SURVEY OF FACULTY OPINION ABOUT PERFORMANCE EVALUATIONS AND JOB RESPONSIBILITIES

SELECTED RESULTS
for both TENURE LINE AND NON-TENURE LINE Faculty

Selected Results for TENURE LINE Faculty
(N = 264)

One reason faculty are reviewed is to assess annual performance and determine merit raises. The following set of questions pertains to your experience with annual performance reviews used to determine merit raises.

1. I believe this is a fair process for evaluating performance.
  - 8%   Not at all fair
  - 20% Somewhat fair
  - 14% Neither fair nor unfair
  - 40% Fair
  - 19% Very fair

2. This performance review process takes into account all important faculty contributions.
  - 10% Strongly Disagree
  - 19% Disagree
  - 15% Neither Agree nor Disagree
  - 41% Agree
  - 15% Strongly Agree

Traditional performance evaluation of tenure track and tenured faculty is 40% research, scholarship, and creative activities; 40% teaching; and 20% service. The following questions pertain to your experiences with and opinions of this type of evaluation.

3. I am evaluated according to this formula.
  - 9%   Strongly Disagree
  - 25% Disagree
  - 19% Neither Agree nor Disagree
  - 37% Agree
  - 10% Strongly Agree

4. This formula is an appropriate way to evaluate faculty pre-tenure.
  - 4%   Strongly Disagree
  - 16% Disagree

20% Neither Agree nor Disagree
48% Agree
12% Strongly Agree

5. This formula is an appropriate way to evaluate faculty post-tenure.
  7% Strongly Disagree
23% Disagree
24% Neither Agree nor Disagree
33% Agree
12% Strongly Agree

6. I would like the option to negotiate a shift in allocation of job responsibilities (from a traditional 40% research, scholarship, and creative activities; 40% teaching; and 20% service) post tenure.
  4% Strongly Disagree
14% Disagree
19% Neither Agree nor Disagree
39% Agree
24% Strongly Agree

Some universities conduct developmental reviews where faculty receive professional development support over their career lifespan. The following questions will help us assess current developmental review practices at DU and gauge interest in modifying such practices.

7. What type of professional development reviews have you received? (Check all that apply)
30% Teaching
29% Research, Scholarship, and Creative Activities
16% Internal Funding
14% External Funding
  6% Career Path Consultation
17% Other

8. I would like to receive direct professional development feedback not associated with pay, promotion, or contract.
  7% Strongly Disagree
12% Disagree
28% Neither Agree nor Disagree
40% Agree
13% Strongly Agree

9. In general, professional development opportunities that already exist at DU are effective in promoting high quality faculty work.
  5% Strongly Disagree
25% Disagree

48% Neither Agree nor Disagree
19% Agree
 3% Strongly Agree

10. What motivates you, or could motivate you, to continue your professional development? (Check all that apply)
49% Expectation of tangible reward
53% Financial support for developmental activities
74% Increased time to devote to what I believe I do best
35% Greater feeling that I belong to a community of colleagues at DU
26% Opportunity to forge deeper connections with students
39% Evidence that such development would enable me to do a better job
37% Tools that would help me be more efficient at my job (e.g., grading papers, submitting publications)
24% Being mentored
 8% Other

One reason faculty members might be evaluated is to identify unsatisfactory performance and determine whether remedial measures are necessary. The following questions pertain to evaluations related to remedial measures.

11. I think faculty should be reviewed for this purpose.
 4% Strongly Disagree
 9% Disagree
17% Neither Agree nor Disagree
48% Agree
22% Strongly Agree

12. What should be the potential consequence for unsatisfactory performance in your academic unit? (Check all that apply)
67% Mentoring/coaching
61% Negotiated development plan
50% Negotiated development timeline
53% Negotiated change in allocation of duties in current post (e.g., teaching, research/creation)
38% Negotiated change of responsibilities within the university
46% Lower or nonexistent pay raises
45% In rare cases of chronic and remedied deficiencies: sterner measures.
9% Other

The following items refer to your experience at DU.

13. I feel a sense of belonging in my academic unit.
 7% Strongly Disagree
12% Disagree

11%   Neither Agree nor Disagree
40%   Agree
30%   Strongly Agree

14. I feel a sense of belonging at DU.
  7%   Strongly Disagree
13%   Disagree
21%   Neither Agree nor Disagree
42%   Agree
18%   Strongly Agree

15. I feel valued for the ways that I contribute to the university.
10%   Strongly Disagree
18%   Disagree
20%   Neither Agree nor Disagree
37%   Agree
16%   Strongly Agree

16. What is your college, school, or division?
  4%   Daniel Felix Ritchie School of Engineering and Computer Science
10%   Daniels College of Business
35%   Divisions of Arts, Humanities and Social Sciences
16%   Divisions of Natural Sciences and Mathematics
  6%   Josef Korbel School of International Studies
  2%   Graduate School of Professional Psychology (GSPP)
  5%   Graduate School of Social Work (GSSW)
  5%   Morgridge College of Education
  3%   The Sturm College of Law
  1%   Other
13%   Choose not to report

Selected Results for NON-TENURE LINE Faculty
(N = 103)

One reason faculty are reviewed is to assess annual performance and determine merit raises. The following set of questions pertains to your experience with annual performance reviews used to determine merit raises.

1. I believe this is a fair process for evaluating performance.
  8%   Not at all fair
15%   Somewhat fair
17%   Neither fair nor unfair
54%   Fair
  6%   Very fair

2. This performance review process takes into account all important faculty
    contributions.
    5% Strongly Disagree
    19% Disagree
    23% Neither Agree nor Disagree
    38% Agree
    15% Strongly Agree

Non-tenure-line faculty members are often evaluated with regard to their contract renewal. The following questions pertain to the criteria for reviewing non-tenure-line faculty members.

3. I am aware of these criteria.
    7% Strongly Disagree
    11% Disagree
    17% Neither Agree nor Disagree
    51% Agree
    14% Strongly Agree

4. I believe these criteria are fair.
    4% Strongly Disagree
    12% Disagree
    31% Neither Agree nor Disagree
    50% Agree
    4% Strongly Agree

5. I believe these criteria promote high quality work.
    10% Strongly Disagree
    16% Disagree
    34% Neither Agree nor Disagree
    36% Agree
    5% Strongly Agree

6. I receive adequate support to meet these criteria.
    6% Strongly Disagree
    14% Disagree
    26% Neither Agree nor Disagree
    42% Agree
    13% Strongly Agree

Some universities conduct developmental reviews where faculty receive professional development support over their career lifespan. The following questions will help us assess current developmental review practices at DU and gauge interest in modifying such practices.

7. What type of professional development reviews have you received? (Check all that apply)

- 50%   Teaching
- 20%   Research, Scholarship, and Creative Activities
- 10%   Internal Funding
- 1%   External Funding
- 7%   Career Path Consultation
- 18%   Other

8. I would like to receive direct professional development feedback not associated with pay, promotion, or contract.

- 2%   Strongly Disagree
- 4%   Disagree
- 23%   Neither Agree nor Disagree
- 53%   Agree
- 17%   Strongly Agree

9. In general, professional development opportunities that already exist at DU are effective in promoting high quality faculty work.

- 2%   Strongly Disagree
- 15%   Disagree
- 43%   Neither Agree nor Disagree
- 38%   Agree
- 2%   Strongly Agree

10. What motivates you, or could motivate you, to continue your professional development? (Check all that apply)

- 47%   Expectation of tangible reward
- 59%   Financial support for developmental activities
- 54%   Increased time to devote to what I believe I do best
- 52%   Greater feeling that I belong to a community of colleagues at DU
- 42%   Opportunity to forge deeper connections with students
- 44%   Evidence that such development would enable me to do a better job
- 47%   Tools that would help me be more efficient at my job (e.g., grading papers, submitting publications)
- 23%   Being mentored
- 8%   Other

One reason faculty members might be evaluated is to identify unsatisfactory performance and determine whether remedial measures are necessary. The following questions pertain to evaluations related to remedial measures.

11. I think faculty should be reviewed for this purpose.

- 1%   Strongly Disagree
- 2%   Disagree

13%   Neither Agree nor Disagree
50%   Agree
34%   Strongly Agree

12. What should be the potential consequence for unsatisfactory performance in your academic unit? (Check all that apply)
- 73%   Mentoring/coaching
- 75%   Negotiated development plan
- 64%   Negotiated development timeline
- 40%   Negotiated change in allocation of duties in current post (e.g., teaching, research/creation)
- 33%   Negotiated change of responsibilities within the university
- 38%   Lower or nonexistent pay raises
- 56%   In rare cases of chronic and remedied deficiencies: sterner measures.
- 8%   Other

The following items refer to your experience at DU.

13. I feel a sense of belonging in my academic unit.
- 4%   Strongly Disagree
- 7%   Disagree
- 12%   Neither Agree nor Disagree
- 48%   Agree
- 28%   Strongly Agree

14. I feel a sense of belonging at DU.
- 2%   Strongly Disagree
- 14%   Disagree
- 16%   Neither Agree nor Disagree
- 52%   Agree
- 16%   Strongly Agree

15. I feel valued for the ways that I contribute to the university.
- 3%   Strongly Disagree
- 14%   Disagree
- 22%   Neither Agree nor Disagree
- 52%   Agree
- 10%   Strongly Agree

16. What is your college, school, or division?
- 4%   Daniel Felix Ritchie School of Engineering and Computer Science
- 12%   Daniels College of Business
- 16%   Divisions of Arts, Humanities and Social Sciences
- 9%   Divisions of Natural Sciences and Mathematics
- 4%   Josef Korbel School of International Studies

2%   Graduate School of Professional Psychology (GSPP)
 7%   Graduate School of Social Work (GSSW)
 5%   Morgridge College of Education
 3%   The Sturm College of Law
19%   Other
18%   Choose not to report