

**Report of the President's Campus
Culture and Climate Taskforce
&
Steering Group Summaries and Initial
Recommendations**



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and Initial Recommendations

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ABOUT NORTHERN STATE UNIVERSITY

Northern State University was established by the legislature (SDCL 13-59-1) and authorized by the Board of Regents to deliver graduate and undergraduate programs; promote excellence in teaching and learning; support research, scholarly and creative activities; provide service to the state of South Dakota, the region and the nation; and to place a special emphasis on E-learning in the university curriculum and service.

Founded in 1901, Northern State University is a premier liberal arts regional institution characterized by outstanding instruction, extraordinary community relations, and excellent co-curricular opportunities. Northern is consistently ranked as one of the best public baccalaureate institutions in the Midwest by U.S. News and World Report. Our 1,750 (FTE) students pursue one of 59 majors and 46 minors and hail from 42 states and 42 foreign countries. The campus has seen more than \$120 million in privately funded building projects and scholarships within a decade, including 30 million in three new residential facility constructed since 2017.

LAND ACKNOWLEDGMENT

Northern State University (Northern) acknowledges South Dakota as the ancestral territory of the Santee, Yankton, and Teton Lakota, which is an alliance known as the Oceti Sakowin (o-che-tee sha-koh-ween) (Seven Council Fires). Oceti Sakowin is historically known as the Sioux by non-Native people. The nine Native Nations that share the state's geography include: Cheyenne River Sioux Tribe, Crow Creek Sioux Tribe, Flandreau Santee Sioux Tribe, Lower Brule Sioux Tribe, Oglala Sioux Tribe, Rosebud Sioux Tribe, Sisseton-Wahpeton Oyate, Standing Rock Sioux Tribe, and Yankton Sioux Tribe. Northern State University acknowledges that before this land was called South Dakota, it was home to many Native Nations indigenous to this area. It is with profound respect that we acknowledge the indigenous peoples of this land past, present and future.

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BACKGROUND

The President's Taskforce on Campus Culture and Climate (hereafter Taskforce) was created in the fall of 2021 as part of the University's Strategic Planning efforts and replaced the Diversity Action Pillar Team. More information on the Taskforce and Strategic Planning may be found <https://northern.edu/mission-and-strategic-planning>.

The President charged the Taskforce to collect and assess comprehensive faculty, staff, and student data and provide actionable recommendations to the Executive Team to enhance campus culture and climate for all. Specifically:

1. Collect and assess comprehensive student/faculty/staff data.
2. Provide actionable recommendations to Executive Team to enhance campus culture and climate for all.

Taskforce is organized into three subcommittees to focus on campus culture based upon populations:

Students: Sean Blackburn, Britt Lorenz, and Jacob Swanson

Staff: Veronica Paulson, Susan Bostian, and Lara Nelson

Faculty: Michael Wanous, Amber Henderson, and Kristi Brownfield

The following summaries and initial recommendations were created by the subcommittees, reviewed by the Taskforce in toto, and advanced to President Schnoor on May 12, 2022.

EXECUTIVE SUMMARY

Objective 1: Collect and assess comprehensive student/faculty/staff data.

A. Campus Climate Forums

The Taskforce hosted two Climate Forums on Tuesday, January 25, 2022, to collect and assess comprehensive faculty, staff, and student data. This data have been used to create actionable recommendations to submit to the Executive Leadership Team with the goal of enhancing campus culture and climate for all as described in this initial report.

All faculty, staff, and students were invited to participate in these forums (Round Table Conversations) hosted in the Centennial Rooms of the Avera Student Center. The faculty and staff gathered at 2pm and students at 6pm. Fellow faculty, staff, and students served as facilitators and lead small group conversations (See Appendix E). Each of the forums lasted approximately an hour. Feedback was not attributed to individuals.

All faculty, staff, and students were also invited to submit feedback electronically at: https://northern.formstack.com/forms/presidents_taskforce_on_campus_culture_and_climate.

Provost Wanous presented the SkyFactor 2020 campus climate survey data with faculty and staff during the Faculty and Staff forum. After the initial presentation, faculty and

staff separated into different spaces to increase participant comfort while conducting the round table conversations.

Dean Blackburn and SGA President Swanson presented student NSSE survey and other student data with students at the Student Forum.

Administration did not participate in either round table conversation in order to increase participant frankness and confidence in the privacy of feedback shared. Jacob Swanson, Susan Bostian, and Kristi Brownfield collected forum summaries from individual Table Facilitators. (See Appendix F. for Responsibilities of Table Facilitators.)

B. Skyfactor Campus Climate Survey

The Skyfactor Campus Climate Survey was first administered at Northern in spring of 2020 as part of a South Dakota Board of Regents initiative commonly referred to as *intellectual diversity*. The taskforce re-administered the survey in 2022 to allow Northern to gather updated data and to track changes over the past two years.

All benefits eligible employees and degree-seeking undergraduate and graduate students received an invitation in their e-mail to participate in this voluntary survey from February 28 until March 16, 2022. All responses were anonymous and cannot be identified. The survey took approximately ten minutes to complete.

Campus communications were distributed before and multiple times throughout the survey administration period. Special communications were sent to athletic coaches, academic advisors, and more than 100 student leaders to explain and promote the survey. Paper posters and digital signage were distributed throughout campus. Additional social media materials were distributed across campus and student organizations. Thanks to the Student Government Association, every tenth student who completed the survey by March 16 received \$10 in Thunder Bucks. A temporary course entitled “Complete the Campus Climate Survey” was added to every student’s D2L account. When students clicked on the “course”, they learned more information about competing the survey. The “course” disappeared on March 17 and had no bearing on a student’s academic record.

The Taskforce recommends administering the Skyfactor Campus Climate Survey every two years going forward. While it is tempting to select a new survey every couple years, the Taskforce recommends the ongoing use of Skyfactor to build longitudinal data that will more accurately track changes in perception of campus climate over time.

Survey data with peer benchmarks will be available to the Campus Culture and Climate Committee during the summer of 2022. See Table 1. for survey participation rates.

Objective 2: Provide actionable recommendations to Executive Team to enhance campus culture and climate for all.

The Steering Group (all Taskforce members) provide Main Themes and Recommendations in Section 1. The Taskforce Subcommittees provide summaries and initial recommendations in Sections 2, 3, and 4. Final recommendations from the former Diversity Action Pillar Team may be found in Appendix G.

Table 1.

2020 & 2022 Skyfactor Campus Climate Survey Participation by Category

Population	Invited	Opted Out	Responded	Response Rate
Students 2020	1,443	N/A	116	8.0%
Students 2022	1,437	12	197	13.7%
Employees 2020	350	N/A	201	57.4%
Employees 2022	327	14	203	62.1%

Note. Provided by Institutional Research.

SECTION 1. MAIN THEMES

The Taskforce developed the following main themes after reviewing the 2020 Skyfactor results and Campus Climate Forum feedback.

Main Theme 1: The work of assessing and improving campus culture must be continuous and sustained throughout the life of the university. The efforts initiated by the Taskforce should continue with the creation of the Northern State University *Campus Culture and Climate Committee, Opportunity for All Council*, and the *Committee on Inclusion and Belonging*. See Appendix A. and B. for committee charges and compositions.

Main Theme 2: Strong learning communities have well established and productive process to welcome new members into the culture in ways that are inclusive, build a sense of belonging, and produce successful new faculty, staff, and students. Successful models of onboarding are intentional, regularly assessed, and continuously improved. Enhanced onboarding and welcoming for all members of the university community emerged as a strong theme from faculty, staff, and students.

Students: Onboarding begins when a student first visits campus for an Admissions tour and does not conclude until the completion of the first year. The university should develop and invest in a mandatory and comprehensive first year experience program that ties all onboarding experiences together using developmental and evidence-based retention practices to support student success. A specific focus on engagement should be considered for our post COVID-19 campus that has seen losses in this area.

Staff: Onboarding for staff begins with the application and appointment process and does not conclude until the staff member has learned every part of the job. Successful staff onboarding is a shared responsibility between Human Resources, Executive Leadership Team members (responsible for the divisions) and the individual's supervisor. The university should develop and invest in an efficient, flexible, and comprehensive onboarding process to enhance unit performance, improve staff morale and reduce employee turnover, and advance student success.

Faculty: Onboarding for faculty begins with the application and appointment process and does not conclude for many semesters. New faculty have unique transitional challenges and needs for technical, pedagogical, and functional development. New faculty onboarding should support the emergence of faculty who are prepared to successfully execute the multifaceted roles they play within a university community, contribute to faculty morale and retention, and enhance student learning and retention.

Main Theme 3: The need to intentionally build and support our increasingly diverse, engaged, inclusive, welcoming and supportive campus culture emerged as a significant theme. This work should be informed by the 2022 Skyfactor Campus Climate Survey. The Campus Culture and Climate Committee should carefully review this data and make tangible recommendations to the Executive Leadership Team to improve culture for our historically underrepresented populations consistent with Opportunity for All.

Main Theme 4: The need to improve campus communications emerged as significant theme. Students, faculty, and staff shared frustrations about a “lack of communication.” While

considered by many to be a universal complaint in higher education, Northern administration should commit to the significant task of discovering how faculty, staff, and students want to receive communications. Equally important, the Northern community should foster and develop a culture where all stakeholders actively engage established communication streams. This shared responsibility has too often been seen in a top-down modality. All members of engaged and healthy learning community should take responsibility for broad and meaningful communications between students, faculty, staff, and administration.

SECTION 2. STAFF

The items below represent the clear and consistent themes/concerns/areas of improvement from the Staff Group from:

- Climate Survey
- Feedback Sessions

ONBOARDING/TRAINING:

The consistent theme was that employees seem to receive minimal training from new supervisors, are continually in a ‘baptism by fire’ mode. There is not a great deal of formal training going on.

- NSU response:
 - There is some information to help supervisors with onboarding on the HR Web page – it’s called a New Hire Onboarding Checklist – that covers basic topics.
 - We need to figure out how to get people to locate this information
 - Departments must create a training ‘plan’ for new hires
 - The plan should include
 - Basics of the department
 - What software systems are used
 - Who will do the training
 - Print screens and documentation of systems
 - Formally request training on purchasing, finance, etc. for new staff
 - NSU could create a formal Mentor Program to pair new staff members with current employees to assist over the first year
 - NSU needs to partner more with the community to have speakers come to campus
 - NSU could do more with BHR training programs to allow staff to attend for personal development
 - Create more team building activities; more opportunities to connect and meet others across campus, more casual and more frequent interactions

COMMUNICATION/TRANSPARENCY/VISIBILITY:

The common theme here was that the Administration does not share information or does not share information in a timely manner. Staff indicate they want to be more involved in the decision-making process on matters affecting the university and its staff.

- NSU response:
 - CSA and NFE staff have requested the formation of a Staff Senate.
 - The Staff feel this is necessary to be recognized as a formal group in order to ‘legitimize’ the work they would like to do. (See Appendix C and D).
 - Staff would like to see a spot in the Monday Newsletter each week with quick updates from President Schnoor/Provost Wanous/VP Paulson.
 - HR needs to communicate where/how to find personnel updates – which are on the web approximately the first of every month including hires, terminations, and promotions.
 - HR recently updated the new hire report to include who the new person replaced
 - NSU could hold more regular town halls, even if by Zoom

- Communications has added a link to the BOR meeting agenda in the newsletter
- Communications and Marketing could work on a formal, clear, consistent communications ‘plan’ where we are providing updates from BOR, NSU, Legislative, etc.

PAY/WORKLOAD/BURNOUT:

The Reduction in Force that NSU did in 2019 is still cause for consternation. Many support staff were required to take on additional workload due to 15 positions being eliminated. No salary increases were given to any staff, again due to the budget concerns. Staff comments on continually being asked to do more with less resources.

- NSU response:
 - 6% increase from the legislature will help
 - Can we provide free admission for any staff member (family pay ½ price) for any athletic or fine arts event?
 - Improve education discounts for any staff member taking online classes not offered at NSU
 - Provide more technology accesses to student workers to help departments with workload
 - Thorough assessment of everyone’s job duties – to see what processes, if any, can be removed
 - Eliminate any unnecessary or outdate committees
 - Eliminate unnecessary services
 - How can we reward staff for committee work – seems to be the same people volunteering
 - Staff may need additional training in some areas; travel, purchasing. Look into making more forms available through DocuSign. They want more technology, want to go paperless to the extent possible

ADMINISTRATION:

Staff suggest they do not feel valued by administration. They feel like it takes too long to get answers from administration.

- NSU response:
 - How do we get leadership in front of staff more so they can ask questions?
 - Should we be doing more employee recognition ‘events’ or ‘awards’
 - Should we change annual service anniversary lunch to something more frequent; say quarterly or monthly?
 - If monthly, could announce new employees and retirements at the same event
 - We did hire a Dean of the School of Education as well as an Athletic Director; these openings were brought up multiple times

SECTION 3. STUDENTS

SENSE OF BELONGING:

- Students during COVID obviously didn't feel involved or belonging
- Transfer students indicated they felt lost
- Sense of belonging – not enough cross-cultural programming/opportunity
- Nontraditional student did not feel compelled to go to things
- Get domestic students to get involved with international community
- Student transition and onboarding
 - Student peer leaders promoting campus community
 - Transfer and other student concerns
 - [did not feel welcomed] probably as they are transfer student or nontraditional
- Concerned about why students are not involved
- Campus community and engagement
 - International programming
 - Clubs and organizations, and engaging campus community; encouraging students to become involved
 - Favoritism towards athletics
 - Concerns related to culture and homecoming

MEN:

- Male attendance in involvement
- Guys want to do things on campus, but specific things
- More activities off campus? Would that attract more men?
- More male events
- Need a male counselor
- National trends show men not going to college
- Male involvement in programming

MENTAL HEALTH:

- Mental health days for class
- Mental Health – open doors and show true care
- Important for campus [student] leaders to take care of themselves
- Build relationships between professors and students to help with mental health
- Bring counselors out more
- Counseling Center not in a good place
- Need a male counselor
- Mental Health
 - Challenges related to access and removing negative stigmas

LEADERSHIP:

- Listen to listen, not listen to respond
- Do not have an agenda in mind

- Administrators need to give people moments to have dialogue
- Culture needs to funnel from Dr. Schnoor
- Higher ups being more accessible
- Have open mind as a person in conversation that is centered around views
- Be more open and tell students that they need to be open to conversation – learn to have an open mind
- Allow growth on both sides of the party
- Sit and listen – encourage more discussion in class
- Treat people as human beings
- Stop treating people like opponents

OTHER:

- 1) Socioeconomic status
 - a. Lack of adequate or an understanding of financial aid
- 2) Academic advising challenges
- 3) Facility accessibility

HOUSING AND DINING RECOMMENDATIONS:

- Develop a Campus Dining Round Table Program, that invites faculty, staff, and students an opportunity twice a semester to provide feedback on quality, variety, environment, and cultural offerings to the Dining Services Team.
- Create a new food insecurity program similar to “Swipe Out Hunger”
- Refresh and rebrand the Wolves Den Dining Hall.
- Explore turning Kramer Hall into upperclassmen housing to include granting permission to students of age to possess and consume alcohol in a safe, legal, and responsible manner.
- Research best practices for the training of resident assistants and reconfigure and reinvigorate RA Training for Fall 2022 to improve retention.
- Update residence hall building access to allow mobile credentials access by fall 2022.
- Draft and submit to the SDBOR a Preliminary Facility Statement consistent with SDBOR Policy 6:4 Capital Improvements to renovate Steele Hall for use as graduate student apartments (see item 11, 2020-2021 Student Affairs Assessment Report).
- Consistent with FY 23 SDBOR Budget Request, upgrade the Lindberg/Seymour Residential Quad (between Great Plains East and West) to support outdoor programming and encourage students to socialize in the open air where the risks of COVID-19 transmission are minimal.
- Increase menu options for Residential Dining, specifically as it pertains to special dietary concerns and healthy options.
- Expand student labor funding to keep the Avera Student Center open and staffed whenever Wolves Den is open (See NSU Move-in / Wolf Pack Welcome Coordination Committee Fall 2021 Committee Feedback Report).

COMMUNICATION AND FEEDBACK RECOMMENDATIONS:

- Create a Student Affairs Advisory Board with current students, alumni, staff, and one SD public college or university colleague.
- Create an annual Student Satisfaction Survey to inform retention efforts.

ONBOARDING RECOMMENDATIONS:

- Create a policy requiring all first-time, degree seeking students to complete an in-person or Virtual HOWL or new student orientation experience prior to census day each semester.
- Create a one-stop-shop during first year residence hall move-in day and Wolf Pack Welcome to bring university resources together to support a smooth student transition (See NSU Move-in / Wolf Pack Welcome Coordination Committee Fall 2021 Committee Feedback Report).
- Consider a bulk or wholesale “sale” during the one stop shop.
- Find ways to increase faculty participation in Fall Move-in (See NSU Move-in / Wolf Pack Welcome Coordination Committee Fall 2021 Committee Feedback Report).
- Increase the institutional budget by \$6,000 to \$30,000 for New Student Programs to correspond with changing needs within HOWL, Wolf Pack Welcome, Spring New Student Orientation, and First Year Seminar Peer Leaders program.
- Expand and improve New Student Orientation (spring) to support a growing spring class of new first-time, transfer, and reentry students.
- Institute a New Student Orientation for dual enrolled high school students to ensure a seamless and high-quality experience.
- Create new campus tradition.
- Create a student traditions website (See NSU Move-in / Wolf Pack Welcome Coordination Committee Fall 2021 Committee Feedback Report).
- Provide a personalized visit experience based upon perspective student’s majors and interests.
- Create a Parent’s Emergency Fund supported by an annual request.
- Create and publish a quarterly Parent and Family web-based newsletter.

SENSE OF BELONGING RECOMMENDATIONS:

- Transition Student Accessibility Services from Titanium Software to Simplicity Accommodate (or similar) to improve staff efficiency and customer service around scheduling, accommodations, testing services, and case management in Accessibility Services.
- Readminister the SkyFactor Benchworks climate survey to students, staff, and faculty and make greater efforts to receive a larger and more representative sample (including historically marginalized student populations) (see item 6, 2020-2021 Student Affairs Assessment Report).
- Administer the ARC3 Campus Climate Survey to gather more sexual misconduct specific information to inform efforts to stop, prevent, and remedy sexual harassment at Northern (see item 6, 2020-2021 Student Affairs Assessment Report).
- Establish a Title IX Budget to support annual trainings, programming, and assessment efforts.

- In collaboration with Safe Harbor, create an on-campus advocate program to increase visibility and services to students, staff, and faculty who have experienced sexual misconduct.
- Utilize Vector training to introduce all new students (under 60 credit hours) to inclusion and sense of belonging training consistent with Opportunity for All.
- Gather and publish data on South Dakota, Aberdeen, and Northern food insecurity.
- Gather and publish data on the availability (or lack) of food and hygiene pantries for students within Aberdeen and on campus.
- Conduct an accessibility review of the Northern campus and create a plan to address accessibility challenges.
- Increase and acquire more representative responses (including historically marginalized student populations) for the 2023 NSSE Survey administration (see item 4, 2020-2021 Student Affairs Assessment Report).
- Through mentoring and community building, improve our historically marginalized student population's sense of belonging as measured by NSSE (see item 4, 2020-2021 Student Affairs Assessment Report).
- Create a Gender Equity Committee to assess, review, and create progress towards gender equity on campus.
- Install accessible door openers in the Avera Student Center.
- Implement Communication Access Realtime Translation (CART) services for all commencement ceremonies to provide universal access for all attending in person or online.
- Create a University Advisory Team on Disability, Inclusion, and Accessibility to assess, review, and make progress toward greater accessibility for all students, staff, and faculty on campus.
- Create an annual fund that the University Advisory Team on Disability, Inclusion, and Accessibility can prioritize to make annual accessibility improvements.
- Host an annual professionally facilitated inclusion and sense of belonging training for student staff, staff, faculty, and Extended Executive Leadership Team consistent with Opportunity for All.
- Require a microphone available for use during all meetings over 25 attendees.
- Consistent with the Accessible Icon Project, create an accessibility services logo/marketing program to raise awareness of inclusive services available on campus and how to request services for events.
- Create a display in the Avera Student Center highlighting South Dakota Tribal Flags.
- Update the international flag display in the Avera Student Center with up-to-date flags.
- Create and support a Committee on Inclusion and Belonging that will work to advance campus culture.
- The Committee on Inclusion and Belonging should create a biennial strategic plan to advance belonging and inclusion.
- Identify opportunities to improve the campus welcome and transition experience for International Students.
- Establish a *Creative Cultural Space* to include equipment like proper sewing machines (2-3, an iron and ironing board or protective pad for table), starter sewing packs for

ribbon skirts, beading looms and starter materials, tools for beading earrings, instructional books, and patterns.

- Plant a *Medicine Wheel Garden* or an ethnobotanical garden to include medicinal and spiritual plants such as sage, cedar, wild roses, and chokecherries or plums, other indigenous prairie plants, and space for the construction of a tipi.
- Increase the compensation for student note-takers to \$50 per credit hour or invest in a note taking software to support this important accommodation through Student Accessibility Services.
- Offer a graduation stole for multicultural students.

IMPROVING STUDENT HEALTH RECOMMENDATIONS:

- Reorganize Prevention Services to create a student development and peer-leader based framework for prevention efforts within the Office of Student Involvement and Leadership.
- Hire an Assistant Director of Prevention Services (formerly Prevention Services Coordinator).
- Create a new process to enable the reporting of student demographics for students who utilize Avera Student Health during the 2021-2022 academic year (see item 12, 2020-2021 Student Affairs Assessment Report).
- Convene the Biennial Review Committee during the fall of 2022 to continue reviewing program effectiveness and progress on recommendations (see the 2018-2020 Drug-Free Schools and Campuses Regulations Biennial Review).
- Reinstitute the “Don’t Cancel That Class” program for faculty to promote wellness, engagement, and academic success (see the 2018-2020 Drug-Free Schools and Campuses Regulations Biennial Review).
- Explore additional funding streams for prevention efforts consistent with college student health challenges, such as understanding the health impacts of marijuana (see the 2018-2020 Drug-Free Schools and Campuses Regulations Biennial Review).
- Utilize social media platforms to promote social norms, harm reduction messages, and track student engagement. Social norming should address perceptions of peer’s alcohol usage (see the 2018-2020 Drug-Free Schools and Campuses Regulations Biennial Review).
- Create a marketing and educational program to encourage more help seeking behaviors by male students (see item 7, 2020-2021 Student Affairs Assessment Report).
- Rebrand the Counseling Center as Counseling Services and increase the visibility of mental health resources.

STUDENT ENGAGEMENT RECOMMENDATIONS:

- Offer a student tailgating zone at regularly scheduled home football games.
- Join the National Study of Learning, Voting, and Engagement (NSLVE) to better understand Northern student registration and voting rates, allowing for a closer examination of the campus climate for political learning and engagement.
- Create opportunities for students to develop in the NSSE areas of (see item 5, 2020-2021 Student Affairs Assessment Report):

- i. “Developing or clarifying a personal code of values and ethics”
 - ii. “Solving complex real-world problems”
 - iii. “Understanding people of other backgrounds”
 - iv. “Being an informed and active citizen”
 - v. “Attending events that address important social, economic, and political issues.”
- Increase the GAF to expand resources to increase the number of Northern students involved in student organizations, activities, and wellness services (see item 2, 2020-2021 Student Affairs Assessment Report).

CAMPUS SAFETY RECOMMENDATIONS:

- Host annual ALICE Active Shooter Trainings for faculty and staff.
- Create a Crisis Response Team from local clergy and counselors to assist in campus emergencies.
- Audit and prepare recommendations to update and replace security cameras across campus.
- Explore installing blue lights across campus or the utilization of a safety application like RAVE Mobile Safety.

SECTION 4. FACULTY

FACULTY AREAS OF CONCERN AND IMPROVEMENT:

Transparency and visibility:

Let people know what is going on and why changes are occurring, particularly when concerning leadership positions and future university planning

Unilateral or top-down decision-making is common when constituents would prefer more shared governance/input on decisions related to their workplace and departments

Administration and leadership are not accessible – constituents want regular interactions with leadership beyond the occasional event

Communications:

Communications are poor across the board (admin-to-all, faculty-to-staff, admin-to-students, admin-to-faculty); this includes a lack of consistency between different areas on campus (e.g., SOE/SOB vs. CAS communications)

There is a desire for regular information that includes both the positive (e.g., featured faculty/staff, retirements, new hires) and the negatives (e.g., numbers and budget); these communications should also offer potential “call to actions,” particularly for negative updates; do not just tell constituents information, also tell them things they can do with that information

Follow-up and waiting for information from administration is too long

Burnout and compensation:

Many people are working overloads/overtime, asked to do more with less and no real compensation or recognition of that effort (e.g., staff time for committees, release time for faculty, etc.)

SALARY

Look at and regularly offer alternate forms of compensation when money is not an option

Need time and space for social interactions

Lack of autonomy and more constant micromanagement contributes to burnout

Evaluate the necessity of service – everyone is doing too much; what can we cut or is unneeded; how can we recognize and compensate people doing more than their fair load and invite those that are not contributing as much to the table

Inconsistent application of policies and standards depending on area of campus

Training/Onboarding:

More inclusive and comprehensive training for new faculty/staff – this could include DEI training

Better team building and connections across campus for new hires

Resources for thinking about broader issues around these concerns:

https://www.ted.com/talks/jodi_ann_burey_the_myth_of Bringing_your_full_authentic_self_to_work

<https://www.edsurge.com/news/2021-09-27-higher-ed-we've-got-a-morale-problem-and-a-free-t-shirt-won-t-fix-it>

<https://www.chronicle.com/article/the-great-faculty-disengagement>

INITIAL RECOMMENDATIONS FOR FACULTY:

1. Improve faculty onboarding by creating a first-year new faculty training experience with monthly or bi-monthly meetings so that new faculty training is consistent across campus and not the sole responsibility of in-service and chairs:
 - a. Clarify expectations of in-service attendance in new appointment letters
 - b. More focus on teaching during in-service, particularly on learning management software and usage during the early part of the week
 - c. Consider the place of adjunct and instructor training with expanded new faculty onboarding
 - d. Monthly or bi-monthly meetings with new faculty during their first year would allow for deeper and broader coverage of issues of concern to new faculty including but not limited to:
 - i. Teaching, research, and service expectations
 1. Both broadly but also specific to the standards document, APEs, and promotion and tenure
 - ii. Learning and academic support services available to students
 - iii. Research and teaching support services available to faculty
 - iv. Internal/external grants and research funding
 - v. HR (i.e., retirement, appointment terms, salary formulas, etc.)
 - vi. Library offerings for students and faculty
 - vii. Brief introductions to curricular processes (e.g., Academic Affairs and program assessment)
 - viii. Athletics and student athlete expectations
 - ix. Faculty travel
 - x. Diversity, equity, inclusion and what this looks like in SD/at NSU. This is to keep us in compliance with the newly passed SD House Bill 1012.
 - xi. The opportunity to meet key figures from various departments across campus such as administrative leadership, athletics, faculty senate president and members, academic advisors, student government leadership, student affairs and student success leadership, and deans and chairs when relevant to the topic of discussion.
 - e. Peer mentorship program improvement with training for faculty mentors when selected
 - i. Assess the feasibility of expanding the number of mentors per new faculty to two, one mentor from within the department and the other mentor from a different college to create networks across campus for new faculty
 - f. Include mentorship and training opportunities for faculty with spring start
 - g. Create and implement a new faculty survey to better assess our orientation and training during their first year
 2. Increase social activities and team building opportunities across campus
 - a. Collaborate with staff and students to offer these opportunities (e.g., Quiz Bowl)
 - b. Administration and leadership should be present and participate when possible
 3. Clear and consistent communications plan for communications that includes:
 - a. Relevant external bodies and information: SD legislature, BOR, other BOR institutions, federal and state level departments of education

- b. Internal communications: Academic Affairs, Faculty Senate and Staff Council minutes, budget, administrative issues, HR, campus events, and so forth
- c. Shared responsibilities for communication across administration
- d. Clear plans for when information is shared
- e. Share the plan with the campus so campus community knows when to anticipate what types of information (e.g., weekly, bi-monthly, quarterly, etc.)
- f. Simple but multiple modalities for communication; archive the information on the intranet but also look for ways to deliver the content directly
 - i. Many do not know where to find information on the intranet and/or are unwilling to look it up
- g. Offer the ability for recipients to customize their information flow; allow an opt-in/opt-out approach to the different information streams (e.g., someone could opt-in to the NSU news and BOR reports but opt-out of athletics updates)

4. Efficiency audit for service workload, processes, and tasks
 - a. Examine our processes for committee assignments
 - b. Look at committee and job descriptions for overlap/duplication and committee size, look at frequency of meetings
5. Examine and invest in alternate forms of compensation (e.g., salary/pay, course release, etc.) and recognition
 - a. Extend more frequent positive recognition (no-cost/low-cost options)
6. Examine and invest in options for better integration to campus/community life for faculty from marginalized groups specifically. This seems important given that it is clear from the Skyfactor (and anecdotal conversations) that the experience of faculty from traditionally marginalized groups (i.e., faculty of color, queer faculty, women) is different
 - a. Review the SkyFactor 2022 results in detail for each group.
 - b. Training around the topic of cultural intelligence for diverse populations and ensuring that there is opportunity for all faculty on campus.
 - c. Engage in intentional and regular conversations about the safety and needs (physical, physiological, and emotional) of marginalized populations.

APPENDIX A.

Proposal: Northern State University Campus Culture and Climate Committee AND Opportunity for All Council

Committee Structure Recommendation:

- Transition the President's Campus Culture and Climate Taskforce to a standing Campus Culture and Climate Committee (University Committee).
- Create the standing Opportunity for All Council, focused on student opportunity, as directed by the SDBOR (University Council).

1. Campus Culture and Climate Committee Charge

The Campus Culture and Climate Committee will collect and assess comprehensive faculty, staff, and student data, act as liaison with University committees related to campus culture and climate, and provide actionable recommendations to the Executive Leadership Team to enhance campus culture and climate for all.

- A. Identify appropriate accountability measures and regularly communicate with campus.
- B. Implement and track progress through annual reporting, beginning with Fall 2022.
- C. Plan, collect and assess comprehensive student/faculty/staff data on campus culture and climate. For example, administer the Skyfactor Campus Climate survey, analyze data, and report out results to campus, biennially.
- D. Collaborate with University committees related to campus culture and climate. Act as liaison to receive recommendations, and ask for assistance, from University committees related to campus culture and climate.
 - a. American Indian Advisory Committee (existing)
 - b. Student Success Committee (existing)
 - c. Committee on Inclusion and Belonging (new)
- E. Provide actionable recommendations to the Executive Leadership Team to enhance campus culture and climate for all.

2. Campus Culture and Climate Committee composition

Staff subcommittee

- AVP and Director of Human Resources, or designee
- Two staff members nominated by the AVP and Director of Human Resources, approved by the Staff Senate (proposed), on staggered three-year terms (start with one two-year and one three-year term)

Faculty subcommittee

- Provost and Vice President for Academic Affairs, or designee
- Two faculty members nominated by the Provost, approved by Faculty Senate, on staggered three-year terms (start with one two-year and one three-year term)

Student subcommittee

- Dean of Students, or designee

- Two students nominated by the Dean of Students, one a member of SAAC, approved by the Student Government Association, on an annual basis

Committee Chair is the Provost

3. Opportunity for All Council Charge:

The Opportunity for All Council will ensure that Northern State University operates “in a way that promotes student success, civility, equal opportunity and nondiscrimination, while preparing our graduates for informed and responsible citizenry.” The Opportunity for All Council will address the four objectives of the BOR Opportunity for All Statement:

- *Provide increased opportunity for all students to succeed*
- *Advance the rich tradition of American public universities, built upon free speech, scientific discovery and academic freedom*
- *Enhance preparation of students for informed and responsible citizenry in our democratic republic*
- *Promote equal opportunity and non-discrimination for all through merit-based assessment and decision making*

The Council will meet at least once per semester to review progress on Opportunity for All goals.

(See: SDBOR Opportunity for All Statement, August 3, 2021.)

4. Opportunity for All Council Composition:

- Provost
- Dean of Students
- Executive Director of Student Success
- Athletic Director or Designee
- Assistant Director for Multicultural Student Affairs
- Director of the Center for Public History and Civic Engagement
- First-Year Seminar Coordinator
- Two students selected annually by the Student Government Association

Council co-chairs are the Provost (or designee) and the Dean of Students (or designee)

For reference, see <https://www.sdstate.edu/wintrode/advisory-board-members>

APPENDIX B.



Committee on Inclusion and Belonging

Committee Charge: The Committee on Inclusion and Belonging will serve as an advisory group to the *Campus Culture and Climate Committee* to improve campus climate for students, staff, faculty, alumni, and guests within its scope. Specifically, the committee (and its subcommittees) will:

- a. Support the administration of regular campus climate surveys in partnership with Institutional Research
- b. Support the collection, archival, dissemination, and review of campus climate data
- c. Using data, establish a biennial strategic plan to improve campus climate within its scope
- d. Make recommendations to the *Campus Culture and Climate Committee* to improve campus climate within its scope
- e. Offer regular development opportunities to enhance intercultural competence for students, staff, and faculty
- f. Create an annual event to celebrate and recognize students, staff, and faculty for advancing campus inclusion and sense of belonging

Committee Scope: Sex, race, color, creed, religion, national origin, ancestry, citizenship, gender, gender identity, transgender, sexual orientation, age, or disability, genetic information, veteran status or any other status that may become protected under law against discrimination (SDBOR Policy 1.19)

Meeting Frequency: The committee shall meet regularly during the academic year and as needed during summer and breaks.

Membership: Will be voluntary with representatives from students, staff, faculty, and community partners. From within its membership, a Chair and Co-Chair shall be elected to represent the Committee on Inclusion and Belonging to the *Campus Culture and Climate Committee*.

Subcommittees: Two subcommittees will provide area specific support and recommendations:

- a. The University Advisory Team on Disability, Inclusion, and Accessibility
- b. The Gender Equity Committee

APPENDIX C.

Staff Senate Shared Governance Proposal

Project Title: Staff Senate

Date Approved by Staff Senate Working Group: 03/08/2022

Date Approved by Senior Cabinet: TBD

Project Description:

The Staff Senate is an organization consisting of NFE and CSA staff at Northern State University (NSU) who have been elected to represent their peers on the NSU campus through shared governance with Faculty Senate, Student Government Association, and the Executive Leadership Team.

Project Justification:

On November 4, 2021, the President's Campus Culture and Climate Taskforce invited staff of Northern State University to create a "Staff Council" to improve communications and the working environment throughout campus as communicated in an email from Human Resources:

Northern currently has an academic council to represent the needs of faculty and a student council to represent the needs of the students. However, there is currently no council to represent the needs of NFE and CSA staff members. This council will be run by NFE and CSA staff representatives, not upper administration. The hope is that this council can improve social connections, communications, connect departments throughout campus, and create a better working environment for all staff at Northern State University.

The Staff Senate Working Group proposes the creation of Staff Senate at Northern State University to fulfill this request of addressing staff issues, and to ensure shared governance for all constituents of the university. (See attached Staff Senate By-Laws)

There is a demonstrated absence in shared governance on behalf of staff at Northern. In the Higher Learning Commission's criteria for accreditation, criterion 5.A.1 states, "shared governance at the institution engages its internal constituencies – including its governing board, administration, faculty, staff, and students – through planning, policies, and procedures"; however, Northern's Year Four Assurance Review document, only mentions staff as having a role with standing committees or councils. The remaining documentation speaks directly to the roles Faculty Senate and Student Government Association have in shared governance but overlooks any representation of staff.

The absence of shared governance for staff is also evidenced by the lack of transparency in the communication following the 2020 RIF, which involved only Northern staff, as no faculty or administrators were impacted, along with the plans to redistribute their responsibilities to other staff members. This RIF had a major impact upon the work environment for many staff that is still felt today.

Furthermore, the results of the 2020 Skyfactor Campus Climate Survey highlight the degree to which NSU staff do not feel valued or appreciated. For instance, the statement, "This institution encourages faculty and staff to openly share their ideas" received a 68.7% rating from Northern faculty and staff, signaling an issue of concern. Similarly, the statement, "Administration

respects what faculty and staff think" received a 62% rating. Further evidence can be found in additional survey statements related to perceptions of administration in their value and consideration for staff and faculty.

Finally, the President's Campus Culture and Climate Taskforce Open Forum and Roundtable discussion on January 25, 2022, posed the question to participants, "How could administration better demonstrate care and respect for faculty and staff input?" which suggests administration is aware there are issues related to Northern's staff working environment.

While staff, faculty, and students do have an assigned representative within the Executive Leadership Team, their representation across campus is not equal, i.e., faculty have additional representation to oversee their interests through their Faculty Senate President and students have additional representation through their Student Government Association President. The proposal to create a Staff Senate that is equally recognized within shared governance begins to address this imbalance.

This proposal includes a Staff Senate President with similar roles and responsibilities as the Faculty Senate and Student Government Association presidents to represent all CSA and NFE staff of Northern State University.

1. Staff Senate has drafted Bylaws to ensure it is representative of all staff members at Northern State University, creating collaboration between CSA and NFE staff members.
2. Staff Senate will include a committee for CSA that will take on the responsibilities of the former Career Service Committee.
3. Through Staff Senate's involvement in shared governance and the President's Extended Cabinet, it would ensure staff perspectives are represented at the highest levels of the university where impactful decisions are made.

To achieve these goals, the Staff Senate Working Group has proposed several programs or initiatives. These include the development of a Staff Mentoring Program to aid in the onboarding of new staff members. Additionally, Staff Senate would create opportunities to recognize staff contributions on campus, outside of the annual recognition for years served. Staff Senate would also like to prioritize professional development opportunities. These are only a few of the initiatives identified by the Staff Senate Working Group since the initial meeting in December 2021.

Staff Senate Assets:

- CSA Committee Bylaws
- CSA Committee Scholarship Fund
- Staff Senate Bylaws

Needed Assets:

- Representation in Shared Governance
- Representation in President's Extended Cabinet

Appreciative Question: Imagine if at Northern State University, both CSA and NFE staff had a unified voice on campus to build community, influence decision-making, and support the enhancement of the work environment.

APPENDIX D.

NORTHERN STATE UNIVERSITY

Staff Senate Bylaws

The Staff Senate is an organization of staff at Northern State University (NSU) who have been elected to represent their peers on the NSU campus. For the purposes of this document, NSU Staff is defined as any NSU employee who is not a faculty or student employee, the President of the University, a Vice-President, a Provost (or Associate or Assistant Vice President or Vice-Provost), a Dean of a College, or other member of the University Administration and/or President's extended cabinet.

The Administrative Officers (President of the University and his/her Administrative Team) have a standing invitation to attend meetings of the Staff Senate and to provide information and seek opinions of the Staff Senate at all meetings.

ARTICLE I: Purpose and Organizational Structure

Purpose:

The purposes of the NSU Staff Senate are:

1. To give Staff campus representation, and a means by which they have a collective voice to provide input and make recommendations to the administration on matters concerning staff.
2. To provide encouragement and support for staff through personal and professional development opportunities, such as seminars, speakers, printed and audiovisual material, in collaboration with the Human Resources Department (HR). (“Professional Development” is defined as the ongoing process of improving and increasing capabilities and advancing skills and expertise of staff to enable enhancement or advancement in a chosen career. Professional Development may also include improving wellness, personal growth, and opportunity to build a network of mentors within the University in an effort to implement co-development and cross-training among staff. Professional Development may extend beyond job classification and currently assigned duties.)
3. To recognize outstanding staff employees, including an Outstanding Staff Employee award, given out quarterly.
4. To help orient new employees in collaboration with HR and to provide mentors to new employees
5. To serve as the formal and recognized governmental structure for staff at NSU and as an integral component in the operation and functioning of the university. Organizational Structure: The NSU Staff Senate consists of members elected from currently employed staff personnel, representing all areas of campus. Areas of campus are defined by their administrative area. Numbers of representatives for each area are determined by the number of employees represented within that category (an approximate ratio of 2 Senators per area except for facilities, which will have 3 Senators). Areas of campus and their representation are defined as:

Academic Affairs Category - 2 representatives (NFE or CSA)

- Office of the Provost / Vice President for Academic Affairs

- Institutional Research
- Grants and Sponsored Projects
- Office of International Programs
- Student Success Center: (TRIO SSS, TRIO Upward Bound, Learning Commons, American Indian Circle Program, Student Achievement, Career Services, Academic Advising)
- Library and Testing Center
- Online and Continuing Education
- E-Learning High School Principal
- Veterans Affairs
- Center for Excellence in Teaching and Learning (CETL)
- Honors Program
- Registrar's Office

Athletics Category - 2 representatives (NFE or CSA)

- To include all divisions/departments in Athletics

Colleges Category - 2 representatives (NFE or CSA)

- College of Professional Studies (Millicent Atkins School of Education/School of Business)
- School of Fine Arts
- College of Arts and Sciences
- Academic Advisors

Enrollment, Marketing and Communication Category/Office of the President/Foundation - 2 representatives (NFE or CSA)

- Office of the President
- Admissions
- Marketing and Communications
- NSU Campus Events and Campus Visits
- Financial Aid
- Foundation

Student Affairs – 2 Representatives (NFE or CSA)

- Residence Life
- Title IX/Student Rights and Responsibilities
- Counseling Center
- Disability Services
- Student Involvement and Leadership
- Multicultural Student Affairs
- Campus Security

Facility Services Category - 3 representatives (NFE or CSA)

- Buildings and Grounds Crew
- Carpenters
- Facility Workers/Custodial Services
- Electricians

- Heating Plant
- Painters
- Plumber

Finance & Administration Category – 2 representatives (NFE or CSA)

- Purchasing
- Wolf Shoppe
- Post Office
- Print Shop
- University Controller
- Finance and Administration
- Human Resources

Technology Services Category – 2 representatives (NFE or CSA)

- Enterprise Systems and Development
- Instructional Technology Services
- Media Services
- Network Security and Tech Support
- Web Development

The NSU Staff Senate shall consist of 17 Senators plus 1 NFE At-Large and 1 CSA At-Large for a total of 19 members apportioned as outlined above to ensure fair representation of all staff.

ARTICLE II: Membership

Selection:

The selection process shall begin in March of each year, with a three-year term beginning in June of the same year (all Senators, incoming and outgoing, attend the May meeting for purposes of continuity). To avoid a complete turnover in membership in any given year, the selection process will be held each year with one third of the members reaching the end of their term each year. Those eligible for election are Staff who are not on probation or subject to disciplinary action at the time of the election.

Voting:

A two-part selection process shall be utilized. First, beginning in March (deadline: Spring Break), an inquiry memo will be sent to all CSA and NFE employees requesting nominations for Staff Senate (self-nominations are permitted).

Nominations will be due the first Friday after Spring Break. Second, a list would then be compiled from names submitted, and willingness to serve shall be ascertained from each candidate by the Secretary of the Senate^[1]. Election of candidates will be held in April. Voting will be done by electronic or paper ballot by staff within each nominee's category.

Election Process:

The first election of Staff Senators shall take place under the direction of members of the working committee promoting the Staff Senate. The terms of office shall vary slightly with this first election to ensure one-third of the members serving a one-year term, one-third of the members serving a two-year term, and the final one-third of members serving a three-year term. Members elected thereafter shall serve the three-year terms as specified in the Bylaws. In the

case of a tie vote, the Senate shall vote on the two candidates to select the Senator. The current Senate President will utilize the tally of the balloting to notify the new members. The ballot results will be kept for one year in case a replacement is needed for any member of the Senate.

Resignation: In the event a Senate member resigns, the replacement for the newly open position shall be appointed by the Senate's Executive Officers, as defined by Article III, from the selection list maintained from the most recent election. The selection shall be approved by the entire Senate. The appointed member shall serve the remainder of the past member's term.

Changes in Status:

If a Senator's status changes, through promotion, transfer, or other personnel action, that Senator shall continue in his/her original role and representation on the Staff Senate until the end of his/her current term. The only exception to this would be if the position change occurs within a month of the Senator's election; then the second-highest vote-getter in the Senator's representative category could be appointed in the Senator's stead.

Responsibility to Attend Meetings:

Senate members are expected to attend all meetings in-hybrid (i.e., in-person, via online platform, etc.). A member may be excused for the following reasons: sick, personal, or annual leave, or professional obligations. If a member misses three consecutive meetings or six meetings total (excused or unexcused), the member is subject to dismissal, which will be determined by the Senate Executive Officers and approved by vote of the entire Senate. Senators will be released from normal work duties without loss of pay or other benefits to attend official Staff Senate meetings or functions.

Term Limits:

Senate members will be limited to two consecutive terms (six years), regardless of which area you are representing (including Senators at-large). Persons interested in further Senate service must leave the Senate for at least one year before being eligible again.

^[1] For the first election, this person will be nominated by the working committee. All subsequent will follow voting procedures as described by the aforementioned bylaws.

Responsibility to Represent Constituents:

Senate members are responsible for assisting the Secretary of the Senate to maintain lists of the university staff members by category. Senators are further responsible for communicating regularly with their constituents, responding to any questions from constituents regarding Senate actions or meetings, and bringing any questions from constituents to the floor of the Senate for discussion. Senators must then bring any responses, actions, votes, or resolutions back to their constituents after said discussion. Senators understand that they represent all staff members on campus (and are not bound by payroll classification or by representative category). Any Senator can bring a question from any staff member for consideration by the full Senate. Any staff member can contact any Senator to request representation on any question. Staff Senate will function as a productive component of the operation and function of the university. If there is an employee-specific problem, appropriate venues and mechanisms should be utilized to address complaints or appeals before bringing the issue to the Senate. Staff Senate represents all

employees and deals with issues on a campus-wide level for the entire university.

Staff Senate Committees

1. The Staff Senate shall maintain and develop committees necessary for self-governance and support the mission of Staff Senate. The three standing committees will be the Civil Service Act Employees (CSA) Committee, Nonfaculty Exempt Employees (NFE) Committee, and the Election Committee. Other committees may be added by Addendum. These committees shall be chaired by elected Senators. All Senators will serve on at least one committee. Committee membership is not limited to elected Staff Senators; volunteers from the entire staff campus community may serve.

a. **CSA Committee:** The CSA Committee will be a standing committee under the umbrella of the Staff Senate. A CSA Senator will lead the CSA Committee as Chairperson. Other members of the Committee will be volunteers of the CSA campus community. This Committee represents all employees having a CSA designation. Those serving on the CSA Committee will oversee and continue the activities and regental duties historically managed by the Career Service Committee (also known as CSA),

including the scholarship fund and other activities in the Career Service Constitution.

b. **NFE Committee:** The NFE Committee will be a standing committee under the umbrella of the Staff Senate. A NFE Senator will lead the NFE Committee as Chairperson. Other members of the Committee will be volunteers of the NFE campus community. This Committee represents all employees having a NFE designation.

c. **Election Committee:** The Election Committee will be a standing committee under the umbrella of the Staff Senate. Vice President will chair and lead the Election Committee. The Election Committee will carry out the annual elections of the Staff Senate.

ARTICLE III: Officers

Election of Officers:

At the May meeting, both current and newly elected Senate members shall meet jointly for the purpose of continuity.

Senate members shall elect the officers for the upcoming term to begin in June of the same year. The President shall be a Senate member who has served at least one year in his/her current term. All officers will be elected annually; each shall be limited to two consecutive terms in a single office.

President:

The President will assume the following duties:

1. Serve as presiding officer of the Northern State University Staff Senate.

Convene regular (and any special) meetings of the Staff Senate and the Executive Officers of the Staff Senate, set the agenda, invite special guests, and conduct the Staff Senate and Executive Officer meetings.

2. Coordinate with Secretary on meeting times, locations, and agendas in the campus e-newsletter prior to meetings.
3. Act as a liaison between the Staff Senate, campus representative groups, and other agencies, with the option to delegate another senator if needed.
4. Authorize all expenditures along with the finance officer, with the approval of the Senate.
5. Submit budget request annually reflecting the Senate's priorities to the Administration.
6. Act as Staff representative before the Executive Leadership Team.
7. When called upon, act as NSU Staff representative before the Board of Regents, Legislature, any legislative committees, HLC, COPLAC, and any other public entity.
8. Ensure that the Vice President is familiar with the duties of the Presidency.
9. Recommend staff appointments to University committees, when applicable.
10. Meet with the University President on a monthly basis.
11. Attend University events by instruction of the NSU President or represent the University at other events (examples: receptions, celebrations, community events).
12. Act as a mentor to the next president. This person will have non-voting powers if they are not a Senator during this time.

Vice-President:

The Vice-President will assume the following duties:

1. In the absence of the President, serve as the presiding officer of the Staff Senate.
2. Welcome guests to Staff Senate meetings.
3. Coordinate virtual connections for meetings
4. Correspond with Senators to enforce absentee policy.
5. In case of resignation by the President, automatically fill the President's position.
6. Chair and lead Elections Committee.
 - a. Manage the election process by calling for nominations and compiling ballots with the assistance of the President and the Secretary.
7. Maintain a list of staff representation on NSU committees.

Secretary:

The Secretary shall assume the following duties:

1. Maintain Staff Senate Communication by
 - a. Recording proceedings of the Senate meetings,
 - b. Maintaining record of minutes, including:
 - i. Circulating minutes to Senate members and making minutes available electronically to all interested parties.
 - ii. Posting a record of minutes for review by all staff members with coordination of their representing Senate Members through accessible means within 5 business days.
 - c. Publish meeting times, locations, and agendas as well as other possible topics of discussion via accessible means.
2. Handle all Senate correspondence.

3. Serve as acting chairperson in the absence of both President and Vice-President.
4. Maintain the email distribution list for the Senate.
5. Assist with maintenance of staff lists by category to assist with the elections process and communications.

Finance Officer:

The Finance Officer shall assume the following duties:

1. Compile budget request annually reflecting the Senate's priorities to the Administration.
2. Maintain the Senate accounts and verify transactions.
3. Authorize all expenditures with the Senate President.
4. Prepare a monthly report to be presented at the Senate monthly meeting.

Regents' Civil Service Council (CSA) Representative:

The Regents' Civil Service Council Representative shall assume the following duties:

1. Represent NSU on the Regents' Civil Service Advisory Council.
2. Attend the Regents' CSA Council meetings twice a year (once in Pierre, once at one of the State's six public universities).
3. Coordinate hosting the Regents' CSA Council at NSU when necessary, with the assistance of the Staff Senate.

The Regents' Civil Service Council Representative shall be a member of the Staff Senate who is a Civil Service employee. The Regents' CSA Council Representative shall be defined according to Regental Civil Service policy. The Regents' Civil Service Council Representative shall be elected by the CSA Subcommittee. If the office becomes vacant due to extenuating circumstances, a new representative will be nominated and elected by the Staff Senate's CSA Subcommittee during the first meeting after the position becomes vacant. The link to Regental Civil Service policy is:

<http://www.sdbor.edu/policy/1-Governance/documents/1-7-5.pdf>

ARTICLE IV: Procedures

Meetings:

The Staff Senate shall meet once a month during the calendar year, notifying all interested parties of the date, time, place, and agenda items. The Senate President or the President of the University may call special meetings. The Staff Senate shall follow informal "Roberts Rules of Order" for all meetings. Any member of the NSU community shall be welcome to attend meetings in any way possible. Guests shall be recognized by the Vice President at the start of each meeting. An annual meeting shall be held every year in May for the entire staff community at Northern State University. This annual meeting will serve as a place for introduction of Senators, recognition of staff for any reason, and votes on the Bylaws' amendments. Any staff members can bring any questions or items to the floor of the annual meeting for consideration.

The University President and the Director of Human Resources are invited to attend all Staff Senate meetings and encouraged to attend a minimum of three meeting a year, one in Fall, one in Spring, and one in Summer to provide important updates. The Staff Senate President will serve as the Administration's liaison to the Staff Senate. Staff Senate meetings are open to all Northern employees except during Executive Session.

ARTICLE V: Amendments

Procedure:

The Staff Senate Bylaws may be amended by a 2/3 majority of all Senators. For an amendment to be considered for a vote, the proposed amendment must have been published in the staff e-newsletter or paper communication, have been presented for a first reading during the Staff Senate meeting of the month immediately prior to the proposed vote, and have a second reading at the annual meeting. Comments from University staff must be presented and considered at the time of the first and second reading. These updated Bylaws need approval by a majority of the attendees at the All-Staff meeting of March 22, 2022.

APPENDIX E.

Staff Questions and Prompts for the Campus Culture and Climate Forum:

1. How would you describe the campus climate at Northern State University?
2. What are the best aspects of the culture/climate at Northern State University?
3. What are the aspects of NSU culture/climate that need improvement?
4. How could administration better demonstrate care and respect for faculty and staff input?
5. How can NSU better serve our population relating to; socioeconomic status, gender, political ideology, disability, race, ethnicity, religion, sexual orientation, gender identity?
6. How could NSU improve recruitment of faculty and staff from more diverse backgrounds?
7. Where do you or our students have the most difficulty in accessing buildings from a disability standpoint?

Faculty Questions and Prompts for the Campus Culture and Climate Forum:

1. How would you describe the current climate at NSU? Has it changed in any way since the climate survey in March 2020?
2. What are the best aspects of the culture and climate at NSU?
3. What are aspects of the culture and climate that need improvement?
4. How could administration better demonstrate care and respect for faculty, staff, and students?
5. How do think rank plays into perceptions of campus climate?

Student Questions and Prompts for the Campus Culture and Climate Forum:

1. How would you describe the sense of belonging at Northern State University?
2. What are the best aspects of student life at Northern State University?
3. What are the aspects of Northern student life that need improvement?
4. How could campus leaders better demonstrate care and concern for student input?
(Campus leaders include the University President, SGA President, Provost, Dean of Students, VP for Finance and Administration, VP of Information Technology, Director of Athletics, and VP of Enrollment and Marketing and Communications.)
5. How can Northern better serve our populations relating to socioeconomic status, gender, political ideology, disability, race, ethnicity, religion, sexual orientation, and gender identity?
6. How could Northern improve retention of students from more diverse backgrounds?
7. Where do you or others have the most difficulty in accessing buildings from a disability standpoint?

APPENDIX F.

Responsibilities of Table Facilitators

Table Facilitators are responsible for guiding the small group through the specified questions, taking notes of all comments, and keeping the group on schedule.

- Arrive at the Avera Student Center Centennial Rooms by 1:45PM (Faculty and Staff) or 5:45PM (Students) if possible, to receive further instructions and check in.
- You will be provided with a list of prompt questions to use for your tabletop discussions.
- Bring a laptop to take notes for your table group.
- The break-out groups will have 30 minutes to discuss the prompt questions.
- After the session, send your notes via a Word document to:
 - Staff: Susan Bostian, (susan.bostian@northern.edu) Administrative Building 213.
 - Faculty: Dr. Kristi Brownfield, (Kristi.Brownfield@northern.edu), TC 354.
 - Students: Jacob D. Swanson (jacob.swanson@wolves.northern.edu), 222 Avera Student Center.
- An executive summary will be created from all the responses and shared.
- Please welcome your group and review the following:
 - Thank them for participating and helping the Taskforce develop recommendations.
 - Inform them of the number of questions you have (See Prompt Questions) and the 30 minutes the group will have to discuss.
 - Identify/assign someone at your table to be the timekeeper to make sure you get to all the provided questions.
 - Let them know that you will not attribute responses to any person, and that an executive summary will be created from all of the comments provided at the different tables.
 - Ask if there are any questions before proceeding.

APPENDIX G.



Diversity Action Pillar Team Final Recommendations

BACKGROUND: President Schnoor requested feedback on Strategic Priority Two and for the President's Taskforce on Culture and Climate during the September 3, 2021 meeting of the Diversity Action Pillar Team. Below represents the official feedback offered to the President's Taskforce from our last meeting on September 24, 2021.

Recommendations on Strategic Priority Two: Build an increasingly diverse, engaged, inclusive, welcoming, and supportive culture that nurtures achievement and success for all students, faculty and staff:

- We need a dedicated American Indian recruiter to engage with the tribal populations in South Dakota. Preferably, they could even live west river. This person would be an admissions recruiter and attend pow wows, be in the community, build relations across the state.
- Create a way to recognize and reward staff (CSA and NFE) for doing work in the area of inclusion and sense of belonging.
- Create a Staff Council to make shared governance more inclusive.
- Assess university committee membership on campus to see who is carrying the committee work of the university. Gender, race, employee classification, and tenure.
- Implement Key Result 83. Hire a Multicultural Student Affairs Coordinator to advance underrepresented student recruitment and student diversity, equity and inclusion training and programming.
- Create bystander/diversity Advocacy Training Program with a certificate, door sign, and syllabi notation.
- Create Recognized Student Organization Advisor training to support all student groups and ensure opportunity for all.
- Identify our campus EO (Equal Opportunity) officer and market to campus.
- Amend the sample syllabi to reference the ADA and EO grievance procedures.
- Create an onboarding document that all new employees would receive with committee and service opportunities on campus and how to join/access.

Recommendations on the Campus Climate Taskforce:

- The Taskforce should have three official subcommittees focused on sense of belonging and inclusion:

- Committee on Inclusion and Belonging: ethnicity, gender, ability, political affiliation, race, color, creed, religion, sex, national origin, ancestry, or disability.
- American Indian Advisory Committee (AIAC): to pull all institution efforts throughout the student life cycle into alignment.
- Gender Equity Committee: Assess, review, and create progress towards gender equity on campus.
- The Taskforce should create a strategic plan to organize the Taskforce work and priorities.

Future of this group:

- Diversity Action Pillar Team has sunset. Individuals who may want to serve one or more of the recommended official subcommittees of the taskforce should notify Megan Frewaldt.