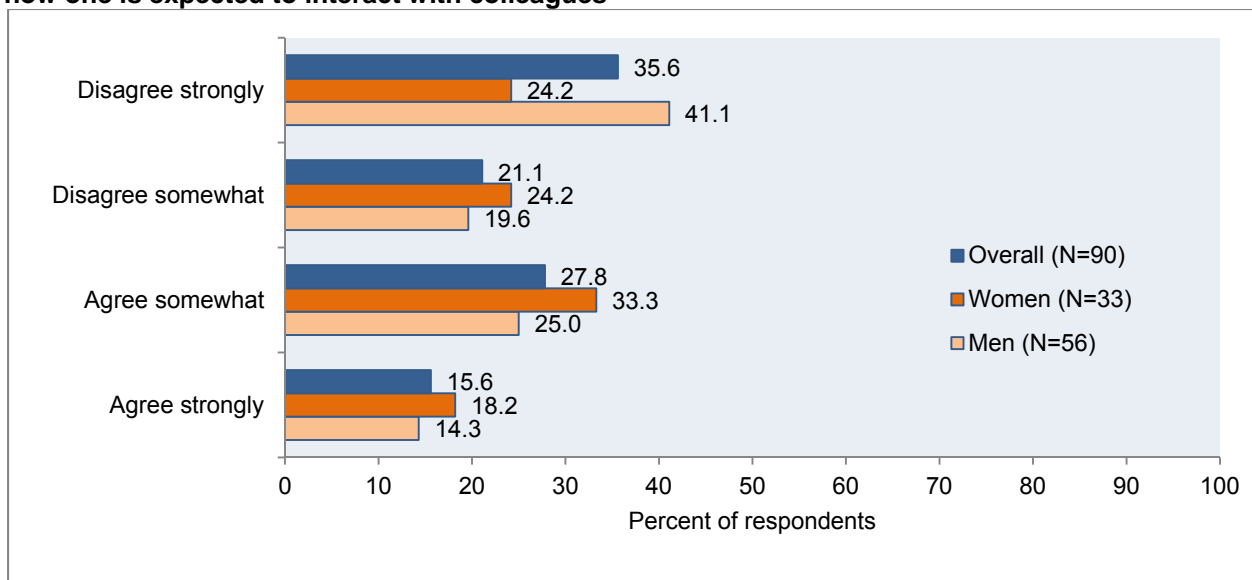
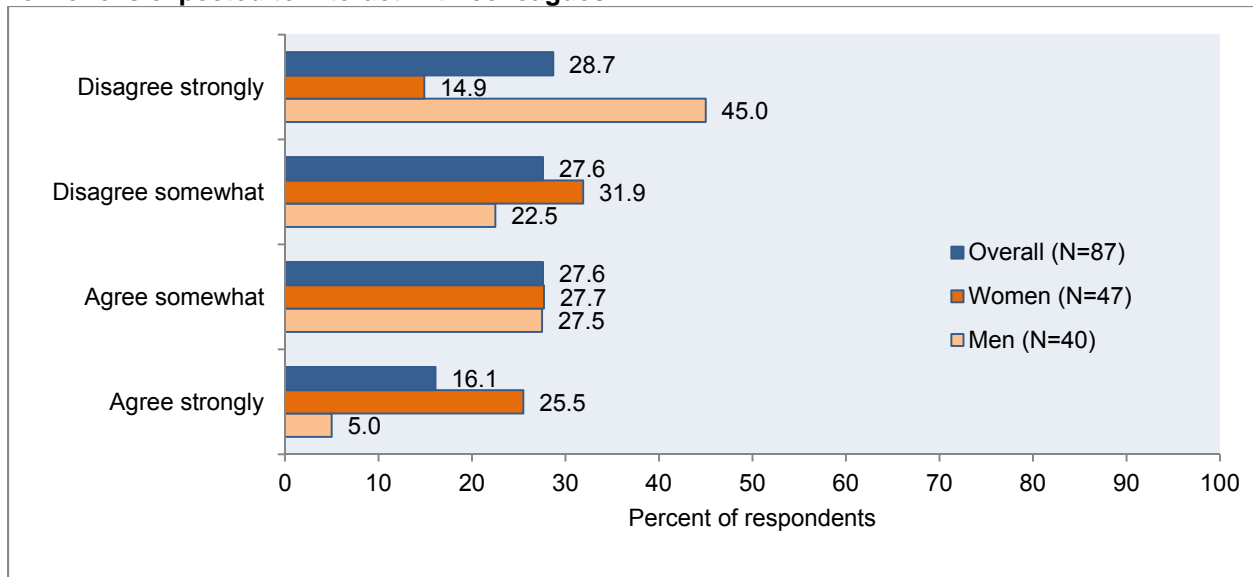


Figure 60b. NON-STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I encounter unwritten rules concerning how one is expected to interact with colleagues”



Note: Gender differences are significant at $p < .05$

Most respondents agreed that colleagues in their department solicit their opinion about work-related matters (e.g., teaching, research, and service) (83.7 percent), while 16.3 percent of respondents said that colleagues in their department do not solicit their opinion (i.e., disagreed) (see Figure 61 and Appendix Table 92).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who strongly agreed that colleagues in their department solicit their opinion about work-related matters (e.g., teaching, research, and service) was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (42.3 percent and 23.9 percent, respectively).

Figure 61. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “Colleagues in my department solicit my opinion about work-related matters (e.g., teaching, research, and service)”

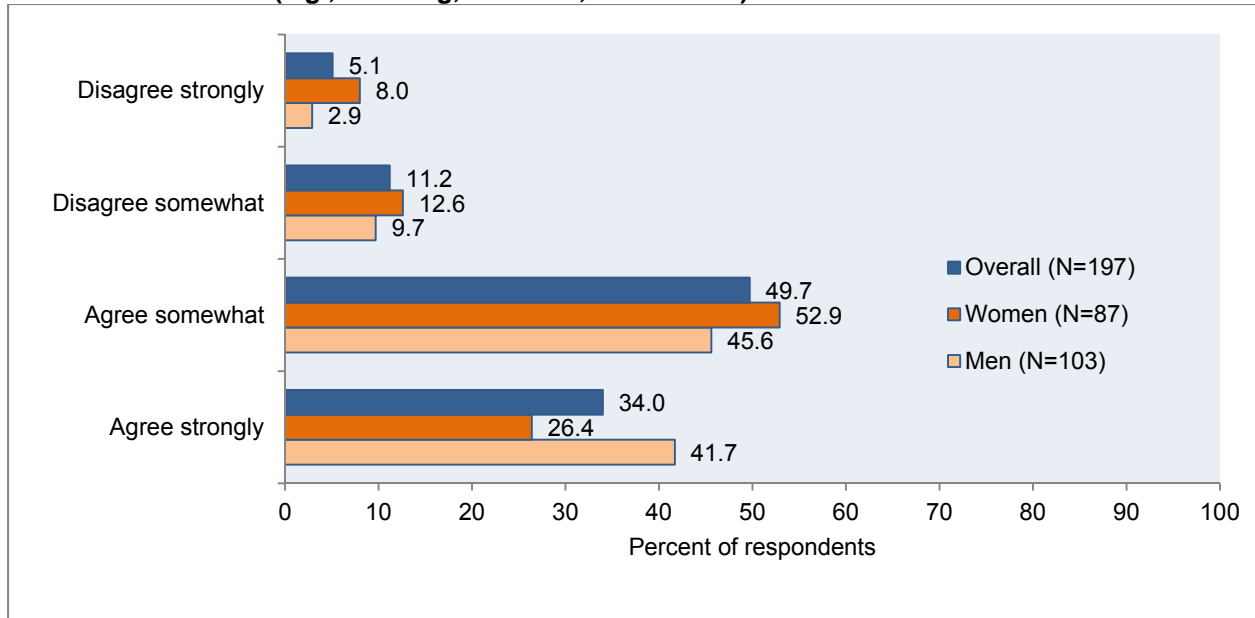


Figure 61a. STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “Colleagues in my department solicit my opinion about work-related matters (e.g., teaching, research, and service)”

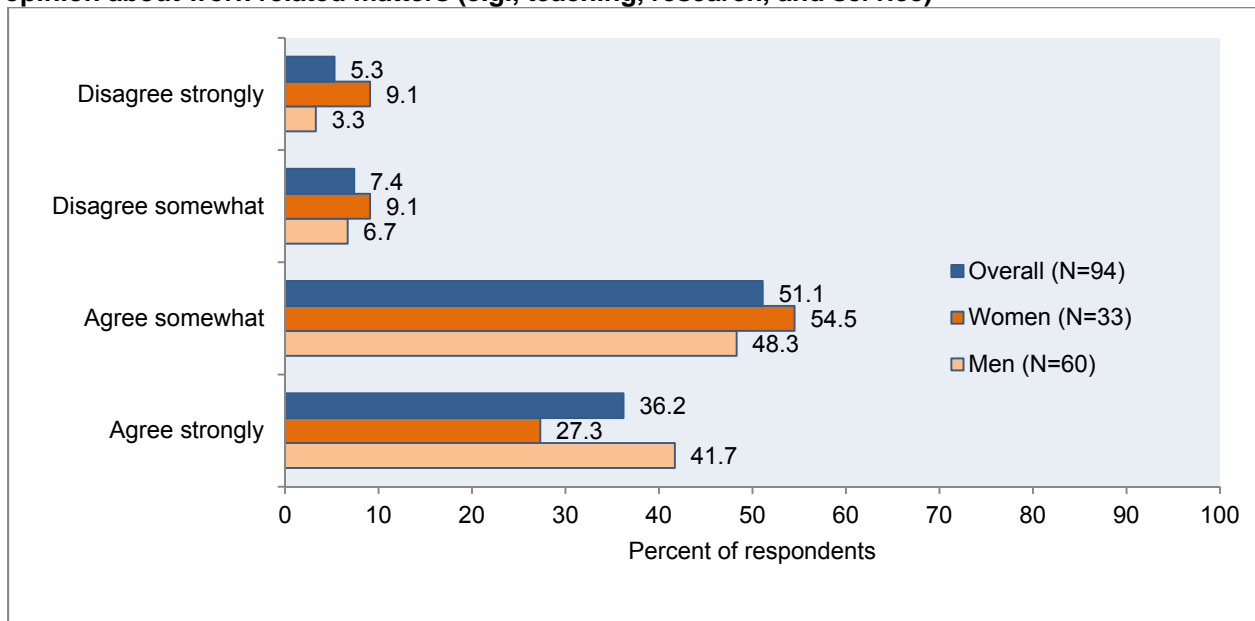
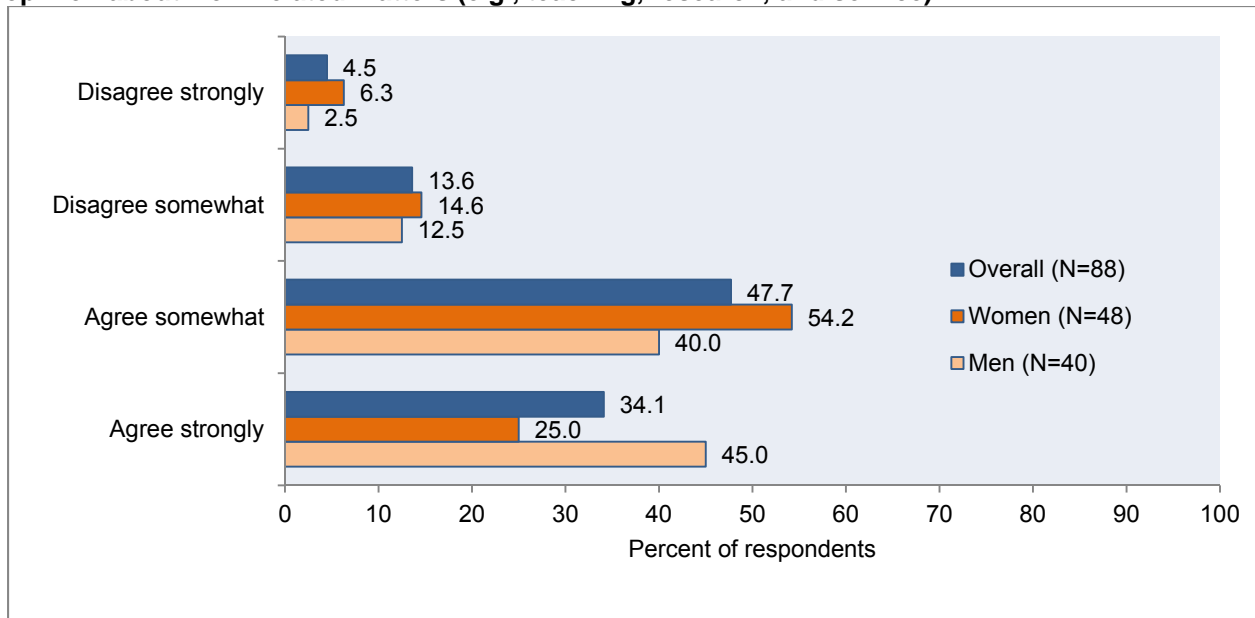


Figure 61b. NON-STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “Colleagues in my department solicit my opinion about work-related matters (e.g., teaching, research, and service)”



More than half of respondents agreed that they feel their research is considered mainstream in their department (54.1 percent) (see Figure 62 and Appendix Table 93). The remaining respondents did not feel that their research is considered mainstream (i.e., disagreed) (45.9 percent).

Significant differences

The proportion of respondents who indicated they do not feel that their research is considered mainstream (i.e., disagreed) was:

- **Gender** – Much higher among women than men (57.0 percent and 35.6 percent, respectively).

Figure 62. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “In my department, I feel that my research is considered mainstream”

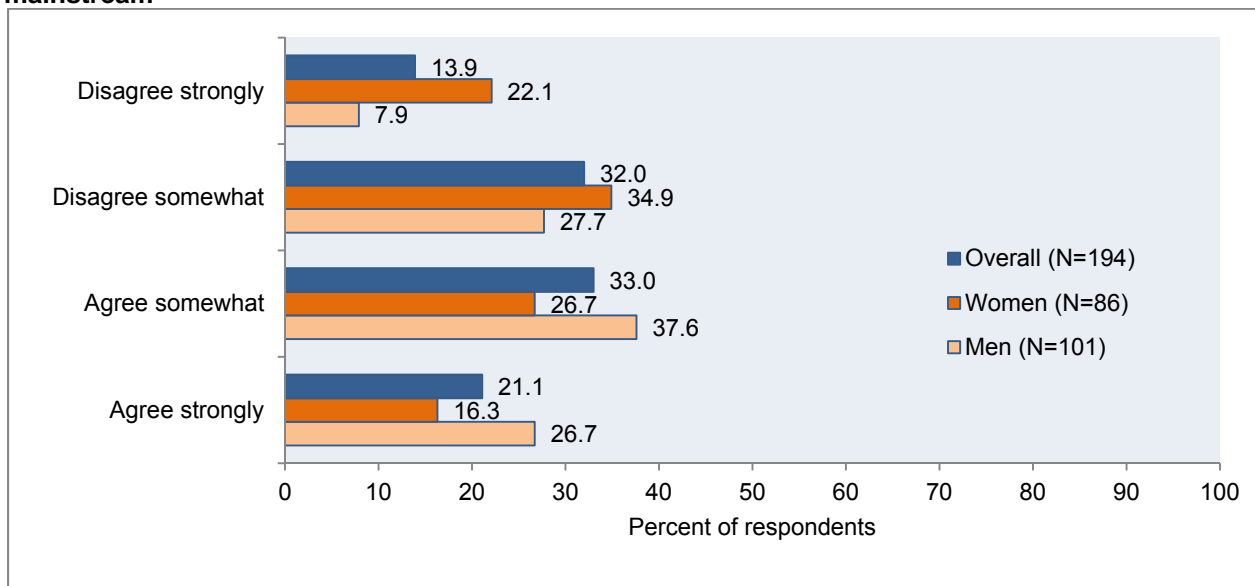


Figure 62a. STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "In my department, I feel that my research is considered mainstream"

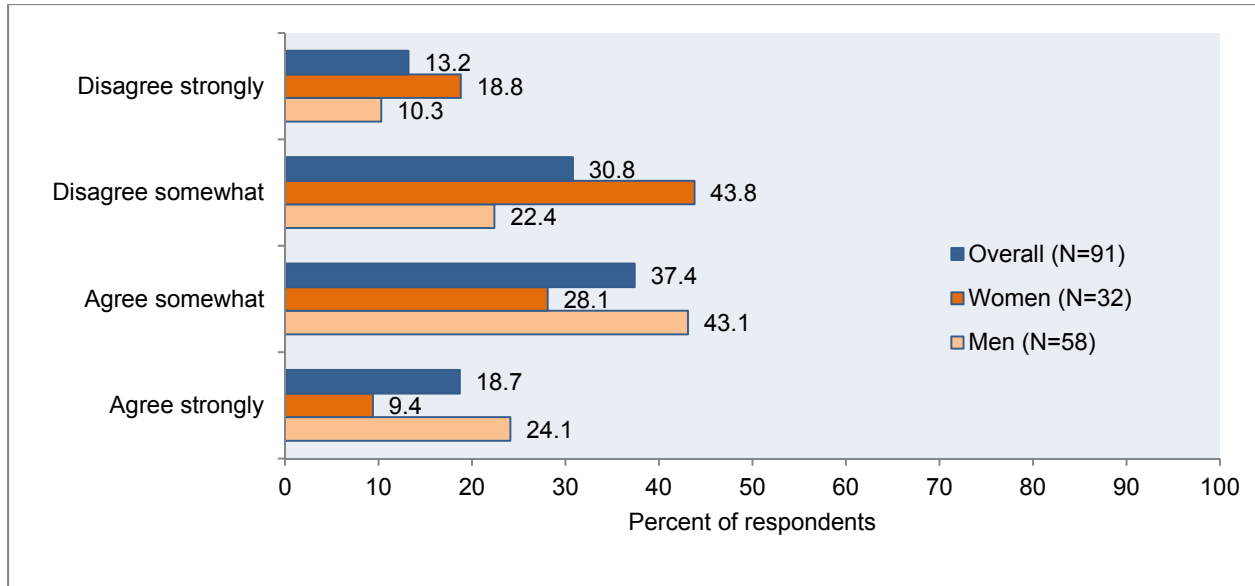
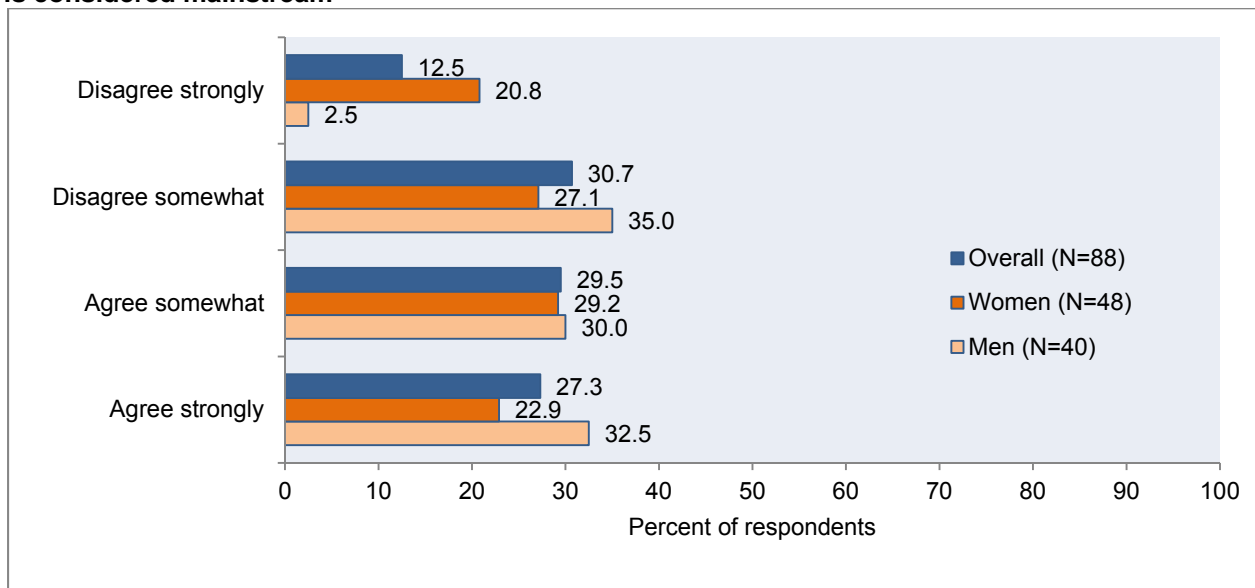


Figure 62b. NON-STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "In my department, I feel that my research is considered mainstream"



Nearly three-fourths of respondents agreed that they feel that their colleagues value their research (71.4 percent) (see Figure 63 and Appendix Table 94). The remaining respondents did not feel that their colleagues value their research (i.e., disagreed) (28.5 percent).

Significant differences

The proportion of respondents who indicated they do not feel that their colleagues value their research (i.e., disagreed) was:

- **Gender** – Higher among women than men (37.5 percent and 20.8 percent, respectively).

Figure 63. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel that my colleagues value my research”

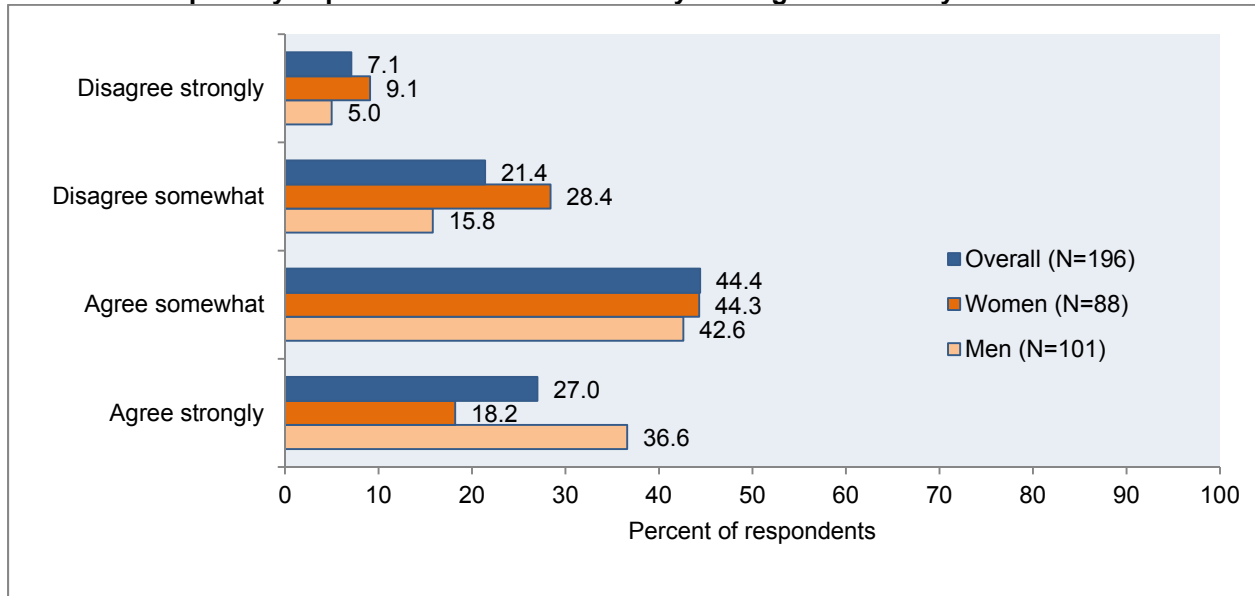


Figure 63a. STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel that my colleagues value my research”

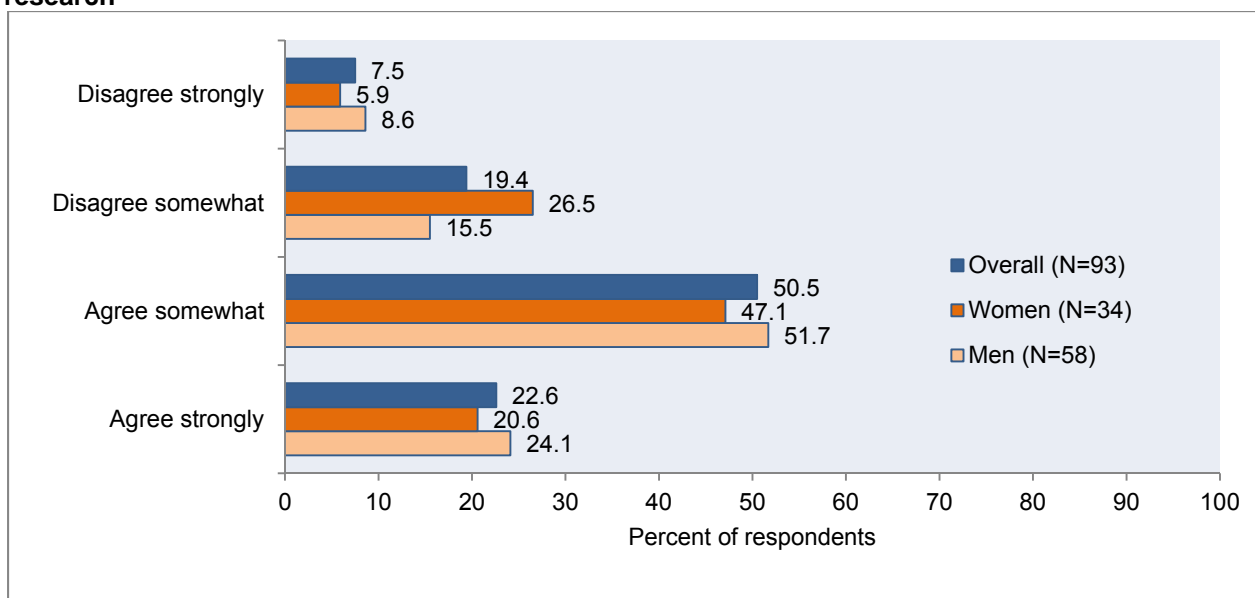
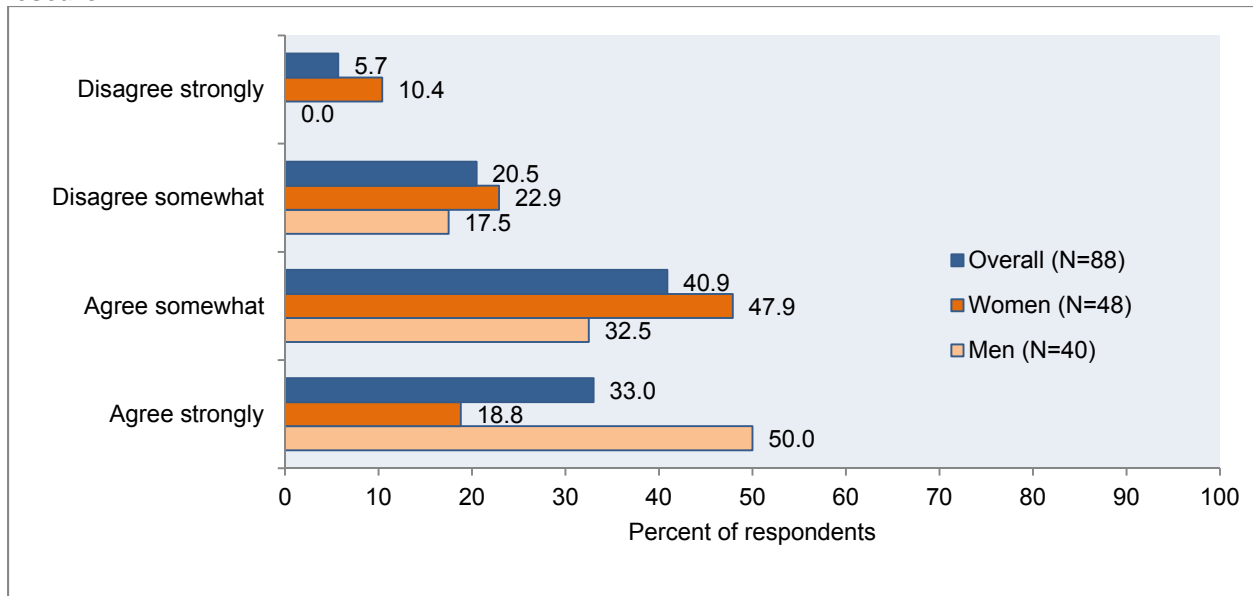


Figure 63b. *NON-STEM* respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel that my colleagues value my research”



Note: Gender differences are significant at $p < .05$

The majority of respondents agreed that they do a great deal of work that is not formally recognized by their department (61.7 percent) (see Figure 64 and Appendix Table 95).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who strongly agreed that they do a great deal of work that is not formally recognized by their department was:

- **Years at NDSU** – Nearly twice as high among respondents who have been at NDSU more than 5 years as those who have been at NDSU 5 years or less (32.7 percent and 16.9 percent, respectively).

Figure 64. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I do a great deal of work that is not formally recognized by my department"

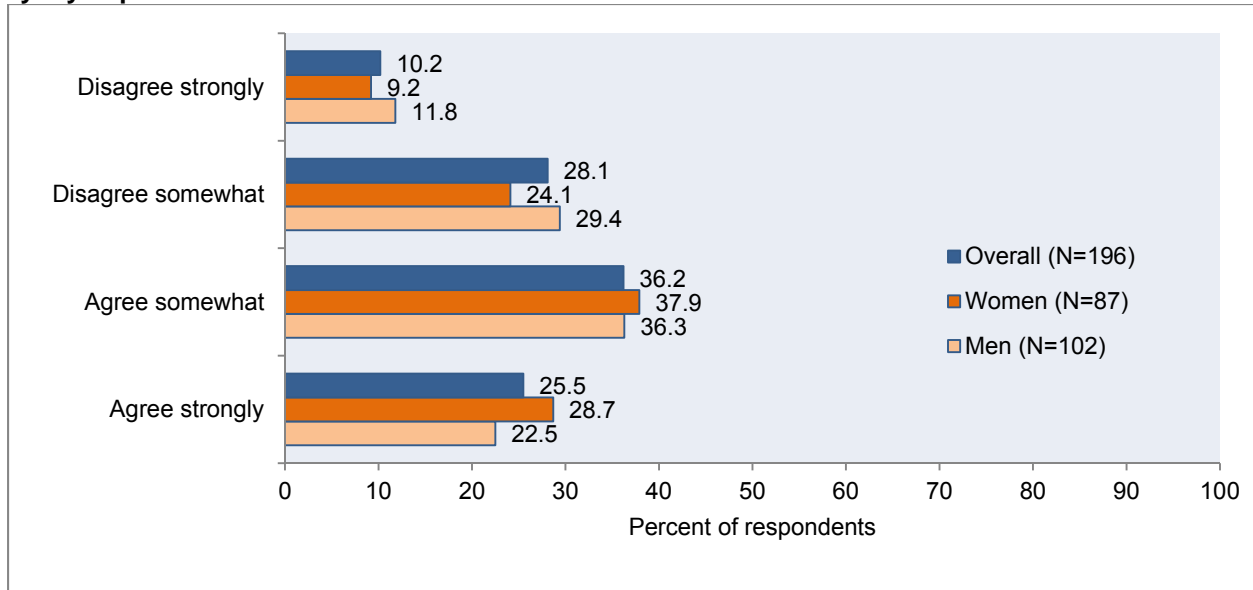


Figure 64a. STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I do a great deal of work that is not formally recognized by my department"

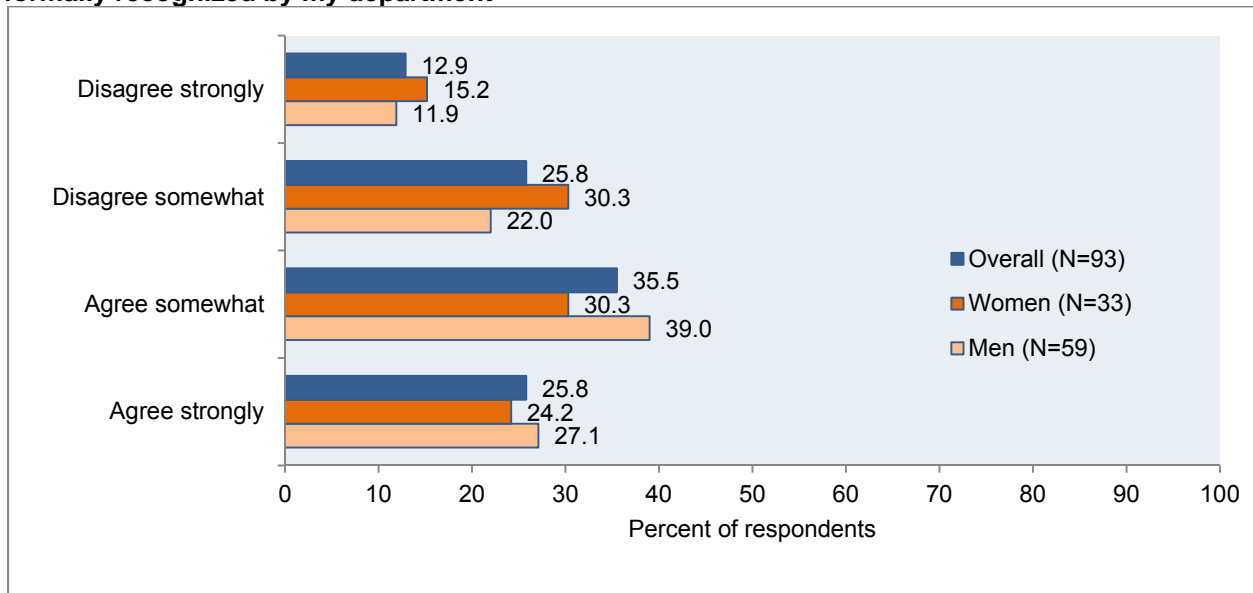
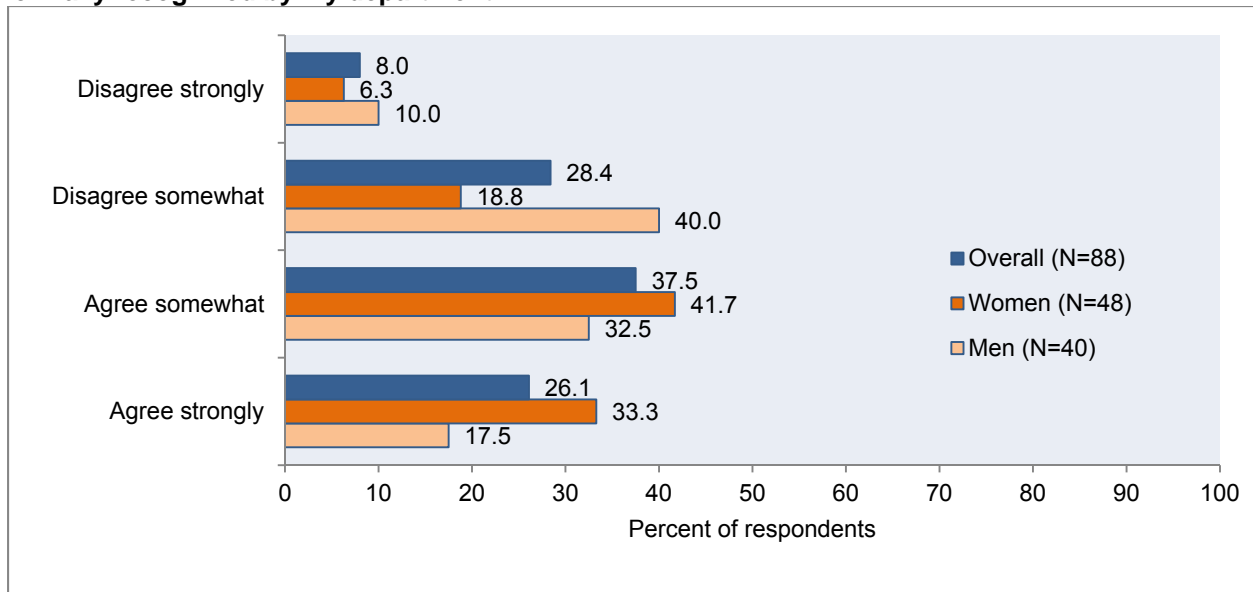


Figure 64b. NON-STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I do a great deal of work that is not formally recognized by my department”



More than three-fourths of respondents agreed that they feel like they “fit” in their department (77.5 percent) (see Figure 65 and Appendix Table 96). The remaining respondents do not feel like they “fit” (i.e., disagreed) (22.5 percent).

Significant differences

The proportion of respondents who strongly agreed that they feel like they “fit” in their department was:

- **Gender** – More than twice as high among men as women (47.6 percent and 23.3 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years as those who have been at NDSU 5 years or less (42.6 percent and 30.5 percent, respectively).

Figure 65. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel like I ‘fit’ in my department”

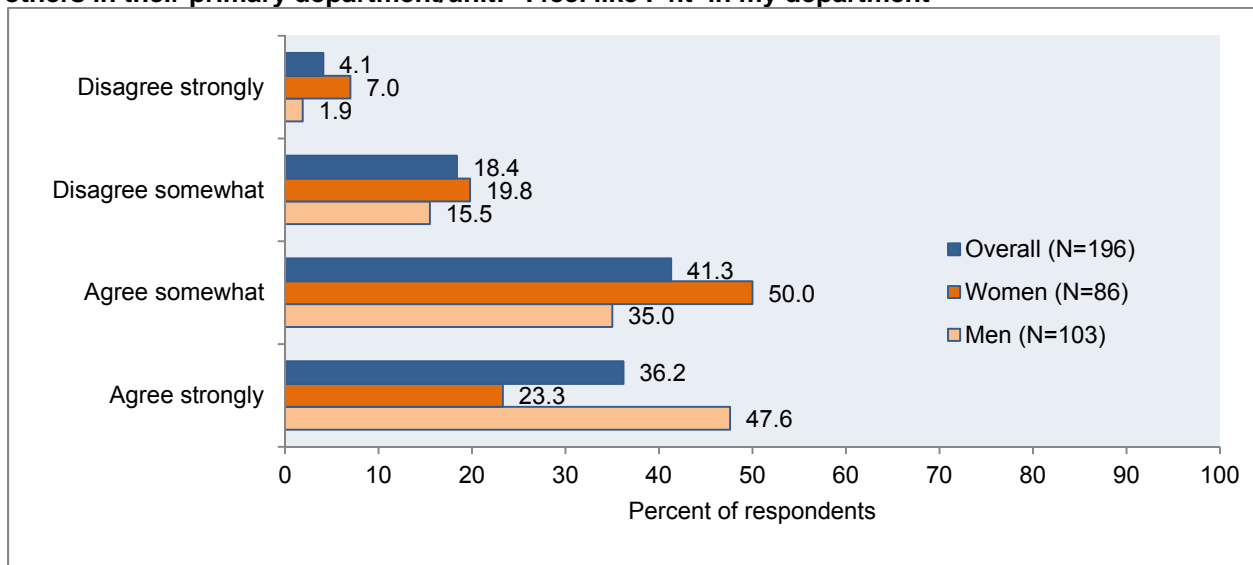


Figure 65a. STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel like I 'fit' in my department"

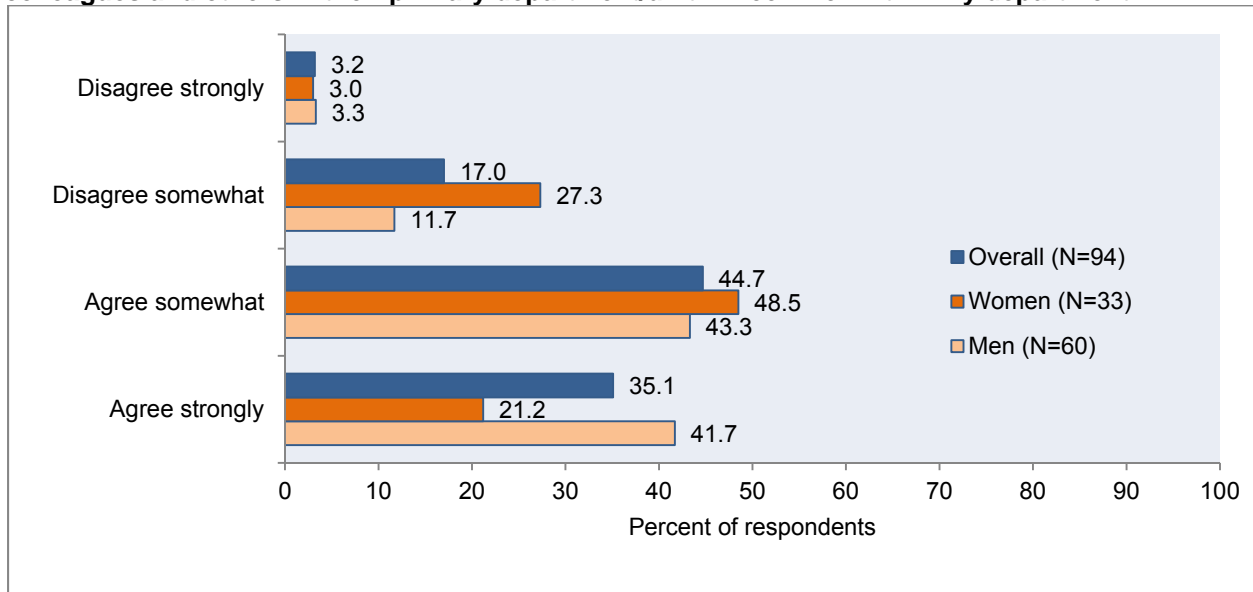
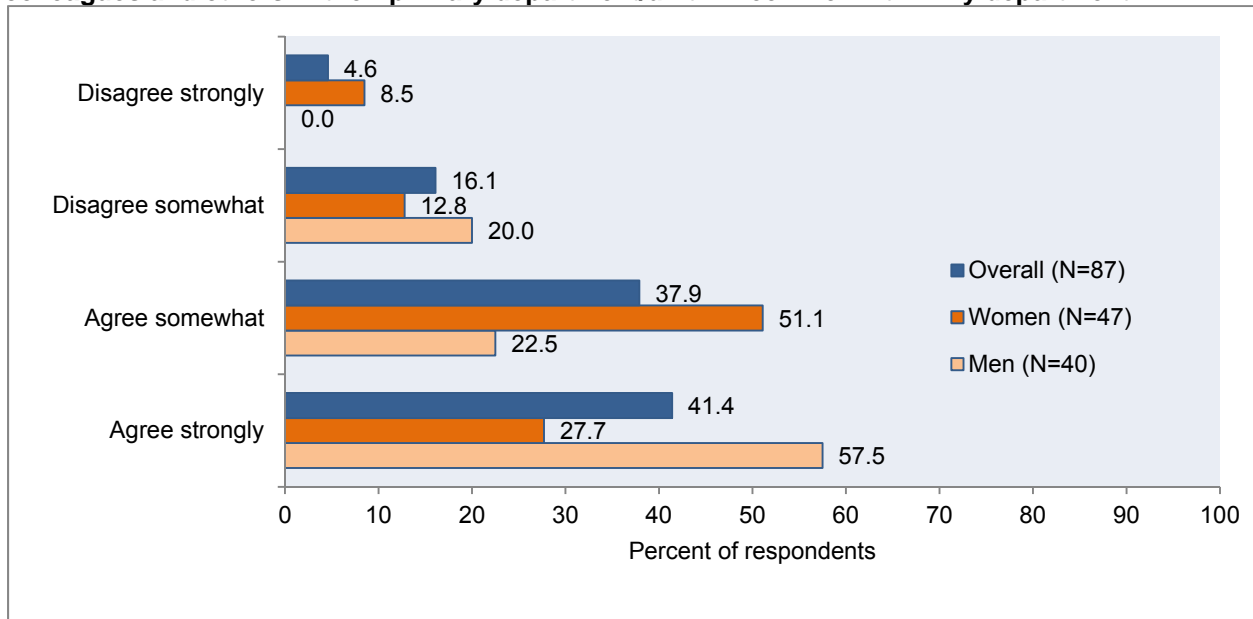


Figure 65b. NON-STEM respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel like I 'fit' in my department"



Note: Gender differences are significant at $p < .05$

Nearly three-fourths of respondents disagreed that they feel isolated in their department (71.6 percent) (see Figure 66 and Appendix Table 97). The remaining respondents did feel isolated in their department (i.e., agreed) (28.4 percent).

Significant differences

The proportion of respondents who indicated that they do feel isolated in their department (i.e., agreed) was:

- **Gender** – Higher among women than men (36.3 percent and 22.5 percent, respectively).

Figure 66. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel isolated in my department”

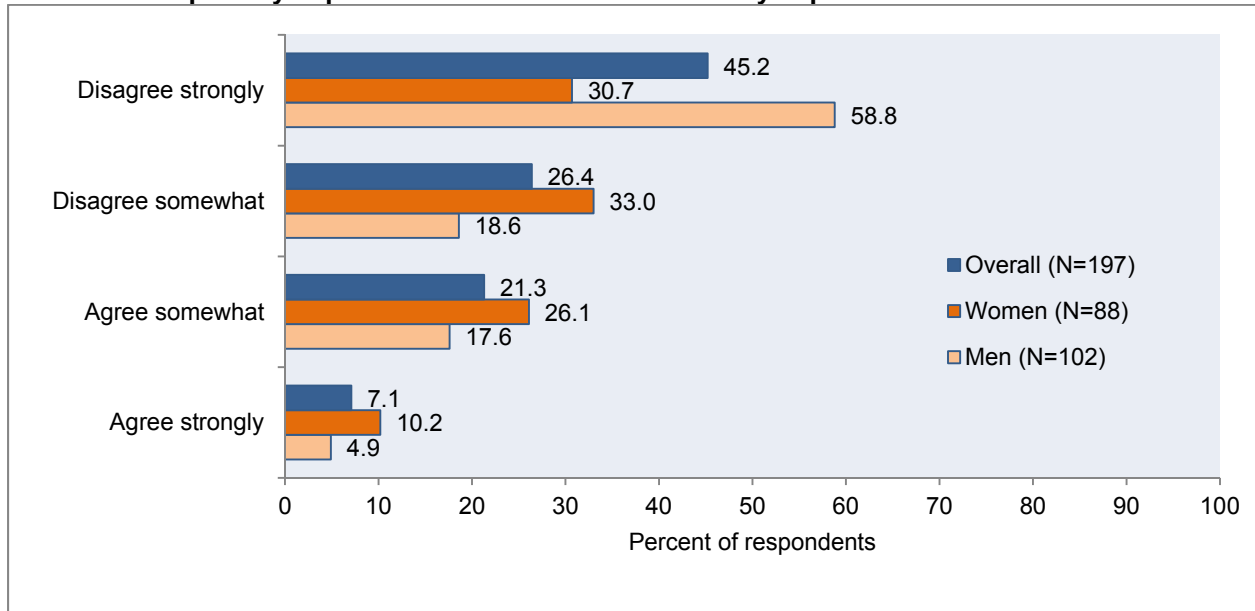


Figure 66a. STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel isolated in my department”

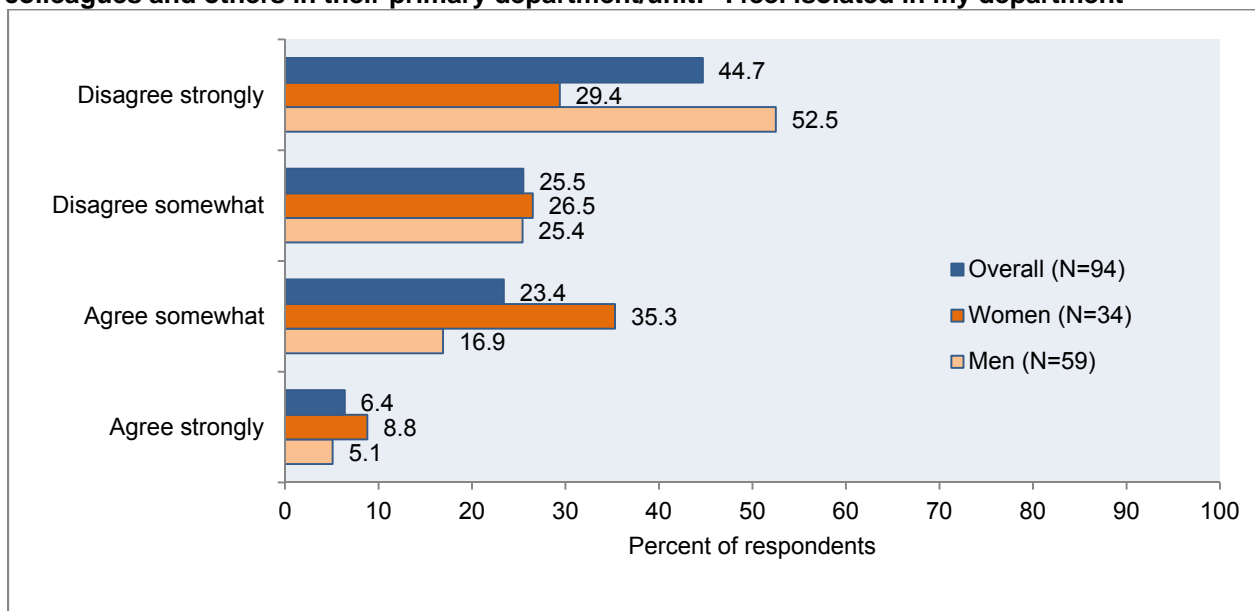
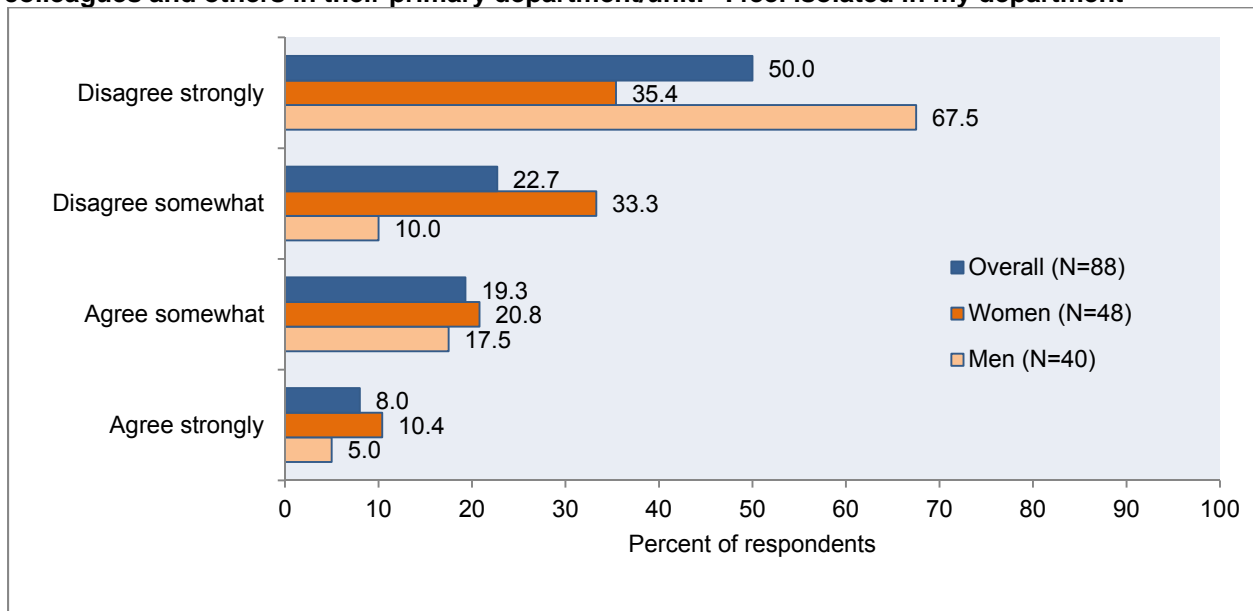


Figure 66b. NON-STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel isolated in my department”



Note: Gender differences are significant at $p < .05$

More than three-fourths of respondents disagreed that they feel isolated on the NDSU campus overall (77.7 percent) (see Figure 67). The remaining respondents did feel isolated on the NDSU campus overall (i.e., agreed) (22.4 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 67. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel isolated on the NDSU campus overall”

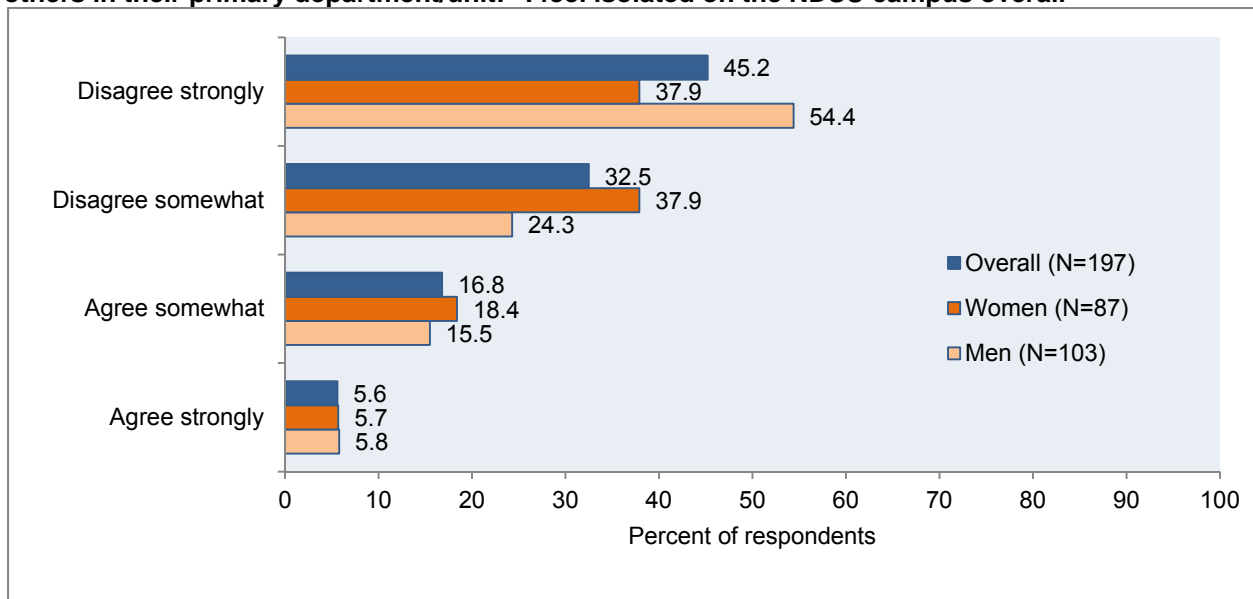


Figure 67a. STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel isolated on the NDSU campus overall”

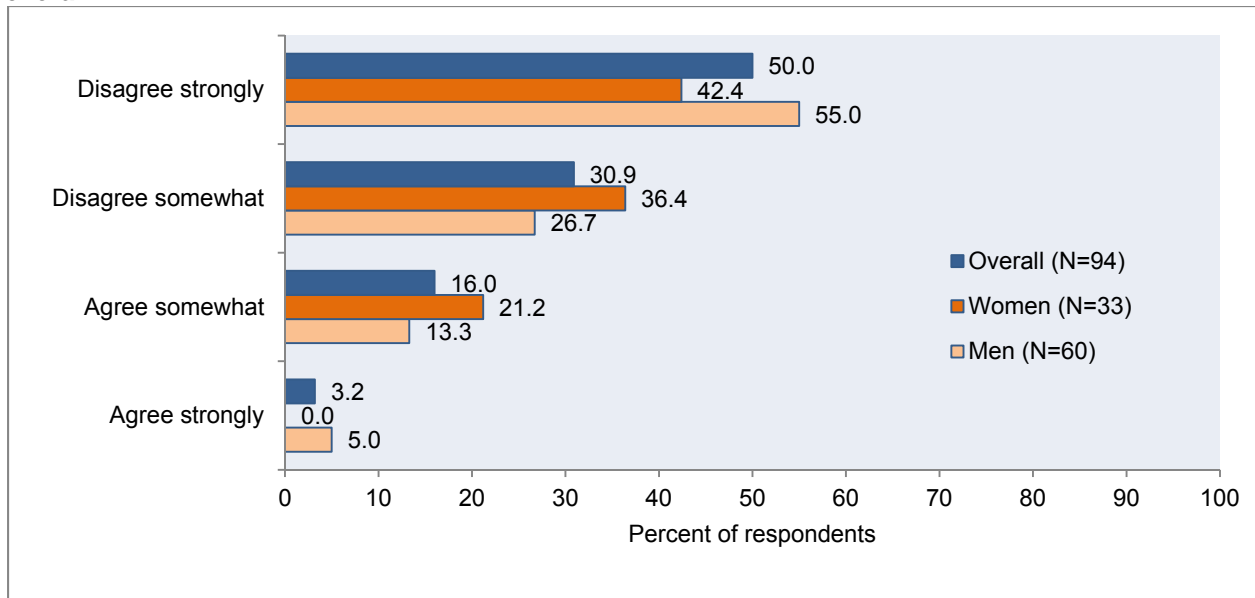
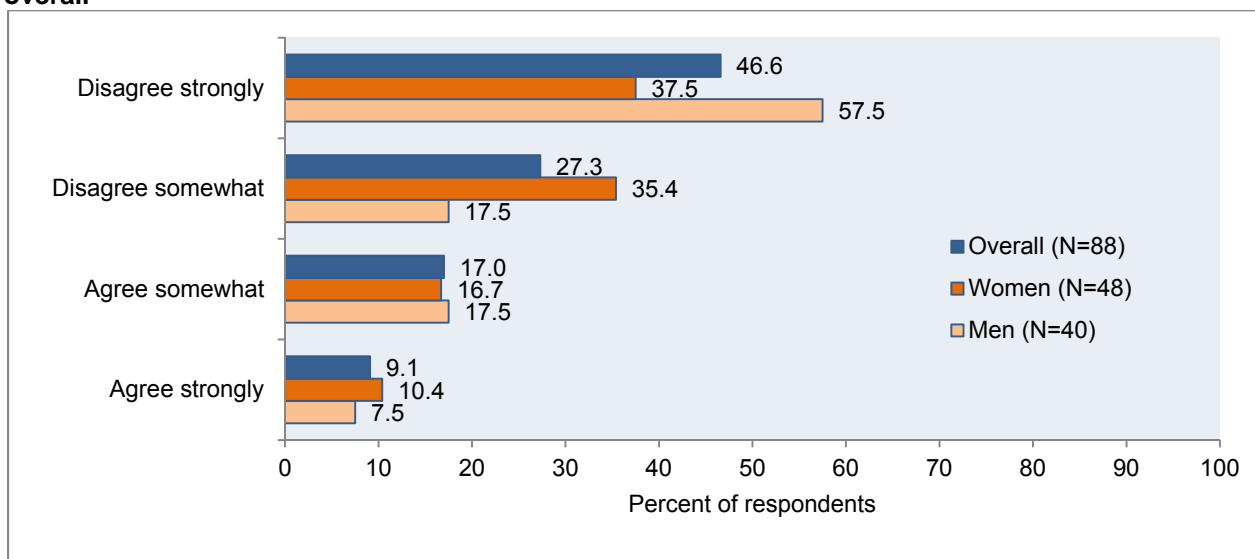


Figure 67b. NON-STEM respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel isolated on the NDSU campus overall”



Respondents were asked about their level of agreement with a series of statements about their participation in the decision-making process in their primary department/unit (see Figures 68 to 72 and Appendix Tables 98 to 101).

Two-thirds of respondents agreed that they feel like a full and equal participant in problem-solving and decision-making in their primary department/unit (66.6 percent) (see Figure 68 and Appendix Table 98). The remaining one-third of respondents indicated they do not feel like a full and equal participant (i.e., disagreed) (33.3 percent).

Significant differences

The proportion of respondents who indicated that they do not feel like a full and equal participant in problem-solving and decision-making in their primary department/unit (i.e., disagreed) was:

- **Gender** – Higher among women than men (42.3 percent and 24.0 percent, respectively).

Figure 68. Respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “I feel like a full and equal participant in problem-solving and decision-making”

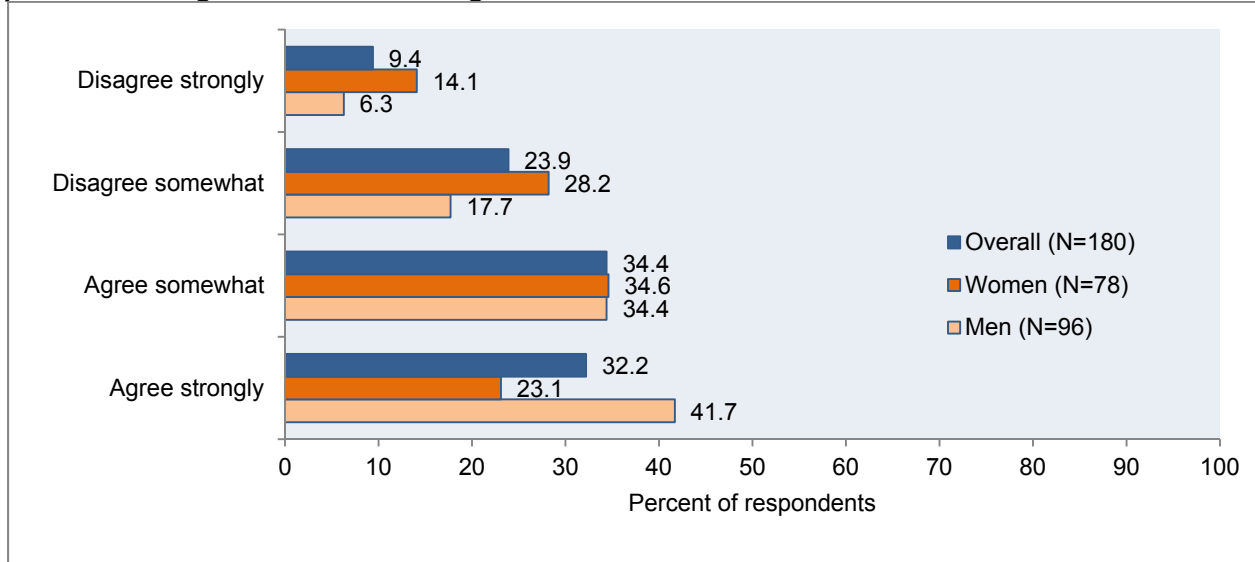


Figure 68a. STEM respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “I feel like a full and equal participant in problem-solving and decision-making”

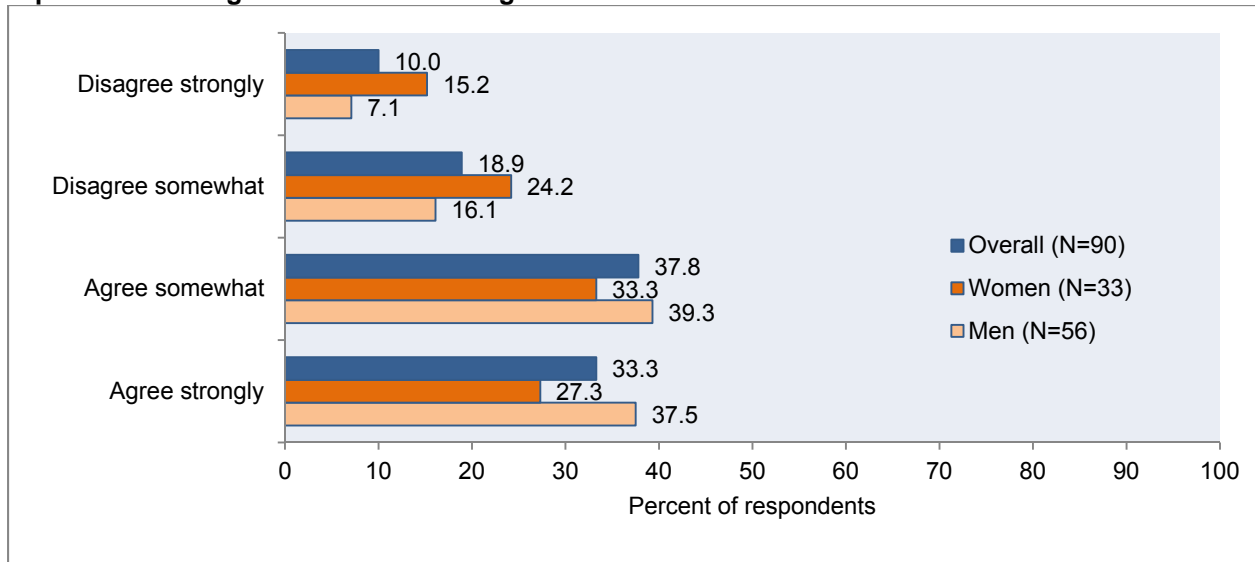
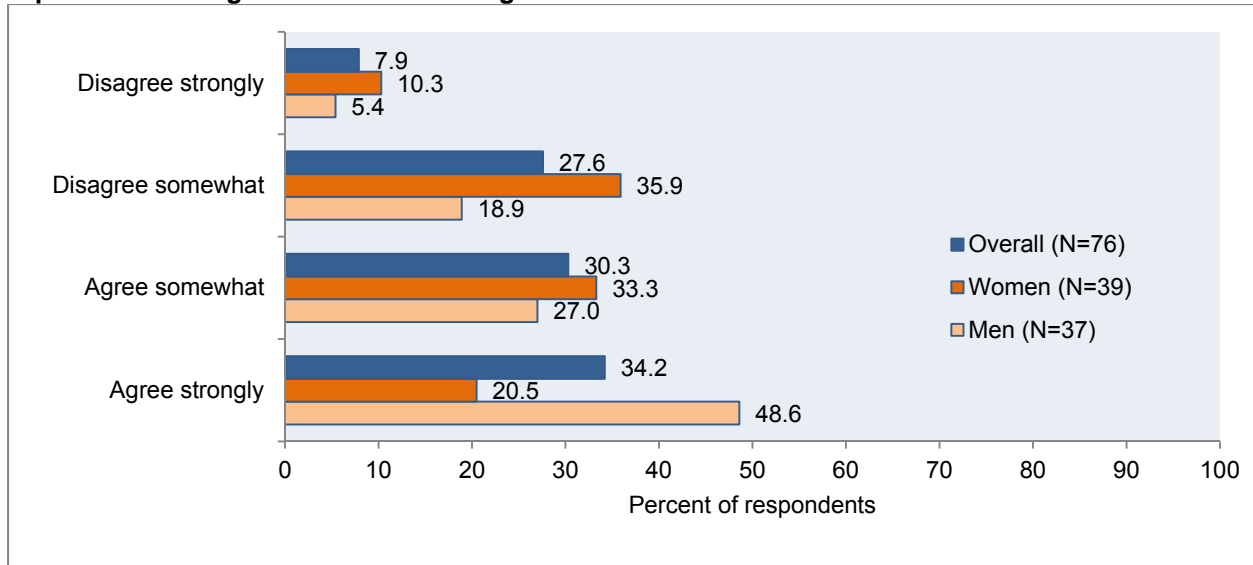


Figure 68b. NON-STEM respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “I feel like a full and equal participant in problem-solving and decision-making”



More than half of respondents agreed that they have a voice in how resources are allocated (52.2 percent) and nearly half disagreed (47.8 percent) (see Figure 69 and Appendix Table 99).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who indicated that they do not feel like they have a voice in how resources are allocated (i.e., disagreed) was:

- **Racial/ethnic majority status** – Higher among non-majority status respondents than majority status respondents (60.0 percent and 43.8 percent, respectively).

Figure 69. Respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “I have a voice in how resources are allocated”

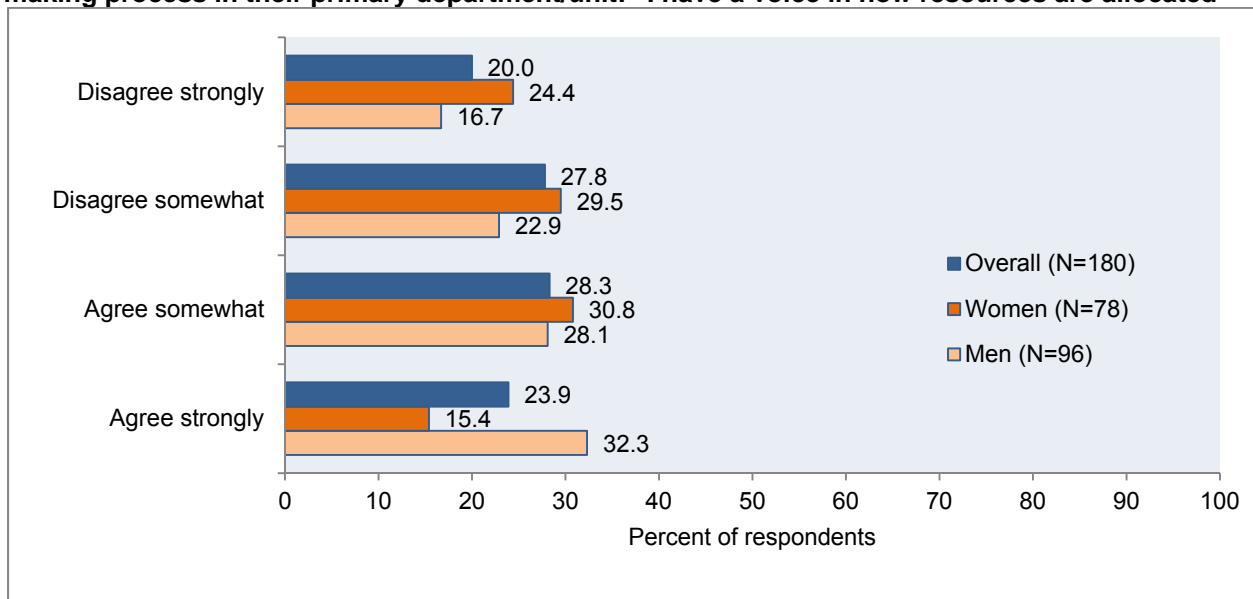


Figure 69a. STEM respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “I have a voice in how resources are allocated”

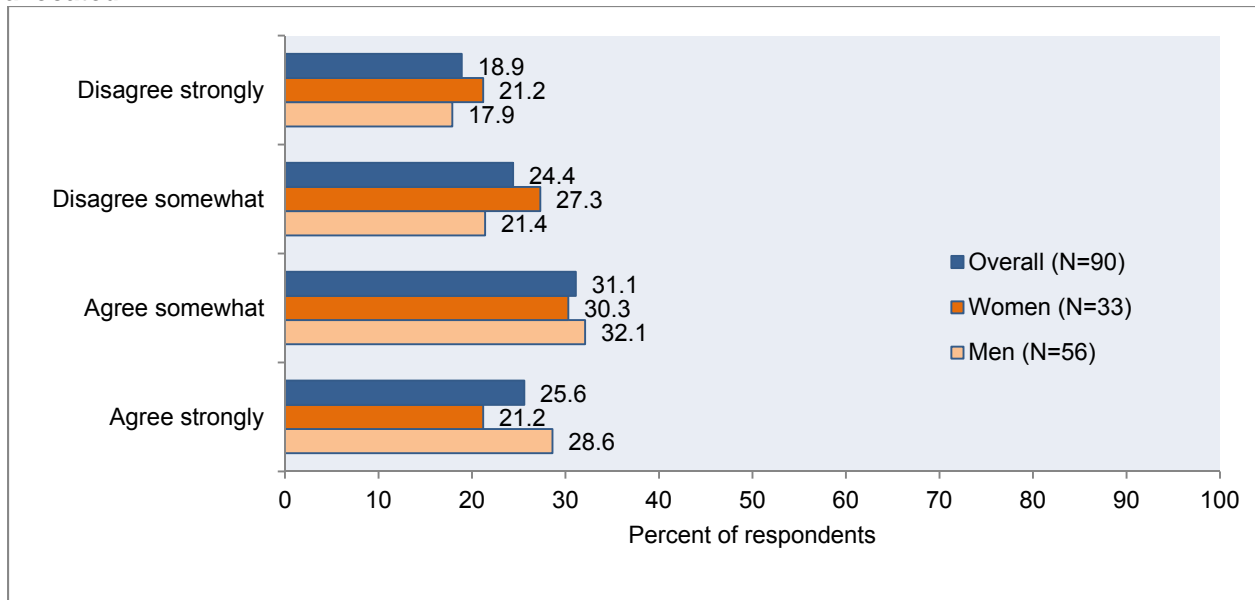
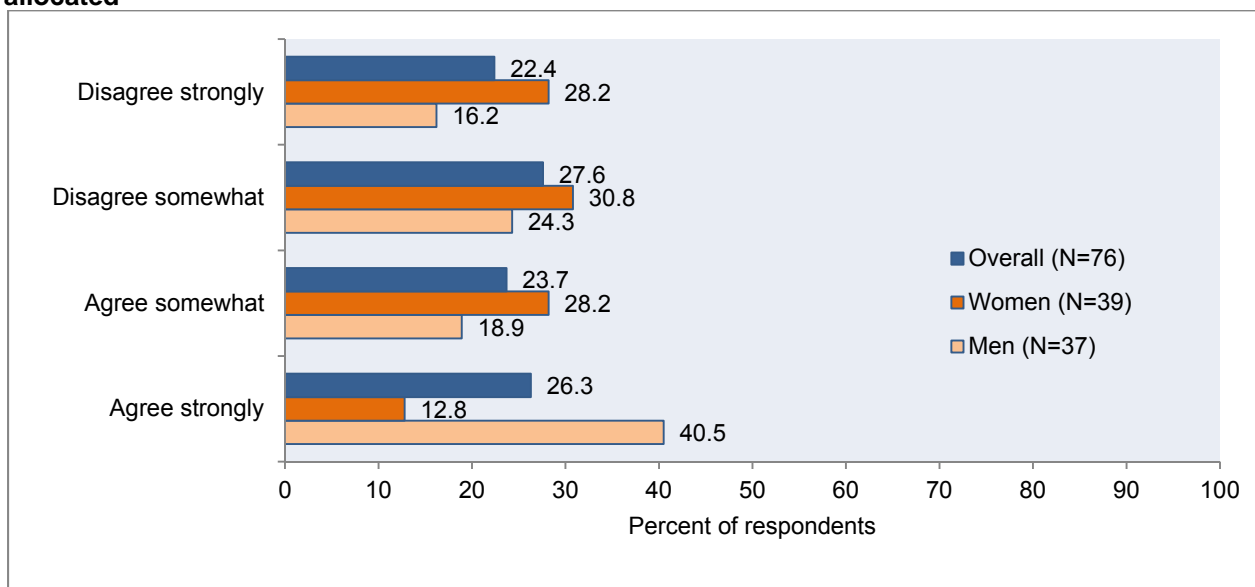


Figure 69b. NON-STEM respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “I have a voice in how resources are allocated”



More than three-fourths of respondents agreed that department meetings allow for all faculty members to share their views (76.2 percent) (see Figure 70 and Appendix Table 100). In contrast, nearly one-fourth of respondents indicated that department meetings do not allow for all faculty to share their views (i.e., disagreed) (23.7 percent).

Significant differences

The proportion of respondents who indicated that department meetings do not allow for all faculty to share their views (i.e., disagreed) was:

- **Gender** – More than twice as high among women as men (33.0 percent and 15.6 percent, respectively).

Figure 70. Respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “Department meetings allow for all faculty members to share their views”

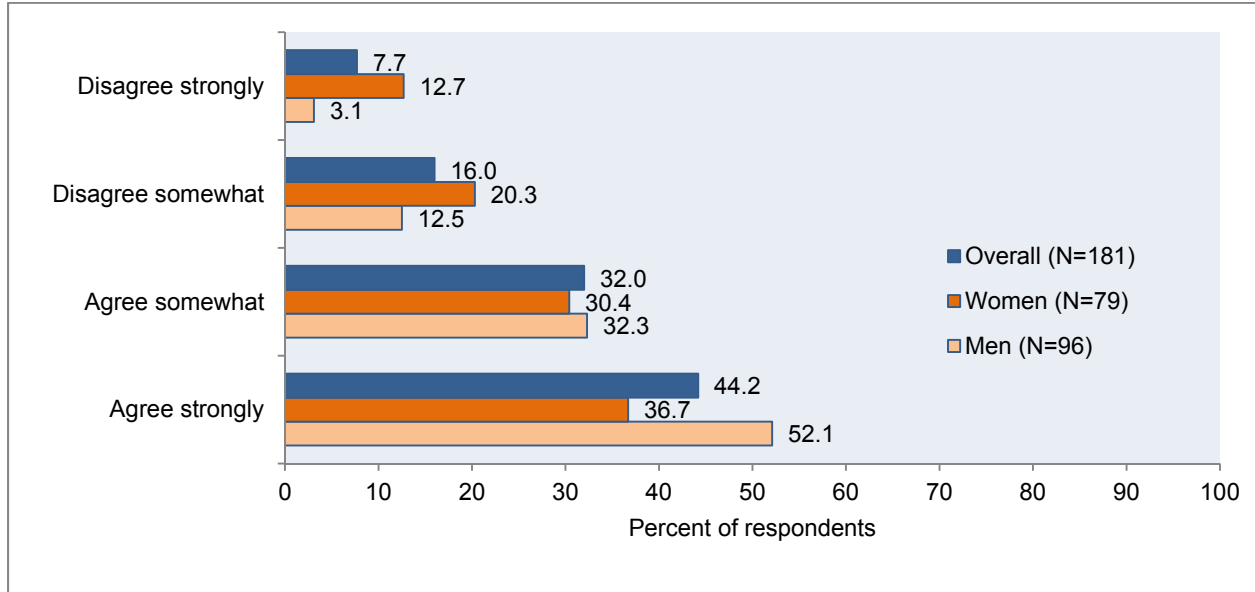


Figure 70a. STEM respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “Department meetings allow for all faculty members to share their views”

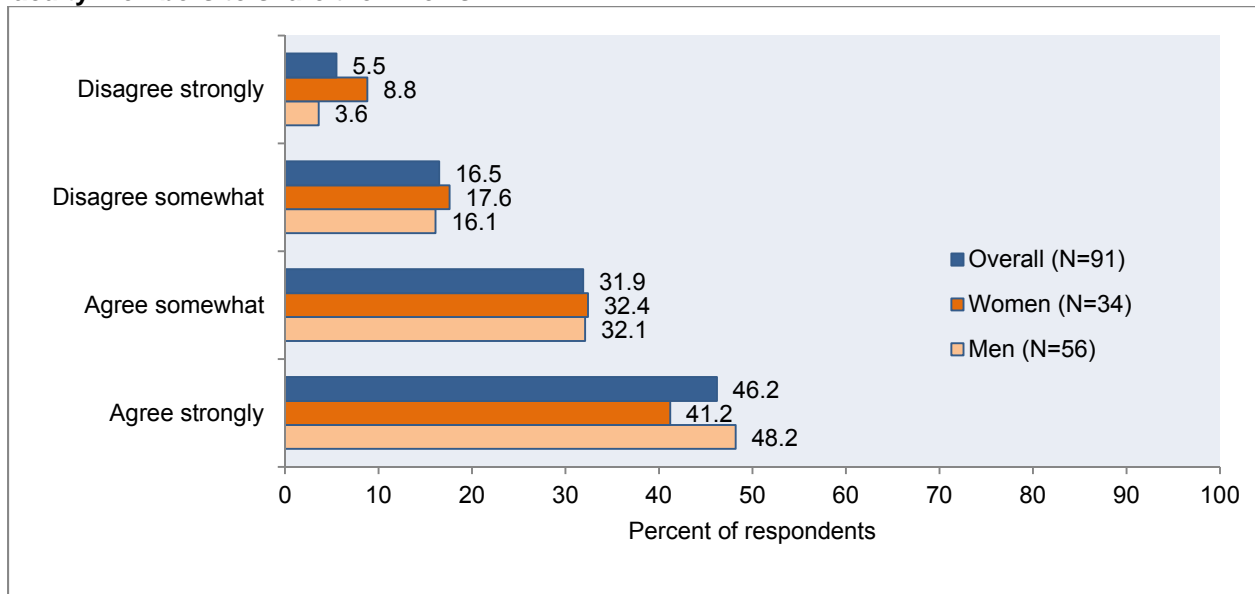
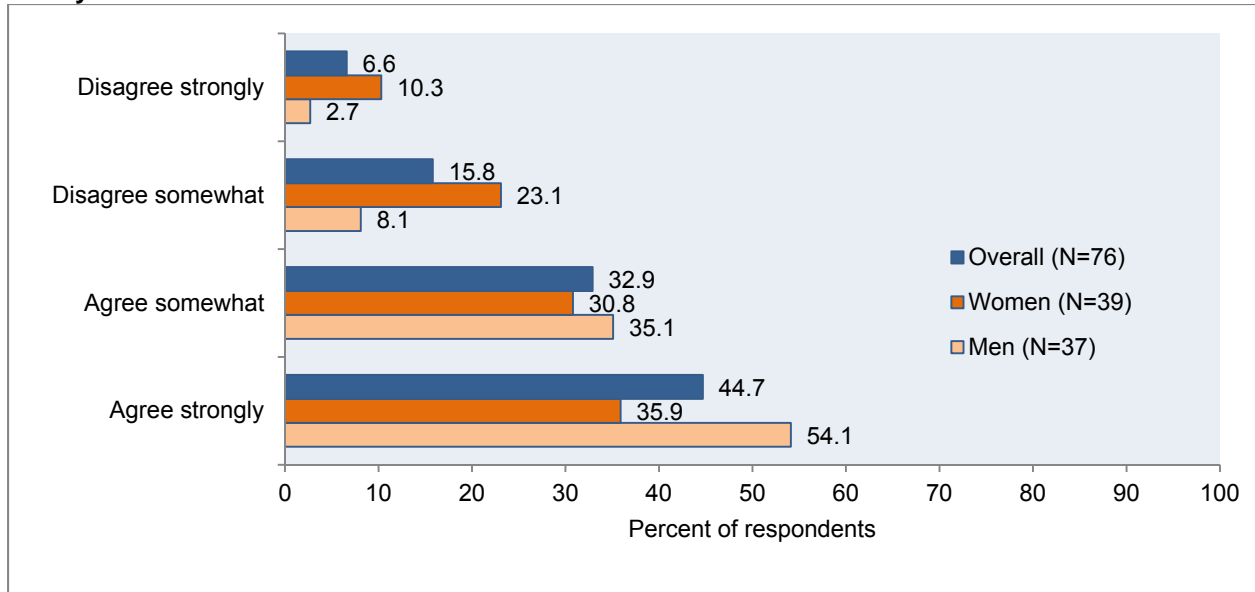


Figure 70b. NON-STEM respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “Department meetings allow for all faculty members to share their views”



The majority of respondents strongly agreed that committee assignments are rotated fairly to allow for participation of all faculty (60.1 percent) (see Figure 71). In contrast, two-fifths of respondents said that committee assignments are not rotated fairly (i.e., disagreed) (39.8 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 71. Respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “Committee assignments are rotated fairly to allow for participation of all faculty”

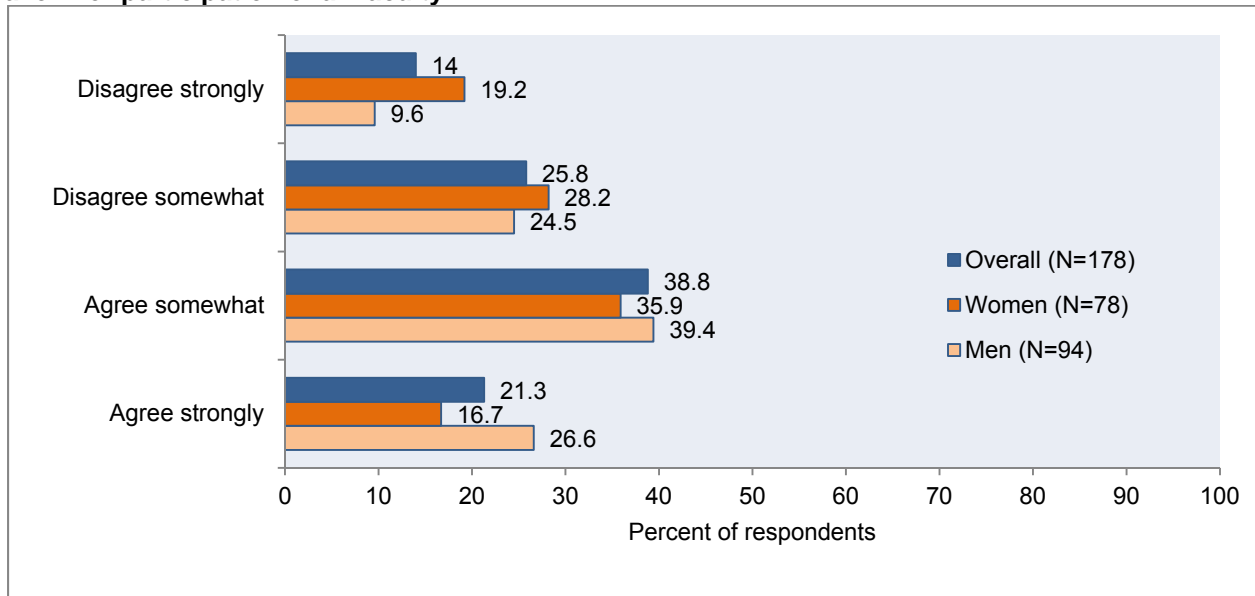


Figure 71a. STEM respondent's opinion regarding the statement about participation in the decision-making process in their primary department/unit: "Committee assignments are rotated fairly to allow for participation of all faculty"

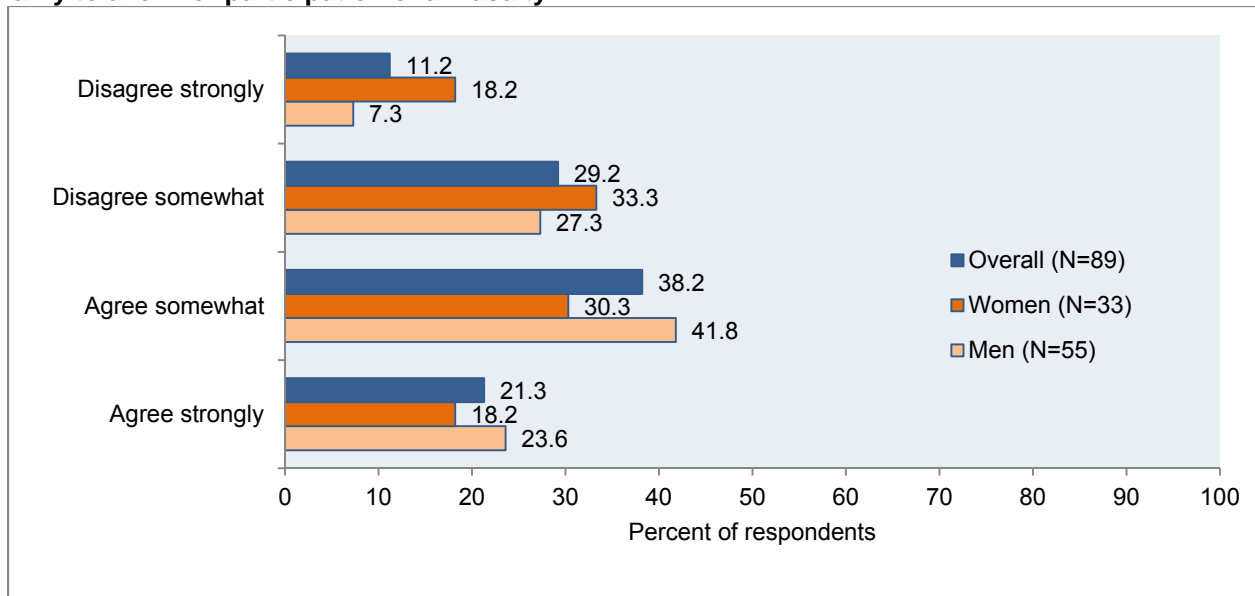
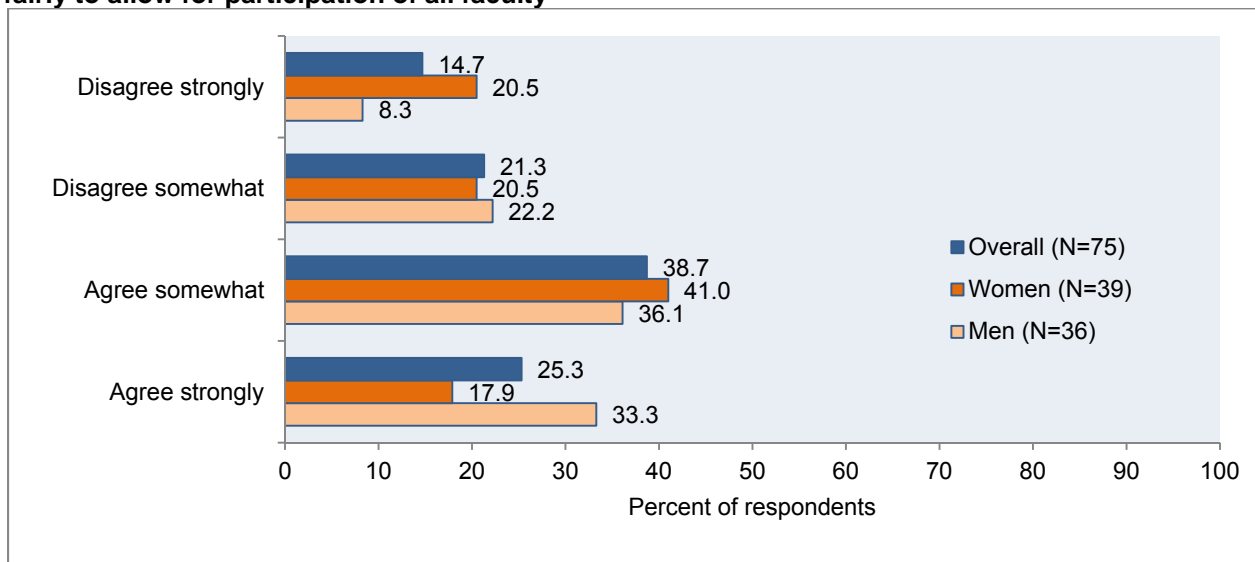


Figure 71b. NON-STEM respondent's opinion regarding the statement about participation in the decision-making process in their primary department/unit: "Committee assignments are rotated fairly to allow for participation of all faculty"



More than two-thirds of respondents agreed that their department chair/head involves them in decision-making (69.5 percent) (see Figure 72 and Appendix Table 101). In contrast, nearly one-third of respondents indicated that their department chair/head does not involve them in decision-making (i.e., disagreed) (30.5 percent).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who indicated that their department chair/head does not involve them in decision-making (i.e., disagreed) was:

- **Racial/ethnic majority status** – Much higher among majority status respondents than non-majority status respondents (33.8 percent and 9.7 percent, respectively).

Figure 72. Respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “My department chair/head involves me in decision-making”

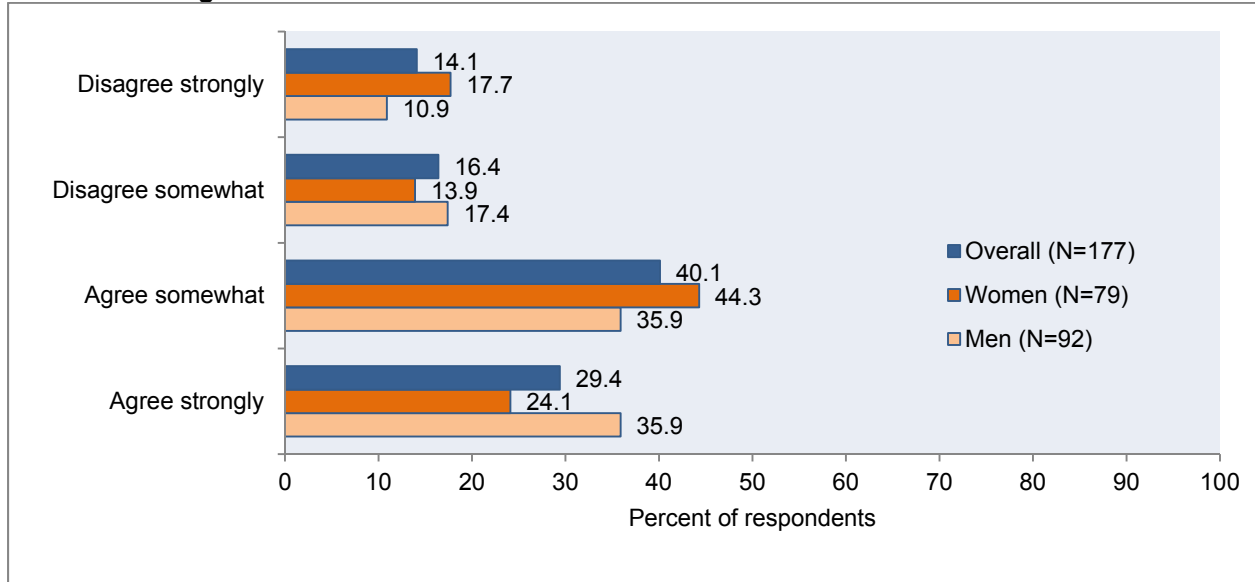


Figure 72a. STEM respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “My department chair/head involves me in decision-making”

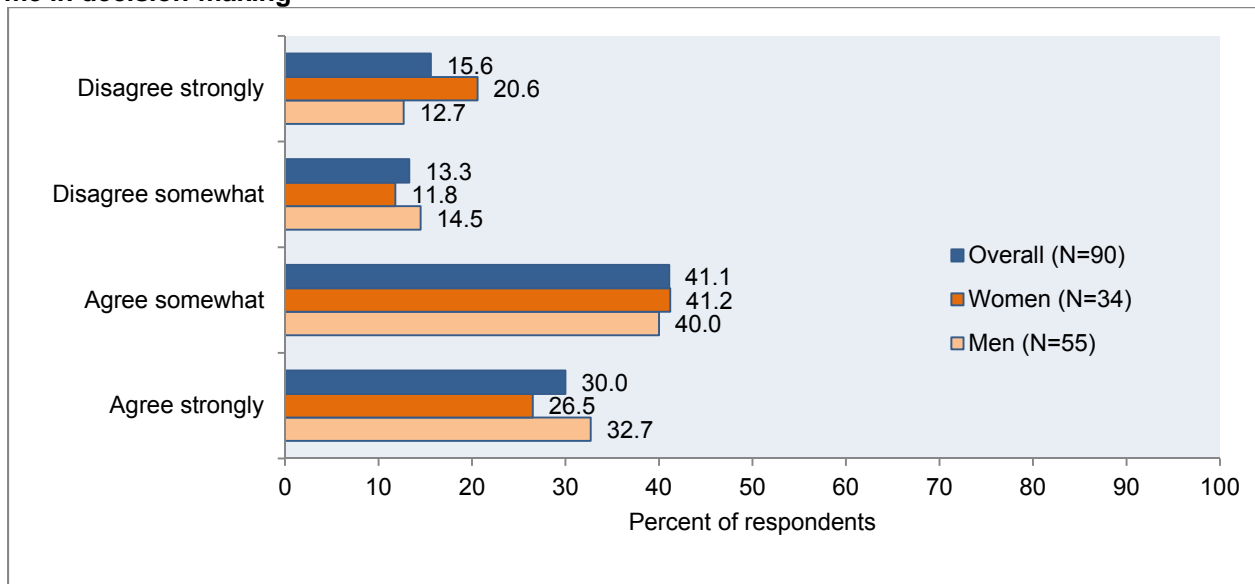
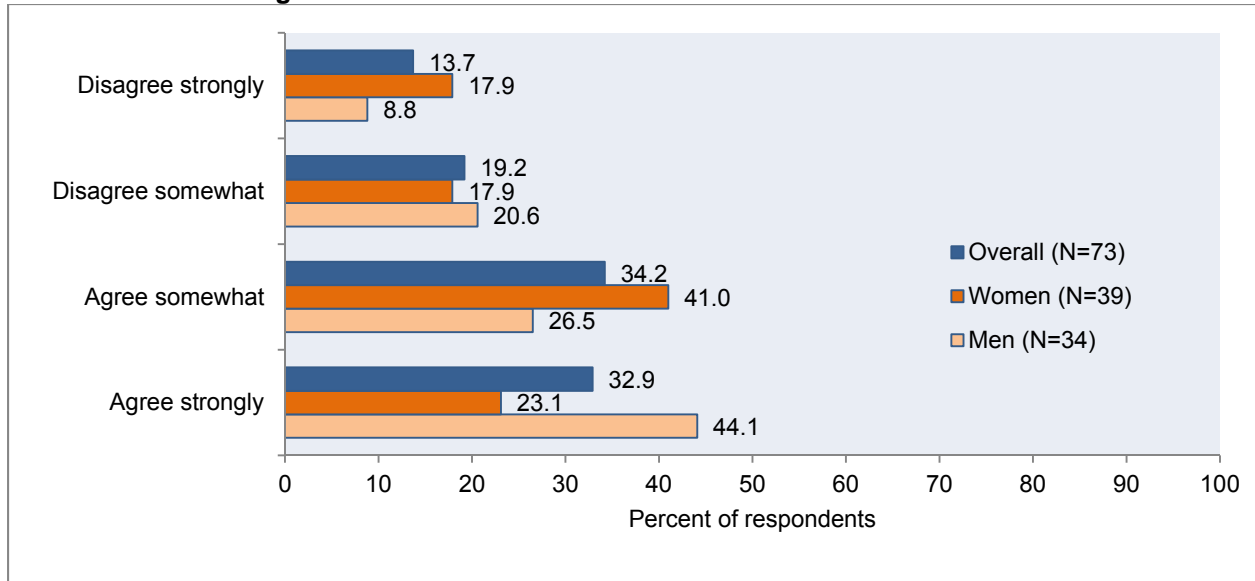


Figure 72b. *NON-STEM* respondent’s opinion regarding the statement about participation in the decision-making process in their primary department/unit: “My department chair/head involves me in decision-making”



Satisfaction with NDSU

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables.

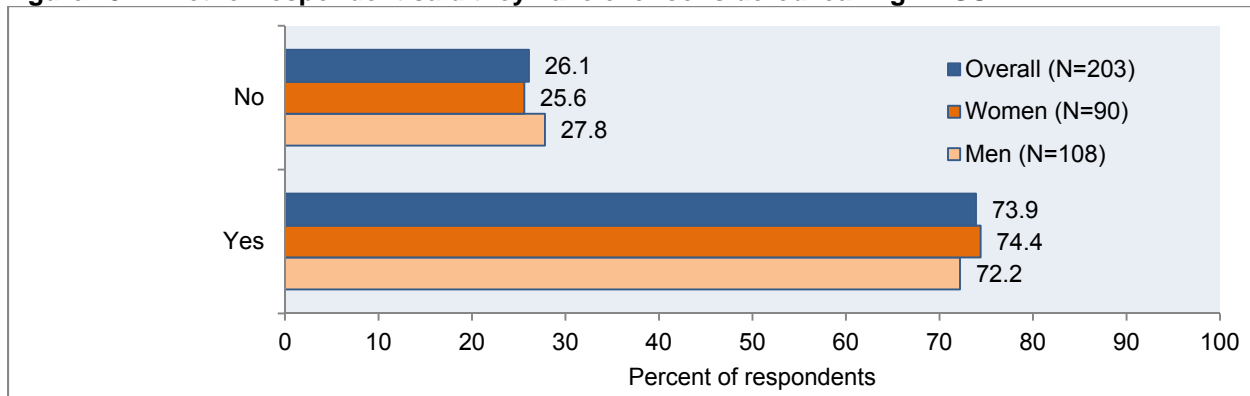
Nearly three-fourths of respondents had considered leaving NDSU (73.9 percent) (see Figure 75 and Appendix Table 102).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who had considered leaving NDSU was:

- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (83.3 percent and 62.9 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (86.4 percent and 56.3 percent, respectively).

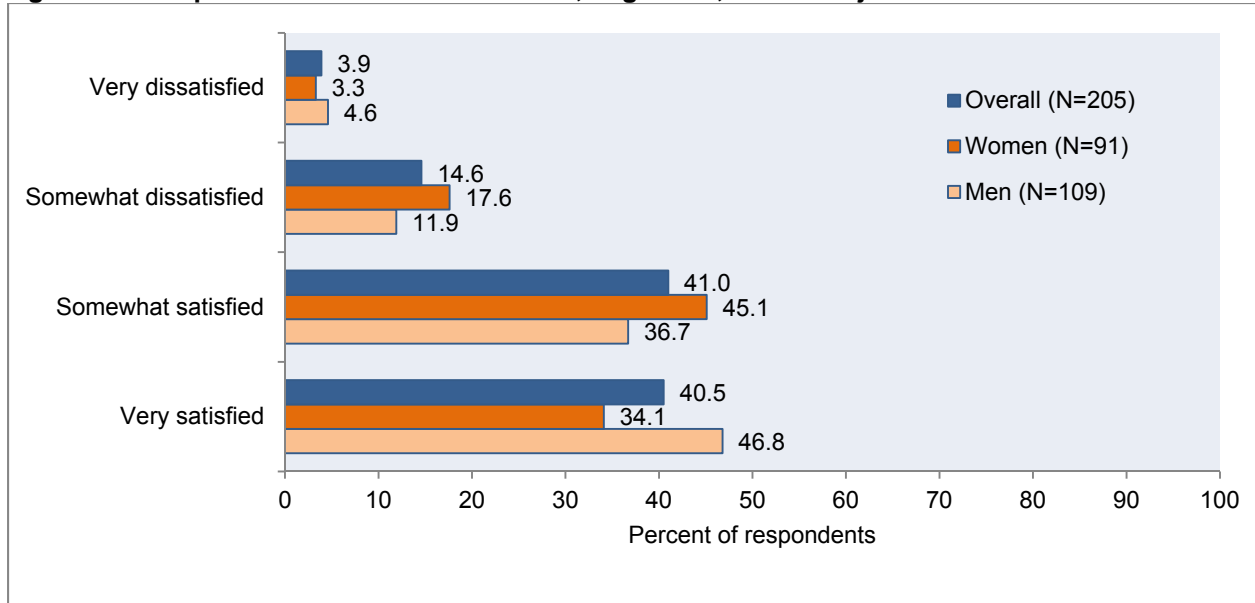
Figure 73. Whether respondent said they have ever considered leaving NDSU



Respondents were asked about factors that had contributed to their consideration to leave NDSU. The highest proportion of respondents cited NDSU's atmosphere, environment, or conditions, such as their department and colleagues, the administration, a lack of research opportunities, and gender-related issues (see Appendix Table 103 and Appendix Tables 191a, b, and c).

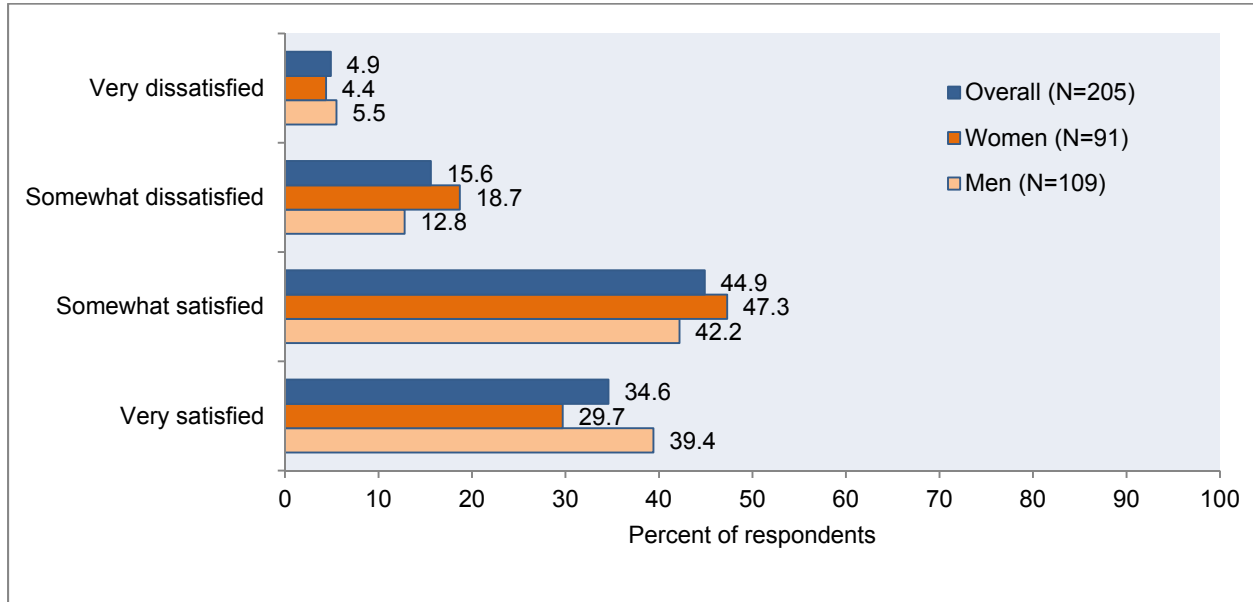
While most respondents were satisfied with their job at NDSU (81.5 percent), nearly one-fifth of respondents were dissatisfied with their job at NDSU (18.5 percent) (see Figure 73). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 74. Respondent's level of satisfaction, in general, with their job at NDSU



Though most respondents were satisfied with the way their career has progressed at NDSU (79.5 percent), one-fifth of respondents were dissatisfied with the way their career has progressed (20.5 percent) (see Figure 74). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 75. Respondent’s level of satisfaction, in general, with the way their career has progressed at NDSU



NDSU Programs and Resources

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables.

Respondents were asked their perception of the value of various programs on the NDSU campus (see Figures 76 to 86 and Appendix Tables 104 to 114) as well as whether they have ever used the program (see Figure 87 and Appendix Tables 115 to 124).

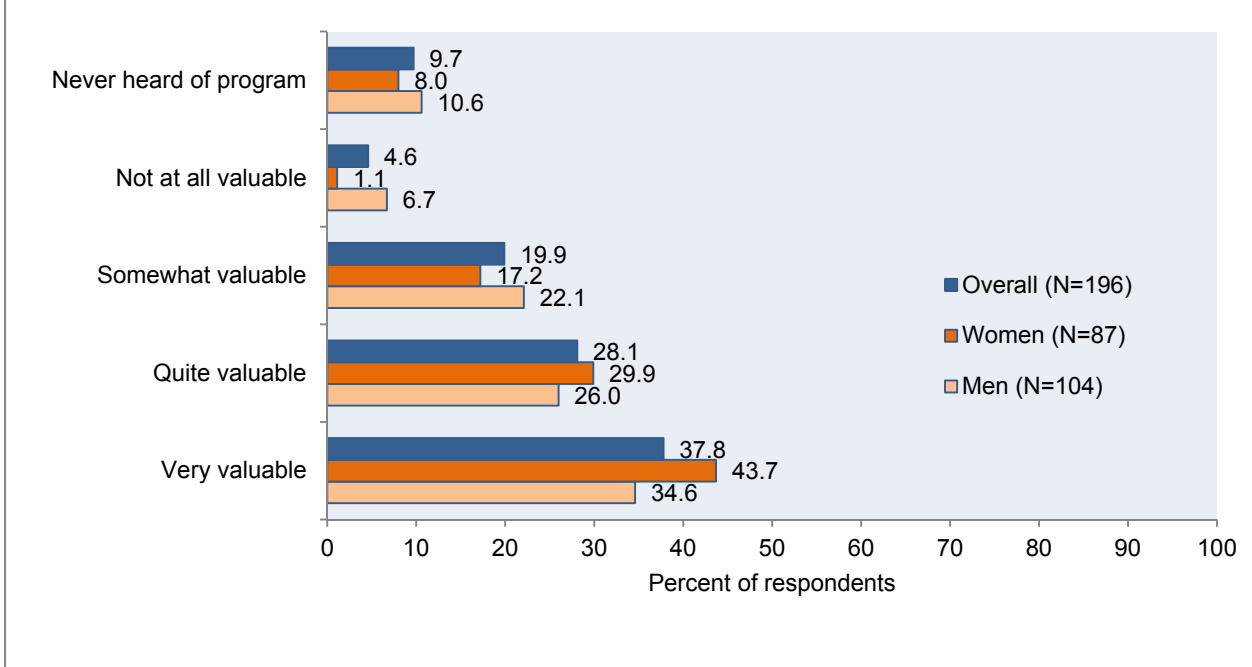
Nearly two-fifths of respondents indicated that the *extension of the tenure clock program* is very valuable (37.8 percent) (see Figure 76 and Appendix Table 104). However, one-tenth of respondents had not heard of the program (9.7 percent).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who indicated that the *extension of the tenure clock program* is not at all valuable or only somewhat valuable was:

- **Years at NDSU** – Twice as high among respondents who have been at NDSU more than 5 years compared to those at NDSU 5 years or less (32.7 percent and 15.7 percent, respectively). However, a higher proportion of respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years had never heard of the program (18.1 percent and 2.8 percent, respectively).

Figure 76. Respondent’s opinion regarding the value of the extension of the tenure clock program



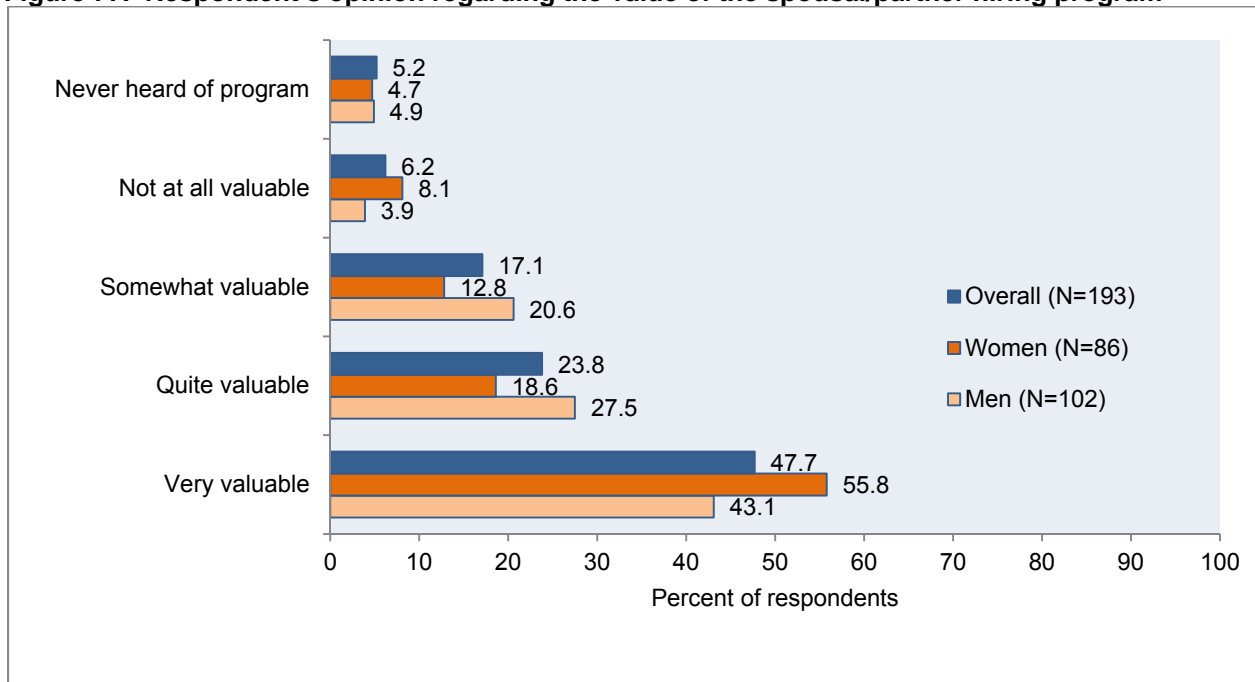
Nearly half of respondents indicated that the *spousal/partner hiring program* is very valuable (47.7 percent) and only 5.2 percent of respondents had not heard of the program (see Figure 77 and Appendix Table 105).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who indicated that the *spousal/partner hiring program* is very valuable was:

- **Having children ages 6 or younger** – Much higher among respondents with young children than respondents without (65.3 percent and 41.7 percent, respectively).

Figure 77. Respondent’s opinion regarding the value of the spousal/partner hiring program



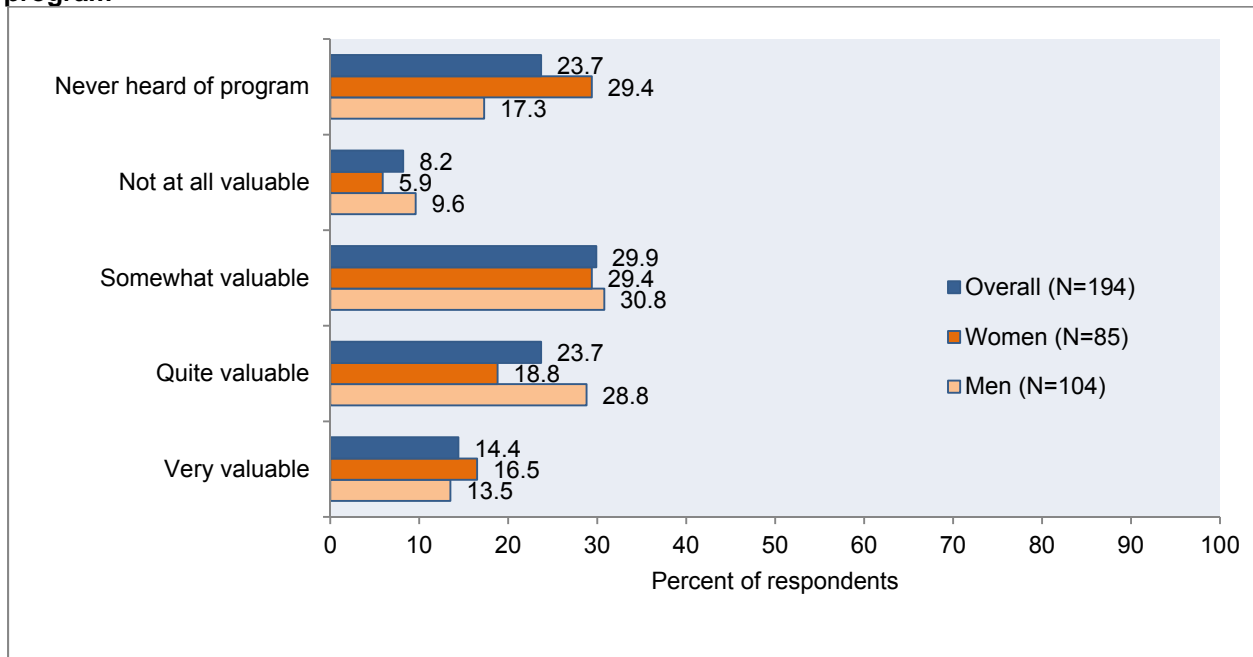
The *workshops for search committees program* was seen as very valuable by 14.4 percent of respondents and 23.7 percent saw them as quite valuable (see Figure 78 and Appendix Table 106). However, one-fourth of respondents had not heard of the *workshops for search committees program* (23.7 percent).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who indicated that they had never heard of the *workshops for search committees program* was:

- **Tenure status** – Much higher among non-tenured faculty than tenured faculty (38.6 percent and 12.4 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU 5 years or less than respondents who have been at NDSU more than 5 years (37.8 percent and 12.0 percent, respectively).

Figure 78. Respondent’s opinion regarding the value of the workshops for search committees program



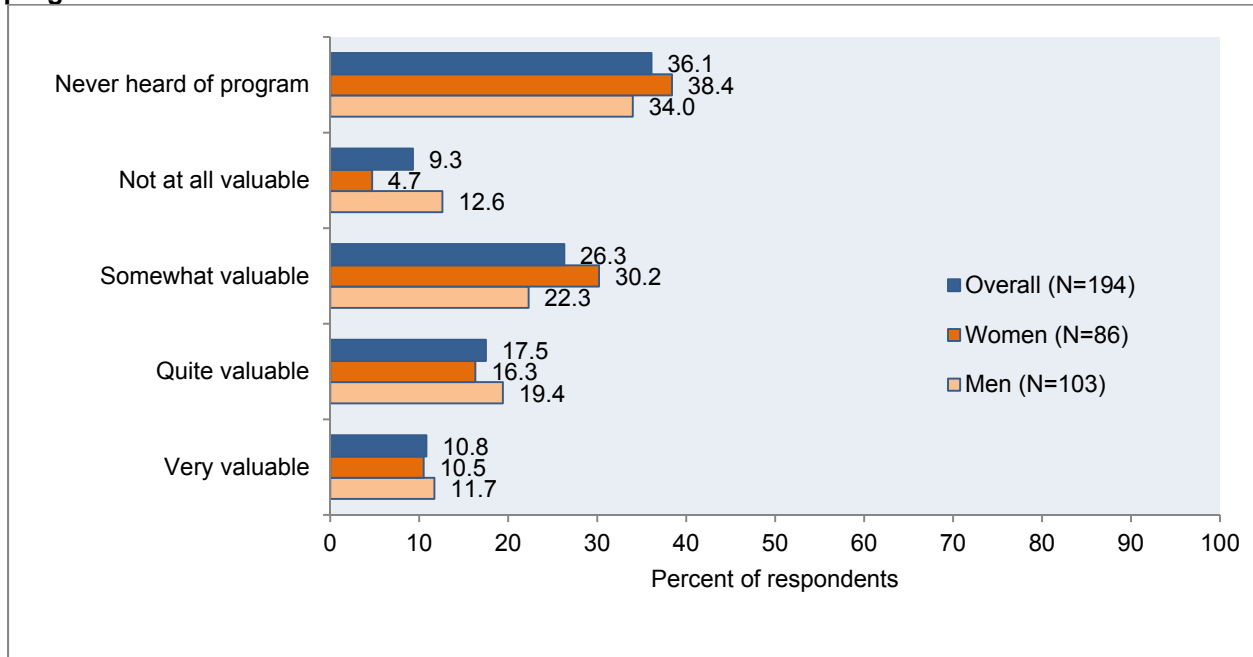
The *on-line training for search committees program* was seen as very valuable by 10.8 percent of respondents and quite valuable by 17.5 percent (see Figure 79 and Appendix Table 107). However, more than one-third of respondents had not heard of the *on-line training for search committees program* (36.1 percent).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who indicated that they had never heard of the *on-line training for search committees program* was:

- **Tenure status** – Higher among non-tenured faculty than tenured faculty (45.9 percent and 28.8 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU 5 years or less than respondents who have been at NDSU more than 5 years (45.8 percent and 28.0 percent, respectively).

Figure 79. Respondent’s opinion regarding the value of the on-line training for search committees program



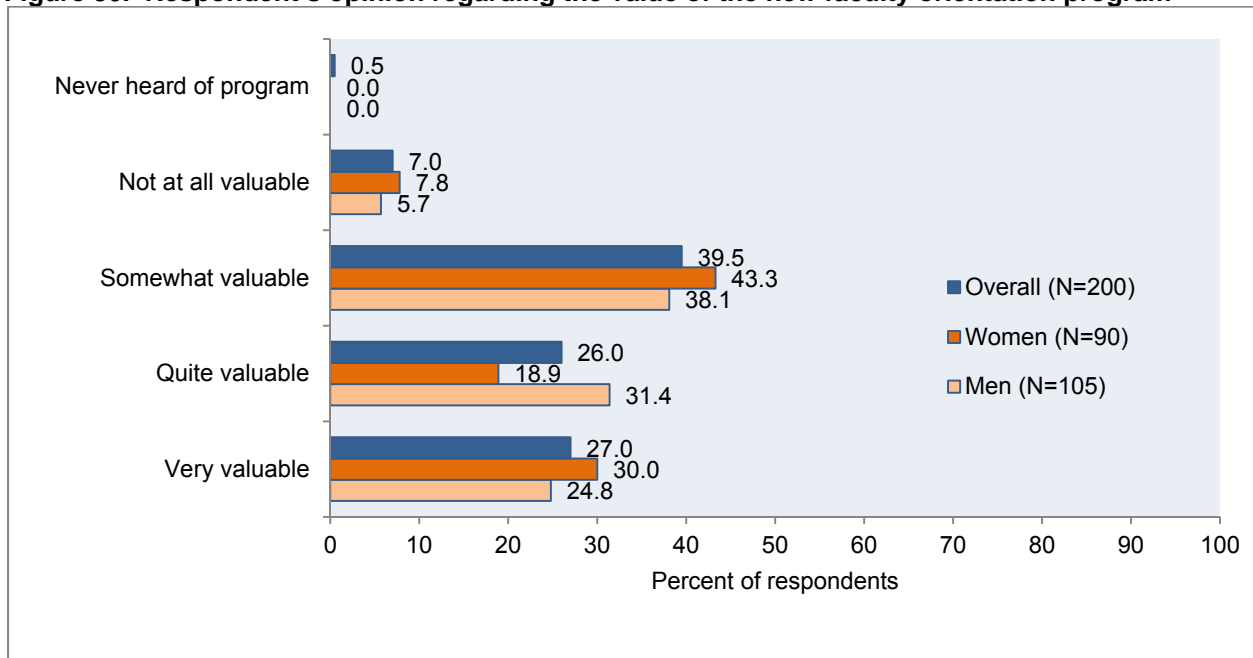
More than one-fourth of respondents indicated that the *new faculty orientation program* is very valuable (27.0 percent) and another one-fourth said quite valuable (26.0 percent) (see Figure 80 and Appendix Table 108). Almost all respondents had heard of the program (99.5 percent).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who indicated that the *new faculty orientation program* is very valuable was:

- **Racial/ethnic majority status** – Higher among non-majority status respondents than those of majority status (41.2 percent and 24.4 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (29.8 percent and 18.4 percent, respectively).

Figure 80. Respondent’s opinion regarding the value of the new faculty orientation program



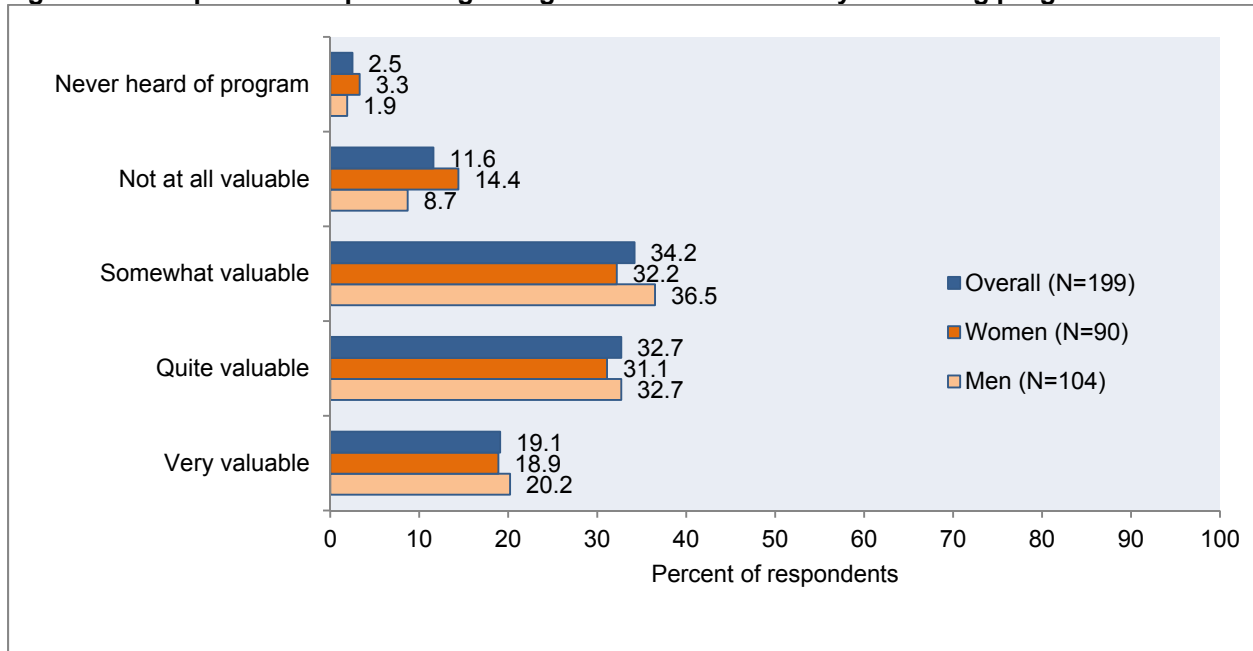
One-fifth of respondents indicated that the *faculty mentoring program* is very valuable (19.1 percent) and an additional one-third said it is quite valuable (32.7 percent) (see Figure 81 and Appendix Table 109).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who indicated that the *faculty mentoring program* is very valuable was:

- **Racial/ethnic majority status** – More than twice as high among non-majority status respondents as those of majority status (37.1 percent and 15.4 percent, respectively).

Figure 81. Respondent’s opinion regarding the value of the faculty mentoring program



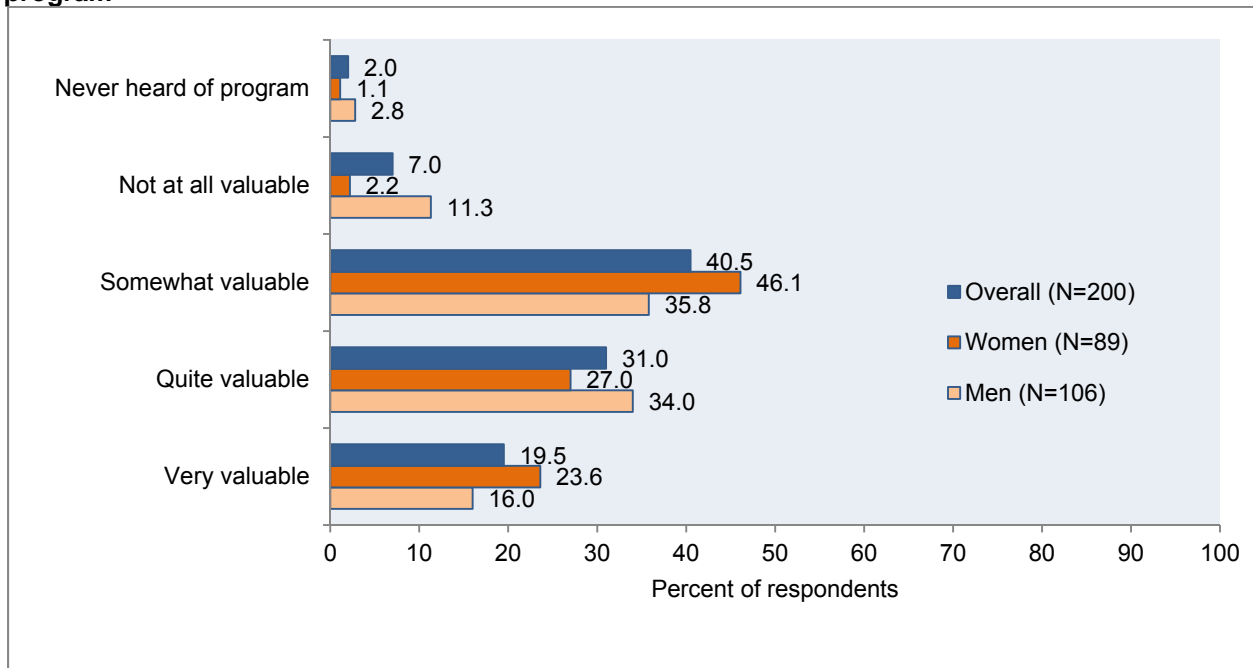
Half of respondents indicated that the *pedagogical luncheons/workshops program* is quite or very valuable (50.5 percent) (see Figure 82 and Appendix Table 110).

Significant differences

The proportion of respondents who indicated that the *pedagogical luncheons/workshops program* is very valuable was:

- **Gender** – Somewhat higher among women than men (23.6 percent and 16.0 percent, respectively).
- **Racial/ethnic majority status** – Higher among non-majority status respondents than those of majority status (32.4 percent and 17.1 percent, respectively).

Figure 82. Respondent’s opinion regarding the value of the pedagogical luncheons/workshops program



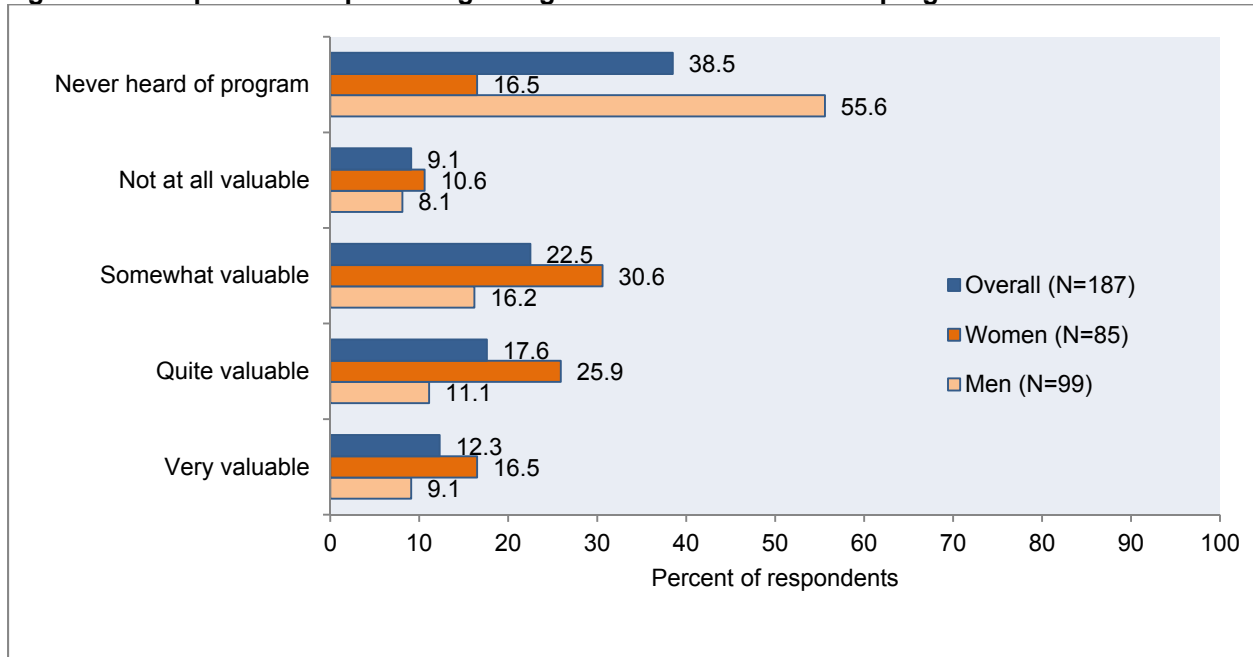
While 12.3 percent of respondents indicated the *Women in Science, Math, Engineering, and Technology (WISMET) program* is very valuable and 17.6 percent indicated it is quite valuable, 38.5 percent of respondents had never heard of the program (see Figure 83 and Appendix Table 111).

Significant differences

The proportion of respondents who indicated that they had never heard of *WISMET* was:

- **Gender** – Substantially higher among men than women (55.6 percent and 16.5 percent, respectively). In addition, a somewhat higher proportion of women than men indicated that the program is very valuable (16.5 percent and 9.1 percent, respectively).
- **Racial/ethnic majority status** – Higher among non-majority status respondents than those of majority status (51.6 percent and 35.1 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (43.0 percent and 24.4 percent, respectively). In addition, twice the proportion of respondents with young children as those without young children indicated that the program is very valuable (20.0 percent and 9.9 percent, respectively).

Figure 83. Respondent’s opinion regarding the value of the WISMET program



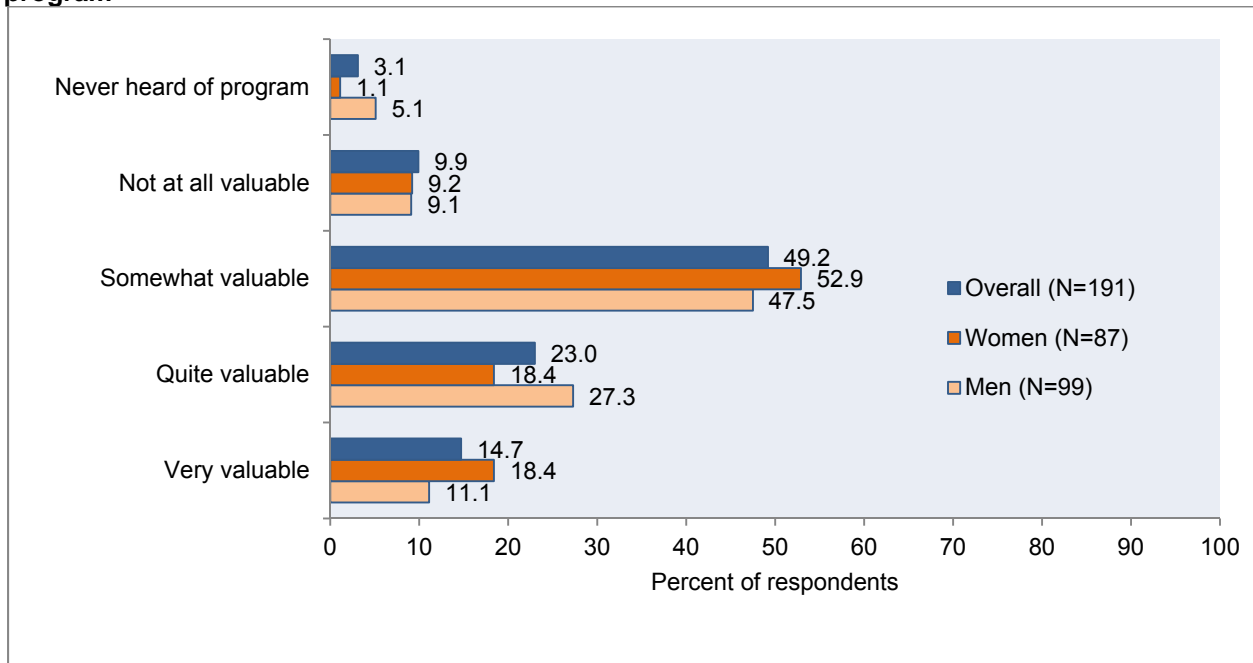
The *Gear Up for Grants workshops program* was seen as very valuable by 14.7 percent of respondents and quite valuable by 23.0 percent (see Figure 84 and Appendix Table 112).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who indicated that the *Gear Up for Grants workshops program* is very valuable was:

- **Racial/ethnic majority status** – More than twice as high among non-majority status respondents as those of majority status (26.5 percent and 12.3 percent, respectively).

Figure 84. Respondent’s opinion regarding the value of the Gear Up for Grants workshops program



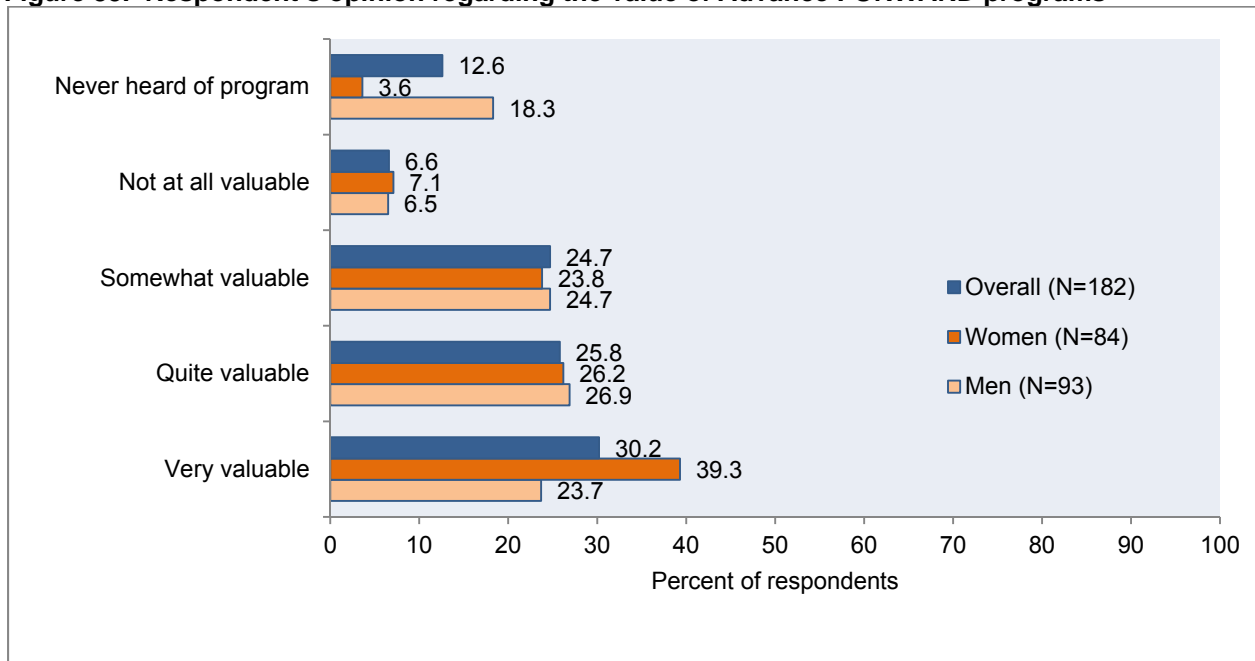
The majority of respondents indicated that the Advance FORWARD programs are very or quite valuable (56.0 percent), while 12.6 percent of respondents had not heard of the programs (see Figure 85 and Appendix Table 113).

Significant differences

The proportion of respondents who indicated that the Advance FORWARD programs are very valuable was:

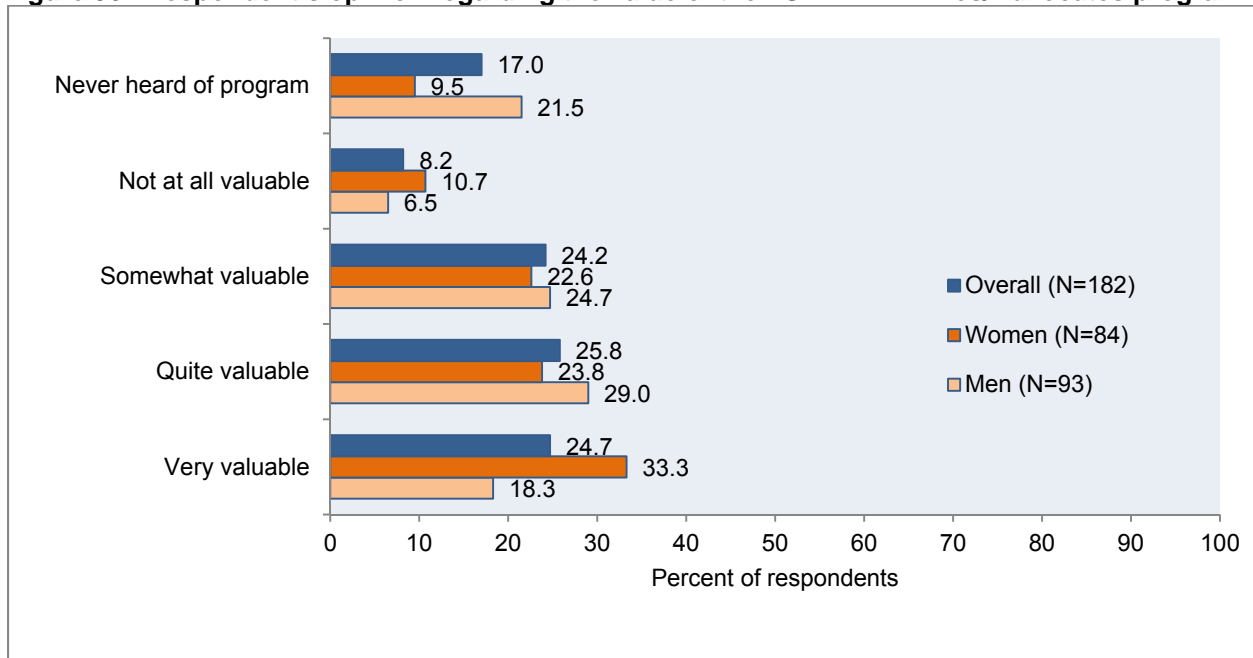
- **Gender** – Higher among women than men (39.3 percent and 23.7 percent, respectively). Additionally, a higher proportion of men than women had not heard of the programs (18.3 percent and 3.6 percent, respectively).
- **Tenure status** – Higher among non-tenured faculty than tenured faculty (40.2 percent and 21.1 percent, respectively).

Figure 85. Respondent’s opinion regarding the value of Advance FORWARD programs



One-fourth of respondents indicated that the FORWARD Allies/Advocates program is very valuable (24.7 percent) and an additional one-fourth indicated that it is quite valuable (25.8 percent) (see Figure 86). Nearly one-fifth of respondents had never heard of the FORWARD Allies/Advocates program (17.0 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 86. Respondent's opinion regarding the value of the FORWARD Allies/Advocates program



Pedagogical luncheons/workshops was the most used of the various programs available at NDSU (83.2 percent) followed closely by the *new faculty orientation program* (82.5 percent) (see Figure 87 and Appendix Tables 115 to 124). The *faculty mentoring program* had also been widely used (71.4 percent) and the *Gear Up for Grants workshops program* had been used by more than half of respondents (54.0 percent). The less commonly used programs included the *on-line training for search committees program* (16.2 percent), the *FORWARD Allies/Advocates program* (16.1 percent), and the *extension of the tenure clock program* (14.4 percent).

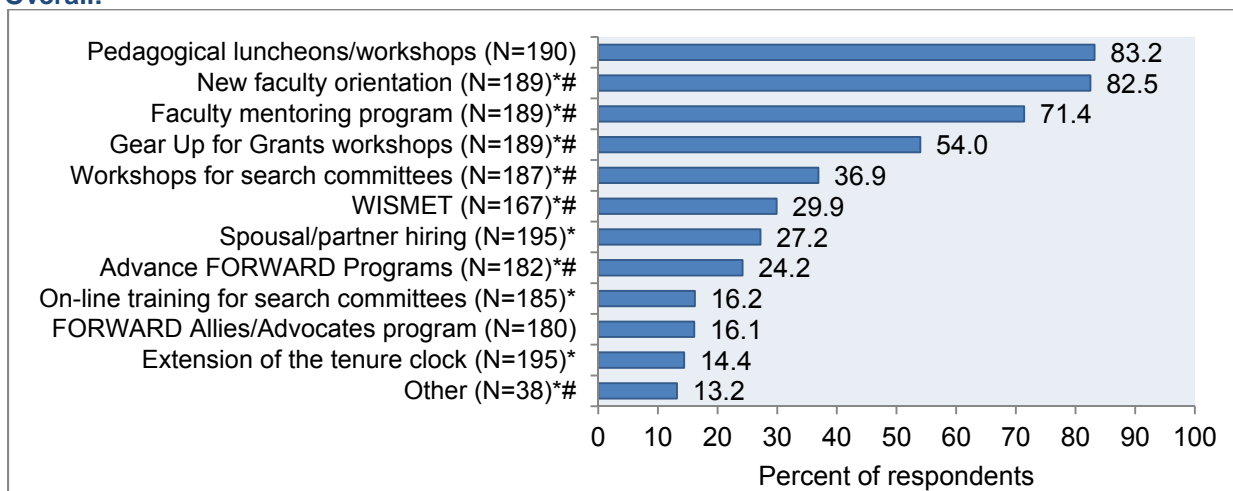
Significant differences

- **Gender** – The *workshops for search committees program* had been used by a much higher proportion of men than women (52.5 percent and 17.1 percent, respectively) as had *other programs* (23.8 percent and 0.0 percent, respectively). In contrast, a substantially higher proportion of women than men had used the *WISMET program* (58.0 percent and 3.6 percent, respectively) and a much higher proportion of women than men had used the *new faculty orientation program* (95.3 percent and 71.7 percent, respectively), the *Gear Up for Grants program* (66.3 percent and 44.0 percent, respectively), and *Advance FORWARD programs* (35.7 percent and 14.7 percent, respectively). A higher proportion of women than men had used the *faculty mentoring program* (79.1 percent and 65.7 percent, respectively).
- **Type of college** – A much higher proportion of respondents in non-STEM designated colleges than those in STEM colleges had used the *new faculty orientation program* (95.5 percent and 67.0 percent, respectively).
- **Tenure status** – A substantially higher proportion of tenured faculty than non-tenured faculty had used the *workshops for search committees program* (54.9 percent and 11.4 percent, respectively), a much higher proportion had used *other programs* (26.3 percent and 0.0 percent, respectively), and a higher proportion had used the *on-line training for search committees program* (24.0 percent and 5.0 percent, respectively). In contrast, a much higher proportion of non-tenured faculty than tenured faculty had used the *new faculty orientation program* (94.0 percent and 72.3 percent, respectively), the *faculty mentoring program* (85.5 percent and 60.4 percent, respectively), the *WISMET program* (40.3 percent and 18.6 percent, respectively), and the *Gear Up for Grants program* (67.9 percent and 41.0 percent, respectively).
- **Years at NDSU** – A much higher proportion of respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less had used the *workshops for search committees program* (54.8 percent and 13.6 percent, respectively) and a higher proportion had used the *on-line training for search committees program* (23.5 percent and 7.4 percent, respectively) and the *extension of the tenure clock program* (17.6 percent and 7.2 percent, respectively). In contrast, a higher proportion of respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years had used the *new faculty orientation program* (91.4 percent and 75.0 percent, respectively), the *faculty mentoring program* (80.2 percent and 64.4 percent, respectively), and the *Gear Up for Grants program* (62.7 percent and 46.1 percent, respectively).
- **Having children ages 6 or younger** – A much higher proportion of respondents with young children than those without had used the *extension of the tenure clock program* (23.9 percent and 11.4 percent, respectively) and the *spousal/partner hiring program* (50.0 percent and 20.1 percent, respectively) and a higher proportion had used the *WISMET program* (42.2 percent and 25.4 percent, respectively).

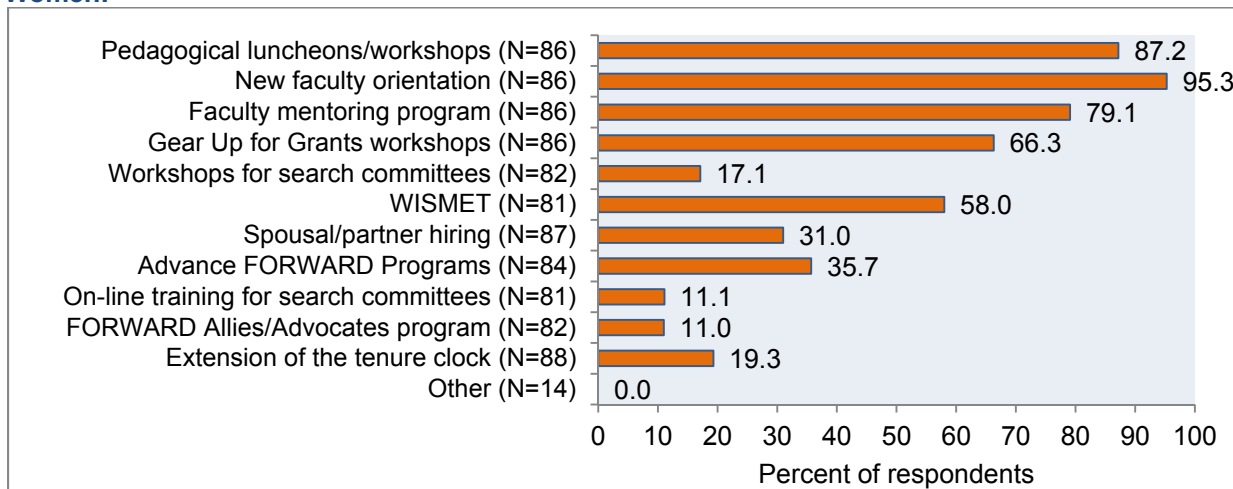
Of respondents who said “other” when asked about available programs designed to improve the working environments of faculty on the NDSU campus, approximately half of respondents mentioned miscellaneous programs such as the Diversity Council, daycare facilities, and early tenure (see Appendix Table 125 and Appendix Tables 192a and b). Nearly half of respondents left related comments.

Figure 87. Respondent's use of various programs available on the NDSU campus

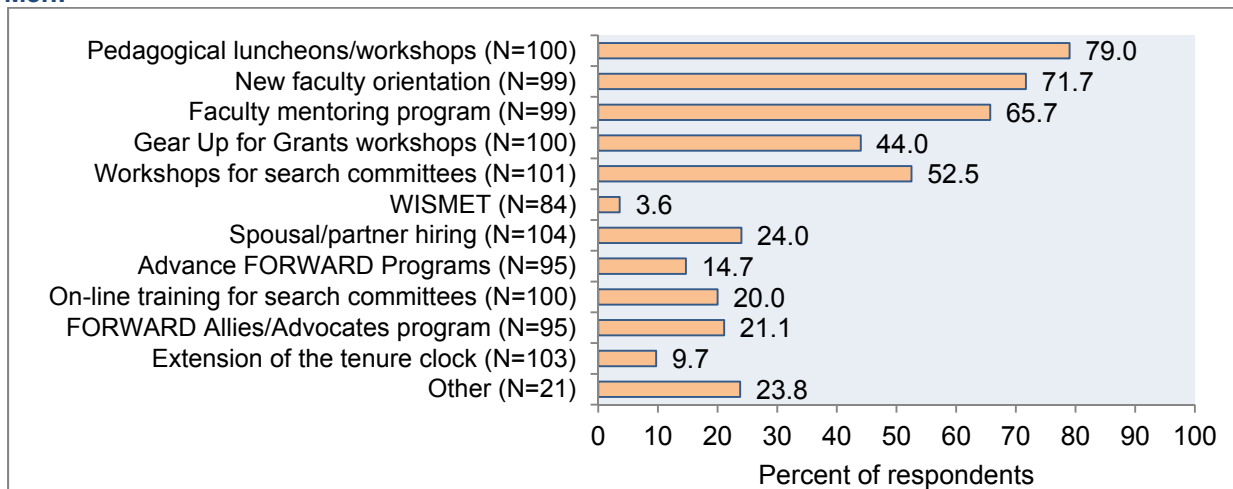
Overall:



Women:



Men:



*Significant differences were found for this response on one or more of the characteristics explored for significance
 #Significant differences were found for this response based on gender

Balancing Personal and Professional Life

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables.

Respondents were asked about their level of agreement with a series of statements about balancing their personal and professional lives (see Figures 88 to 91 and Appendix Tables 126 to 129).

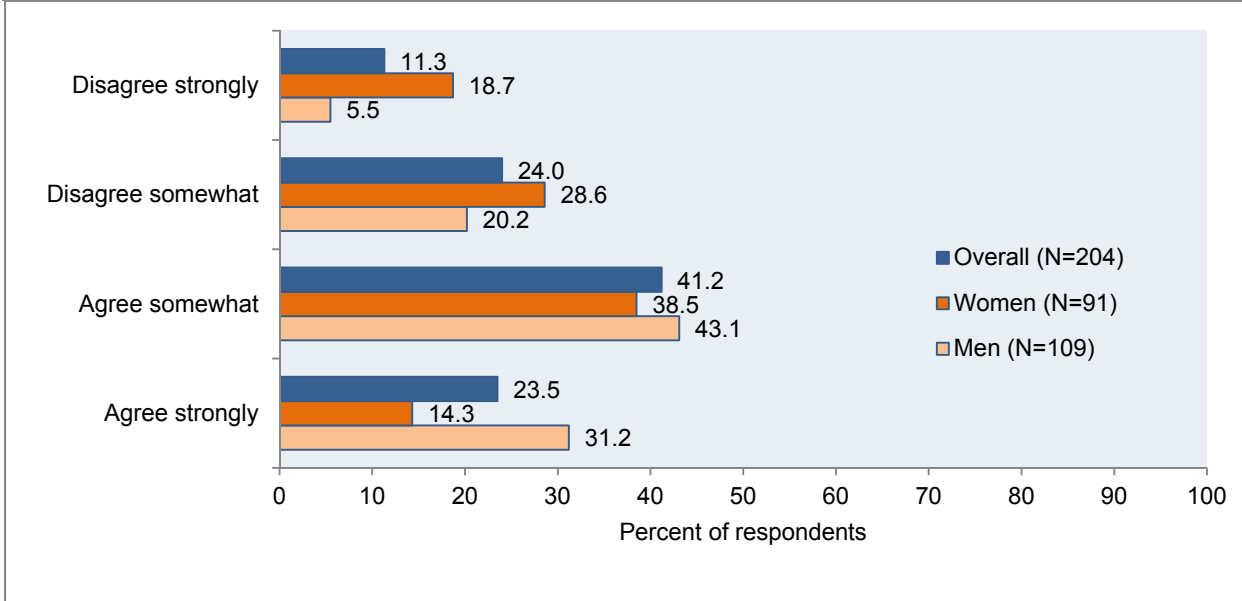
Nearly two-thirds of respondents agreed that they are usually satisfied with the way in which they balance their professional and personal life (64.7 percent) (see Figure 88 and Appendix Table 126). The remaining respondents indicated that they are not satisfied with how they balance their professional and personal life (i.e., disagreed) (35.3 percent).

Significant differences

The proportion of respondents who strongly agreed that they are usually satisfied with the way in which they balance their professional and personal life was:

- **Gender** – More than twice as high among men as women (31.2 percent and 14.3 percent, respectively).

Figure 88. Respondent’s opinion regarding the statement about balancing their personal and professional lives: “I am usually satisfied with the way in which I balance my professional and personal life”



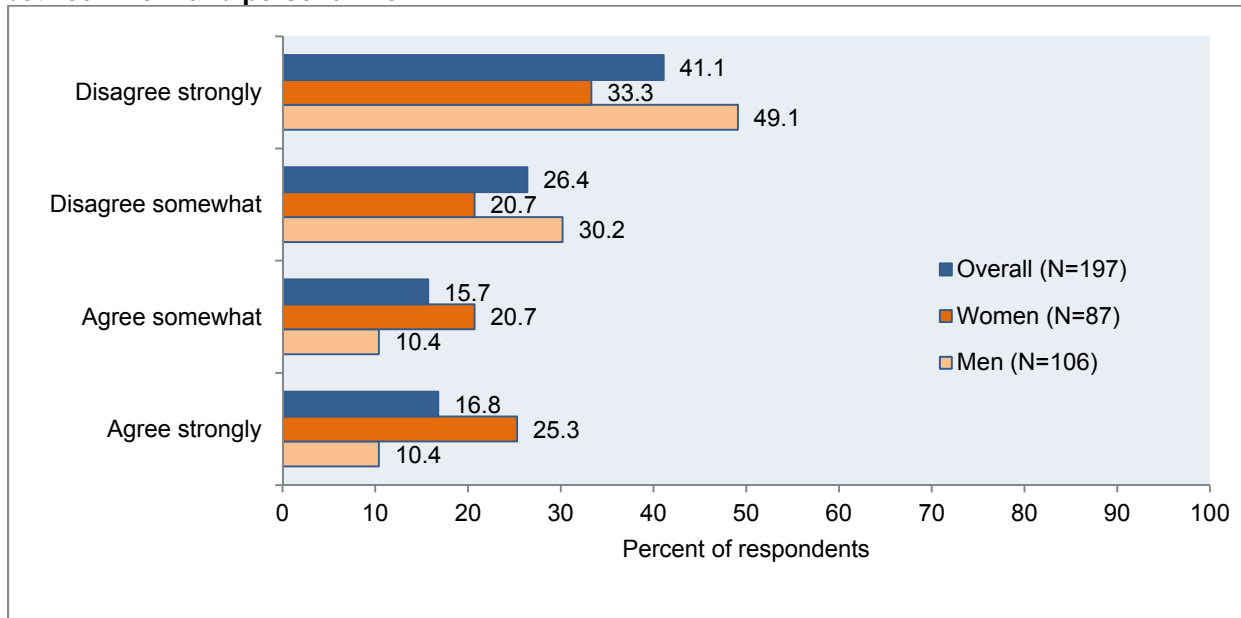
One-third of respondents agreed that they have seriously considered leaving NDSU in order to achieve better balance between work and personal life (32.5 percent) (see Figure 89 and Appendix Table 127), while 41.1 percent have not seriously considered leaving for this reason at all (i.e., strongly disagreed).

Significant differences

The proportion of respondents who indicated that they have not seriously considered leaving NDSU in order to achieve better balance between work and personal life at all (i.e., strongly disagreed) was:

- **Gender** – Higher among men than women (49.1 percent and 33.3 percent, respectively).
- **Tenure status** – Higher among tenured faculty than non-tenured faculty (46.7 percent and 32.2 percent, respectively).

Figure 89. Respondent’s opinion regarding the statement about balancing their personal and professional lives: “I have seriously considered leaving NDSU in order to achieve better balance between work and personal life”



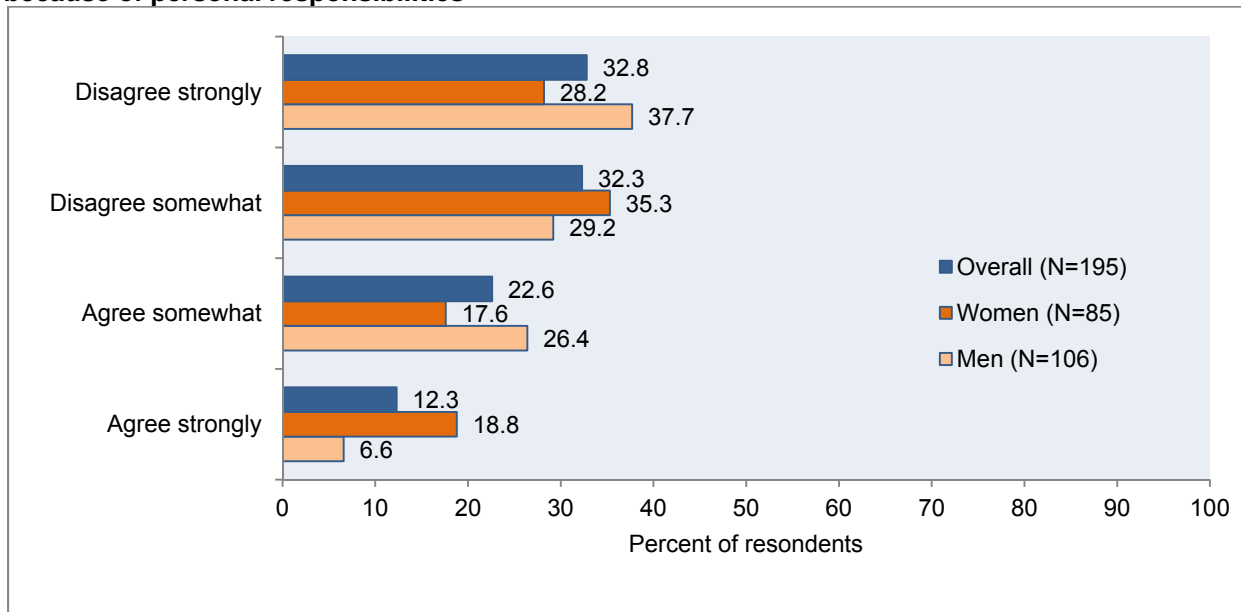
More than one-third of respondents agreed that they often have to forego professional activities such as sabbaticals or conferences because of personal responsibilities (34.9 percent) (see Figure 90 and Appendix Table 128).

Significant differences

The proportion of respondents who strongly agreed that they often have to forego professional activities such as sabbaticals or conferences because of personal responsibilities was:

- **Gender** – Higher among women than men (18.8 percent and 6.6 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (17.6 percent and 4.8 percent, respectively).

Figure 90. Respondent’s opinion regarding the statement about balancing their personal and professional lives: “I often have to forego professional activities (e.g., sabbaticals, conferences) because of personal responsibilities”



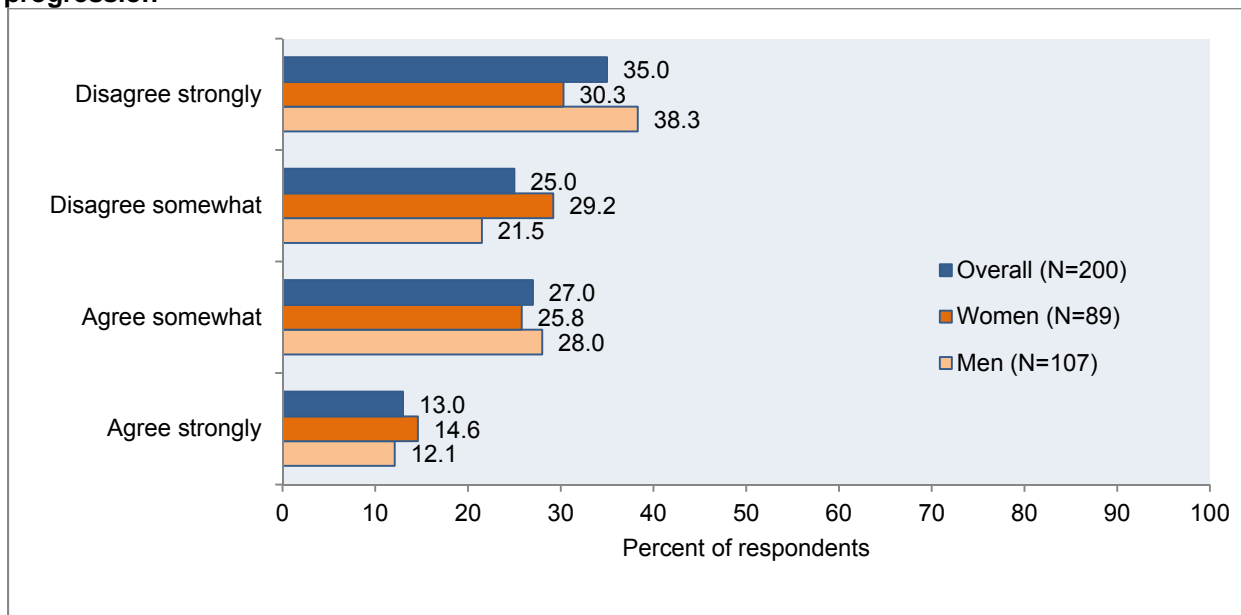
Two in five respondents agreed that personal responsibilities and commitments have slowed down their career progression (40.0 percent) (see Figure 91 and Appendix Table 129).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who strongly agreed that personal responsibilities and commitments have slowed down their career progression was:

- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (18.7 percent and 6.9 percent, respectively).
- **Having children ages 6 or younger** – Somewhat higher among respondents with young children than those without (18.4 percent and 11.3 percent, respectively). In contrast, a much higher proportion of respondents without young children than those with young children indicated that their career progression has not been slowed down at all by personal responsibilities and commitments (i.e., disagreed) (41.1 percent and 16.3 percent, respectively).

Figure 91. Respondent’s opinion regarding the statement about balancing their personal and professional lives: “Personal responsibilities and commitments have slowed down my career progression”



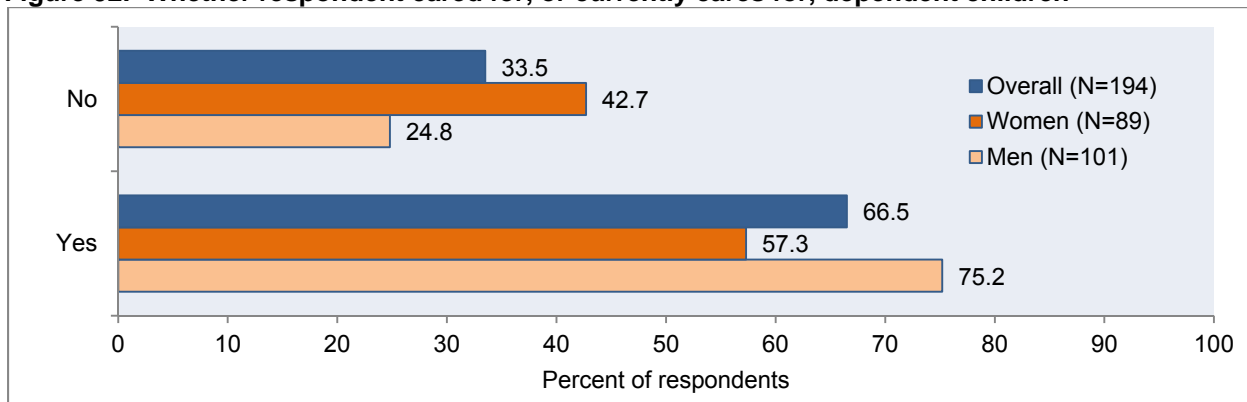
Two-thirds of respondents had cared for, or currently cared for, dependent children (66.5 percent) (see Figure 92 and Appendix Table 130).

Significant differences

The proportion of respondents who had cared for, or currently cared for, dependent children was:

- **Gender** – Higher among men than women (75.2 percent and 57.3 percent, respectively).
- **Tenure status** – Higher among tenured faculty than non-tenured faculty (74.3 percent and 58.6 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (75.0 percent and 54.8 percent, respectively).

Figure 92. Whether respondent cared for, or currently cares for, dependent children



More than two-fifths of respondents overall currently had children ages 18 or younger (42.9 percent) (see Figure 93 and Appendix Table 131).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents overall who currently had children ages 18 or younger was:

- **Tenure status** – Higher among non-tenured faculty than tenured faculty (50.5 percent and 31.7 percent, respectively).

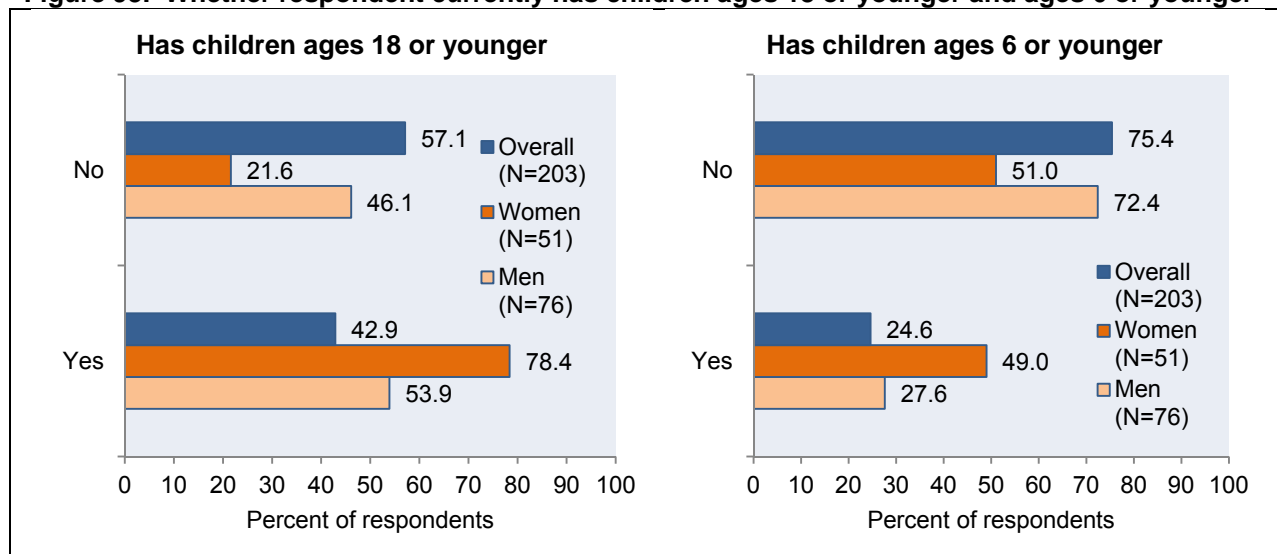
One-fourth of respondents currently had children ages 6 or younger (24.6 percent) (see Figure 93 and Appendix Table 132).

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. The proportion of respondents overall who currently had children ages 6 or younger was:

- **Type of college** – Twice as high among respondents in STEM designated colleges as those in non-STEM colleges (33.3 percent and 15.2 percent, respectively).
- **Tenure status** – Much higher among non-tenured faculty than tenured faculty (41.2 percent and 8.3 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU 5 years or less than those who have been at NDSU more than 5 years (35.4 percent and 12.4 percent, respectively).

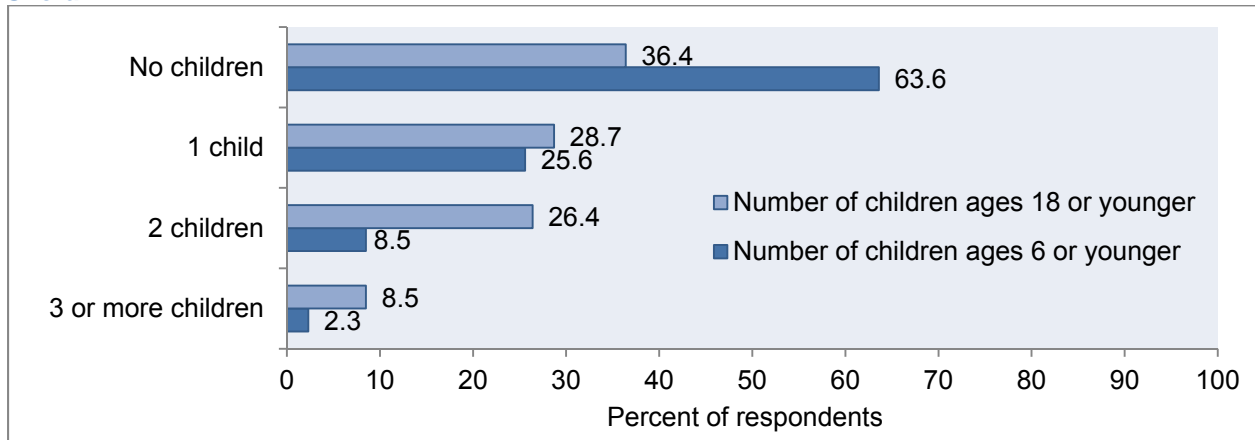
Figure 93. Whether respondent currently has children ages 18 or younger and ages 6 or younger



Among respondents who cared for or currently care for dependent children, less than two-thirds still had a child ages 18 or younger at home (63.6 percent) and more than one-third still had a child ages 6 or younger at home (36.4 percent) (see Figure 94). Children 18 or younger were born in 1991 or later and children ages 6 or younger were born in 2003 or later.

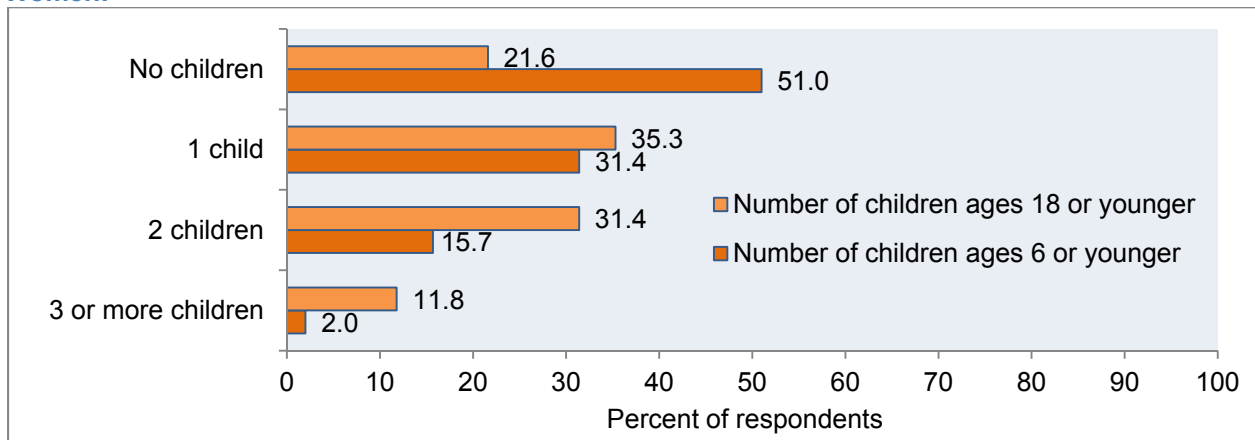
Figure 94. Among respondents who cared for/currently care for dependent children, number of children respondent has ages 18 or younger and ages 6 or younger

Overall:



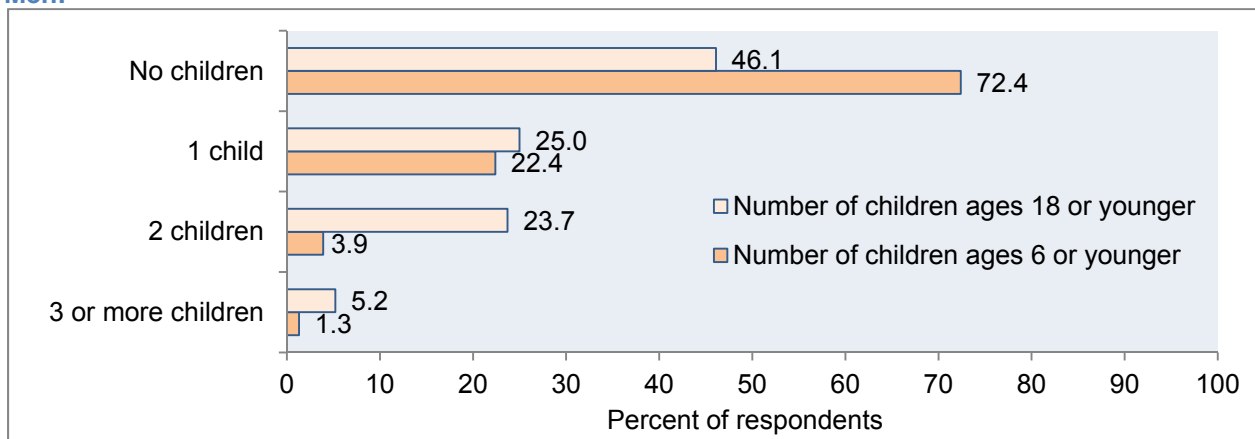
N=129

Women:



N=51

Men:



N=76

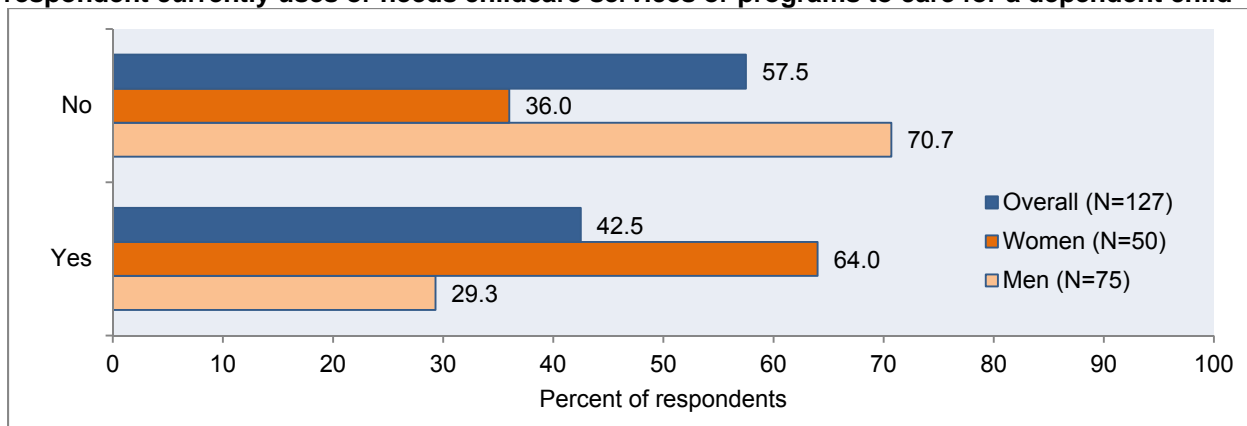
Among respondents who cared for or currently care for dependent children, more than two in five currently used or needed childcare services or programs to care for a dependent child (42.5 percent) (see Figure 95 and Appendix Table 133).

Significant differences

Among respondents who cared for or currently care for dependent children, the proportion of respondents who currently used or needed childcare services or programs to care for a dependent child was:

- **Gender** – More than twice as high among women as men (64.0 percent and 29.3 percent, respectively).
- **Tenure status** – More than three times as high among non-tenured faculty as tenured faculty (72.5 percent and 23.3 percent, respectively).
- **Years at NDSU** – More than twice as high among respondents who have been at NDSU 5 years or less than respondents who have been at NDSU more than 5 years (65.2 percent and 27.6 percent respectively).
- **Having children ages 6 or younger** – Substantially higher among respondents with children ages 6 or younger than those without children ages 6 or younger (83.0 percent and 18.8 percent).

Figure 95. Among respondents who cared for/currently care for dependent children, whether respondent currently uses or needs childcare services or programs to care for a dependent child



Among respondents who cared for or currently care for dependent children and currently used or needed childcare services, the most common childcare arrangement was a *non-university childcare center* (50.0 percent) (see Figure 96 and Appendix Tables 134 to 137). Approximately one-fifth of respondents used *after-school care* (22.2 percent), the *NDSU Center for Child Development* (20.4 percent), or *childcare provided in the provider's home* (18.5 percent). See Appendix Table 138 for respondent's level of satisfaction with current childcare arrangements; however, caution should be exercised when using these data due to the small number of respondents. See Appendix Table 139 and Appendix Tables 193a and b for other responses and comments regarding childcare arrangements.

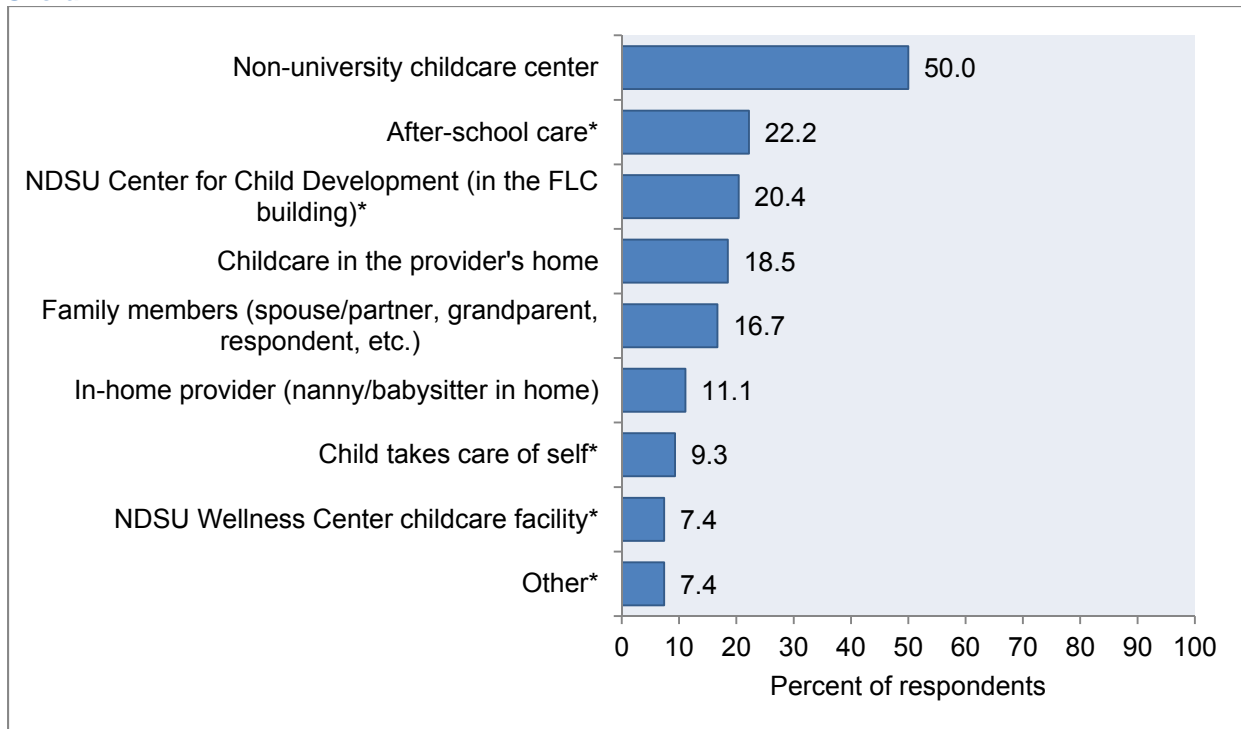
Significant differences

There were not significant differences in responses based on gender but there were for four of the other characteristics explored for significance. Among respondents who cared for or currently care for dependent children and currently used or needed childcare services:

- **Type of college** – A much higher proportion of respondents in non-STEM designated colleges than those in STEM colleges had an arrangement where the *child takes care of him/herself* (21.1 percent and 0.0 percent, respectively).
- **Tenure status** – A much higher proportion of tenured faculty than non-tenured faculty used *after-school care* (41.2 percent and 13.5 percent, respectively) and *other arrangements* (23.5 percent and 0.0 percent, respectively).
- **Years at NDSU** – A much higher proportion of respondents who have been at NDSU more than 5 years than those at NDSU 5 years or less used the *NDSU Wellness Center childcare facility* (19.0 percent and 0.0 percent, respectively) and *after-school care* (33.3 percent and 6.7 percent, respectively).
- **Having children ages 6 or younger** – A much higher proportion of respondents without children ages 6 or younger than those with children ages 6 or younger had an arrangement where the *child takes care of him/herself* (26.7 percent and 2.6 percent) and a higher proportion used *other arrangements* (20.0 percent and 2.6 percent). In contrast, a much higher proportion of respondents with children ages 6 or younger than those without children ages 6 or younger used the *NDSU Center for Child Development* (28.2 percent and 0.0 percent, respectively).

Figure 96. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, respondent's use of various childcare arrangements

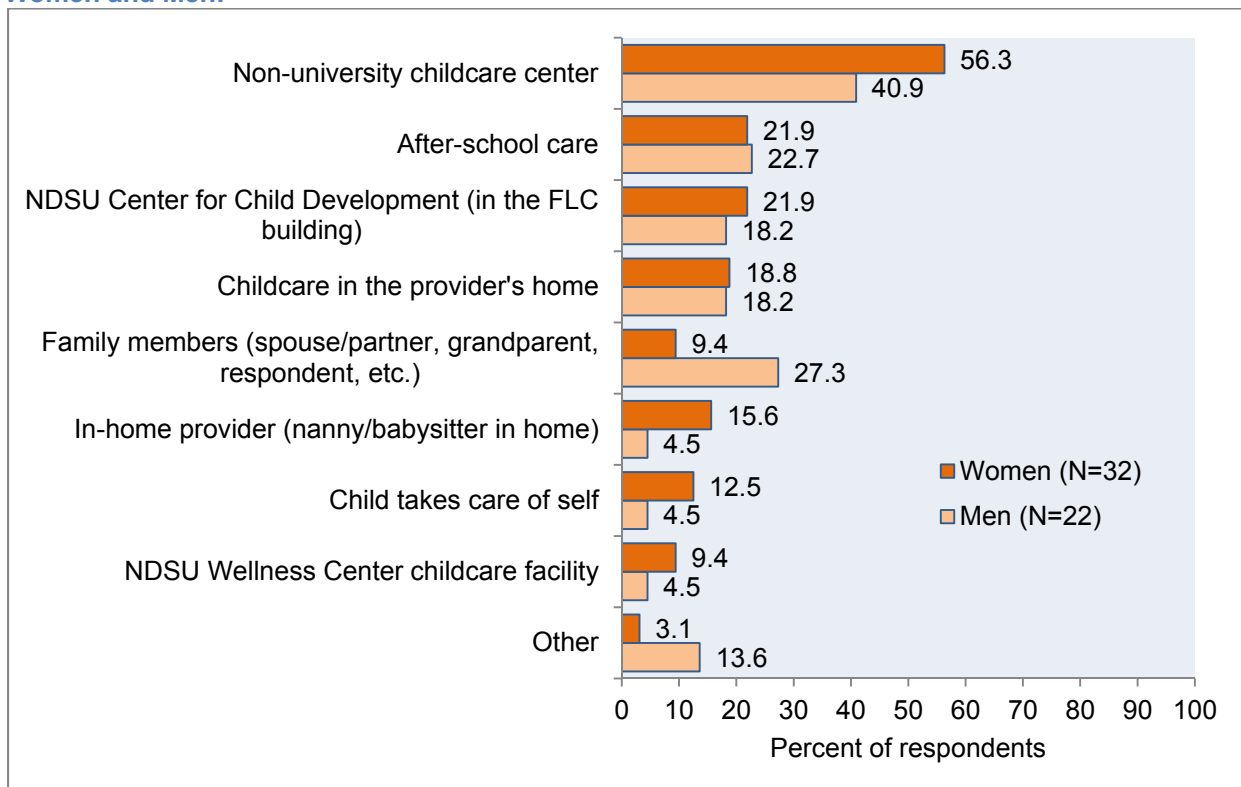
Overall:



N=54

*Significant differences were found for this response on one or more of the characteristics explored for significance

Women and Men:



Among respondents who cared for or currently care for dependent children and currently used or needed childcare services, the most common childcare issue was *care for school aged children after school or during the summer* (63.0 percent) followed closely by *availability of campus childcare* (61.1 percent) (see Figure 97 and Appendix Tables 140 to 145). Other issues facing at least half of these respondents included *availability of infant/toddler care* (55.6 percent) and *back-up or drop-in care when usual childcare arrangements do not work* (55.6 percent). See Appendix Table 146 and Appendix Tables 194a and b for other responses and comments regarding childcare issues.

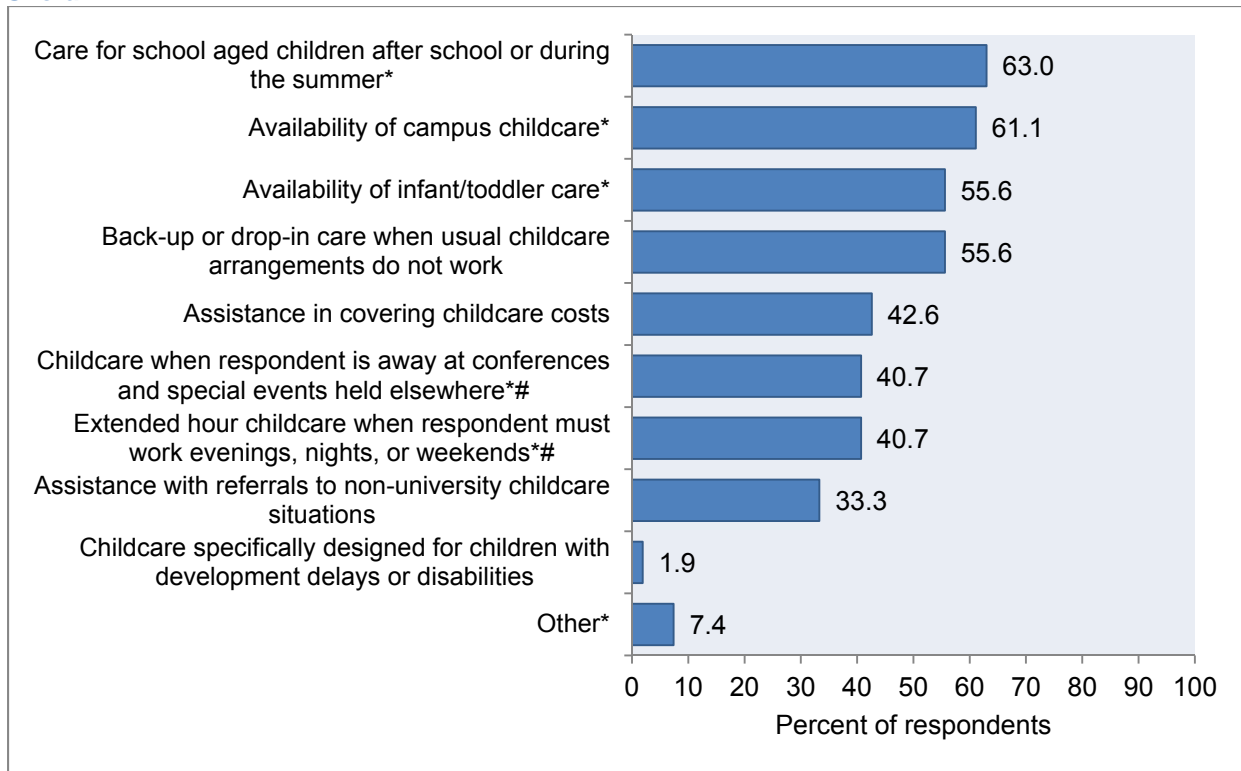
Significant differences

Among respondents who cared for or currently care for dependent children and currently used or needed childcare services:

- **Gender** – A substantially higher proportion of women than men cited *childcare when respondent is away at conferences and special events held elsewhere* (56.3 percent and 18.2 percent, respectively) and *extended hour childcare when respondent must work evenings, nights, or weekends* (62.5 percent and 9.1 percent, respectively) as childcare issues.
- **Racial/ethnic majority status** – A much higher proportion of majority status respondents than non-majority status respondents cited *care for school aged children after school or during the summer* as a childcare issue (68.9 percent and 33.3 percent, respectively).
- **Type of college** – A much higher proportion of respondents in non-STEM designated colleges than those in STEM colleges cited *availability of campus childcare* as a childcare issue (73.7 percent and 44.8 percent, respectively).
- **Tenure status** – A much higher proportion of non-tenured faculty than tenured faculty cited *availability of infant/toddler care* as a childcare issue (64.9 percent and 35.3 percent, respectively).
- **Years at NDSU** – A much higher proportion of respondents who have been at NDSU 5 years or less than those who have been at NDSU more than 5 years cited *availability of infant/toddler care* as a childcare issue (66.7 percent and 33.3 percent, respectively).
- **Having children ages 6 or younger** – A substantially higher proportion of respondents with children ages 6 or younger than those without children ages 6 or younger cited *availability of infant/toddler care* as a childcare issue (69.2 percent and 20.0 percent, respectively). A higher proportion of respondents without children ages 6 or younger than those with children ages 6 or younger cited *other childcare issues* (20.0 percent and 2.6 percent, respectively).

Figure 97. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, which childcare issues apply to respondent

Overall:

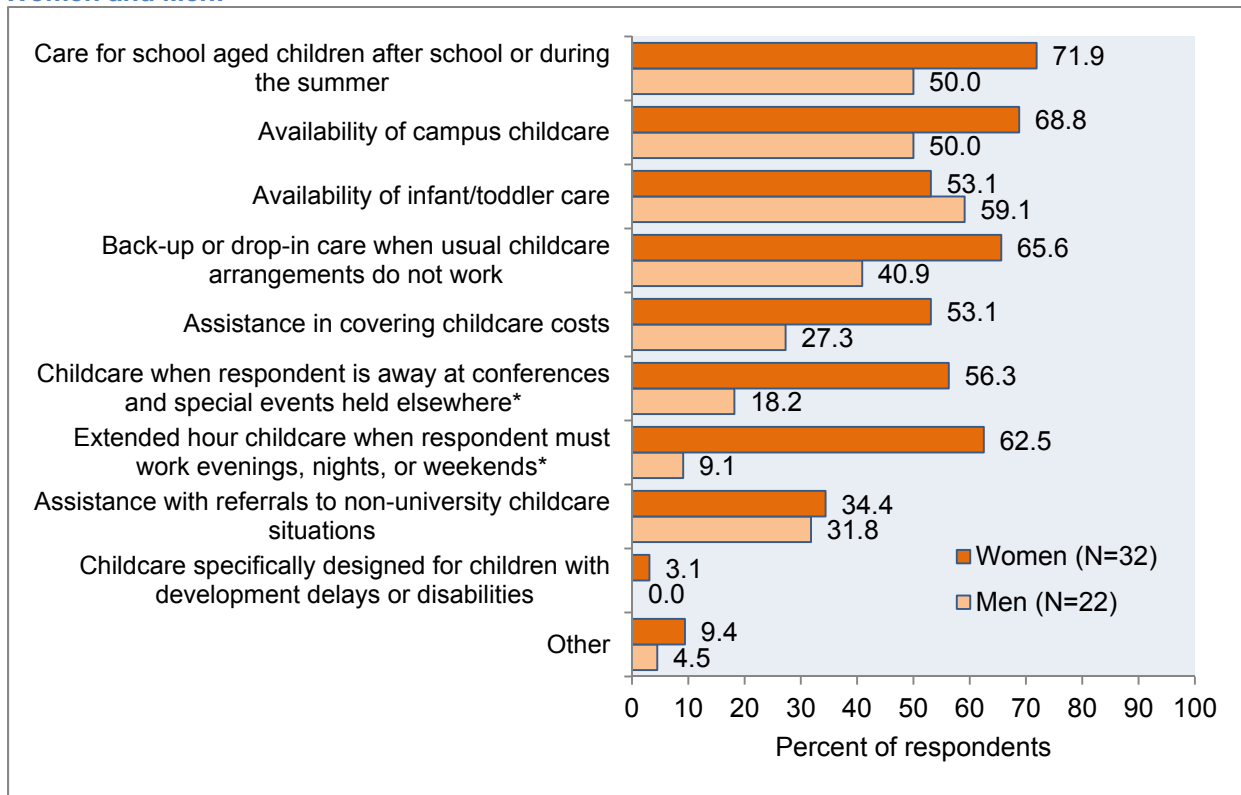


N=54

*Significant differences were found for this response on one or more of the characteristics explored for significance

#Significant differences were found for this response based on gender

Women and Men:



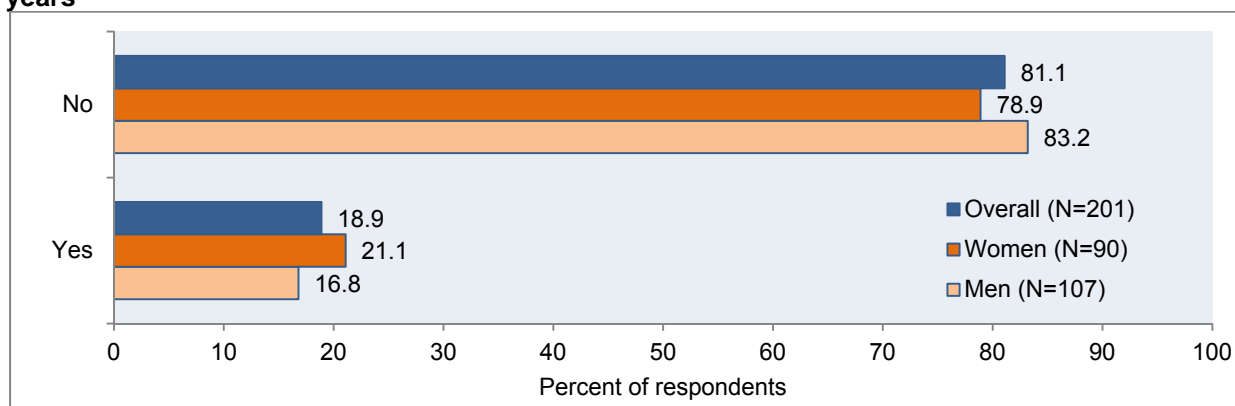
Nearly one-fifth of respondents have provided care for an aging parent or relative in the past three years (18.9 percent) (see Figure 98 and Appendix Table 147).

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. The proportion of respondents who have provided care for an aging parent or relative in the past three years was:

- **Tenure status** – Higher among tenured faculty than non-tenured faculty (27.6 percent and 10.0 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (27.1 percent and 9.1 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with (23.2 percent and 6.0 percent, respectively).

Figure 98. Whether respondent has provided care for an aging parent or relative in the past 3 years



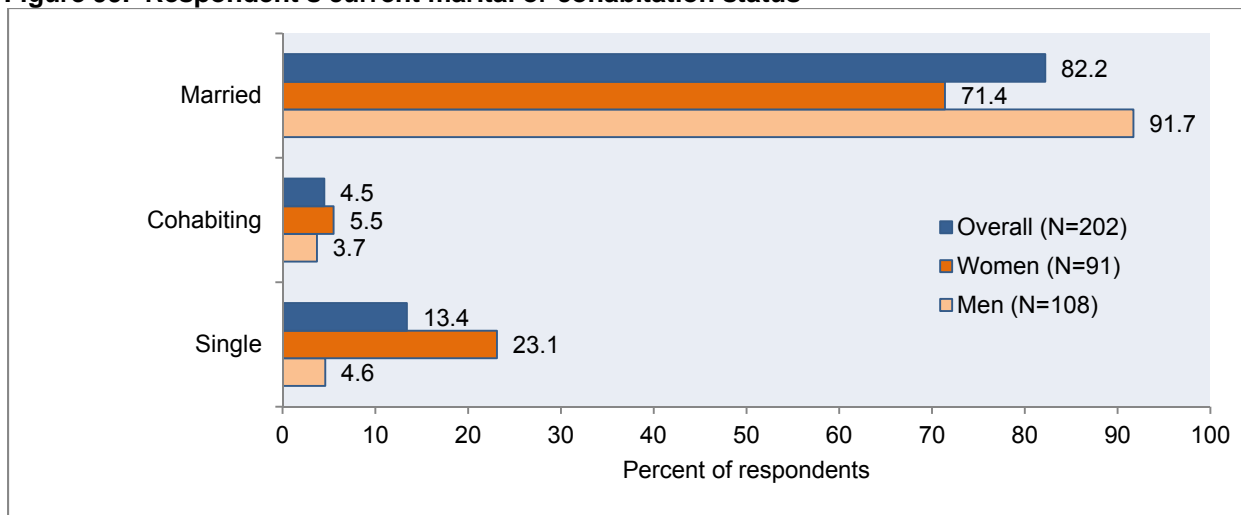
Most respondents were either married (82.2 percent) or cohabiting with a partner (4.5 percent) (see Figure 99 and Appendix Table 148).

Significant differences

The proportion of respondents who were single was:

- **Gender** – Higher among women than men (23.1 percent and 4.6 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years (21.6 percent and 6.5 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (17.1 percent and 2.0 percent, respectively).

Figure 99. Respondent's current marital or cohabitation status



Respondents who were not single were asked about their spouse or partner's CURRENT and PREFERRED employment status (see Figure 100 and Appendix Tables 149 and 150).

Among respondents who were not single, their spouse or partner's CURRENT employment status is full-time (61.5 percent) along with 14.9 percent who work part-time, 15.5 percent who are not employed, and 8.0 percent who are retired (see Figure 100 and Appendix Table 149).

Significant differences

Among respondents who were not single, the proportion of respondents whose spouses/partners' current employment status was full-time was:

- **Gender** – Much higher among women than men (78.6 percent and 50.5 percent, respectively). In contrast, the proportion of spouses who were not employed was higher among men than women (20.4 percent and 7.1 percent, respectively).
- **Type of college** – Higher among respondents in non-STEM designated colleges than those in STEM colleges (69.7 percent and 54.5 percent, respectively).
- **Years at NDSU** – Somewhat higher among respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years (65.2 percent and 58.4 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents with young children than those without young children (77.6 percent and 55.2 percent, respectively).

Among respondents who were not single, their spouse or partner's PREFERRED employment status would result in a slight increase in full-time work (to 63.7 percent), a small increase in part-time work (to 20.2 percent), a decrease in spouses who were not employed (to 6.5 percent), and a slight increase in spouses who were retired (to 9.5 percent) (see Figure 100 and Appendix Table 150).

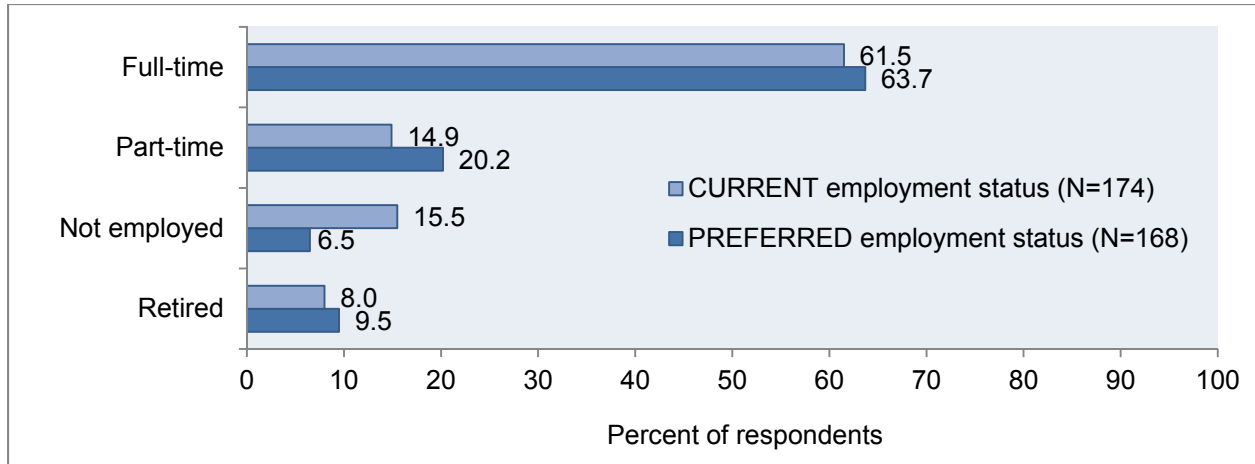
Significant differences

Among respondents who were not single, the proportion of respondents whose spouses/partners' preferred employment status would be full-time was:

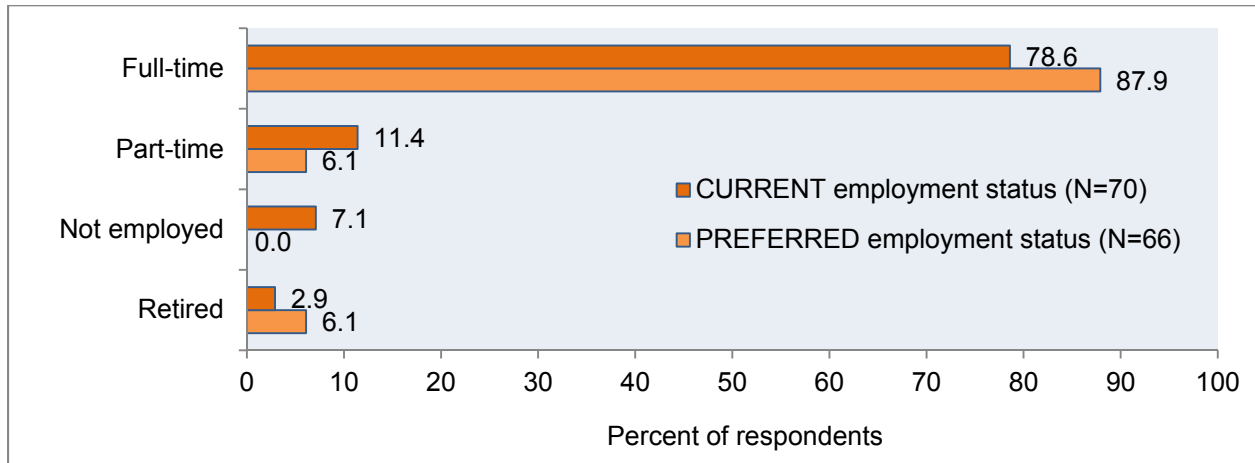
- **Gender** – Much higher among women than men (87.9 percent and 48.5 percent, respectively).
- **Type of college** – Much higher among respondents in non-STEM designated colleges than those in STEM colleges (77.3 percent and 50.0 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years (71.2 percent and 57.6 percent, respectively).

Figure 100. Among respondents who are not single, the CURRENT and PREFERRED employment status of respondent's spouse/partner

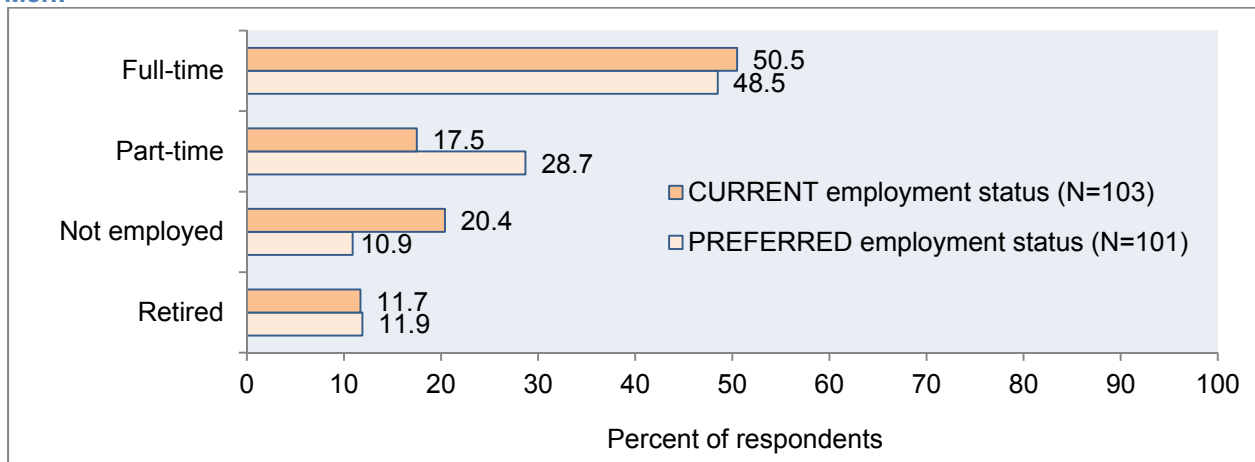
Overall:



Women:



Men:



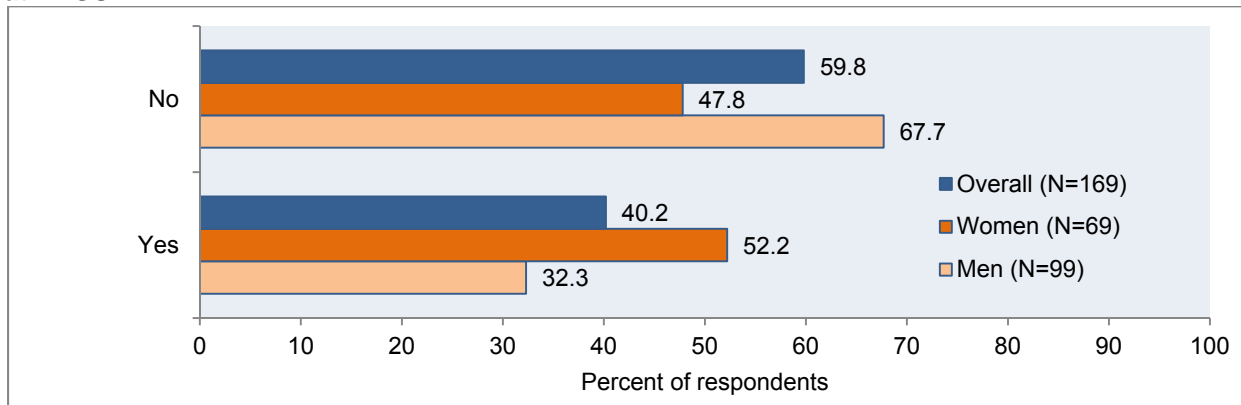
Among respondents who were not single, two-fifths of respondents' spouses work at NDSU (40.2 percent) (see Figure 101 and Appendix Table 151).

Significant differences

Among respondents who were not single, the proportion of respondents' whose spouses work at NDSU was:

- **Gender** – Much higher among women than men (52.2 percent and 32.3 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents with young children than those without (57.1 percent and 33.3 percent, respectively).

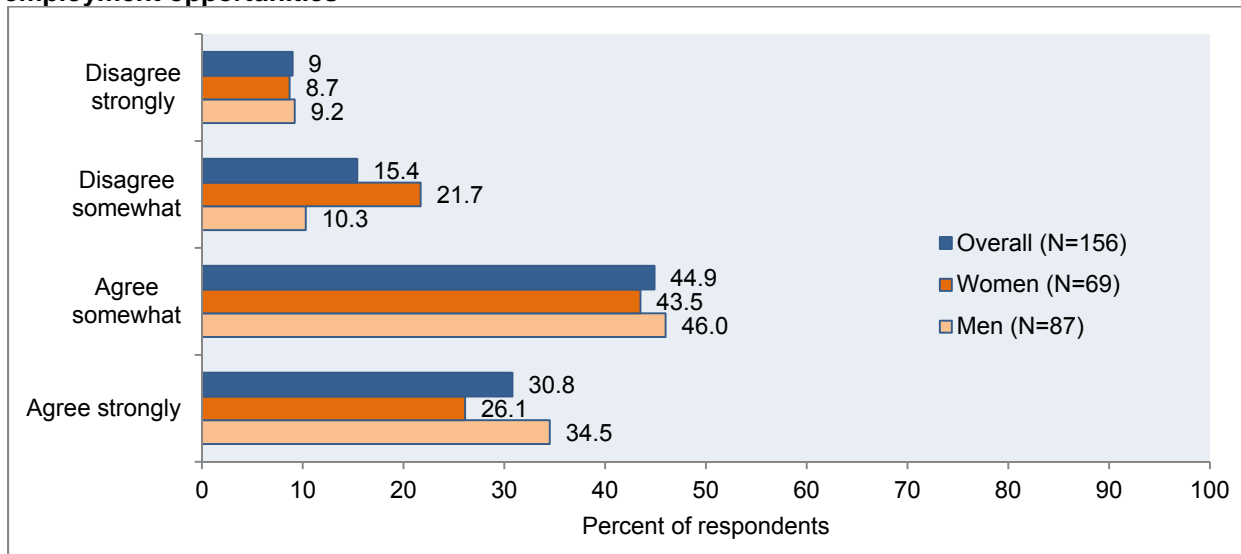
Figure 101. Among respondents who are not single, whether respondent's spouse/partner works at NDSU



Respondents who were not single were asked about their level of agreement with a series of statements about their spouse or partner's career (see Figures 102 to 105 and Appendix Tables 152 and 153).

Among respondents who were not single, three-fourths of respondents agreed that their spouse/partner is satisfied with his/her current employment opportunities (75.7 percent) (see Figure 102). The remaining one-fourth of respondents had spouses/partners who are not satisfied (24.4 percent). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 102. Among respondents who are not single, respondent's opinion regarding the statement about their spouse/partner's career: "My spouse/partner is satisfied with his/her current employment opportunities"



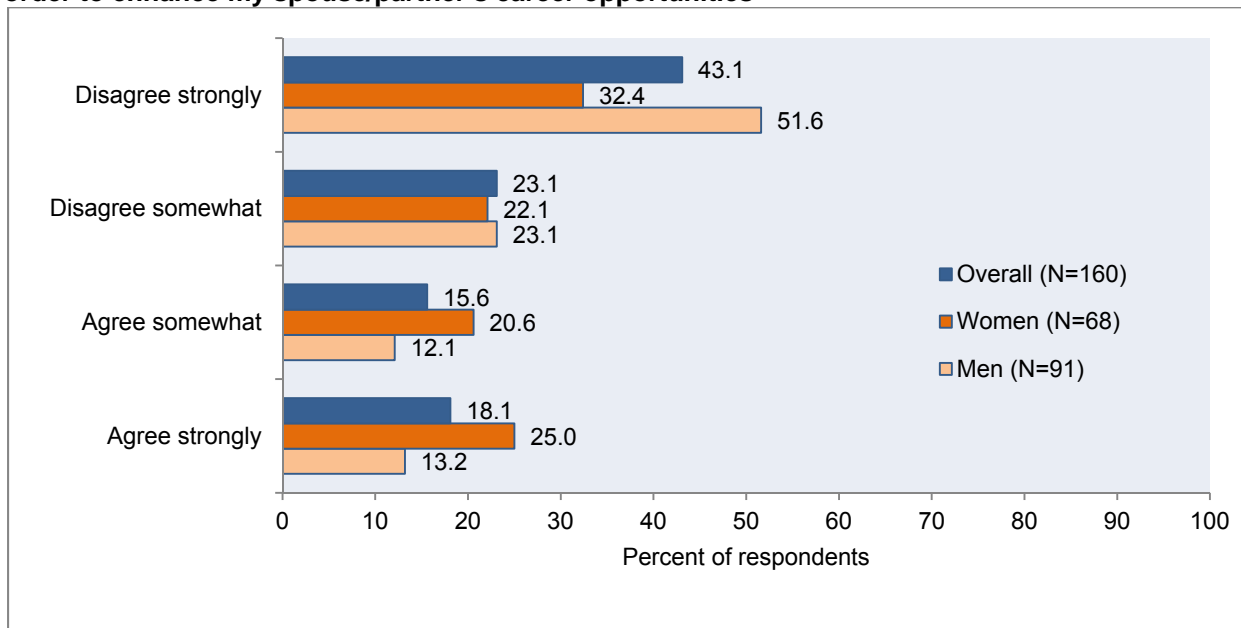
Among respondents who were not single, one-third agreed that they have seriously considered leaving NDSU in order to enhance their spouse/partner's career opportunities (33.7 percent) (see Figure 103 and Appendix Table 152).

Significant differences

Among respondents who were not single, the proportion of respondents who agreed that they have seriously considered leaving NDSU in order to enhance their spouse/partner's career opportunities was:

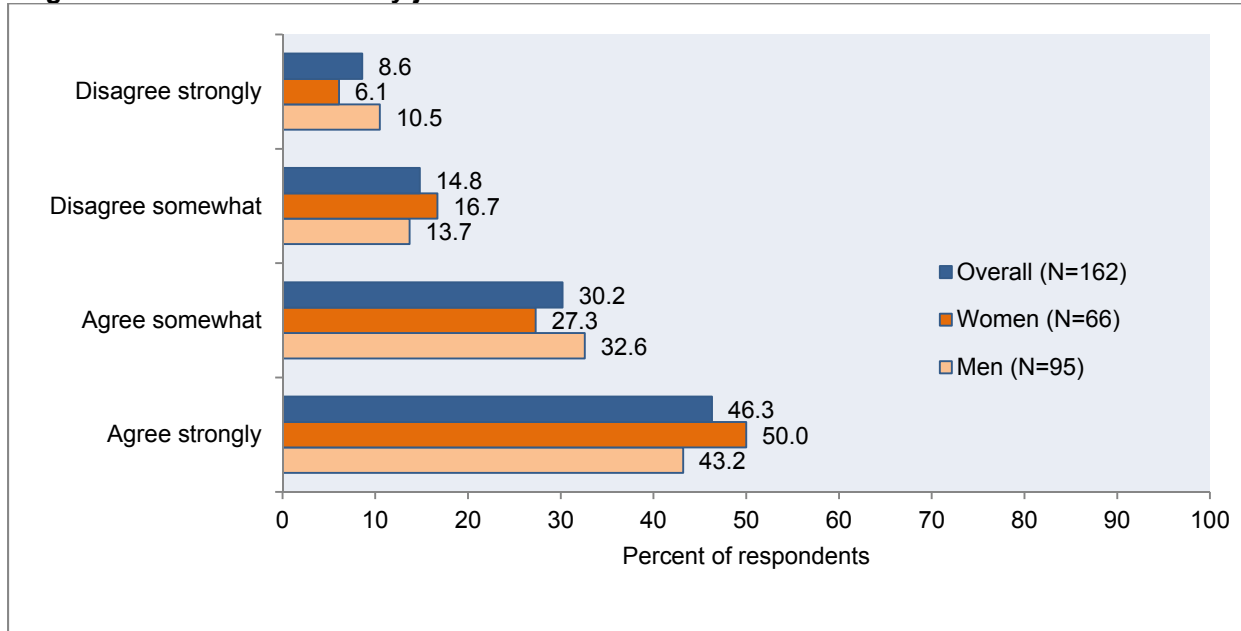
- **Gender** – Much higher among women than men (45.6 percent and 25.3 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents with young children than those without (44.7 percent and 29.2 percent, respectively).

Figure 103. Among respondents who are not single, respondent's opinion regarding the statement about their spouse/partner's career: "I have seriously considered leaving NDSU in order to enhance my spouse/partner's career opportunities"



Among respondents who are not single, nearly half strongly agreed that they and their spouse/partner are staying in Fargo/Moorhead because of the respondent's job (46.3 percent) and nearly an additional one-third somewhat agreed that this was true (30.2 percent) (see Figure 104). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 104. Among respondents who are not single, respondent's opinion regarding the statement about their spouse/partner's career: "My spouse/partner and I are staying in Fargo/Moorhead because of my job"



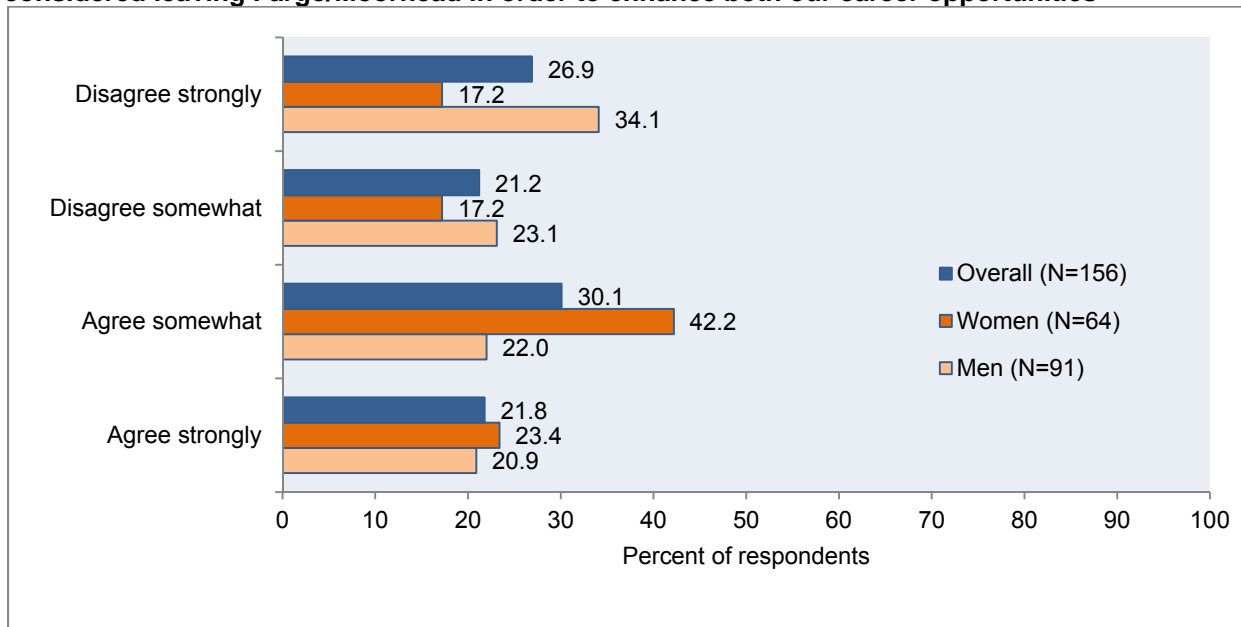
More than half of respondents agreed that they and their spouse/partner have seriously considered leaving Fargo/Moorhead in order to enhance both their career opportunities (51.9 percent) (see Figure 105 and Appendix Table 153).

Significant differences

The proportion of respondents who agreed that they and their spouse/partner have seriously considered leaving Fargo/Moorhead in order to enhance both their career opportunities was:

- **Gender** – Much higher among women than men (65.6 percent and 42.9 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents with young children than those without (61.7 percent and 47.7 percent, respectively).

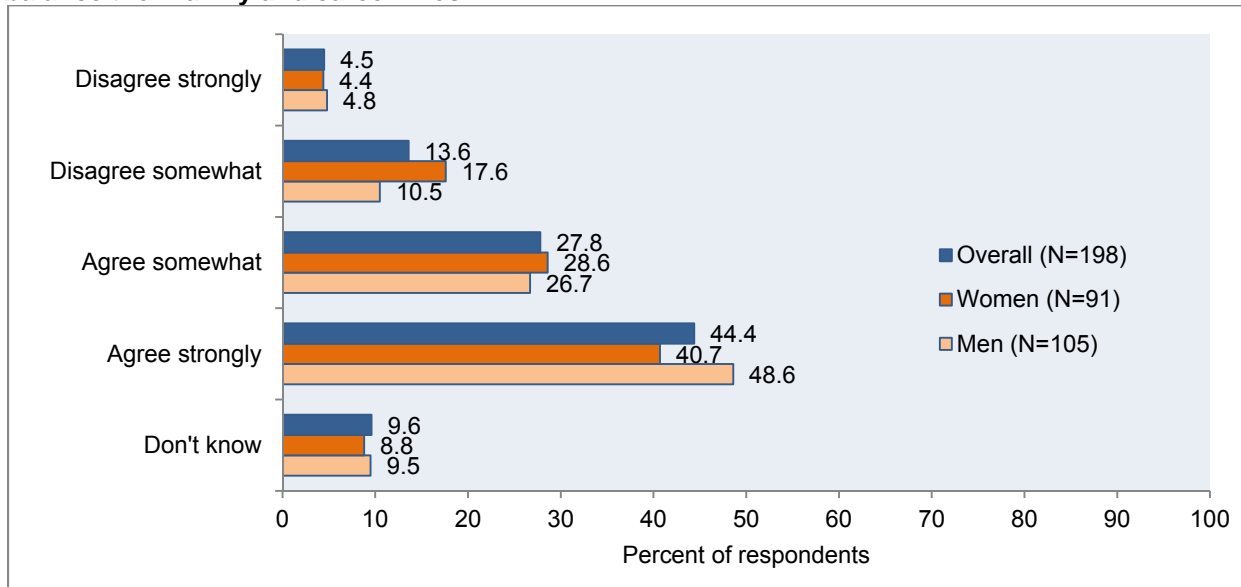
Figure 105. Among respondents who are not single, respondent’s opinion regarding the statement about their spouse/partner’s career: “My spouse/partner and I have seriously considered leaving Fargo/Moorhead in order to enhance both our career opportunities”



Respondents were asked about their level of agreement with a series of statements about their primary department/unit's support of family obligations (see Figures 106 to 111 and Appendix Tables 154 to 156).

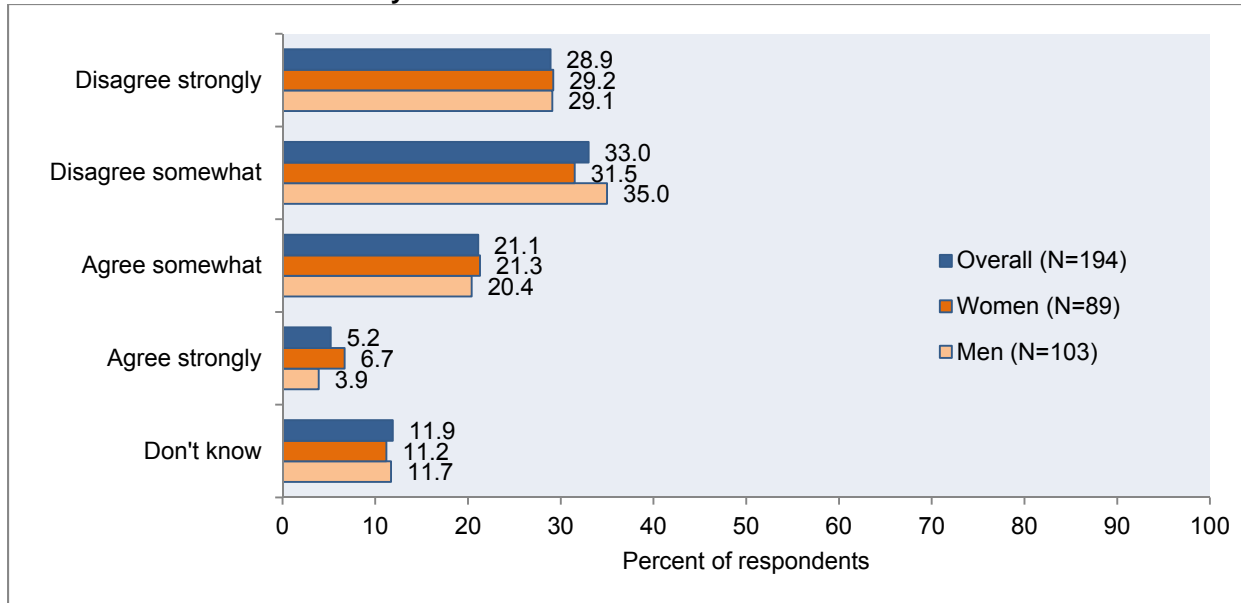
While 72.2 percent of respondents agreed that most faculty in their department are supportive of colleagues who want to balance their family and career lives, an additional 18.1 percent disagreed and 9.6 percent said they didn't know (see Figure 106). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 106. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "Most faculty in my department are supportive of colleagues who want to balance their family and career lives"



While 61.9 percent of respondents indicated that it is not difficult for faculty in their department to adjust work schedules in order to care for children or other family members (i.e., disagreed), 26.3 percent indicated that it is difficult (i.e., agreed) and 11.9 percent said they didn't know (see Figure 107). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 107. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "It is difficult for faculty in my department to adjust their work schedules to care for children or other family members"



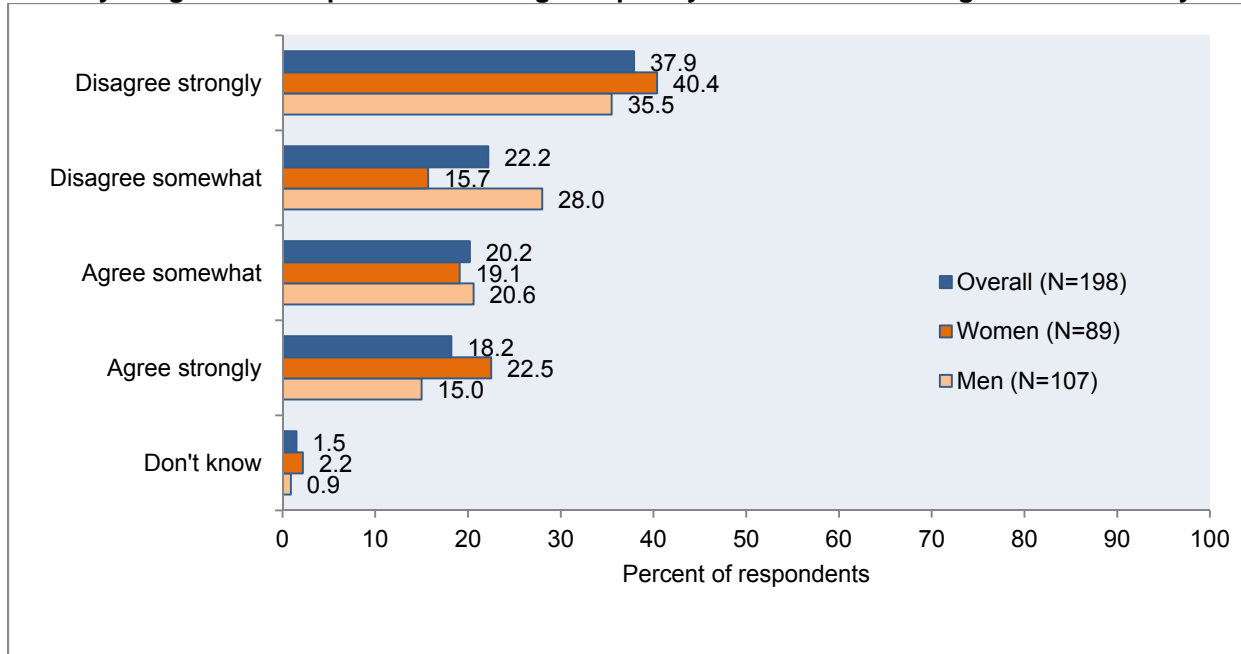
While 60.1 percent of respondents indicated that department meetings do not frequently occur in the morning or late in the day (i.e., disagreed), 38.4 percent agreed that they do frequently occur at these times (see Figure 108 and Appendix Table 154).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who indicated that department meetings do frequently occur in the morning or late in the day (i.e., agreed) was:

- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (48.2 percent and 25.9 percent, respectively).

Figure 108. Respondent’s opinion regarding the statement about their department/unit’s support of family obligations: “Department meetings frequently occur in the morning or late in the day”



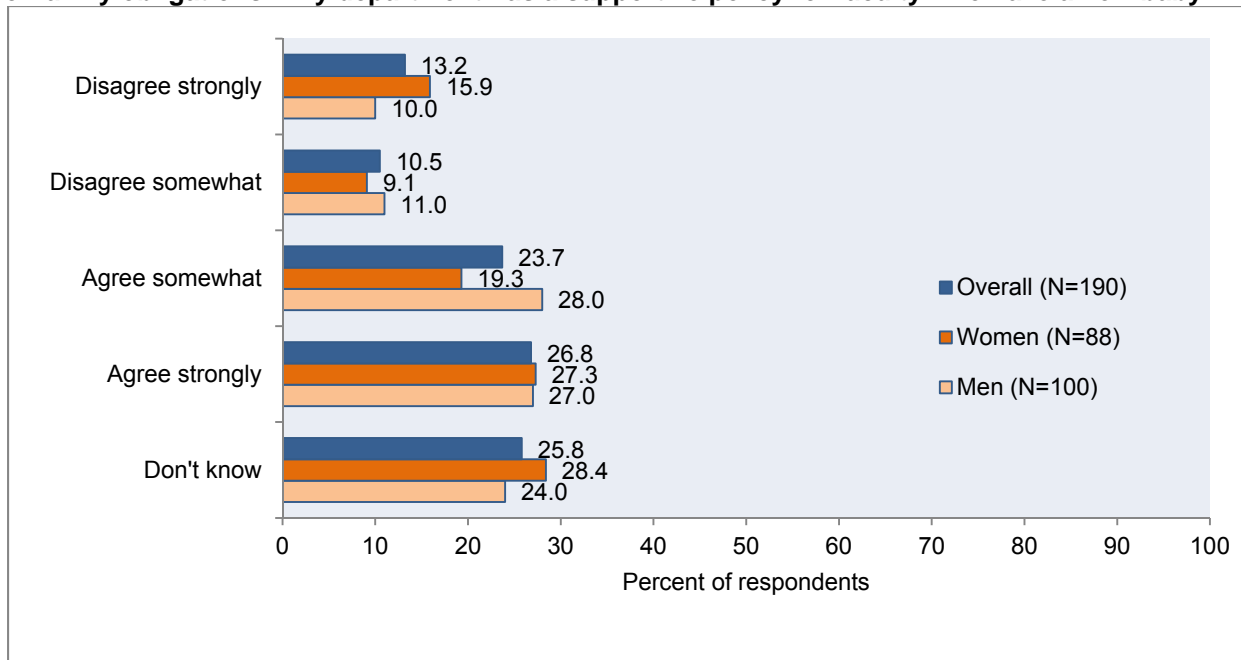
While half of respondents agreed that their department has a supportive policy for faculty who have a new baby (50.5 percent), nearly one-fourth indicated that their department does not have a supportive policy (i.e., disagreed) (23.7 percent) and one-fourth said they didn't know (25.8 percent) (see Figure 109 and Appendix Table 155).

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. The proportion of respondents who agreed that their department has a supportive policy for faculty who have a new baby was:

- **Type of college** – Higher among respondents in STEM designated colleges than those in non-STEM colleges (57.6 percent and 43.6 percent, respectively).
- **Years at NDSU** – Much higher among respondents who have been at NDSU more than 5 years than those who have been at NDSU 5 years or less (59.8 percent and 39.8 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with (53.5 percent and 42.0 percent, respectively).

Figure 109. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "My department has a supportive policy for faculty who have a new baby"



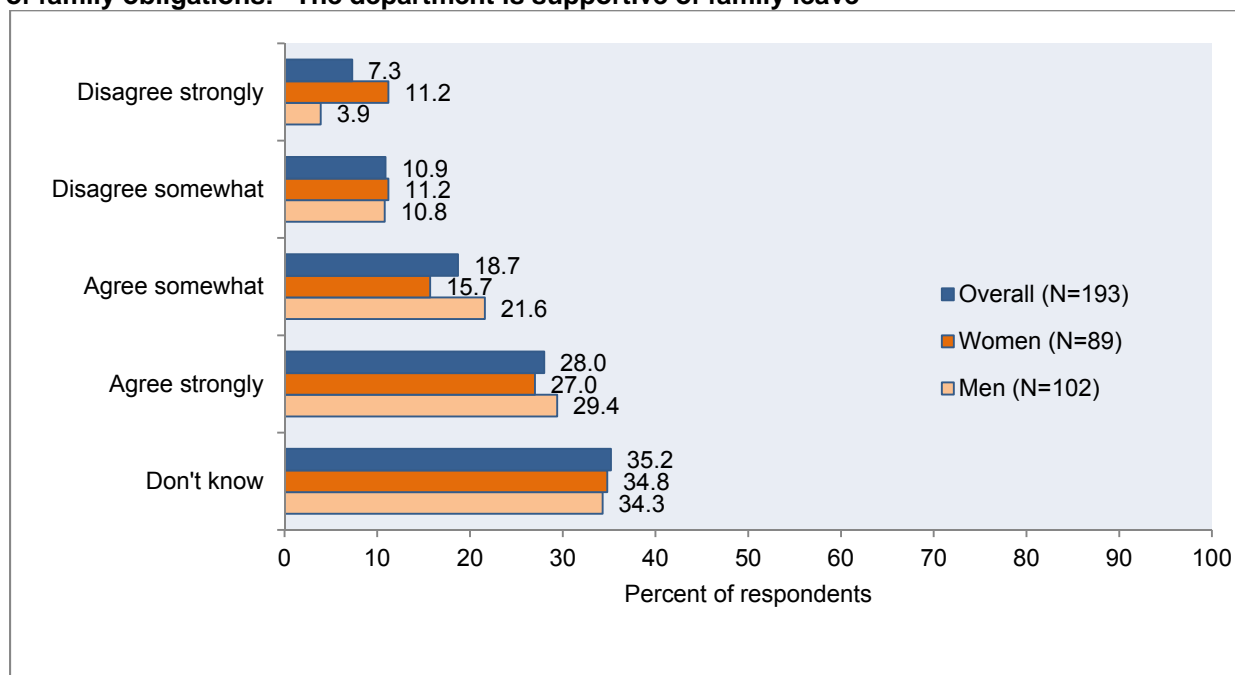
While nearly half of respondents agreed that their department is supportive of family leave (46.7 percent), 18.2 percent indicated that their department is not supportive (i.e., disagreed) and more than one-third said they didn't know (35.2 percent) (see Figure 110 and Appendix Table 156).

Significant differences

There were not significant differences in responses based on gender but there were for two of the other characteristics explored for significance. The proportion of respondents who indicated that their department is not at all supportive of family leave (i.e., strongly disagreed) was:

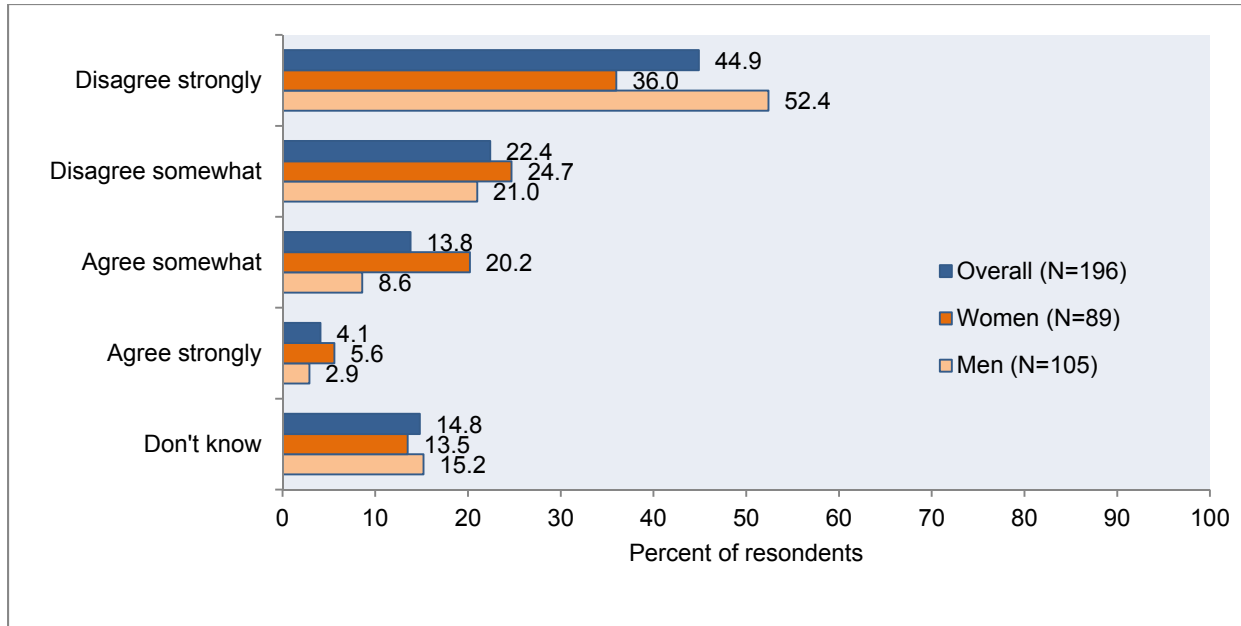
- **Type of college** – Somewhat higher among respondents in non-STEM designated colleges than those in STEM colleges (10.0 percent and 3.3 percent, respectively). However, a higher proportion of respondents in non-STEM designated colleges than those in STEM colleges also strongly agreed that their department is supportive of family leave (34.4 percent and 22.8 percent, respectively).
- **Having children ages 6 or younger** – Four times higher among respondents with young children than those without young children (16.7 percent and 4.1 percent, respectively).

Figure 110. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "The department is supportive of family leave"



While two-thirds of respondents indicated that they do not think that faculty who have children are considered to be less committed to their careers (i.e., disagreed) (67.3 percent), 17.9 percent agreed that faculty who have children are considered less committed and 14.8 percent said they didn't know (see Figure 111). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 111. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "Faculty who have children are considered to be less committed to their careers"



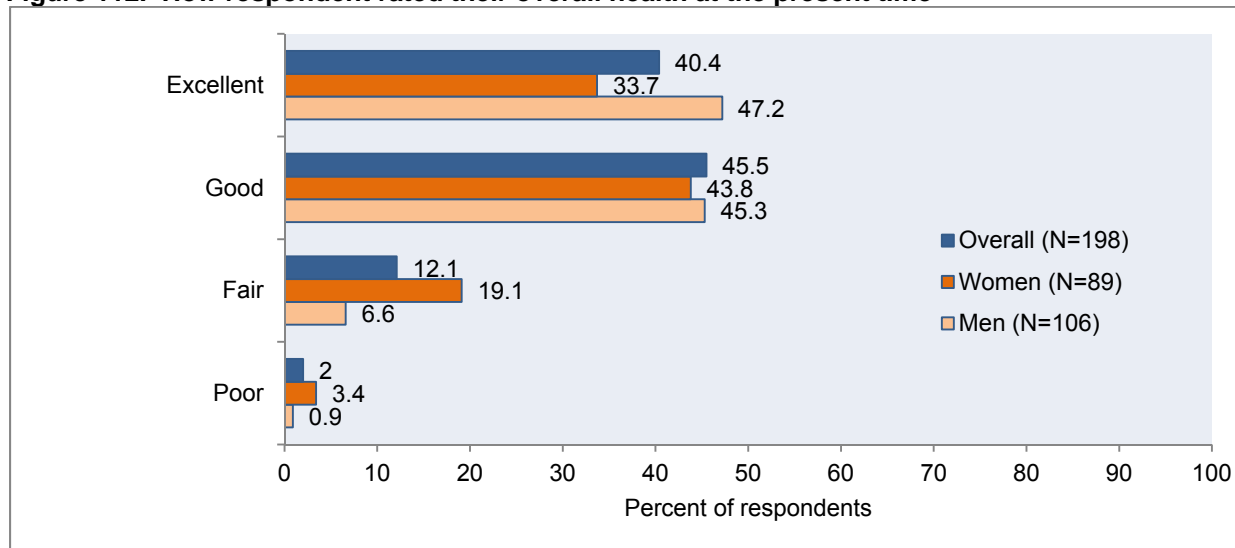
The vast majority of respondents rated their overall health at the time of the survey as excellent (40.4 percent) or good (45.5 percent) (see Figure 112 and Appendix Table 157).

Significant differences

The proportion of respondents who rated their overall health at the time of the survey as excellent was:

- **Gender** – Higher among men than women (47.2 percent and 33.7 percent, respectively). In contrast, a higher proportion of women than men rated their health as fair (19.1 percent and 6.6 percent, respectively).

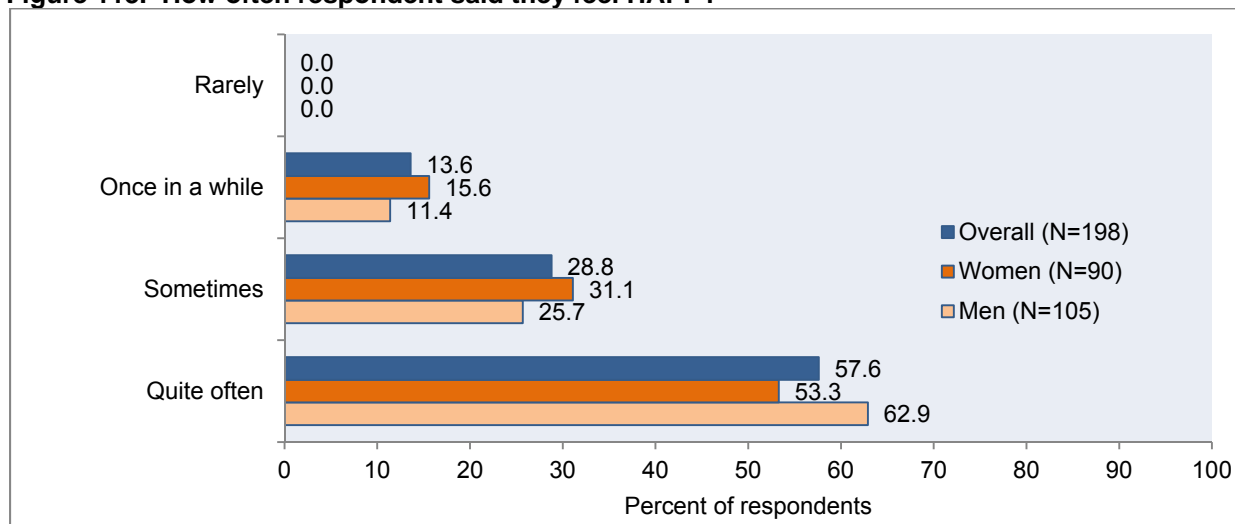
Figure 112. How respondent rated their overall health at the present time



Respondents were asked about how often they feel various health-related emotions/states (see Figures 113 to 120 and Appendix Tables 158 to 164).

The majority of respondents said they feel happy quite often (57.6 percent), and an additional 28.8 percent said they sometimes feel happy (see Figure 113). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 113. How often respondent said they feel HAPPY



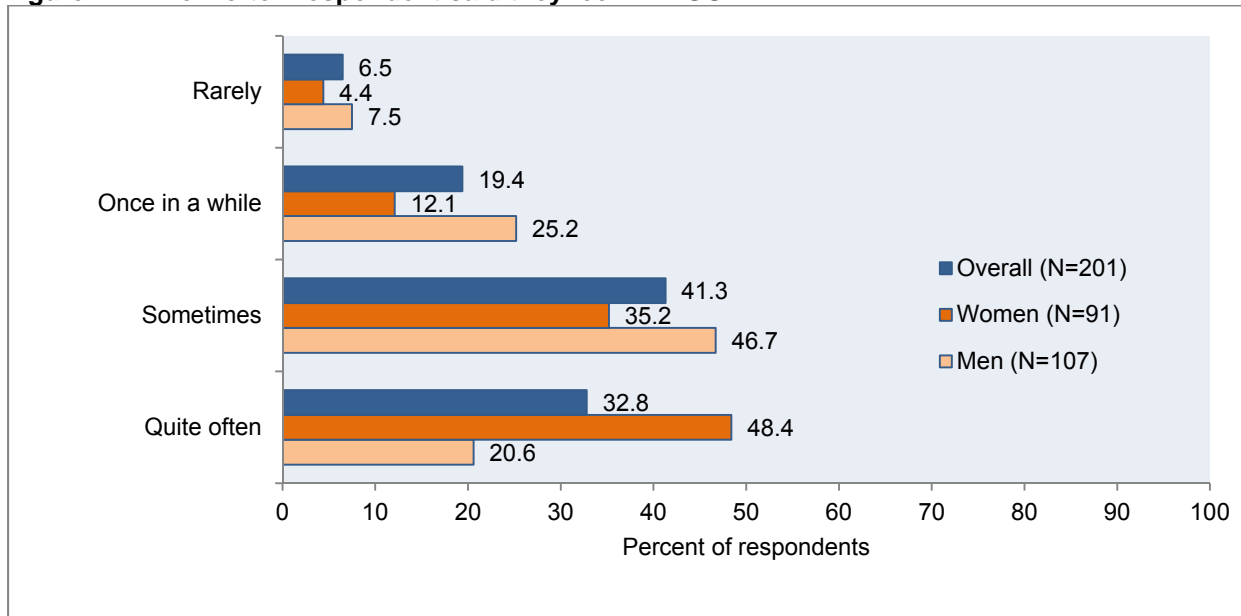
One-third of respondents said they feel fatigued quite often (32.8 percent) and an additional 41.3 percent felt fatigued sometimes (see Figure 114 and Appendix Table 158).

Significant differences

The proportion of respondents who felt fatigued quite often was:

- **Gender** – More than twice as high among women as men (48.4 percent and 20.6 percent, respectively).

Figure 114. How often respondent said they feel FATIGUED



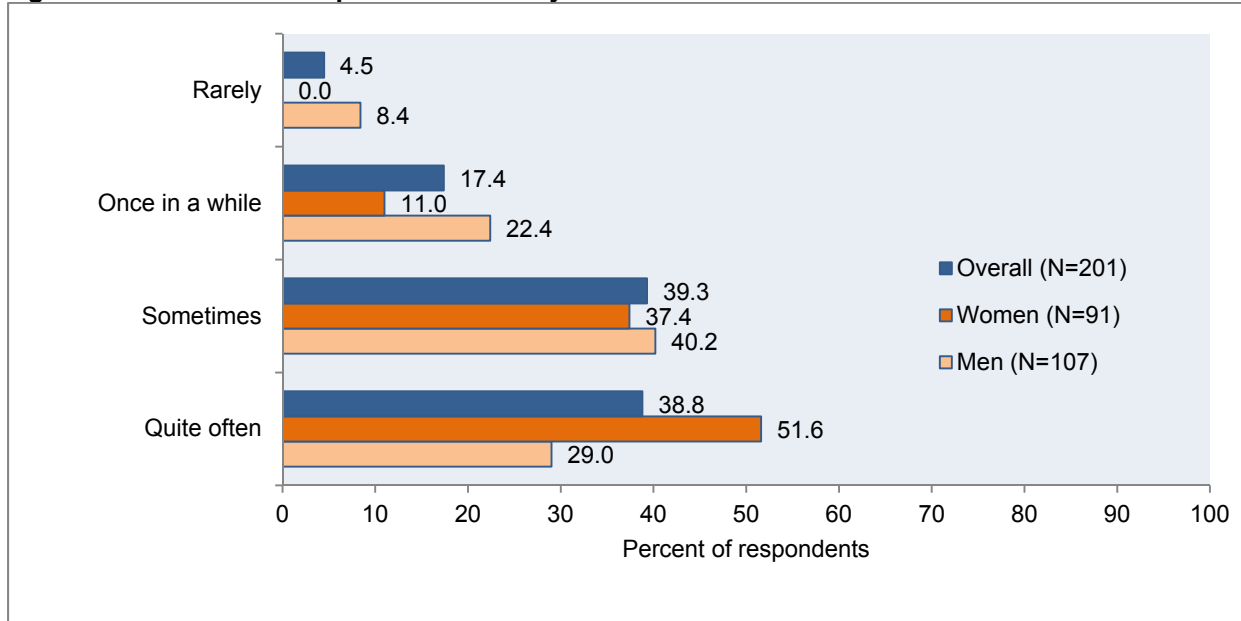
Nearly two-fifths of respondents indicated that they feel stressed quite often (38.8 percent) and an additional two-fifths felt stressed sometimes (39.3 percent) (see Figure 115 and Appendix Table 159).

Significant differences

The proportion of respondents who felt stressed quite often was:

- **Gender** – Much higher among women than men (51.6 percent and 29.0 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years (48.9 percent and 29.6 percent, respectively).

Figure 115. How often respondent said they feel STRESSED



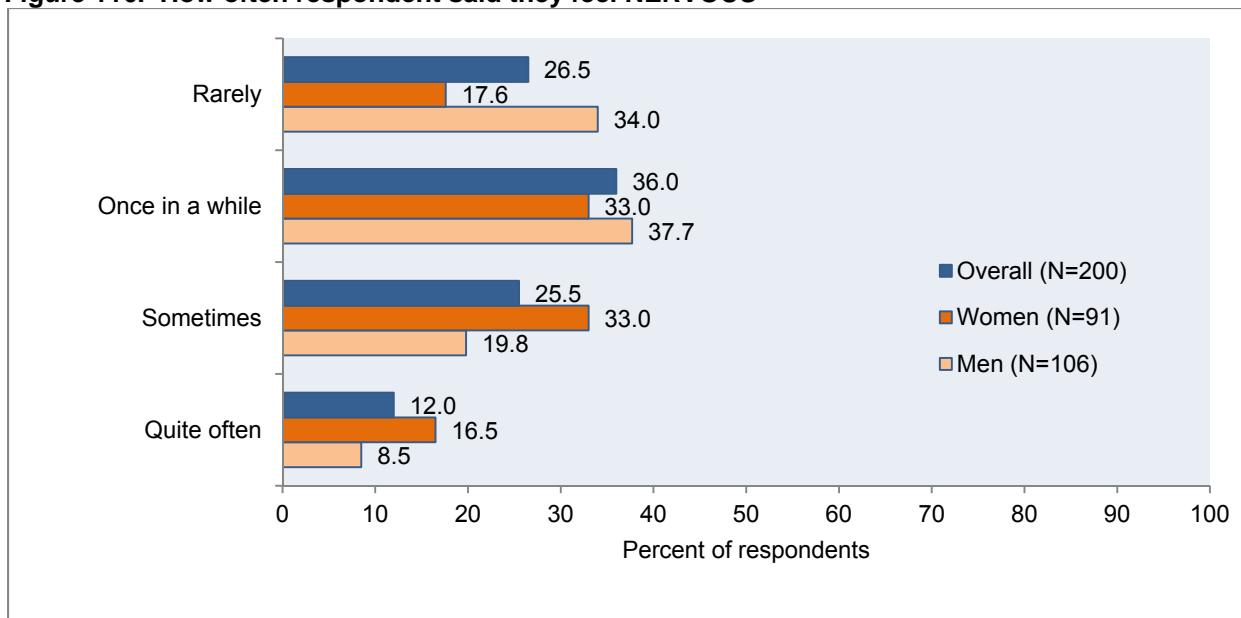
Nearly two-fifths of respondents indicated that they feel nervous sometimes or quite often (37.5 percent) (see Figure 116 and Appendix Table 160).

Significant differences

The proportion of respondents who felt nervous sometimes or quite often was:

- **Gender** – Much higher among women than men (49.5 percent and 28.3 percent, respectively).
- **Racial/ethnic majority status** – Much higher among non-majority status respondents than majority status respondents (55.9 percent and 33.9 percent, respectively).
- **Tenure status** – Higher among non-tenured faculty than tenured faculty (44.5 percent and 31.7 percent, respectively).

Figure 116. How often respondent said they feel NERVOUS



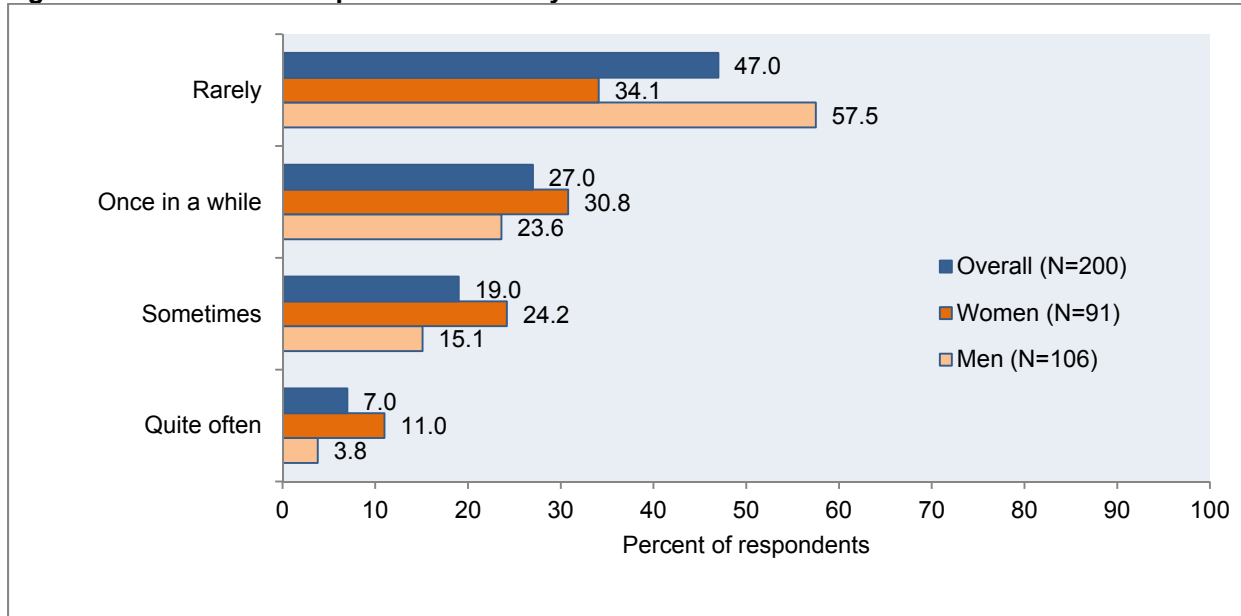
One-fourth of respondents indicated that they feel depressed sometimes or quite often (26.0 percent) (see Figure 117 and Appendix Table 161).

Significant differences

The proportion of respondents who felt depressed sometimes or quite often was:

- **Gender** – Higher among women than men (35.2 percent and 18.9 percent, respectively).

Figure 117. How often respondent said they feel DEPRESSED



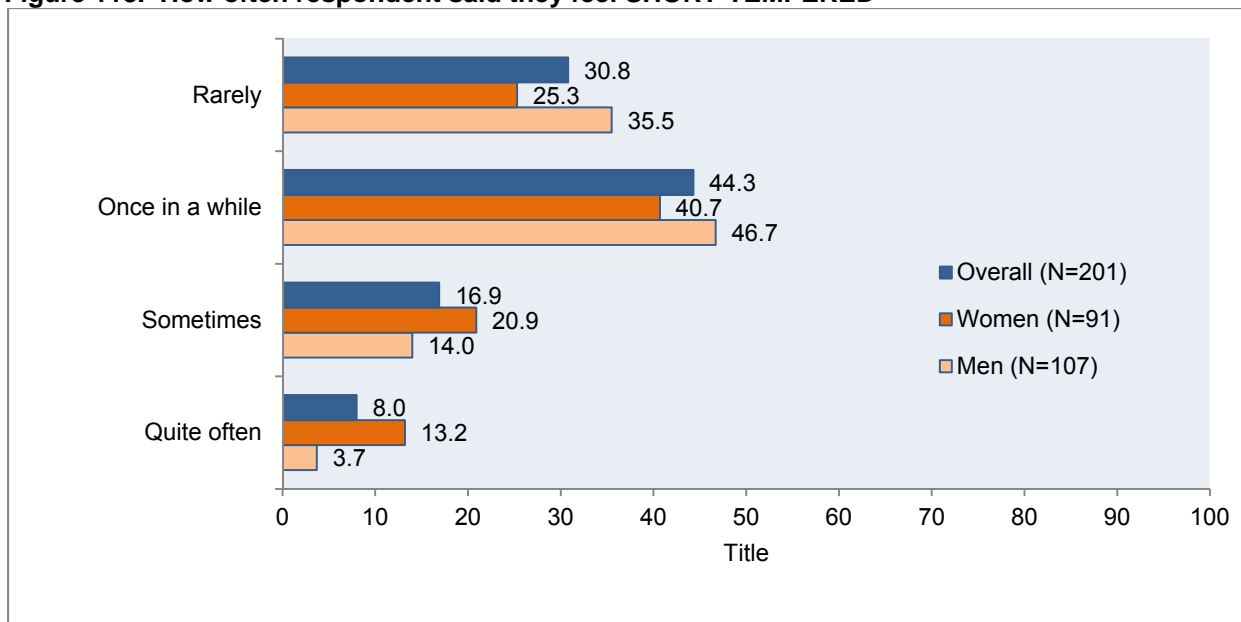
One-fourth of respondents indicated that they feel short-tempered sometimes or quite often (24.9 percent) (see Figure 118 and Appendix Table 162).

Significant differences

The proportion of respondents who feel short-tempered sometimes or quite often was:

- **Gender** – Higher among women than men (34.1 percent and 17.7 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU 5 years or less than those at NDSU more than 5 years (34.1 percent and 17.6 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents with young children than those without (38.0 percent and 20.5 percent, respectively).

Figure 118. How often respondent said they feel SHORT-TEMPERED



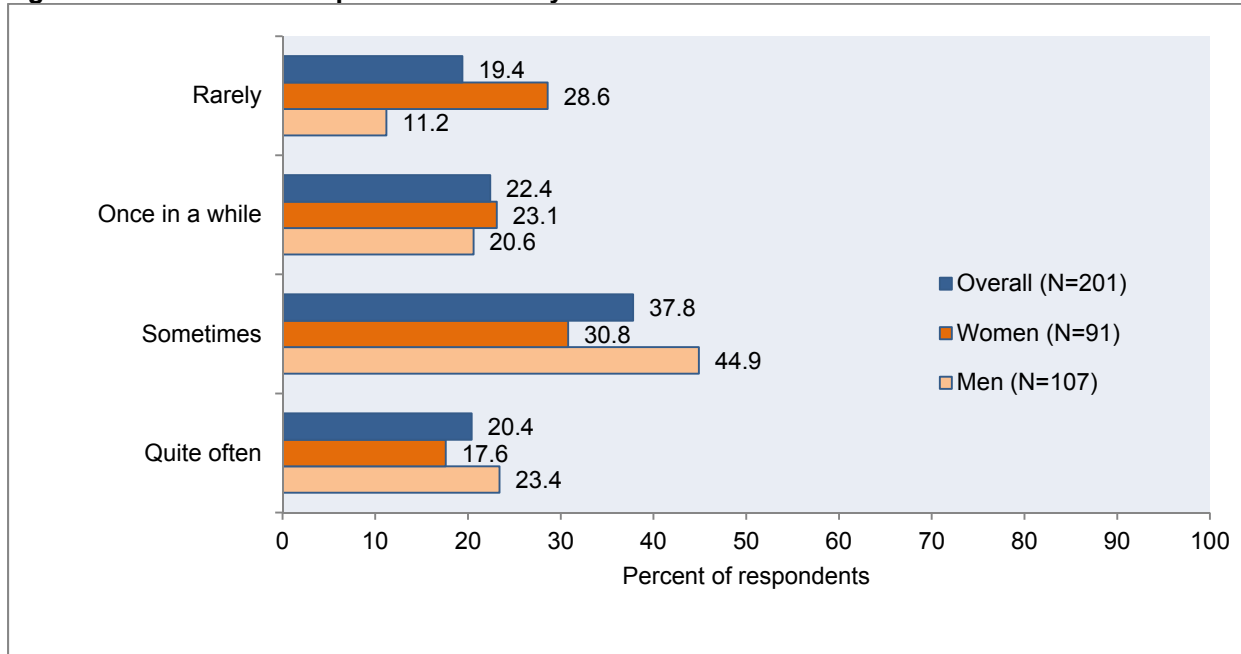
One-fifth of respondents indicated that they feel well-rested quite often (20.4 percent) and an additional 37.8 percent said they feel well-rested sometimes (see Figure 119 and Appendix Table 163).

Significant differences

The proportion of respondents who feel well-rested sometimes or quite often was:

- **Gender** – Much higher among men than women (68.3 percent and 48.4 percent, respectively).

Figure 119. How often respondent said they feel WELL-RESTED



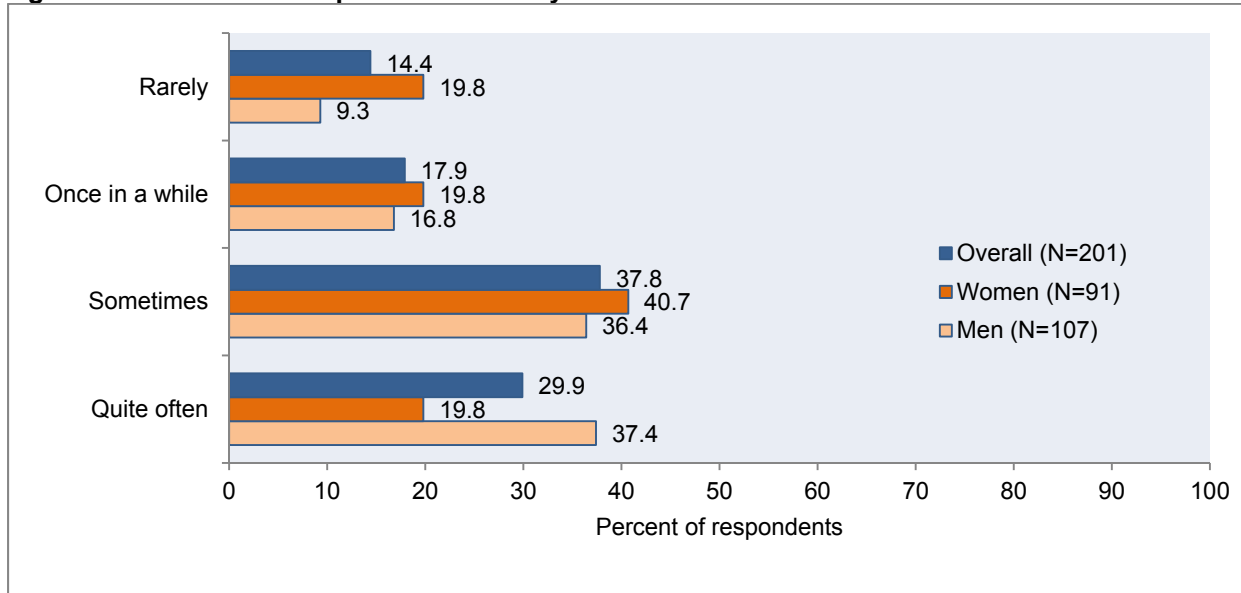
Two-thirds of respondents indicated that they feel physically fit at least sometimes (67.7 percent) (see Figure 120 and Appendix Table 164).

Significant differences

The proportion of respondents who feel physically fit quite often was:

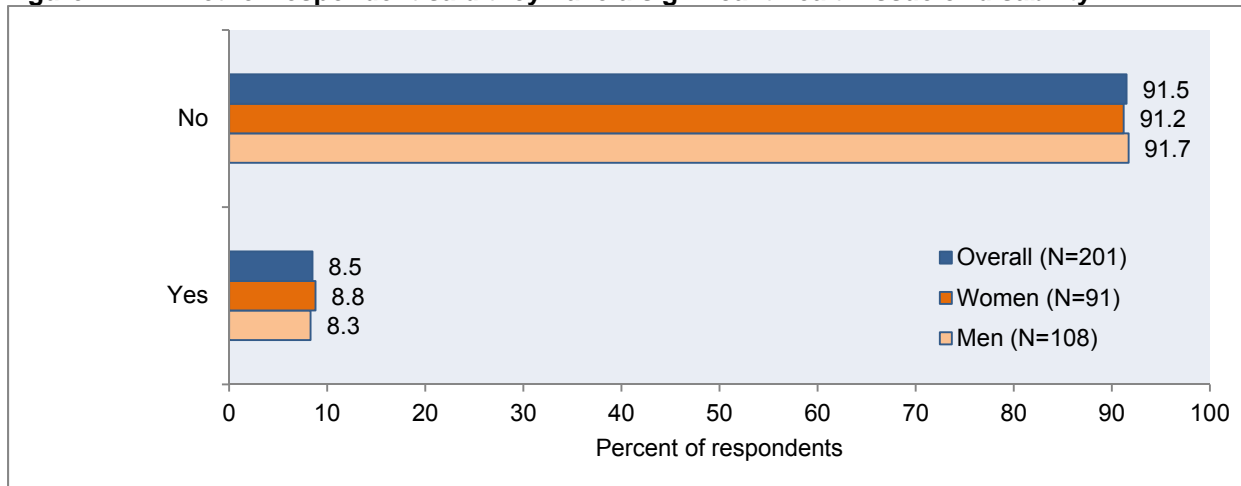
- **Gender** – Higher among men than women (37.4 percent and 19.8 percent, respectively).

Figure 120. How often respondent said they feel PHYSICALLY FIT



Nearly one-tenth of respondents indicated they have a significant health issue or disability (8.5 percent) (see Figure 121).

Figure 121. Whether respondent said they have a significant health issue or disability



Among respondents with a significant health issue or disability, more than one-third indicated that their primary department was very accommodating in dealing with this health issue or disability (35.7 percent) while 14.3 percent said NDSU was very accommodating (see Figure 122 and Appendix Table 165). Caution should be exercised when using these data due to the small number of respondents. The number of respondents was too small to test for significant differences in responses based on gender or the other five characteristics explored for significance. Note: Data by gender are not presented.

Women Faculty at NDSU

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables.

Respondents were asked about their level of agreement with a series of statements about recruitment of, climate for, and leadership of women faculty in their primary department/unit (see Figures 122 to 130 and Appendix Tables 166 to 173).

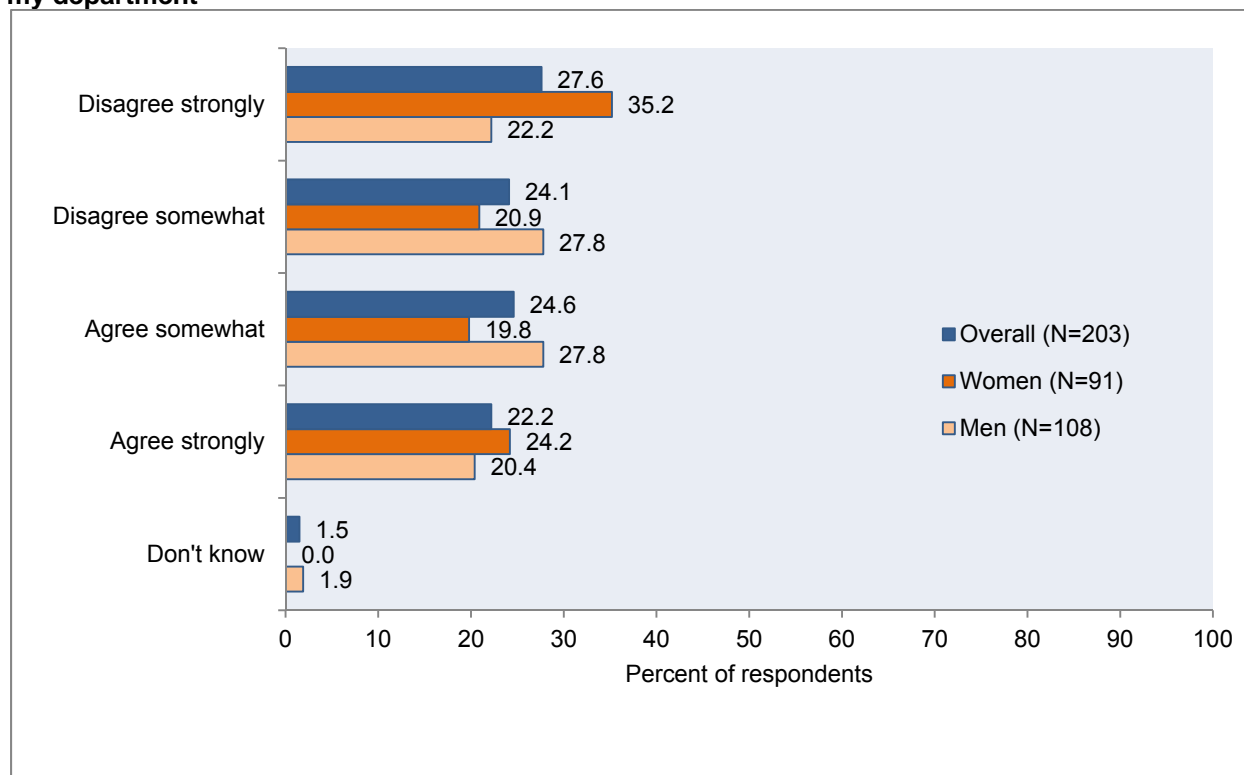
Nearly half of respondents agreed that there are too few women faculty in their department (46.8 percent) while more than half disagreed (51.7 percent) (see Figure 122 and Appendix Table 166).

Significant differences

There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance. The proportion of respondents who agreed that there are too few women faculty in their department was:

- **Type of college** – Substantially higher among respondents in STEM designated colleges than those in non-STEM colleges (64.3 percent and 25.0 percent, respectively).

Figure 122. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “There are too few women faculty in my department”



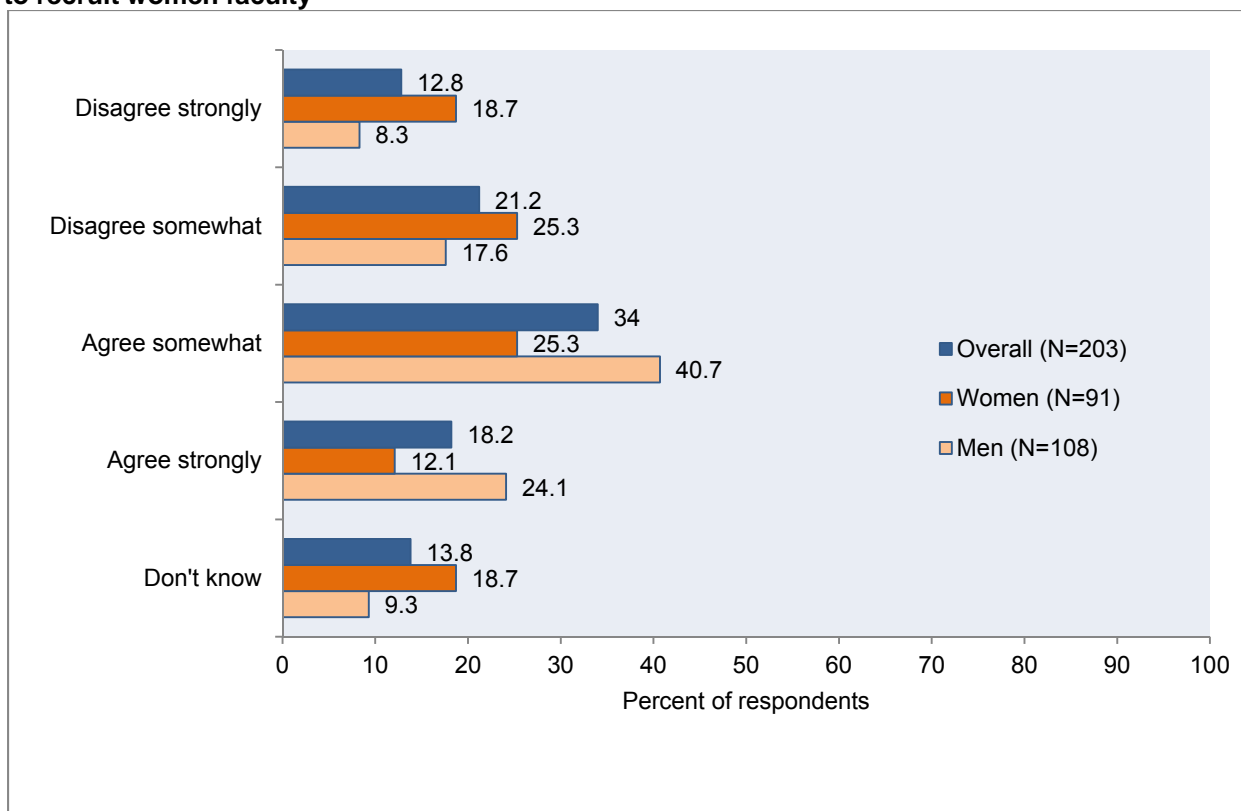
More than half of respondents agreed that their department has identified ways to recruit women faculty (52.2 percent) (see Figure 123 and Appendix Table 167). However, one-third indicated that their department has not identified ways to recruit women faculty (i.e., disagreed) (34.0 percent) and 13.8 percent didn't know.

Significant differences

The proportion of respondents who agreed that their department has identified ways to recruit women faculty was:

- **Gender** – Much higher among men than women (64.8 percent and 37.4 percent, respectively). Conversely, more than twice the proportion of women as men indicated that their department has not identified ways to recruit women faculty at all (i.e., strongly disagreed) (18.7 percent and 8.3 percent, respectively).
- **Tenure status** – Higher among tenured faculty than non-tenured faculty (60.7 percent and 42.2 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those at NDSU 5 years or less (59.6 percent and 44.3 percent, respectively).

Figure 123. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “My department has identified ways to recruit women faculty”



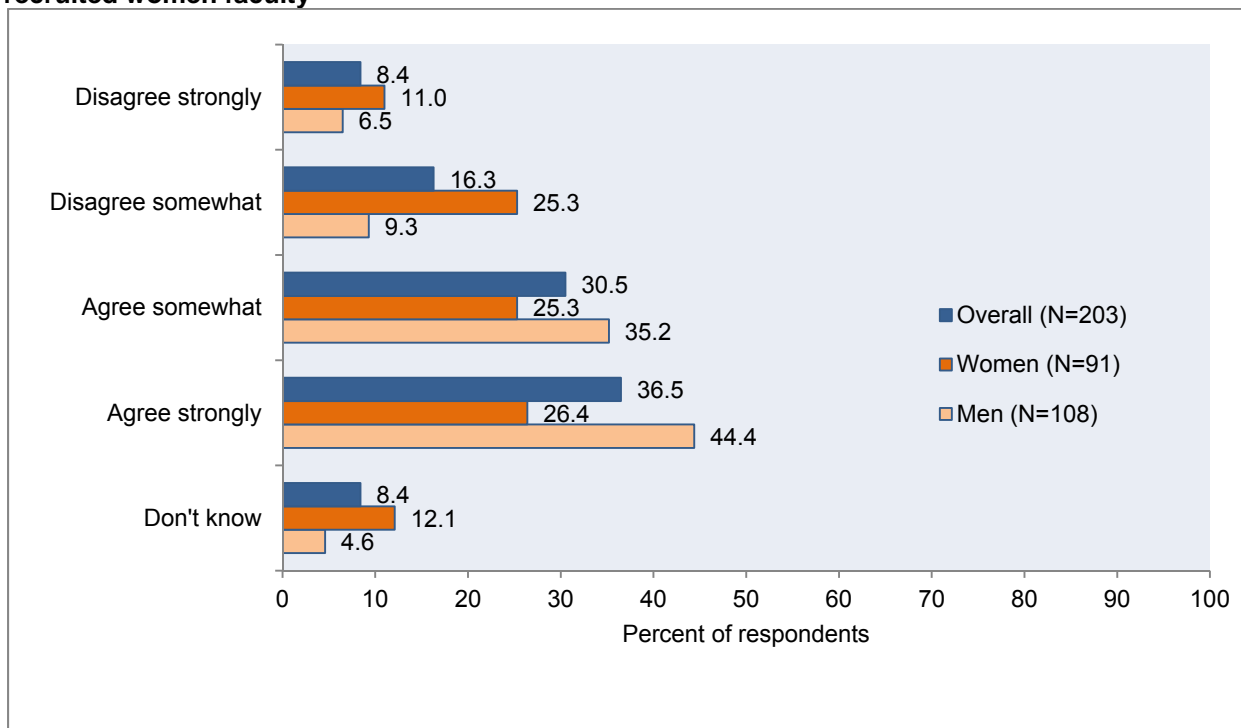
Two-thirds of respondents agreed that their department has actively recruited women faculty (67.0 percent) (see Figure 124 and Appendix Table 168). However, one-fourth of respondents indicated that their department has not actively recruited women faculty (i.e., disagreed) (24.7 percent).

Significant differences

The proportion of respondents who agreed that their department has actively recruited women faculty was:

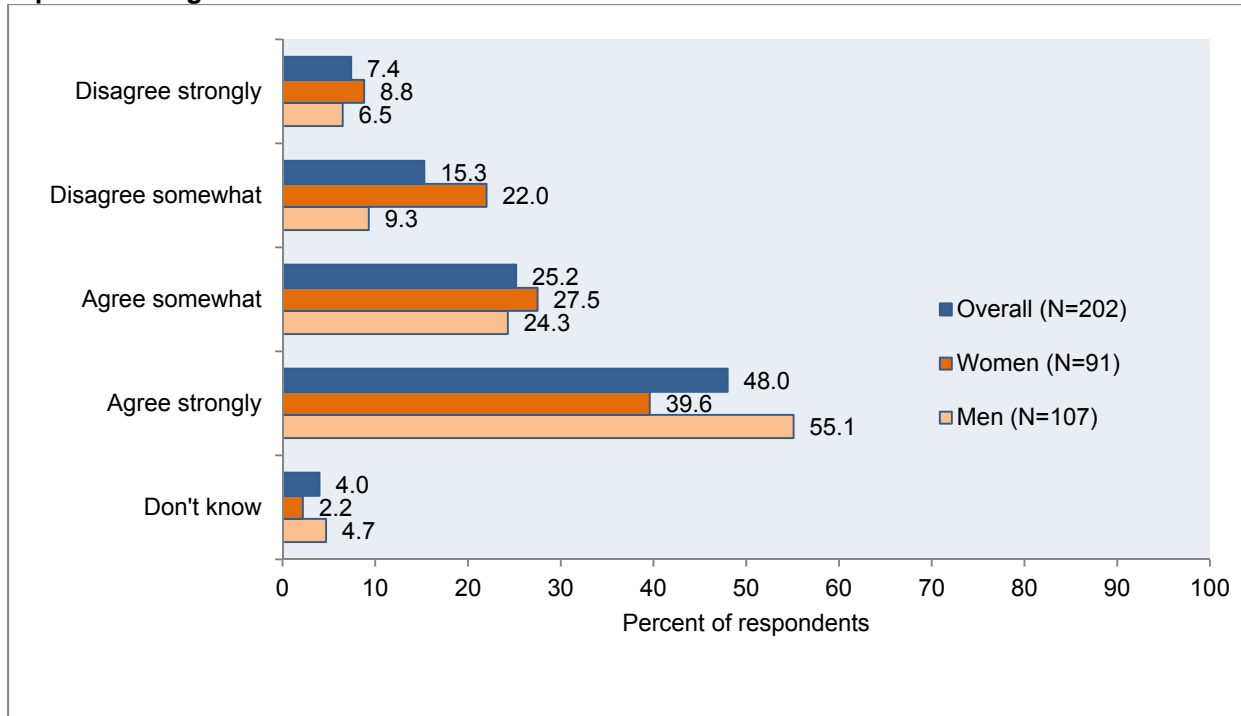
- **Gender** – Much higher among men than women (79.6 percent and 51.7 percent, respectively).
- **Tenure status** – Much higher among tenured faculty than non-tenured faculty (76.6 percent and 55.6 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those at NDSU 5 years or less (76.1 percent and 58.0 percent, respectively).
- **Having children ages 6 or younger** – Somewhat higher among respondents without young children than those with young children (69.3 percent and 60.0 percent, respectively). However, twice the proportion of respondents with young children as those without indicated that their department has not actively recruited women faculty (i.e., disagreed) (40.0 percent and 19.6 percent, respectively).

Figure 124. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “My department has actively recruited women faculty”



Nearly half of respondents strongly agreed that the climate for women in their department is good (48.0 percent) and another one-fourth somewhat agreed (25.2 percent) (see Figure 125). The remaining 22.7 percent of respondents indicated that the climate for women in their department is not good (i.e., disagreed). There were not significant differences in responses based on gender or the other five characteristics explored for significance.

Figure 125. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “The climate for women in my department is good”



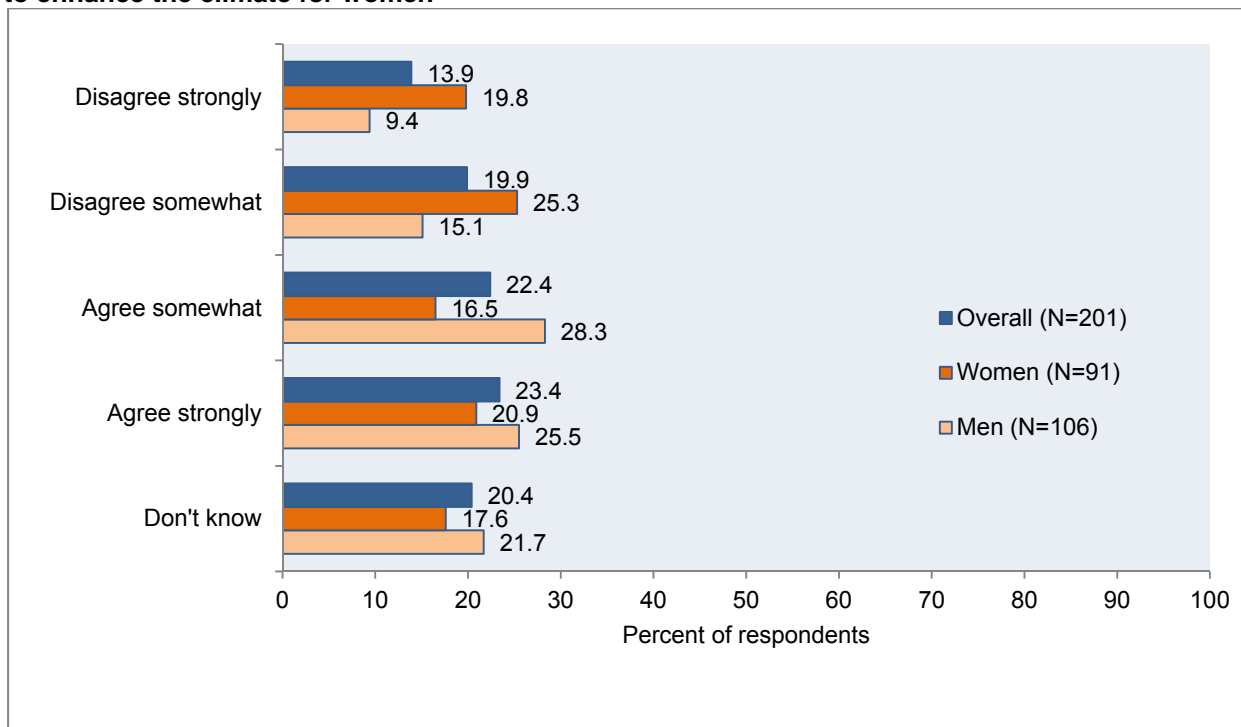
While 45.8 percent of respondents agreed that their department has identified ways to enhance the climate for women, one-third of respondents indicated that their department has not identified ways to enhance the climate for women (33.8 percent) and an additional 20.4 percent didn't know (see Figure 126 and Appendix Table 169).

Significant differences

The proportion of respondents who indicated that their department has not identified ways to enhance the climate for women at all (i.e., strongly disagreed) was:

- **Gender** – More than twice as high among women as men (19.8 percent and 9.4 percent, respectively).
- **Racial/ethnic majority status** – Higher among majority status respondents than non-majority status respondents (16.9 percent and 0.0 percent, respectively). However, a higher proportion of non-majority respondents than majority status respondents didn't know (29.4 percent and 18.1 percent, respectively).

Figure 126. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “My department has identified ways to enhance the climate for women”



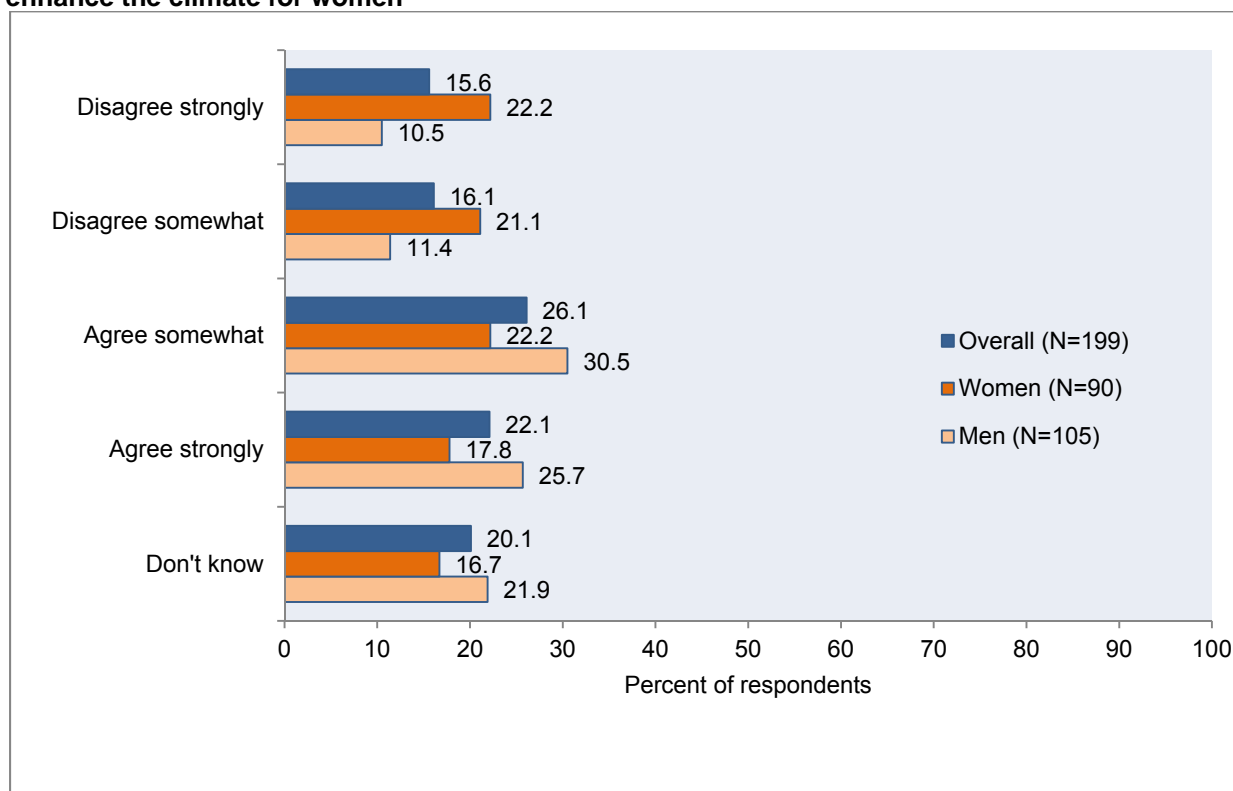
Nearly half of respondents agreed that their department has taken steps to enhance the climate for women (48.2 percent) (see Figure 127 and Appendix Table 170). However, 31.7 percent of respondents indicated that their department has not taken steps to enhance the climate for women (i.e., disagreed) and 20.1 percent didn't know.

Significant differences

The proportion of respondents who indicated that their department has not taken steps to enhance the climate for women at all (i.e., strongly disagreed) was:

- **Gender** – More than twice as high among women as men (22.2 percent and 10.5 percent, respectively).
- **Racial/ethnic majority status** – Higher among majority status respondents than non-majority status respondents (18.8 percent and 0.0 percent, respectively). However, a higher proportion of non-majority respondents than majority status respondents didn't know (33.3 percent and 17.0 percent, respectively).
- **Type of college** – Somewhat higher among respondents in non-STEM designated colleges than those in STEM colleges (20.0 percent and 13.4 percent, respectively). However, a higher proportion of respondents in non-STEM designated colleges than those in STEM colleges also strongly agreed that the department has taken steps to enhance the climate for women (28.9 percent and 16.5 percent, respectively).

Figure 127. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has taken steps to enhance the climate for women"



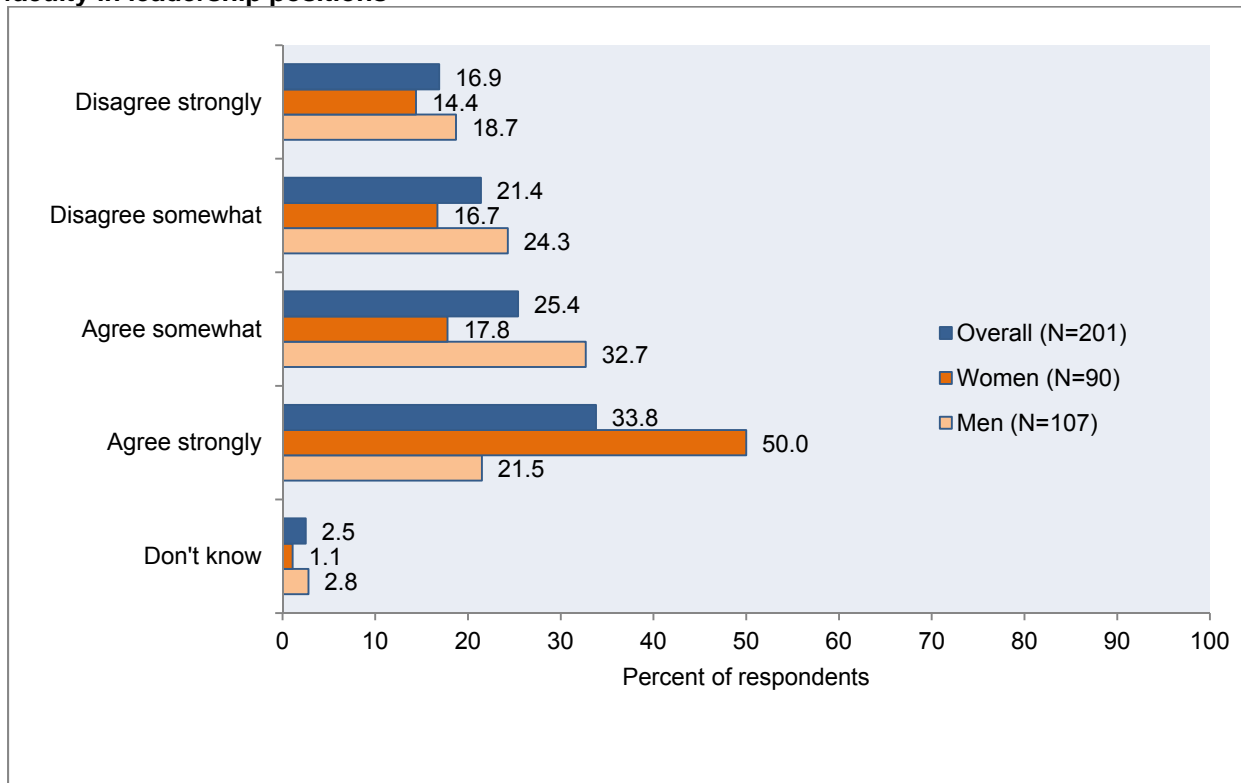
One-third of respondents strongly agreed that their department has too few women faculty in leadership positions (33.8 percent) and an additional one-fourth somewhat agree (25.4 percent) (see Figure 128 and Appendix Table 171).

Significant differences

The proportion of respondents who agreed that their department has too few women faculty in leadership positions was:

- **Gender** – Higher among women than men (67.8 percent and 54.2 percent, respectively).
- **Type of college** – Higher among respondents in STEM designated colleges than those in non-STEM colleges (68.8 percent and 51.1 percent, respectively).

Figure 128. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “My department has too few women faculty in leadership positions”



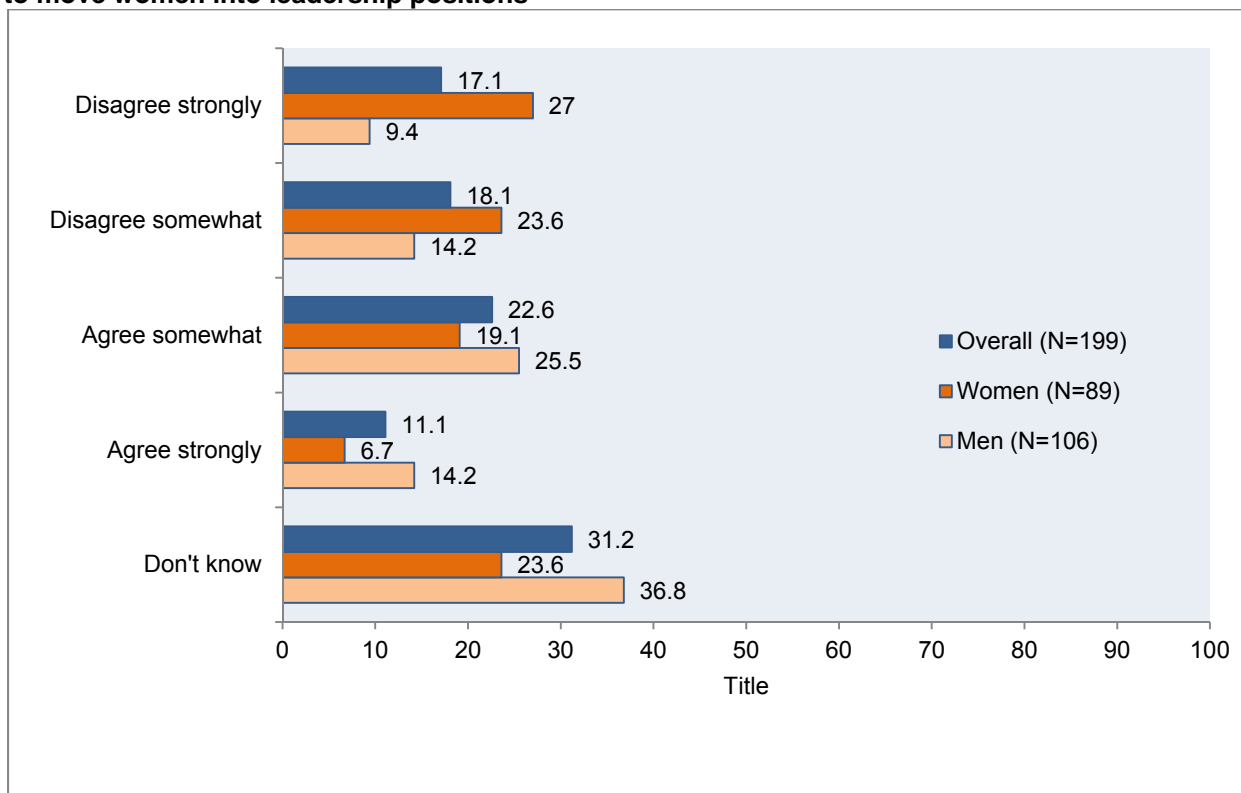
One-third of respondents agreed that their department has identified ways to move women into leadership positions (33.7 percent) while more than one-third disagreed (35.2 percent) (see Figure 129 and Appendix Table 172). The remaining respondents didn't know (31.2 percent).

Significant differences

The proportion of respondents who indicated that their department has not identified ways to move women into leadership positions (i.e., disagreed) was:

- **Gender** – More than twice as high among women as men (50.6 percent and 23.6 percent, respectively).
- **Having children ages 6 or younger** – Much higher among respondents with young children than those without young children (52.0 percent and 29.6 percent, respectively).

Figure 129. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “My department has identified ways to move women into leadership positions”



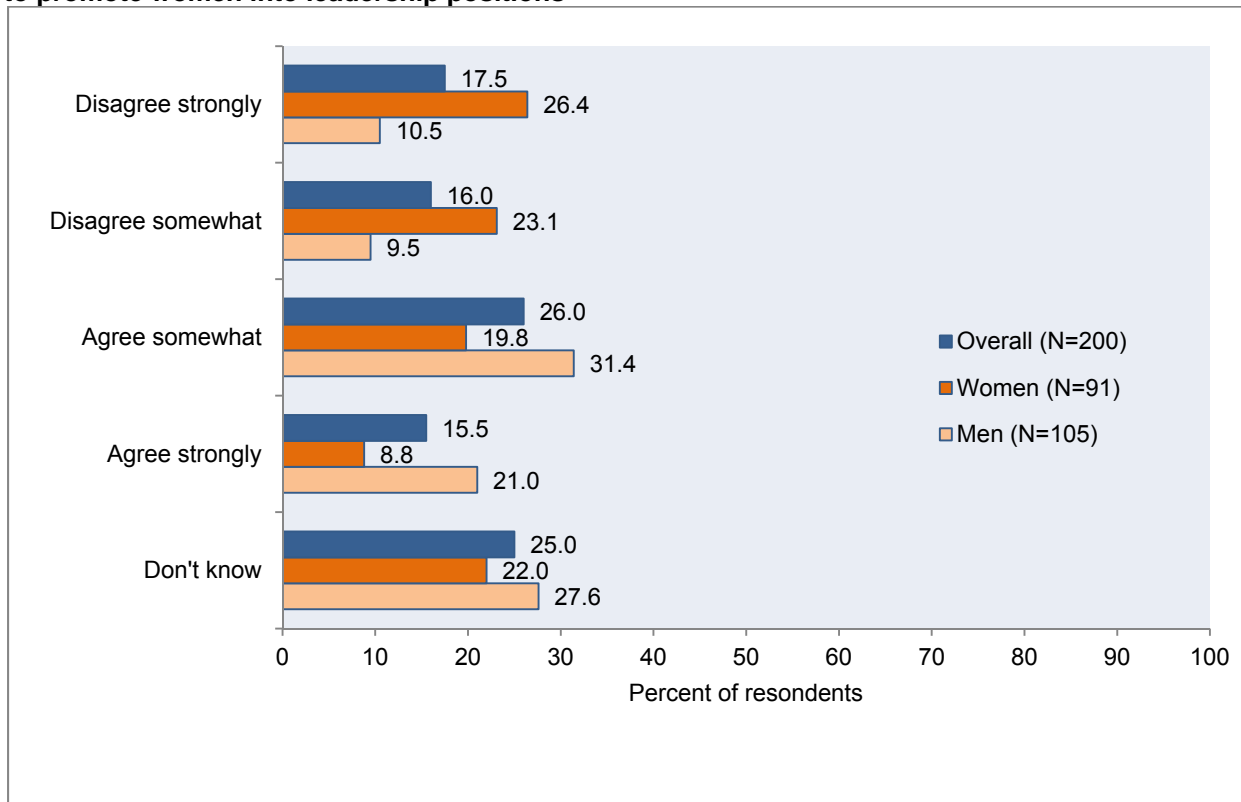
While 41.5 percent of respondents agreed that their department has made an effort to promote women into leadership positions, one-third disagreed (33.5 percent) and an additional one-fourth didn't know (25.0 percent) (see Figure 130 and Appendix Table 173).

Significant differences

The proportion of respondents who strongly agreed that their department has made an effort to promote women into leadership positions was:

- **Gender** – Higher among men than women (21.0 percent and 8.8 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without young children than those with young children (18.5 percent and 6.1 percent, respectively).

Figure 130. Respondent’s opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: “My department has made an effort to promote women into leadership positions”



Demographics

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, figures display overall results as well as results by gender. Tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are discussed in the narrative accompanying the associated figures and detailed data are provided in the appendix tables.

More than half of the respondents to this survey were men (54.5 percent) and 45.5 percent of respondents were women (see Figure 131 and Appendix Table 174).

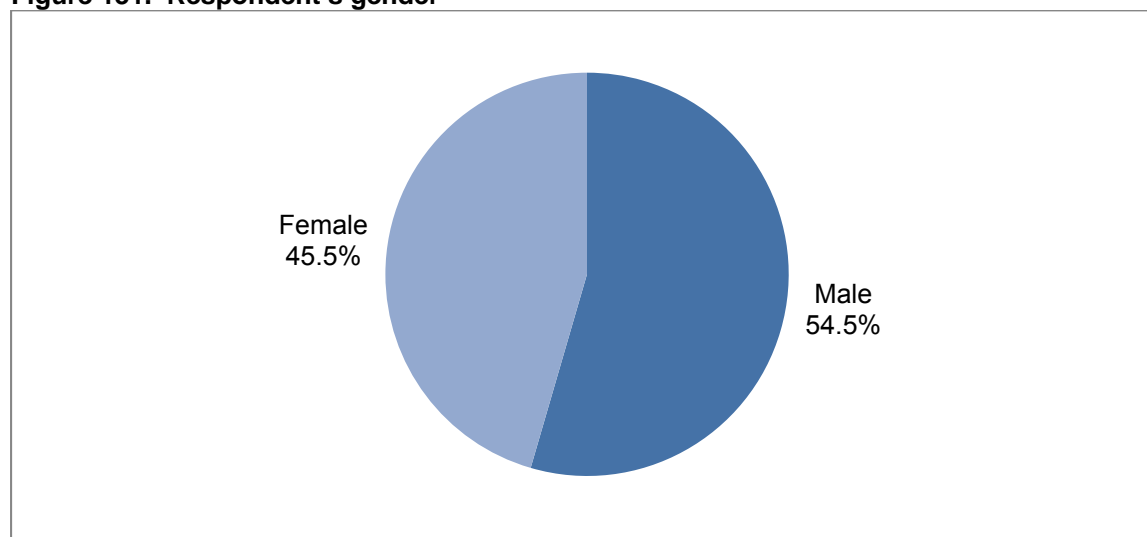
According to data from NDSU's Office of Institutional Research and Analysis, of the 488 tenured or tenure track faculty at NDSU in fall 2008, 73.6 percent of them were men and 26.4 percent were women.

Significant differences

There were not significant differences in responses based on gender but there were for three of the other characteristics explored for significance. The proportion of respondents to this survey who were men was:

- **Type of college** – Higher among respondents in STEM-designated colleges than those in non-STEM colleges (63.3 percent and 46.7 percent, respectively). In fall 2008, 80.1 percent of faculty in STEM-designated colleges at NDSU were men and 61.6 percent of respondents in non-STEM colleges were men.
- **Tenure status** – Higher among tenured faculty than non-tenured faculty (73.1 percent and 32.2 percent, respectively). In fall 2008, 86.3 percent of tenured faculty at NDSU were men and 57.8 percent of non-tenured faculty were men.
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those at NDSU 5 years or less (66.4 percent and 41.6 percent, respectively).

Figure 131. Respondent's gender

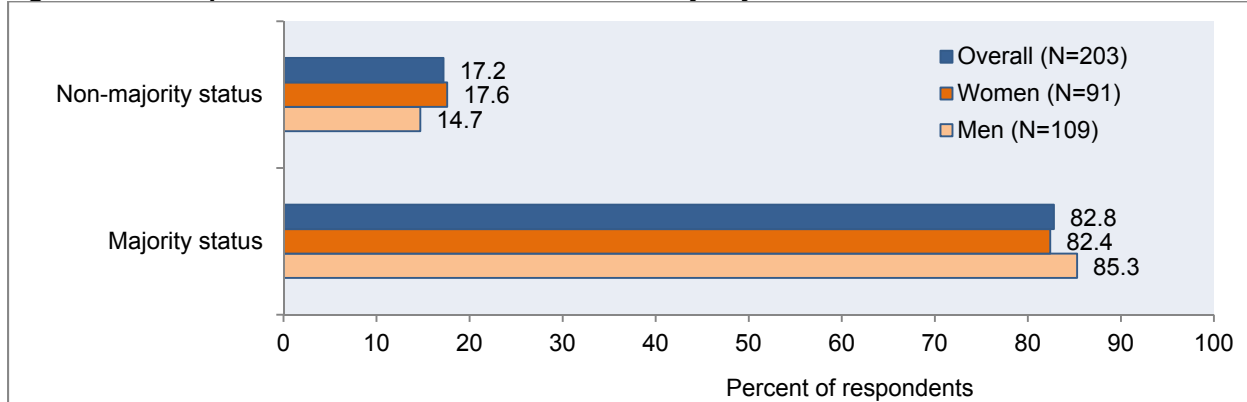


N=200

Most respondents to this survey were of a racial/ethnic majority (i.e., identified only as “white, not of Hispanic origin”) (82.8 percent) (see Figure 132). Among survey respondents, 17.2 percent were of a non-majority status. Race/ethnicities among respondents included Southeast Asian (2.0 percent), other Asian/Pacific Islander (5.9 percent), Black/African American (1.5 percent), Hispanic (2.0 percent), Native American (0.5 percent), and other (2.0 percent) (see Appendix Table 175). This variable was not explored for significant differences.

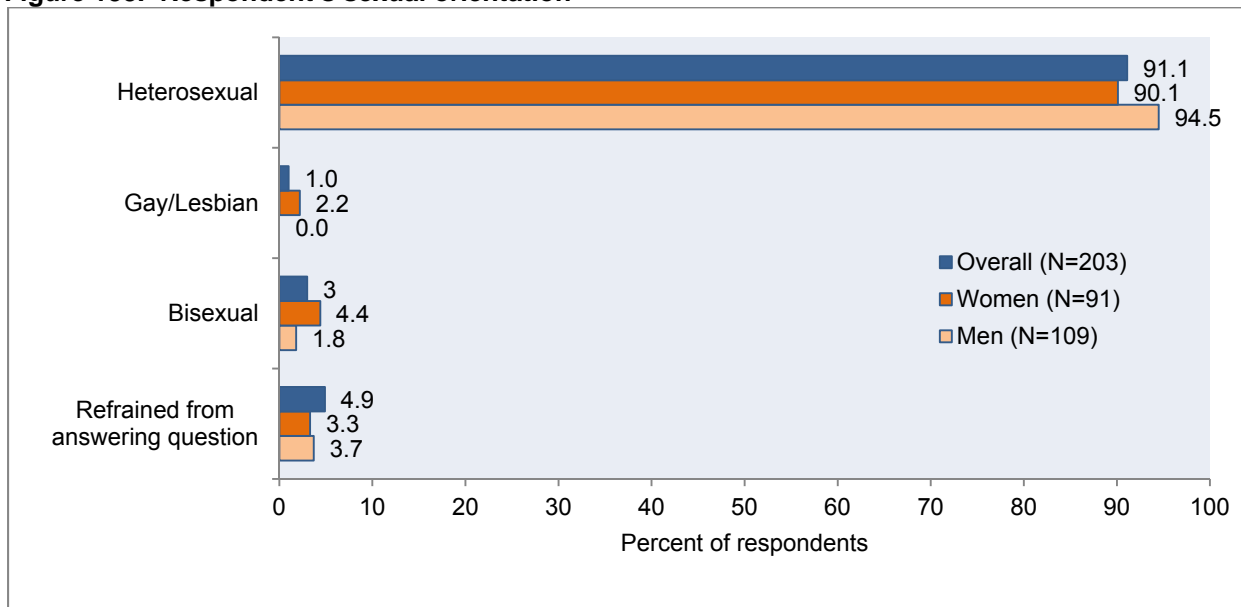
In fall 2008, 20.5 percent of tenured and tenure track faculty at NDSU identified themselves as being non-white.

Figure 132. Respondent’s status as a racial/ethnic majority



The vast majority of respondents identified themselves as being heterosexual (91.1 percent) (see Figure 133). This variable was not explored for significant differences based on other characteristics.

Figure 133. Respondent’s sexual orientation



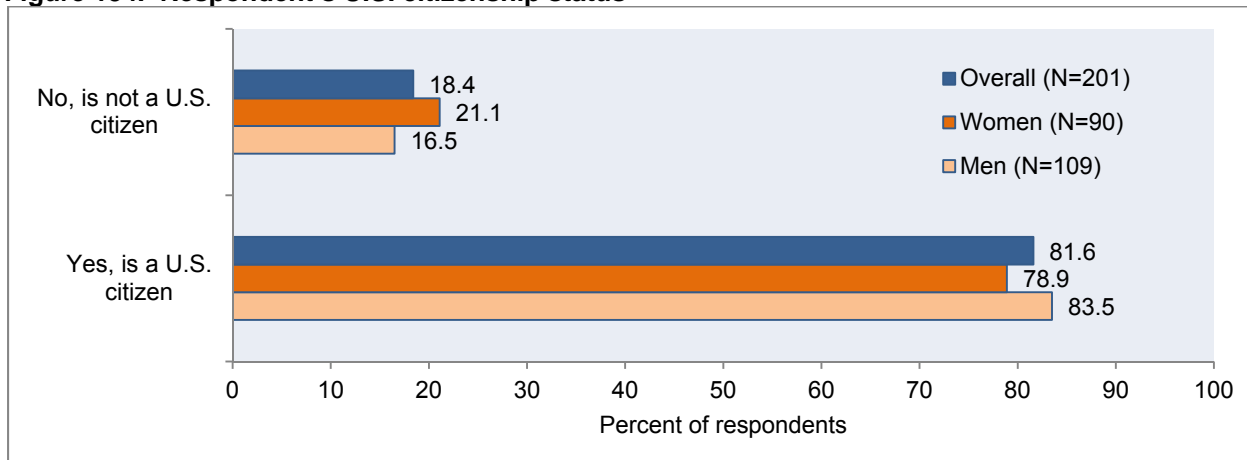
Most survey respondents indicated that they are U.S. citizens (81.6 percent), while 18.4 percent of respondents indicated they are not U.S. citizens (see Figure 134 and Appendix Tables 176a and 176b).

Significant differences

There were not significant differences in responses based on gender but there were for the other five characteristics explored for significance. The proportion of respondents to this survey who were U.S. citizens was:

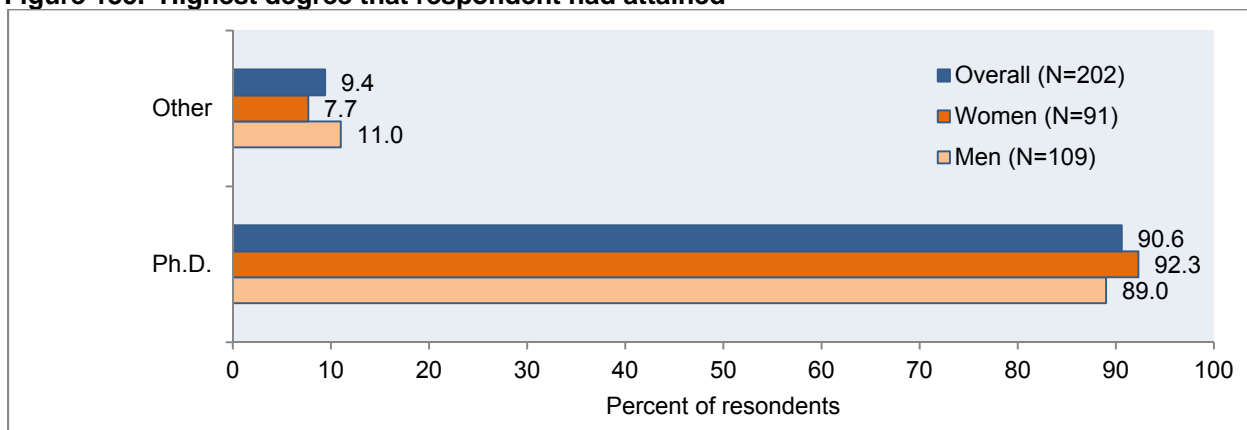
- **Racial/ethnic majority status** – Much higher among majority status respondents than non-majority status respondents (87.5 percent and 51.5 percent, respectively).
- **Type of college** – Higher among respondents in non-STEM designated colleges than those in STEM colleges (89.1 percent and 75.8 percent, respectively).
- **Tenure status** – Higher among tenured faculty than non-tenured faculty (87.7 percent and 75.3 percent, respectively).
- **Years at NDSU** – Higher among respondents who have been at NDSU more than 5 years than those at NDSU 5 years or less (88.1 percent and 76.1 percent, respectively).
- **Having children ages 6 or younger** – Higher among respondents without children than those with children (87.5 percent and 63.3 percent, respectively).

Figure 134. Respondent's U.S. citizenship status



The highest degree attained for most respondents was a Ph.D. (90.6 percent) (see Figure 135 and Appendix Table 177). Other highest degrees attained included a D.V.M., J.D., M.A./M.S., and Ed.D. This variable was not explored for significant differences based on other characteristics.

Figure 135. Highest degree that respondent had attained



The highest proportion of respondents came from the College of Arts, Humanities, and Social Sciences (26.7 percent) followed closely by the College of Agriculture, Food Systems, and Natural Resources (26.2 percent) (see Figure 136 and Appendix Table 178).

Significant differences

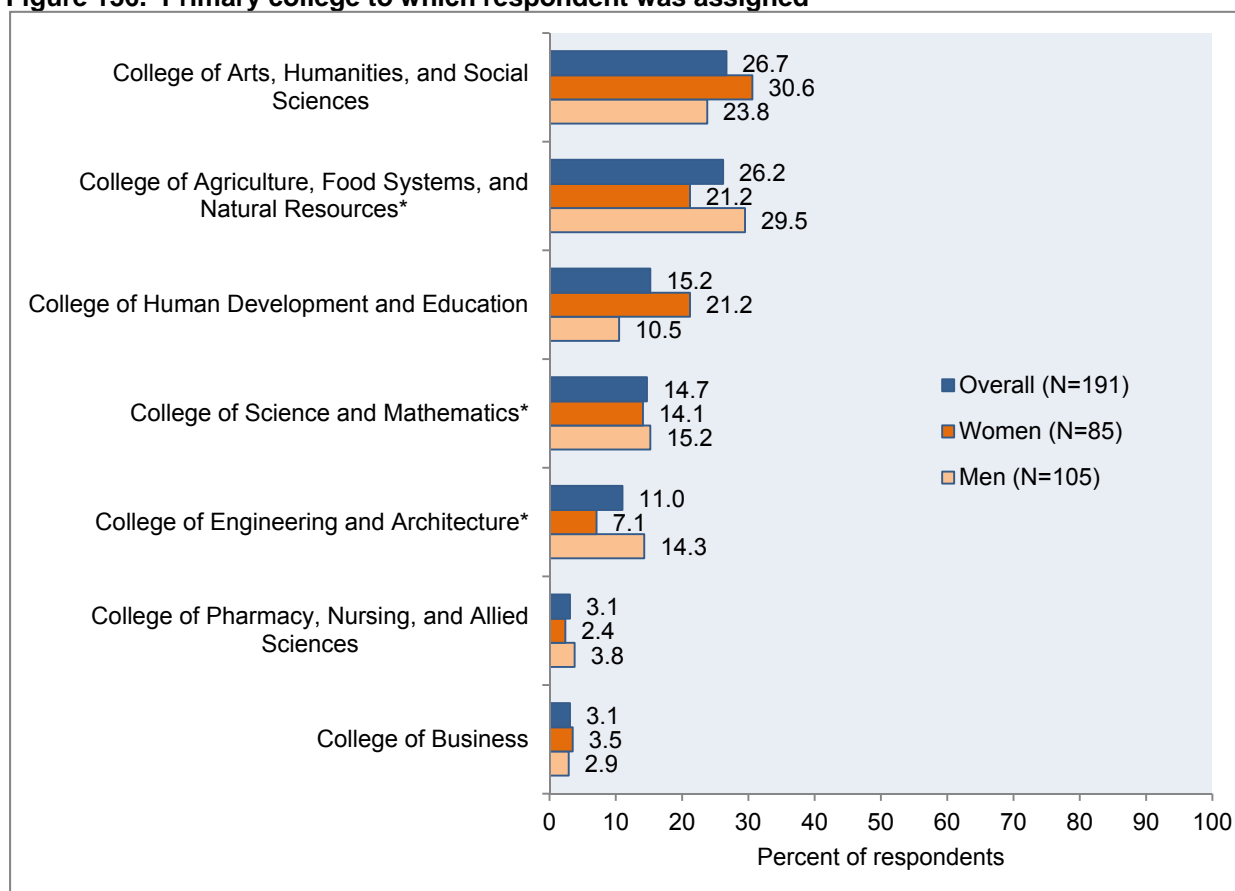
There were not significant differences in responses based on gender but there were for one of the other characteristics explored for significance.

- **Having children ages 6 or younger** – A much higher proportion of respondents with young children than those without young children identified themselves as being assigned to the College of Science and Mathematics (34.0 percent and 8.3 percent, respectively). A higher proportion of respondents without young children than those with young children identified themselves as being assigned to the College of Arts, Humanities, and Social Sciences (29.9 percent and 17.0 percent, respectively) and the College of Human Development and Education (18.1 percent and 6.4 percent, respectively).

In fall 2008, the actual proportion of tenured and tenure track faculty by college was as follows:

- 28.1 percent in the College of Agriculture, Food Systems, and Natural Resources
- 20.7 percent in the College of Science and Mathematics
- 16.4 percent in the College of Arts, Humanities, and Social Sciences
- 16.0 percent in the College of Engineering and Architecture
- 10.5 percent in the College of Human Development and Education
- 5.1 percent in the College of Business
- 3.1 percent in the College of Pharmacy, Nursing, and Allied Sciences
- 0.2 percent in Other (i.e., Interdisciplinary graduate program)

Figure 136. Primary college to which respondent was assigned



*Designates a STEM-designated college for purposes of analyses in this report. STEM stands for "Science, Technology, Engineering, and Math"

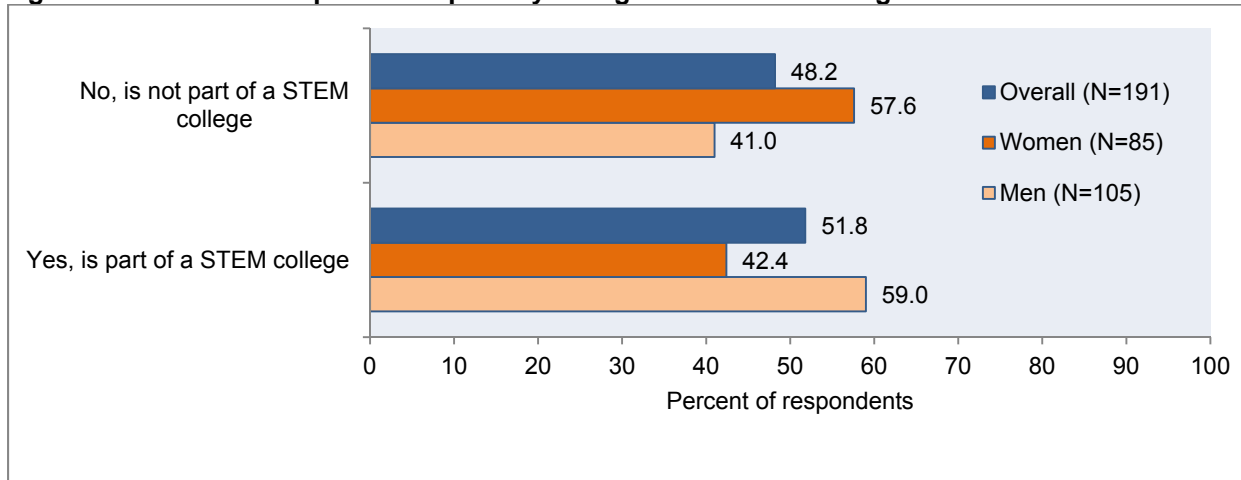
More than half of respondents identified themselves as being part of a STEM designated college (51.8 percent) (see Figure 137 and Appendix Table 179).

Significant differences

The proportion of respondents who identified themselves as being part of a STEM designated college was:

- **Gender** – Higher among men than women (59.0 percent and 42.4 percent, respectively)
- **Having children ages 6 or younger** – Much higher among respondents with young children than those without young children (70.2 percent and 45.8 percent, respectively).

Figure 137. Whether respondent's primary college was a STEM college



Note: STEM stands for "Science, Technology, Engineering, and Math" and, for purposes of analyses in this report, includes the College of Agriculture, Food Systems, and Natural Resources; the College of Engineering and Architecture; and the College of Science and Mathematics

The data also allow us the opportunity to explore the gender distribution within respondents' colleges. Only 15.2 percent of respondents identified themselves as being in a college that, in fall 2008, had a "very high" proportion of women (i.e., at least half of faculty who were women) (see Figure 138 and Appendix Table 180). A similar proportion of respondents (14.1 percent) were in a college that had a "low" proportion of women (i.e., less than one-fifth of faculty who were women).

Significant differences

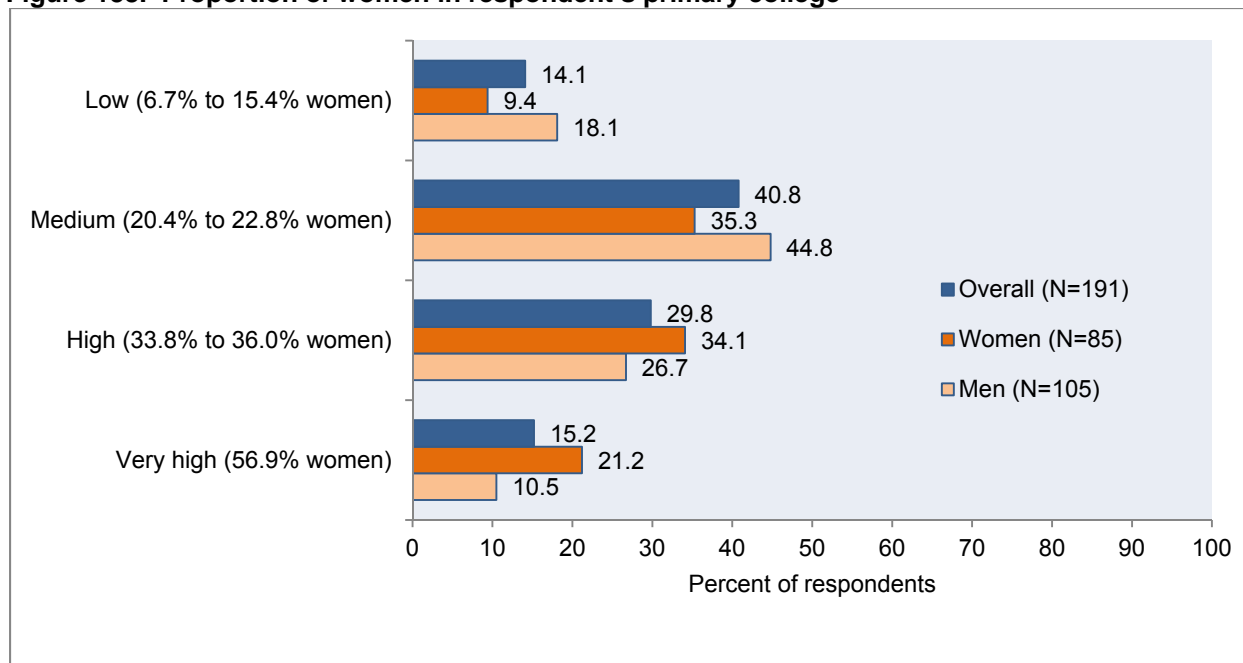
The proportion of respondents who were in a college that had a "low" proportion of women was:

- **Gender** – Higher among men than women (18.1 percent and 9.4 percent, respectively).
- **Type of college** – Higher among respondents in STEM designated colleges than those in non-STEM colleges (21.2 percent and 6.5 percent, respectively).
- **Having children ages 6 or younger** – Nearly the same regardless of having children ages 6 or younger. However, a higher proportion of respondents without young children than those with young children were in a college that had a "very high" proportion of women (18.1 percent and 6.4 percent, respectively).

In fall 2008, the actual proportion of women by college was as follows:

- 56.9 percent in the College of Human Development and Education
- 36.0 percent in the College of Business
- 33.8 percent in the College of Arts, Humanities, and Social Sciences
- 22.8 percent in the College of Science and Mathematics
- 20.4 percent in the College of Agriculture, Food Systems, and Natural Resources
- 15.4 percent in the College of Engineering and Architecture
- 6.7 percent in the College of Pharmacy, Nursing, and Allied Sciences
- 0.0 percent in Other (i.e., Interdisciplinary graduate program)

Figure 138. Proportion of women in respondent's primary college



APPENDICES

Appendix Tables

The analysis of survey results are limited to respondents who indicated they are already tenured or are on a tenure track. As described in the Methodology section, tests for significant differences were examined by gender (men/women), racial/ethnic majority status (are not a racial/ethnic majority, are a racial/ethnic majority), type of college (STEM-designated college, non-STEM designated college), tenure status (already tenured, not yet tenured), number of years at NDSU (5 years or less, more than 5 years), and having children ages 6 or younger (do not have children ages 6 or younger, do have children ages 6 or younger). Significant differences, when found, are incorporated into each respective appendix table.

Also, note that tables in **gray** present quantitative data (i.e., frequencies and the results of significance testing) while tables in **blue** present qualitative data (i.e., themes of open-ended responses provided by respondents).

Hiring Process at NDSU

Appendix Table 1. Respondent's first position at NDSU (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=224)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=109)	Women (N=91)	Yes (N=120)	No (N=97)	≤5 years (N=96)	More than 5 years (N=121)	
Assistant Professor	57.8	68.1	46.7	82.5	79.2	47.9	61.6
Associate Professor	16.5	11.0	25.8	2.1	7.3	20.7	14.7
Professor	15.6	1.1	18.3	0.0	6.3	12.4	9.8
Other	10.1	19.8	9.2	15.5	7.3	19.0	13.8
Total	100.0	100.0	100.0	100.1	100.1	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 2. Other first positions respondent had at NDSU

Theme	Responses					
	Gender (N=29*)				Total (N=31)	
	Men (N=11)		Women (N=18)			
	#	%	#	%	#	%
Dean/department head	4	33.3	0	0.0	4	12.5
Professor, assistant professor, lecturer, and instructor	4	33.3	13	72.2	17	53.1
Professor and assistant professor – non-tenured track	0	0.0	4	22.2	4	12.5
Instructor/lecturer/visiting professor	3	25.0	9	50.0	12	37.5
Professor	1	8.3	0	0.0	1	3.1
Research associated	4	33.4	4	22.3	9	28.1
Post Doc	2	16.7	3	16.7	5	15.6
Research assistant/associate/faculty	2	16.7	1	5.6	4	12.5
Other	0	0.0	1	5.6	2	6.2
Extension	0	0.0	1	5.6	1	3.1
Graduate student	0	0.0	0	0.0	1	3.1
Total responses**	12	100.0	18	100.0	32	100.0

Note: See Appendix Tables 181a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an “other” response due to respondents not specifying what gender they are.

**Total does not add up to the number of respondents who responded to the question due to respondents’ comments fitting more than one theme.

Appendix Table 3. Whether respondent has been at NDSU 5 years or less (significance by gender, tenure status, and having children ages 6 or younger)

Length of time at NDSU	Percent of Respondents						Overall (N=217)
	Gender*		Tenure status*		Have children ages 6 or younger*		
	Men (N=108)	Women (N=88)	Yes (N=116)	No (N=94)	No (N=168)	Yes (N=49)	
5 years or less (hired 1999 through January 2009)	34.3	59.1	11.2	84.0	36.9	69.4	44.2
More than 5 years (hired 1963 through 1998)	65.7	40.9	88.8	16.0	63.1	30.6	55.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 4. Respondent’s opinion regarding the statement about the hiring process: “The department did its best to obtain resources for me” (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=216)
	Tenure status*		Years at NDSU*		
	Yes (N=116)	No (N=94)	≤5 years (N=93)	More than 5 years (N=117)	
Disagree strongly	5.2	2.1	1.1	6.0	4.2
Disagree somewhat	19.8	8.5	9.7	18.8	15.3
Agree somewhat	34.5	30.9	33.3	33.3	32.4
Agree strongly	40.5	58.5	55.9	41.9	48.1
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 5. Respondent's opinion regarding the statement about the hiring process: "Faculty in the department made an effort to meet me" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=223)
	Men (N=109)	Women (N=91)	
Disagree strongly	0.9	0.0	0.9
Disagree somewhat	1.8	13.2	8.1
Agree somewhat	25.7	18.7	23.8
Agree strongly	71.6	68.1	67.3
Total	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 6. Respondent's opinion regarding the statement about the hiring process: "I negotiated successfully for what I needed" (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=212)
	Tenure status*		Years at NDSU*		
	Yes (N=112)	No (N=95)	≤5 years (N=96)	More than 5 years (N=112)	
Disagree strongly	14.3	2.1	4.2	12.5	9.0
Disagree somewhat	23.2	16.8	16.7	24.1	20.3
Agree somewhat	34.8	46.3	37.5	41.1	39.6
Agree strongly	27.7	34.7	41.7	22.3	31.1
Total	100.0	99.9	100.1	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 7. Respondent's opinion regarding the statement about the hiring process: "I was naive about the negotiation process" (significance by years at NDSU)

Response	Percent of Respondents		
	Years at NDSU*		Overall (N=216)
	≤5 years (N=95)	More than 5 years (N=116)	
Disagree strongly	17.9	13.8	16.2
Disagree somewhat	32.6	18.1	24.1
Agree somewhat	29.5	28.4	28.7
Agree strongly	20.0	39.7	31.0
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 8. Respondent's opinion regarding the statement about the hiring process: "I was pleased with my start-up package" (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=202)
	Tenure status*		Years at NDSU*		
	Yes (N=103)	No (N=94)	≤5 years (N=93)	More than 5 years (N=103)	
Disagree strongly	16.5	3.2	5.4	15.5	10.9
Disagree somewhat	29.1	20.2	19.4	30.1	24.3
Agree somewhat	36.9	48.9	48.4	35.9	42.6
Agree strongly	17.5	27.7	26.9	18.4	22.3
Total	100.0	100.0	100.1	99.9	100.1

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 9. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to ACCEPT a position at NDSU (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=224)
	Men (N=109)	Women (N=91)	
Salary and benefits	11.9	24.2	18.3

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 10. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to ACCEPT a position at NDSU (significance by racial/ethnic majority status)

Response	Percent of Respondents		
	Majority status*		Overall (N=224)
	Not a majority (N=35)	A majority (N=168)	
Geographic location	8.6	39.3	33.9
Research opportunities	42.9	26.2	28.6

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 11. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to ACCEPT a position at NDSU (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=224)
	STEM college (N=99)	Non-STEM college (N=92)	
Research opportunities	37.4	20.7	28.6
Quality of public schools	19.2	7.6	12.9
Teaching opportunities	29.3	43.5	36.2

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 12. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to ACCEPT a position at NDSU (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=224)
	Yes (N=120)	No (N=97)	
Opportunities available for spouse/partner	15.0	28.9	20.5

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 13. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to ACCEPT a position at NDSU (significance by years at NDSU)

Response	Percent of Respondents		
	Years at NDSU*		Overall (N=224)
	≤5 years (N=96)	More than 5 years (N=121)	
Prestige of department/unit/lab	3.1	10.7	7.1
Salary and benefits	27.1	10.7	18.3

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 14. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to ACCEPT a position at NDSU (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=224)
	No (N=174)	Yes (N=50)	
Opportunities available for spouse/partner	16.7	34.0	20.5
Teaching opportunities	39.7	24.0	36.2

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 15. Other factors that influenced decision to ACCEPT a position at NDSU

Theme	Responses					
	Gender (N=44)				Total* (N=48)	
	Men (N=27)		Women (N=17)			
	#	%	#	%	#	%
Desirable position characteristics	3	10.7	2	11.8	5	10.2
Family and friends	2	7.1	6	35.3	8	16.3
Family	2	7.1	5	29.4	7	14.3
Friends	0	0.0	1	5.9	1	2.0
Job opening, limited job availability, and in need of a job	11	39.3	5	29.4	19	38.8
Availability of job/job offer/it was a job	10	35.7	3	17.6	16	32.7
Few jobs elsewhere	1	3.6	1	5.9	2	4.1
Positions available/offered to both spouses	0	0.0	1	5.9	1	2.0
Opportunity for growth, challenge, and change	6	21.4	1	5.9	8	16.3
Opportunity for new challenges and to facilitate change	2	7.1	1	5.9	4	8.2
NDSU provided potential opportunity and growth	4	14.3	0	0.0	4	8.2
Campus Assets	4	14.3	3	17.6	7	14.3
Alumni	1	3.6	1	5.9	2	4.1
NDSU qualities (support, optimism, and interaction)	2	7.1	1	5.9	3	6.1
Doctoral program	1	3.6	1	5.9	2	4.1
Other	2	7.1	0	0.0	2	4.1
Total responses**	28	99.9	17	100.0	49	100.0

Note: See Appendix Tables 182a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an "other" response in due to respondents not specifying what gender they are.

**Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

Appendix Table 16. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to HESITATE about accepting a position at NDSU (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=224)
	Men (N=109)	Women (N=91)	
Opportunities available for spouse/partner	11.0	22.2	17.0
Climate for women	4.6	24.2	12.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 17. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to HESITATE about accepting a position at NDSU (significance by racial/ethnic majority status)

Response	Percent of Respondents		
	Majority status*		Overall (N=224)
	Not a majority (N=35)	A majority (N=168)	
Opportunities available for spouse/partner	31.4	12.5	17.0
Support for research	37.1	15.5	19.2
Climate for faculty of color	20.0	1.8	4.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 18. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to HESITATE about accepting a position at NDSU (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=224)
	STEM college (N=99)	Non-STEM college (N=92)	
Support for research	25.3	13.0	19.2

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 19. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to HESITATE about accepting a position at NDSU (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=224)
	Yes (N=120)	No (N=97)	
Climate of department/unit/lab	11.7	4.1	8.0
Climate for women	6.7	21.6	12.9
Quality of students	10.0	20.6	14.7

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 20. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to HESITATE about accepting a position at NDSU (significance by years at NDSU)

Response	Percent of Respondents		
	Years at NDSU*		Overall (N=224)
	≤5 years (N=96)	More than 5 years (N=121)	
Community resources and organizations	12.5	5.0	8.0
Salary and benefits	38.5	55.4	47.8
Climate for women	19.8	5.0	12.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 21. Extent to which various factors were chosen by respondent as one of the three most important factors that influenced the decision to HESITATE about accepting a position at NDSU (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=224)
	No (N=174)	Yes (N=50)	
Colleagues in department/unit/lab	9.8	0.0	7.6
Quality of students	12.1	24.0	14.7

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 22. Other factors that influenced decision to HESITATE about accepting a position at NDSU

Theme	Responses					
	Gender (N=16)				Total (N=16)	
	Men (N=8)		Women (N=8)			
	#	%	#	%	#	%
Community and location	0	0.0	2	25.0	2	12.5
Lack of single professionals	0	0.0	1	12.5	1	6.3
Weather	0	0.0	1	12.5	1	6.3
Personal reasons	2	25.0	2	25.0	3	18.8
Was a student in the department	0	0.0	1	12.5	1	6.3
Leaving significant other	1	12.5	0	0.0	1	6.3
Liked former university	0	0.0	1	12.5	1	6.3
That it is a government position	1	12.5	0	0.0	1	6.3
Salary, benefits, and resources	3	37.5	2	25.0	5	31.3
Resources and funding	2	25.0	0	0.0	2	12.5
Salary and/or insurance benefits	1	12.5	2	25.0	3	18.8
University characteristics	1	12.5	1	12.5	3	18.8
Lack of diversity in student body	0	0.0	1	12.5	1	6.3
Slow processes	1	12.5	0	0.0	1	6.3
None	2	25.0	1	12.5	3	18.8
Total responses	8	100.0	8	100.0	16	100.0

Note: See Appendix Tables 183a and b for a complete list of responses.

Tenure Process at NDSU

Appendix Table 23. Whether respondent did or will experience the tenure or promotion process to Associate Professor at NDSU (significance by gender, tenure status, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=224)
	Gender*		Tenure status*		Have children ages 6 or younger*		
	Men (N=109)	Women (N=91)	Yes (N=120)	No (N=97)	No (N=174)	Yes (N=50)	
Yes	79.8	93.4	78.3	100.0	82.2	96.0	85.3
No	20.2	6.6	21.7	0.0	17.8	4.0	14.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 24. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, whether respondent currently has tenure or an indefinite appointment (significance by gender, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=191)
	Gender*		Years at NDSU*		Have children ages 6 or younger*		
	Men (N=87)	Women (N=85)	≤5 years (N=81)	More than 5 years (N=105)	No (N=143)	Yes (N=48)	
Yes	66.7	28.2	2.5	85.7	60.1	16.7	49.2
No	33.3	71.8	97.5	14.3	39.9	83.3	50.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 25. Among respondents who were hired at NDSU as an Assistant Professor, who did/will experience the tenure/promotion process to Associate Professor at NDSU, and who currently have tenure or an indefinite appointment, average years between when respondent was hired and when respondent became an Associate Professor

Response	Mean Number of Years		
	Gender		Overall (N=54)
	Men (N=38)	Women (N=11)	
Average number of years between hire and becoming associate professor	6.71	6.00	6.56

Appendix Table 26. Respondent's tenure status (significance by gender, years at NDSU, and having children ages 6 or younger)

Tenure status	Percent of Respondents						Overall (N=217)
	Gender*		Years at NDSU*		Have children ages 6 or younger*		
	Men (N=105)	Women (N=89)	≤5 years (N=92)	More than 5 years (N=118)	No (N=167)	Yes (N=50)	
Yes, has tenure	72.4	31.5	14.1	87.3	65.9	20.0	55.3
No, does not have tenure but is on tenure track	27.6	68.5	85.9	12.7	34.1	80.0	44.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 27. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent's opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: "I am/was satisfied with the tenure/promotion process overall" (significance by tenure status and years at NDSU)

Response	Percent of Respondents				
	Tenure status*		Years at NDSU*		Overall (N=158)
	Yes (N=92)	No (N=66)	≤5 years (N=51)	More than 5 years (N=102)	
Disagree strongly	4.3	6.1	3.9	4.9	5.1
Disagree somewhat	13.0	21.2	25.5	12.7	16.5
Agree somewhat	37.0	56.1	52.9	40.2	44.9
Agree strongly	45.7	16.7	17.6	42.2	33.5
Total	100.0	100.1	99.9	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 28. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent's opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: "I understand/understood the criteria for achieving tenure/promotion" (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=177)
	STEM college (N=82)	Non-STEM college (N=69)	
Disagree strongly	4.9	0.0	2.8
Disagree somewhat	23.2	10.1	17.5
Agree somewhat	36.6	40.6	38.4
Agree strongly	35.4	49.3	41.2
Total	100.1	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 29. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent's opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: "I feel/felt supported in my advancement to tenure/promotion" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=173)
	Men (N=81)	Women (N=74)	
Disagree strongly	3.7	8.1	6.4
Disagree somewhat	12.3	13.5	12.1
Agree somewhat	25.9	43.2	34.1
Agree strongly	58.0	35.1	47.4
Total	99.9	99.9	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 30. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent's opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: "I receive/received reduced responsibilities so that I could build my research program" (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=166)
	Yes (N=85)	No (N=81)	
Disagree strongly	44.7	24.7	34.9
Disagree somewhat	24.7	27.2	25.9
Agree somewhat	17.6	25.9	21.7
Agree strongly	12.9	22.2	17.5
Total	99.9	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 31. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent's opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: "I was told about assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring)" (significance by tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=171)
	Tenure status*		Years at NDSU*		Have children ages 6 or younger*		
	Yes (N=86)	No (N=85)	≤5 years (N=69)	More than 5 years (N=97)	No (N=125)	Yes (N=46)	
Disagree strongly	23.3	3.5	4.3	20.6	17.6	2.2	13.5
Disagree somewhat	29.1	17.6	18.8	27.8	24.8	19.6	23.4
Agree somewhat	31.4	49.4	46.4	34.0	37.6	47.8	40.4
Agree strongly	16.3	29.4	30.4	17.5	20.0	30.4	22.8
Total	100.1	99.9	99.9	99.9	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 32. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, respondent's opinion regarding the statement about their experience with the tenure/promotion process to Associate Professor at NDSU: "I feel there is/was a strong fit between the way I do/did research, teaching and service, and the way it is/was evaluated for tenure" (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=160)
	STEM college (N=74)	Non-STEM college (N=64)	
Disagree strongly	9.5	0.0	5.6
Disagree somewhat	14.9	26.6	21.3
Agree somewhat	41.9	48.4	43.1
Agree strongly	33.8	25.0	30.0
Total	100.1	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 33. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, whether respondent has ever reset the tenure clock at NDSU (significance by gender and tenure status)

Response	Percent of Respondents				Overall (N=162)
	Gender*		Tenure status*		
	Men (N=77)	Women (N=72)	Yes (N=87)	No (N=75)	
Yes	7.8	22.2	9.2	20.0	14.2
No	92.2	77.8	90.8	80.0	85.8
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 34. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, respondent's main reason for extending/resetting the tenure clock

Theme	Responses					
	Gender (N=21)				Total (N=21)	
	Men (N=6)		Women (N=15)			
	#	%	#	%	#	%
Family, children, and care giving	4	66.7	9	59.9	13	61.9
Children	1	16.7	2	13.3	3	14.3
Family issues	1	16.7	2	13.3	3	14.3
Maternity and birth of a child	2	33.3	5	33.3	7	33.3
Starting time	0	0.0	3	20.0	3	14.3
Starting time of position	0	0.0	2	13.3	2	9.5
Trial period	0	0.0	1	6.7	1	4.8
Other	2	33.4	3	20.1	5	23.8
Total responses	6	100.1	15	100.0	21	100.0

Note: See Appendix Tables 184a and b for a complete list of responses.

Appendix Table 35. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, what reduced responsibilities respondent was granted, if any

Theme	Responses					
	Gender (N=19)				Total* (N=20)	
	Men (N=6)		Women (N=13)			
	#	%	#	%	#	%
Mentor provided	1	16.7	0	0.0	1	5.0
Mentor provided	1	16.7	0	0.0	1	5.0
Reduced teaching load	1	16.7	6	46.2	7	35.0
Did not teach for one semester	0	0.0	2	15.4	2	10.0
Less teaching load	1	16.7	4	30.8	5	25.0
None	4	66.7	7	53.8	12	60.0
Total responses	6	100.0	13	100.0	20	100.0

Note: See Appendix Tables 185a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an "other" response due to respondents not specifying what gender they are.

Appendix Table 36. Among respondents who did/will experience the tenure/promotion process to associate professor at NDSU, whether respondent chose NOT to extend/reset the tenure clock even though they may have wanted to (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=163)
	No (N=119)	Yes (N=44)	
Yes	9.2	22.7	12.9
No	90.8	77.3	87.1
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 37. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, reasons respondent chose NOT to extend/reset the tenure clock even though they may have wanted to

Theme	Responses					
	Gender (N=15)				Total* (N=16)	
	Men (N=3)		Women (N=12)			
	#	%	#	%	#	%
Increased expectations	1	25.0	1	6.7	2	10.5
Personal decision	1	25.0	6	40.0	7	36.8
Did not want to delay the process	0	0.0	3	20.0	3	15.8
Never thought about it	1	25.0	2	13.3	2	10.5
Chose not to	0	0.0	1	6.7	2	10.5
Stigmatized	1	25.0	5	33.3	6	31.6
Appear weak or subpar	0	0.0	2	13.3	2	10.5
Department would hold extension against respondent	1	25.0	2	13.3	3	15.8
Mixed signals from the department	0	0.0	1	6.7	1	5.3
Confident with record and body of work	0	0.0	2	13.3	2	10.5
Other	1	25.0	1	6.7	2	10.5
Total responses**	4	100.0	15	100.0	19	100.0

Note: See Appendix Tables 186a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an "other" response due to respondents not specifying what gender they are.

**Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

Professional Activities

Appendix Table 38. Proportion of work time respondent CURRENTLY spent on various activities (significance by type of gender)

Activities	Mean Proportion of Time Spent		
	Gender*		Overall
	Men	Women	
Service (Men N=100, Women N=80, Overall N=187)	12.02	15.46	13.35
Administrative (Men N=82, Women N=55, Overall N=143)	20.30	9.16	16.49

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 39. Proportion of work time respondent CURRENTLY spent on various activities (significance by racial/ethnic majority status)

Activities	Mean Proportion of Time Spent		
	Majority status*		Overall
	Not a majority	A majority	
Research (Not a majority N=30, A majority N=157, Overall N=193)	37.37	22.56	25.22
Service (Not a majority N=27, A majority N=155, Overall N=187)	10.44	14.04	13.35

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 40. Proportion of work time respondent CURRENTLY spent on various activities (significance by type of college)

Activities	Mean Proportion of Time Spent		
	Type of college*		Overall (N=193)
	STEM college (N=90)	Non-STEM college (N=88)	
Research	29.39	20.72	25.22

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 41. Proportion of work time respondent CURRENTLY spent on various activities (significance by tenure status)

Activities	Mean Proportion of Time Spent		
	Tenure status*		Overall
	Yes	No	
Research (Yes N=101, No N=88, Overall N=193)	22.03	28.90	25.22
Teaching (Yes N=104, No N=86, Overall N=194)	36.21	44.26	39.57
Administrative (Yes N=83, No N=55, Overall N=143)	21.27	6.60	16.49
Outreach (Yes N=58, No N=45, Overall N=106)	3.97	2.11	3.11

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 42. Proportion of work time respondent CURRENTLY spent on various activities (significance by years at NDSU)

Activities	Mean Proportion of Time Spent		
	Years at NDSU*		Overall
	≤5 years	More than 5 years	
Teaching (≤5 years N=85, More than 5 years N=106, Overall N=194)	43.58	35.88	39.57
Service (≤5 years N=77, More than 5 years N=107, Overall N=187)	11.40	14.66	13.35
Outreach (≤5 years N=43, More than 5 years N=63, Overall N=106)	2.26	3.70	3.11

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 43. Proportion of work time respondent CURRENTLY spent on various activities (significance by having children ages 6 or younger)

Activities	Mean Proportion of Time Spent		
	Have children ages 6 or younger*		Overall
	No	Yes	
Teaching (No N=146, Yes N=48, Overall N=194)	37.88	44.71	39.57
Advising students (No N=133, Yes N=45, Overall N=178)	8.31	5.80	7.67

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 44. Proportion of work time respondent would PREFER to spend on various activities (significance by racial/ethnic majority status)

Activities	Mean Proportion of Time Prefer to Spend		
	Majority status*		Overall (N=180)
	Not a majority (N=27)	A majority (N=148)	
Research	55.48	37.72	40.14

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 45. Proportion of work time respondent would PREFER to spend on various activities (significance by type of college)

Activities	Mean Proportion of Time Prefer to Spend		
	Type of college*		Overall (N=180)
	STEM college (N=85)	Non-STEM college (N=81)	
Research	43.24	36.36	40.14

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 46. Proportion of work time respondent would PREFER to spend on various activities (significance by tenure status)

Activities	Mean Proportion of Time Prefer to Spend		
	Tenure status*		Overall
	Yes	No	
Research (Yes N=95, No N=81, Overall N=180)	35.46	46.25	40.14
Advising students (Yes N=88, No N=67, Overall N=157)	8.39	6.42	7.50
Administrative (Yes N=70, No N=42, Overall N=116)	16.01	3.86	12.78

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 47. Proportion of work time respondent would PREFER to spend on various activities (significance by years at NDSU)

Activities	Mean Proportion of Time Prefer to Spend		
	Years at NDSU*		Overall
	≤5 years	More than 5 years	
Research (≤5 years N=77, More than 5 years N=100, Overall N=180)	44.13	36.77	40.14
Advising students (≤5 years N=63, More than 5 years N=92, Overall N=157)	6.25	8.36	7.50

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 48. Proportion of work time respondent would PREFER to spend on various activities (significance by having children ages 6 or younger)

Activities	Mean Proportion of Time Prefer to Spend		
	Have children ages 6 or younger*		Overall
	No	Yes	
Research (No N=133, Yes N=47, Overall N=180)	38.04	46.09	40.14
Advising students (No N=115, Yes N=42, Overall N=157)	8.21	5.57	7.50
Administrative (No N=89, Yes N=27, Overall N=116)	14.66	6.59	12.78

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 49. Other activities respondent spent time on or would prefer to spend time on

Theme	Responses					
	Gender (N=13)				Total (N=13)	
	Men (N=2)		Women (N=11)			
	#	%	#	%	#	%
Meetings and presentations with on- and off-campus entities	0	0.0	3	27.3	3	23.1
Meetings with and reporting to off campus entities	0	0.0	2	18.2	2	15.4
Weekly department, college, and university meetings	0	0.0	1	9.1	1	7.7
Professional development and services	0	0.0	2	18.2	2	15.4
Other	2	100.0	4	36.4	1	7.7
General comments	0	0.0	2	18.2	7	53.8
Total responses	2	100.0	11	100.0	13	100.0

Note: See Appendix Tables 187a and b for a complete list of responses.

Appendix Table 50. Difference in proportion of work time respondent currently spent and how much they would prefer to spend on various activities (significance by gender)

Activities	Mean Difference in Proportion of Time		
	Gender*		Overall
	Men	Women	
Teaching (Men N=89, Women N=80, Overall N=176)	-5.06	-10.76	-7.62
Advising students (Men N=83, Women N=68, Overall N=157)	0.47	-1.00	-0.18
Service (Men N=88, Women N=73, Overall N=167)	-3.03	-5.49	-4.00
Outreach (Men N=52, Women N=35, Overall N=88)	0.60	2.11	1.25

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 51. Difference in proportion of work time respondent currently spent and how much they would prefer to spend on various activities (significance by type of college)

Activities	Mean Difference in Proportion of Time		
	Type of college*		Overall (N=157)
	STEM college (N=74)	Non-STEM college (N=73)	
Advising students	0.86	-1.26	-0.18

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 52. Difference in proportion of work time respondent currently spent and how much they would prefer to spend on various activities (significance by tenure status)

Activities	Mean Difference in Proportion of Time		
	Tenure status*		Overall (N=176)
	Yes (N=95)	No (N=77)	
Teaching	-4.12	-12.53	-7.62

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 53. Difference in proportion of work time respondent currently spent and how much they would prefer to spend on various activities (significance by years at NDSU)

Activities	Mean Difference in Proportion of Time		
	Years at NDSU*		Overall (N=176)
	≤ 5 years (N=74)	More than 5 years (N=99)	
Teaching	-12.27	-3.67	-7.62

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 54. Difference in proportion of work time respondent currently spent and how much they would prefer to spend on various activities (significance by having children ages 6 or younger)

Activities	Mean Difference in Proportion of Time		
	Have children ages 6 or younger*		Overall (N=176)
	No (N=129)	Yes (N=47)	
Teaching	-5.40	-13.72	-7.62

*Differences between the categories of the variable are significant using t-test at $p < .05$

Appendix Table 55. Respondent's opinion regarding the statement about the availability of resources: "I receive regular maintenance/upgrades of my equipment" (significance by type of college and years at NDSU)

Response	Percent of Respondents				Overall (N=170)
	Type of college*		Years at NDSU*		
	STEM college (N=79)	Non-STEM college (N=75)	≤5 years (N=66)	More than 5 years (N=98)	
Disagree strongly	30.4	10.7	13.6	27.6	21.8
Disagree somewhat	31.6	22.7	27.3	25.5	27.6
Agree somewhat	27.8	42.7	53.0	24.5	35.3
Agree strongly	10.1	24.0	6.1	22.4	15.3
Total	99.9	100.1	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 56. Respondent's opinion regarding the statement about the availability of resources: "I have sufficient office space" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=209)
	Men (N=108)	Women (N=91)	
Disagree strongly	11.1	11.0	11.0
Disagree somewhat	17.6	5.5	11.5
Agree somewhat	16.7	33.0	25.4
Agree strongly	54.6	50.5	52.2
Total	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 57. Respondent's opinion regarding the statement about the availability of resources: "I receive enough internal funding to conduct my research" (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=196)
	STEM college (N=91)	Non-STEM college (N=88)	
Disagree strongly	48.4	21.6	35.7
Disagree somewhat	29.7	39.8	34.2
Agree somewhat	15.4	28.4	22.4
Agree strongly	6.6	10.2	7.7
Total	100.1	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 58. Respondent's opinion regarding the statement about the availability of resources: "I have colleagues on campus who do similar research" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=202)
	Men (N=102)	Women (N=90)	
Disagree strongly	14.7	14.4	13.9
Disagree somewhat	16.7	32.2	25.2
Agree somewhat	40.2	38.9	40.1
Agree strongly	28.4	14.4	20.8
Total	100.0	99.9	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 59. Respondent's opinion regarding the statement about the availability of resources: "I have colleagues or peers who give me career advice or guidance when I need it" (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=192)
	Yes (N=99)	No (N=91)	
Disagree strongly	16.2	4.4	10.9
Disagree somewhat	20.2	14.3	17.2
Agree somewhat	35.4	47.3	41.1
Agree strongly	28.3	34.1	30.7
Total	100.1	100.1	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 60a. Whether respondent had collaborated in the PAST on research with colleagues in their primary department (significance by gender, type of college, and tenure status)

Response	Percent of Respondents						Overall (N=197)
	Gender*		Type of college*		Tenure status*		
	Men (N=102)	Women (N=87)	STEM college (N=93)	Non-STEM college (N=88)	Yes (N=106)	No (N=86)	
Yes	76.5	60.9	75.3	61.4	80.2	57.0	69.5
No	23.5	39.1	24.7	38.6	19.8	43.0	30.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 60b. Whether respondent had collaborated in the PAST on research with colleagues in their primary department (significance by years at NDSU and having children ages 6 or younger)

Response	Percent of Respondents				Overall (N=197)
	Years at NDSU*		Have children ages 6 or younger*		
	≤5 years (N=83)	More than 5 years (N=110)	No (N=148)	Yes (N=49)	
Yes	53.0	82.7	74.3	55.1	69.5
No	47.0	17.3	25.7	44.9	30.5
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 61. Whether respondent was CURRENTLY collaborating on research with colleagues off the NDSU campus (significance by racial/ethnic majority status and tenure status)

Response	Percent of Respondents				Overall (N=203)
	Majority status*		Tenure status*		
	Not a majority (N=33)	A majority (N=163)	Yes (N=108)	No (N=90)	
Yes	87.9	68.1	66.7	80.0	71.4
No	12.1	31.9	33.3	20.0	28.6
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 62a. Whether respondent had served on a promotion committee in their department (significance by gender, type of college, and tenure status)

Response	Percent of Respondents						Overall (N=207)
	Gender*		Type of college*		Tenure status*		
	Men (N=106)	Women (N=91)	STEM college (N=98)	Non- STEM college (N=91)	Yes (N=110)	No (N=91)	
Yes	50.0	20.9	43.9	28.6	66.4	1.1	36.7
No	50.0	79.1	56.1	71.4	33.6	98.9	63.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 62b. Whether respondent had served on a promotion committee in their department (significance by years at NDSU and having children ages 6 or younger)

Response	Percent of Respondents				Overall (N=207)
	Years at NDSU*		Have children ages 6 or younger*		
	≤5 years (N=88)	More than 5 years (N=113)	No (N=158)	Yes (N=49)	
Yes	3.4	61.9	44.3	12.2	36.7
No	96.6	38.1	55.7	87.8	63.3
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 63. Whether respondent had served on a faculty search committee in their department (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=207)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=106)	Women (N=91)	Yes (N=110)	No (N=92)	≤5 years (N=89)	More than 5 years (N=112)	
Yes	87.7	73.6	95.5	66.3	61.8	97.3	81.6
No	12.3	26.4	4.5	33.7	38.2	2.7	18.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 64. Whether respondent had served on a curriculum (graduate and/or undergraduate) committee in their department (significance by tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=202)
	Tenure status*		Years at NDSU*		Have children ages 6 or younger*		
	Yes (N=107)	No (N=90)	≤5 years (N=88)	More than 5 years (N=108)	No (N=153)	Yes (N=49)	
Yes	79.4	53.3	47.7	82.4	71.2	53.1	66.8
No	20.6	46.7	52.3	17.6	28.8	46.9	33.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 65. Whether respondent had served on a graduate admissions committee in their department (significance by tenure status and years at NDSU)

Response	Percent of Respondents				
	Tenure status*		Years at NDSU*		Overall (N=200)
	Yes (N=105)	No (N=89)	≤5 years (N=86)	More than 5 years (N=108)	
Yes	58.1	39.3	38.4	54.6	48.5
No	41.9	60.7	61.6	45.4	51.5
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 66. Whether respondent had served on another type of committee in their department (significance by tenure status and years at NDSU)

Response	Percent of Respondents				
	Tenure status*		Years at NDSU*		Overall (N=128)
	Yes (N=58)	No (N=66)	≤5 years (N=65)	More than 5 years (N=62)	
Yes	81.0	60.6	56.9	79.0	68.0
No	19.0	39.4	43.1	21.0	32.0
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 67. Whether respondent had ever chaired a promotion committee in their department (significance by gender, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								
	Gender*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=151)
	Men (N=83)	Women (N=60)	Yes (N=93)	No (N=54)	≤5 years (N=50)	More than 5 years (N=96)	No (N=116)	Yes (N=35)	
Yes	36.1	11.7	40.9	0.0	0.0	37.5	31.9	5.7	25.8
No	63.9	88.3	59.1	100.0	100.0	62.5	68.1	94.3	74.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 68. Whether respondent had ever chaired a faculty search committee in their department (significance by gender, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								
	Gender*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=180)
	Men (N=95)	Women (N=75)	Yes (N=103)	No (N=74)	≤5 years (N=68)	More than 5 years (N=107)	No (N=136)	Yes (N=44)	
Yes	60.0	28.0	70.9	14.9	11.8	69.2	54.4	25.0	47.2
No	40.0	72.0	29.1	85.1	88.2	30.8	45.6	75.0	52.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	110.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 69. Whether respondent had ever chaired a curriculum (graduate and/or undergraduate) committee in their department (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=172)
	Tenure status*		Years at NDSU*		
	Yes (N=100)	No (N=69)	≤5 years (N=64)	More than 5 years (N=102)	
Yes	46.0	20.3	14.1	46.1	34.9
No	54.0	79.7	85.9	53.9	65.1
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 70. Whether respondent had ever chaired a graduate admissions committee in their department (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=149)
	Tenure status*		Years at NDSU*		
	Yes (N=83)	No (N=62)	≤5 years (N=59)	More than 5 years (N=85)	
Yes	39.8	9.7	8.5	36.5	26.8
No	60.2	90.3	91.5	63.5	73.2
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 71. Whether respondent had ever chaired another type of committee in their department (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=105)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=53)	Women (N=45)	Yes (N=51)	No (N=52)	≤5 years (N=47)	More than 5 years (N=56)	
Yes	56.6	35.6	62.7	30.8	31.9	57.1	45.7
No	43.4	64.4	37.3	69.2	68.1	42.9	54.3
Total	100.0	100.0	100.0	100.0	100.0	110.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 72. Other committees in respondent's department that they had served on or chaired

Theme	Responses					
	Gender (N=75)				Total* (N=78)	
	Men (N=41)		Women (N=34)			
	#	%	#	%	#	%
Academic affairs, education, and accreditation committees	5	6.5	4	4.0	9	5.1
Academic affairs committees	1	1.3	2	2.0	3	1.7
Accreditation committees	3	3.9	0	0.0	3	1.7
General education	1	1.3	2	2.0	3	1.7
Assessment and evaluation committees	15	19.5	14	14.0	30	16.6
Administration and department evaluation committees	3	3.9	1	1.0	4	2.2
Assessment and evaluation committees	7	9.1	10	10.0	18	10.0
Teaching, curriculum, grade appeals, and graduate evaluation committees	5	6.5	3	3.0	8	4.4

Theme	Responses					
	Gender (N=75)				Total* (N=78)	
	Men (N=41)		Women (N=34)			
	#	%	#	%	#	%
Scholarship and awards committees	11	14.3	12	12.0	23	12.8
Scholarships, awards, recognition committees	10	13.0	11	11.0	21	11.7
Social outreach and recognition committees	1	1.3	1	1.0	2	1.1
Student committees	12	15.6	28	28.0	40	22.2
General student committees	3	3.9	12	12.0	15	8.3
Graduate committees	9	11.7	10	10.0	19	10.6
Undergraduate committees	0	0.0	6	6.0	6	3.3
Faculty and staff committees	11	14.3	21	21.0	33	18.3
Department committees	6	7.8	6	6.0	13	7.2
General faculty committees	3	3.9	4	4.0	7	3.9
Mentoring committees	1	1.3	1	1.0	2	1.1
Search committees	1	1.3	10	10.0	11	6.1
Other miscellaneous committees at NDSU	15	19.5	16	16.0	31	17.3
Computer and technology resource committees	2	2.6	1	1.0	3	1.7
General university committees	7	9.1	9	9.0	16	8.9
Library committees	1	1.3	3	3.0	4	2.2
Research committees	1	1.3	1	1.0	2	1.1
Strategic planning, building, safety committees	1	1.3	2	2.0	3	1.7
University Senate	3	3.9	0	0.0	3	1.7
Many committees	8	10.4	5	5.0	14	7.8
Total responses**	77	100.0	100	100.0	180	100.0

Note: See Appendix Tables 188a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an "other" response due to respondents not specifying what gender they are.

**Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

Appendix Table 73. Whether respondent currently holds an administrative role in their department or college at NDSU (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=204)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=104)	Women (N=91)	Yes (N=105)	No (N=93)	≤5 years (N=89)	More than 5 years (N=109)	
Yes	35.6	18.7	42.9	8.6	14.6	38.5	27.5
No	64.4	81.3	57.1	91.4	85.4	61.5	72.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 74. Whether respondent currently holds a role as principal investigator on a research grant in their department or college at NDSU (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=204)
	STEM college (N=97)	Non-STEM college (N=90)	
Yes	58.8	30.0	44.6
No	41.2	70.0	55.4
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 75. Whether respondent currently holds a role as principal investigator on an educational grant in their department or college at NDSU (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=204)
	No (N=154)	Yes (N=50)	
Yes	18.2	4.0	14.7
No	81.8	96.0	85.3
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 76. Whether respondent held an administrative role in their department or college at NDSU in the past (significance by gender, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								
	Gender*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=196)
	Men (N=101)	Women (N=88)	Yes (N=102)	No (N=90)	≤5 years (N=83)	More than 5 years (N=109)	No (N=148)	Yes (N=48)	
Yes	48.5	8.0	50.0	6.7	8.4	46.8	33.8	16.7	29.6
No	51.5	92.0	50.0	93.3	91.6	53.2	66.2	83.3	70.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 77. Whether respondent held a role as principal investigator on a research grant in their department or college at NDSU in the past (significance by type of college, tenure status, and years at NDSU)

Response	Percent of Respondents						
	Type of college*		Tenure status*		Years at NDSU*		Overall (N=199)
	STEM college (N=94)	Non-STEM college (N=89)	Yes (N=104)	No (N=90)	≤5 years (N=85)	More than 5 years (N=110)	
Yes	69.1	41.6	68.3	44.4	34.1	73.6	57.3
No	30.9	58.4	31.7	55.6	65.9	26.4	42.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 78. Whether respondent held a role as principal investigator on an educational grant in their department or college at NDSU in the past (significance by gender, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								
	Gender*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=193)
	Men (N=98)	Women (N=88)	Yes (N=102)	No (N=87)	≤5 years (N=82)	More than 5 years (N=107)	No (N=147)	Yes (N=46)	
Yes	35.7	19.3	38.2	12.6	14.6	36.4	33.3	8.7	27.5
No	64.3	80.7	61.8	87.4	85.4	63.6	66.7	91.3	72.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 79. Whether respondent held another type of role in their department or college at NDSU in the past (significance by tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						
	Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=78)
	Yes (N=28)	No (N=48)	≤5 years (N=49)	More than 5 years (N=29)	No (N=59)	Yes (N=19)	
Yes	32.1	8.3	8.2	34.5	23.7	0.0	17.9
No	67.9	91.7	91.8	65.5	76.3	100.0	82.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 80. Other positions at NDSU that respondent currently held or has held in the past

Theme	Respondents					
	Gender (N=20)				Total* (N=21)	
	Men (N=13)		Women (N=7)			
	#	%	#	%	#	%
Miscellaneous positions	19	100.0	6	85.8	26	96.2
Education, college program, and research related committee positions	8	42.1	2	28.6	10	37.0
Grant related positions	3	15.8	2	28.6	5	18.5
University Senate positions	3	15.8	0	0.0	3	11.1
Unspecified university committee positions	3	15.8	1	14.3	5	18.5
Other positions	2	10.5	1	14.3	3	11.1
General comments	0	0.0	1	14.3	1	3.7
Total responses**	19	100.0	7	100.0	27	100.0

Note: See Appendix Tables 189a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an "other" response due to respondents not specifying what gender they are.

**Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

Appendix Table 81. Whether respondent held a position as *chair of a major committee in a professional organization or association* outside NDSU (significance by gender, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								
	Gender*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=224)
	Men (N=109)	Women (N=91)	Yes (N=120)	No (N=97)	≤5 years (N=96)	More than 5 years (N=121)	No (N=174)	Yes (N=50)	
Yes	41.3	27.5	47.5	14.4	19.8	43.8	38.5	14.0	33.0
No	58.7	72.5	52.5	85.6	80.2	56.2	61.5	86.0	67.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 82. Whether respondent held a *president or high-level leadership position in a professional association or organization outside NDSU* (significance by type of college, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								Overall (N=224)
	Type of college*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		
	STEM college (N=99)	Non-STEM college (N=92)	Yes (N=120)	No (N=97)	≤5 years (N=96)	More than 5 years (N=121)	No (N=174)	Yes (N=50)	
Yes	19.2	37.0	35.0	15.5	19.8	33.1	29.9	14.0	26.3
No	80.8	63.0	65.0	84.5	80.2	66.9	70.1	86.0	73.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 83. Whether respondent held a position as *editor of a journal outside NDSU* (significance by gender and tenure status)

Response	Percent of Respondents				Overall (N=224)
	Gender*		Tenure status*		
	Men (N=109)	Women (N=91)	Yes (N=120)	No (N=97)	
Yes	28.4	11.0	27.5	7.2	18.8
No	71.6	89.0	72.5	92.8	81.3
Total	100.0	100.0	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 84. Whether respondent said they have an interest in taking on any formal leadership positions at NDSU (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=207)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=106)	Women (N=91)	Yes (N=110)	No (N=93)	≤5 years (N=89)	More than 5 years (N=112)	
Yes	42.5	34.1	46.4	30.1	33.7	43.8	39.1
Not sure	26.4	44.0	21.8	47.3	46.1	23.2	33.3
No	31.1	22.0	31.8	22.6	20.2	33.0	27.5
Total	100.0	100.1	100.0	100.0	100.0	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 85. Among respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, whether there are barriers preventing respondent from taking on such a position (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=148)
	Men (N=73)	Women (N=70)	
Yes	24.7	51.4	37.8
Not sure	0.0	1.4	0.7
No	75.3	47.1	61.5
Total	100.0	99.9	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 86. Among respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, what barriers prevent them from taking on such a position

Barrier	Responses					
	Gender (N=46)				Total* (N=47)	
	Men (N=13)		Women (N=33)			
	#	%	#	%	#	%
Institutional barriers	11	73.4	53	82.9	65	81.5
Amount of time, time-consuming tenure requirements, and expectations	4	26.7	12	18.8	16	20.0
Clarity of procedures and promotions	0	0.0	3	4.7	3	3.8
Exclusionary networks, friendships, and politics within departments and administration	4	26.7	6	9.4	11	13.8
Gender-related barriers	0	0.0	14	21.9	14	17.5
Mentoring and training	0	0.0	5	7.8	5	6.3
Opportunities and openings for positions	1	6.7	6	9.4	7	8.8
Permanent seats or positions filled by existing administration (no competition)	2	13.3	7	10.9	9	11.3
Personal barriers	3	20.0	9	14.1	12	15.0
Qualifications, degree, requirements, rank, and experience	2	13.3	6	9.4	8	10.0
Family	1	6.7	3	4.7	4	5.0
Other	1	6.7	2	3.1	3	3.8
Total responses**	15	100.0	64	100.0	80	100.0

Note: See Appendix Tables 190a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an "other" response due to respondents not specifying what gender they are.

**Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

Appendix Table 87. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I am treated with respect by colleagues" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=199)
	Men (N=104)	Women (N=88)	
Disagree strongly	2.9	4.5	3.5
Disagree somewhat	7.7	15.9	11.6
Agree somewhat	25.0	43.2	34.2
Agree strongly	64.4	36.4	50.8
Total	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 88. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I am treated with respect by students" (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=199)
	Tenure status*		Years at NDSU*		
	Yes (N=104)	No (N=89)	≤5 years (N=85)	More than 5 years (N=108)	
Disagree strongly	0.0	2.2	2.4	0.0	1.0
Disagree somewhat	6.7	13.5	12.9	7.4	9.5
Agree somewhat	31.7	41.6	43.5	30.6	36.7
Agree strongly	61.5	42.7	41.2	62.0	52.8
Total	99.9	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 89. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I am treated with respect by staff" (significance by gender, tenure status, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=199)
	Gender*		Tenure status*		Have children ages 6 or younger*		
	Men (N=104)	Women (N=88)	Yes (N=104)	No (N=89)	No (N=151)	Yes (N=48)	
Disagree strongly	0.0	1.1	0.0	1.1	0.0	2.1	0.5
Disagree somewhat	3.8	5.7	3.8	5.6	4.6	4.2	4.5
Agree somewhat	13.5	31.8	15.4	30.3	18.5	33.3	22.1
Agree strongly	82.7	61.4	80.8	62.9	76.8	60.4	72.9
Total	100.0	100.0	100.0	99.9	99.9	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 90. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel excluded from an informal network in my department" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=195)
	Men (N=101)	Women (N=88)	
Disagree strongly	46.5	26.1	35.9
Disagree somewhat	25.7	31.8	29.2
Agree somewhat	16.8	28.4	23.1
Agree strongly	10.9	13.6	11.8
Total	99.9	99.9	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 91. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit “I encounter unwritten rules concerning how one is expected to interact with colleagues” (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=191)
	Men (N=99)	Women (N=86)	
Disagree strongly	41.4	17.4	29.8
Disagree somewhat	20.2	26.7	23.0
Agree somewhat	27.3	30.2	29.8
Agree strongly	11.1	25.6	17.3
Total	100.0	99.9	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 92. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “Colleagues in my department solicit my opinion about work-related matters (e.g., teaching, research, and service)” (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=197)
	Yes (N=104)	No (N=88)	
Disagree strongly	4.8	3.4	5.1
Disagree somewhat	7.7	14.8	11.2
Agree somewhat	45.2	58.0	49.7
Agree strongly	42.3	23.9	34.0
Total	100.0	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 93. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “In my department, I feel that my research is considered mainstream” (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=194)
	Men (N=101)	Women (N=86)	
Disagree strongly	7.9	22.1	13.9
Disagree somewhat	27.7	34.9	32.0
Agree somewhat	37.6	26.7	33.0
Agree strongly	26.7	16.3	21.1
Total	99.9	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 94. Respondent’s opinion regarding the statement about interactions with colleagues and others in their primary department/unit: “I feel that my colleagues value my research” (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=196)
	Men (N=101)	Women (N=88)	
Disagree strongly	5.0	9.1	7.1
Disagree somewhat	15.8	28.4	21.4
Agree somewhat	42.6	44.3	44.4
Agree strongly	36.6	18.2	27.0
Total	100.0	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 95. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I do a great deal of work that is not formally recognized by my department" (significance by years at NDSU)

Response	Percent of Respondents		
	Years at NDSU*		Overall (N=196)
	≤5 years (N=83)	More than 5 years (N=107)	
Disagree strongly	15.7	5.6	10.2
Disagree somewhat	30.1	26.2	28.1
Agree somewhat	37.3	35.5	36.2
Agree strongly	16.9	32.7	25.5
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 96. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel like I 'fit' in my department" (significance by gender and years at NDSU)

Response	Percent of Respondents				
	Gender*		Years at NDSU*		Overall (N=196)
	Men (N=103)	Women (N=86)	≤5 years (N=82)	More than 5 years (N=108)	
Disagree strongly	1.9	7.0	7.3	1.9	4.1
Disagree somewhat	15.5	19.8	13.4	19.4	18.4
Agree somewhat	35.0	50.0	48.8	36.1	41.3
Agree strongly	47.6	23.3	30.5	42.6	36.2
Total	100.0	100.1	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 97. Respondent's opinion regarding the statement about interactions with colleagues and others in their primary department/unit: "I feel isolated in my department" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=197)
	Men (N=102)	Women (N=88)	
Disagree strongly	58.8	30.7	45.2
Disagree somewhat	18.6	33.0	26.4
Agree somewhat	17.6	26.1	21.3
Agree strongly	4.9	10.2	7.1
Total	99.9	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 98. Respondent's opinion regarding the statement about participation in the decision-making process in their primary department/unit: "I feel like a full and equal participant in problem-solving and decision-making" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=180)
	Men (N=96)	Women (N=78)	
Disagree strongly	6.3	14.1	9.4
Disagree somewhat	17.7	28.2	23.9
Agree somewhat	34.4	34.6	34.4
Agree strongly	41.7	23.1	32.2
Total	100.1	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 99. Respondent's opinion regarding the statement about participation in the decision-making process in their primary department/unit: "I have a voice in how resources are allocated" (significance by racial/ethnic majority status)

Response	Percent of Respondents		
	Majority status*		Overall (N=180)
	Not a majority (N=30)	A majority (N=146)	
Disagree strongly	10.0	21.9	20.0
Disagree somewhat	50.0	21.9	27.8
Agree somewhat	20.0	30.8	28.3
Agree strongly	20.0	25.3	23.9
Total	100.0	99.9	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 100. Respondent's opinion regarding the statement about participation in the decision-making process in their primary department/unit: "Department meetings allow for all faculty members to share their views" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=181)
	Men (N=96)	Women (N=79)	
Disagree strongly	3.1	12.7	7.7
Disagree somewhat	12.5	20.3	16.0
Agree somewhat	32.3	30.4	32.0
Agree strongly	52.1	36.7	44.2
Total	100.0	100.1	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 101. Respondent's opinion regarding the statement about participation in the decision-making process in their primary department/unit: "My department chair/head involves me in decision-making" (significance by racial/ethnic majority status)

Response	Percent of Respondents		
	Majority status*		Overall (N=177)
	Not a majority (N=31)	A majority (N=142)	
Disagree strongly	3.2	16.2	14.1
Disagree somewhat	6.5	17.6	16.4
Agree somewhat	67.7	34.5	40.1
Agree strongly	22.6	31.7	29.4
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Satisfaction with NDSU

Appendix Table 102. Whether respondent said they have ever considered leaving NDSU (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=203)
	Tenure status*		Years at NDSU*		
	Yes (N=108)	No (N=89)	≤5 years (N=87)	More than 5 years (N=110)	
Yes	83.3	62.9	56.3	86.4	73.9
No	16.7	37.1	43.7	13.6	26.1
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 103. Among respondents who have considered leaving NDSU, what factors contributed to their consideration to leave

Factor that contributed to the consideration to leave	Responses					
	Gender (N=137)				Total* (N=140)	
	Men (N=74)		Women (N=63)			
	#	%	#	%	#	%
Salary, funding, and support	41	23.4	23	13.6	67	19.0
Lack of resources and funding	9	5.1	7	4.1	16	4.5
Low salaries and benefits	32	18.3	16	9.5	51	14.5
Workload, connections, and advancement and research opportunities	22	12.6	25	14.8	47	13.4
Lack of advancement and growth opportunities, greater challenges, and boredom	17	9.7	16	9.5	33	9.4
Overworked and overloaded	5	2.9	9	5.3	14	4.0
Sense of belonging, purpose, acceptance and respect	19	10.9	25	14.9	45	12.8
Isolation on campus, friendship, and employee turnaround	0	0.0	3	1.8	3	0.9
Lack of support	8	4.6	3	1.8	11	3.1
Satisfaction with NDSU	0	0.0	1	0.6	1	0.3
Undervalued treatment and lack of respect at NDSU	11	6.3	18	10.7	30	8.5
NDSU atmosphere, environment, conditions	55	31.6	62	36.7	118	33.5
Administration	12	6.9	4	2.4	16	4.5
Amount of workspace, class size, and campus disrepair	4	2.3	1	0.6	5	1.4
Campus diversity and campus climate	0	0.0	4	2.4	4	1.1
Decision making process and clarity of information	1	0.6	1	0.6	2	0.6
Department and colleagues	15	8.6	23	13.6	39	11.1
Gender-related issues	4	2.3	8	4.7	12	3.4
Lack of institutional prestige	6	3.4	4	2.4	10	2.8
Lack of international connections	1	0.6	0	0.0	1	0.3
Lack of opportunity to work with graduate students	0	0.0	7	4.1	7	2.0
Lack of research opportunities	7	4.0	8	4.7	15	4.3
Quality & characteristics of students, time with	5	2.9	2	1.2	7	2.0
External factors	31	17.7	32	19.0	66	18.7
Diversity, perceptions, social climate, and size of the of the community	5	2.9	5	3.0	10	2.8

Factor that contributed to the consideration to leave	Responses					
	Gender (N=137)				Total* (N=140)	
	Men (N=74)		Women (N=63)			
	#	%	#	%	#	%
Family	9	5.1	9	5.3	20	5.7
Geographic location, climate	14	8.0	17	10.1	32	9.1
Job recruitment and offers	3	1.7	1	0.6	4	1.1
Other	7	4.0	2	1.2	9	2.6
Total responses**	175	100.0	169	100.0	352	100.0

Note: See Appendix Tables 191a, b, and c for a complete list of responses.

*Total for gender does not add up to the total number of respondents who indicated an "other" response due to respondents not specifying what gender they are.

**Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

NDSU Programs and Resources

Appendix Table 104. Respondent's opinion regarding the value of the extension of the tenure clock program (significance by years at NDSU)

Response	Percent of Respondents		
	Years at NDSU*		Overall (N=196)
	≤5 years (N=83)	More than 5 years (N=107)	
Never heard of program	18.1	2.8	9.7
Not at all valuable	0.0	8.4	4.6
Somewhat valuable	15.7	24.3	19.9
Quite valuable	28.9	27.1	28.1
Very valuable	37.3	37.4	37.8
Total	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 105. Respondent's opinion regarding the value of the spousal/partner hiring program (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=193)
	No (N=144)	Yes (N=49)	
Never heard of program	4.2	8.2	5.2
Not at all valuable	6.3	6.1	6.2
Somewhat valuable	20.8	6.1	17.1
Quite valuable	27.1	14.3	23.8
Very valuable	41.7	65.3	47.7
Total	100.1	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 106. Respondent's opinion regarding the value of the workshops for search committees program (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=194)
	Tenure status*		Years at NDSU*		
	Yes (N=105)	No (N=83)	≤5 years (N=82)	More than 5 years (N=108)	
Never heard of program	12.4	38.6	37.8	12.0	23.7
Not at all valuable	11.4	4.8	3.7	12.0	8.2
Somewhat valuable	39.0	19.3	15.9	39.8	29.9
Quite valuable	22.9	24.1	28.0	21.3	23.7
Very valuable	14.3	13.3	14.6	14.8	14.4
Total	100.0	100.1	100.0	99.9	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 107. Respondent's opinion regarding the value of the on-line training for search committees program (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=194)
	Tenure status*		Years at NDSU*		
	Yes (N=104)	No (N=85)	≤5 years (N=83)	More than 5 years (N=107)	
Never heard of program	28.8	45.9	45.8	28.0	36.1
Not at all valuable	14.4	3.5	3.6	14.0	9.3
Somewhat valuable	30.8	21.2	16.9	32.7	26.3
Quite valuable	17.3	17.6	21.7	15.0	17.5
Very valuable	8.7	11.8	12.0	10.3	10.8
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 108. Respondent's opinion regarding the value of the new faculty orientation program (significance by racial/ethnic majority status and having children ages 6 or younger)

Response	Percent of Respondents				Overall (N=200)
	Majority status*		Have children ages 6 or younger*		
	Not a majority (N=34)	A majority (N=164)	No (N=151)	Yes (N=49)	
Never heard of program	2.9	0.0	0.0	2.0	0.5
Not at all valuable	11.8	6.1	5.3	12.2	7.0
Somewhat valuable	35.3	40.9	35.1	53.1	39.5
Quite valuable	8.8	28.7	29.8	14.3	26.0
Very valuable	41.2	24.4	29.8	18.4	27.0
Total	100.0	100.1	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 109. Respondent's opinion regarding the value of the faculty mentoring program (significance by racial/ethnic majority status)

Response	Percent of Respondents		
	Majority status*		Overall (N=199)
	Not a majority (N=35)	A majority (N=162)	
Never heard of program	2.9	2.5	2.5
Not at all valuable	14.3	11.1	11.6
Somewhat valuable	17.1	37.7	34.2
Quite valuable	28.6	33.3	32.7
Very valuable	37.1	15.4	19.1
Total	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 110. Respondent's opinion regarding the value of the pedagogical luncheons/workshops program (significance by gender and racial/ethnic majority status)

Response	Percent of Respondents				
	Gender*		Majority status*		Overall (N=200)
	Men (N=106)	Women (N=89)	Not a majority (N=34)	A majority (N=164)	
Never heard of program	2.8	1.1	2.9	1.8	2.0
Not at all valuable	11.3	2.2	14.7	5.5	7.0
Somewhat valuable	35.8	46.1	26.5	43.9	40.5
Quite valuable	34.0	27.0	23.5	31.7	31.0
Very valuable	16.0	23.6	32.4	17.1	19.5
Total	99.9	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 111. Respondent's opinion regarding the value of WISMET program (significance by gender, racial/ethnic majority status, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=187)
	Gender*		Majority status*		Have children ages 6 or younger*		
	Men (N=99)	Women (N=85)	Not a majority (N=31)	A majority (N=154)	No (N=142)	Yes (N=45)	
Never heard of program	55.6	16.5	51.6	35.1	43.0	24.4	38.5
Not at all valuable	8.1	10.6	16.1	7.8	7.0	15.6	9.1
Somewhat valuable	16.2	30.6	9.7	25.3	24.6	15.6	22.5
Quite valuable	11.1	25.9	6.5	20.1	15.5	24.4	17.6
Very valuable	9.1	16.5	16.1	11.7	9.9	20.0	12.3
Total	100.1	100.1	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 112. Respondent's opinion regarding the value of the Gear Up for Grants workshops program (significance by racial/ethnic majority status)

Response	Percent of Respondents		
	Majority status*		Overall (N=191)
	Not a majority (N=34)	A majority (N=155)	
Never heard of program	0.0	3.9	3.1
Not at all valuable	26.5	6.5	9.9
Somewhat valuable	29.4	53.5	49.2
Quite valuable	17.6	23.9	23.0
Very valuable	26.5	12.3	14.7
Total	100.0	100.1	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 113. Respondent's opinion regarding the value of Advance FORWARD programs (significance by gender and tenure status)

Response	Percent of Respondents				Overall (N=182)
	Gender*		Tenure status*		
	Men (N=93)	Women (N=84)	Yes (N=95)	No (N=82)	
Never heard of program	18.3	3.6	12.6	13.4	12.6
Not at all valuable	6.5	7.1	5.3	6.1	6.6
Somewhat valuable	24.7	23.8	33.7	15.9	24.7
Quite valuable	26.9	26.2	27.4	24.4	25.8
Very valuable	23.7	39.3	21.1	40.2	30.2
Total	100.1	100.0	100.1	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 114. Respondent's opinion regarding the value of other programs

Response	Percent of Respondents (N=24*)
Never heard of program	45.8
Not at all valuable	4.2
Somewhat valuable	12.5
Quite valuable	12.5
Very valuable	25.0
Total	100.0

*N is too small to test for significance on other variables

Appendix Table 115. Whether respondent has ever used the extension of the tenure clock program (significance by years at NDSU and having children ages 6 or younger)

Response	Percent of Respondents				Overall (N=195)
	Years at NDSU*		Have children ages 6 or younger*		
	≤5 years (N=83)	More than 5 years (N=108)	No (N=149)	Yes (N=46)	
Yes	7.2	17.6	11.4	23.9	14.4
No	92.8	82.4	88.6	76.1	85.6
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 116. Whether respondent has ever used the spousal/partner hiring program (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=195)
	No (N=149)	Yes (N=46)	
Yes	20.1	50.0	27.2
No	79.9	50.0	72.8
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 117. Whether respondent has ever used the workshops for search committees program (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=187)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=101)	Women (N=82)	Yes (N=102)	No (N=79)	≤5 years (N=81)	More than 5 years (N=104)	
Yes	52.5	17.1	54.9	11.4	13.6	54.8	36.9
No	47.5	82.9	45.1	88.6	86.4	45.2	63.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 118. Whether respondent has ever used the on-line training for search committees program (significance by tenure status and years at NDSU)

Response	Percent of Respondents				Overall (N=185)
	Tenure status*		Years at NDSU*		
	Yes (N=100)	No (N=80)	≤5 years (N=81)	More than 5 years (N=102)	
Yes	24.0	5.0	7.4	23.5	16.2
No	76.0	95.0	92.6	76.5	83.8
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 119. Whether respondent has ever used the new faculty orientation program (significance by gender, type of college, tenure status, and years at NDSU)

Response	Percent of Respondents								Overall (N=189)
	Gender*		Type of college*		Tenure status*		Years at NDSU*		
	Men (N=99)	Women (N=86)	STEM college (N=88)	Non-STEM college (N=89)	Yes (N=101)	No (N=83)	≤5 years (N=81)	More than 5 years (N=104)	
Yes	71.7	95.3	67.0	95.5	72.3	94.0	91.4	75.0	82.5
No	28.3	4.7	33.0	4.5	27.7	6.0	8.6	25.0	17.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 120. Whether respondent has ever used the faculty mentoring program (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=189)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=99)	Women (N=86)	Yes (N=101)	No (N=83)	≤5 years (N=81)	More than 5 years (N=104)	
Yes	65.7	79.1	60.4	85.5	80.2	64.4	71.4
No	34.3	20.9	39.6	14.5	19.8	35.6	28.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 121. Whether respondent has ever used the WISMET program (significance by gender, tenure status, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=167)
	Gender*		Tenure status*		Have children ages 6 or younger*		
	Men (N=84)	Women (N=81)	Yes (N=86)	No (N=77)	No (N=122)	Yes (N=45)	
Yes	3.6	58.0	18.6	40.3	25.4	42.2	29.9
No	96.4	42.0	81.4	59.7	74.6	57.8	70.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 122. Whether respondent has ever used the Gear Up for Grants workshops program (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=189)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=100)	Women (N=86)	Yes (N=100)	No (N=84)	≤5 years (N=83)	More than 5 years (N=102)	
Yes	44.0	66.3	41.0	67.9	62.7	46.1	54.0
No	56.0	33.7	59.0	32.1	37.3	53.9	46.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 123. Whether respondent has ever used Advance FORWARD programs (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=182)
	Men (N=95)	Women (N=84)	
Yes	14.7	35.7	24.2
No	85.3	64.3	75.8
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 124. Whether respondent has ever used other programs (significance by gender and tenure status)

Response	Percent of Respondents				Overall (N=38)
	Gender*		Tenure status*		
	Men (N=21)	Women (N=14)	Yes (N=19)	No (N=18)	
Yes	23.8	0.0	26.3	0.0	13.2
No	76.2	100.0	73.7	100.0	86.8
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 125. Other programs at NDSU that respondent mentioned

Response	Responses					
	Gender (N=19)				Total (N=19)	
	Men (N=10)		Women (N=9)			
	#	%	#	%	#	%
General responses	7	70.0	3	33.3	10	52.9
AHSS	0	0.0	1	11.1	1	5.3
Campus leadership workshops	1	10.0	0	0.0	1	5.3
Daycare facilities	0	0.0	1	11.1	1	5.3
Diversity Council/Anti-racism team/Safe Zone	4	40.0	0	0.0	4	21.1
Early tenure	0	0.0	1	11.1	1	5.3
First and second year workshops	1	10.0	0	0.0	1	5.3
Mentoring and educational support for students	1	10.0	0	0.0	1	5.3
General comments	3	30.0	6	66.6	9	47.7
Total responses	10	100.0	9	100.0	19	100.0

Note: See Appendix Tables 192a and b for a complete list of responses.

Balancing Personal and Professional Life

Appendix Table 126. Respondent's opinion regarding the statement about balancing their personal and professional lives: "I am usually satisfied with the way in which I balance my professional and personal life" (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=204)
	Men (N=109)	Women (N=91)	
Disagree strongly	5.5	18.7	11.3
Disagree somewhat	20.2	28.6	24.0
Agree somewhat	43.1	38.5	41.2
Agree strongly	31.2	14.3	23.5
Total	100.0	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 127. Respondent's opinion regarding the statement about balancing their personal and professional lives: "I have seriously considered leaving NDSU in order to achieve better balance between work and personal life" (significance by gender and tenure status)

Response	Percent of Respondents				
	Gender*		Tenure status*		Overall (N=197)
	Men (N=106)	Women (N=87)	Yes (N=105)	No (N=87)	
Disagree strongly	49.1	33.3	46.7	32.2	41.1
Disagree somewhat	30.2	20.7	22.9	32.2	26.4
Agree somewhat	10.4	20.7	11.4	21.8	15.7
Agree strongly	10.4	25.3	19.0	13.8	16.8
Total	100.1	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 128. Respondent's opinion regarding the statement about balancing their personal and professional lives: "I often have to forego professional activities (e.g., sabbaticals, conferences) because of personal responsibilities" (significance by gender and years at NDSU)

Response	Percent of Respondents				
	Gender*		Years at NDSU*		Overall (N=195)
	Men (N=106)	Women (N=85)	≤5 years (N=83)	More than 5 years (N=108)	
Disagree strongly	37.7	28.2	36.1	30.6	32.8
Disagree somewhat	29.2	35.3	38.6	28.7	32.3
Agree somewhat	26.4	17.6	20.5	23.1	22.6
Agree strongly	6.6	18.8	4.8	17.6	12.3
Total	99.9	99.9	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 129. Respondent's opinion regarding the statement about balancing their personal and professional lives: "Personal responsibilities and commitments have slowed down my career progression" (significance by years at NDSU and having children ages 6 or younger)

Response	Percent of Respondents				
	Years at NDSU*		Have children ages 6 or younger*		Overall (N=200)
	≤5 years (N=87)	More than 5 years (N=107)	No (N=151)	Yes (N=49)	
Disagree strongly	32.2	38.3	41.1	16.3	35.0
Disagree somewhat	32.2	17.8	23.8	28.6	25.0
Agree somewhat	28.7	25.2	23.8	36.7	27.0
Agree strongly	6.9	18.7	11.3	18.4	13.0
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 130. Whether respondent cared for, or currently cares for, dependent children (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						
	Gender*		Tenure status*		Years at NDSU*		Overall (N=194)
	Men (N=101)	Women (N=89)	Yes (N=101)	No (N=87)	≤5 years (N=84)	More than 5 years (N=104)	
Yes	75.2	57.3	74.3	58.6	54.8	75.0	66.5
No	24.8	42.7	25.7	41.4	45.2	25.0	33.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 131. Whether respondent currently has children ages 18 or younger (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=203)
	Yes (N=120)	No (N=97)	
Yes, does have children ages 18 or younger	31.7	50.5	42.9
No, does not have children ages 18 or younger	68.3	49.5	57.1
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 132. Whether respondent currently has children ages 6 or younger (significance by type of college, tenure status, and years at NDSU)

Response	Percent of Respondents						
	Type of college*		Tenure status*		Years at NDSU*		Overall (N=203)
	STEM college (N=99)	Non-STEM college (N=92)	Yes (N=120)	No (N=97)	≤5 years (N=96)	More than 5 years (N=121)	
Yes, does have children ages 6 or younger	33.3	15.2	8.3	41.2	35.4	12.4	24.6
No, does not have children ages 6 or younger	66.7	84.8	91.7	58.8	64.6	87.6	75.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 133. Among respondents who cared for/currently care for dependent children, whether respondent currently uses or needs childcare services or programs to care for a dependent child (significance by gender, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								
	Gender*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		Overall (N=127)
	Men (N=75)	Women (N=50)	Yes (N=73)	No (N=51)	≤5 years (N=46)	More than 5 years (N=76)	No (N=80)	Yes (N=47)	
Yes	29.3	64.0	23.3	72.5	65.2	27.6	18.8	83.0	42.5
No	70.7	36.0	76.7	27.5	34.8	72.4	81.3	17.0	57.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.1	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 134. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, respondent's use of various childcare arrangements (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=54)
	STEM college (N=29)	Non-STEM college (N=19)	
Child takes care of self	0.0	21.1	9.3

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 135. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, respondent's use of various childcare arrangements (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=54)
	Yes (N=17)	No (N=37)	
After-school care	41.2	13.5	22.2
Other	23.5	0.0	7.4

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 136. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, respondent's use of various childcare arrangements (significance by years at NDSU)

Response	Percent of Respondents		
	Years at NDSU*		Overall (N=54)
	≤5 years (N=30)	More than 5 years (N=21)	
NDSU Wellness Center childcare facility	0.0	19.0	7.4
After-school care	6.7	33.3	22.2

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 137. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, respondent's use of various childcare arrangements (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=54)
	No (N=15)	Yes (N=39)	
Child takes care of self	26.7	2.6	9.3
NDSU Center for Child Development (in the FLC building)	0.0	28.2	20.4
Other	20.0	2.6	7.4

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 138. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, respondent's level of satisfaction with each of the childcare arrangements they currently use

Childcare arrangement	Percent of Respondents				
	Level of satisfaction				Total
	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied	
NDSU Wellness Center childcare facility (N=5*)	0.0	0.0	80.0	20.0	100.0
Non-university childcare center (N=26*)	3.8	0.0	7.7	88.5	100.0
Childcare in the provider's home (N=10*)	0.0	20.0	0.0	80.0	100.0
In-home provider (nanny/babysitter in respondent's home) (N=6*)	0.0	33.3	33.3	33.3	99.9
Family members (spouse/partner, grandparent, respondent, etc.) (N=10*)	0.0	20.0	30.0	50.0	100.0
After-school care (N=12*)	8.3	16.7	41.7	33.3	100.0
Child takes care of self (N=4*)	0.0	50.0	25.0	25.0	100.0
NDSU Center for Child Development (in the FLC building) (N=12*)	8.3	8.3	25.0	58.3	99.9
Other (N=3*)	0.0	0.0	0.0	100.0	100.0

*Caution should be exercised when using these data due to the small number of respondents. N is too small to test for significance on other variables.

Appendix Table 139. Other childcare arrangements that respondent has

Response	Responses					
	Gender (N=6)				Total (N=6)	
	Men (N=3)		Women (N=3)			
	#	%	#	%	#	%
General responses	3	75.0	1	33.3	4	57.1
Dakota Montessori school	2	50.0	0	0.0	2	28.6
Share childcare with other academic couples	1	25.0	1	33.3	2	28.6
General comments	1	25.0	2	66.7	3	42.9
Total responses*	4	100.0	3	100.0	7	100.0

Note: See Appendix Tables 193a and b for a complete list of responses.

*Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

Appendix Table 140. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, which childcare issues apply to respondent (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=54)
	Men (N=22)	Women (N=32)	
Childcare when respondent is away at conferences and special events held elsewhere	18.2	56.3	40.7
Extended hour childcare when respondent must work evenings, nights, or weekends	9.1	62.5	40.7

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 141. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, which childcare issues apply to respondent (significance by racial/ethnic majority status)

Response	Percent of Respondents		
	Majority status*		Overall (N=54)
	Not a majority (N=9)	A majority (N=45)	
Care for school aged children after school or during the summer	33.3	68.9	63.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 142. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, which childcare issues apply to respondent (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=54)
	STEM college (N=29)	Non-STEM college (N=19)	
Availability of campus childcare	44.8	73.7	61.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 143. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, which childcare issues apply to respondent (significance by tenure status)

Response	Percent of Respondents		
	Tenure status*		Overall (N=54)
	Yes (N=17)	No (N=37)	
Availability of infant/toddler care	35.3	64.9	55.6

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 144. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, which childcare issues apply to respondent (significance by years at NDSU)

Response	Percent of Respondents		
	Years at NDSU*		Overall (N=54)
	≤5 years (N=30)	More than 5 years (N=21)	
Availability of infant/toddler care	66.7	33.3	55.6

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 145. Among respondents who cared for/currently care for dependent children and currently use/need childcare services, which childcare issues apply to respondent (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=54)
	No (N=15)	Yes (N=39)	
Availability of infant/toddler care	20.0	69.2	55.6
Other	20.0	2.6	7.4

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 146. Other childcare issues respondent has

Response	Responses					
	Gender (N=4)				Total (N=4)	
	Men (N=1)		Women (N=3)			
	#	%	#	%	#	%
General responses	1	100.0	3	75.0	4	80.0
Child illness	0	0.0	2	50.0	2	40.0
NDSU childcare	0	0.0	1	25.0	1	20.0
Quality of schools	1	100.0	0	0.0	1	20.0
General comments	0	0.0	1	25.0	1	20.0
Total responses*	1	100.0	4	100.0	5	100.0

Note: See Appendix Tables 194a and b for a complete list of responses.

*Total does not add up to the number of respondents who responded to the question due to respondents' comments fitting more than one theme.

Appendix Table 147. Whether respondent has provided care for an aging parent or relative in the past 3 years (significance by tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=201)
	Tenure status*		Years at NDSU*		Have children ages 6 or younger*		
	Yes (N=105)	No (N=90)	≤5 years (N=88)	More than 5 years (N=107)	No (N=151)	Yes (N=50)	
Yes	27.6	10.0	9.1	27.1	23.2	6.0	18.9
No	72.4	90.0	90.9	72.9	76.8	94.0	81.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 148. Respondent's current marital or cohabitation status (significance by gender, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=202)
	Gender*		Years at NDSU*		Have children ages 6 or younger*		
	Men (N=108)	Women (N=91)	≤5 years (N=88)	More than 5 years (N=108)	No (N=152)	Yes (N=50)	
Married	91.7	71.4	75.0	88.0	77.0	98.0	82.2
Cohabiting	3.7	5.5	3.4	5.6	5.9	0.0	4.5
Single	4.6	23.1	21.6	6.5	17.1	2.0	13.4
Total	100.0	100.0	100.0	100.1	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 149. Among respondents who are not single, the CURRENT employment status of respondent's spouse/partner (significance by gender, type of college, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								Overall (N=174)
	Gender*		Type of college*		Years at NDSU*		Have children ages 6 or younger*		
	Men (N=103)	Women (N=70)	STEM college (N=88)	Non-STEM college (N=76)	≤5 years (N=69)	More than 5 years (N=101)	No (N=125)	Yes (N=49)	
Full-time	50.5	78.6	54.5	69.7	65.2	58.4	55.2	77.6	61.5
Part-time	17.5	11.4	22.7	6.6	13.0	16.8	19.2	4.1	14.9
Not employed	20.4	7.1	14.8	14.5	20.3	11.9	14.4	18.4	15.5
Retired	11.7	2.9	8.0	9.2	1.4	12.9	11.2	0.0	8.0
Total	100.1	100.0	100.0	100.0	99.9	100.0	100.0	100.1	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 150. Among respondents who are not single, the PREFERRED employment status of respondent's spouse/partner (significance by gender, type of college, and years at NDSU)

Response	Percent of Respondents						Overall (N=168)
	Gender*		Type of college*		Years at NDSU*		
	Men (N=101)	Women (N=66)	STEM college (N=84)	Non-STEM college (N=75)	≤5 years (N=66)	More than 5 years (N=99)	
Full-time	48.5	87.9	50.0	77.3	71.2	57.6	63.7
Part-time	28.7	6.1	31.0	8.0	18.2	22.2	20.2
Not employed	10.9	0.0	8.3	5.3	9.1	5.1	6.5
Retired	11.9	6.1	10.7	9.3	1.5	15.2	9.5
Total	100.0	100.1	100.0	99.9	100.0	100.1	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 151. Among respondents who are not single, whether respondent's spouse/partner works at NDSU (significance by gender and having children ages 6 or younger)

Response	Percent of Respondents				Overall (N=169)
	Gender*		Have children ages 6 or younger*		
	Men (N=99)	Women (N=69)	No (N=120)	Yes (N=49)	
Yes	32.3	52.2	33.3	57.1	40.2
No	67.7	47.8	66.7	42.9	59.8
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 152. Among respondents who are not single, respondent's opinion regarding the statement about their spouse/partner's career: "I have seriously considered leaving NDSU in order to enhance my spouse/partner's career opportunities" (significance by gender and having children ages 6 or younger)

Response	Percent of Respondents				
	Gender*		Have children ages 6 or younger*		Overall (N=160)
	Men (N=91)	Women (N=68)	No (N=113)	Yes (N=47)	
Disagree strongly	51.6	32.4	48.7	29.8	43.1
Disagree somewhat	23.1	22.1	22.1	25.5	23.1
Agree somewhat	12.1	20.6	16.8	12.8	15.6
Agree strongly	13.2	25.0	12.4	31.9	18.1
Total	100.0	100.1	100.0	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 153. Among respondents who are not single, respondent's opinion regarding the statement about their spouse/partner's career: "My spouse/partner and I have seriously considered leaving Fargo/Moorhead to enhance both our career opportunities" (significance by gender and having children ages 6 or younger)

Response	Percent of Respondents				
	Gender*		Have children ages 6 or younger*		Overall (N=156)
	Men (N=91)	Women (N=64)	No (N=109)	Yes (N=47)	
Disagree strongly	34.1	17.2	32.1	14.9	26.9
Disagree somewhat	23.1	17.2	20.2	23.4	21.2
Agree somewhat	22.0	42.2	32.1	25.5	30.1
Agree strongly	20.9	23.4	15.6	36.2	21.8
Total	100.1	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 154. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "Department meetings frequently occur early in the morning or late in the day" (significance by years at NDSU)

Response	Percent of Respondents			
	Years at NDSU*		Overall (N=198)	
	≤5 years (N=85)	More than 5 years (N=108)		
Disagree strongly	47.1	31.5	37.9	
Disagree somewhat	24.7	19.4	22.2	
Agree somewhat	11.8	26.9	20.2	
Agree strongly	14.1	21.3	18.2	
Don't know	2.4	0.9	1.5	
Total	100.1	100.0	100.0	

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 155. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "My department has a supportive policy for faculty who have a new baby" (significance by type of college, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=190)
	Type of college*		Years at NDSU*		Have children ages 6 or younger*		
	STEM college (N=92)	Non-STEM college (N=87)	≤5 years (N=83)	More than 5 years (N=102)	No (N=140)	Yes (N=50)	
Disagree strongly	8.7	16.1	13.3	11.8	9.3	24.0	13.2
Disagree somewhat	12.0	9.2	10.8	9.8	8.6	16.0	10.5
Agree somewhat	34.8	12.6	16.9	30.4	26.4	16.0	23.7
Agree strongly	22.8	31.0	22.9	29.4	27.1	26.0	26.8
Don't know	21.7	31.0	36.1	18.6	28.6	18.0	25.8
Total	100.0	99.9	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 156. Respondent's opinion regarding the statement about their department/unit's support of family obligations: "The department is supportive of family leave" (significance by type of college and having children ages 6 or younger)

Response	Percent of Respondents				Overall (N=193)
	Type of college*		Have children ages 6 or younger*		
	STEM college (N=92)	Non-STEM college (N=90)	No (N=145)	Yes (N=48)	
Disagree strongly	3.3	10.0	4.1	16.7	7.3
Disagree somewhat	13.0	8.9	9.0	16.7	10.9
Agree somewhat	26.1	11.1	20.0	14.6	18.7
Agree strongly	22.8	34.4	29.0	25.0	28.0
Don't know	34.8	35.6	37.9	27.1	35.2
Total	100.0	100.0	100.0	100.1	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 157. How respondent rated their overall health at the present time (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=198)
	Men (N=106)	Women (N=89)	
Excellent	47.2	33.7	40.4
Good	45.3	43.8	45.5
Fair	6.6	19.1	12.1
Poor	0.9	3.4	2.0
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 158. How often respondent said they feel FATIGUED (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=201)
	Men (N=107)	Women (N=91)	
Rarely	7.5	4.4	6.5
Once in a while	25.2	12.1	19.4
Sometimes	46.7	35.2	41.3
Quite often	20.6	48.4	32.8
Total	100.0	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 159. How often respondent said they feel STRESSED (significance by gender and years at NDSU)

Response	Percent of Respondents				
	Gender*		Years at NDSU*		Overall (N=201)
	Men (N=107)	Women (N=91)	≤5 years (N=88)	More than 5 years (N=108)	
Rarely	8.4	0.0	6.8	2.8	4.5
Once in a while	22.4	11.0	12.5	21.3	17.4
Sometimes	40.2	37.4	31.8	46.3	39.3
Quite often	29.0	51.6	48.9	29.6	38.8
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 160. How often respondent said they feel NERVOUS (significance by gender, racial/ethnic majority status, and tenure status)

Response	Percent of Respondents						Overall (N=200)
	Gender*		Majority status*		Tenure status*		
	Men (N=106)	Women (N=91)	Not a majority (N=34)	A majority (N=165)	Yes (N=104)	No (N=90)	
Rarely	34.0	17.6	23.5	26.7	24.0	27.8	26.5
Once in a while	37.7	33.0	20.6	39.4	44.2	27.8	36.0
Sometimes	19.8	33.0	44.1	21.8	25.0	26.7	25.5
Quite often	8.5	16.5	11.8	12.1	6.7	17.8	12.0
Total	100.0	100.1	100.0	100.0	99.9	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 161. How often respondent said they feel DEPRESSED (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=200)
	Men (N=106)	Women (N=91)	
Rarely	57.5	34.1	47.0
Once in a while	23.6	30.8	27.0
Sometimes	15.1	24.2	19.0
Quite often	3.8	11.0	7.0
Total	100.0	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 162. How often respondent said they feel SHORT-TEMPERED (significance by gender, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents						Overall (N=201)
	Gender*		Years at NDSU*		Have children ages 6 or younger*		
	Men (N=107)	Women (N=91)	≤5 years (N=88)	More than 5 years (N=108)	No (N=151)	Yes (N=50)	
Rarely	35.5	25.3	23.9	36.1	35.8	16.0	30.8
Once in a while	46.7	40.7	42.0	46.3	43.7	46.0	44.3
Sometimes	14.0	20.9	23.9	12.0	11.9	32.0	16.9
Quite often	3.7	13.2	10.2	5.6	8.6	6.0	8.0
Total	99.9	100.1	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 163. How often respondent said they feel WELL-RESTED (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=201)
	Men (N=107)	Women (N=91)	
Rarely	11.2	28.6	19.4
Once in a while	20.6	23.1	22.4
Sometimes	44.9	30.8	37.8
Quite often	23.4	17.6	20.4
Total	100.1	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 164. How often respondent said they feel PHYSICALLY FIT (significance by gender)

Response	Percent of Respondents		
	Gender*		Overall (N=201)
	Men (N=107)	Women (N=91)	
Rarely	9.3	19.8	14.4
Once in a while	16.8	19.8	17.9
Sometimes	36.4	40.7	37.8
Quite often	37.4	19.8	29.9
Total	99.9	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 165. Among respondents with a significant health issue or disability, respondent's feelings regarding accommodations by their primary department and NDSU in dealing with their health issue or disability

Entity	Percent of Respondents				
	How accommodating entity is				Total
	Not at all	Somewhat	Quite	Very	
Respondent's primary department (N=14*)	0.0	42.9	21.4	35.7	100.0
NDSU (N=14*)	7.1	57.1	21.4	14.3	99.9

*Caution should be exercised when using these data due to the small number of respondents. N is too small to test for significance on other variables.

Women Faculty at NDSU

Appendix Table 166. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "There are too few women faculty in my department" (significance by type of college)

Response	Percent of Respondents		
	Type of college*		Overall (N=203)
	STEM college (N=98)	Non-STEM college (N=92)	
Disagree strongly	12.2	46.7	27.6
Disagree somewhat	20.4	28.3	24.1
Agree somewhat	35.7	12.0	24.6
Agree strongly	28.6	13.0	22.2
Don't know	3.1	0.0	1.5
Total	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 167. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has identified ways to recruit women faculty" (significance by gender, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=203)
	Gender*		Tenure status*		Years at NDSU*		
	Men (N=108)	Women (N=91)	Yes (N=107)	No (N=90)	≤5 years (N=88)	More than 5 years (N=109)	
Disagree strongly	8.3	18.7	11.2	14.4	11.4	13.8	12.8
Disagree somewhat	17.6	25.3	20.6	22.2	22.7	20.2	21.2
Agree somewhat	40.7	25.3	38.3	30.0	27.3	39.4	34.0
Agree strongly	24.1	12.1	22.4	12.2	17.0	20.2	18.2
Don't know	9.3	18.7	7.5	21.1	21.6	6.4	13.8
Total	100.0	100.1	100.0	99.9	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 168. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has actively recruited women faculty" (significance by gender, tenure status, years at NDSU, and having children ages 6 or younger)

Response	Percent of Respondents								Overall (N=203)
	Gender*		Tenure status*		Years at NDSU*		Have children ages 6 or younger*		
	Men (N=108)	Women (N=91)	Yes (N=107)	No (N=90)	≤5 years (N=88)	More than 5 years (N=109)	No (N=153)	Yes (N=50)	
Disagree strongly	6.5	11.0	6.5	10.0	6.8	9.2	5.2	18.0	8.4
Disagree somewhat	9.3	25.3	13.1	21.1	21.6	11.9	14.4	22.0	16.3
Agree somewhat	35.2	25.3	35.5	26.7	21.6	39.4	30.1	32.0	30.5
Agree strongly	44.4	26.4	41.1	28.9	36.4	36.7	39.2	28.0	36.5
Don't know	4.6	12.1	3.7	13.3	13.6	2.8	11.1	0.0	8.4
Total	100.0	100.1	99.9	100.0	100.0	100.0	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Appendix Table 169. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has identified ways to enhance the climate for women" (significance by gender and racial/ethnic majority status)

Response	Percent of Respondents				
	Gender*		Majority status*		Overall (N=201)
	Men (N=106)	Women (N=91)	Not a majority (N=34)	A majority (N=166)	
Disagree strongly	9.4	19.8	0.0	16.9	13.9
Disagree somewhat	15.1	25.3	26.5	18.7	19.9
Agree somewhat	28.3	16.5	11.8	24.7	22.4
Agree strongly	25.5	20.9	32.4	21.7	23.4
Don't know	21.7	17.6	29.4	18.1	20.4
Total	100.0	100.1	100.1	100.1	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 170. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has taken steps to enhance the climate for women" (significance by gender, racial/ethnic majority status, and type of college)

Response	Percent of Respondents						
	Gender*		Majority status*		Type of college*		Overall (N=199)
	Men (N=105)	Women (N=90)	Not a majority (N=33)	A majority (N=165)	STEM college (N=97)	Non-STEM college (N=90)	
Disagree strongly	10.5	22.2	0.0	18.8	13.4	20.0	15.6
Disagree somewhat	11.4	21.1	24.2	14.5	20.6	8.9	16.1
Agree somewhat	30.5	22.2	12.1	29.1	24.7	27.8	26.1
Agree strongly	25.7	17.8	30.3	20.6	16.5	28.9	22.1
Don't know	21.9	16.7	33.3	17.0	24.7	14.4	20.1
Total	100.0	100.0	99.9	100.0	99.9	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 171. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has too few women faculty in leadership positions" (significance by gender and type of college)

Response	Percent of Respondents				
	Gender*		Type of college*		Overall (N=201)
	Men (N=107)	Women (N=90)	STEM college (N=96)	Non-STEM college (N=92)	
Disagree strongly	18.7	14.4	11.5	22.8	16.9
Disagree somewhat	24.3	16.7	15.6	26.1	21.4
Agree somewhat	32.7	17.8	32.3	20.7	25.4
Agree strongly	21.5	50.0	36.5	30.4	33.8
Don't know	2.8	1.1	4.2	0.0	2.5
Total	100.0	100.0	100.1	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 172. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has identified ways to move women into leadership positions" (significance by gender and having children ages 6 or younger)

Response	Percent of Respondents				
	Gender*		Have children ages 6 or younger*		Overall (N=199)
	Men (N=106)	Women (N=89)	No (N=149)	Yes (N=50)	
Disagree strongly	9.4	27.0	14.8	24.0	17.1
Disagree somewhat	14.2	23.6	14.8	28.0	18.1
Agree somewhat	25.5	19.1	22.8	22.0	22.6
Agree strongly	14.2	6.7	13.4	4.0	11.1
Don't know	36.8	23.6	34.2	22.0	31.2
Total	100.1	100.0	100.0	100.0	100.1

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 173. Respondent's opinion regarding the statement about recruitment of, climate for, and leadership of women faculty in their primary department/unit: "My department has made an effort to promote women into leadership positions" (significance by gender and having children ages 6 or younger)

Response	Percent of Respondents				
	Gender*		Have children ages 6 or younger*		Overall (N=200)
	Men (N=105)	Women (N=91)	No (N=151)	Yes (N=49)	
Disagree strongly	10.5	26.4	16.6	20.4	17.5
Disagree somewhat	9.5	23.1	11.9	28.6	16.0
Agree somewhat	31.4	19.8	25.2	28.6	26.0
Agree strongly	21.0	8.8	18.5	6.1	15.5
Don't know	27.6	22.0	27.8	16.3	25.0
Total	100.0	100.1	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Demographics

Appendix Table 174. Respondent's gender (significance by type of college, tenure status, and years at NDSU)

Response	Percent of Respondents						Overall (N=200)
	Type of college*		Tenure status*		Years at NDSU*		
	STEM college (N=98)	Non-STEM college (N=92)	Yes (N=104)	No (N=90)	≤5 years (N=89)	More than 5 years (N=107)	
Men	63.3	46.7	73.1	32.2	41.6	66.4	54.5
Women	36.7	53.3	26.9	67.8	58.4	33.6	45.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 175. Respondent's race/ethnicity

Response	Percent of Respondents* (N=203)
Southeast Asian	2.0
Other Asian/Pacific Islander	5.9
Black/African American, not of Hispanic origin	1.5
Hispanic	2.0
Native American (American Indian or Alaskan Native)	0.5
White, not of Hispanic origin	82.8
Other	2.0

*Percentages do not add to 100.0 due to multiple responses

Appendix Table 176a. Respondent's U.S. citizenship status (significance by racial/ethnic majority status, type of college, and tenure status)

Response	Percent of Respondents						Overall (N=201)
	Majority status*		Type of college*		Tenure status*		
	Not a majority (N=33)	A majority (N=168)	STEM college (N=99)	Non-STEM college (N=92)	Yes (N=106)	No (N=89)	
Yes, is a U.S. citizen	51.5	87.5	75.8	89.1	87.7	75.3	81.6
No, is not a U.S. citizen	48.5	12.5	24.2	10.9	12.3	24.7	18.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 176b. Respondent's U.S. citizenship status (significance by years at NDSU and having children ages 6 or younger)

Response	Percent of Respondents				Overall (N=201)
	Years at NDSU*		Have children ages 6 or younger*		
	≤5 years (N=88)	More than 5 years (N=109)	No (N=152)	Yes (N=49)	
Yes, is a U.S. citizen	76.1	88.1	87.5	63.3	81.6
No, is not a U.S. citizen	23.9	11.9	12.5	36.7	18.4
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at p<.05

Appendix Table 177. Highest degree that respondent had attained

Response	Percent of Respondents (N=202)
Ph.D.	90.6
Other	9.4
<i>M.D.</i>	0.0
<i>D.V.M.</i>	0.5
<i>J.D.</i>	1.0
<i>M.A./M.S.</i>	2.0
<i>Ed.D.</i>	1.5
<i>Other</i>	4.5
Total	100.0

Appendix Table 178. Primary college to which respondent was assigned (significance by having children ages 6 or younger)

Response	Percent of Respondents		
	Have children ages 6 or younger*		Overall (N=191)
	No (N=144)	Yes (N=47)	
College of Agriculture, Food Systems, and Natural Resources**	27.1	23.4	26.2
College of Arts, Humanities, and Social Science	29.9	17.0	26.7
College of Business	2.8	4.3	3.1
College of Engineering and Architecture**	10.4	12.8	11.0
College of Human Development and Education	18.1	6.4	15.2
College of Pharmacy, Nursing, and Allied Sciences	3.5	2.1	3.1
College of Science and Mathematics**	8.3	34.0	14.7
College of University Studies	0.0	0.0	0.0
Total	100.1	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

**Designates a STEM-designated college for purposes of analyses in this report. STEM stands for "Science, Technology, Engineering, and Math"

Appendix Table 179. Whether respondent's primary college was a STEM college (significance by gender and having children ages 6 or younger)

Response	Percent of Respondents				
	Gender*		Have children ages 6 or younger*		Overall (N=191)
	Men (N=105)	Women (N=85)	No (N=144)	Yes (N=47)	
Yes, is part of a STEM college	59.0	42.4	45.8	70.2	51.8
No, is not part of a STEM college	41.0	57.6	54.2	29.8	48.2
Total	100.0	100.0	100.0	100.0	100.0

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Note: STEM stands for "Science, Technology, Engineering, and Math" and, for purposes of analyses in this report, includes the College of Agriculture, Food Systems, and Natural Resources; the College of Engineering and Architecture; and the College of Science and Mathematics

Appendix Table 180. Proportion of women in respondent's primary college (significance by gender, type of college, and having children ages 6 or younger)

Proportion of women in college	Percent of Respondents						
	Gender*		Type of college*		Have children ages 6 or younger*		Overall (N=191)
	Men (N=105)	Women (N=85)	STEM college (N=99)	Non-STEM college (N=92)	No (N=144)	Yes (N=47)	
Low (6.7% to 15.4% women)	18.1	9.4	21.2	6.5	13.9	14.9	14.1
Medium (20.4% to 22.8% women)	44.8	35.3	78.8	0.0	35.4	57.4	40.8
High (33.8% to 36.0% women)	26.7	34.1	0.0	62.0	32.6	21.3	29.8
Very high (56.9% women)	10.5	21.2	0.0	31.5	18.1	6.4	15.2
Total	100.1	100.0	100.0	100.0	100.0	100.0	99.9

*Differences between the categories of the variable are significant using Chi Square at $p < .05$

Open-Ended Responses

All open-ended responses are included here alphabetically. Responses were reviewed and adjusted as necessary to maintain anonymity of respondents. For each topic, the tables are presented as pairs – table “a” presents the responses of women, table “b” presents the responses of men, and table “c” presents the responses of respondents whose gender was not specified.

Appendix Table 181a. Other first positions respondent had at NDSU – Women

Response
Assistant Professor, non-tenure track
Extension Home Economist
Instructor [x5]
Lecturer [x2]
Non-tenure track assistant professor., 2/1 teaching load, 50% of regular t-t a-p pay
Non-tenure track Assistant Professor. changed to Lecturer after 7 years, then changed to Assistant Professor on tenure track after I earned a PhD
Non-tenure track research professor
Post doc [x3]
Research associate
Visiting Professor
Visiting professor or lecturer- the distinction wasn't clear.

N=18

Appendix Table 181b. Other first positions respondent had at NDSU – Men

Response
Dean
Department Head
Dean
Instructor
Post doc [x2]
Practicum Specialist/Lecture
Professor and Dean
Research assistant
Research faculty
Visiting Assistant Professor

N=11

Appendix Table 181c. Other first positions respondent had at NDSU – Gender not specified

Response
Agricultural research technician
Grad student

N=2

Appendix Table 182a. Other factors that influenced decision to ACCEPT a position at NDSU – Women

Response
Administrator's support
Attended university
Desperate for job!
Didn't have to immediately be an administrator
Doctoral program
Family in area
Family in ND
Family proximity
Had friends in area
I wanted a temporary teaching assignment in 2004
I would implement a new program that I had helped to create.
It was a job at the right time
Job
My aging parents live in ND
Near spouse
There are so few jobs in the humanities that you take any tenure track job offered.
Two faculty member family - positions for both, but not through an accommodation

N=17

Appendix Table 182b. Other factors that influenced decision to ACCEPT a position at NDSU – Men

Response
Alumnus
Availability of the job
Available job
Back to family
Cost of living
Fresh challenge
I had no permanent job
I received no other offers.
Interaction with industrial community
It was a job
It was an offer - I needed a job
Job availability
Job offer
Low cost of living
NDSU offered an opportunity
NDSU was willing to hire me
New opportunities
Opportunity to facilitate change at NDSU
Opportunity to be Department Head and energy of Provost and President
Optimism on campus
PhD program in my department
Position
Position closely matched my goals and interests
Potential for growth
Sparsely of opportunities elsewhere.
Type of position
Wife got a job first

N=27

Appendix Table 182c. Other factors that influenced decision to ACCEPT a position at NDSU – Gender not specified

Response
A tenure position is extremely competitive - take what you get. Even if it is 1500 mi from home! I had no other choice.
Only had 2 offers and I needed a job
Opportunity to grow a program
Was about to be unemployed

N=4

Appendix Table 183a. Other factors that influenced decision to HESITATE about accepting a position at NDSU – Women

Response
Former student in the department
Insurance does not cover oral contraceptive (major medical expense over time)
Lack of *single* professional people in Fargo (most marry before they're 25)
Lack of diversity in student body
Liked former university
Low salaries
None
Weather

N=8

Appendix Table 183b. Other factors that influenced decision to HESITATE about accepting a position at NDSU – Men

Response
Dept. & university resources
Hiring Salary offer
I had NO hesitation
It is a government job
Leaving girlfriend
None
Slowness of the process through Equity Office
Zero start up funding. I mean zero.

N=8

Appendix Table 184a. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, respondent's main reason for extending/resetting the tenure clock – Women

Response
Arrived late in the school year
Birth of a child
Birth of child
Child
Child birth
Child birth
Child rearing
Completing dissertation
Department, college, and university all had different schedules
Didn't have the publications
Family circumstances
First year is a trial for my position; new joint extension position
Illness of family member
Maternity
Starting time

N=15

Appendix Table 184b. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, respondent's main reason for extending/resetting the tenure clock – Men

Response
[Detailed response removed to maintain anonymity – Child issue]
Birth of child
Birth of first child
Family issues
Policy changes
Time spent with accreditation

N=6

Appendix Table 185a. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, what reduced responsibilities respondent was granted, if any – Women

Response
Didn't teach in one semester
Less teaching
No teaching for 1 semester
None [x7]
Reduce teaching
Reduced teaching
Reduced teaching load

N=13

Appendix Table 185b. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, what reduced responsibilities respondent was granted, if any – Men

Response
I had to teach one class less
Mentor provided
None [x4]

N=6

Appendix Table 185c. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU and have extended/reset the tenure clock, what reduced responsibilities respondent was granted, if any – Gender not specified

Response
None

N=1

Appendix Table 186a. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, reasons respondent chose NOT to extend/reset the tenure clock even though they may have wanted to – Women

Response
Although I did extend the time-clock I was told by a faculty member that I shouldn't -- it would make me appear 'weak.'
I could have taken an extra year after having a baby, but my CV is strong enough that I will not have to do that.
I feared expectations would increase rather than being a true stopped clock. I felt if I didn't go up on schedule it might be viewed as less than excellence. I would have liked to spend some more time with my newborn child, however.
I had a baby during a critical time in my career, but wanted to go forward toward promotion without delay
I had a baby, but my peer review publications and grants that were funded are many. I do not want to delay the process.
I had a baby. I may extend my tenure 1 year, but I choose not to.
I had a child but did not feel I could ask for an extension - since there was no set process it seemed almost like you had to go begging and it was frowned upon in my department anyway (I was/am the only tenure track/tenured faculty with young children in the department)
I was forced into extending the clock against my wishes. This was before it was automatic, and I was very concerned it would be a stigma.
It was set for me on arrival
My research productivity was not where I wanted it to be as a result of major problems in my personal life that would have been legitimate grounds for extending. However, it appeared that I would be OK even without resetting the clock. I got really mixed signals on whether I should, and the least positive person of my situation was my dept head. However, persons higher up seemed not concerned with my record, so I submitted my dossier and was tenured/promoted. It worked out in my case, but it could have very easily gone the other way.
Possibly extending tenure process to allow for time to ensure growing family could be focused upon adequately
Unclear what you want, I did not request to extend the tenure clock and I knew I could.

N=12

Appendix Table 186b. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, reasons respondent chose NOT to extend/reset the tenure clock even though they may have wanted to – Men

Response
Busy everyday
Due to family circumstances, I inquired as to my eligibility for extending my tenure clock. My department head and others in administration said that I was indeed eligible and that my situation was exactly what extensions were for. However, I did not feel comfortable that others in my department wouldn't hold the extension against me, and felt that some would vote against me specifically because of the extension. The policies I read also seemed to indicate (wasn't entirely clear), that I would be expected to have additional accomplishments (publications, etc.) due to the extension, i.e., I would have to fully 'make up' for what was expected during the regular tenure clock time period AND have an extra year of accomplishments due to the one year extension. So, the extension seemed too risky to accept and would simply extend the tenure-clock burden another year.
It never entered my mind to reset.

N=3

Appendix Table 186c. Among respondents who did/will experience the tenure/promotion process to Associate Professor at NDSU, reasons respondent chose NOT to extend/reset the tenure clock even though they may have wanted to – Gender not specified

Response
I was given an extra year, but I didn't feel it was necessary. I decided not to extend.

N=1

Appendix Table 187a. Other activities respondent spent time on or would prefer to spend time on – Women

Response
Generally I wish teaching, administration, and outreach were valued more--I wish research weren't the only measure of success.
I am okay with the way I spend my time
I feel that dealing with financial accounting functions should be presented to me in an executive summary--not a 20 page report for me to decipher--should be dept head job (along with staff)
I have an Extension appointment so trying to delineate between teaching and extension is difficult. Extension work IS teaching!
Meetings...lots of college/school/department meetings; every week in some cases. Most of the information could be handled electronically
My research, which is about 25% of my time, occurs on nights and weekends. My teaching schedule and 5 hrs/ week service demands command more than 40 hrs/ week. There is also admin, mentoring, extension and outreach hours not mentioned above because these also exceed the 40 hrs/ week needed to teach design.
Prep, project development, finding projects- a lot of time in department is spent doing this, and does not allow us time for research.
Professional development
Professional service
Reporting research results to participating organizations and individuals.
Representing or meeting with off campus entities

N=11

Appendix Table 187b. Other activities respondent spent time on or would prefer to spend time on – Men

Response
Biosecurity
I feel I spend way too much time responding to e-mail, filling out surveys (such as this one), answering phone calls, and handling nonsense correspondence. I am too accessible and my time is not my own. This makes it impossible to get done the things I need and want to get done.

N=2

Appendix Table 188a. Other committees in respondent's department that they had served on or chaired – Women

Response
Academic Affairs
Assessment
Assessment Academic Affairs
Assessment committee, department 'social' committee, upper division writing. Chaired all three. Also on first year writing committee, faculty lecturer committee (in department).
Assessment, awards
Chair, Student Awards & Scholarship committee
Chair, student awards and scholarship
Chair, Student Life Committee Member, Assessment Committee Faculty Advisor, dept. student organizations
College Scholarship, Several university level committees including Grade Appeals Board & Faculty Development Committee, Master's Curriculum Committee
Department committees, College Student Activities
Department's communications committee (e.g., create department newsletter; create alumni website) - this is a committee of two people
Departmental Space Committee; other departmental committees
Dept chair eval mission statement update
Distance ed committee, program specific committee
Graduate Committee, Research Committee
Graduate recruiting, graduate assessment & award nomination
Graduate Recruitment

Response
Graduate recruitment committee, departmental award committee
I have chaired the undergrad curriculum comm. twice in the past 3 years. Each time we have undergone extensive revisions to the curriculum.
Library Committee
Library, Awards
Note - I have chaired the 2nd through 3rd committees above for interdisciplinary programs outside of my department. Other department committees have included: [Detailed response removed to maintain anonymity]
Outreach & Recognition
PhD planning sub-committee.
Program Review, General Education, Assessment, and any place else there is a need. There are too many needs.
Public relations and press
Safety Committee, Graduate Student progress Committee
Selective admissions undergraduate
Serve on several college committees
Social Committee Technology Committee Unit Head Evaluation Committee
Strategic planning committee - chair, member program assessment committee - chair, member honor society committee - member, officer steering committee - member student progress committee - member many many many other college and university committees
Thesis (Chair), overseas study (chair), community service/ outreach (chair)
Undergraduate committee
Undergraduate scholarship committee

N=34

Appendix Table 188b. Other committees in respondent's department that they had served on or chaired – Men

Response
[Detailed response removed to maintain anonymity x3]
Academic Affairs
Accreditation
Accreditation, Chair Evaluation, Assessment
Assessment
Assessment committee
Assessment Committee
Assessment, Faculty Rights, General Education, Senate,
Assessment Associate Chair, Graduate Seminar (yes), Recognition and Awards (No), Scholarship awards (No), Social Committee (Yes), Teaching evaluation coordinator (No), Teaching peer evaluation (No)
Awards committee; student retention committee; graduate studies committee
Awards Nomination Committee
Building committees, administrative and staff searches
College Faculty Forum
Curriculum assessment, etc.
Department Policy Revision
Development Committee, Department Topic Based Committee
Equipment
Evaluations of administrators on unit, college, and university levels and various support committees with ITS
Graduate council, senate
Graduate recruitment, Department assessment, Graduate committee
Graduate studies committee, awards, assessment, scholarship, teaching evaluation
I am on a Tri-College committee. I served as Head of Department for two years, also chaired several committees at the Department/College level at other universities.
I currently chair the computer resources committee. I am also on a number of ad hoc committees as well.

Response
I don't chair most of these committees because I'm a department head.
Junior faculty mentoring
Many committees
Recognition committee
Research colloquium planning committee
Scholarship
Strategic planning, Library
Student Awards/Recognition Committee
Student progress
Teaching Assessment Committee
Too many to even remember
Too many to name at dept, college and university level
University Senate Committees
Various ad hoc committees. department does not have standing committees
Various department committees
Way too many to list

N=41

Appendix Table 188c. Other committees in respondent's department that they had served on or chaired – Gender not specified

Response
Assessment
I've been here long enough to have served on or chaired almost every department, college and many university committees on campus.
Work group within the dept.

N=3

Appendix Table 189a. Other positions at NDSU that respondent currently held or has held in the past – Women

Response
Committee chair for a university committee outside of my department
FYE mentor
Grant administrator for State
Principal Investigator on a Grant
Program administrator.
Research fellowship
What exactly is the difference between an educational and research grant?

N=7

Appendix Table 189b. Other positions at NDSU that respondent currently held or has held in the past – Men

Response
[Detailed response removed to maintain anonymity]
Chair of the Program Review Committee
Chaired some university committees (in the past); Served in the University Senate (as a member, the president-elect and the president)
Commodity grants
Contracts with state and federal agencies
Equipment
General Education Committee
Have held administrative roles since 2003
I am a co investigator on several grants
Member of steering committee of interdisciplinary graduate program
Technology grant
University Senate and various committees.
University Senator; also five other university and college committees (currently hold two), which are not leadership positions but there doesn't seem to be another place to account for these

N=13

Appendix Table 189c. Other positions at NDSU that respondent currently held or has held in the past – Gender not specified

Response
Chaired university committees

N=1

Appendix Table 190a. Among respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, what barriers prevent them from taking on such a position – Women

Response
1. Clarity of promotion and tenure procedures 2. teaching double that of my male colleagues in analogous positions
1) My rank. 2) The way I have historically witnessed women treated in those positions makes me hesitant to take on such a role.
Amount of time at institution has been too short and connections to the important people are lacking.
Buddy system
Demanding tenure requirements + expectation that faculty help doctoral student publish as well
Despite the goal to increase senior women faculty and women in administrative positions, I am not confident that this will happen quickly.
Early in my academic career - many hurdles to rise to first such as professional licensure, publishing, teaching experience - while starting a family
Exclusionary networks selection process based on friendships/preferences of administrators
Few female role models, not be viewed by peers and administrators as a leader, unsure how people receive such appointments (seems to be a hidden process)
I am in agriculture and there still are few women in leadership roles in agriculture
I am not qualified as an assistant professor for the roles that I would like to attain in the future. As I look forward, I anticipate that the amount of extra time that I can apply to my job because of family commitments will be the major barrier to my success in attaining these appointments.
I don't have the mentorship to help me grow and/or identify the areas I should pursue.
I don't yet have a PhD
I don't yet know if there are barriers because I have not tried to take on one of these positions.
I see that kind of opportunity as down the line. The primary barrier at the moment is having a young family. Beyond that, though, I perceive an old boy's network still operating at NDSU. I don't have a sense of how I could become an administrator--the path is unclear. It seems as though people get promoted through their connection with an existing administrator.
Inadequate infrastructure and funding to develop a specific research center. Not enough time for more administrative duties; I can barely keep up with all the work I have now.

Response
Internal support is limited and in the environment its primarily male dominated; issues of it being a male society
Lack of positions/opportunities available, current long-standing administrators are unlikely to step-down, the perceptions/attitudes of some people are limiting towards women, women at NDSU tend to do (are expected to do) a great deal of service which limits the amount of time available for research and ultimately limits one's career opportunities, need I go on???
Lack of tenure, Departmental climate, Lack of faith in colleagues
Lack of time.
Need to be promoted to full professor first; administrative positions at NDSU seem to be filled by appointment rather than open search.
No openings currently, and when there are openings I don't get to compete because positions are by appointment.
No time to write and publish manuscripts to qualify me for such a position. Very little opportunity to train for such a position. No interest expressed by administration in my advancement to such a position.
Not many openings, lack secondary positions that will lead to leadership positions
Perception that because I'm a woman I'm less qualified. I believe the administration would not want me in such a position b/c I'm outspoken. The positions are all filled (and mainly with me). When leadership positions do come up (e.g., in my department), the dept head already knows who he wants in those and it's very clear that we are not to protest, disagree, or express our own interest in those positions.
Perception that we've always done it this way, men are more respected, too much service so will never get full professor/get to that level
Permanent department head
Requirements for promotion are not suitable to the field. There is no PhD in my field offered at NDSU, therefore promotion to those positions are not easily attained if a PhD is required. Also, the PhD is design at other University is archaic in its views of design- they need to approach design from a different perspective, and do not do that.
The current structure and who is favored.
The Provost will not allow assertive women to gain administrative positions.
There seems no process to rotate the position and the individual in the position has been there for a long time.
There seems to be little opportunity - no announcements are ever made; men just seem to slide into the position without a search or anything.
Too new, starting academic career later in life.

N=33

Appendix Table 190b. Among respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, what barriers prevent them from taking on such a position – Men

Response
Administration will not allow me to serve as department head. Insisted on hiring outside department.
Degree requirements/lack of terminal degree
Giving up research program
If the Provost doesn't like you, you have no chance for advancement and he doesn't like anyone who disagrees with him.
Mainly experience
Not an NDSU situation, but a family situation.
Pecking order within the department.
Political and lack of financial support
Politics
Tenure did not transfer when I came to NDSU from another university.
There is not enough time in my schedule to allow me to take on more work.
Time, it being the right position for me at a time that is appropriate in my career trajectory
Too little time and not enough support to take other duties

N=13

Appendix Table 190c. Among respondents who said they have an interest in taking on any formal leadership positions at NDSU or are not sure, what barriers prevent them from taking on such a position – Gender not specified

Response
Collegiality within the dept.

N=1

Appendix Table 191a. Among respondents who have considered leaving NDSU, what factors contributed to their consideration to leave – Women

Response
1) Overwork, 2) lack of resources, 3) lack of opportunity for advancement, 4) climate for women, even though the climate in my department is good for me, 5) being recruited by more prestigious institutions.
A faculty position was open at another university, which is my alma mater and it is close to family.
Being recruited for job openings elsewhere
Better pay
Better paying job; closer to family
Better school better job for spouse Geographic location
Boredom with current tasks unfair appointment practices
Class size, lack of graduate students in my area, & mandate that literature faculty teach service writing courses.
Climate issues based on a very distinct generational gap between senior faculty and junior faculty; dissatisfaction with the ways in which some important issues are 'resolved' in my department through informal mechanisms; increasing resistance to growth and change in the department; ignorance of senior faculty about other universities and the state of the discipline beyond NDSU
Colleagues
Colleagues - Dysfunctional communication in this Dept.
Communication patterns
Department climate, lack of resources for my research, inadequate resources for my students, a feeling that I am not a respected and valued member of the NDSU community
Difficulty in moving my family (spousal job and children)
Difficulty in procuring consistent and accurate information about my career trajectory and the promotion and tenure process being one of two tenure-track women in my college
Difficulty with recent (former) department chair, administrative secretary sabotaging grant and outreach work, [name removed]'s secretary in NDSU's research office revoking my travel award *after* I did all the work and spent the award money--> lack of oversight and unfair policies that would allow such sabotage of research efforts, (a few) inept folk in accounting office do not report grant activity to PI (and thus we never get reports), below average pay, lack of (any) release from teaching to pursue research, etc...
External factors such as family.
Family, going somewhere where more unknown
Gender based harassment, negative treatment by peers and administrators, and unequal treatment within my department and college
Geographic location, general culture of Fargo area, very conservative and religious not highly regarded spouse unhappy in working at NDSU
Higher paying job with better benefits and more opportunities for advancement.
How my research is valued, climate, isolation, lack of respect in my department in my area of expertise, lack of diversity at NDSU - there is a focus on race but not sexism or sexual orientation.
I don't really like Fargo. And I miss my country.
I think it's always healthy to keep yourself marketable and to see what's out there. I would leave to be closer to my family; to be in a place I love such as Montana or New Mexico; to go to a research/grad program situation. But in any of these cases, the situation would have to be near-ideal, because I love my department and am very happy within it and that is a pretty precious thing to give up.
Lack of graduate students, location, weather
Lack of monetary support for technician and travel. Inability to make self be heard.
Lack of Native American staff/students/programs
Lack of research collaborations within the department. This has improved since then. Searching for higher prestige job. Now I don't care about that as much.
Lack of research culture, too many nonresearch minded faculty that have equal votes on important issues

Response
Lack of resources/support for research
Living in North Dakota; the quality of students at NDSU, not feeling like my work is respected in my department; no graduate program in my area of specialty; the k-12 schools aren't very good; lack of diversity; faculty leave frequently making it hard to make lasting friendships;
Low pay, overloaded service work when other faculty does nothing, administrators who would rather bury a problem rather than address it.
Low salary, cold weather
Money, teaching load (I really want more time to do research but teaching loads are too high), advancement
My research/teaching appointment is not an accurate reflection of the research, teaching, and Extension work that I do. The administration does not recognize this as a problem, although I have brought it to the attention of my chair a number of times. I am concerned that when I am evaluated for tenure, I will not have a publication record that is considered acceptable, primarily because I spend more time writing research reports for industry and conducting Extension-type work than preparing research for publication. My research in agriculture is not appreciated or recognized in this department. Peers with research interests that allow faster turnover of research projects and, thus, a better publication record are recognized over me. I am not granted the same level of respect as my peers by administration, peers, or staff.
My work is not valued here
No chance for any new work or any new roles.
Not in a tenure-track position at the time.
Opportunities for leadership/advancement; more creative/teaching challenges; opportunity to work with graduate students
Pay being so low relative to the national standards. Bad interactions with one or two colleagues. But I haven't ever gone on the job market again, so I haven't felt it got that critical.
Poor quality of graduate students, administrators lack vision, little room for creativity lack of Interdisciplinary research
Research opportunity, salary and geographical location.
Salary
Salary, unfair treatment
Salary, internal issues with chair/ head, environment was struggling due to major faculty losses; opportunities and better support and funding plus weather and location issues
Service load in comparison to expectations for research.
Some of the colleagues in my program. One male colleague with tenure is rarely at work and drags the program down - he is also inappropriate with students, staff and female faculty.
Spouse not given consideration for jobs on campus.
The climate on campus is miserable. Women on this campus are overworked to the point of burnout. I also feel very undervalued here. Statements such as 'all the good women leave' do not help--so if I stay, that means I am not 'good' at my job???? It feels like there will be no change until a lot of the leadership changes b/c they are much of the problem. It FEELS like all the discussion over the last two years is lip service and that true change is unlikely. The longer I've spent here, the more clear it is that I'm slipping behind my peers nationally in terms of salary, amount of research I can get done, and job satisfaction. If I weren't place bound, I would have left a few years ago. It also feels like the administration only listens to a FEW women and only values the perspectives of those women. There seems to be a perception that all women are the same, and they just need to figure out a way to make us happy. What would make me happy? More time for research; more recognition and valuing of the service I do; better graduate students and adequate stipends for those students so that I can actually get them to work hard; a real sabbatical at full salary so that I can recharge and recover from the burnout; opportunity to advance as a leader so that I can actually contribute to institutional change; a higher salary.

Response
The fact that although the university is trying to improve the climate by offering teaching seminars, informational meetings, etc. at the department level the climate is one of the worst imaginable. I was told by the Chair of the department that I do not have charisma to teach one of the basic courses in my area, I was not informed that I was given service assignments, I was given service and not being told what I was expected to do for that, consequently spending an enormous amount of time with that, the chair of the department tried to push me to take a one year extension for my tenure, although I have told him repeatedly that I do not want that, I was taken out of the teaching rotation and assigned a course that has nothing to do with my background. When I tried to find some answers in my department about these situations I was told that I do not have 'proof' and I should not bother telling the Dean about them. I have been yelled at by one of the staff members for a situation that was not my fault. A graduate student that was one of the chair's students sent me emails telling me how to teach one of my courses. In dept. meetings, my questions are dismissed very quickly and when the chair's proposals were not voted by the department, emails were sent threatening to block the entire activity of the department with nonsense motions. I am sending emails to the chair of the department with usual questions or issues and these emails are almost never answered. When I asked the chair why he is not answering the emails he replied that he does not have time and every day I am seeing him staying in the lounge or on the corridors laughing and saying jokes with the students or his friends.
The internal grants awarded at NDSU are always given to the faculty in Ag, Engineering, etc. Social Sciences are not valued on this campus
The lack of a larger city in Fargo, the conventions of NDSU are outdated as are the requirements for tenure and their views of design
The physical environment.... leave ND not necessarily NDSU. Teaching online would be wonderful
The way I am treated in my department. The isolation I feel on campus. The isolation I feel in the FM community. I miss living in a lively progressive city where you are not excluded because you are single and/or without children.
The weather
There are very few senior researchers who do work that are in any way similar to what I do. I feel that the lack of daily interaction with like-minded researchers is a major detriment to my research success (no direct connections with granting agencies, journal editors, section chairs, etc.). It feels like I will have to reinvent the wheel to get my research program rolling. It's not impossible, just difficult.
Time and money as well as the attractiveness of another position
Too much work; colleagues who have a voice but who are not competent
Unfair treatment of faculty during the tenure process
Wanted a tenure-track position
Weather, benefit, and career advancement
Work with a program that has graduate students and bigger program.
Workload is heavy in comparison to salary/rewards; growth opportunities are limited

N=63

Appendix Table 191b. Among respondents who have considered leaving NDSU, what factors contributed to their consideration to leave – Men

Response
[Unrelated response removed]
1) Faculty doesn't feel valued by the administration -- just a cog that can be easily replaced. 2) Salary - low salaries increase the feeling of being used and under-valued. 3) Space - there is a terrible demand for new and useful space on this campus. 4) Community perceptions - North Dakotan's don't seem to understand the demands placed on a professor. They think we are wastrels that have 3 months vacation and they think we get paid for a full year. When in fact it is the exact opposite -- we work a full year and get paid 9 months.
An autocratic, vindictive and egotistical administration (above the Dean level); lowest pay in the country, backward social climate, no collective bargaining for state workers (including faculty), lack of respect and fairness by higher level administrators, just to name a few.
Bad people in the dept.
Better offers for money and teaching load; more opportunity for research; higher prestige.
Better opportunities for spouse; opportunity to move to more culturally diverse area; higher salary

Response
Better pay, endowed chair. Inadequate compensation, distance from research resources, low national reputation of institution, university honors bestowed on a colleague who divided our department and attempted to destroy my marriage.
Change of scene, change of responsibilities; Greener pastures... simply different professional opportunities in a different setting.
Climate, lack of international connections
Cold weather, low student quality, difficulty to attract good postdoctoral associates and graduate students, severely underfunded department, underfunded library, very small-town/conservative mentality of students
Constant struggle for space
Department Chair's treatment of me and other faculty.
Dysfunctional department as to personnel and unwillingness of NDSU to allow me to assume administrative posts.
Everyone thinks about it. I did not think about it seriously. I am amazingly satisfied with my position.
Excessive teaching load and service needs to the detriment of research and spending time with individual students.
Family, opportunities elsewhere
Funding
Geographic location, make-up of college/dept.
Greater challenges
Interest in exploring other opportunities
Job at other institution
Job opportunity with higher pay.
Lack of interest/support for my specific research area in my department.
Lack of opportunities for professional growth and development. Salary.
Lack of recognition for my contributions and NDSU's shift of focus from teaching
Lack of research resources.
Lack of respect for my research - Negative climate in department - Negative climate for women at NDSU and the negative ways my partner has been treated as a woman at NDSU
Lack of support from the legislature, low annual salary increases, disrepair of campus facilities, increasingly bureaucratic mentality in campus service positions.
Lack of time for family and the limits put on faculty when expressing beliefs at a secular university.
Lack of transparency in decisions at the College level
Lack of university research for teaching, research and professional development. Lack of university-level interest in or respect for my discipline.
Location, community
Location, family
Low pay and too much teaching responsibility relative to the expectations for research productivity
Low pay, requests to apply for administrative positions.
Low salary and top down administrative style especially for minorities
Low salary, trouble with higher administrators
Low salary, heavy workload, poor library holdings, overly authoritarian administration, little support for the humanities, neglect by the legislature, conservative state politics
Low salary; disconnect between upper administration (i.e., the university president, vice presidents) and faculty.
Marital problems - need to get away for a while to rebuild family
Money
More money and better support for research
Offered position at a higher level of administration at three other institutions
Old boys corporate culture
Opportunities at other Universities closer to home.
Opportunities for expanded research program/take on leadership position (I declined an offer as dept chair at another land-grant university)
Opportunity and larger university

Response
Partner's initial position was offered and then rescinded. Mediocre students and superficial commitment to undergraduate education. Some disagreement about the direction of the department and the university--stretching ourselves too thin.
Pay, childcare
Pay, harsh weather
Personal, higher quality institutions, reduced university service
Potential offer from a more prestigious university
Reasons for promotion denial - lack of terminal degree - was not in the criteria; lack of opportunity for advancement due to degree requirements rather than job performance
Relative salary
Salary [x5]
Salary and fringes equity, potential to do research in a more supportive environment, career opportunities for partner, more sufficient resources for research program, a better fit for me as a position
Salary, geographical location, climate in department
Salary, location, professional opportunities
Salary, research support
Salary, value for my research, leadership opportunities, better and more supportive treatment, better opportunity for professional respect
Salary, weather, university prestige
The designation of [name removed] as a Distinguished Professor. His behavior in our department has been very negative, especially toward a female colleague who left NDSU because of him.
The weather
Top-down nature of decision-making. Lack of support for teaching undergraduate students.
Unfair treatment of faculty by the chair of my department
Unhappiness with the leadership at the time.
Very poor leadership of department head at the time; salary freeze.
Weak boss who does not lobby for resources and his boss [name removed] who runs the place like a banana republic (his way or the highway).
Weather and geography
Working space and weather

N=74

Appendix Table 191c. Among respondents who have considered leaving NDSU, what factors contributed to their consideration to leave – Gender not specified

Response
Department members don't get along. It is very uncomfortable being expected to 'take sides'. No win situation. Faculty talk about confidential matters so I don't even feel comfortable voting on things.
I was recruited for higher pay. Also to get closer to home. Pay. Move closer to family or into a warmer environment
Very small department, with few opportunities for collaborative research and chronically understaffed trying to cover courses.... And geography.

N=3

Appendix Table 192a. Other programs at NDSU that respondent mentioned – Women

Response
AHSS luncheons for women faculty.
As a new faculty member, I have been told that I am not eligible for funds through FORWARD and that it's only for 3rd year faculty members.
I would consider early tenure valuable
Increased positions and extended hours for daycare facilities.
New faculty orientation COULD be valuable but is not. No time to meet with HR to complete paperwork. There isn't an opportunity to meet and mingle with other new faculty. Faculty mentoring could also be more valuable if matched appropriately with a person in a similar discipline. Some pedagogical luncheons have been more valuable than others. I did not like a graduate student leading a discussion about teaching to a room full of very experienced faculty. WISMET would be valuable if offered as a support to all female faculties on a tenure track.

One worry that I have is that the increased promotion of having mentorship for women is that women will now be viewed differently than our male counterparts. Part of me feels that this push for women 'promotion' is a negative thing: do people think that women are so weak that they need this extra mentorship? Will our male colleagues think that we are just getting promoted because we are women? Will women on faculty who are borderline immediately get the benefit of the doubt and be promoted to increase tenured women on this campus? I strongly feel that a good family/maternity leave policy is needed for faculty and staff (as a researcher, my female technicians need to have as good of leave as I had-- because I need good technicians to stay!). However, sometime I feel that other mentorship forums, women's groups, etc. are indirectly implying that women can't compete with their male counterparts and this will just build more animosity on campus. This being said, I am very happy with the atmosphere in my department/college and cannot speak for other women on campus.
The gear up for grants' workshops is useless. Please cancel them and save everyone's time.
The FORWARD Advance program/grants are only awarded to women in certain disciplines on campus. Something that was supposed to be helpful to women on campus has ended up being something that is divisive. If there is a genuine concern for female faculty on this campus it should include support for ALL female faculty...it is clear that social science research is not valued on this campus. This is a shame as there are plenty of women who are active researchers in the social sciences. I am very disappointed with the FORWARD/Advance efforts.
WISMET only values female faculty that work in the 'STEM' disciplines. I used to attend WISMET meetings but the environment became unwelcoming to non STEM women

N=9

Appendix Table 192b. Other programs at NDSU that respondent mentioned – Men

Response
Activities of Diversity Council and Anti-Racism team
Campus leadership workshop
Dean of College sponsors first year and second year faculty workshops
I have heard of FORWARD and receive emails about FORWARD, but I have no idea what FORWARD an abbreviation is for.
I've heard of WISMET, but not enough information to assess value. Your form does not allow this type of response.
Mentoring and educational support programs for disadvantaged students
Peer Review of Teaching
Safe Zone
Safe Zone Anti-Racism team
Some of these questions are too new to be valid. For example, the questions about FORWARD are too new to yield valid data. The allies/advocates program has not yet made their selections so how can anyone rate their value? Also, asking about use of the Forward Programs, at least the allies/advocates will not get valid data on use because they are still in a formative stage. Applications for the program continue until this coming Friday (today is Tuesday).

N=10

Appendix Table 193a. Other childcare arrangements respondent has – Women

Response
NDSU Center for Child Development (in the FLC building) is extremely expensive.
NDSU Wellness Center Childcare facility does not have openings for my children. It seems impossible to get it no matter how early one tries.
Share after school childcare with another couple in our department. We are lucky in this.

N=3

Appendix Table 193b. Other childcare arrangements respondent has – Men

Response
Dakota Montessori – my child LOVES it there
Montessori school
We share childcare with another academic couple; works well! First year we have done this; two years of childcare on our own was very difficult.

N=3

Appendix Table 194a. Other childcare issues respondent has – Women

Response
Child Illness
I am a faculty member and I have put my name on the list for the NDSU childcare. I have 2 children and there have never been any openings for my kids. I am not sure how this is a benefit to female faculty when they will not make room for our kids.
Sick child care

N=3

Appendix Table 194b. Other childcare issues respondent has – Men

Response
Quality of school

N=1

Survey Instrument

(attach PDF)