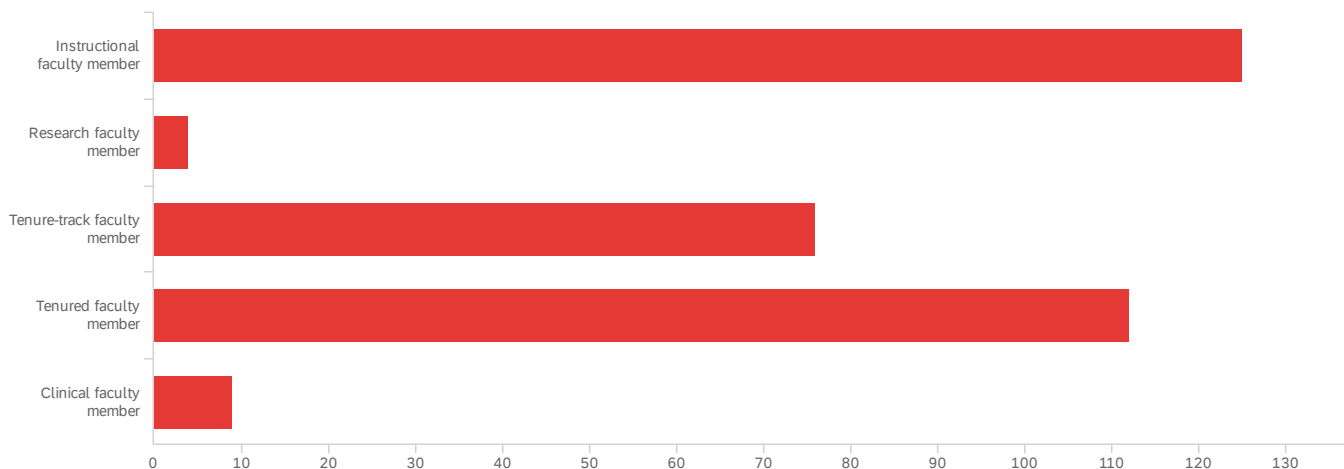# Default Report

Original Faculty Rts & Rsps

October 23, 2021 5:14 PM MDT

Q8 - My faculty status is

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My faculty status is	1.00	5.00	2.62	1.36	1.86	326

#	Field		Choice Count	
1	Instructional faculty member		38.34%	125
2	Research faculty member		1.23%	4
3	Tenure-track faculty member		23.31%	76
4	Tenured faculty member		34.36%	112
5	Clinical faculty member		2.76%	9
				326

Showing rows 1 - 6 of 6

Q1#1 - Please share your perceptions of the following individual faculty rights. - Were you aware of this as an individual faculty right before starting this survey?
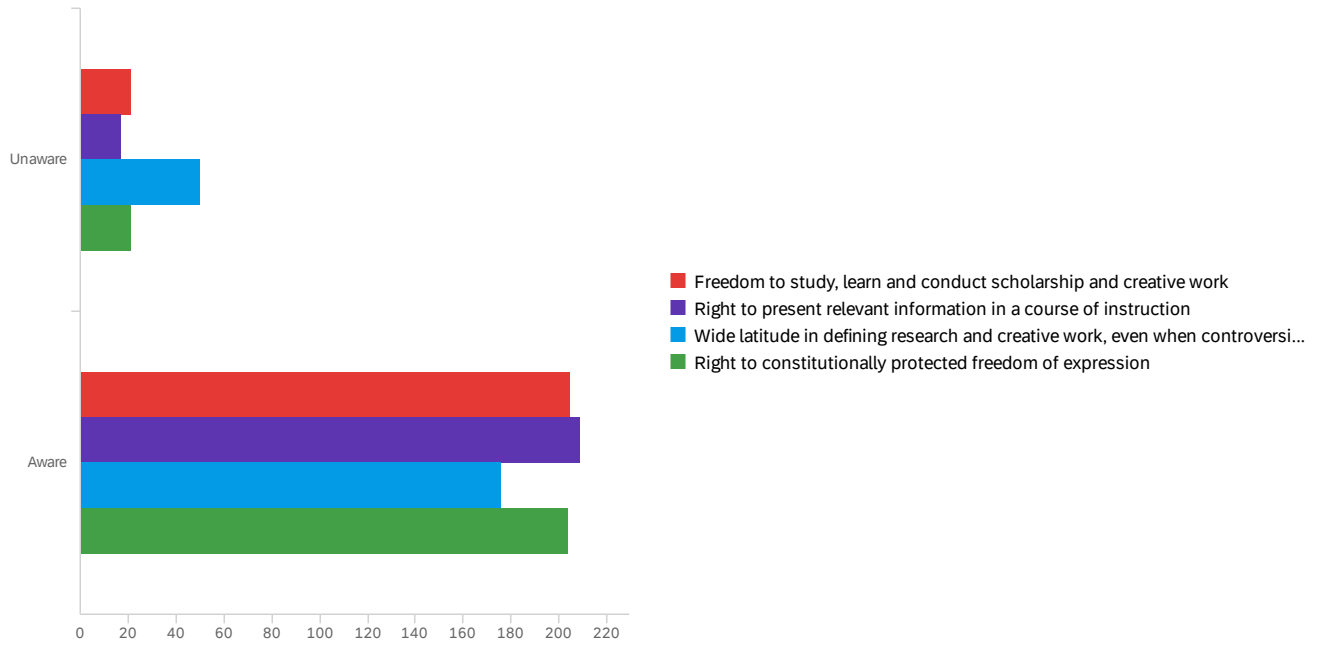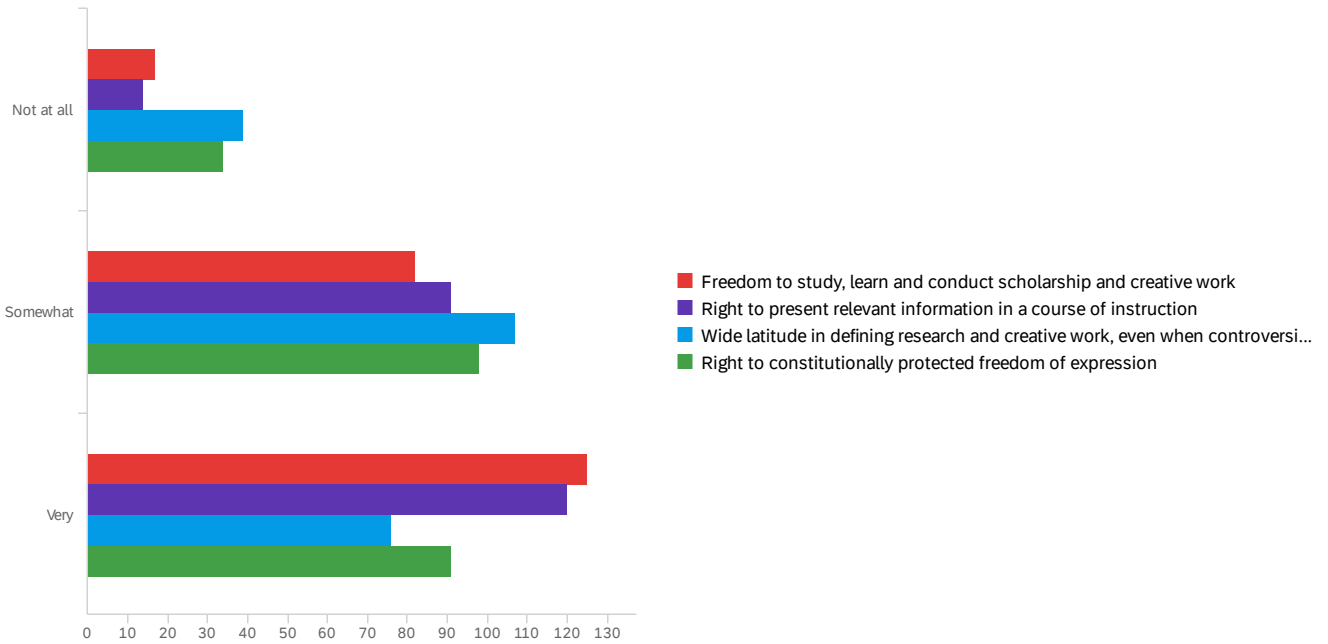
Legend:
- ■ Freedom to study, learn and conduct scholarship and creative work
- ■ Right to present relevant information in a course of instruction
- ■ Wide latitude in defining research and creative work, even when controversi...
- ■ Right to constitutionally protected freedom of expression

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Freedom to study, learn and conduct scholarship and creative work	1.00	2.00	1.91	0.29	0.08	226
2	Right to present relevant information in a course of instruction	1.00	2.00	1.92	0.26	0.07	226
3	Wide latitude in defining research and creative work, even when controversial	1.00	2.00	1.78	0.42	0.17	226
4	Right to constitutionally protected freedom of expression	1.00	2.00	1.91	0.29	0.08	225

#	Field	Unaware		Aware		Total
1	Freedom to study, learn and conduct scholarship and creative work	9.29%	21	90.71%	205	226
2	Right to present relevant information in a course of instruction	7.52%	17	92.48%	209	226
3	Wide latitude in defining research and creative work, even when controversial	22.12%	50	77.88%	176	226
4	Right to constitutionally protected freedom of expression	9.33%	21	90.67%	204	225

Showing rows 1 - 4 of 4

Q1#2 - Please share your perceptions of the following individual faculty rights. - As a UCCS faculty member, how secure do you feel about your ability to exercise this faculty right?
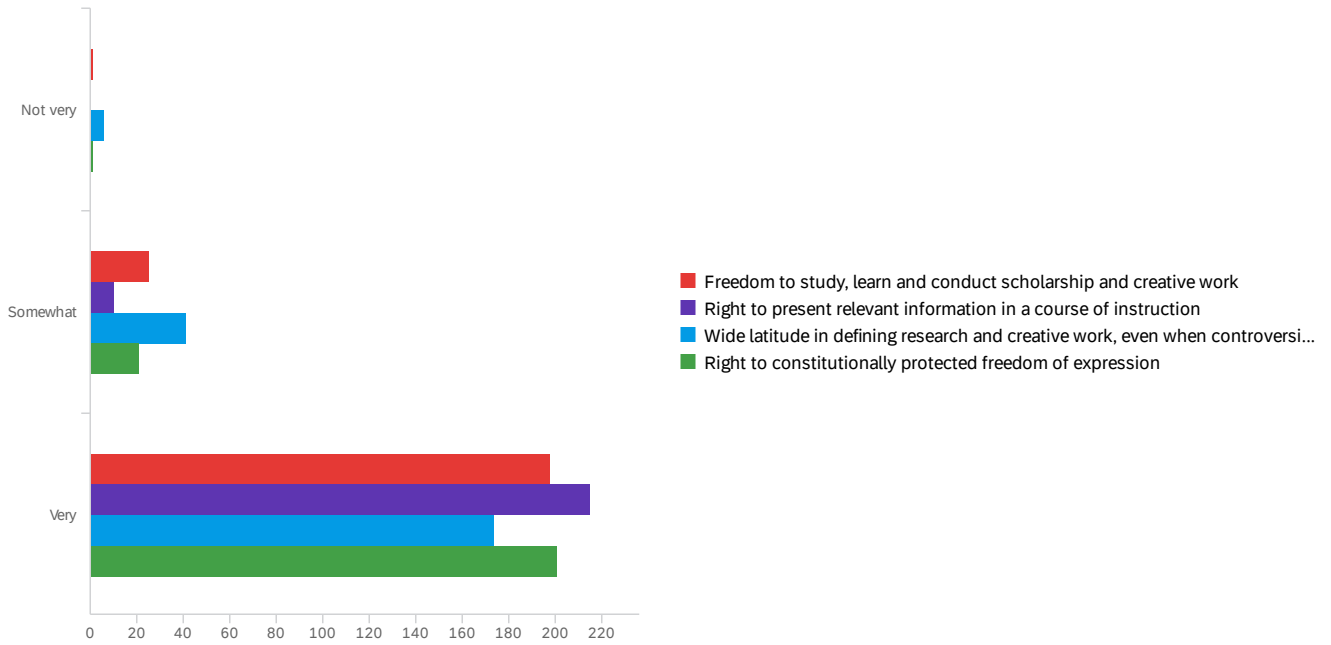

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Freedom to study, learn and conduct scholarship and creative work	1.00	3.00	2.48	0.63	0.40	224
2	Right to present relevant information in a course of instruction	1.00	3.00	2.47	0.61	0.37	225
3	Wide latitude in defining research and creative work, even when controversial	1.00	3.00	2.17	0.70	0.49	222
4	Right to constitutionally protected freedom of expression	1.00	3.00	2.26	0.70	0.50	223

#	Field	Not at all		Somewhat		Very		Total
1	Freedom to study, learn and conduct scholarship and creative work	7.59%	17	36.61%	82	55.80%	125	224
2	Right to present relevant information in a course of instruction	6.22%	14	40.44%	91	53.33%	120	225
3	Wide latitude in defining research and creative work, even when controversial	17.57%	39	48.20%	107	34.23%	76	222
4	Right to constitutionally protected freedom of expression	15.25%	34	43.95%	98	40.81%	91	223

Q1#3 - Please share your perceptions of the following individual faculty rights. - How important is this individual faculty right to you?
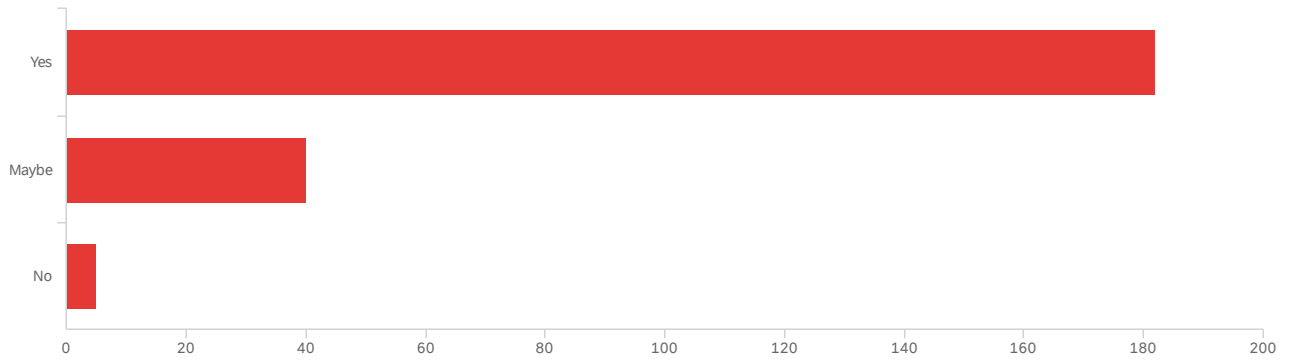

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Freedom to study, learn and conduct scholarship and creative work	1.00	3.00	2.88	0.34	0.11	224
2	Right to present relevant information in a course of instruction	2.00	3.00	2.96	0.21	0.04	225
3	Wide latitude in defining research and creative work, even when controversial	1.00	3.00	2.76	0.49	0.24	221
4	Right to constitutionally protected freedom of expression	1.00	3.00	2.90	0.32	0.10	223

#	Field	Not very		Somewhat		Very		Total
1	Freedom to study, learn and conduct scholarship and creative work	0.45%	1	11.16%	25	88.39%	198	224
2	Right to present relevant information in a course of instruction	0.00%	0	4.44%	10	95.56%	215	225
3	Wide latitude in defining research and creative work, even when controversial	2.71%	6	18.55%	41	78.73%	174	221
4	Right to constitutionally protected freedom of expression	0.45%	1	9.42%	21	90.13%	201	223

Showing rows 1 - 4 of 4

Q7 - Should individual faculty members have ownership of instructional materials, including the content of lectures and online courses, they have created?

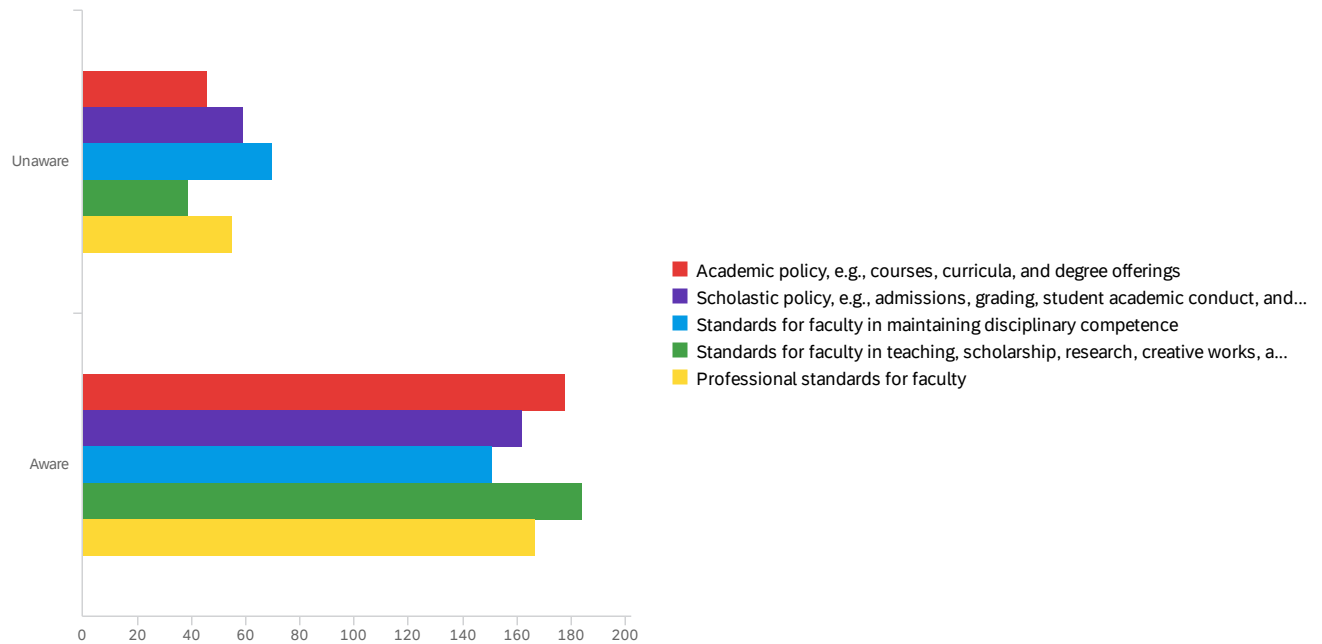| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Should individual faculty members have ownership of instructional materials, including the content of lectures and online courses, they have created?	1.00	3.00	1.22	0.46	0.22	227

#	Field		Choice Count
1	Yes	80.18%	182
2	Maybe	17.62%	40
3	No	2.20%	5
			227

Showing rows 1 - 4 of 4

Q2#1 - Please share your perceptions of the right of the faculty collectively to have the principal role... - Were you aware of this as a right of the faculty as a whole before starting this survey?
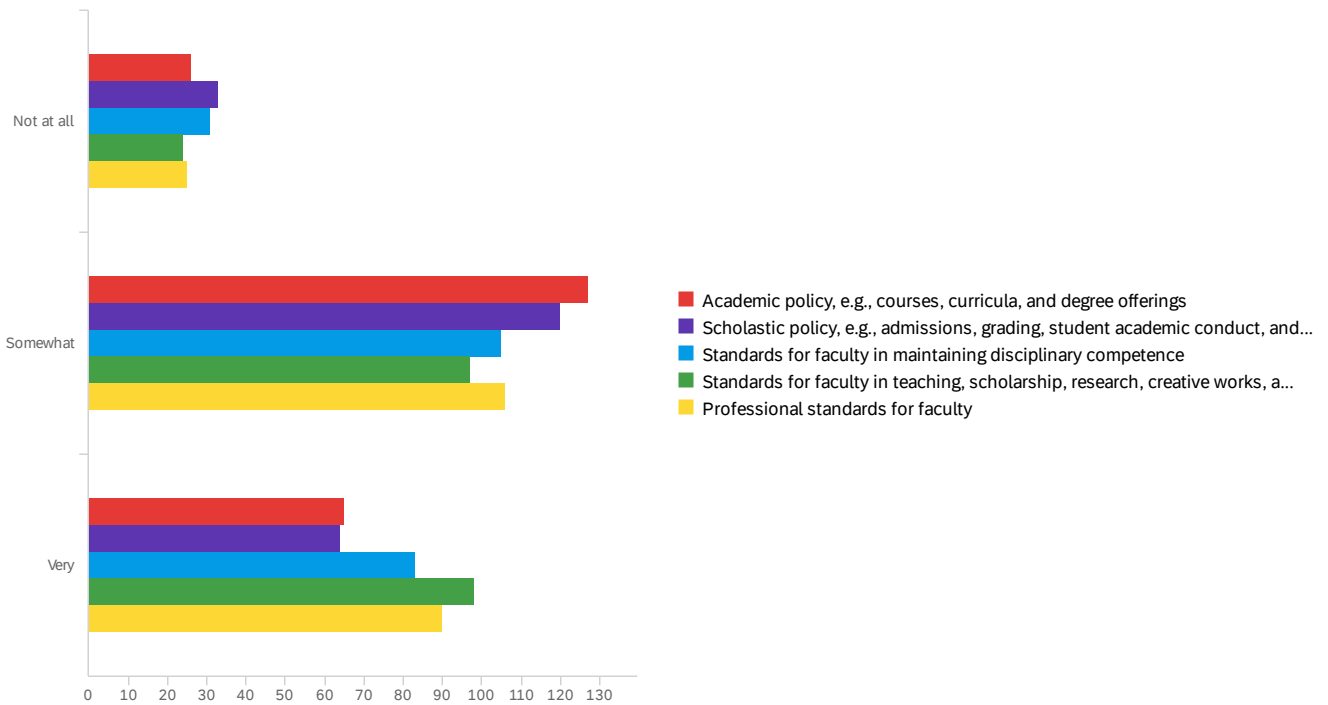

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Academic policy, e.g., courses, curricula, and degree offerings	1.00	2.00	1.79	0.40	0.16	224
2	Scholastic policy, e.g., admissions, grading, student academic conduct, and graduation requirements	1.00	2.00	1.73	0.44	0.20	221
3	Standards for faculty in maintaining disciplinary competence	1.00	2.00	1.68	0.47	0.22	221
4	Standards for faculty in teaching, scholarship, research, creative works, and clinical activities	1.00	2.00	1.83	0.38	0.14	223
5	Professional standards for faculty	1.00	2.00	1.75	0.43	0.19	222

#	Field	Unaware		Aware		Total
1	Academic policy, e.g., courses, curricula, and degree offerings	20.54%	46	79.46%	178	224
2	Scholastic policy, e.g., admissions, grading, student academic conduct, and graduation requirements	26.70%	59	73.30%	162	221

#	Field	Unaware		Aware		Total
3	Standards for faculty in maintaining disciplinary competence	31.67%	70	68.33%	151	221
4	Standards for faculty in teaching, scholarship, research, creative works, and clinical activities	17.49%	39	82.51%	184	223
5	Professional standards for faculty	24.77%	55	75.23%	167	222

Showing rows 1 - 5 of 5

Q2#2 - Please share your perceptions of the right of the faculty collectively to have the principal role... - How secure do you feel about the ability of the UCCS faculty as a whole to take the principal shared governance role in this area?
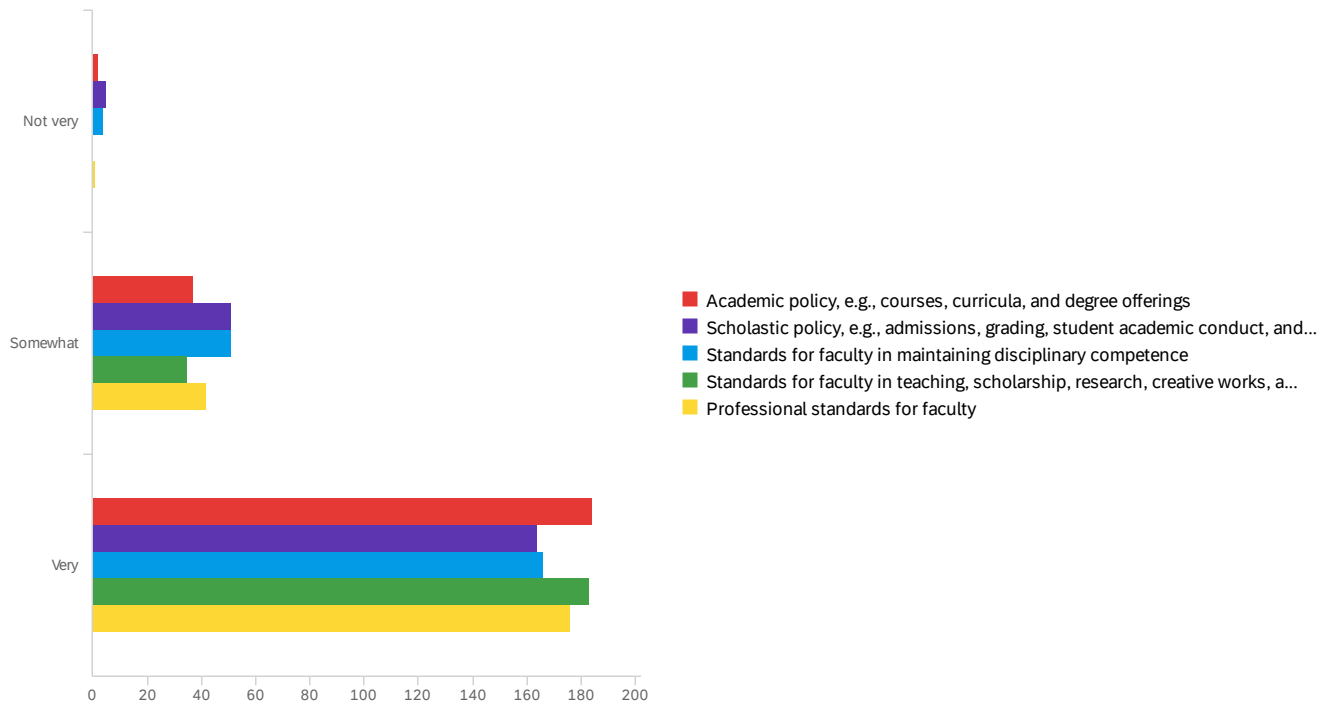

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Academic policy, e.g., courses, curricula, and degree offerings	1.00	3.00	2.18	0.62	0.39	218
2	Scholastic policy, e.g., admissions, grading, student academic conduct, and graduation requirements	1.00	3.00	2.14	0.65	0.43	217
3	Standards for faculty in maintaining disciplinary competence	1.00	3.00	2.24	0.68	0.46	219
4	Standards for faculty in teaching, scholarship, research, creative works, and clinical activities	1.00	3.00	2.34	0.67	0.44	219
5	Professional standards for faculty	1.00	3.00	2.29	0.66	0.43	221

#	Field	Not at all		Somewhat		Very		Total
1	Academic policy, e.g., courses, curricula, and degree offerings	11.93%	26	58.26%	127	29.82%	65	218

#	Field	Not at all		Somewhat		Very		Total
2	Scholastic policy, e.g., admissions, grading, student academic conduct, and graduation requirements	15.21%	33	55.30%	120	29.49%	64	217
3	Standards for faculty in maintaining disciplinary competence	14.16%	31	47.95%	105	37.90%	83	219
4	Standards for faculty in teaching, scholarship, research, creative works, and clinical activities	10.96%	24	44.29%	97	44.75%	98	219
5	Professional standards for faculty	11.31%	25	47.96%	106	40.72%	90	221

Showing rows 1 - 5 of 5

Q2#3 - Please share your perceptions of the right of the faculty collectively to have the principal role... - How important is it to you that the UCCS faculty as a whole to take the principal shared governance role in this area?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Academic policy, e.g., courses, curricula, and degree offerings	1.00	3.00	2.82	0.41	0.17	223
2	Scholastic policy, e.g., admissions, grading, student academic conduct, and graduation requirements	1.00	3.00	2.72	0.50	0.25	220
3	Standards for faculty in maintaining disciplinary competence	1.00	3.00	2.73	0.48	0.23	221
4	Standards for faculty in teaching, scholarship, research, creative works, and clinical activities	2.00	3.00	2.84	0.37	0.13	218
5	Professional standards for faculty	1.00	3.00	2.80	0.41	0.17	219

#	Field	Not very		Somewhat		Very		Total
1	Academic policy, e.g., courses, curricula, and degree offerings	0.90%	2	16.59%	37	82.51%	184	223

#	Field	Not very		Somewhat		Very		Total
2	Scholastic policy, e.g., admissions, grading, student academic conduct, and graduation requirements	2.27%	5	23.18%	51	74.55%	164	220
3	Standards for faculty in maintaining disciplinary competence	1.81%	4	23.08%	51	75.11%	166	221
4	Standards for faculty in teaching, scholarship, research, creative works, and clinical activities	0.00%	0	16.06%	35	83.94%	183	218
5	Professional standards for faculty	0.46%	1	19.18%	42	80.37%	176	219

Showing rows 1 - 5 of 5

2	Scholastic policy, e.g., admissions, grading, student academic conduct, and graduation requirements	2.27%	5	23.18%	51	74.55%	164	220
3		1.81%	4	23.08%	51	75.11%		

Q3#1 - Please share your perceptions of the right of the faculty collectively to act jointly with the ad... - Were you aware of this as a right of the faculty as a whole before starting this survey?
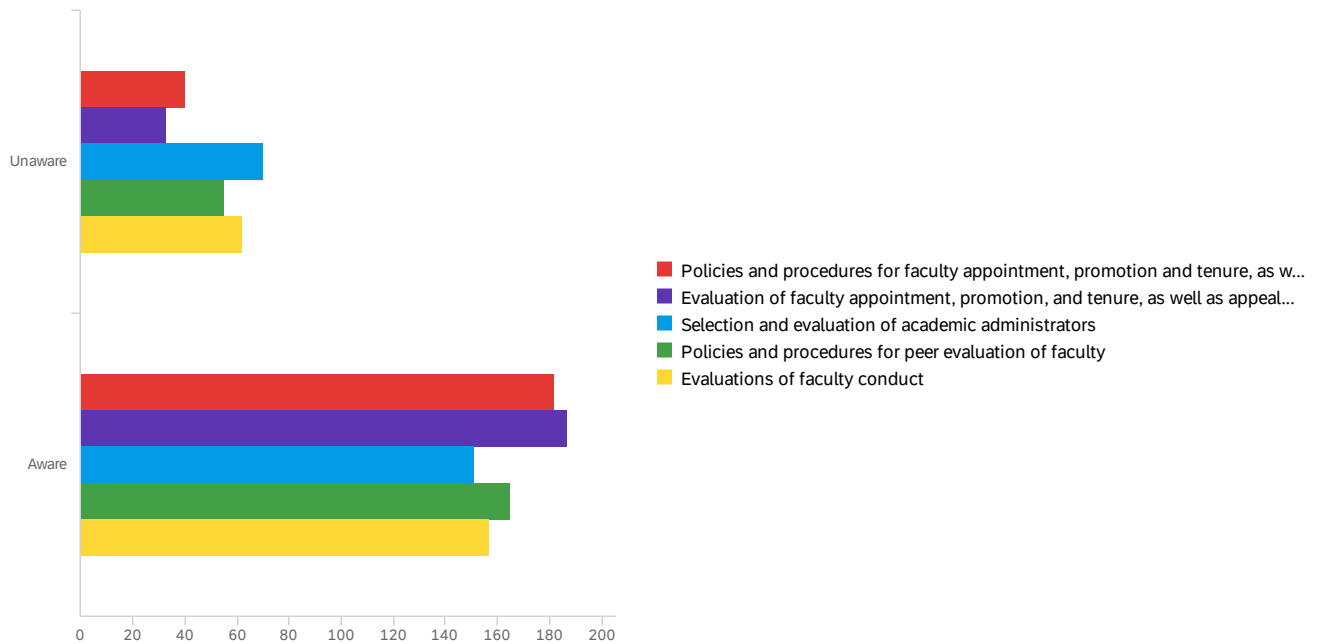
Legend:
- Policies and procedures for faculty appointment, promotion and tenure, as w...
- Evaluation of faculty appointment, promotion, and tenure, as well as appeal...
- Selection and evaluation of academic administrators
- Policies and procedures for peer evaluation of faculty
- Evaluations of faculty conduct

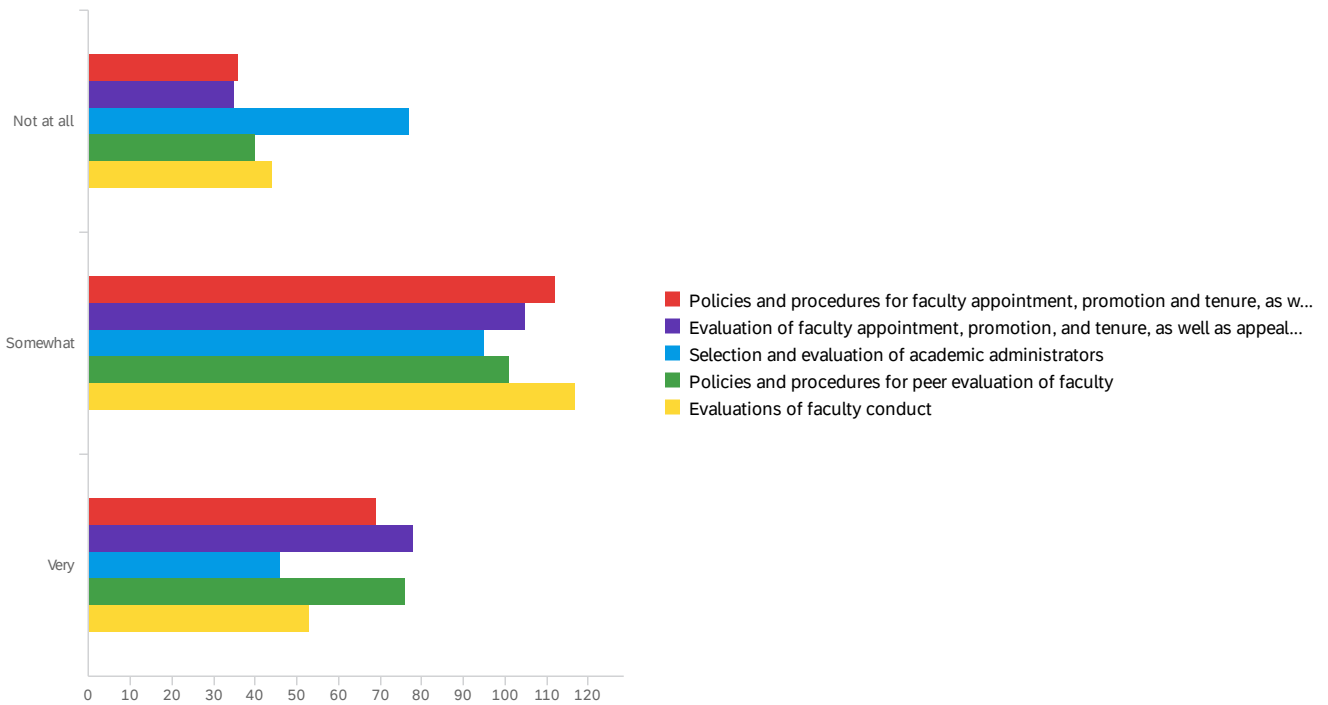| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Policies and procedures for faculty appointment, promotion and tenure, as well as appeals of decisions	1.00	2.00	1.82	0.38	0.15	222
2	Evaluation of faculty appointment, promotion, and tenure, as well as appeals of decisions	1.00	2.00	1.85	0.36	0.13	220
3	Selection and evaluation of academic administrators	1.00	2.00	1.68	0.47	0.22	221
4	Policies and procedures for peer evaluation of faculty	1.00	2.00	1.75	0.43	0.19	220
5	Evaluations of faculty conduct	1.00	2.00	1.72	0.45	0.20	219

#	Field	Unaware		Aware		Total
1	Policies and procedures for faculty appointment, promotion and tenure, as well as appeals of decisions	18.02%	40	81.98%	182	222
2	Evaluation of faculty appointment, promotion, and tenure, as well as appeals of decisions	15.00%	33	85.00%	187	220

#	Field	Unaware		Aware		Total
3	Selection and evaluation of academic administrators	31.67%	70	68.33%	151	221
4	Policies and procedures for peer evaluation of faculty	25.00%	55	75.00%	165	220
5	Evaluations of faculty conduct	28.31%	62	71.69%	157	219

Showing rows 1 - 5 of 5

Q3#2 - Please share your perceptions of the right of the faculty collectively to act jointly with the ad... - How secure do you feel about the ability of the UCCS faculty as a whole to act jointly with the administration in shared governance in this area?

- Policies and procedures for faculty appointment, promotion and tenure, as w...
- Evaluation of faculty appointment, promotion, and tenure, as well as appeal...
- Selection and evaluation of academic administrators
- Policies and procedures for peer evaluation of faculty
- Evaluations of faculty conduct

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Policies and procedures for faculty appointment, promotion and tenure, as well as appeals of decisions	1.00	3.00	2.15	0.68	0.46	217
2	Evaluation of faculty appointment, promotion, and tenure, as well as appeals of decisions	1.00	3.00	2.20	0.69	0.48	218
3	Selection and evaluation of academic administrators	1.00	3.00	1.86	0.74	0.54	218
4	Policies and procedures for peer evaluation of faculty	1.00	3.00	2.17	0.71	0.51	217
5	Evaluations of faculty conduct	1.00	3.00	2.04	0.67	0.45	214

#	Field	Not at all		Somewhat		Very		Total
1	Policies and procedures for faculty appointment, promotion and tenure, as well as appeals of decisions	16.59%	36	51.61%	112	31.80%	69	217

#	Field	Not at all		Somewhat		Very		Total
2	Evaluation of faculty appointment, promotion, and tenure, as well as appeals of decisions	16.06%	35	48.17%	105	35.78%	78	218
3	Selection and evaluation of academic administrators	35.32%	77	43.58%	95	21.10%	46	218
4	Policies and procedures for peer evaluation of faculty	18.43%	40	46.54%	101	35.02%	76	217
5	Evaluations of faculty conduct	20.56%	44	54.67%	117	24.77%	53	214

Showing rows 1 - 5 of 5

Q3#3 - Please share your perceptions of the right of the faculty collectively to act jointly with the ad... - How important is it to you that the UCCS faculty as a whole to act jointly with the administration in shared governance in this area?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Policies and procedures for faculty appointment, promotion and tenure, as well as appeals of decisions	1.00	3.00	2.84	0.38	0.14	218
2	Evaluation of faculty appointment, promotion, and tenure, as well as appeals of decisions	1.00	3.00	2.86	0.38	0.14	216
3	Selection and evaluation of academic administrators	1.00	3.00	2.74	0.47	0.22	217
4	Policies and procedures for peer evaluation of faculty	1.00	3.00	2.76	0.49	0.24	215
5	Evaluations of faculty conduct	1.00	3.00	2.75	0.48	0.23	211

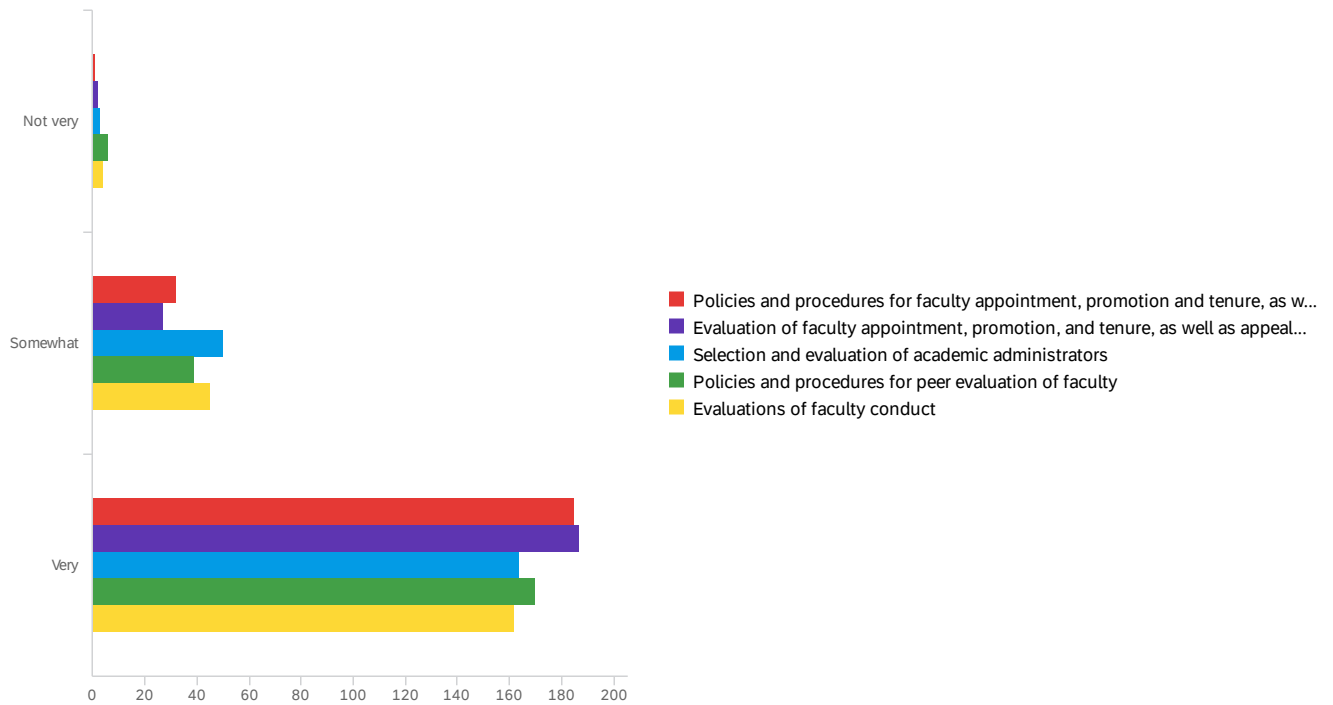| #	Field	Not very		Somewhat		Very		Total
1	Policies and procedures for faculty appointment, promotion and tenure, as well as appeals of decisions	0.46%	1	14.68%	32	84.86%	185	218

#	Field	Not very		Somewhat		Very		Total
2	Evaluation of faculty appointment, promotion, and tenure, as well as appeals of decisions	0.93%	2	12.50%	27	86.57%	187	216
3	Selection and evaluation of academic administrators	1.38%	3	23.04%	50	75.58%	164	217
4	Policies and procedures for peer evaluation of faculty	2.79%	6	18.14%	39	79.07%	170	215
5	Evaluations of faculty conduct	1.90%	4	21.33%	45	76.78%	162	211

Showing rows 1 - 5 of 5

#	Field	Not very		Somewhat		Very		Total
2	Evaluation of faculty appointment, promotion, and tenure, as well as appeals of decisions	0.93%	2	12.50%	27	86.57%	187	216
3		1.38%	3	23.04%	50			

Are there faculty rights at other institutions you want to see explicitly s...

no

right for IRC faculty to appeal evaluation and promotion decisions

One of the biggest problems is that while we have "shared" governance, it seems to always come down to the Chancellor having the final authority. This has happened time and again, in the hiring of administrators, faculty appointments in programs without their permission, responses to grievances, etc. Additionally, these are experienced by some faculty and units more than others, depending upon the Chancellor's personal values, who he likes, etc. How can we have shared governance when the Chancellor is the final hiring authority?

n/a

Don't know if this issue is addressed at other institutions but I am concerned teaching assignment conflicts for T/TT faculty versus Instructional faculty. Do radically different hiring criteria matter?

what rights, recourse and resources do faculty brought before review committees (esp. for disciplinary review) have?

Na

Nah, it's all good, I just wanna do my research.

no

I have never been at another institution as a faculty member

When a student files a complaint against a faculty for "content" (not behavior or inappropriate actions) with content defined as something the student does not believe in or hold as a value - the student files a complaint. At other institutions faculty are protected and supported. What do we do at UCCS to protect the faculty?

Right to be free from being treated like servants by students. Students are not "customers" and they don't get to dictate academic standards, content, etc. or be disrespectful toward faculty or other students.

Probably, but I would have to do more research to make an informed suggestion.

I have not intentionally and fully read documents of faculty rights at other institutions to make an informed response to this question.

The ability to teach our subject area without having to integrate or advocate current agendas, whatever they might be, such as thinking about equity, diversity, and inclusion.

Co-governance in budgetary and financial matters. Selection and assessment (not just advisory) of all administrative positions, from governing board and president on down. Christopher Newfield makes a distinction, in an essay for Academe, between "shared governance" and co-governance"; the latter is a stronger standard, and worth aiming for. Also useful is Larry Gerber's book on the history of faculty governance in the US: the examples of Caltech, Antioch and Reed during the 1920s and 1930s, for instance, are enlightening.

right to differential workload negotiations, right to consult with outside groups, intellectual property rights

Adminstrative positions should be voted on, even temporary ones

make a wage compatible with cost of living in Colorado Springs

No, faculty already think they have way too many rights which do not reflect reality. Faculty have the right to pursue what research they want, but not necssarily get paid for doing what they want. The state is investing in Faculty research and it should be judged as an investment not a right!

As in all refereed journals and CU Law School, faculty must have the right of rebuttal of letters of evaluation

With Respect Always-- the University should cherish Religious and Political Rights -- without fear

Ability to be able to offer class as in-person, online or hybrid option -- based on the topic.

Term limits for university administrators; rotating department chairs from tenured faculty

Yes, please recognize that there is a clear difference in these things if you are Tenure Track vs. IRC Faculty. I am not sure any of these "Rights" apply to IRC if we are only considered "at will". Please make sure the document addresses, and defines a clear Grievance Procedure Policy that does not leave the ultimate decision in the hands of the people that the Grievance is being filed against. For example, the ultimate decision of an IRC faculty member grievance against a chair or College Dean, should not be decided by that Dean. It needs to be fair and have procedure that goes above that.

No

No.

The right to complete privacy regarding all personal medical decisions. There should be explicit protection for faculty who challenge the policies of Federal, State, and Local governments. Faculty should not be fired, censored, or punished for saying unpopular things. In recognition that most of the university professors are politically left of center (perhaps 90%+ democrat) and mostly non-religious, there should be more explicit protections for minority viewpoints, conservative voices, republicans, and religious viewpoints. Faculy should have a right to free speech, but free speech is not possible while wearing a mask, because the mask litterally impedes speech. Faculty must be free in their own bodies regarding decisions about all medical interventions. Faculty should ABSOLUTELY NOT have any right to give medical advice to any other person, faculty, student, staff, or anyone else, unless that faculty member is the actual personal physician for that individual patient.

Greater recognition and support of faculty whose work appears controversial to some sector of the public

would like to see collective bargaining rights but understand that is a state problem

N/A

Equitable pay for overload courses; more control over new faculty hires;

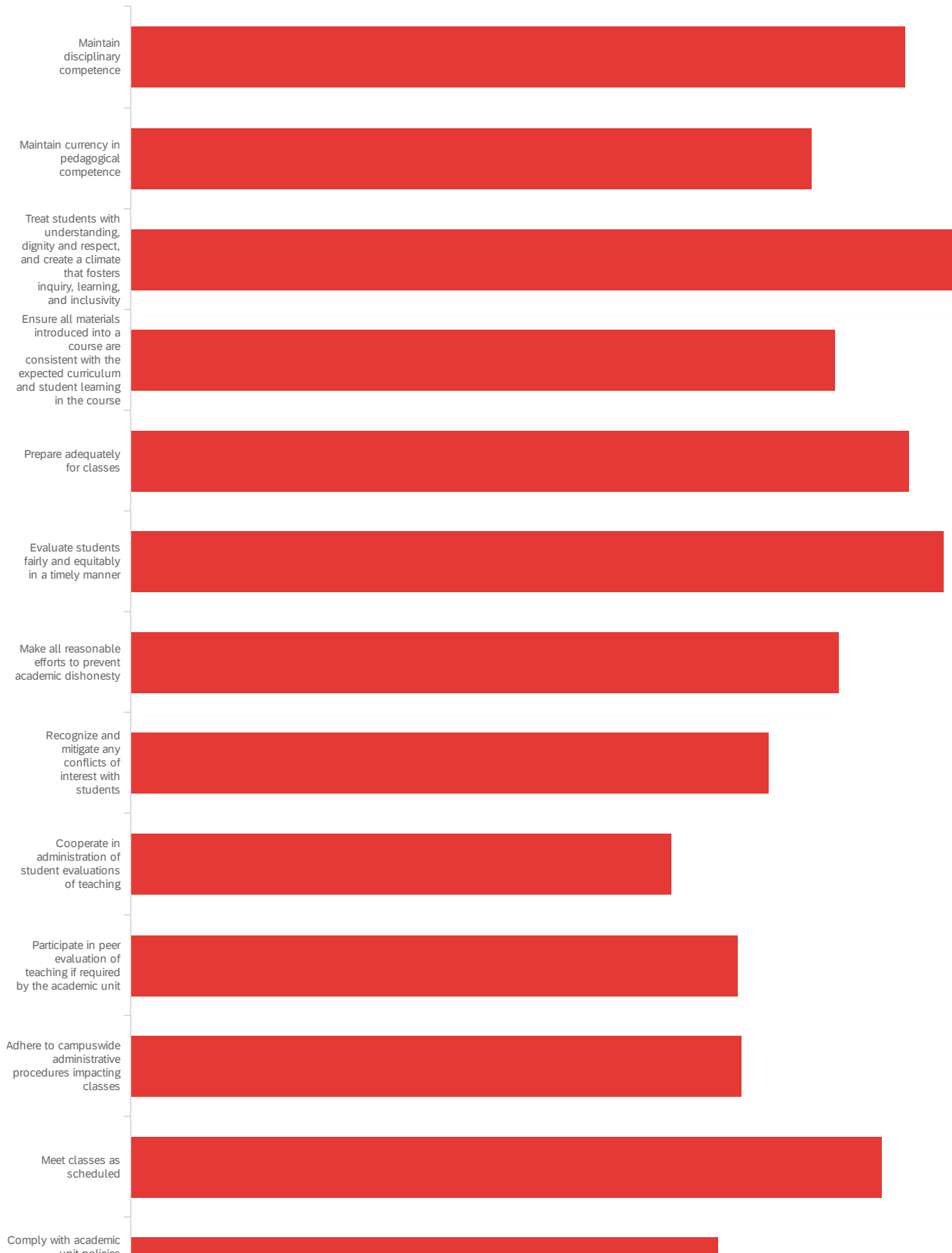Rights around evaluation of student work and cheating

More job security for NTTF to feel confortable for 3 years in our jobs and to be able to speak honestly to TTF
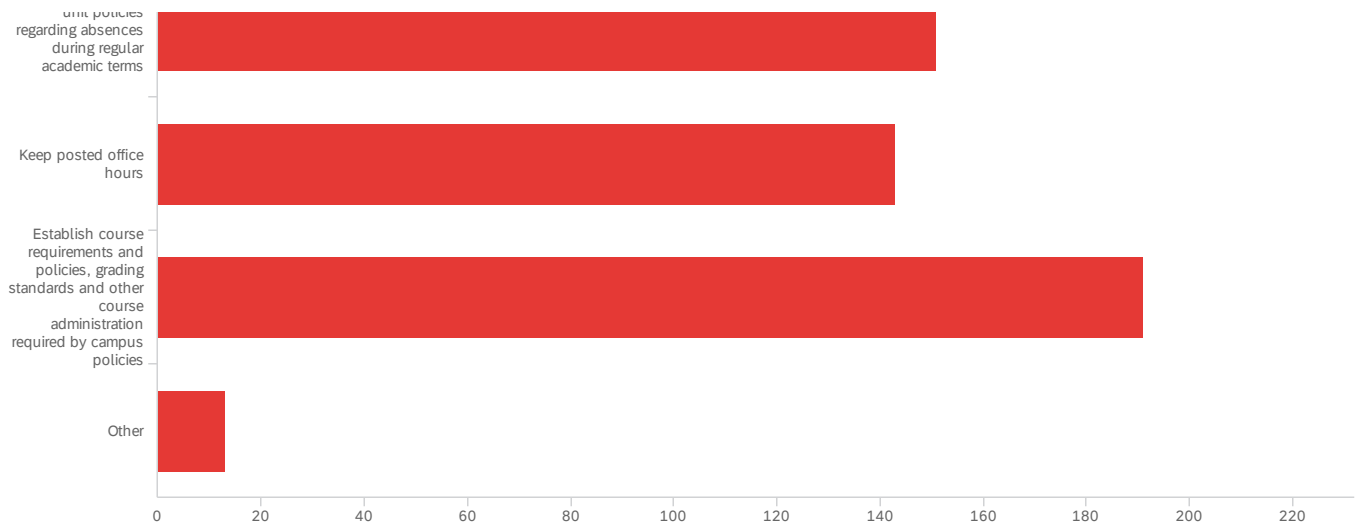
I would like to see examples of rights and responsibilities found at other campuses that are not part of our campus. The opportunity for more discussion around these issues is needed among UCCS faculty.

Definitions of professionalism

Q5 - Which of the following do you think should be expected faculty conduct in teaching (check all that apply)?

- Maintain disciplinary competence
- Maintain currency in pedagogical competence
- Treat students with understanding, dignity and respect, and create a climate that fosters inquiry, learning, and inclusivity
- Ensure all materials introduced into a course are consistent with the expected curriculum and student learning in the course
- Prepare adequately for classes
- Evaluate students fairly and equitably in a timely manner
- Make all reasonable efforts to prevent academic dishonesty
- Recognize and mitigate any conflicts of interest with students
- Cooperate in administration of student evaluations of teaching
- Participate in peer evaluation of teaching if required by the academic unit
- Adhere to campuswide administrative procedures impacting classes
- Meet classes as scheduled
- Comply with academic unit policies

#	Field	Choice Count	
1	Maintain disciplinary competence	7.47%	199
2	Maintain currency in pedagogical competence	6.57%	175
3	Treat students with understanding, dignity and respect, and create a climate that fosters inquiry, learning, and inclusivity	7.92%	211
4	Ensure all materials introduced into a course are consistent with the expected curriculum and student learning in the course	6.79%	181
5	Prepare adequately for classes	7.51%	200
6	Evaluate students fairly and equitably in a timely manner	7.85%	209
7	Make all reasonable efforts to prevent academic dishonesty	6.83%	182
8	Recognize and mitigate any conflicts of interest with students	6.16%	164
9	Cooperate in administration of student evaluations of teaching	5.22%	139
10	Participate in peer evaluation of teaching if required by the academic unit	5.86%	156
11	Adhere to campuswide administrative procedures impacting classes	5.89%	157
12	Meet classes as scheduled	7.24%	193
13	Comply with academic unit policies regarding absences during regular academic terms	5.67%	151
14	Keep posted office hours	5.37%	143
15	Establish course requirements and policies, grading standards and other course administration required by campus policies	7.17%	191
16	Other	0.49%	13
			2664

Showing rows 1 - 17 of 17

Q5_16_TEXT - Other

Other

I would like to clarify: I selected "maintain currency in pedagogical competence" but I believe that the teaching style should be left up to the faculty member responsible for teaching. I do not believe that pedagogy should be dictated to faculty, particularly given differences in what works in different disciplines and the importance of finding a style that works well with faculty individuals' strengths and weaknesses. I left student evaluations unselected because of the substantial evidence that these evaluations are highly biased in a variety of ways (e.g. subject matter, instructor sex, physical appearance, age, etc.) and that they do not correspond with the level of learning by students.

n/a

Keep posted "office hours" can be remote - not sure what conflict of interest means in this context, if I'm teaching in my field of expertise

Disciplinary excellence (high quality publishing in the discipline) and teaching innovation should also be factored into teaching assignments.

I agree with all of these to an extent, but all descriptions have elements of ambiguity (e.g., what is "timely", what is "adequate", what is "reasonable". There are a dozen words that need to be defined before I can agree or disagree.

Peer evaluation is way to biased to be required.

The main issue facing us moving forward is the ability to offer a class for the faculty as in-person, online or hybrid -- this decision should be given to faculty, specially at the graduate level, and not to an administrator based on faculty rights.

Maybe we should just let teachers teach! We have a pretty strenuous hiring process that allows us to pick good teachers. These all sound like great ideas, but how do you judge if a student is being "evaluated fairly and in a timely manner"? I can't even get my students to submit their work in a timely manner (because I am expected to be empathetic to their issues during COVID...rightfully so!) so how does that work? This just sounds like an ill-defined list of judgements that administrators can use to give faculty even more grief.

Some of these rules are unnecessary in certain cases. For evening graduate classes, our working students never come to office hours, so it is better to just respond to emails online or do Office hours in zoom or MS Teams. For other items here, I would be concerned about who is evaluating this stuff. "Meet classes as scheduled." Does that mean some administrator will tell me I can't put a class online one day so I can attend a conference. This is crap. Faculty should not give Administration this much power. If our faculty don't do this already and show proof of good work for 6 or 7 years, then we should not award tenure. Too many explicit rules give too many bureaucrats too much power.

The absences option is vague--are you asking about student absences or faculty absences?

Actively support retention and persistence of students

Have a presence on campus (i.e., not on campus only the two days a week that the faculty member is teaching)

Maintain well-understood availability to students

Q6 - Which of the following do you think should be unacceptable faculty conduct in teaching (check all that apply)?
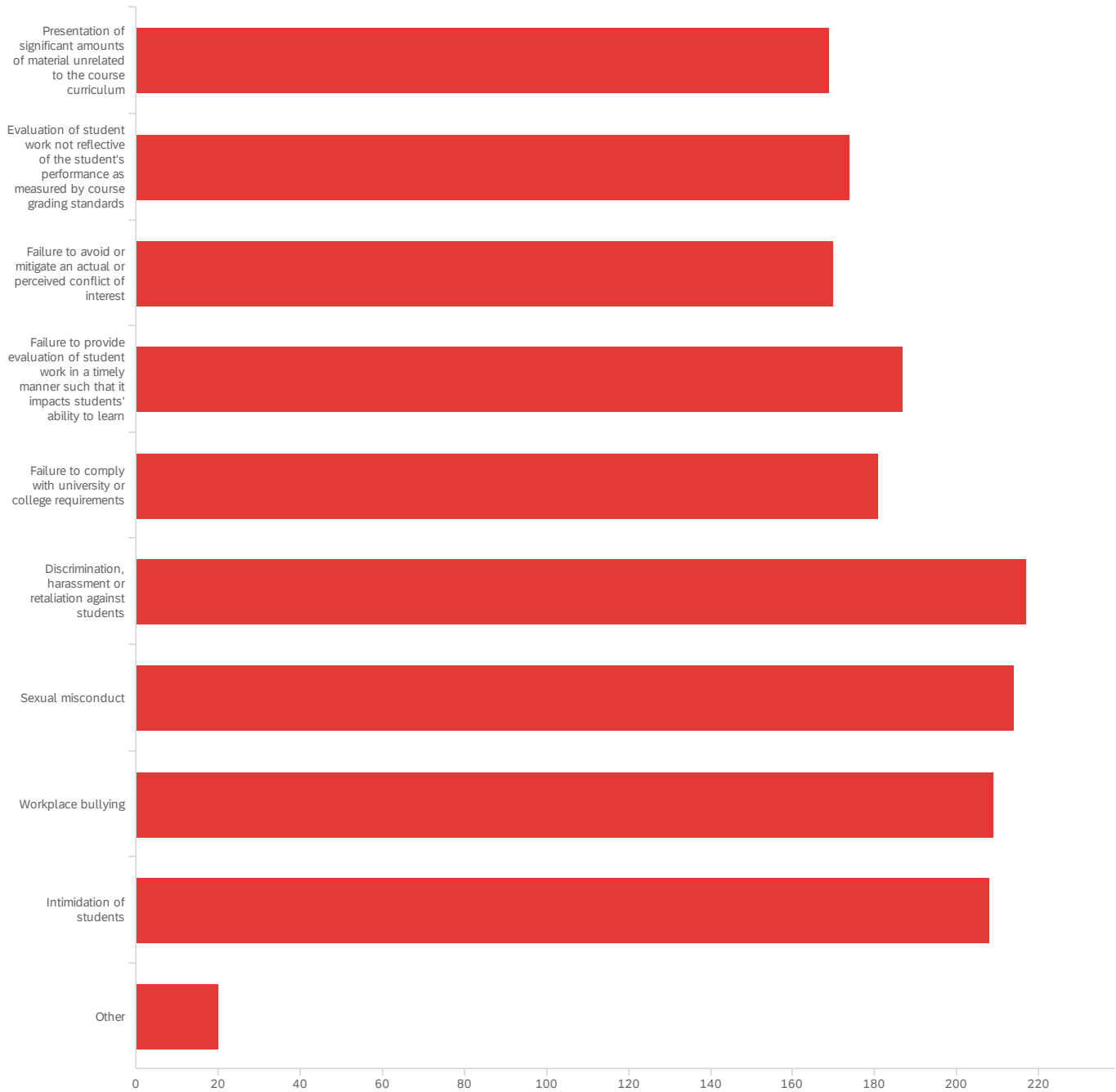
#	Field	Choice Count	
1	Presentation of significant amounts of material unrelated to the course curriculum	9.66%	169
2	Evaluation of student work not reflective of the student's performance as measured by course grading standards	9.95%	174
3	Failure to avoid or mitigate an actual or perceived conflict of interest	9.72%	170

#	Field	Choice Count	
4	Failure to provide evaluation of student work in a timely manner such that it impacts students' ability to learn	10.69%	187
5	Failure to comply with university or college requirements	10.35%	181
6	Discrimination, harassment or retaliation against students	12.41%	217
7	Sexual misconduct	12.24%	214
8	Workplace bullying	11.95%	209
9	Intimidation of students	11.89%	208
10	Other	1.14%	20
			1749

Showing rows 1 - 11 of 11

Q6_10_TEXT - Other

Other

Lack of participation (example in an online course not reading/responding to discussion boards or student emails)

I have not responded yes to the two questions about "expected" and "unrelated" curriculum, because those are highly subjective decisions, and can be very political. WHO decides what is relevant for a class?

I would like to clarify on the first point that I think it should largely be left to faculty to determine what material is and is not related to the curriculum. Obviously, if a professor is testing over personal stories they've told, then that's problematic, but particularly given the push for inclusive practices such as real-world applications of content (some of which might be outside the scope of what would traditionally be covered in a course- for example, the human impacts of mineral extraction in a geology course or a business application in a math course), I think we should be careful in how we define this criterion.

n/a

I or my disciplinary peers should be sole arbiter of what is or is not "material unrelated to course curriculum"

The conflict of interest question is worded so vaguely that I wonder whose judgment is being used to discern a "perceived" conflict of interest?

not following guidelines of another teaching area. Example: course faculty also teaching in lab not following lab guidelines and standards of best practice

Again, it depends on who is doing the evaluation and what criteria they are using.

Refusal to comply with accreditation/assessment requirements

Using their position to promote a political agenda that is not germane to the course

Failing Students who pay a lot of tuition to be in school

Failure to respect the gender identities and presentations of students

Engaging in extensive, politically charged left-wing ideology such as critical race theory

Deliberate discussion of personal political opinion

This looks like another crappy power grab from Administration. Who is going to be the arbiter of whether the material I present in my course is relevant? I say it is, then you say it isn't, so who is the expert here? What if some administrator comes to me and says I "didn't comply with University or college requirements." I say I did, then they say I didn't. Was the requirement right or fair? Was it interpreted correctly? Did I try to follow, but there was an error somewhere? What is the punishment? Who decides? There are too many questions, and I don't like it… What are we trying to accomplish with this?

unwillingness to work reasonable to assist students who are struggling or have a health issue, etc

Unethical behavior, but not behavior that is exhibiting a particular political perspective. How would you characterize John Eastman, for instance?

Being inaccessible to students

Not maintaining currency in pedagogical competence

Q12 - Which of the following do you think should be expected faculty conduct in research, scholarship and creative work (check all that apply)?

#	Field	Choice Count	
1	Maintain disciplinary competence	25.30%	188
2	Comply with professional and ethical standards of research, scholarship and creative work	27.32%	203
3	Emphasize the importance of ethical and expert conduct to staff and students under their supervision	23.55%	175
4	Conform with and communicate to others discipline-based policies regarding author names on publication and creative works	22.48%	167
5	Other	1.35%	10
			743

Showing rows 1 - 6 of 6

Q12_5_TEXT - Other

Other
n/a
Consider the quality of the competence maintained.

this does not apply to me

stay up to date on responsible conduct of research topics

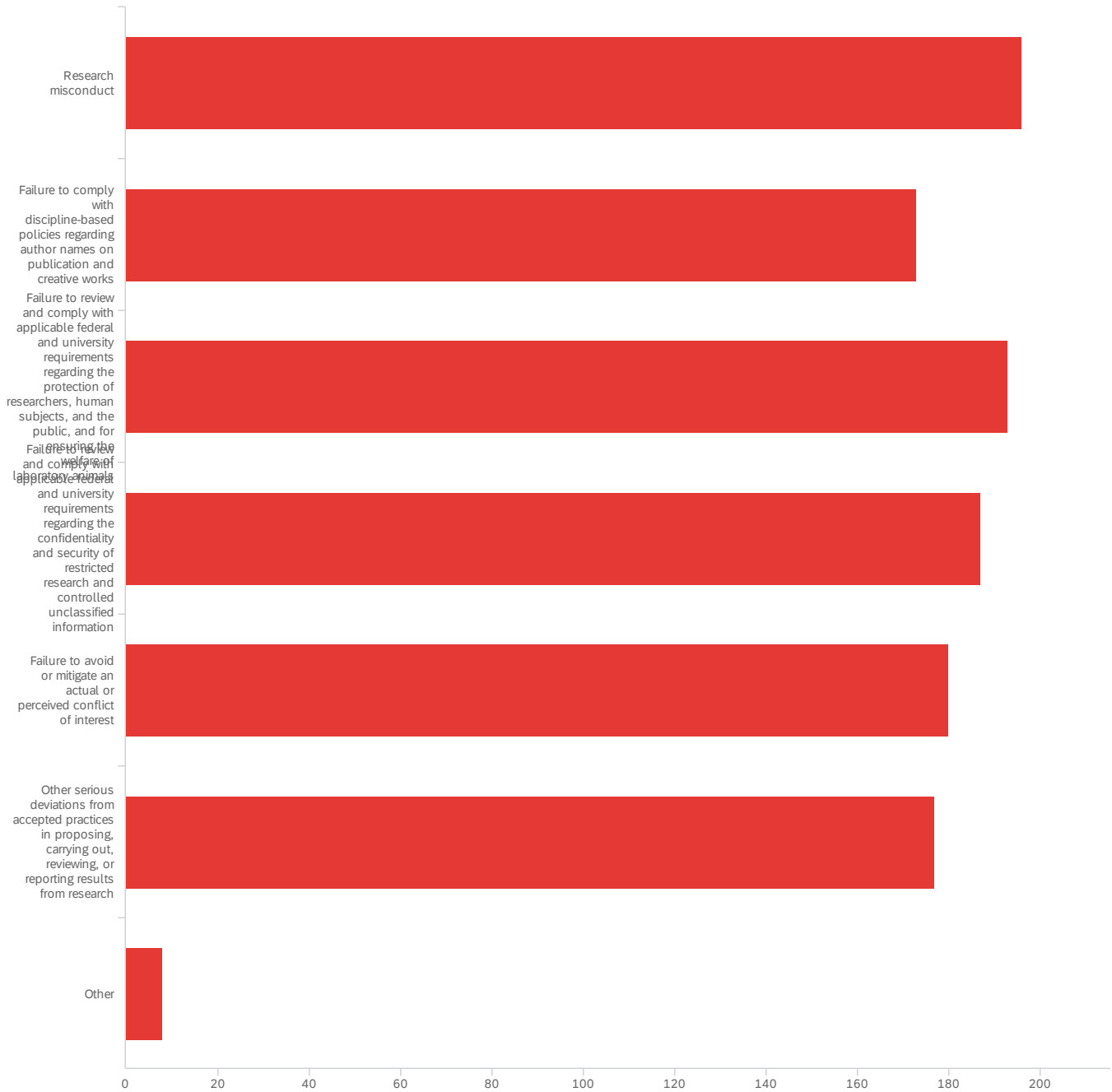adhere to all IRB or other research reporting requirements

Identify sources of money and identify/mitigate potential conflicts of interest

Again, who decides whether the faculty is in compliance with these statements or not. This just looks like more reasons to take unjust disciplinary actions against faculty. "You are being reprimanded because YOU failed to communicate discipline-based policies regarding author names on your publications!" What? "Well this was just recently approved by a majority of faculty and faculty assembly voted to approve it, so you are being reprimanded." "Have you been maintaining your disciplinary competence? ... can you prove it?" "Hmm. Administration is not convinced, so consider yourself reprimanded again."

Evalute those in other disciplines using that discipline's standards, not your own (such as when on college or campus committees)

Outreach to the community as appropriate to the discipline, without fear of backlash.

Q13 - Which of the following do you think should be unacceptable faculty conduct in research, scholarship and creative work (check all that apply)?

#	Field	Choice Count	
1	Research misconduct	17.59%	196
2	Failure to comply with discipline-based policies regarding author names on publication and creative works	15.53%	173
3	Failure to review and comply with applicable federal and university requirements regarding the protection of researchers, human subjects, and the public, and for ensuring the welfare of laboratory animals	17.32%	193

#	Field	Choice Count	
4	Failure to review and comply with applicable federal and university requirements regarding the confidentiality and security of restricted research and controlled unclassified information	16.79%	187
5	Failure to avoid or mitigate an actual or perceived conflict of interest	16.16%	180
6	Other serious deviations from accepted practices in proposing, carrying out, reviewing, or reporting results from research	15.89%	177
7	Other	0.72%	8
			1114

Showing rows 1 - 8 of 8

Q13_7_TEXT - Other

| Other |
|-------|
| I see enforcement of these items to be lacking on our campus |
| n/a |
| does not apply to me |
| injecting personal bias/opinion |
| Again, who decides what is a violation? I can't agree to undefined (or poorly defined) responsibilities. |
| Exploiting university association for partisan purposes |
| Unfair and/or disrespectful treatment of TAs; not recognizing the contributions of TAs to scholarly work. |

Q17 - Should a faculty professional rights and responsibilities document for UCCS also include faculty responsibilities in the conduct of professional practice?
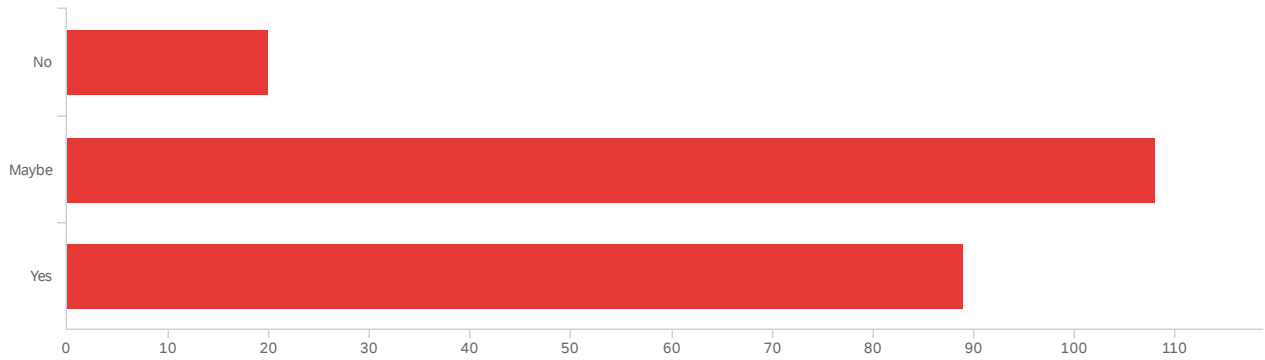
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Should a faculty professional rights and responsibilities document for UCCS also include faculty responsibilities in the conduct of professional practice?	1.00	3.00	2.32	0.63	0.40	217

#	Field		Choice Count
1	No	9.22%	20
2	Maybe	49.77%	108
3	Yes	41.01%	89
			217

Showing rows 1 - 4 of 4

Please enumerate the professional responsibilities for professional practic...

competance

Were these not already outlined in the acceptable/unacceptable sections?

Follow standards, procedures and policies expected or prescribed by the profession in general.

appropriate representation of university beyond university classes (committees, conferences, etc.)

This is not an area of evaluation for my discipline, so I do not know, but since this is an area of evaluation for others, it should be included

Currency in trends within the profession.

Administration of every level must be held responsible for any and all acts of retaliation against faculty and staff.

Maintain currency in discipline. Practice in the profession part-time

competence, ethics, conflict of interest, financial disclosure

dress professionally?

Attend respectfully and actively department and committee meetings; Submit evaluation/merit materials (annual, post-tenure, etc.) and department-approved administrative requirements by deadlines;

If a faculty member has clinical responsibilities as part of their workload, then professional conduct would include abiding by the code of ethics for their profession, disseminating scientifically-based information to their benficiaries, the same conflicts of interest responsibilities as other faculty, practice pay issues, maintaining currency in their practice, fair and equitable practice, examining and mitigating social determinants of health

intellectual humility and inter-departmental work

Ethical conduct

attending conferences as long as the faculty member's health allows, working with students where applicable, participating in departmental events and activities i

This should be determined by those whose areas have professional practice standards to include

Expected adherence to the standards of practice for the profession, responsibilities of licensure, etc.

appearance, actual office hours (many TTF are rarely in their offices)

We should support all programs on campus. Professors/instructors should never criticize other programs within our institution

Participation in professional development in one's content area and in teaching methods; treating colleagues with respect and not bullying colleagues.

Those that were listed in earlier questions

Q10 - For the purposes of the survey, faculty citizenship is defined as essential professional obligations and expectations of membership in the campus community and the community of scholars. Which of the following do you think should be expected faculty conduct in citizenship (check all that apply)?

#	Field	Choice Count	
1	Treat all members of the campus community with understanding, dignity and respect	12.73%	192
2	Contribute to creating a diverse, inclusive and equitable learning and working environment	11.34%	171
3	Comply with regent law and policy and with policies, guidelines and procedures of the campus, school or college, and department or other academic unit	11.01%	166

#	Field		Choice Count
4	Participate in the operation and governance of their academic department or unit, school or college, the campus and the university	10.81%	163
5	Render service to the profession and the public	8.62%	130
6	Properly manage any university funds or property over which they have control	12.07%	182
7	Recognize and mitigate any conflicts of interest	10.88%	164
8	Supervise and evaluate any staff who report to them in accordance with campus staff personnel policies	11.14%	168
9	Follow applicable processes in raising any objection to action taken by other faculty, including academic administrators	10.74%	162
10	Other	0.66%	10
			1508

Showing rows 1 - 11 of 11

Q10_10_TEXT - Other

Other

When faculty do adhere to some of these, there is a history of retailiation from administrators (in some cases) as well as lack of acountability for administrators in ensuring consequences determined by faculty committees are carried out. (For example, research and misconduct grievances). How can faculty hold administrators accountable? If they are not, we are just wasting our time serving on faculty committees...

What is meant by "academic administrators" in the context of these questions? Aren't all admins at a University academic administrators?

Service expectations are out of control, particularly for IRC faculty.

n/a

Respectfully acknowledge the differences between T/TT and IRC faculty with sincere respect for all parties.

obey campus rules for parking etc

Openly support causes and platforms that they believe in, regardless of the University's stance on those issues.

these questions seem like softballs. Aren't there more gray areas we should be probing?

Again, who decides? Why would anybody agree to such open-ended obligations?

I fail to see how one could object to any of these.

Q11 - Which of the following do you think should be unacceptable faculty conduct in citizenship (check all that apply)?
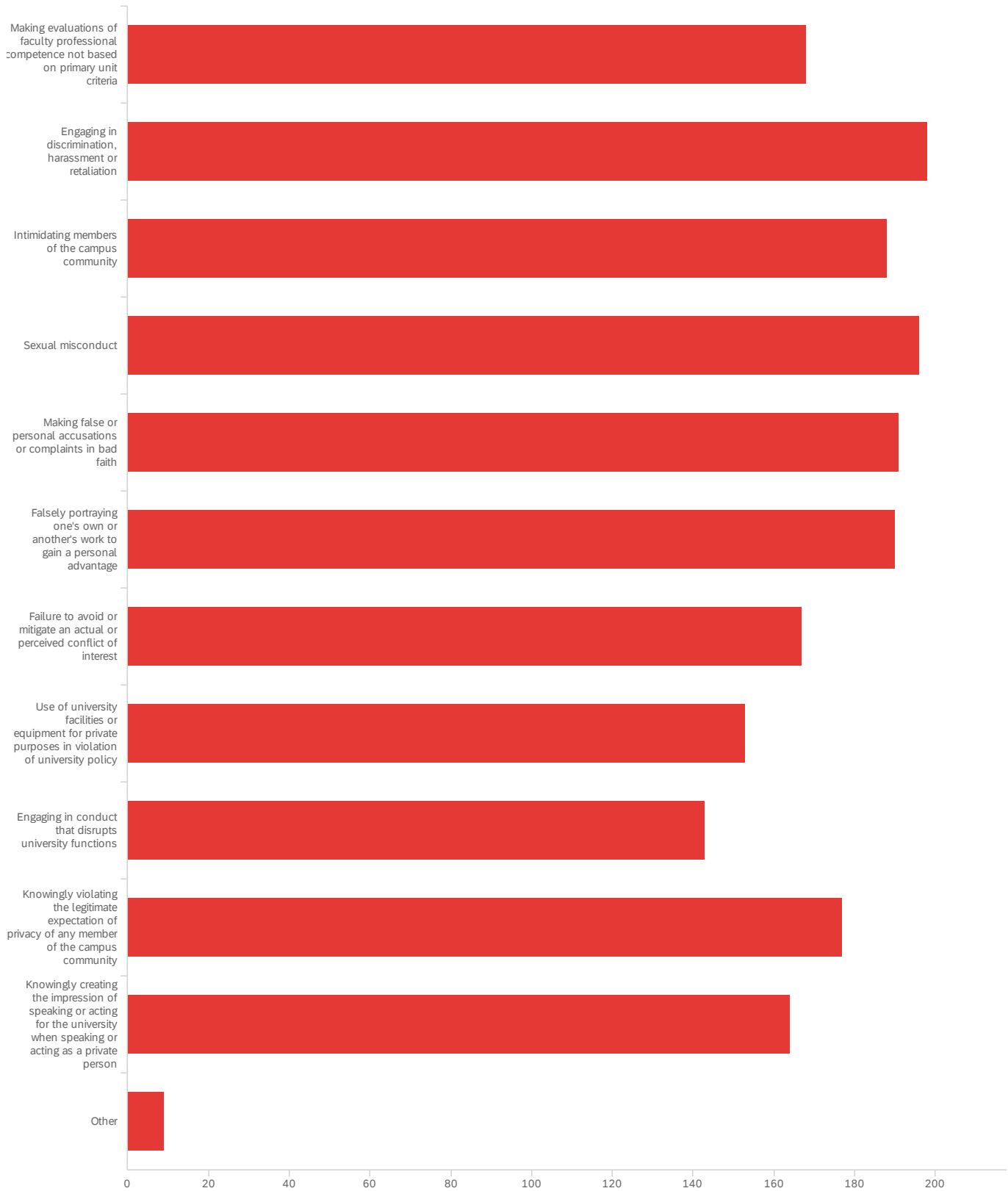
#	Field	Choice Count	
1	Making evaluations of faculty professional competence not based on primary unit criteria	8.64%	168
2	Engaging in discrimination, harassment or retaliation	10.19%	198
3	Intimidating members of the campus community	9.67%	188
4	Sexual misconduct	10.08%	196
5	Making false or personal accusations or complaints in bad faith	9.83%	191
6	Falsely portraying one's own or another's work to gain a personal advantage	9.77%	190
7	Failure to avoid or mitigate an actual or perceived conflict of interest	8.59%	167
8	Use of university facilities or equipment for private purposes in violation of university policy	7.87%	153
9	Engaging in conduct that disrupts university functions	7.36%	143
10	Knowingly violating the legitimate expectation of privacy of any member of the campus community	9.10%	177
11	Knowingly creating the impression of speaking or acting for the university when speaking or acting as a private person	8.44%	164
12	Other	0.46%	9
			1944

Showing rows 1 - 13 of 13

Q11_12_TEXT - Other

Other

I have not checked many of the items above because they are too subjective - for example, what, exactly, does it mean to "intimidate" or "disrupt"? These sorts of rules can be used for highly political purposes.

workplace bullying

Consequences for administrators who fail to uphold any or all of these areas of unacceptable conduct.

Feeling intimidation is on the receiver, Intimidating can occur without any intention,

Participating in controversial and politically charged public events in the name of the university

Again, who decides what is a violation? Who is the arbiter? In principle, these all sound like good ideas, but approval of this could just be inviting trouble and heavy handed actions from Administration. Why should we agree to any of this?

Using opionion pieces presented as scholarly/objective to further an agenda against others on or off campus

Same comment as previously offered.

'Engaging in conduct that disrupts university functions' is unacceptably vague.

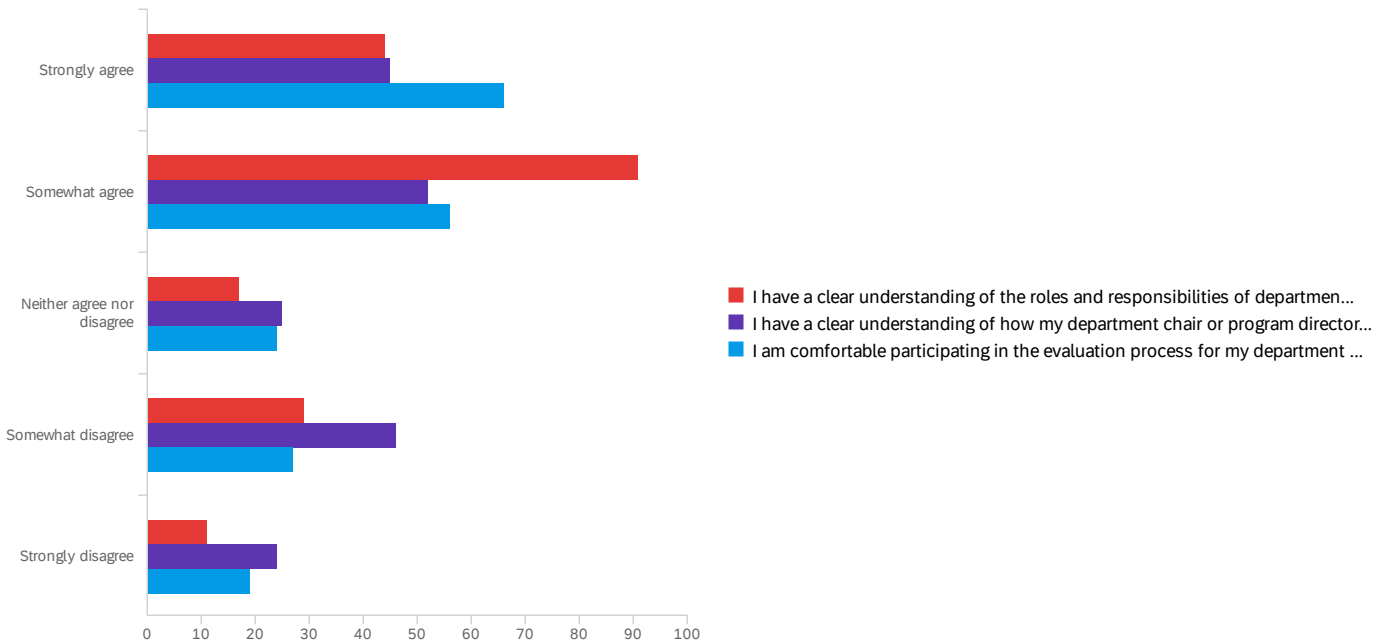# Q14 - Please indicate your level of awareness of the following:
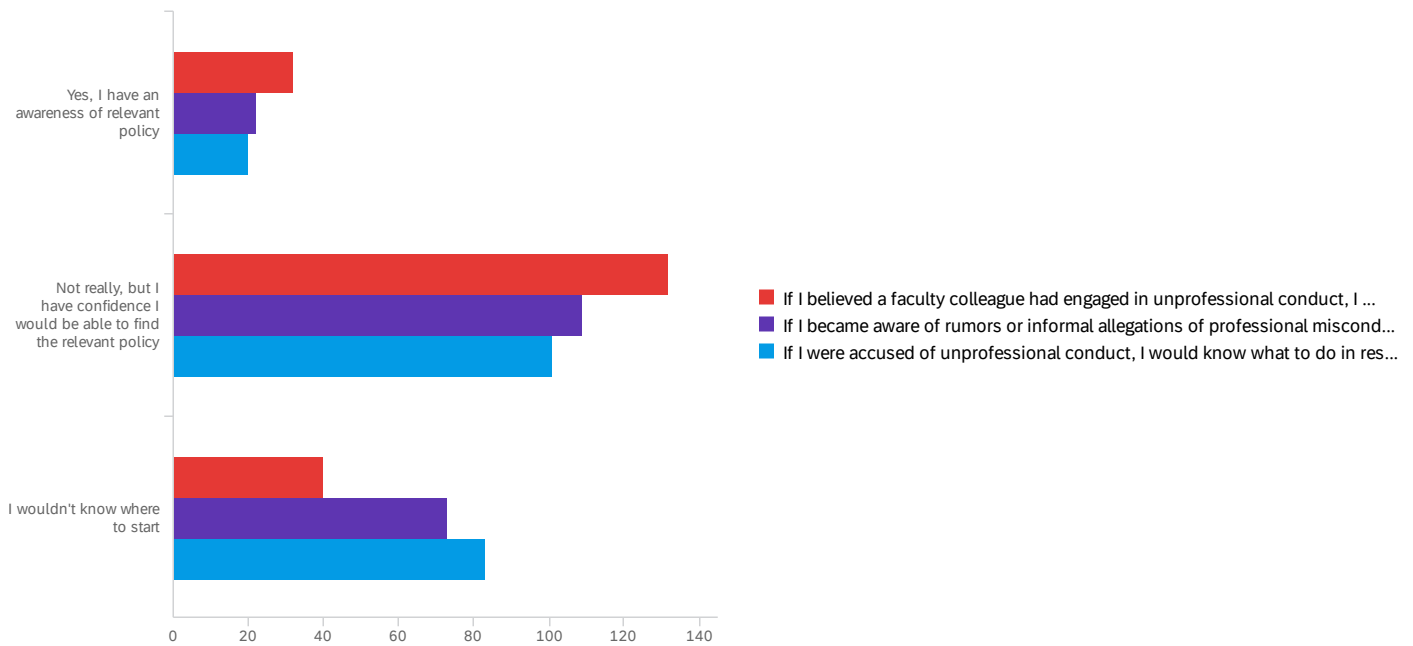
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If I believed a faculty colleague had engaged in unprofessional conduct, I would know what to do about it	1.00	3.00	2.04	0.59	0.35	204
2	If I became aware of rumors or informal allegations of professional misconduct against me, I would know what to do about it	1.00	3.00	2.25	0.63	0.40	204
3	If I were accused of unprofessional conduct, I would know what to do in response	1.00	3.00	2.31	0.64	0.41	204

#	Field	Yes, I have an awareness of relevant policy		Not really, but I have confidence I would be able to find the relevant policy		I wouldn't know where to start		Total
1	If I believed a faculty colleague had engaged in unprofessional conduct, I would know what to do about it	15.69%	32	64.71%	132	19.61%	40	204
2	If I became aware of rumors or informal allegations of professional misconduct against me, I would know what to do about it	10.78%	22	53.43%	109	35.78%	73	204
3	If I were accused of unprofessional conduct, I would know what to do in response	9.80%	20	49.51%	101	40.69%	83	204

Showing rows 1 - 3 of 3

Q15 - The next set of questions deals with the roles and responsibilities of department chairs and program directors, faculty members with leadership and administrative responsibilities. Please indicate your agreement or disagreement with the following statements:

■ I have a clear understanding of the roles and responsibilities of departmen…
■ I have a clear understanding of how my department chair or program director…
■ I am comfortable participating in the evaluation process for my department …

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have a clear understanding of the roles and responsibilities of department chairs and program directors at UCCS	1.00	5.00	2.33	1.15	1.33	192
2	I have a clear understanding of how my department chair or program director is evaluated by the faculty in the program or department	1.00	5.00	2.75	1.37	1.89	192
3	I am comfortable participating in the evaluation process for my department chair or program director	1.00	5.00	2.36	1.34	1.79	192

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I have a clear understanding of the roles and responsibilities of department chairs and program directors at UCCS	22.92%	44	47.40%	91	8.85%	17	15.10%	29	5.73%	11	192

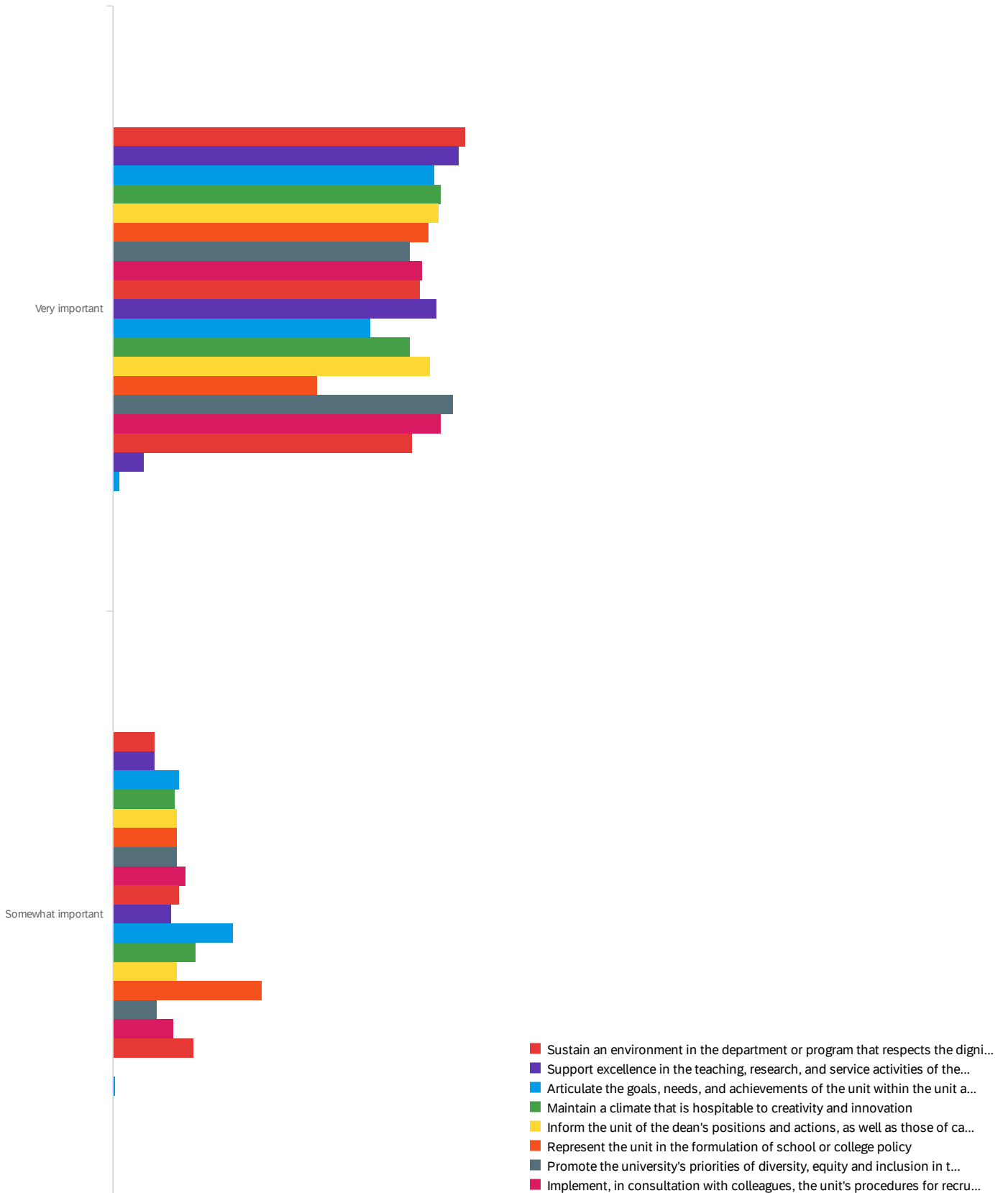| #	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
2	I have a clear understanding of how my department chair or program director is evaluated by the faculty in the program or department	23.44%	45	27.08%	52	13.02%	25	23.96%	46	12.50%	24	192
3	I am comfortable participating in the evaluation process for my department chair or program director	34.38%	66	29.17%	56	12.50%	24	14.06%	27	9.90%	19	192

Showing rows 1 - 3 of 3

Q16 - Please share your perceptions of the following leadership roles and responsibilities of department chairs and program directors at UCCS:

Legend:
- Sustain an environment in the department or program that respects the digni...
- Support excellence in the teaching, research, and service activities of the...
- Articulate the goals, needs, and achievements of the unit within the unit a...
- Maintain a climate that is hospitable to creativity and innovation
- Inform the unit of the dean's positions and actions, as well as those of ca...
- Represent the unit in the formulation of school or college policy
- Promote the university's priorities of diversity, equity and inclusion in t...
- Implement, in consultation with colleagues, the unit's procedures for recru...

Not very important

Not appropriate for UCCS

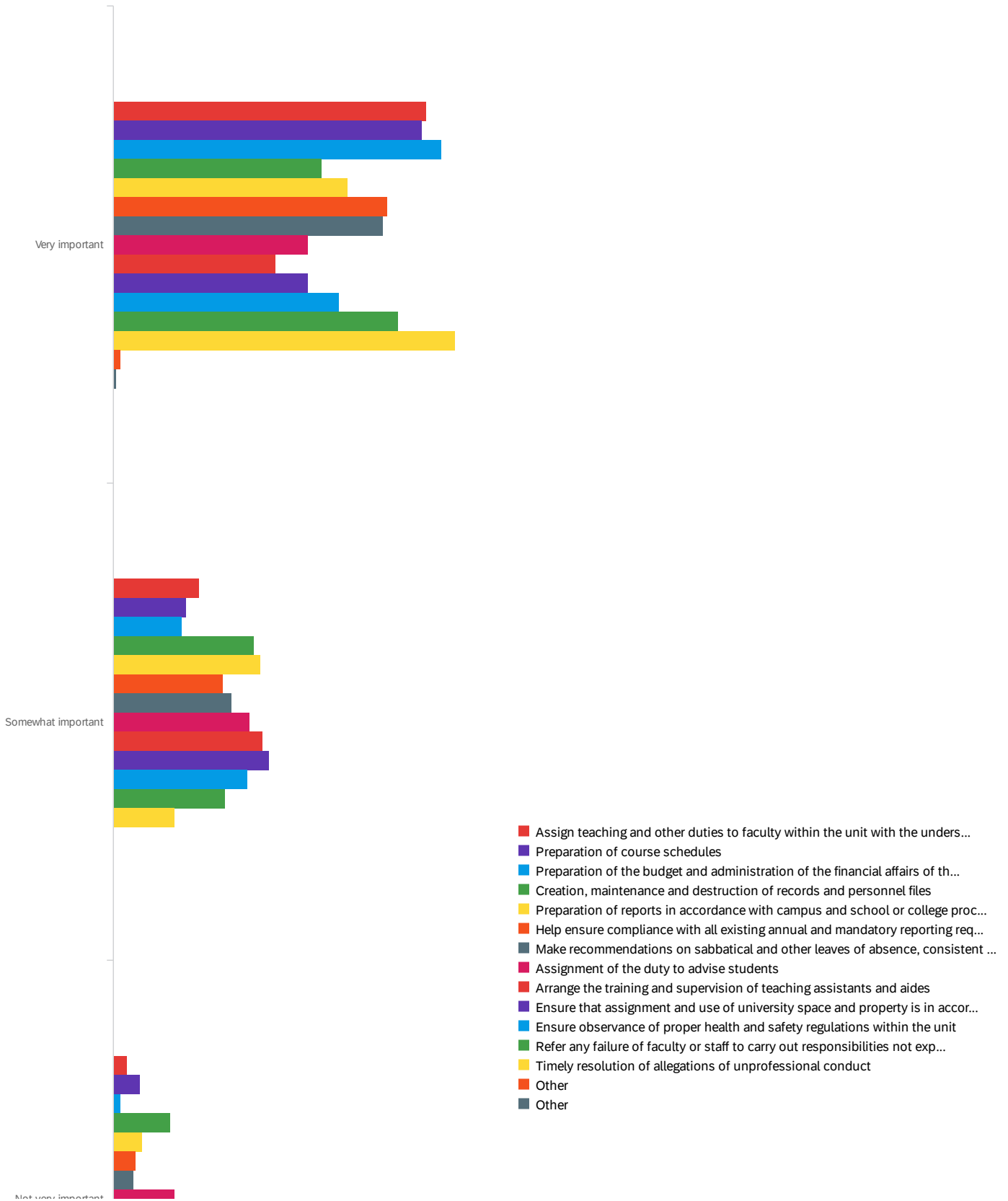0   20   40   60   80   100   120   140   160   180

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count

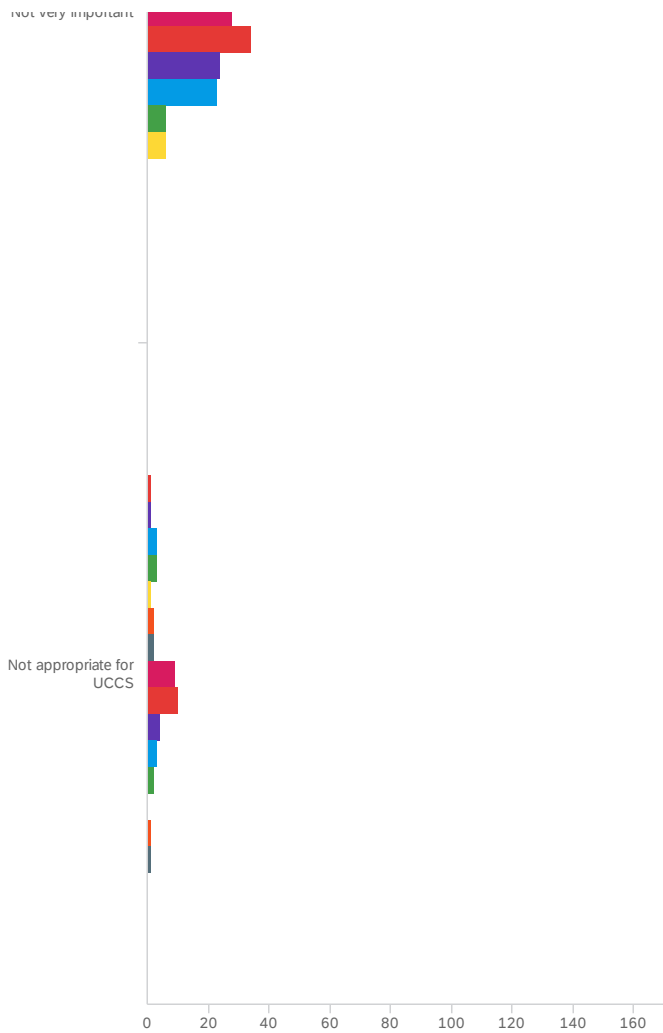| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Sustain an environment in the department or program that respects the dignity of all faculty, staff and students within the unit	1.00	4.00	1.12	0.37	0.14	192
2	Support excellence in the teaching, research, and service activities of the unit	1.00	4.00	1.14	0.42	0.17	191
3	Articulate the goals, needs, and achievements of the unit within the unit and to others outside the unit	1.00	4.00	1.21	0.48	0.23	192
4	Maintain a climate that is hospitable to creativity and innovation	1.00	4.00	1.19	0.46	0.21	192
5	Inform the unit of the dean's positions and actions, as well as those of campus level administrators, that could affect the unit	1.00	4.00	1.19	0.44	0.19	191
6	Represent the unit in the formulation of school or college policy	1.00	4.00	1.24	0.53	0.29	190
7	Promote the university's priorities of diversity, equity and inclusion in the practices and policies of the unit	1.00	4.00	1.34	0.67	0.44	190
8	Implement, in consultation with colleagues, the unit's procedures for recruitment, selection and evaluation of the academic personnel of the unit	1.00	4.00	1.25	0.52	0.27	191
9	Recommend appointments, promotions, merit increases, and terminations	1.00	4.00	1.28	0.59	0.35	191
10	Ensure that the reappointment, promotion and tenure criteria of the unit are well-understood and followed	1.00	4.00	1.21	0.49	0.24	190
11	Supervise, recruit, select and evaluate staff in the unit based on familiarity with the state and university personnel systems	1.00	4.00	1.39	0.59	0.34	191
12	Regularly seek the advice of the unit's faculty colleagues	1.00	4.00	1.28	0.53	0.29	190
13	Conduct the unit's affairs in an orderly manner through unit meetings and the appointment of appropriate committees	1.00	4.00	1.23	0.51	0.26	191
14	Seek student input on matters of concern to students enrolled in the unit's programs	1.00	4.00	1.59	0.71	0.50	190
15	Keep unit members informed of changes and actions within the unit	1.00	4.00	1.16	0.44	0.20	190
16	Be receptive to and take appropriate action to resolve questions, complaints, grievances and suggestions from unit faculty and staff, students and members of the community	1.00	4.00	1.18	0.43	0.19	190
17	Ensure the smooth transition to their successor	1.00	4.00	1.26	0.52	0.27	189
18	Other	1.00	4.00	1.19	0.73	0.53	16
19	Other	1.00	4.00	1.80	1.17	1.36	5

#	Field	Very important		Somewhat important		Not very important		Not appropriate for UCCS		Total
1	Sustain an environment in the department or program that respects the dignity of all faculty, staff and students within the unit	89.06%	171	10.42%	20	0.00%	0	0.52%	1	192
2	Support excellence in the teaching, research, and service activities of the unit	87.96%	168	10.47%	20	1.05%	2	0.52%	1	191
3	Articulate the goals, needs, and achievements of the unit within the unit and to others outside the unit	81.25%	156	16.67%	32	1.56%	3	0.52%	1	192
4	Maintain a climate that is hospitable to creativity and innovation	82.81%	159	15.63%	30	1.04%	2	0.52%	1	192
5	Inform the unit of the dean's positions and actions, as well as those of campus level administrators, that could affect the unit	82.72%	158	16.23%	31	0.52%	1	0.52%	1	191
6	Represent the unit in the formulation of school or college policy	80.53%	153	16.32%	31	2.11%	4	1.05%	2	190
7	Promote the university's priorities of diversity, equity and inclusion in the practices and policies of the unit	75.79%	144	16.32%	31	6.32%	12	1.58%	3	190
8	Implement, in consultation with colleagues, the unit's procedures for recruitment, selection and evaluation of the academic personnel of the unit	78.53%	150	18.32%	35	2.62%	5	0.52%	1	191
9	Recommend appointments, promotions, merit increases, and terminations	78.01%	149	16.75%	32	4.19%	8	1.05%	2	191
10	Ensure that the reappointment, promotion and tenure criteria of the unit are well-understood and followed	82.63%	157	14.74%	28	2.11%	4	0.53%	1	190
11	Supervise, recruit, select and evaluate staff in the unit based on familiarity with the state and university personnel systems	65.45%	125	30.37%	58	3.66%	7	0.52%	1	191
12	Regularly seek the advice of the unit's faculty colleagues	75.79%	144	21.05%	40	2.63%	5	0.53%	1	190
13	Conduct the unit's affairs in an orderly manner through unit meetings and the appointment of appropriate committees	80.63%	154	16.23%	31	2.62%	5	0.52%	1	191
14	Seek student input on matters of concern to students enrolled in the unit's programs	52.11%	99	37.89%	72	8.42%	16	1.58%	3	190
15	Keep unit members informed of changes and actions within the unit	86.84%	165	11.05%	21	1.58%	3	0.53%	1	190
16	Be receptive to and take appropriate action to resolve questions, complaints, grievances and suggestions from unit faculty and staff, students and members of the community	83.68%	159	15.26%	29	0.53%	1	0.53%	1	190
17	Ensure the smooth transition to their successor	76.72%	145	20.63%	39	2.12%	4	0.53%	1	189
18	Other	93.75%	15	0.00%	0	0.00%	0	6.25%	1	16
19	Other	60.00%	3	20.00%	1	0.00%	0	20.00%	1	5

Showing rows 1 - 19 of 19

Q17 - Please share your perceptions of the following administrative roles and responsibilities of department chairs and program directors at UCCS:

Legend:
- Assign teaching and other duties to faculty within the unit with the unders...
- Preparation of course schedules
- Preparation of the budget and administration of the financial affairs of th...
- Creation, maintenance and destruction of records and personnel files
- Preparation of reports in accordance with campus and school or college proc...
- Help ensure compliance with all existing annual and mandatory reporting req...
- Make recommendations on sabbatical and other leaves of absence, consistent ...
- Assignment of the duty to advise students
- Arrange the training and supervision of teaching assistants and aides
- Ensure that assignment and use of university space and property is in accor...
- Ensure observance of proper health and safety regulations within the unit
- Refer any failure of faculty or staff to carry out responsibilities not exp...
- Timely resolution of allegations of unprofessional conduct
- Other
- Other

Axis labels: Very important, Somewhat important, Not very important

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Assign teaching and other duties to faculty within the unit with the understanding that the appropriate mix of duties varies from person to person and from time to time for any given person	1.00	4.00	1.29	0.55	0.30	189
2	Preparation of course schedules	1.00	4.00	1.32	0.62	0.38	187
3	Preparation of the budget and administration of the financial affairs of the unit	1.00	4.00	1.25	0.56	0.31	187
4	Creation, maintenance and destruction of records and personnel files	1.00	4.00	1.66	0.77	0.60	188
5	Preparation of reports in accordance with campus and school or college procedures	1.00	4.00	1.51	0.65	0.42	188
6	Help ensure compliance with all existing annual and mandatory reporting requirements	1.00	4.00	1.41	0.64	0.41	187
7	Make recommendations on sabbatical and other leaves of absence, consistent with the unit's needs	1.00	4.00	1.41	0.63	0.40	188

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
8	Assignment of the duty to advise students	1.00	4.00	1.77	0.87	0.76	188
9	Arrange the training and supervision of teaching assistants and aides	1.00	4.00	1.89	0.89	0.78	186
10	Ensure that assignment and use of university space and property is in accordance with campus policy, rules and regulations	1.00	4.00	1.70	0.77	0.59	188
11	Ensure observance of proper health and safety regulations within the unit	1.00	4.00	1.61	0.76	0.57	190
12	Refer any failure of faculty or staff to carry out responsibilities not expeditiously resolved at the unit level to the dean or appropriate campus authorities	1.00	4.00	1.37	0.60	0.36	189
13	Timely resolution of allegations of unprofessional conduct	1.00	3.00	1.21	0.48	0.23	190
14	Other	1.00	4.00	1.75	1.30	1.69	4
15	Other	1.00	4.00	2.50	1.50	2.25	2

#	Field	Very important		Somewhat important		Not very important		Not appropriate for UCCS		Total
1	Assign teaching and other duties to faculty within the unit with the understanding that the appropriate mix of duties varies from person to person and from time to time for any given person	75.66%	143	20.63%	39	3.17%	6	0.53%	1	189
2	Preparation of course schedules	75.40%	141	17.65%	33	6.42%	12	0.53%	1	187
3	Preparation of the budget and administration of the financial affairs of the unit	80.21%	150	16.58%	31	1.60%	3	1.60%	3	187
4	Creation, maintenance and destruction of records and personnel files	50.53%	95	34.04%	64	13.83%	26	1.60%	3	188
5	Preparation of reports in accordance with campus and school or college procedures	56.91%	107	35.64%	67	6.91%	13	0.53%	1	188
6	Help ensure compliance with all existing annual and mandatory reporting requirements	66.84%	125	26.74%	50	5.35%	10	1.07%	2	187
7	Make recommendations on sabbatical and other leaves of absence, consistent with the unit's needs	65.43%	123	28.72%	54	4.79%	9	1.06%	2	188
8	Assignment of the duty to advise students	47.34%	89	32.98%	62	14.89%	28	4.79%	9	188
9	Arrange the training and supervision of teaching assistants and aides	39.78%	74	36.56%	68	18.28%	34	5.38%	10	186
10	Ensure that assignment and use of university space and property is in accordance with campus policy, rules and regulations	47.34%	89	37.77%	71	12.77%	24	2.13%	4	188

#	Field	Very important		Somewhat important		Not very important		Not appropriate for UCCS		Total
11	Ensure observance of proper health and safety regulations within the unit	54.21%	103	32.11%	61	12.11%	23	1.58%	3	190
12	Refer any failure of faculty or staff to carry out responsibilities not expeditiously resolved at the unit level to the dean or appropriate campus authorities	68.78%	130	26.98%	51	3.17%	6	1.06%	2	189
13	Timely resolution of allegations of unprofessional conduct	82.11%	156	14.74%	28	3.16%	6	0.00%	0	190
14	Other	75.00%	3	0.00%	0	0.00%	0	25.00%	1	4
15	Other	50.00%	1	0.00%	0	0.00%	0	50.00%	1	2

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End of Report