
Climate Action Team (CAT) 2022 Year-End Report

Creating a Collaborative Campus Community





Office of the Chancellor

MSC 3Z
New Mexico State University
P. O. Box 30001
Las Cruces, NM 88003-8001
575-646-2035, fax: 575-646-6334
chancellor.arvizu@nmsu.edu

February 22, 2022

Dear 2022 Climate Action Team Members!

Thank you for your willingness and/or nomination to serve on the Climate Action Team, which will be co-chaired by Dr. Gena Jones, Assistant Vice President, HRS, and Dr. Julia Parra, Coordinator for Learning Design & Technology, School of Teacher Preparation, Administration, and Leadership, College of Health, Education, and Social Transformation.

As a follow-up to the Climate Survey and aligned with LEADS 2025 Goal 4: Build a Robust University System, we appointed a Climate Study Action Team (CSAT) during 2020 to begin addressing the issues of greatest concern and in 2021, the CSAT was continued under the new title of Climate Action Team (CAT). Both teams did a fantastic job.

For 2022, the Climate Action Team will involve your creative and enthusiastic participation. We want to continue the work of the CSAT and 2021 CAT to strengthen the areas in the university system that are functioning well and address those in need of improvement. These are key elements to achieving NMSU LEADS 2025 goals and enhancing the university system's overall climate.

The NMSU administration is committed to acting on the findings from the external and internal surveys and the work from the previous committees and using them to improve how we work together. This team is charged with the following:

1. Identify NMSU systemwide activities to address the most pressing climate issues.
2. Align work with LEADS 2025, with focus on all four goals, and especially on Goal 2: Elevate Research and Creativity, with assistance from Luis Cifuentes, Vice President for Research.
3. Administer the Research and Creative Activities Climate survey.
4. Further explore the action items presented by the CSAT and 2021 CAT Sub-Committees.
5. Develop a plan to build on our community and business partnerships, and to enhance the benefit package provided to our employees.
6. Continue to work on ideas to improve internal communications, with support from Marketing & Communications, and with special focus on enhancing [United.Unidos](#), a website developed by CSAT to motivate, celebrate, and educate the campus community.
7. Discuss and create opportunities to build trust within NMSU across all levels, including between leaders and employees and among people from different units and colleges.
8. Establish a sustainable approach for the CAT to effectively identify and implement initiatives to foster a positive work environment.
9. Track improvement.
10. Be a positive force for this work and have fun!

The first meeting of the CAT is scheduled for Wednesday, Feb. 23, 2022, at 3 p.m. Please contact Gena Jones at genaj@nmsu.edu for questions.

Again, thank you for your participation in this important endeavor.

Sincerely,

A handwritten signature in blue ink that reads "Dan E. Arvizu".

Dan E. Arvizu
Chancellor

Gena Jones, CAT Lead, Assistant VP, HRS
Elyssa Hernandez, Admin Assistant, Special Executive
Judith Flores Carmona, Dir, Chicano Programs
Cynthia Wise, Borderlands & Ethnic Studies Program
Julia Parra, Associate Professor, Learning, Design, & Technology/ Past Faculty Senate Chair
David Loconto, Professor, Sociology
David Rutledge, Associate Prof, Curriculum and Instruction
Diana Toups Dugas, Dir, Enterprise IT
Tiffany Acosta Public Information Officer, Marketing & Communications
Margie Vela, Sr. Program Manager, Biology
Maura Gonsior Director, Employee and Labor Relations
Joseph Almaguer, HR Operations Unit Coord, Athletics
Eric Frantz, NMDA, Asst Division Dir
R. T. James McAteer, Academic Dept Head, Astronomy
Jagdish Khubchandani, Professor of Public Health
Debbie Giron, Associate Registrar, Client Support Services
Hiranya Roychowdhury, DACC Professor of Biology
Rajeev Nirmalakhandan, Instructor, Creative Media Department
Katherine Terpis, Associate Dean, Library
Donna Johnson, HR Operations Manager
Paulo Oemig, Director, NM Space Grant Consortium & NASA EPSCoR
Ashlerose Francia, Office of Institutional Equity
Ermelinda Quintela, Sr. Admin, Strategic System Services

NMSU 1st ANNUAL GRATITUDE 5K

Julia Parra and Justin Bannister

Purpose

Hosted by NMSU's Marketing and Communications Office, in collaboration with the Climate Action Team (CAT), and other NMSU units, this family-friendly 5K was intended to bring the NMSU and Las Cruces communities together to celebrate all that we are thankful for in 2022.

Planning

Julia Parra and Justin Bannister began meeting monthly in April of 2022. Heidi Parks soon joined, and Justin brought Baylee Banks on board. By mid-to end of summer, the planning team began holding brief weekly meetings to touch base and plan. Baylee did a tremendous job as the event coordinator.

Participation

Participants of all ages and abilities were encouraged to join in the fun. Everyone who registered for the event received a race packet with materials commemorating their participation in NMSU's first-ever 5K and promoting NMSU. Finishers also received a newly designed and created participation medal to take home.

Due to this being the first one, we had a goal of 100 registrants and exceeded that goal with 203. Many NMSU employees participated, and teams were formed such as two ICT teams.

There were 203 registrants and 152 finished the race.

Sponsorship

MarComm was the initial formal sponsor. With Heidi's participation the Foundation was represented. Julia's planning participation, Gena's participation on-site for the race, and the Committee's advice and feedback provided CAT representation. Associate Vice Chancellor Sherry Kollmann provided a significant donation of promotional materials for the race packets.

General Outcomes

- Justin worked with local radio station/s, one was on-site and we have commitment from them to join us again next year.
- A survey is being conducted with participants to identify improvements for future events.
- Thanks to Baylee Banks, we now have a thorough checklist to guide us for our planned yearly fall NMSU Gratitude 5K.
- Planning meetings will recommence starting January of 2023.

Pictures -- <https://bit.ly/3Fr1lza>

Campus Culture - "Culture of Community" Subcommittee

Ermelinda Quintela, Donna Johnson, Maura Gonsior, Eric Frantz, David LoConto, R. T. JamesMcAteer, KatherineTerpis, David Rutledge, Paulo Oemig, Jagdish Khubchandani, Joseph Almaguer

Our Charge alignment from CAT was:

1. Identify NMSU systemwide activities to address the most pressing climate issues.
2. Align work with LEADS 2025, with focus on all four goals, and especially on Goal 2: Elevate Research and Creativity, with assistance from Luis Cifuentes, Vice President for Research.
7. Discuss and create opportunities to build trust within NMSU across all levels, including between leaders and employees and among people from different units and colleges.
10. Be a positive force for this work and have fun!

In addition, the subcommittee was charged to:

Establish principles of behavior – collaboration throughout the university system in the development of the principles

Establish and/or refine method to track climate improvement

Initial Meetings

When the Culture of Community subcommittee first met in early April 2022, through the direction of our subcommittee Chair, Eric Frantz, we collectively agreed there was a common thread that was consistent with what we were charged. That is, a pressing need to find ways to improve the cultural climate at the NMSU main campus, but with an eye toward the NMSU system. Thoughts revolved around how the campus was comprised of talented, hardworking individuals, yet much of the campus was siloed, that is, completely isolated from each other, culturally. Data demonstrated faculty and staff did not feel a part of the collective whole. This had become part of the culture and identity of NMSU. Discussion revolved around ways to bring people together. Concern was with ‘mandated’ events to bring faculty, staff and students together which often focused on more work-related topics. We discussed coming up with ideas on how to bring people together, create relationships, strengthen NMSU, and yet, instead have fun.

At the same time, we were interested in addressing methods to track cultural climate change. The subcommittee agreed that measurement of attitudes toward NMSU amongst faculty and staff varied along diverse lines, that is, departments, types of disciplines, colleges, offices, and diverse types of employment. There was a concern that NMSU leadership was not receiving data that reflected specific groups as data tended to generalize to the entire NMSU population. This would lead to either inaction, or not as effective action from NMSU leadership.

In CAT meetings, we were encouraged to focus on one thing, and that overall surveying was beyond the scope of our subcommittee.

By the end of April 2022, the committee agreed that an activity that was cost effective would be an activity where faculty, staff, and students would be encouraged to walk about campus and meet new people. The process should result in learning what people do on their jobs, their role/contribution to meet strategic goals and potentially learn about the individuals themselves.

Pilot Testing

In May 2022, the team began recruiting each other to go for walks to test this activity. In both May and June, several of the subcommittee met, went for walks, either in groups or individually and visited various offices around campus.

People we visited showed a tremendous amount of willingness to stop what they were doing and speak with us. Our colleagues demonstrated a willingness to share about their (1) job duties, (2) research, and (3) concerns about NMSU. What was especially important was that our colleagues showed a sense of (4) pride in what they were doing. They showed their (5) passions for life, as well as (6) their talents.

The conversations however were not simply one way. Those we visited asked questions of us, wanting to know first and foremost what we were doing, but then asking about what we did on campus, and our own thoughts on NMSU and life in general. Visits turned into dialogue.

Ultimately, we found we ourselves were experiencing the effects of our walks. At first, many of us felt a feeling like we were intruding, but that quickly turned to (1) respect for our colleagues; (2) learning how much we miss when we stay siloed; and (3) we gained a greater appreciation for NMSU and our colleagues. For many of us, we too recognized and remembered how much pride we have for NMSU.

In discussions that followed, we felt that to reach the charge we were given, this activity needed to be something that would be best served through commitment from leadership.

Launch

Therefore, in marketing this activity, we needed to (1) educate people on what this activity is; (2) have invitations sent by leadership during the first year, and connect this to the healthy living lifestyles advocated during the height of COVID; (3) have this sent to “all-employee” and “all-student” systemwide listservs, as well as through Canvas; (4) reminders would be posted on NMSU Hotline; (5) photos would be posted of participation on the NMSU Hotline as well as eventually on the Catwalk App and Website; and lastly, (6) we would also ask that all Colleges and Divisions advertise this in their publications.

We would correlate overall satisfaction with NMSU by adding the two questions below into the NMSU AQSS/NMSU Satisfaction Survey in Spring 2023 (every 2 years) as well as the two questions addressing the positivity or satisfaction of participating in the Catwalk Challenge:

Have you participated in the NMSU Catwalk Challenge in the past 12 months?

- a. yes
- b. no
- c. not sure

If yes, how many times did you participate in the past 12 months?

- a. 1-2
- b. 3-4
- c. 5-6
- d. 7-8
- e. more than 8

How positive was the experience for those actively going out to meet other departments and offices to meet colleagues as part of the Catwalk Challenge?

Not positive

Very Positive

1

2

3

4

5

How positive was the experience if you were visited in the office by someone participating in the Catwalk Challenge?

Not positive

Very Positive

1

2

3

4

5

The hope would be that we would see a correlation with participation in the Catwalk Challenge with higher levels of satisfaction and positivity toward NMSU. Of course, we also would assume that initially, those participating at the start would already have a higher level of satisfaction and positivity toward NMSU, but over time, we would hope to see the numbers grow and represent the university.

Sample Advertisement on NMSU Hotline

Take part in the **NMSU Catwalk Challenge!**

- Enjoy our beautiful campus
- Get some needed fresh air
- Make new friends
- Learn about your colleagues
- Stretch those legs
- Learn about the organization
- Gain an understanding of each other's
- roles and contributions to NMSU's success





On <enter date> we will have an NMSU system wide challenge for everyone to visit another office or department on campus. Introduce yourself, say hello and learn something about your fellow Aggies.

It's easy and fun.

We'll see you then!

Connection to the 2025 Strategic Plan and the Importance of Networking

University Goal 1. Enhance Student Success & Social Mobility

A key factor in success and social mobility for students, both here at NMSU and post degree involves networking. Networking revolves around establishing, building, and nurturing mutually beneficial relationships with the people. This occurs both formally and informally. During the Catwalk Challenge, people at NMSU are encouraged to meet new people, and make connections. This can and should expand all networks. In the 21st century, global society, most well-connected and networked people are typically the most successful at both emotional and professional levels. Networking assists people develop and improve their skill-set, stay on top of the latest trends and opens doors for possibilities.

University Goal 2. Elevate Research & Creativity

Normally, people tend to gravitate toward others whose ideas they agree. The problem is this can facilitate homogeneity in ideas, and stifle creativity. Communicating with diverse groups of people through an expansion of one's network, as stated above, opens the door for more possibility.

Creativity is strongly associated with a combination of divergent thinking (idea generation and visioning) and convergent thinking (judgment and analysis). People need to use both types of thinking. The Catwalk Challenge, through meeting new people, and expanding one's networks again, opens the door for possibilities.

University Goal 3. Amplify Extension and Outreach

Outreach is intentionally reaching out to people with the dual purpose of connecting on a deeper level and doing what one can to be of service. That is, the practice of networking through the Catwalk Challenge develops the ability to do more outreach beyond the NMSU campus and provides a foundation for networking in the community and beyond. What this does, as stated by Goal 3 is expand opportunities, casting a bigger net, making more options available through connecting to others throughout the local community and beyond.

University Goal 4. Build a Robust University System

Ultimately, long term, through the Catwalk Challenge, students, staff, and faculty will create more relationships within the NMSU system and beyond. This will lead to a stronger campus atmosphere, but beyond, create longer and stronger connections for alumni. It will amplify the college experience for everyone. It will facilitate collegiality, an awareness of life on NMSU's campus, and create a healthy living environment which will assist in

improving the cultural climate on campus, as well as increase the interest for prospective students to be part of the Aggie family

Moving Forward

To institutionalize this activity, we suggest having (1) students in Bill Hamilton's class or someone similar create an app connecting to Catwalk Challenge events. This would initiate some buy-in from students. If through orientation, students are then encouraged to add this app, we would expect to see this activity as part of the NMSU identity of a healthy living campus.

In addition to this, we would (2) need to have the creation of a Catwalk Challenge logo. This could be done through a competition amongst students or have people from NMSU in general develop it. This will again facilitate buy-in from participants.

Next, would be (3) adding to the Unidos website, a section devoted to the Catwalk Challenge. We would then (4) coordinate with campus events for future Catwalks to have Catwalk Challenges dovetailing with other campus events, thereby increasing participation.

Lastly, (5) we would continue to strategize, learning from successes and failures to increase participation.

Conclusion

Ultimately, the **Catwalk Challenge** if implemented correctly would address all the charges we were given by the Climate Action Team leadership. Through taking the time to go for walks around campus one to two times per month, this will facilitate such things as meeting new people, creating a large network, which will amplify creativity, outreach, collegiality, an awareness of life on NMSU's campus, and create a healthy living environment which will assist in improving the cultural climate on campus, as well as increase the interest for prospective students to be part of the Aggie family. It will also improve alumni relations and potentially create more connections with businesses locally, nationally and globally.

COMMUNICATIONS

Tiffany Acosta, Diana Toups Dugas, Debbie Giron

The Communication subcommittee reviewed concerns expressed regarding communication and trust within the NMSU system. Our committee met with the Executive Leadership to discuss our concerns and ways in which we can encourage inclusivity with the community and campus members.

The Communications subcommittee for the CSAT 2020 identified five focus areas for improvement:

- 1) Trust Boosting Initiatives and Programs;
- 2) System-wide Infrastructure of Communication;

- 3) Trustworthy Employee Related Policies & Procedures;
- 4) Accountable Leadership;
- 5) Final Thoughts: Trust within LEADS 2025

In addition, the actions recommended to executive leadership align with LEADS 2025 Goal 4: Build a Robust University System - Discuss and create a recommendation on how to build trust within NMSU across all levels, including between leaders and employees and among people from different units and colleges.

Accomplishments

Created a Collaborative Campus Climate magnet (see image below) with recommendations from the Executive Leadership group, with the aspirations of sharing within the NMSU systems. The purpose of this magnet is to embody the spirit of creating a cohesive campus community. (Price estimates for printing magnets are listed on page 12).



As a result of a suggestion from this subcommittee in 2021 to create listening sessions, polls, and interactive town halls, among other methods to foster dialogue between senior administration, the campus community has frequent opportunities to interact and communicate with leadership during the chancellor's open office hours.

An additional suggestion from 2021 to improve access to financial information including budget reports, summaries, and operating budget is currently in progress. We appreciate the effort for transparency with the sharing of frequent budget updates and summaries with NMSU employees. We believe sharing financial reports, budgets, and presentations of this information on the Unidos United website for employee access is important for both communications and trust within the NMSU community.

Challenges, Concerns, Collaborations

The subcommittee enjoyed discussions with executive leadership and received valuable insights on communications and inclusivity.

The following are concerns for implementing solutions to long-standing concerns across the NMSU system:

- Communication with Executive Leadership: The subcommittee welcomes more frequent interaction with executive leadership to implement recommended actions in collaboration with executive leaders.
- Graduate Assistant/Student Employee: The communication subcommittee requests the assistance of a graduate assistant or student employee for Unidos. United. NMSU website development and maintenance.
- Dual Language Communication: Expand communication within flyers and banners on campus to include multiple languages for our students, faculty, and staff.
- CSAT and CAT are system-wide teams that are working on solutions for system-wide concerns and problems. Solutions should be disseminated to all Executive leaders for the system. The subcommittee is challenged to find ways to improve and share consistent communication with leaders throughout the system.

Looking Forward: Spring 2023

As a part of increasing communication across the system, we encourage the CAT team to consider creating a joint committee reaching across ASNMSU, Employee Council, and Faculty Senate, as well as encourage members from the community colleges and Cooperative Extension Services to join in the discussion.

Communication Subcommittee:

Continue to work on ideas to improve internal communications, with support from Marketing & Communications, and with special focus on enhancing Unidos, a website developed by CSAT to motivate, celebrate, and educate the campus community.

Price estimates for printing magnets:

| | | |
|------------------|--------|---------|
| Company 1 | | |
| 4x6 | 1,000 | \$770 |
| | 2,500 | \$1,385 |
| | 10,000 | \$4,460 |
| 4x7 | 1,000 | \$960 |
| | 2,500 | \$2,010 |
| | 10,000 | \$4,460 |

| | | |
|------------------|--------|----------|
| 5x7 | 1,000 | \$860 |
| | 2,500 | \$1,635 |
| | 10,000 | \$4,960 |
| Company 2 | | |
| 4x7 | 1,000 | \$1,106 |
| | 2,500 | \$2,647 |
| | 10,000 | \$10,347 |

Scholarship, Creativity, Research and Outreach

Jagdish Khubchandani, Judith Flores Carmona, Hiranya Roychowdhury, Ermelinda Quintela

The Climate Action Team (CAT), Scholarship, Creativity, Research, and Outreach Subcommittee designed a survey for the NMSU system to assess opportunities to support LEADS Goal 2: Elevate Research and Creativity. In designing the survey, the subcommittee reviewed the Survey of Employee Engagement (Institute for Organizational Excellence, SEE-2019), the Climate Study Action Team (CSAT-2020) executive summary, and consulted with Dr. Luis Cifuentes, Vice President for Research, Creativity, and Strategic Initiatives, and Dr. Carol Parker, former Provost. In addition, the subcommittee made the survey available to all the CAT members for feedback.

The Research, Scholarship, and Creativity Climate survey was organized into four areas of interest:

- Self-assessment regarding the level of research and creative efforts.
- Sense of institutional support for research and creative endeavors.
- Respondents' perceptions on how their particular research and creative activities are valued by NMSU.
- Rating of understanding and importance of achieving Carnegie R1 designation.

The survey was administered in the Fall of 2022 and made available to all NMSU system staff members, faculty, student workers/fellows, and research and creative scholars. A total of 373 responded to the survey: 179 Faculty (including adjunct faculty, college faculty, tenured and tenure-track faculty, and research faculty), 158 Staff (including temp staff and administrative staff), 36 Graduate Assistant/Research Scholar/Postdoctoral Fellow.

Survey Questions

In this survey summary report, the following questions/prompts were analyzed per area of interest.

1. Self-assessment:

What is the percentage of effort that you spend every year on research, creative activity, scholarship, and grant writing? (Scale 0-100)

Rate your overall satisfaction level with the following at NMSU:

- Personal research and creativity efforts
- Ability to balance research/creative activities with other efforts (e.g., teaching, admin)
- Success in research/creativity/funded proposal/grant contracts/performing arts, etc.

2. Sense of institutional support received toward research/creative activities:

Rate the quality of support you receive/have received from the following as institutional assistance for research, creative activities, scholarship, grants, etc.:

- Your department in the pre-award stages of grant/funding proposals/contracts
- VPR/RAS office in the pre-award stages of grant/funding-related proposals/contracts
- Your department in the post-award states of grant/funding proposals/contracts
- Sponsored Project Accounting (SPA) office in the post-award stages of grant/funding-related proposals/contracts
- Professional development and mentoring for scholarship/creativity
- Cost-sharing/cost matching for proposals and contracts related to scholarship/creativity/performances

3. Respondents' perceptions on how their particular research and creative activities are valued by NMSU:

Rate your overall satisfaction level with the following at NMSU:

- Reward, recognition, and appreciation for your research/scholarship/creative activities/artistic works/funded proposals in the NMSU system
- Communication regarding opportunities for research/scholarship/creative activities

4. Rating of understanding and importance of achieving Carnegie R1 designation:

Achieving Carnegie R1 status is one of the NMSU core strategic goals in the LEADS 2025 plan. Rate the following (1= lowest & 100=highest):

- Your understanding/knowledge of the path to becoming an R1 institution
- Your agreement with the aspiration to become an R1 institution
- Level of support you get to help NMSU become an R1 institution

Findings

Although a total of 373 respondents participated in the survey, the response rate was different across faculty, staff and graduate students/postdoctoral fellows. Some questions/prompts were left unanswered; this may be due to how respondents felt about the applicability of the questions to their particular situations. Below is the mean response rate by respondents' affiliation.

| Response Rate by Respondents' Affiliation | |
|---|-----|
| Faculty | 64% |
| GR/Postdoc | 55% |
| Staff | 32% |

The mean percentage of effort spent on research, creative activity, scholarship, and grant writing on an annual basis per respondents' affiliation is shown below.

| Percentage of effort spent on research per annual basis | |
|---|-----|
| Faculty | 38% |
| GR/Postdoc | 63% |

| | |
|-------|-----|
| Staff | 26% |
|-------|-----|

The following sections highlight respondents' answers to the survey questions/prompt as stated above.

Self-assessment findings overview

Three items from the above **self-assessment** area of interest: Personal research and creativity efforts, Ability to balance research/creative activities with other efforts (e.g., teaching, admin), and Success in research/creativity/funded proposal/grant contracts/performing arts, etc. are described here.

Personal research and creativity efforts

This survey item reported on the overall satisfaction of respondents regarding personal research and creativity efforts. 58% of responding faculty reported being either extremely satisfied or somewhat satisfied, 19% reported being neither satisfied nor dissatisfied, and 23% reported being either extremely dissatisfied or somewhat dissatisfied. Among the responding staff, 59% reported being either extremely satisfied or somewhat satisfied, 29% either satisfied or dissatisfied and 12% somewhat dissatisfied; there were no staff reporting being extremely dissatisfied. Among the graduate students/postdoctoral fellows responding, 71% reported being either extremely satisfied or somewhat satisfied, 7% reported being neither satisfied nor dissatisfied, and 22% reported being either extremely dissatisfied or somewhat satisfied.

Ability to balance research/creative activities with other efforts

This survey item reported the ability to balance research and creative efforts with other efforts such as teaching, service, or performing administrative work. 54% of responding faculty reported feeling extremely or somewhat dissatisfied, whereas 44% of GR/Postdoctoral fellows reported being dissatisfied; staff reported being 23% dissatisfied. The level of dissatisfaction reported by faculty in the ability to balance research with other efforts may reflect the fact that faculty reported dedicating an average of 38% per year to research/creative work.

Success in research/creativity/funded proposal/grant contracts/performing arts, etc.

Despite their dissatisfaction with balancing research with other efforts, 53% of responding faculty reported being somewhat satisfied and extremely satisfied with their success in research/creativity/funded proposals. 60% of graduate students/postdoctoral fellows reported being satisfied and extremely satisfied with their success in research and creative activities. 62% of staff reported being somewhat satisfied and extremely satisfied.

Mean Scores: Sense of institutional support received/have received toward research/creative activities

Mean scores were calculated for the **sense of institutional support received/have received toward research/creative activities** is based on the scale below. Table 1 presents the mean values for pre-award support at the department level, VPR/RAS pre-award support, post-award support at the department level, SPA post-award support, PD & mentoring for scholarship/creativity, and cost-share/cost-match by faculty, staff, graduate student/postdoc. Respondents had the option to leave an item blank and these responses were excluded from the calculations below.

| Scale | | | | |
|--------------|------|------|------|-----------|
| Very Poor | Poor | Fair | Good | Very Good |
| 1 | 2 | 3 | 4 | 5 |

Pre-award and post-award support at the department level:

Regarding support receive at the department level during the pre-award and post-award stages of grant/funding proposal, the averages across faculty, staff and grad students/postdoctoral fellows are fair. For the pre-award stage, the average for the combined faculty/staff/postdoctoral fellows is 3.53; for the post-award, the average is 3.42. These values are the highest for all the items being assessed within the area of interest labeled *sense of institutional support*.

Pre-award and post-award support at the college level:

Regarding support receive at the college level during the pre-award and post-award stages of grant/funding proposal, the averages across faculty, staff and grad students/postdoctoral fellows are fair as well. For the pre-award stage, the average for the combined faculty/staff/postdoctoral fellows is 3.27; for the post-award, the average is 3.26.

VPR/RAS pre-award support:

Overall, respondents across the board reported fair support but close to approaching poor from VPR/RAS. The combined average for this item is 3.09.

SPA post-award support:

Overall, respondents across the board reported a fair but low average for support from SPA in the post-award stage. The combined average for this item is 3.13.

PD and mentoring for scholarship/creativity support:

Staff reported the lowest average (2.87) in support for professional development and mentoring. The combined average from faculty, staff and graduate students/postdoctoral fellows is 3.01.

Cost-share/cost-match support:

This item received the lowest average rating. The combined average from faculty, staff and graduate students/postdoctoral fellows for support in cost-share is 2.93.

Table 1

| <i>Sense of institutional support Mean Values</i> | Faculty | Staff | GR/Postdoc |
|--|----------------|--------------|-------------------|
| Pre-award support at the departmental level | 3.20 | 3.81 | 3.57 |
| Post-award support at the departmental level | 3.28 | 3.26 | 3.71 |
| Pre-award support at the college level | 3.41 | 3.25 | 3.14 |
| Post-award support at the college level | 3.33 | 3.20 | 3.24 |
| VPR/RAS pre-award support | 3.25 | 3.01 | 3.00 |
| SPA post-award support | 3.15 | 3.06 | 3.19 |
| PD & mentoring for scholarship/creativity | 2.97 | 2.87 | 3.20 |
| Cost-share/cost-match support | 2.80 | 2.88 | 3.10 |

Mean Scores: Respondents' perceptions on how their particular research and creative activities are valued by NMSU

Mean scores were calculated for **respondents' perceptions of how their particular research and creative activities are valued by NMSU** is based on the scale below. Table 2 presents the mean values for reward, recognition and appreciation for your research/scholarship/creative activities/artistic works/funded proposals in the NMSU system and communication regarding opportunities for research/scholarship/creative activities receive from the NMSU system. Respondents had the option to leave an item blank and these responses were excluded from the calculations below.

| Scale | | | | |
|------------------------|-----------------------|------------------------------------|--------------------|---------------------|
| Extremely Dissatisfied | Somewhat Dissatisfied | Neither Satisfied nor Dissatisfied | Somewhat Satisfied | Extremely Satisfied |
| 1 | 2 | 3 | 4 | 5 |

Table 2

| Overall satisfaction with...Mean Values | Faculty | Staff | GR/Postdoc |
|--|----------------|--------------|-------------------|
| Reward/recognition rec'd for research/funded proposals | 2.68 | 2.91 | 2.84 |
| Communication regarding research/creative activities | 2.96 | 2.88 | 2.89 |

Two items within the field: **Respondents' perceptions on how their particular research and creative activities are valued by NMSU**, received the lowest rating out of the survey's four areas of interest. Faculty rated the reward/recognition received for their research and creative efforts the lowest 2.84.

The combined average rating for this item across faculty, staff, graduate students/postdoctoral fellows was 2.81. Across the board, respondents felt *somewhat dissatisfied* with the level of recognition and reward received from NMSU.

Regarding the rating overall satisfaction level found with NMSU in the area of communication regarding opportunities for research/scholarship/creative activities, across the board respondents felt *somewhat dissatisfied* with an average rate of 2.91.

Rating of understanding and importance of achieving Carnegie R1 designation (1=lowest & 100=highest)

The level of understanding and importance of achieving Carnegie R1 designation are assessed according to the scale below:

| Scale | | |
|---------|---------|-------|
| High | Medium | Low |
| 100-70s | 60s-40s | 30s-0 |

Understanding/knowledge of the path to becoming an R1 institution

In rating their understanding or knowledge about how to become a Carnegie R1 institution, out of 123 faculty responding to this item, 75 faculty reported their understanding to be in the 70-100 range, 21 in the 40-60 range, and 27 in the 0-30s range.

Among the 51 staff responding to this item, 27 staff reported their understanding to be in the 70-100 range, 6 in the 40-60 range, and 18 in the 0-30s range.

Among the 18 graduate students/postdoctoral fellows responding to this item, 5 GR/postdocs reported their understanding in the 10-100 range, 7 in the 40-60, and 6 in the 0-30s range.

Agreement with the aspiration to become an R1 institution

In rating their agreement with the aspiration to become an R1 institution, out of 120 faculty responding to this item, 69 faculty reported their agreement in the high range, 19 in the medium range, and 32 in the low range.

Among the 49 staff responding to this item, 34 staff reported their agreement in the high range, 7 in the medium range, and 8 in the low range.

Among the 17 graduate students/postdoctoral fellows responding to this item, 9 GR/postdocs reported their agreement in the high range, 3 in the medium range, and 5 in the low range.

Level of support you get to help NMSU become an R1 institution

In rating the level of support respondents receive to help NMSU become an R1 institution, out of 112 faculty responding to this item, 28 faculty reported the support received in the high range, 17 in the medium range, and 67 in the low range.

Among the 44 staff responding to this item, 14 staff reported the support received in the high range, 12 in the medium range, and 18 in the low range.

Among the 14 graduate student/postdoctoral fellows responding to this item, 4 GR/postdocs reported the support received in the high range, 2 in the medium range, and 8 in the low range.

Over half of the responding faculty and staff reported a high level of *understanding* of the path to becoming an R1 institution as well as a high agreement with the *aspiration* to become an R1 institution. The same level of understanding should not be expected from graduate students or postdoctoral fellows.

The level of support received toward becoming an R1 institution, was rated the lowest across the faculty, staff and GR/postdocs.

Themes uncovered

In analyzing responses to scale items and open-ended responses, the following **themes** were **uncovered**. Under each theme there is a *respondent testimonial* representative of the theme. Appendix A contains respondents' comments.

Balance

Time is a problem because I feel like we've been asked to take on an increasingly heavy/advising and service load...

Difficulty in balancing efforts allocated to research and creative activities with other efforts such as teaching, service, or performing administrative work, was prominent among responding faculty. A respondent indicated that for those in the humanities and arts, incentives would be needed to stimulate research. Another indicated that for community college faculty, there is a lack of research and scholarship framework. Among staff and graduate students, the *balance* theme was not as prominent.

Resources

Invest in resources to support the disciplines that have difficulty securing external funding.....There seems to be very little understanding of the resources and investment that it takes to become an R1 university

The need for more investment in equipment and instrumentation was reported along with the need to have dedicated grant writers at the college level. The need to allocate more resources to the libraries was also reported

Recognition

There are staff awards, but overall recognition for staff could be better.....Faculty could also be recognized

Respondents across the board reported the lowest rating for how their research and creative activities are valued by NMSU; on average they rated the level of recognition received as somewhat dissatisfied.

Multidisciplinary/Interdisciplinary opportunities

We need a more vibrant system for multidisciplinary research...collaborations across colleges and affiliations within and without NMSU should be part of the culture.

Respondents reported few opportunities to engage in collaborations across colleges and work on interdisciplinary opportunities. This may relate to the perceived lack of time and/or support needed to dedicate to these endeavors.

Mentoring

There is no support for mentoring unless you are in a STEM dept.

Staff reported the lowest average (2.87-poor) in support for professional development and mentoring. The combined average from faculty, staff and graduate students/postdoctoral fellows is 3.01.

Cost-share

Concern of budget cuts that have impacted department and subsequently grant sustainability related to cost-share that has occurred after post award

This scale item received the lowest average rating. The combined average from faculty, staff and graduate students/postdoctoral fellows for support in cost-share is 2.93-poor.

Communication/Timely responses

If they need something it is always an emergency, but if we need them for anything, it takes forever and they don't communicate well.

Communication was another theme that surfaced in the respondents' ratings and comments. In one area, the overall satisfaction level found with NMSU in the area of communication regarding opportunities for research/scholarship/creative activities, across the board respondents felt somewhat dissatisfied. In another area, the overall satisfaction with receiving timely replies/responses from support and administrative staff surfaced in respondents' feedback.

Recommendations

Thanks for allowing us to offer this feedback. I am grateful for your efforts in building momentum for greater investment in research at NMSU. Respondent testimonial

Our list of recommendations is supported by respondents' feedback, here is a snapshot of what we recommend.

- The ability to balance different loads should be negotiated at the departmental level.
- Different funding agencies have different requirements and expectations on awards; improve cost-share tracking and communication from sponsored projects accounting (SPA).
- Invite SPA to meet with associate deans for research (ADRs) quarterly.
- Acknowledge receipt of emails/phone calls within two business days from all departments.
- Establish research administration services (RAS) pre-award support for the colleges of HEST and Business.
- Provide wider awareness of ongoing Streamlyne training opportunities.
- Provide wider awareness of the existing Principal Investigator (PI) Academy offered through the Office of the Vice President for Research, Creativity, and Strategic Initiatives (RCSI).
- Provide cross-training among support staff on funding awards; set up awards correctly from inception.
- Make available a common cost-share pool for faculty to apply for.
- Develop a professional development program for assistant professors at the department level with their colleges to provide funding opportunity examples, grant writing sessions, and

interdisciplinary collaborations. A sample model to consider is that of the UCLA Research Concierge Program. The RCSI Office will lead in the development of an NMSU Concierge for Research.

- Establishing a marketing campaign to promote (and educate on) the importance of becoming a Carnegie R1 institution.
- Offer a joint webinar—annual or semiannual-Chancellor, Provost, VPR, and guest dept. heads/deans to address the importance and path needed to achieve R1 status.
- Make available a grant writing support office or staff in each college-Train faculty/research staff to write stronger grant proposals
- Support annual grand challenges planning grants for projects involving interdisciplinary approaches: Deans and ADRs could contribute a list of current and emerging areas of research and creativity strength.