### Methodology and Response Rate

The FT faculty list used for the Spring 2021 Elections was also used for this climate survey. The President-Elect sent the 60-question survey to faculty via Qualtrics on March 5, 2021, with a cutoff date of April 4, 2021, at midnight. Three reminder emails were sent to faculty who had not yet finished the survey on March 11, 2021, March 24, 2021, and March 29, 2021.

As agreed by FSEC before the survey's launch, the President-Elect retains sole access to the survey's raw data this year to increase the anonymity of the respondents. This report presents the responses in full, but before summarization, all text responses were scrubbed of any identifiers and their received order alphabetized, again in the interests of increased anonymity.

113 completed surveys were received of 340 invited, for a 33% response rate. This number varies considerably when broken down between full-time TT and NTT faculty:
- 95 of 250 full-time TT/T faculty responded – a response rate of 38%.
- 18 of 90 full-time NTT responded – a response rate of 20%.

Previous climate surveys:
- 2019 survey: 152 respondents, 44% response rate, included NTT faculty.
- 2017 survey: 80 respondents, 33% response rate, did not include NTT faculty.
- *2015 survey: 282 respondents, but response rate and faculty included unclear: run by an outside firm.*
- 2013 survey: 78 respondents, 32% response rate, did not include NTT faculty.
- 2009 survey: 139 respondents, 57% response rate, did not include NTT faculty.
- 2007 survey: 116 respondents, 55% response rate, did not include NTT faculty.
- 2003 survey: 151 respondents, 80% response rate, did not include NTT faculty (first climate survey at UHD)

**Survey questions:**
Q1. UHD maintains high standards for its students.
Q2. The UHD Administration (Deans and above) promotes and supports research and scholarship.
Q3. The UHD rank and tenure policies assure high professional standards for tenured and tenure-track professors.
Q4. The UHD rank and tenure procedures are fair and equally applied to all tenured and tenure-track professors.
Q5. The UHD Administration (Deans and above) makes decisions congruent with principles of shared governance.
Q6. The UHD Administration (Deans and above) take the advice and expertise of faculty seriously in hiring and personnel decisions.
Q7. The general academic climate at UHD has improved since the last climate survey administered in Spring 2019.
Q8. Your workload as a faculty member during the academic year at UHD is reasonable.
Q9. You are treated fairly by your immediate supervisor at UHD.
Q10. You are adequately compensated for your responsibilities at UHD.
Q11. You consider yourself professionally satisfied at UHD.
Q12. UHD Library resources are adequate.
Q13. UHD Library staff are responsive to needs and queries.
Q14. How many hours per week on average (during regular semesters) do you spend on scholarly/creative activity?
Q15. How would you rate the overall job performance of the following individuals/groups over the last 2 years:

UHD President Dr. Juan Sánchez Muñoz?

Q16. UHD Interim President Dr. Antonio D. Tillis.

Q17. Provost and Senior Vice President for Academic and Student Affairs: Dr. Eric Carl Link.

Q18. Vice President for Administration and Finance: Mr. David Bradley.

Q19. Associate Vice President for Planning and Curriculum: Dr. Michelle Moosally.

Q20. Associate Vice President for Faculty, Research & Sponsored Programs: Dr. Jerry Johnson.

Q21. Vice President for Employment Services and Operations: Ms. Ivonne Montalbano.

Q22. Vice President for Advancement and External Relations: Ms. Johanna Wolfe.

Q23. Associate Vice President for Information Technology: Mr. Hossein Shahrokhi.

Q24. Assistant Vice President for Facilities Management: Mr. Timothy Rychlec.

Q25. Assistant Vice President for Business Affairs: Christina Ordóñez-Campos.

Q26. Please identify your college at UHD.

Q27. Please identify the dean of your college at UHD and rate their performance as Excellent, Good, Average, Fair, Poor, or Not Applicable. (For colleges that had more than one dean since 2019 you may rate more than one dean in that case).

Q28. I am currently serving in the UHD Faculty Senate.

Q29. Classroom space at UHD is adequate.

Q30. The furniture in my classrooms at UHD is adequate.

Q31. The whiteboards/smartboards in my classrooms at UHD are adequate.

Q32. Space for special events or programs at UHD is adequate.

Q33. Laboratory facilities at UHD are adequate.

Q34. Office facilities at UHD are adequate.

Q35. UHD campus security is adequate.

Q36. Do you feel comfortable discussing issues of equity, diversity and inclusion with your coworkers?

Q37. Do you feel comfortable discussing issues of equity, diversity and inclusion in your courses that you teach?

Q38. Is UHD doing an adequate job of recruiting a diverse faculty body?

Q39. Does UHD support non-traditional faculty members with appropriate programs that acknowledge challenges specific to their group (women, minority, LGBTQ)?

Q40. Have you or someone you know been treated differently because of race, gender identity, etc.?

Q41. UHD should develop on/near campus-child care services.

Q42. UHD's website is effectively searchable.

Q43. UHD's website is effectively organized and up to date.

Q44. I have access to adequate hardware for my research at UHD.

Q45. I have access to adequate software for my research at UHD.

Q46. Inside and outside the classroom at UHD, I have access to adequate hardware for my teaching.

Q47. I am adequately informed about issues relating to UHD's budget.

Q48. UHD provides adequate services to support student success.

Q49. During the COVID-19 Pandemic, the University provided support to help me do my work.

Q50. Which of the following support services would have helped you do your work during the COVID-19 Pandemic?

Q51. What strategies and tools have you found effective in dealing with COVID in your workplace and with your colleagues? (e.g. regular zoom chats, virtual social events etc.).

Q52. What types of resources would you find valuable to support your pedagogy over the coming months, particularly in light of COVID-related issues?

Q53. Over the years, there have been disruptions to work such as hurricanes, inclement weather etc. Given the context that there will be disruptions to our work and classes, what key strategies do we need to plan for going forward?

Q54. Please indicate your current rank at UHD.

Q55. Please indicate the number of years that you have been employed at UHD (you may opt out).

Q56. What do you think are the most important challenges you face in carrying out your work at UHD?

Q57. What are the underlying causes of the challenges at UHD that you mentioned in the last question?

Q58. What solutions do you think would address or resolve these challenges at UHD (again, referring to the last

two questions)?

Q59. What do you see as the greatest strengths of UHD right now?

Q60. If you have any additional comments, please make them here.

## Discussion

Like all climate surveys, this survey is a snapshot of a moment in time, but given UHD has a tradition of climate surveys with similar questions every two years, some observations could be drawn when comparing these results to the last survey in Spring 2019.

## Issues

The results for Questions 1, 3, and 4, which measure student standards, administrative support of research, and professional standards, lean positive; 49% of faculty in Q1 agree that student standards are high, compared to 45% in 2019. Q3, about the quality of Rank & Tenure standards, is also positive at 55% (cp. 48% of 2019). Q4, which measures the evenness of how Rank & Tenure standards are applied, is positive at 52% (cp. 38% of 2019).

Q5 and Q6, which ask about administration behavior in regard to shared governance and hiring/personnel decisions, lean positive. However, the percentages for those that strongly disagree, disagree, and are ambivalent are worrisome.

Q7, asking if the UHD climate had gotten better since the last survey in 2019, leans positive. 49% of respondents thought the climate had improved, and 31% thought it had gotten worse.

Q8 shows that 58% of respondents think their workload is unreasonable compared to 46% in 2019, which is also reflected heavily in the text comments at the end of the survey.

Q9 is positive about the fairness of immediate supervisors – 75% agree – which would suggest that chairs at UHD are typically well regarded.

Q10, about compensation, is strongly negative. 72% of respondents felt they are not adequately compensated, which is an increase from the 65% of 2019. 22% indicated they are. Numerous comments at the end of the survey further elaborate on this issue.

Q11, about professional satisfaction, is negative at 49% compared to the 29% of 2019. The strongly agree/agree percentage dropped from 49% to 32%.

Q12 and Q13, concerning the library's resources and services, are strongly positive, as they were in 2019.

Q14 renders an average and mean of weekly faculty research of around 9.67 hours with a substantial standard deviation.

Q42, concerns faculty feelings on how adequately informed they are about UHD's budget, with 60% disagreeing. These results correlate somewhat with the results to Q10 in that those that disagreed to Q10 tended to disagree with Q42 also.

Q48, asking about resources available for student success, is also positive at 54%, which is the same percentage as 2019.

## Questions 15-25 – Performance of Senior Administrators

These questions concern the faculty perception of performance of senior administrators, including the President and Provost. The results lean positive for all but Dr. Muñoz.

## Questions 26 and 54-55 – Demographics

Q26 shows 19 faculty senators participated in the survey. Q44 (sex) and Q45 (ethnicity) were given the option for respondents to decline to respond for anonymity concerns, which a majority did in both cases. The results were edited (a few responded with their department name only, for example) and then counted in Excel. I have also included how each total reflects a percentage of the total FT faculty in that college:

- CHSS = 52 (about 46% of Q26 total; 57% of faculty of the college faculty sent a survey completed this question on the survey)
- COB = 31 (about 27% of Q26 total; 49% of faculty of the college faculty sent a survey completed this question on the survey)
- CPS = 14 (about 12% of Q26 total; 34% of faculty of the college faculty sent a survey completed this question on the survey)
- CST = 19 (about 17% of Q26 total; 34% of faculty of the college faculty sent a survey completed his question on the survey)

Q28 shows that 16 faculty senators participated in the survey.

Q54 (rank) notes that 41% of the respondents were associate professors. Q55 (time of service) shows that those employed 11+ years were 45% of the respondents.

**Question 27 – Deans**
Q27 concerns the performance of academic deans. It should be noted that number of respondents was quite low. However, respondents rating three of the five previous or serving deans lean positive, particularly the dean of CST. However, the previous dean of CHSS was rated "fair" or "poor" by 76% of respondents, with 62% of those "poor." The MDCOB dean was rated "fair" or "poor" by 56% of respondents, with 50% of those "poor."

**Questions 29-35 – Facilities**
These questions focus on facilities: classroom technology, furniture, whiteboards, event space, labs, security, and potential child care. All are positive save Q33, which has few responses and the results are evenly distributed.

Q41, about supporting the development of child care, was supported by 68% of respondents with 7% opposed.

**Questions 36-40 – Diversity, Equity, Inclusion**
Questions 36-40 are new questions and concern the state of faculty climate with regard to DEI issues.

Q36 asks if one feels comfortable discussing DEI issues with coworkers. 61% of the respondents answered yes.

Q37 asks if one feels comfortable discussing DEI issues in the classroom. 76% of the respondents answered yes.

Q38 asks if UHD is doing an adequate job of recruiting a diverse faculty body. 54% of the respondents answered yes.

Q39 asks if UHD support non-traditional faculty members with appropriate programs that acknowledge challenges specific to their group (women, minority, LGBTQ). 56% of the respondents answered yes.

Q40 asks if one or someone that one knows has been treated differently because of race, gender identity, etc. 54% of the respondents answered yes.

**Questions 42-46 – Website Issues and Hardware/Software**
Questions 42-46 concern the accessibility, current updates, and design of UHD's website, and continue a past trend of mixed reviews that lean toward dissatisfaction. Questions 39-41 concern the availability and acceptability of hardware and software, and lean positive.

**Questions 49-53 – The COVID Pandemic and Other Disruptions**

Q49 asks is the university provided support to help the faculty member do their work. 76% agree or somewhat
 agree.

Q50 concerns the type of support that would have helped during the pandemic. 41% ranked Home Office
 Support as the support that would have helped. This question allowed for comments (see below).

There was a general desire to be able to choose more than one option for this question. There was some concern
 that policy decisions regarding the pandemic were not driven by public health, safety, or science, but by
 SCHs. Additionally, the "silence" from administration, "punctuated by tone-deaf announcements was
 demoralizing and hurtful."

While faculty appreciated the support from the TTLC, the need for better technology training was also noted,
 especially with Blackboard, MS Forms, VT, ZOOM Perusall, PowerPoint, MS Teams, the creation and
 use of e-signatures, and printing. This last item is challenging because some faculty do not have printers
 at home and home office support (funding to defray the costs of setting up home offices) was not offered.
 Given that UHD rarely gives merit raises and never gives cost of living adjustments, the fact that they
 have not offered financial resources for faculty working is problematic.

Faculty also mentioned the need to be informed about where to get support; support for child care; over-reliance
 on the increasing number of committee meetings; the lack of support for mental wellness; the need for
 SPSS availability for faculty and students in statistics classes; and that Student SI and peer-mentors
 should be allowed the ability to apply rubrics to work.

Q51 concerns the strategies and tools found effective in dealing with COVID in the workplace and with
 colleagues (e.g. regular zoom chats, virtual social events etc.). Please see the summary below.

Zoom was mentioned fifty-two times, along with being able to VPN to office computers and the access to
 campus. Blackboard, O365, Microsoft Teams, PPT, Word, OneDrive Virtual, Excel, Face-to-face
 discussions, emails, text messages, phone calls, and VoiceThread were also listed as helpful.

While some faculty felt that "leveraging technology to provide telecommuting options rather than insistence on
 physical presence for faculty meetings, university functions, and fulfilling other faculty
 roles/responsibilities" was a good thing, others thought that there had been minimal contact between
 department members, which was a "huge detriment."

Q52 concerns the resources found valuable in supporting pedagogy over the coming months, particularly in light
 of COVID-related issues. Below is a summary of the comments supplied for this question.

The need for a home office stipend, more technology and online-teaching training (e.g., the Online Passport
 course) and at-home tech tools and apps (Adobe licenses, a second plagiarism checker besides TurnItIn,
 I-Pads, extra data storage for home computers, video-editing software, high-speed WiFi, ergonomic
 keyboard and mouse, integrating MS Teams work into the BB Citation manager tool for faculty and
 students, tablets with drawing functions, IT support of Apple products) were listed.

Some concern was expressed that there is the perception that UHD only cares about are students. Accordingly,
 such items were recommended: the ability to maintain social distancing and masking in f2f classes;
 safety has to be kept forefront as the faculty move back into f2f formats; fitting every classroom w/ hy-
 flex capabilities; the flexibility to continue to work from home, especially for those with small children
 that are attending school virtually; funding for childcare; more focus on teaching as a university less on
 service and research; smartboards in every class; netiquette training for students; peer-mentor or SI for
 each class that can review/grade discussion posts and help respond to basic student requests; and
 Teaching Assistants.

There was also some apprehension about how decisions are being made. For example:
- Greater clarity in terms of how decisions to reopen campus for face-to-face classes are being made. I'd
 also like to see more input from faculty and staff in these decisions. Students need additional supports
 with coping with college and with coping with issues outside of the classroom. They seem more stressed
 this semester than at any point in the past. I know that we have several programs and divisions that can

help students (e.g., student counseling, writing center, academic support services), but it seems like we need to be thinking creatively to make it easier for students to learn about and access these services. In addition, we need to identify the gaps where needs are unmet. The S/U option should have been extended to students in Fall 2020. The pandemic was not over and in many ways was worse than in the Spring and Summer when the S/U option was available.

- Transparency and early decision making for hybrid courses. Since January the University has given faculty less than 2 weeks notice for every extension keeping students off-campus. This decision should have been made early on in the semester. Having faculty plan for on-campus work with students, and then giving them less than 2 weeks to convert that back to fully online is unacceptable. It is almost like teaching two entirely separate courses. There is no support for planning ahead and no allowances for having to do double the work. We are on the third semester affected by COVID and the lack of transparent and decisive decision-making has been a major hindrance to faculty striving to adapt and accommodate pedagogy to existing circumstances. The inability of the University to make decisions has been a hindrance to the development and execution of best pedagogical practices.

- The option to continue offering online classes if indicated and supported by student input. Many classes have enjoyed record enrollment by virtue of the online mode and that option - allowing student enrollment to be determined by those statistics - should be acknowledged, encouraged, and used as a metric to decide about delivery modes in the future.

Q53 asks for key strategies do we need to plan for going forward in view of the disruptions that we endured these last few years. A summary of the suggestions is included below.

It was advised that we need administrators who support us, "instead of continually reminding us that we need to shape up." These administrators need to supply rationales for their actions, make decisions in advance, have continuous communication with all stakeholders, include the senate in its decision making process, and be "intimately familiar with how students, classes, and faculty in particular disciplines might need additional support and resources when there is a disruption." The administration should clearly communicate expectations, and supply thorough FAQs and lists do's and don't's. This redesigned communication strategy should be early and transparent when it comes to school closings and announcements that are for longer amounts of time. Additionally, these decisions should not "make assumptions about economic resources" and administrators need to consult "some actual poor people" since, inevitably, "decisions at UHD are made by administrators making six figures annually. They assume that everyone can afford what they have. UHD has many disadvantaged students, adjuncts make peanuts, and even tenure-line faculty and permanent staff make salaries much lower than people in comparable positions at UH and UHCL." The administration should also make sure that deans and chairs that exhibit discriminatory conduct be addressed.

Preparation for any type of disruption needs to build on past experience, include flexibility, and be more comprehensive. One faculty member writes that the "lack of preparation and faculty and staff development rests on the shoulders of administration not being prepared for the disasters or learning from the previous problems we've had due to natural disasters" The administration needs to encourage faculty to be prepared to pivot and to move teaching online, which many need a broader strategy of rethinking the University, especially the physical space. This also means better support for students since they are more "vulnerable to these interruptions and need both our tangible and intangible support." This preparation should "re-examine our university curriculum and overdependence on in-person classes and a coherent and proactive plan for properly resourcing students to be distance learners and respectful human resource policies and procedures for addressing the needs of staff members."

Some items that may help address communication and preparation are: a requirement that all courses have a BASIC but developed module stored at the Department level and deployed to faculty and adjuncts; more training; greater flexibility in grading and scheduling; better software licenses/site licenses for essential software, or Citrix-style access; child care support; clear mechanisms/guidance for referring students to academic, financial, and mental health resources; increase funds to meet students' emergency needs (e.g., technology, wellness, financial assistance, etc.); increase cybersecurity; compensate faculty when they have to develop a new course structure if asked to teach fully online; greater flexibility about continuing

working from home post-pandemic; make clear what power faculty have in deciding how their class will be taught when upcoming disruptions are predicted; offer more online synchronous courses; reduce service loads during disruptions; offer more technology grants.

**Questions 56-58 – Important Challenges Facing UHD, Underlying Causes of the Challenges, How to Address these Challenges**

Q56 focuses on the challenges themselves. As mentioned in other questions above, a lack of leadership is of concern, which is compounded by administrative turnover, inconsistencies, and incompetence. This concern about leadership is especially acute at the dean level.

Of special concern is the low morale caused by low salaries, "endless service obligations," the pandemic, lack of time and funding to conduct research, "fatigue and institutional apathy," the absence of consultation by some department chairs, the poor treatment of lecturers and adjunct faculty, high teaching load, class sizes are too large, work-life balance, salary compression, the lack of uniformity in applying policies, and unsurmountable paperwork and bureaucracy.

Equally concerning is the toxic culture encountered by minority faculty members, which these faculty attribute to institutional racism and/or toxic patriarchy. Other faculty have expressed distress at the hostility from faculty colleagues. There are also faculty that feel like they do not have a place at UHD with the current focus on DEI matters. For example:

- I am bombarded with statements that I am racist because I am white. I cannot disagree on anything now, as this will be taken as racist in meetings. In the meetings, people say that I do not look like my students. I understand this as "you should not work here." In the meetings, I am told white males, and especially white females (Karens), are the university source of racism and discrimination. The whole racial and gender groups! No proof or investigation into these claims are necessary. Such prejudice and discriminatory statements demotivate me to the greatest extent. People tell me that I am responsible for systemic racism in the meetings. How did we get to this? We have been building programs and endowments, organizing events, etc. We have been working really hard collectively -- as a unified group. Now I am told -- you are the wrong color.
- The constant push towards issues related to so-called inclusion and diversity. I very much feel as though I have no place at UHD. It's an extremely insular, suffocating environment with little freedom (amongst peers and colleagues) for a diversity of thought. Many of the comments I regularly hear from colleagues border on illegal (e.g., criticisms of faith, conservative thought, political views). "Diversity" only means *diversity* if it meets the UHD faculty majority's ideology; those who disagree with the status quo/majority are ostracized. Diversity should include a diversity of thought, politics, religion, etc.--NOT just diversity of ethnicity, gender, and/or sexual orientation.

Q57 focuses on the underlying causes of the challenges noted above.

The causes include high teaching load coupled with an overbearing service expectation; "a lack of understanding, tolerance, and acceptance by the majority towards those who hold viewpoints different from what they deem the only acceptable ideology"; bureaucracy; more and more administrators and new positions; the large number of committees; the pandemic; MDCOB leadership; unfair and inconsistent distribution of work, particularly service; unfair expectations of lecturers; lack of new TT faculty; inconsistent application of annual review rubrics; the challenge of working from home as a parent or caregiver; lack of clarity in departmental expectations; lack of consistent leadership decisions and a lack of principles from senior administration; lack of diversity and relatively little oversight on senior faculty tend to impact every aspect of the tenure track and university heavily; lack of communication; the racism and white supremacy that are embedded in the systems, policies, and structures;

Causes consistently mentioned are the low salaries, the professionalism or experience of some of the administrators, and DEI matters. For example:

- Lack of funding for proper salaries to retain good faculty staff; turnover at the top of administration; poor decision-making (hire inexperienced AVPs, then leave UHD, leaving those inexperienced AVPS in charge-- madness). Dr. Johnson was hired to improve UHD's grant applications (because he was from STEM); now, somehow, he is an AVP at every meeting I go to, holding forth on every topic under the sun, etc. Dr. Moosally is not a full-professor, a rank defined in the policy as the highest achievement for a faculty member...now, she's an AVP of curriculum and instruction. What is her teaching record? Will either of them be appointed interim provost? I hope not. This is madness.
- Poor hiring practices for senior administration, too many presidents and provosts in the past six years, lack of diversity in upper administration, lack of accountability in addressing issues with deans presented by faculty and arising from investigations.
- We constantly hire leadership with national searches. The people we find have no allegiance to UHD. They only care about advancing their career. Once they are here, they go on constant job searches looking for a promotion, and even when they have abandoned the university, they continue to make decisions that we will have to pay for going forward. They do not value hard work and devotion to the university. In fact, to them, devotion to UHD is a weakness.

- The administration neither cares about faculty nor likes us very much. The entire vibe at UHD is suspicious--we are treated as if we must be constantly monitored, and nickel and dimed because we *might* be trying to pull a fast one. We are highly competent professionals committed to teaching poor, working-class, immigrant, Black and Brown students. Why are we not treated with dignity and appreciation for the public service we provide?
- The past several searches for academic deans, provost, and president have brought instability to UHD because the administrators hired were only using UHD as a stepping stone to other positions. In years past, UHD promoted from within for academic deans and provost. And while faculty did not always agree with these deans or with the provost, we had time to establish productive relationships with them and knew that they, too, were committed to UHD. The imposition of UH main campus administrators on UHD has been damaging and demoralizing (Hugetz) and destroys the shared governance process since there was no UHD input on these appointments that lasted for years.
- UHD leadership is unwilling or unable to do their jobs. UHD hiring practices are inadequate for weeding out problematic persons, and UHD's upper administration is (not coincidentally) failing to manage or change the situation. Tenured faculty mostly know about the aforementioned. So does the administration. Are we approving of this? The message is "yes" so far.
- UHD requires too much of its minority faculty, including dealing with the often racist, sexist, and homophobic attitudes and actions of our faculty colleagues. When we're attacked, it's not taken seriously or investigated. When we protest, we aren't "collegial," or we're made out to be the "aggressor." When we withdraw for self-protection, we're not "engaged."
- Some and only some individuals have no respect for others (just blind racial and gender prejudice, based on personal reasons) and use the BLM movement for personal and political gains in the university -- to further their personal influence and "eliminate" and silence those who disagree with them -- on unrelated issues. It is a form of oppressive behavior. It defeats the purpose of bringing people together to work toward social justice collectively, and I think they are aware of it. On the contrary, total thought control is the goal. If you are white and disagree, you are labeled racist -- publicly or indirectly in meetings, especially among the accuser's close allies. Your reputation is ruined. Your motivation to work diminishes.

Q58 asked for solutions to the challenges mentioned in the last two questions.

The solutions offered had a wide range. For example, increase salaries; moving back to f2f teaching; greater accountability of senior faculty to abide by policies adopted by the institution; addressing salary compression and offering childcare options would be transformative; greater informed intervention by the provost needs to take appropriate action; better support for faculty-led projects addressing hiring and DEI initiatives; allow lecturers to engage in research; change MCDOB Dean and Associate Dean; consider alternative means of course evaluation; reduce teaching loads; hire more full-time faculty and staff; a home office stipend; invest in mental health; a much more visible LGBTQ support system at UHD; pay lecturers like they have advanced degrees, including paying them for committee work; promote from within whenever possible; redesign the reward system and orient it to motivate high performance; and reduce "'centers."

Some comments suggested cultural, policy, or institutional changes:

- The University must issue a position statement saying that it supports all colors, genders, sexual orientation, and political beliefs. The University has to investigate cases when some people openly express prejudice against any racial or gender group in meetings. Unfortunately, last year in the summer, the UHD Senate hastily (while most faculty were off for the summer) issued a resolution that essentially stated that UHD faculty were racist and had contributed to systemic racism -- this after years of dedicated service, teaching, and research at UHD to further the goals of diversity and inclusion. The world simply gone mad! I would never sign such a resolution. It does not represent who I am. It is very sad to see that I am labeled this way. It is one thing to say that we support BLM. It is a completely different thing to say that the UHD faculty have spend the past 40 years purposefully oppressing others. This is absolutely wrong, and I am not sure why the UHD Senate was compelled to issues such a statement -- to offend and diminish the contributions of UHD faculty? It is unclear how such a statement was written and why. I would really like to know how such conclusion were made and by whom. But I doubt that such a

conversation will ever happen. You are not supposed to question anything now.

- Treat the hatred that is directed at conservative-minded faculty for what it is: Hate speech. Nip it in the bud and understand that the bullying and pervasive mindset is not only unprofessional, it's hurtful and illegal.
- We can continue to please both the state and the system, but that's not going to get easier in Texas post-pandemic. Ultimately, I think to grow much further, we'll need to exit the system to gain the freedom to add more programs and improve benefits and yet retain our underdog identity and competitive pricing. That's hard even to imagine, though, when our administrators don't stick around long enough to make such long-term moves. UHD needs more than a Jiffy-lube oil change to realize its potential.


## Question 59 - UHD Strengths
The faculty was cited quite often as "the" strength at UHD. Additionally, faculty noted our dedication to our students, our profile as a minority-serving institution, location, small class sizes, commitment to diversity, dedicated staff, diversity, affordability, flexibility in scheduling, faculty senate leaders, veteran-friendly culture, online teaching, and the sensitivity to student and faculty health and academic needs.

Question 60
Q60 asked for any additional comments. All of the comments are included below.

- Because UHD protects those who do not earn tenure and fraudulent, many good faculty will leave.
- COVID has created a lot of problems for faculty, staff, and students. For faculty, it seems like we have been the forgotten ones to a degree. Convert the class online in a couple of weeks, stay online for the summer, be mostly online for the fall, but the ones in person will start online. Those of us who volunteered to teach face to face in the spring have been forced to once again convert the class to online (within a week), and we still haven't been back in the classroom, and it is March. The back and forth has to stop. The extra work with the S/U is ridiculous too. This is even more difficult for our adjuncts. I could understand the first semester and summer. But a full year later? I don't know of a faculty member who has not been working with students making accommodations for those who need it for COVID reasons.
- Give Department Chairs teeth and autonomy to promote a culture of orientation to results.
- I am suffering from abandonment issues due to our president, provost, and the CHSS dean decamping during the pandemic. It would be sooooo nice to have administrators who are actually committed to the university, especially since those same administrators expect faculty and staff to be committed to the point of accepting low salaries and bearing the cost of conducting class/services from their own homes. Meanwhile, our upper-administration spent the entire pandemic looking for other jobs. (This condemnation does not apply to the stalwart Mr. David Bradley.)
- I am very happy at UHD. This is a great place to work! I hope we can keep the upper administration (President & Provost) so that we get a sense of stability.
- I believe in UHD's mission and vision, and I value the students whose lives I get to change for the better. But UHD needs to BE better too, and hire better, and manage problems better. This is not rocket science, and what I've said here has been known for some time, to no effect. I don't want to leave this place, but I'm looking for jobs because UHD doesn't seem to care enough. You are turning this from a place of opportunity and possibility into a place where ideas die, souls are daily abused and crushed, and to protect some administrator's squeaky clean record so they can bounce off to another place unblemished.
- I'm tired and broken over the same old issues. I feel alone and misunderstood; in reality, I would do anything to foster love, understanding, and peace amongst my colleagues. Unfortunately, that sentiment isn't reciprocated, as I do not vote the same as do others.
- I've heard of faculty not recommending students for scholarships or graduate school admission for grades of S or U on their transcripts. This is not really helping the students out. The university's laser-like focus on DEI needs to stop. I understand the sentiment behind it, and it is a great goal. There are a couple of big reasons why the faculty do not look like student body at UHD and the staff are closer in racial/ethnic makeup. The student body is 52% Hispanic, 20% Black, 14% White, and 9% Asian. Looking at

academia and PhD program graduates, the percentages don't match up with our numbers. We can make efforts to diversify our pools, which is something that could and should be done. Along these same lines, while the vast majority of UHD students are from the Houston area, which looks diverse like UHD, the majority of the faculty are not from here, they come from all over the US and around the globe in some cases. The staff, as a whole, tend to come from Houston which would help to explain why they look more similar to our students. Too much focus on DEI leads to bad policy too. The Presidential Opportunity hires seem problematic. I heard through the grapevine that a department was denied a hire because the recommended candidate did not fit the diversity requirement of the line. What the hell is that? Was the decision based on race, ethnicity, gender, national origin, or any of the other protected classes listed in those pesky UHD and UH system policies or State and Federal Law? Overall, the service load for all faculty is just too high. I believe the Senate looked into cutting committees last year or the year before and from what I can tell, we now have more committee/or more spots on committees than we did before the Senate started their investigation. For every committee/taskforce added, we should cut 2. I think that would really help the university set priorities.

- Leaders are leaders because they have to make difficult decisions. Our leaders need to learn to make them. Sometimes moving people out, those that are unethical or that perform poorly - OR those that LIVE by enacting microaggressions that don't quite 'violate policy - is the best decision. Move personnel out of the way if they are toxic, or you will lose those people that wish to build inclusive and positive environments that support growth for students, staff, and faculty.
- Please pay us better. We have been killing ourselves for the last two years. Please recognize this and at least keep up with inflation rates. Fight to get us cost of living adjustments - I know this would take a change at the state level, but we are worth it.
- Thanks for listening to us!
- The pandemic has shown the university doesn't need a larger physical campus to function well and grow enrollment. I would like to see our new coming admins focus on improving and consolidating what assets we have. That includes the faculty. Let the Wellness Center be the last new building for a long time. Deans have been a weak point in the UHD admin structure for too long. That position level needs far more accountability. The Senate has been doing good work. Keeping that momentum going is a priority.
- The rate of administrative turnover is tremendously demoralizing and has significantly hindered efforts to address other faculty concerns, including workload and salary compression.
- The university needs to give more notice for changing the mode of instruction during the pandemic—faculty need to plan, especially those teaching labs. Experiments take time to set up, especially if we have to do them all for the students.
- The way that UHD treats those with disabilities is ... actually illegal. When I've needed to access disabled parking, using my state handicapped parking tag + multiple letters from surgeons and physical therapists, I was told by HR that I could a.) arrive earlier or b.) park in far distant student parking and take a shuttle. I was told that if I received my federally mandated access to accommodations, then "everyone would want them." When I finally could locate parking in the Visitor's lot, I was told that I would need to pay extra to access these spots on top of having already paid for parking for the AY. When I did access a spot in the Visitor's lot, I was screamed and shouted at by parking staff because I parked close to the entrance instead of 100s of meters away. The entire experience was not only demoralizing but shameful. UHD has plenty of resources. Why is our UHD culture organized around a false sense of scarcity?
- This appears to be a well-thought-out survey. I hope the results will be utilized to enhance and enrich our UHD community.
- UHD administration needs to be more intentional in supporting faculty of color and making them heard.
- We need a change of leadership in our college. The current dean has had one foot out of the door for some time now. This lack of commitment has resulted in a number of tactical and strategic errors, which have had a detrimental effect on the college. For example, the MBA still does not have a director. Temporary appointments for faculty in which faculty members are paid with overloads are not always awarded to the most qualified faculty. New faculty have not been hired as other faculty depart for better

jobs or retire. He has made very little effort to retain minority faculty and promising young faculty. It is clear that the dean is not an effective advocate at the university level for resources that the college needs to thrive (for example, faculty lines). The dean has not secured a single significant financial gift to the college, nor has he developed any significant relationships with local businesses. Finally, the dean is not always effective in his personal interactions with faculty in the college.

- We need to support and enforce standards.
- We should compete with other virtual schools; otherwise, we lose the game!
- Would like to see a more professional dean and chair in the COB.

**Q1 - UHD maintains high standards for its students.**
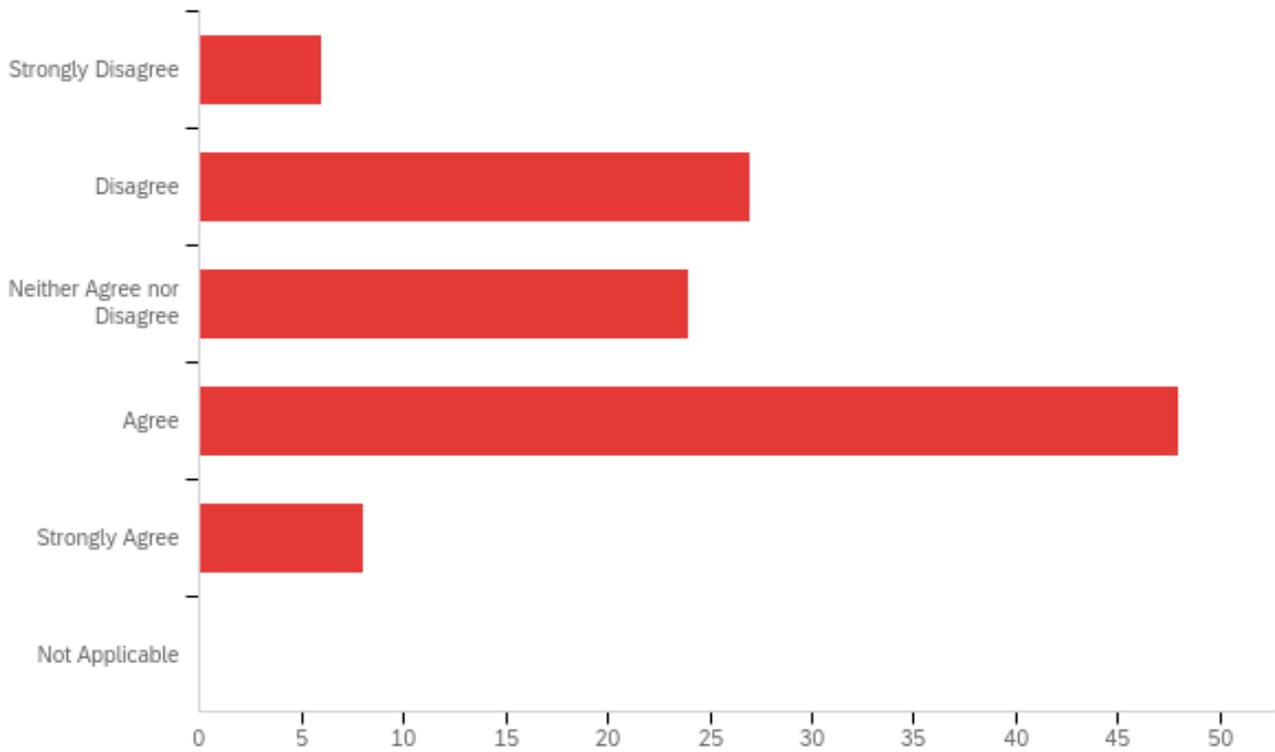


| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | UHD maintains high standards for its students. | 1.00 | 5.00 | 3.22 | 1.05 | 1.11 | 113 |

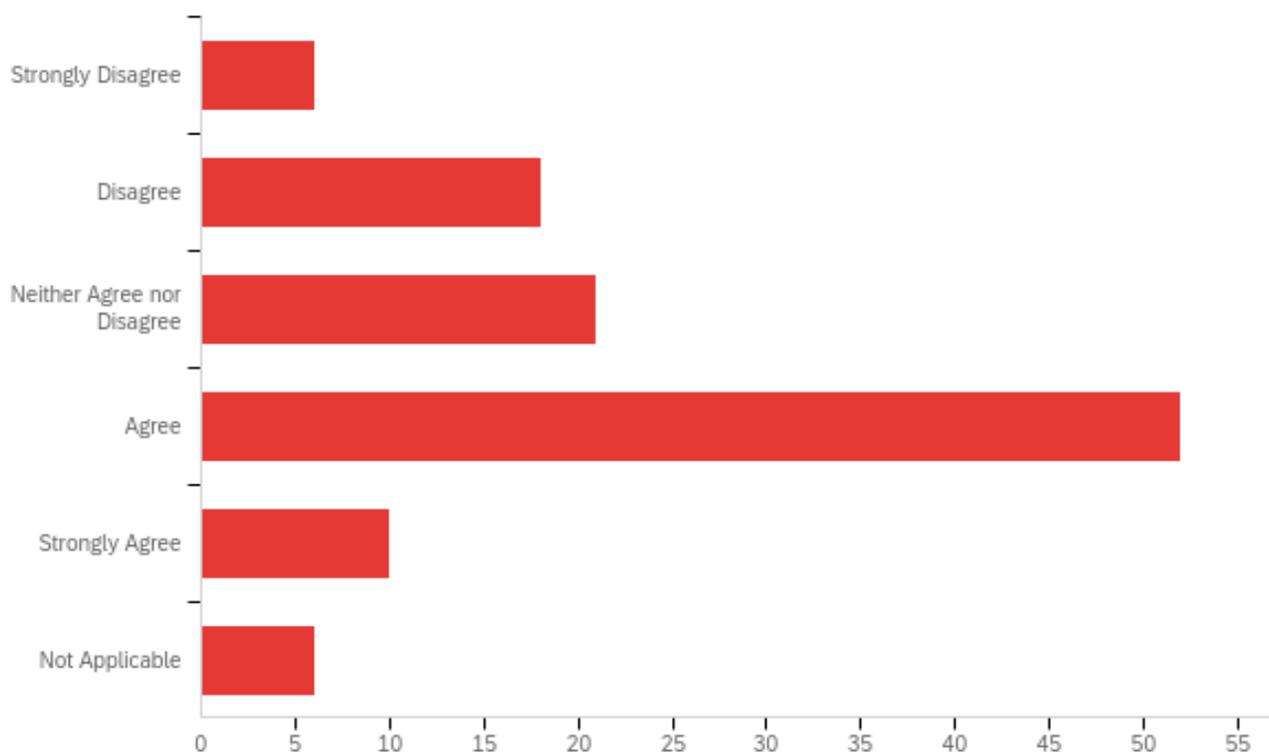| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Disagree | 5.31% | 6 |
| 2 | Disagree | 23.89% | 27 |
| 3 | Neither Agree nor Disagree | 21.24% | 24 |
| 4 | Agree | 42.48% | 48 |
| 5 | Strongly Agree | 7.08% | 8 |
| 6 | Not Applicable | 0.00% | 0 |
| | Total | 100% | 113 |

**Q2 - The UHD Administration (Deans and above) promotes and supports research and scholarship.**
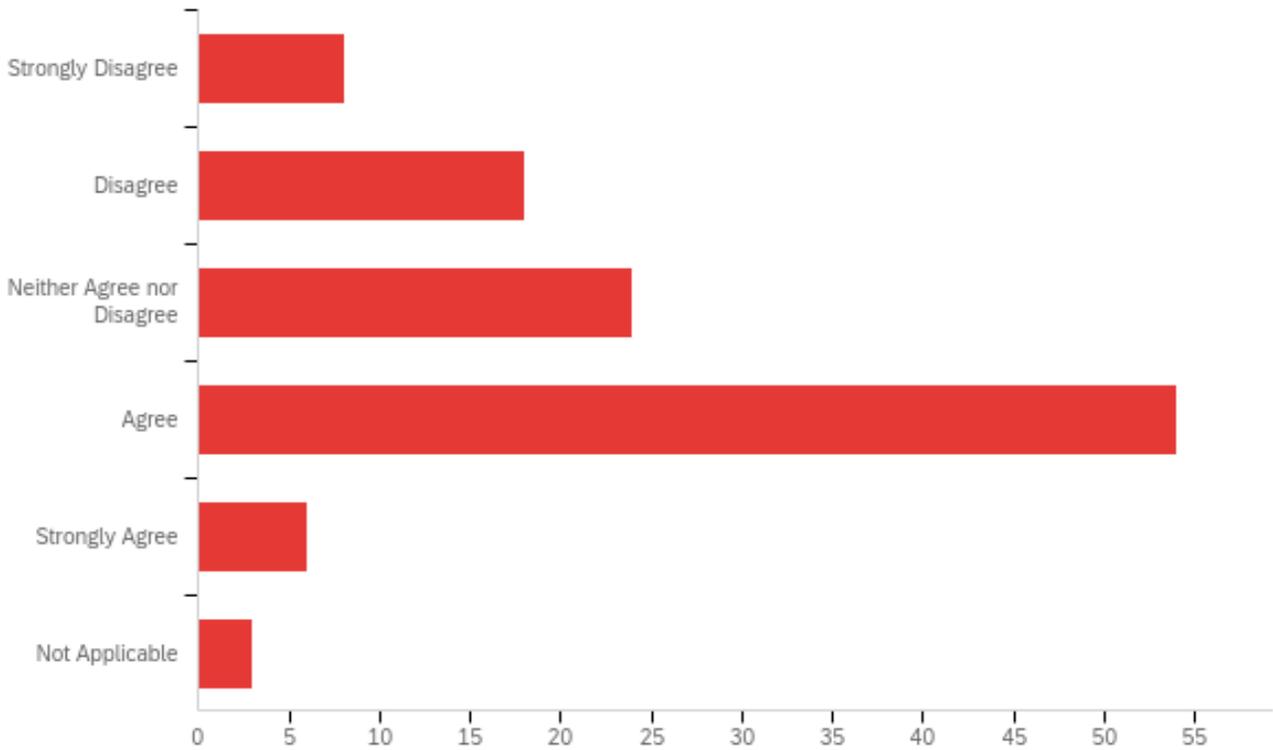


| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|-------|---------|---------|------|-----|----------|-------|
| 1 | The UHD Administration (Deans and above) promotes and supports research and scholarship. | 1.00 | 6.00 | 3.36 | 1.11 | 1.24 | 113 |

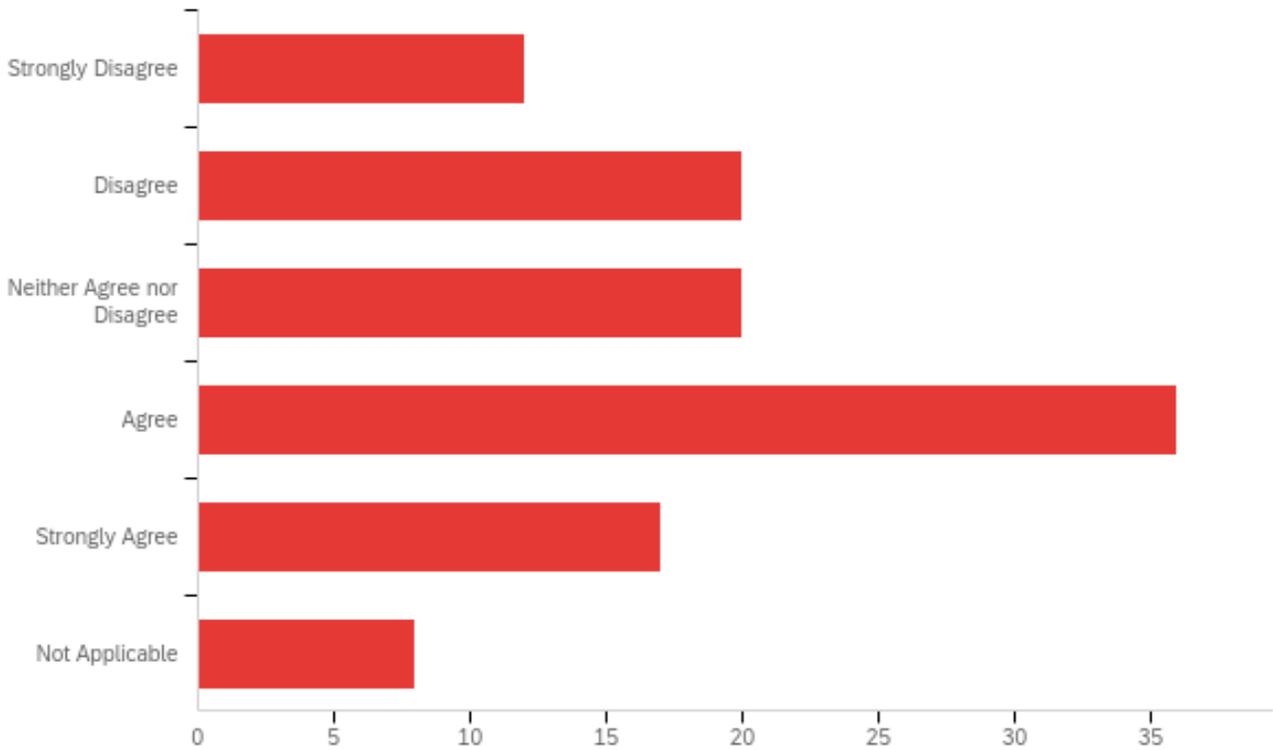| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Strongly Disagree | 7.08% | 8 |
| 2 | Disagree | 15.93% | 18 |
| 3 | Neither Agree nor Disagree | 21.24% | 24 |
| 4 | Agree | 47.79% | 54 |
| 5 | Strongly Agree | 5.31% | 6 |
| 6 | Not Applicable | 2.65% | 3 |
| | Total | 100% | 113 |

**Q3 - The UHD rank and tenure policies assure high professional standards for tenured and tenure-track professors.**



| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | The UHD rank and tenure policies assure high professional standards for tenured and tenure-track professors. | 1.00 | 6.00 | 3.53 | 1.18 | 1.38 | 113 |

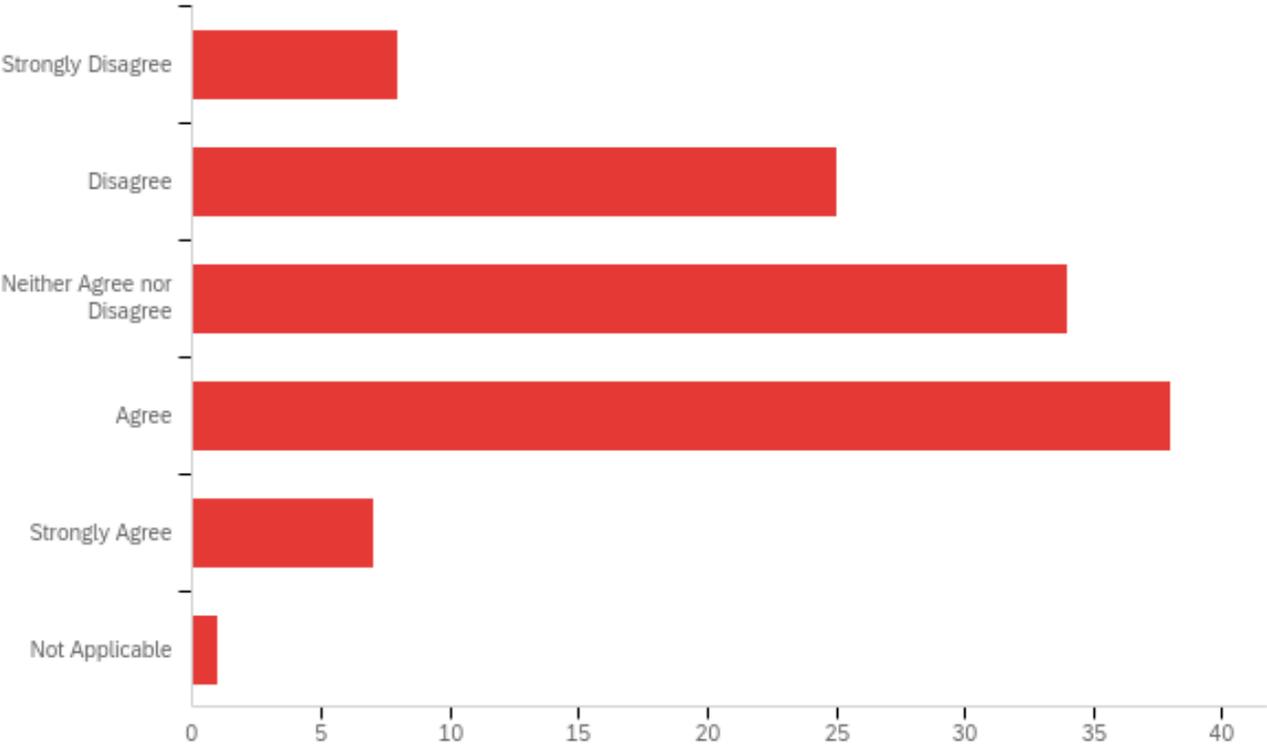| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Disagree | 5.31% | 6 |
| 2 | Disagree | 15.93% | 18 |
| 3 | Neither Agree nor Disagree | 18.58% | 21 |
| 4 | Agree | 46.02% | 52 |
| 5 | Strongly Agree | 8.85% | 10 |
| 6 | Not Applicable | 5.31% | 6 |
| | Total | 100% | 113 |

**Q4 - The UHD rank and tenure procedures are fair and equally applied to all tenured and tenure-track professors.**



| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | The UHD rank and tenure procedures are fair and equally applied to all tenured and tenure-track professors. | 1.00 | 6.00 | 3.44 | 1.40 | 1.96 | 113 |

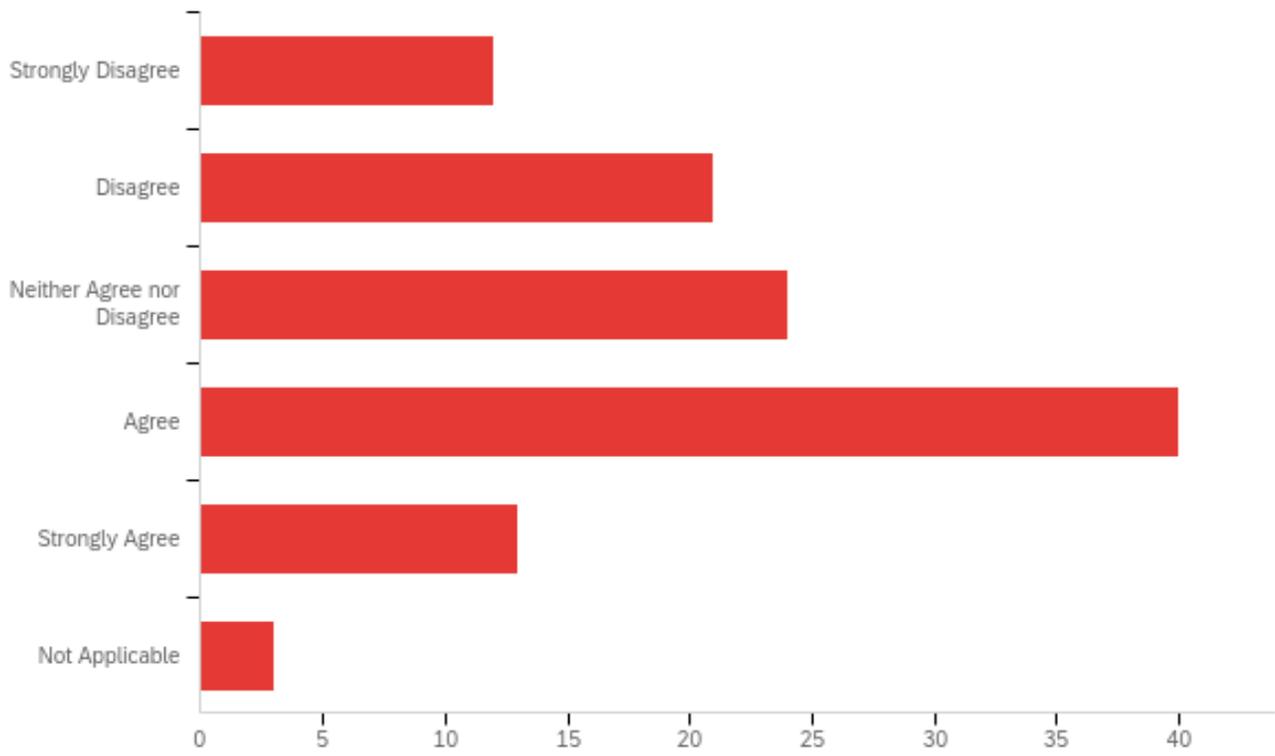| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Disagree | 10.62% | 12 |
| 2 | Disagree | 17.70% | 20 |
| 3 | Neither Agree nor Disagree | 17.70% | 20 |
| 4 | Agree | 31.86% | 36 |
| 5 | Strongly Agree | 15.04% | 17 |
| 6 | Not Applicable | 7.08% | 8 |
| | Total | 100% | 113 |

**Q5 - The UHD Administration (Deans and above) makes decisions congruent with principles of shared governance.**



| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | The UHD Administration (Deans and above) makes decisions congruent with principles of shared governance. | 1.00 | 6.00 | 3.12 | 1.07 | 1.15 | 113 |

| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Disagree | 7.08% | 8 |
| 2 | Disagree | 22.12% | 25 |
| 3 | Neither Agree nor Disagree | 30.09% | 34 |
| 4 | Agree | 33.63% | 38 |
| 5 | Strongly Agree | 6.19% | 7 |
| 6 | Not Applicable | 0.88% | 1 |
| | Total | 100% | 113 |

**Q6 - The UHD Administration (Deans and above) take the advice and expertise of faculty seriously in hiring and personnel decisions.**



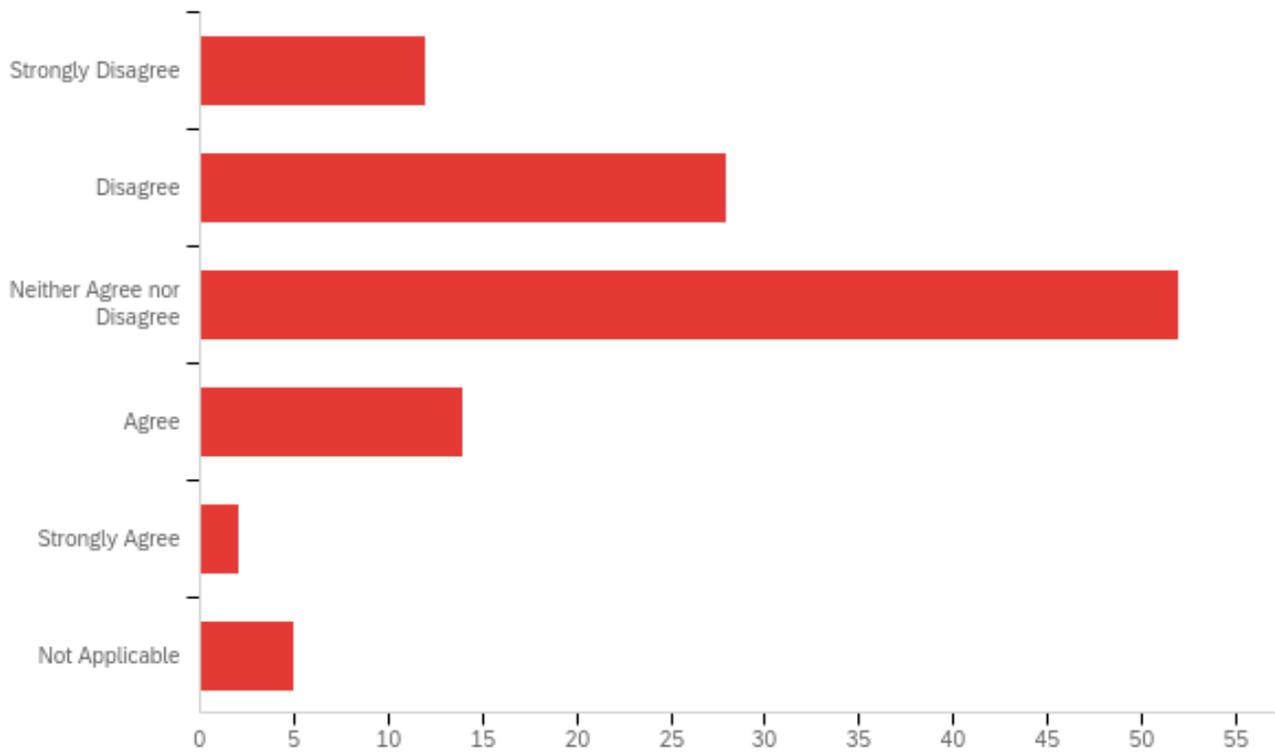| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|-------|---------|---------|------|--------------|----------|-------|
| 1 | The UHD Administration (Deans and above) take the advice and expertise of faculty seriously in hiring and personnel decisions. | 1.00 | 6.00 | 3.27 | 1.26 | 1.59 | 113 |

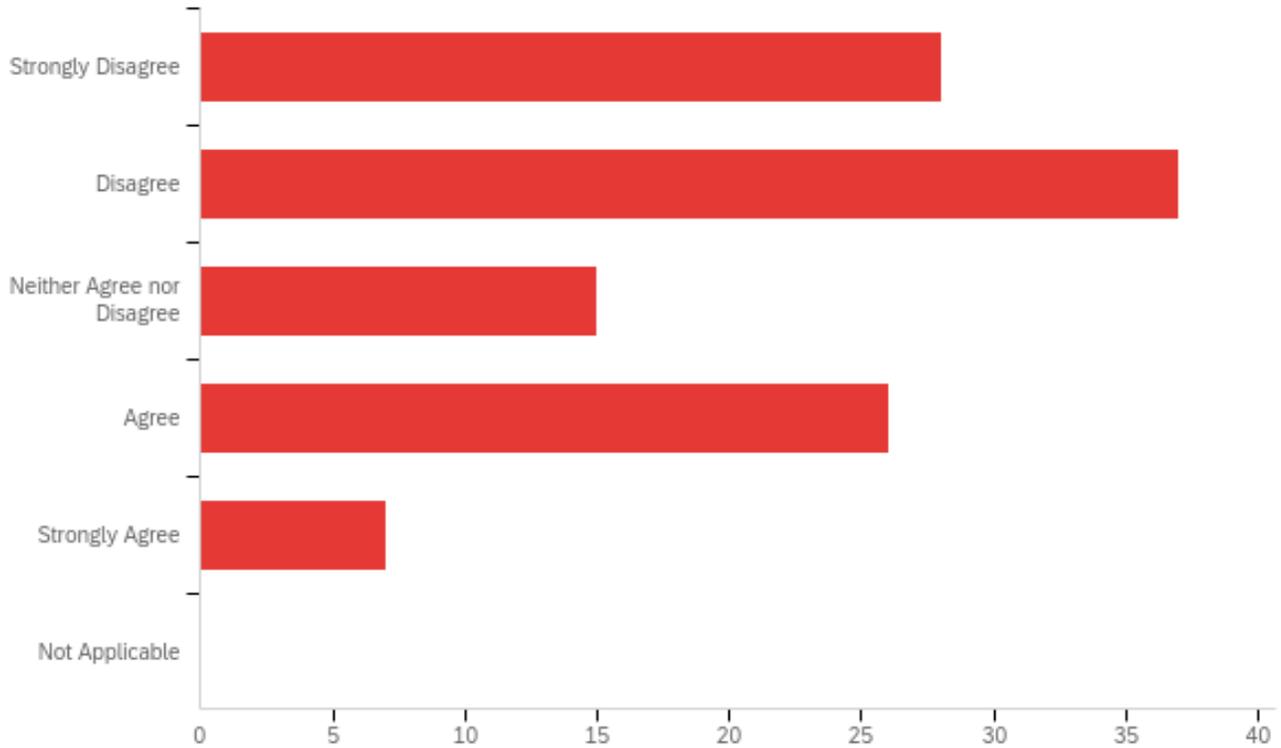| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Strongly Disagree | 10.62% | 12 |
| 2 | Disagree | 18.58% | 21 |
| 3 | Neither Agree nor Disagree | 21.24% | 24 |
| 4 | Agree | 35.40% | 40 |
| 5 | Strongly Agree | 11.50% | 13 |
| 6 | Not Applicable | 2.65% | 3 |
| | Total | 100% | 113 |

**Q7 - The general academic climate at UHD has improved since the last climate survey administered in Spring 2019.**



| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|-------|---------|---------|------|-----|----------|-------|
| 1 | The general academic climate at UHD has improved since the last climate survey administered in Spring 2019. | 1.00 | 6.00 | 2.83 | 1.11 | 1.24 | 113 |

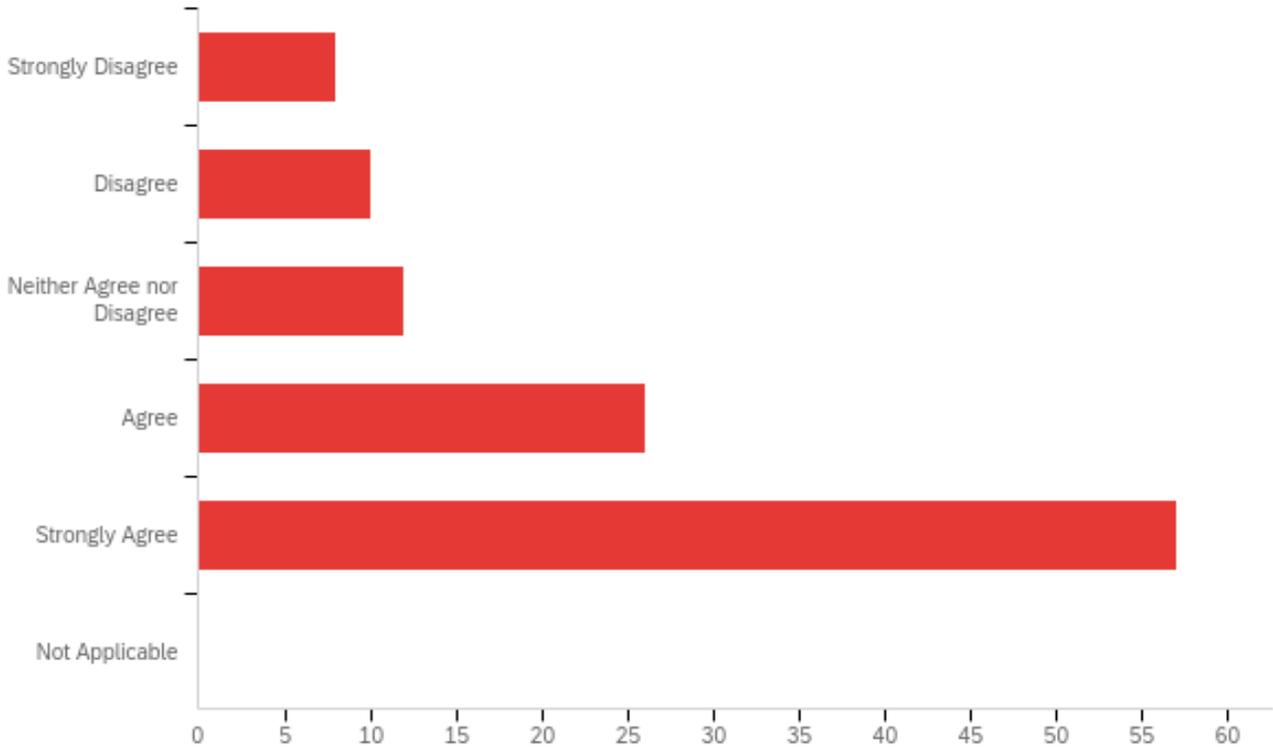| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Strongly Disagree | 10.62% | 12 |
| 2 | Disagree | 24.78% | 28 |
| 3 | Neither Agree nor Disagree | 46.02% | 52 |
| 4 | Agree | 12.39% | 14 |
| 5 | Strongly Agree | 1.77% | 2 |
| 6 | Not Applicable | 4.42% | 5 |
|   | Total | 100% | 113 |

**Q8 - Your workload as a faculty member during the academic year at UHD is reasonable.**



| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | Your workload as a faculty member during the academic year at UHD is reasonable. | 1.00 | 5.00 | 2.53 | 1.26 | 1.58 | 113 |

| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Disagree | 24.78% | 28 |
| 2 | Disagree | 32.74% | 37 |
| 3 | Neither Agree nor Disagree | 13.27% | 15 |
| 4 | Agree | 23.01% | 26 |
| 5 | Strongly Agree | 6.19% | 7 |
| 6 | Not Applicable | 0.00% | 0 |
| | Total | 100% | 113 |

## Q9 - You are treated fairly by your immediate supervisor at UHD.



| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | You are treated fairly by your immediate supervisor at UHD. | 1.00 | 5.00 | 4.01 | 1.27 | 1.60 | 113 |

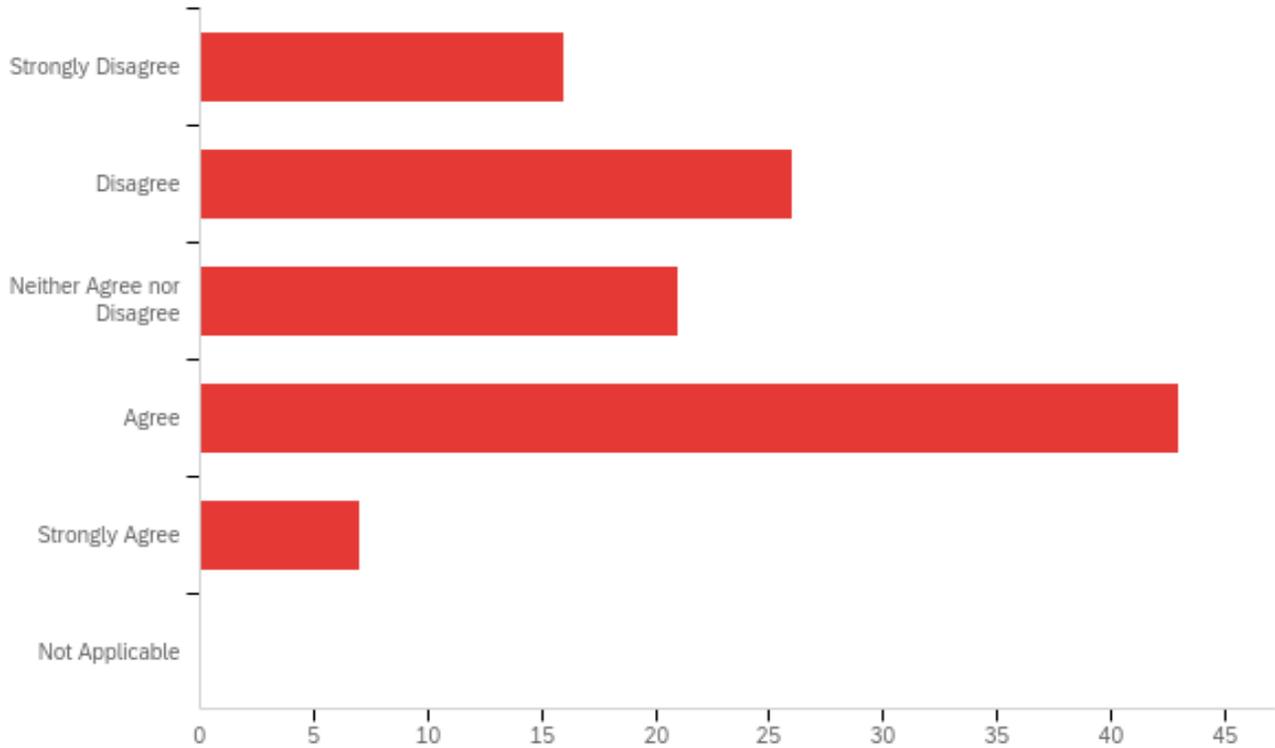| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Disagree | 7.08% | 8 |
| 2 | Disagree | 8.85% | 10 |
| 3 | Neither Agree nor Disagree | 10.62% | 12 |
| 4 | Agree | 23.01% | 26 |
| 5 | Strongly Agree | 50.44% | 57 |
| 6 | Not Applicable | 0.00% | 0 |
| | Total | 100% | 113 |

## Q10 - You are adequately compensated for your responsibilities at UHD.
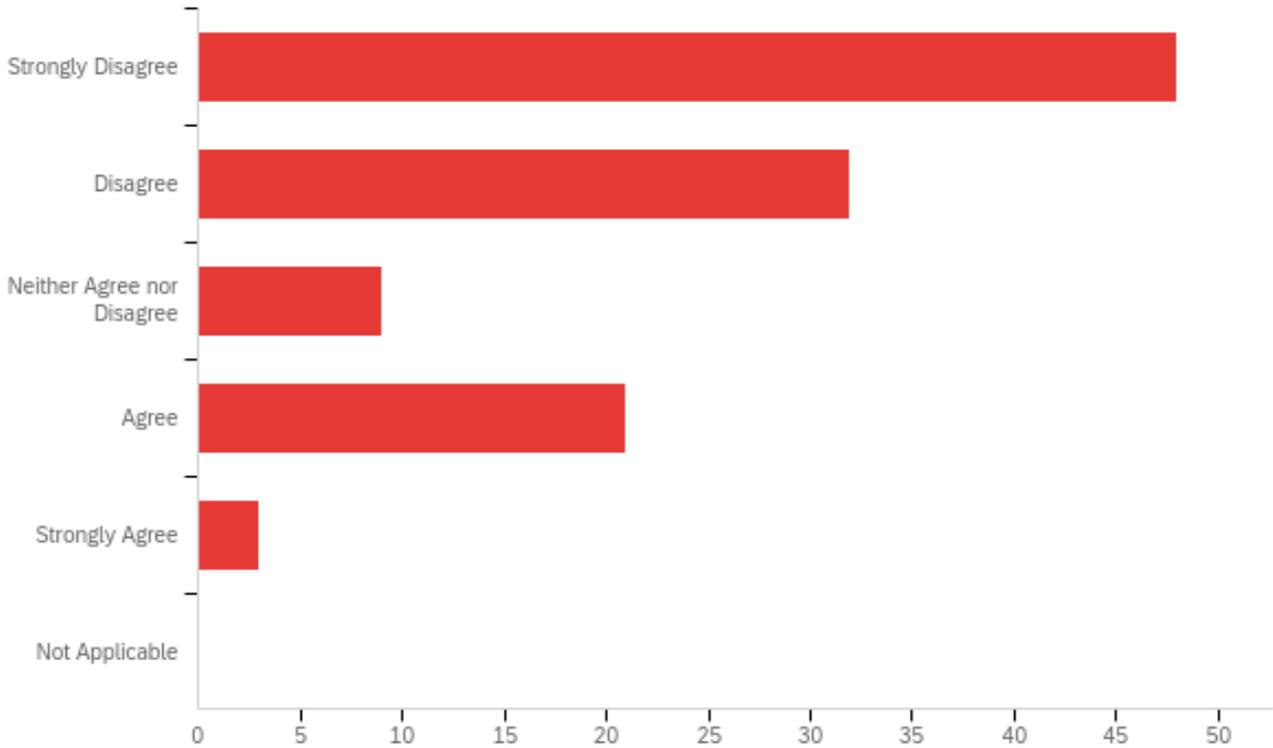


| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | You are adequately compensated for your responsibilities at UHD. | 1.00 | 5.00 | 2.11 | 1.21 | 1.48 | 113 |

| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Disagree | 42.48% | 48 |
| 2 | Disagree | 28.32% | 32 |
| 3 | Neither Agree nor Disagree | 7.96% | 9 |
| 4 | Agree | 18.58% | 21 |
| 5 | Strongly Agree | 2.65% | 3 |
| 6 | Not Applicable | 0.00% | 0 |
| | Total | 100% | 113 |

**Q11 - You consider yourself professionally satisfied at UHD.**



| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|-------|---------|---------|------|-----|----------|-------|
| 1 | You consider yourself professionally satisfied at UHD. | 1.00 | 5.00 | 2.99 | 1.19 | 1.42 | 113 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Strongly Disagree | 14.16% | 16 |
| 2 | Disagree | 23.01% | 26 |
| 3 | Neither Agree nor Disagree | 18.58% | 21 |
| 4 | Agree | 38.05% | 43 |
| 5 | Strongly Agree | 6.19% | 7 |
| 6 | Not Applicable | 0.00% | 0 |
|   | Total | 100% | 113 |

**Q12 - UHD Library resources are adequate.**
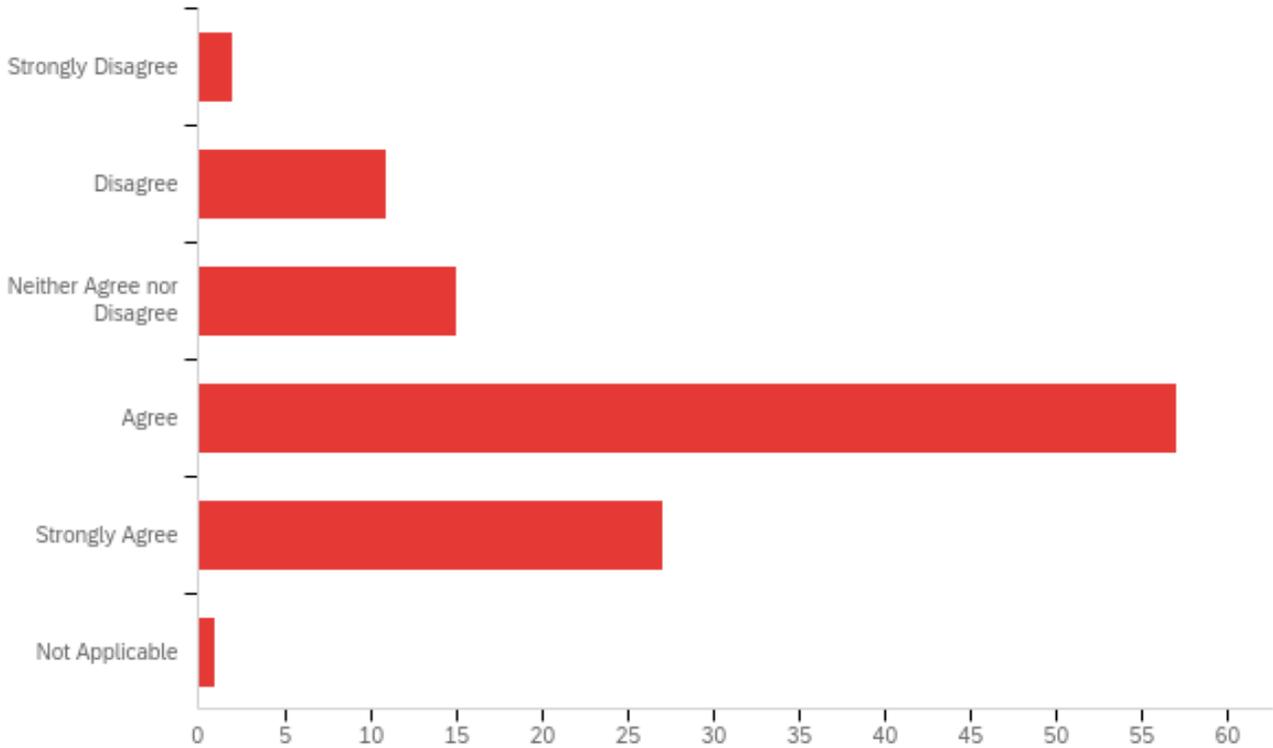


| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | UHD Library resources are adequate. | 1.00 | 6.00 | 3.88 | 0.97 | 0.94 | 113 |

| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Disagree | 1.77% | 2 |
| 2 | Disagree | 9.73% | 11 |
| 3 | Neither Agree nor Disagree | 13.27% | 15 |
| 4 | Agree | 50.44% | 57 |
| 5 | Strongly Agree | 23.89% | 27 |
| 6 | Not Applicable | 0.88% | 1 |
| | Total | 100% | 113 |

**Q13 - UHD Library staff are responsive to needs and queries.**
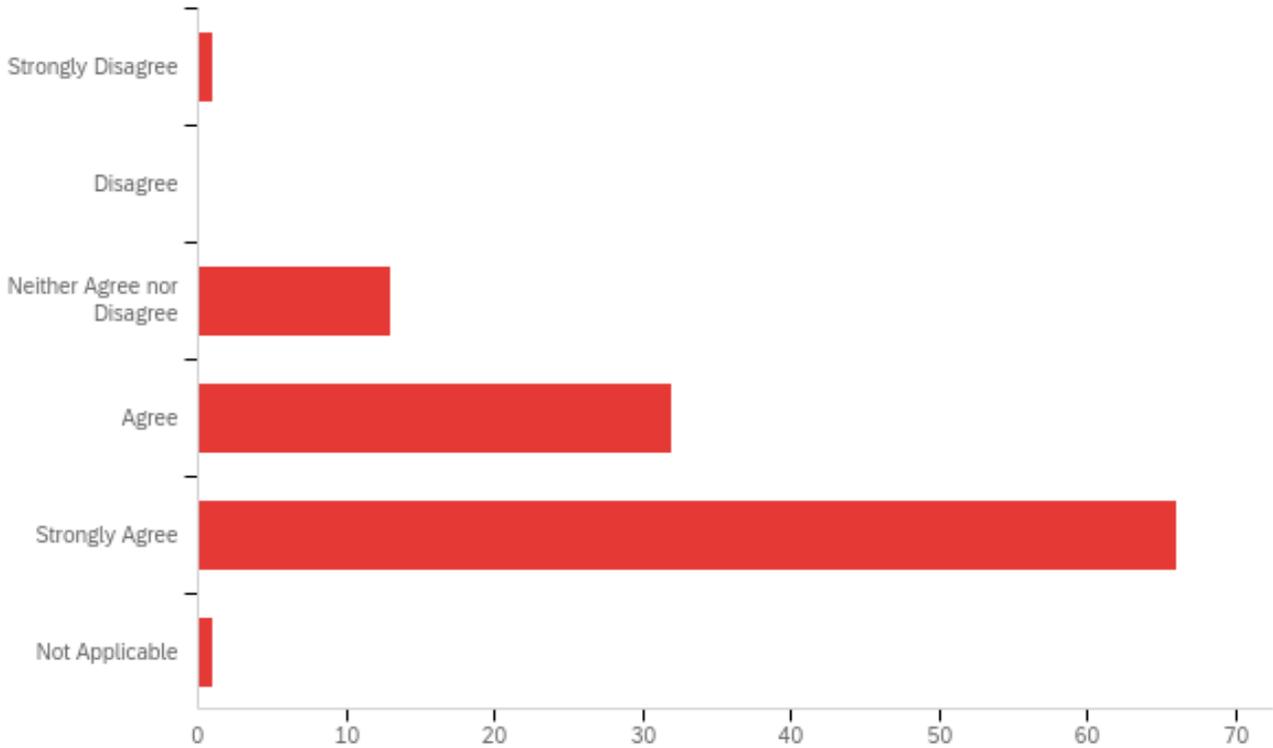


| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|-------|---------|---------|------|--------------|----------|-------|
| 1 | UHD Library staff are responsive to needs and queries. | 1.00 | 6.00 | 4.46 | 0.78 | 0.60 | 113 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Strongly Disagree | 0.88% | 1 |
| 2 | Disagree | 0.00% | 0 |
| 3 | Neither Agree nor Disagree | 11.50% | 13 |
| 4 | Agree | 28.32% | 32 |
| 5 | Strongly Agree | 58.41% | 66 |
| 6 | Not Applicable | 0.88% | 1 |
| | Total | 100% | 113 |

**Q14 - How many hours per week on average (during regular semesters) do you spend on scholarly/creative activity?**

This question was answered by a text box. There were 91 responses. The results were moved to Excel, cleaned up, and some basic statistics calculated:

- **Average: 9.67**

- **Median: 8.08**

- **Standard Deviation: 10**

These responses contained significant text:
- This is hard to answer. But the way I put it is I'm expecting myself to spend at least 25% of 40-hr work week which is 10hrs per week at least on average. This is based on our annual evaluation weighing scheme of 50% research, 25% service (internal and external) and 25% research/scholarly activities.
- None. Between teaching and service, there is no time during the regular semester to engage in scholarly activity.
- There is no way to give a reasonable number. Some weeks it is 0. Others it is as high as 20 or 30. In general, though, it has slowly decreased over time and become harder to schedule, especially during the pandemic.
- Almost none because I put so much effort into preparing to teach and making sure my classes are up-to-date.
- Not enough because I spend all my time in service or teaching (+teaching related). Maybe an hour or two113.
- All scholarly work has to fit into the summer, since as a lecturer, I teach a 5 / 5 upper-level course load. My annual report evaluation does not consider my scholarly/creative activity.
- Services take up a lot of time belonging to research activities.
- During the pandemic, very few hours. During normal semesters, 10 - 15 hours per week.

**Q15 - How would you rate the overall job performance of the following individuals/groups over the last 2 years: UHD President Dr. Juan Sánchez Muñoz?**
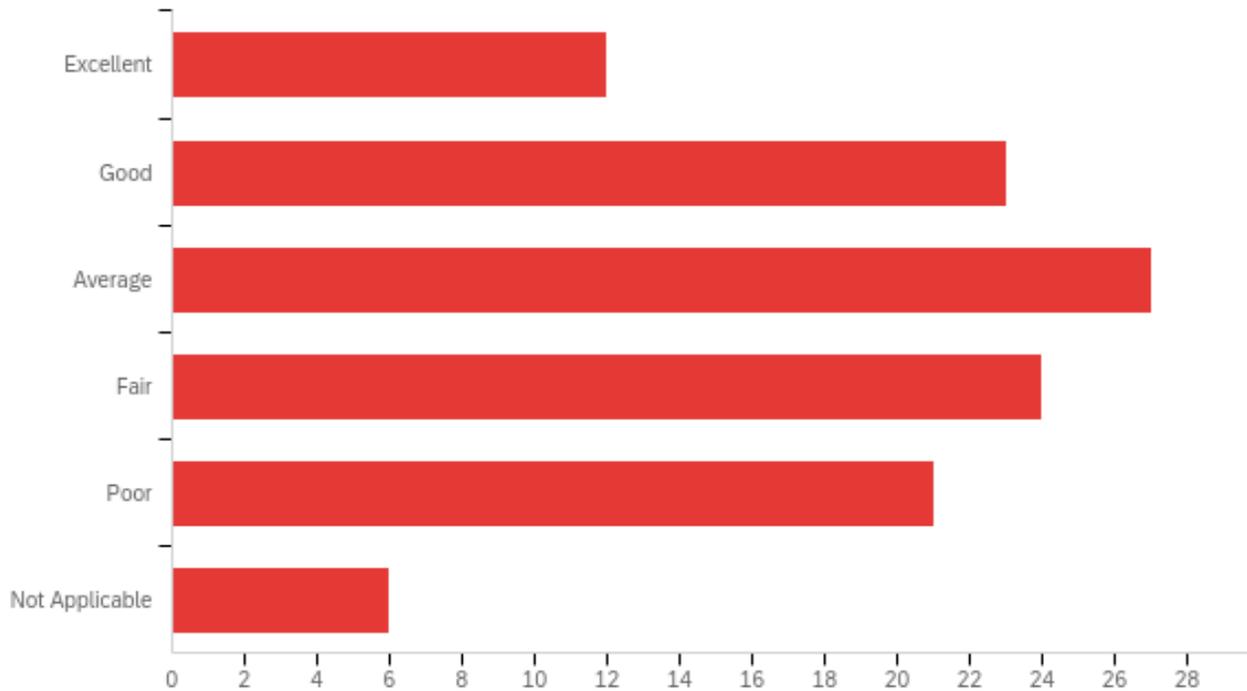


| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|-------|---------|---------|------|--------------|----------|-------|
| 1 | How would you rate the overall job performance of the following individuals/groups over the last 2 years: UHD President Dr. Juan Sánchez | 2.00 | 7.00 | 4.33 | 1.40 | 1.95 | 113 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 2 | Excellent | 10.62% | 12 |
| 3 | Good | 20.35% | 23 |
| 4 | Average | 23.89% | 27 |
| 5 | Fair | 21.24% | 24 |
| 6 | Poor | 18.58% | 21 |
| 7 | Not Applicable | 5.31% | 6 |
| | Total | 100% | 113 |

**Q16 - UHD Interim President Dr. Antonio D. Tillis.**
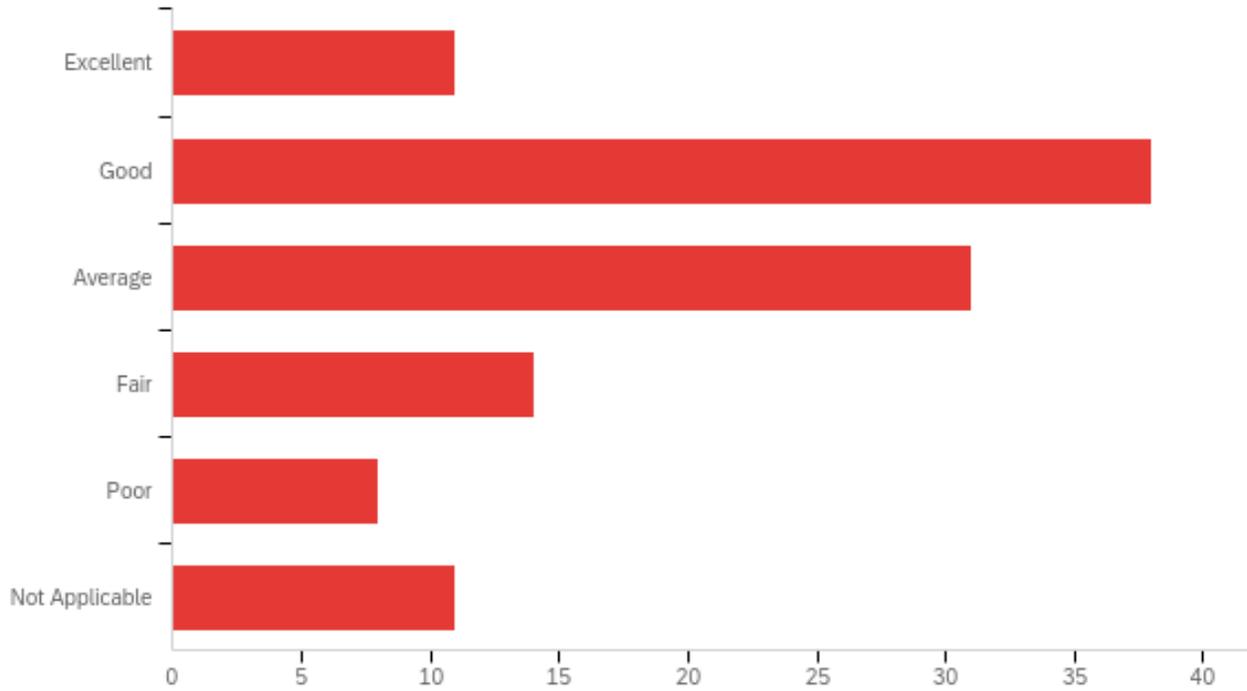


| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|-------|---------|---------|------|-----|----------|-------|
| 1 | UHD Interim President Dr. Antonio D. Tillis. | 2.00 | 7.00 | 4.03 | 1.42 | 2.01 | 113 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 2 | Excellent | 9.73% | 11 |
| 3 | Good | 33.63% | 38 |
| 4 | Average | 27.43% | 31 |
| 5 | Fair | 12.39% | 14 |
| 6 | Poor | 7.08% | 8 |
| 7 | Not Applicable | 9.73% | 11 |
|   | Total | 100% | 113 |

**Q17 - Provost and Senior Vice President for Academic and Student Affairs: Dr. Eric Carl Link.**
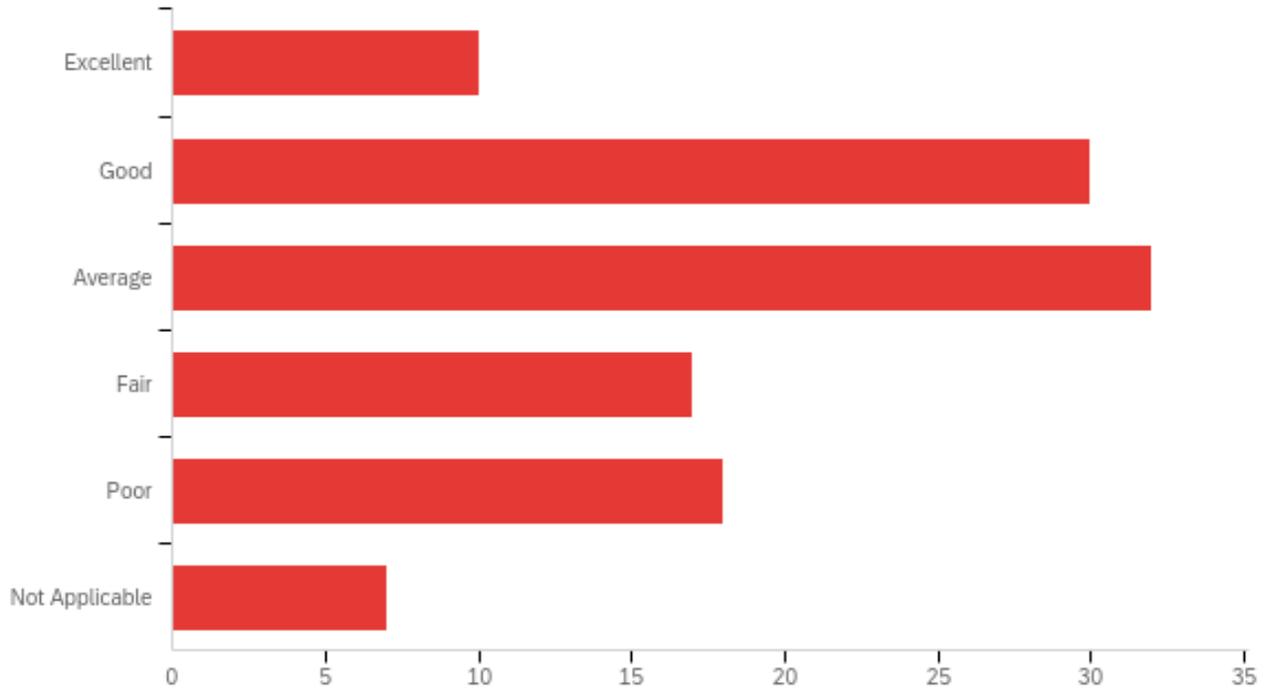


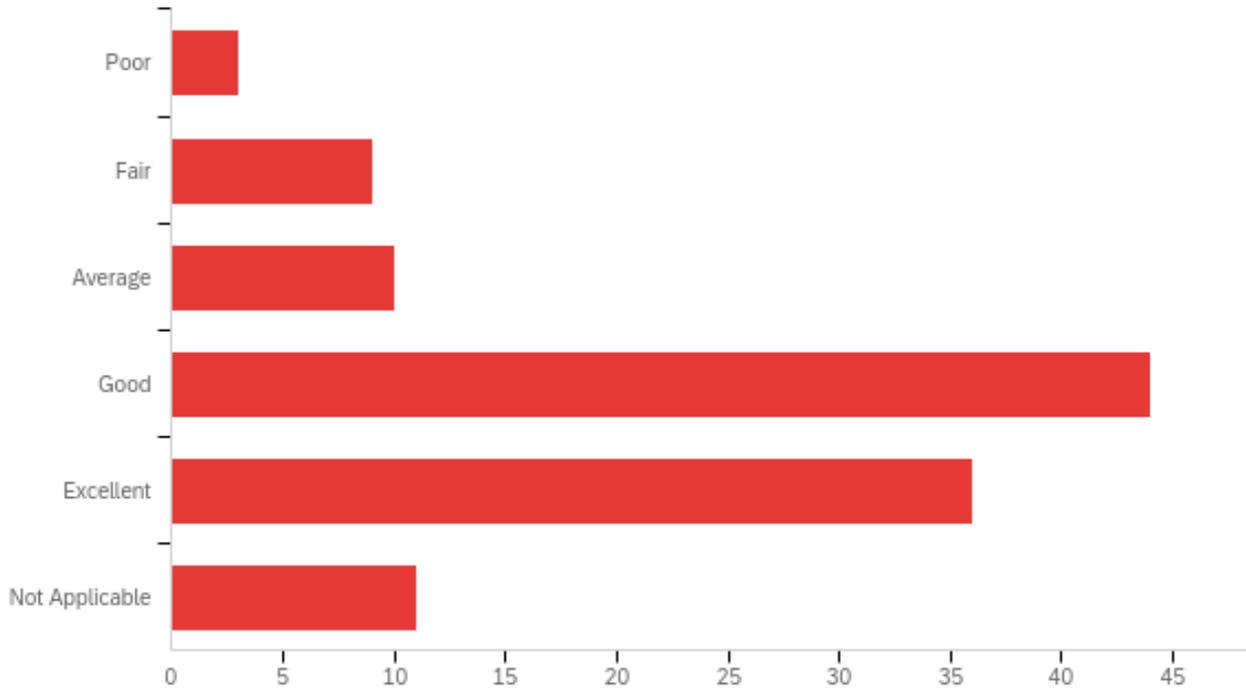| # | Answer | % | Count |
|---|---|---|---|
| 2 | Excellent | 8.77% | 10 |
| 3 | Good | 26.32% | 30 |
| 4 | Average | 28.07% | 32 |
| 5 | Fair | 14.91% | 17 |
| 6 | Poor | 15.79% | 18 |
| 7 | Not Applicable | 6.14% | 7 |
| | Total | 100% | 114 |

**Q18 - Vice President for Administration and Finance: Mr. David Bradley.**
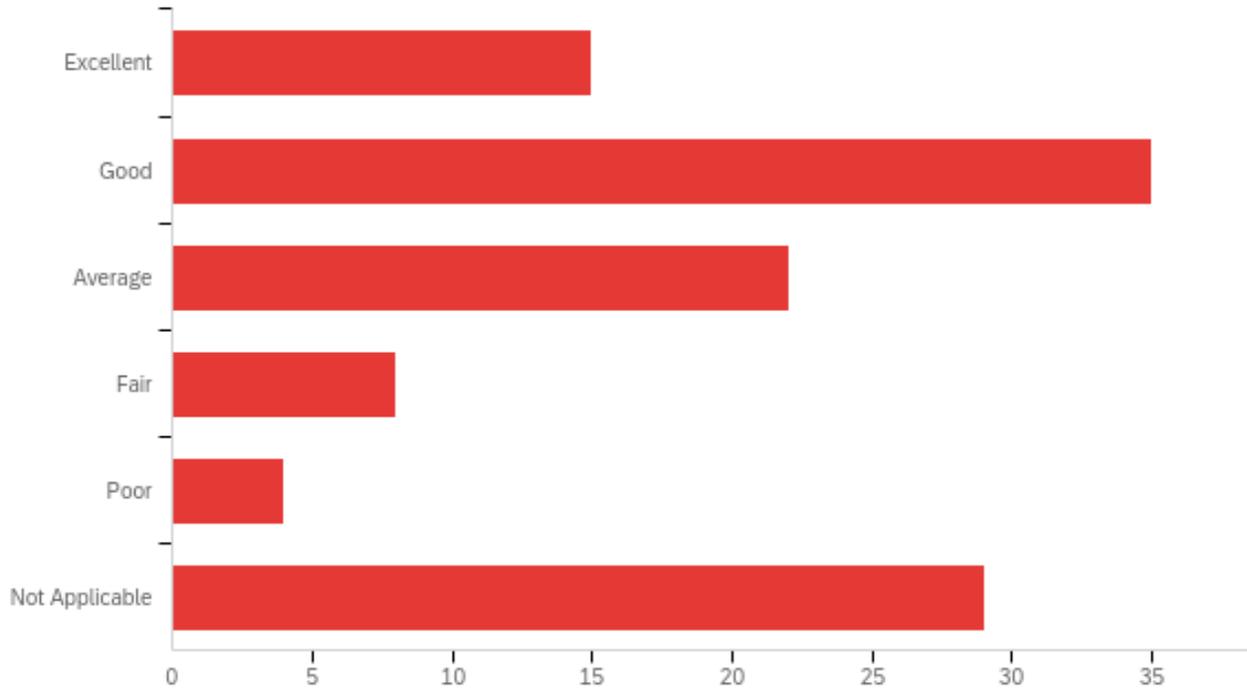


| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | Vice President for Administration and Finance: Mr. David | 2.00 | 7.00 | 4.34 | 1.80 | 3.25 | 113 |

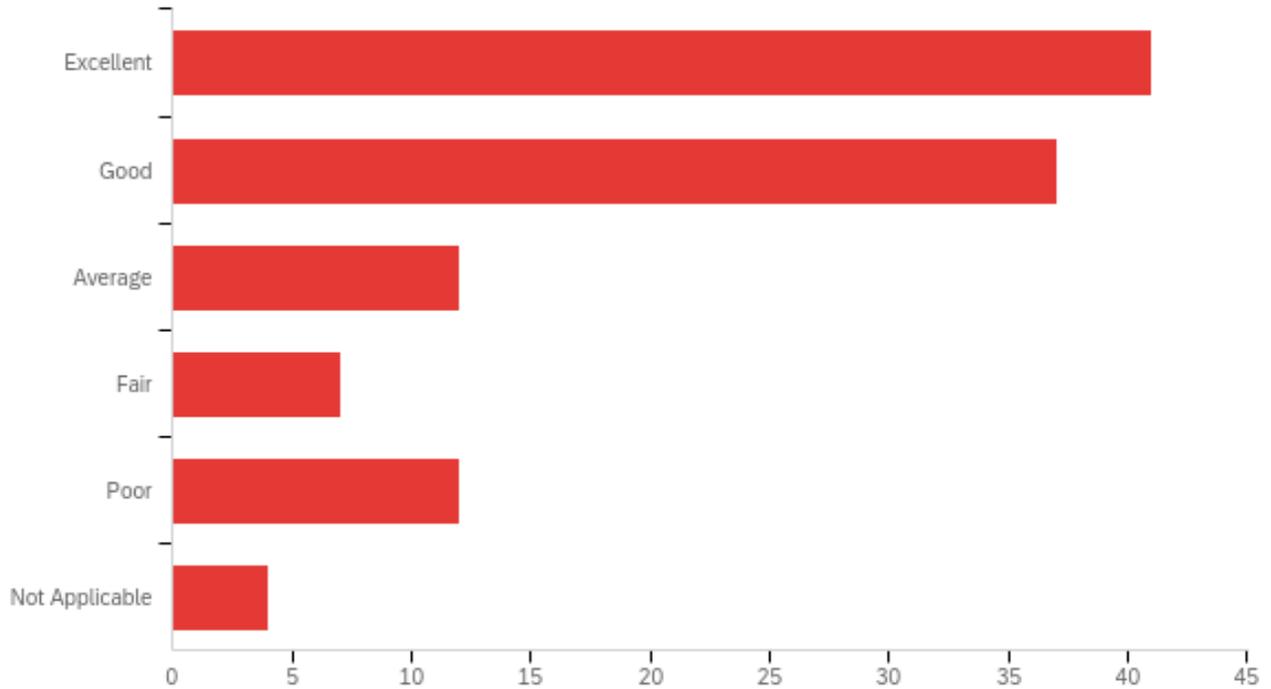| # | Answer | % | Count |
|---|---|---|---|
| 2 | Excellent | 13.27% | 15 |
| 3 | Good | 30.97% | 35 |
| 4 | Average | 19.47% | 22 |
| 5 | Fair | 7.08% | 8 |
| 6 | Poor | 3.54% | 4 |
| 7 | Not Applicable | 25.66% | 29 |
| | Total | 100% | 113 |

**Q19 - Associate Vice President for Planning and Curriculum: Dr. Michelle Moosally.**



| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | Associate Vice President for Planning and Curriculum: Dr. Michelle | 1.00 | 6.00 | 4.19 | 1.15 | 1.32 | 113 |

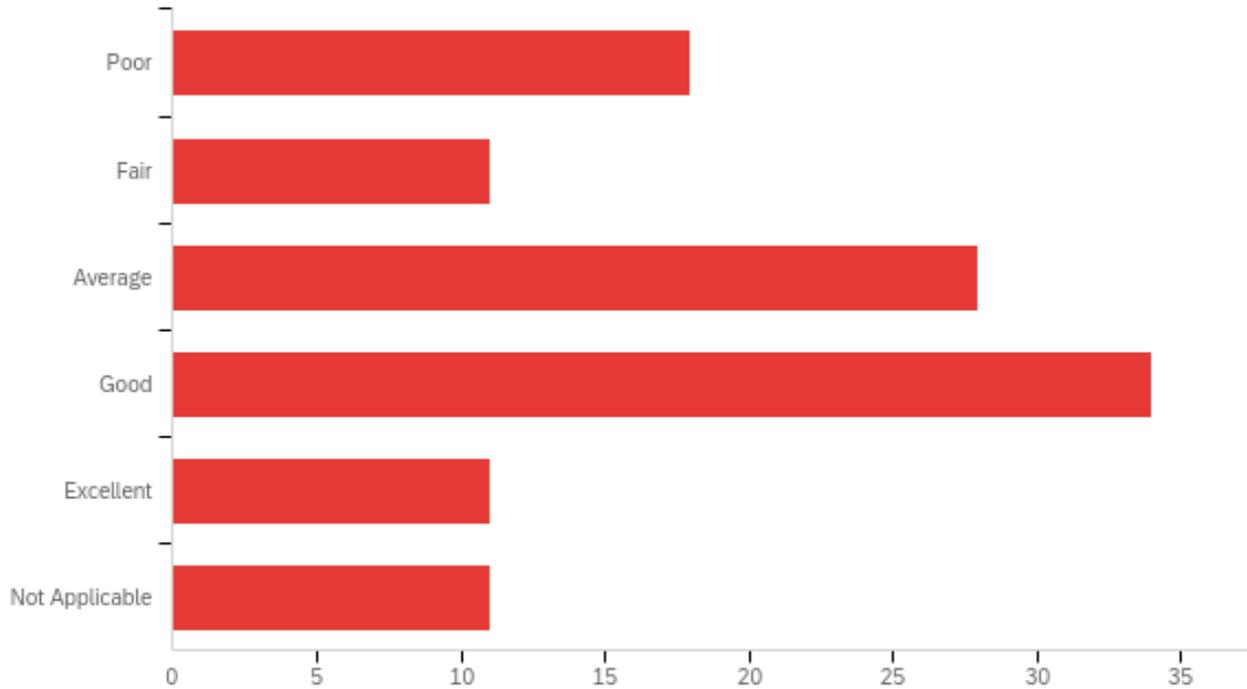| # | Answer | % | Count |
|---|---|---|---|
| 1 | Poor | 2.65% | 3 |
| 2 | Fair | 7.96% | 9 |
| 3 | Average | 8.85% | 10 |
| 4 | Good | 38.94% | 44 |
| 5 | Excellent | 31.86% | 36 |
| 6 | Not Applicable | 9.73% | 11 |
| | Total | 100% | 113 |

**Q20 - Associate Vice President for Faculty, Research & Sponsored Programs: Dr. Jerry Johnson.**



| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|-------|---------|---------|------|-----|----------|-------|
| 1 | Associate Vice President for Faculty, Research &amp; Sponsored Programs: | 1.00 | 6.00 | 2.33 | 1.46 | 2.13 | 113 |

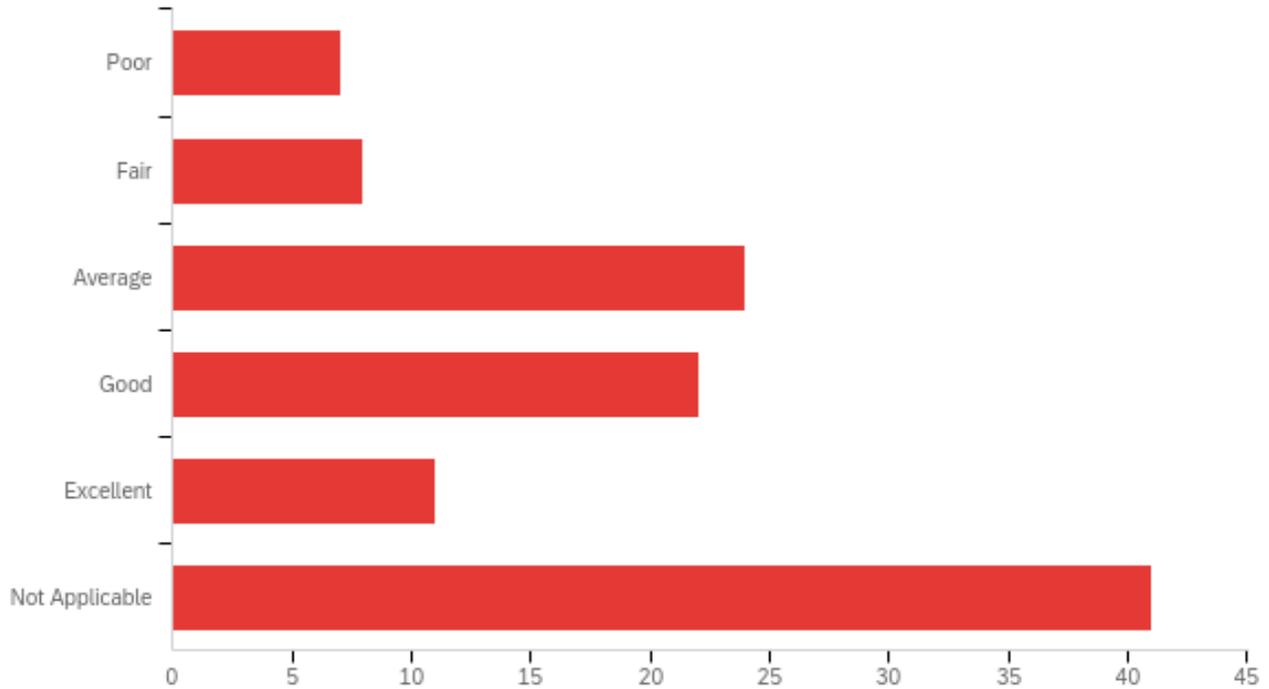| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Excellent | 36.28% | 41 |
| 2 | Good | 32.74% | 37 |
| 3 | Average | 10.62% | 12 |
| 4 | Fair | 6.19% | 7 |
| 5 | Poor | 10.62% | 12 |
| 6 | Not Applicable | 3.54% | 4 |
| | Total | 100% | 113 |

**Q21 - Vice President for Employment Services and Operations: Ms. Ivonne Montalbano.**



| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | Vice President for Employment Services and Operations: Ms. Ivonne Montalbano. | 1.00 | 6.00 | 3.37 | 1.47 | 2.16 | 113 |

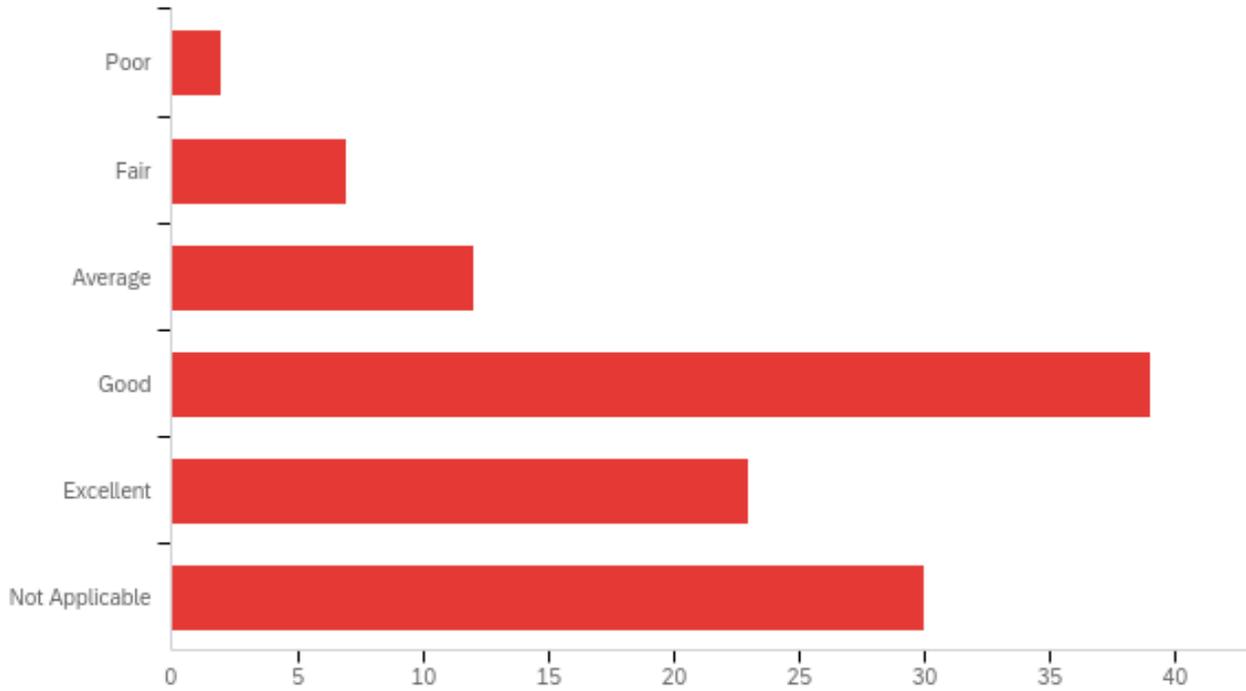| # | Answer | % | Count |
|---|---|---|---|
| 1 | Poor | 15.93% | 18 |
| 2 | Fair | 9.73% | 11 |
| 3 | Average | 24.78% | 28 |
| 4 | Good | 30.09% | 34 |
| 5 | Excellent | 9.73% | 11 |
| 6 | Not Applicable | 9.73% | 11 |
| | Total | 100% | 113 |

**Q22 - Vice President for Advancement and External Relations: Ms. Johanna Wolfe.**



| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | Vice President for Advancement and External Relations: Ms. Johanna Wolfe. | 1.00 | 6.00 | 4.28 | 1.59 | 2.52 | 113 |

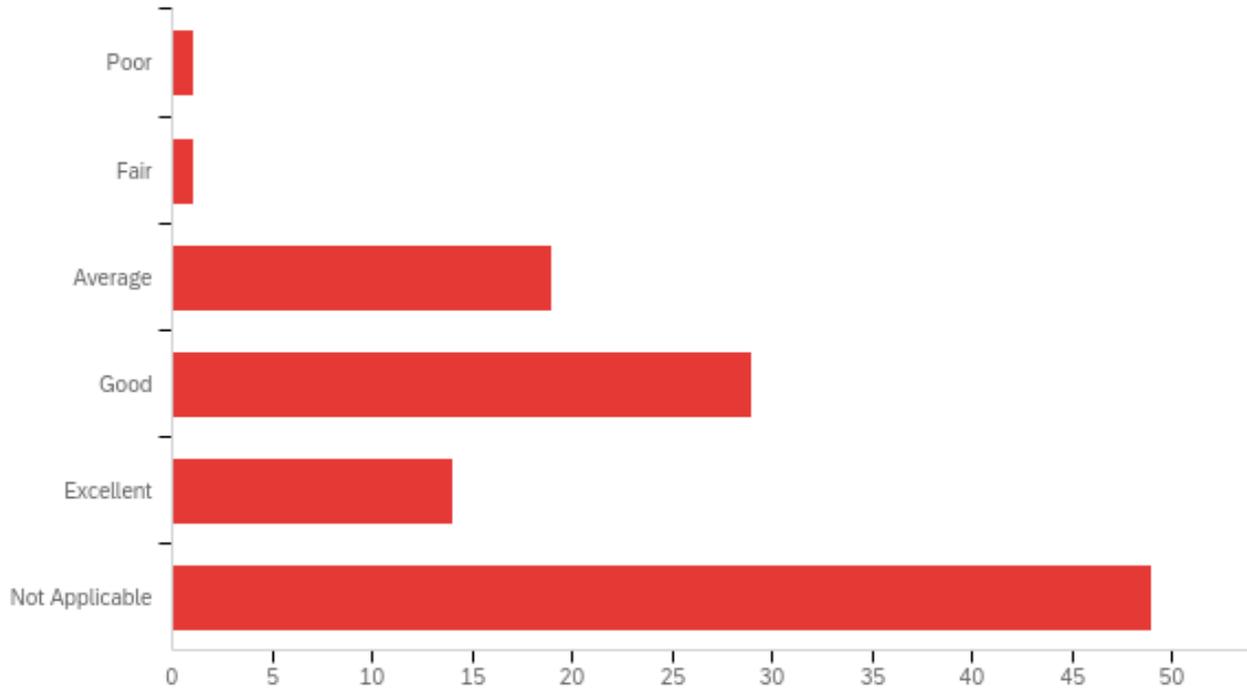| # | Answer | % | Count |
|---|---|---|---|
| 1 | Poor | 6.19% | 7 |
| 2 | Fair | 7.08% | 8 |
| 3 | Average | 21.24% | 24 |
| 4 | Good | 19.47% | 22 |
| 5 | Excellent | 9.73% | 11 |
| 6 | Not Applicable | 36.28% | 41 |
| | Total | 100% | 113 |

**Q23 - Associate Vice President for Information Technology: Mr. Hossein Shahrokhi.**



| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|-------|---------|---------|------|-----|----------|-------|
| 1 | Associate Vice President for Information Technology: Mr. Hossein | 1.00 | 6.00 | 4.45 | 1.26 | 1.58 | 113 |

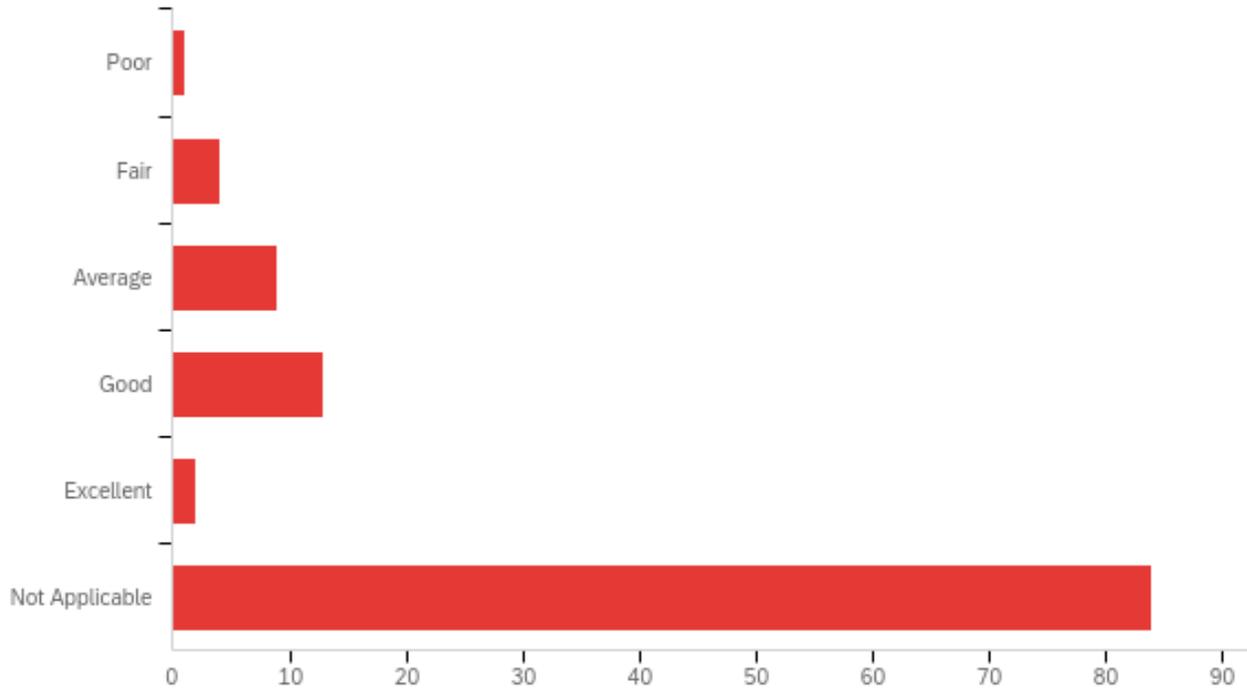| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Poor | 1.77% | 2 |
| 2 | Fair | 6.19% | 7 |
| 3 | Average | 10.62% | 12 |
| 4 | Good | 34.51% | 39 |
| 5 | Excellent | 20.35% | 23 |
| 6 | Not Applicable | 26.55% | 30 |
| | Total | 100% | 113 |

**Q24 - Assistant Vice President for Facilities Management: Mr. Timothy Rychlec.**



| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | Assistant Vice President for Facilities Management: Mr. | 1.00 | 6.00 | 4.78 | 1.24 | 1.54 | 113 |

| # | Answer | % | Count |
|---|---|---|---|
| 1 | Poor | 0.88% | 1 |
| 2 | Fair | 0.88% | 1 |
| 3 | Average | 16.81% | 19 |
| 4 | Good | 25.66% | 29 |
| 5 | Excellent | 12.39% | 14 |
| 6 | Not Applicable | 43.36% | 49 |
| | Total | 100% | 113 |

**Q25 - Assistant Vice President for Business Affairs: Christina Ordóñez-Campos.**



| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | Assistant Vice President for Business Affairs: Christina Ordóñez- | 1.00 | 6.00 | 5.33 | 1.24 | 1.53 | 113 |

| # | Answer | % | Count |
|---|---|---|---|
| 1 | Poor | 0.88% | 1 |
| 2 | Fair | 3.54% | 4 |
| 3 | Average | 7.96% | 9 |
| 4 | Good | 11.50% | 13 |
| 5 | Excellent | 1.77% | 2 |
| 6 | Not Applicable | 74.34% | 84 |
| | Total | 100% | 113 |

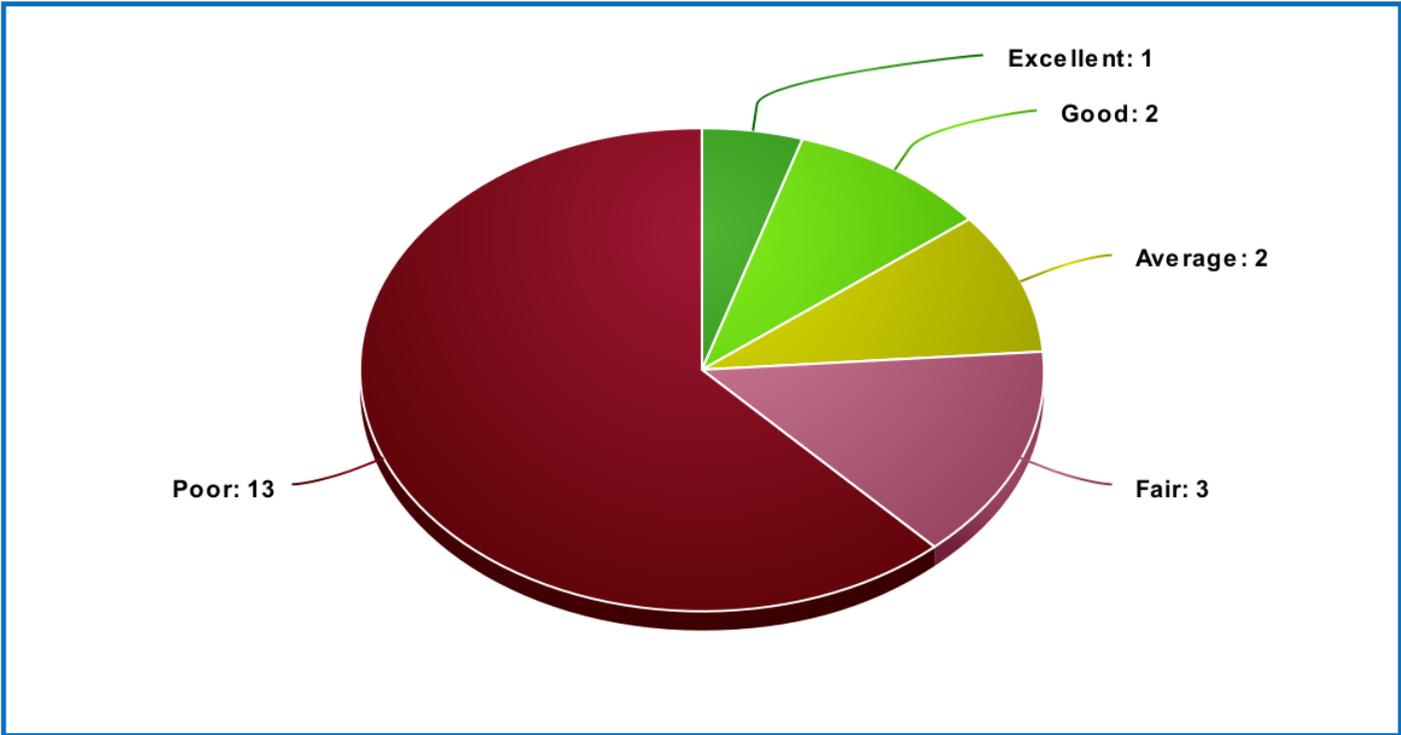**Q26 - Please identify your college at UHD.**

This question was answered in a text box by 113 respondents. The results were edited (a few responded with their department name only, for example) and then counted in Excel. I have also included how each total reflects a percentage of the total FT faculty in that college:

- CHSS = 52 (about 46% of Q26 total; 57% of faculty of the college faculty sent a survey completed this question on the survey)
- COB = 31 (about 27% of Q26 total; 49% of faculty of the college faculty sent a survey completed this question on the survey)
- CPS = 14 (about 12% of Q26 total; 34% of faculty of the college faculty sent a survey completed this question on the survey)
- CST = 19 (about 17% of Q26 total; 34% of faculty of the college faculty sent a survey completed his question on the survey)
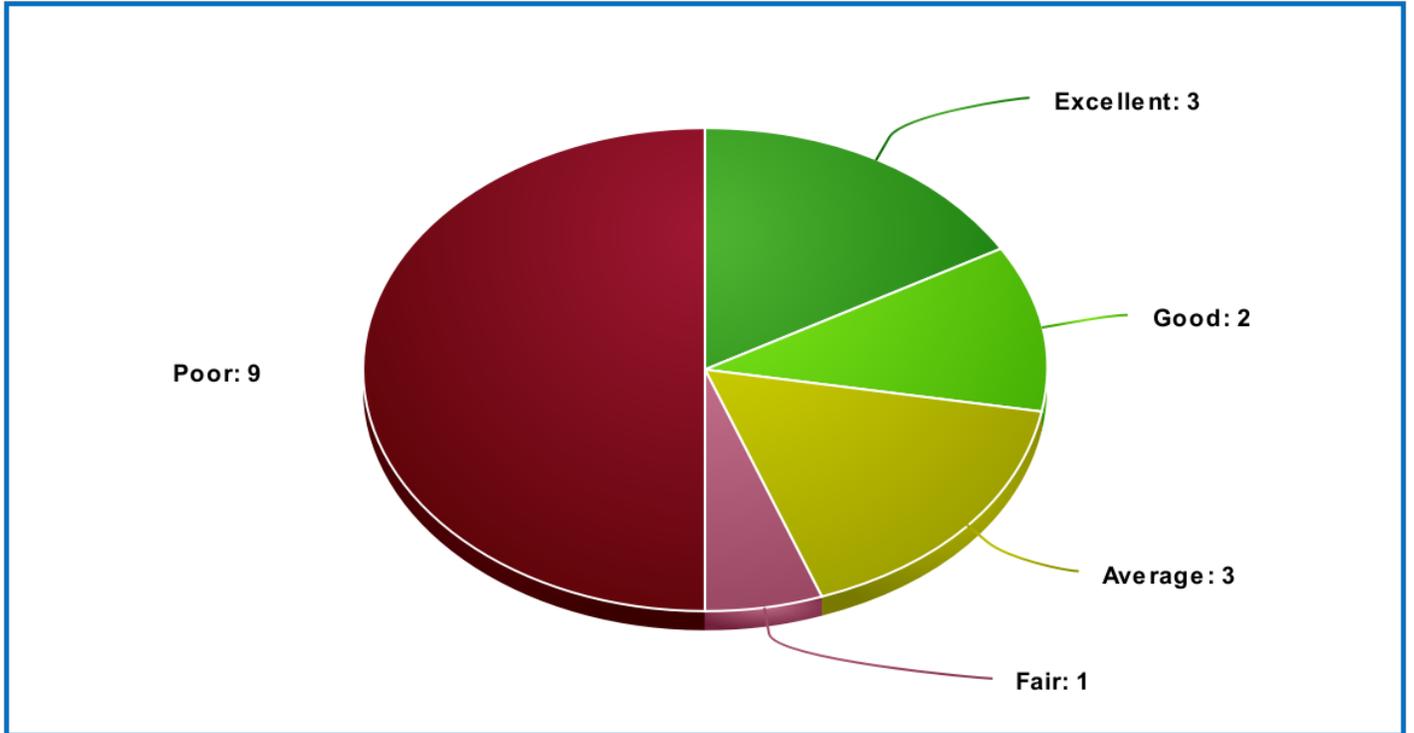
**Q27 - Please identify the dean of your college at UHD and rate their performance as Excellent, Good, Average, Fair, Poor, or Not Applicable. (For colleges that had more than one dean since 2019 you may rate more than one dean in that case).**

Each color includes the number of ratings entered in each category. Only 102 comments were entered; 11 faculty members did not answer this question.
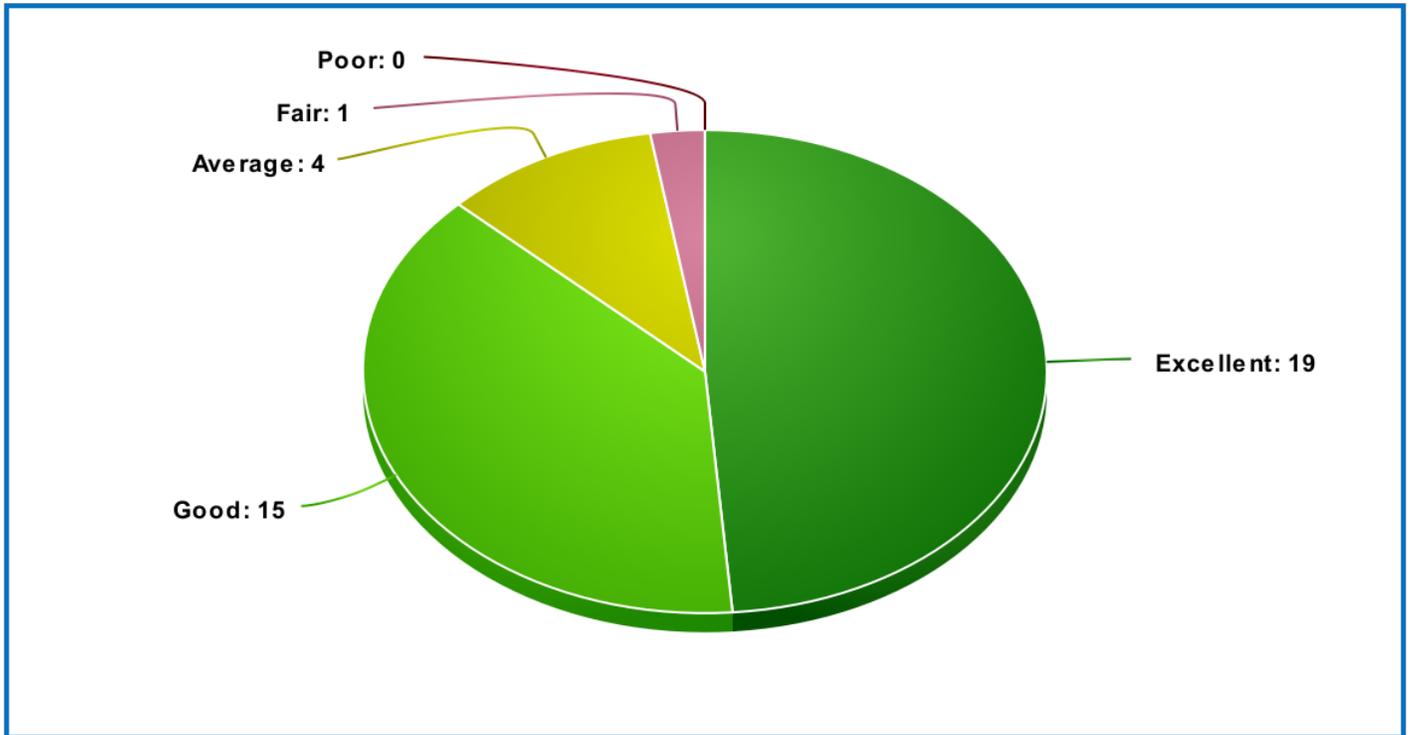
Dr. Fulton



Excellent: 1
Good: 2
Average: 2
Fair: 3
Poor: 13

■ Excellent  ■ Good  ■ Average  ■ Fair  ■ Poor

meta-chart.com

Dr. Gengler

Excellent: 3

Good: 2

Poor: 9

Average: 3

Fair: 1

■ Excellent   ■ Good   ■ Average   ■ Fair   ■ Poor

meta-chart.com

Dr. Ryden

Poor: 0
Fair: 1
Average: 4
Good: 15
Excellent: 19

■ Excellent  ■ Good  ■ Average  ■ Fair  ■ Poor

meta-chart.com

Dr. Schwartz



Poor: 0

Excellent: 1

Fair: 4

Good: 4

Average: 1

■ Excellent   ■ Good   ■ Average   ■ Fair   ■ Poor

meta-chart.com

Dr. Uzman

Poor: 0

Fair: 1

Average: 2

Excellent: 3

Good: 7

■ Excellent  ■ Good  ■ Average  ■ Fair  ■ Poor

meta-chart.com
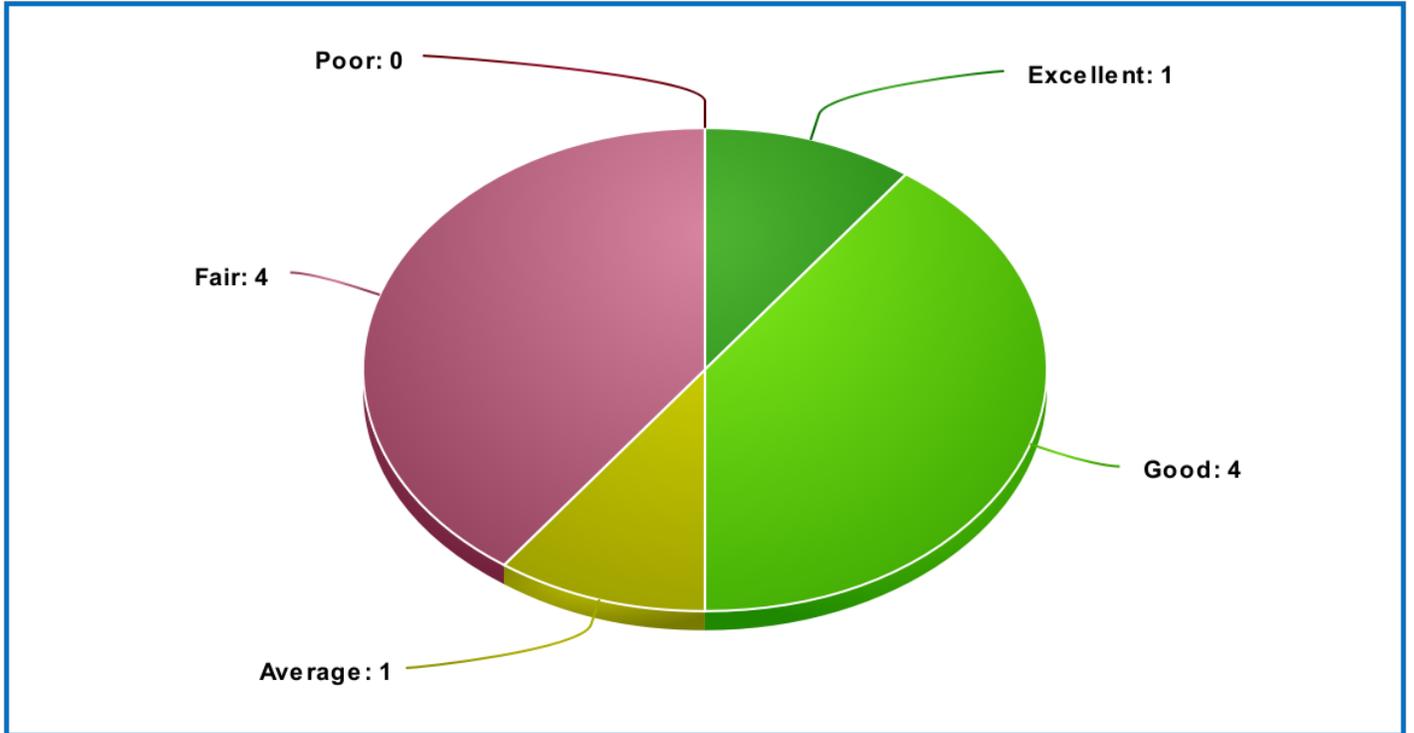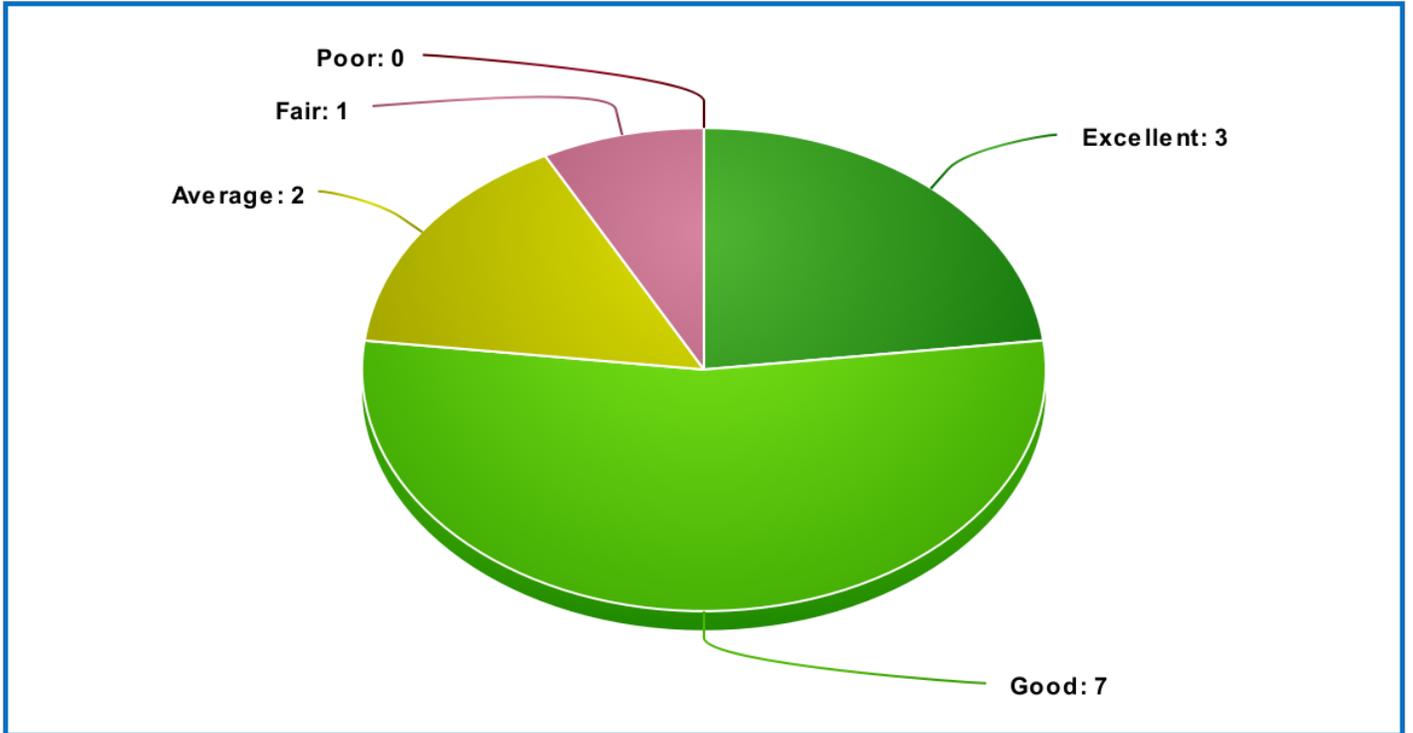
**28 - I am currently serving in the UHD Faculty Senate.**
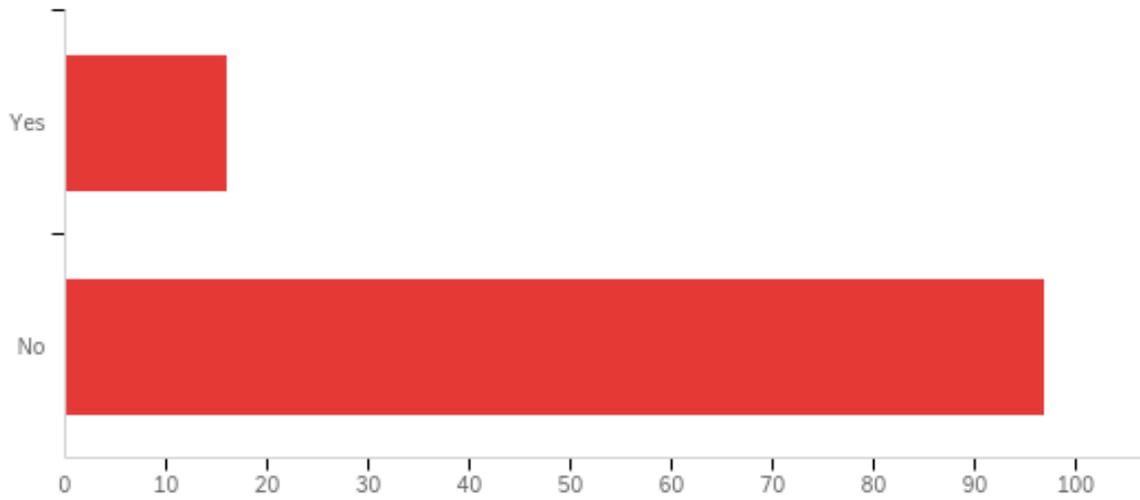


| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | I am currently serving in the UHD Faculty Senate. | 1.00 | 2.00 | 1.86 | 0.35 | 0.12 | 113 |

| # | Answer | % | Count |
|---|---|---|---|
| 1 | Yes | 14.16% | 16 |
| 2 | No | 85.84% | 97 |
| | Total | 100% | 113 |

**Q29 - Classroom space at UHD is adequate.**
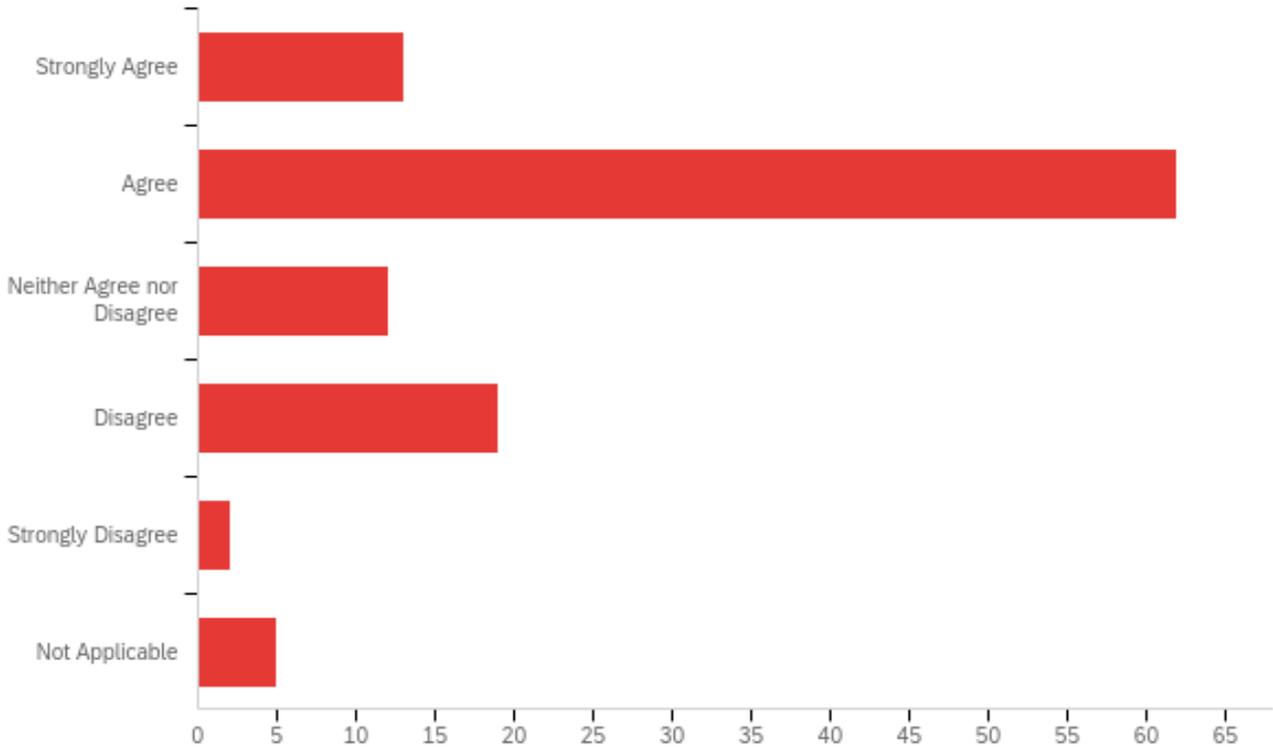


| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|-------|---------|---------|------|--------------|----------|-------|
| 1 | Classroom space at UHD is adequate. | 1.00 | 6.00 | 2.56 | 1.20 | 1.45 | 113 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Strongly Agree | 11.50% | 13 |
| 2 | Agree | 54.87% | 62 |
| 3 | Neither Agree nor Disagree | 10.62% | 12 |
| 4 | Disagree | 16.81% | 19 |
| 5 | Strongly Disagree | 1.77% | 2 |
| 6 | Not Applicable | 4.42% | 5 |
| | Total | 100% | 113 |

## Q30 - The furniture in my classrooms at UHD is adequate.
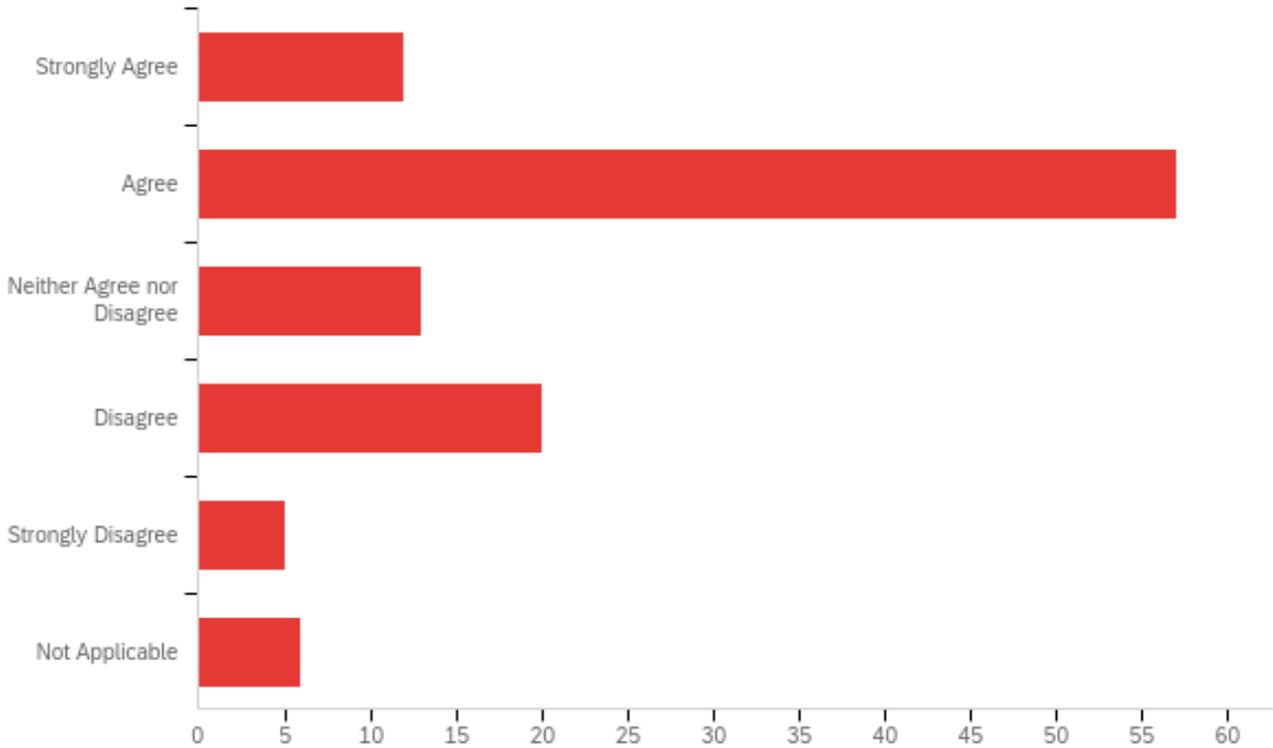


| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | The furniture in my classrooms at UHD is adequate. | 1.00 | 6.00 | 2.71 | 1.29 | 1.68 | 113 |

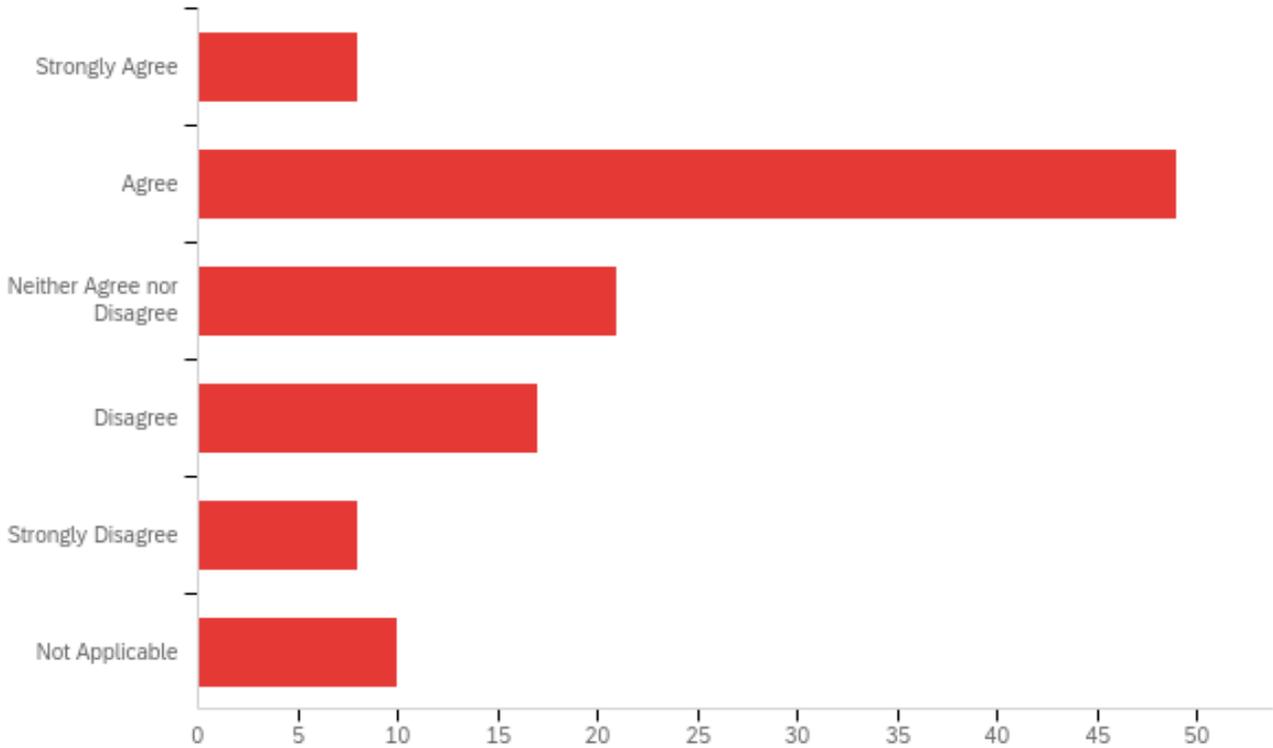| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Agree | 10.62% | 12 |
| 2 | Agree | 50.44% | 57 |
| 3 | Neither Agree nor Disagree | 11.50% | 13 |
| 4 | Disagree | 17.70% | 20 |
| 5 | Strongly Disagree | 4.42% | 5 |
| 6 | Not Applicable | 5.31% | 6 |
| | Total | 100% | 113 |

**Q31 - The whiteboards/smartboards in my classrooms at UHD are adequate.**
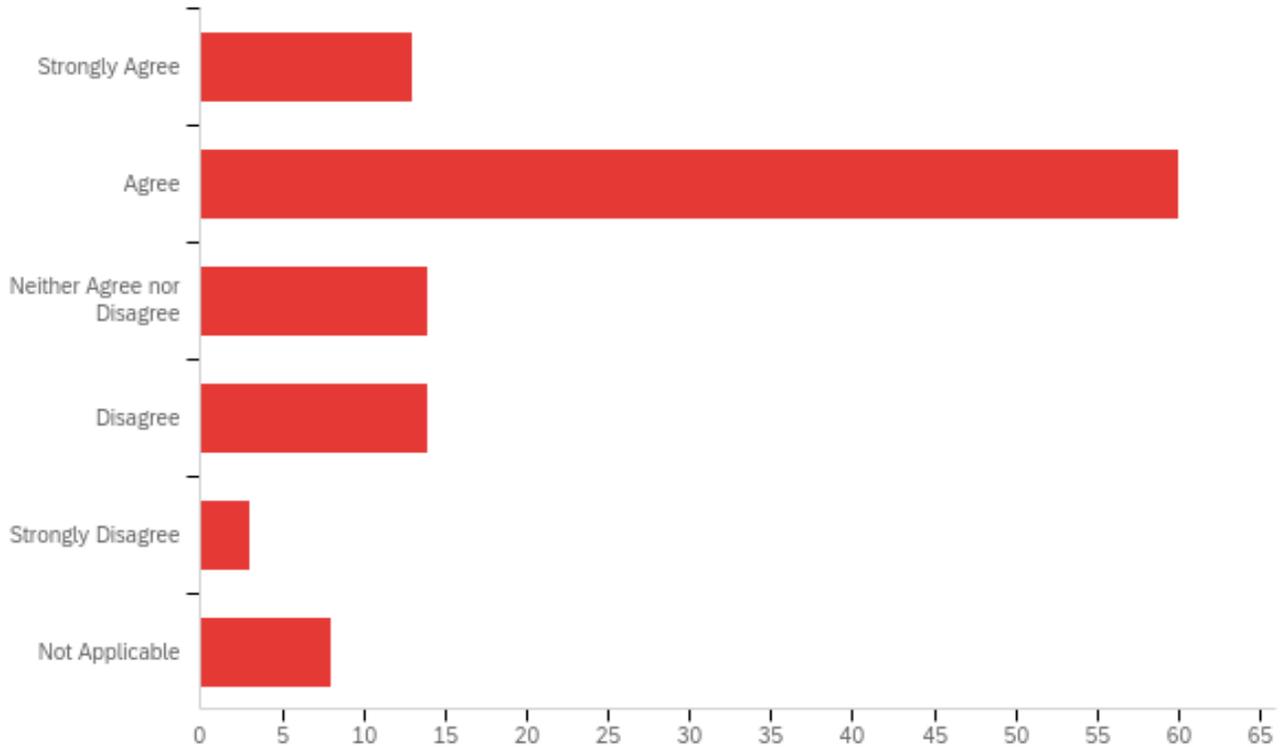


| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|-------|---------|---------|------|--------------|----------|-------|
| 1 | The whiteboards/smartboards in my classrooms at UHD are adequate. | 2.00 | 7.00 | 3.63 | 1.32 | 1.73 | 112 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 2 | Strongly Agree | 11.61% | 13 |
| 3 | Agree | 53.57% | 60 |
| 4 | Neither Agree nor Disagree | 12.50% | 14 |
| 5 | Disagree | 12.50% | 14 |
| 6 | Strongly Disagree | 2.68% | 3 |
| 7 | Not Applicable | 7.14% | 8 |
| | Total | 100% | 112 |

**Q32 - Space for special events or programs at UHD is adequate.**



| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|-------|---------|---------|------|--------------|----------|-------|
| 1 | Space for special events or programs at UHD is adequate. | 2.00 | 7.00 | 3.98 | 1.40 | 1.95 | 113 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 2 | Strongly Agree | 7.08% | 8 |
| 3 | Agree | 43.36% | 49 |
| 4 | Neither Agree nor Disagree | 18.58% | 21 |
| 5 | Disagree | 15.04% | 17 |
| 6 | Strongly Disagree | 7.08% | 8 |
| 7 | Not Applicable | 8.85% | 10 |
| | Total | 100% | 113 |

**Q33 - Laboratory facilities at UHD are adequate.**



| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | Laboratory facilities at UHD are adequate. | 1.00 | 6.00 | 4.81 | 1.68 | 2.81 | 113 |

| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Agree | 3.54% | 4 |
| 2 | Agree | 13.27% | 15 |
| 3 | Neither Agree nor Disagree | 11.50% | 13 |
| 4 | Strongly Disagree | 1.77% | 2 |
| 5 | Disagree | 9.73% | 11 |
| 6 | Not Applicable | 60.18% | 68 |
| | Total | 100% | 113 |

**Q34 - Office facilities at UHD are adequate.**



| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|-------|---------|---------|------|-----|----------|-------|
| 1 | Office facilities at UHD are adequate. | 1.00 | 6.00 | 2.64 | 1.23 | 1.51 | 113 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Strongly Agree | 10.62% | 12 |
| 2 | Agree | 53.10% | 60 |
| 3 | Neither Agree nor Disagree | 10.62% | 12 |
| 4 | Disagree | 15.93% | 18 |
| 5 | Strongly Disagree | 7.08% | 8 |
| 6 | Not Applicable | 2.65% | 3 |
| | Total | 100% | 113 |

## Q35 - UHD campus security is adequate.
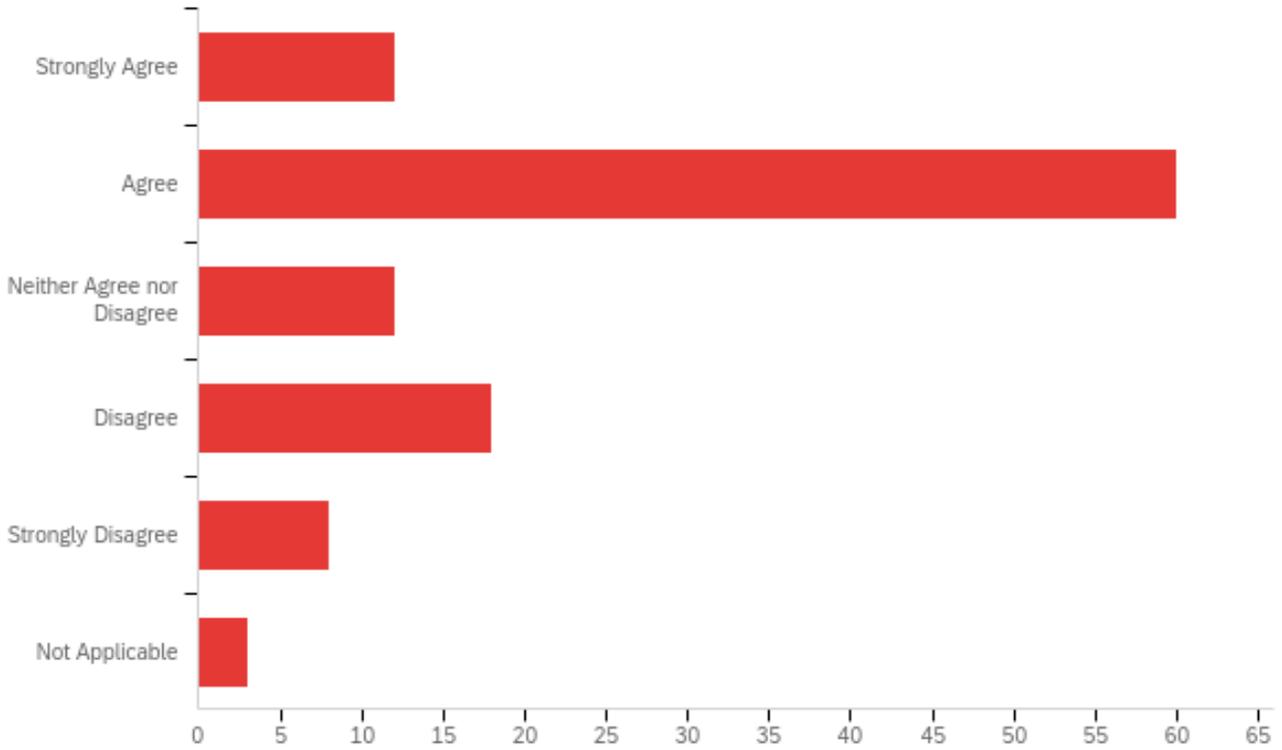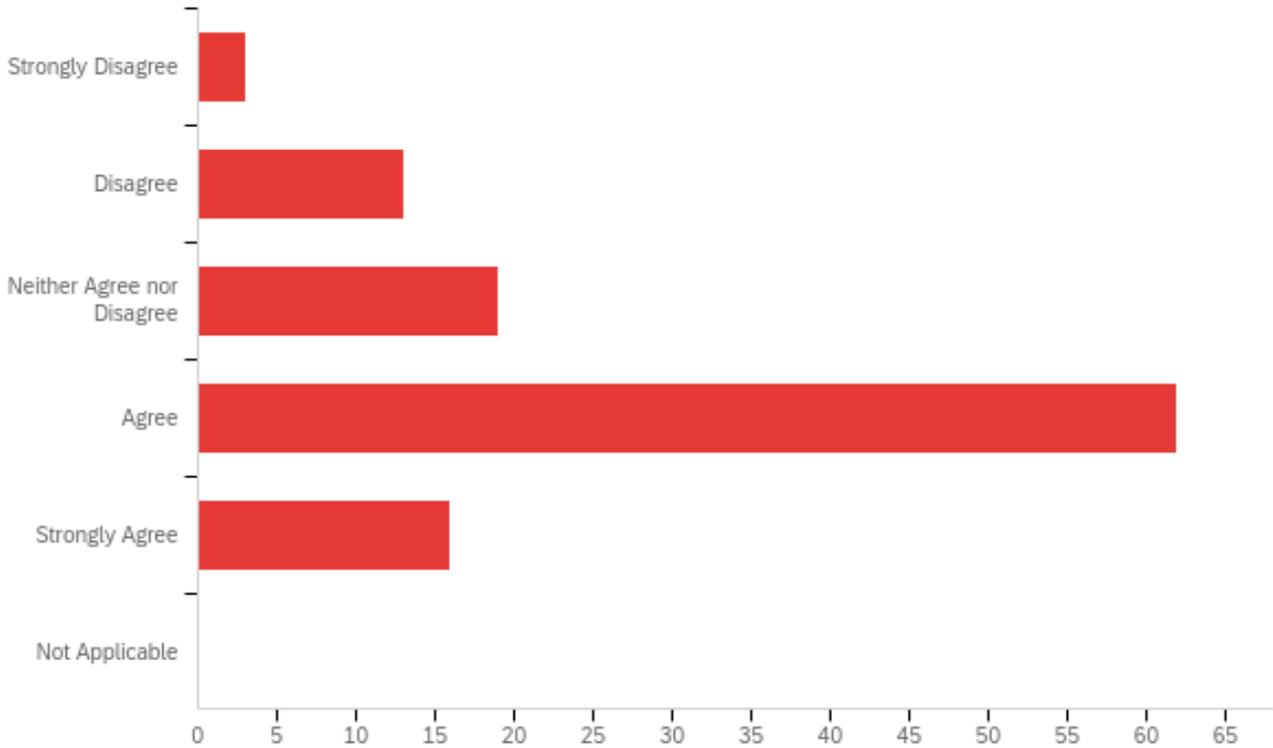


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | UHD campus security is adequate. | 1.00 | 5.00 | 3.66 | 0.95 | 0.90 | 113 |

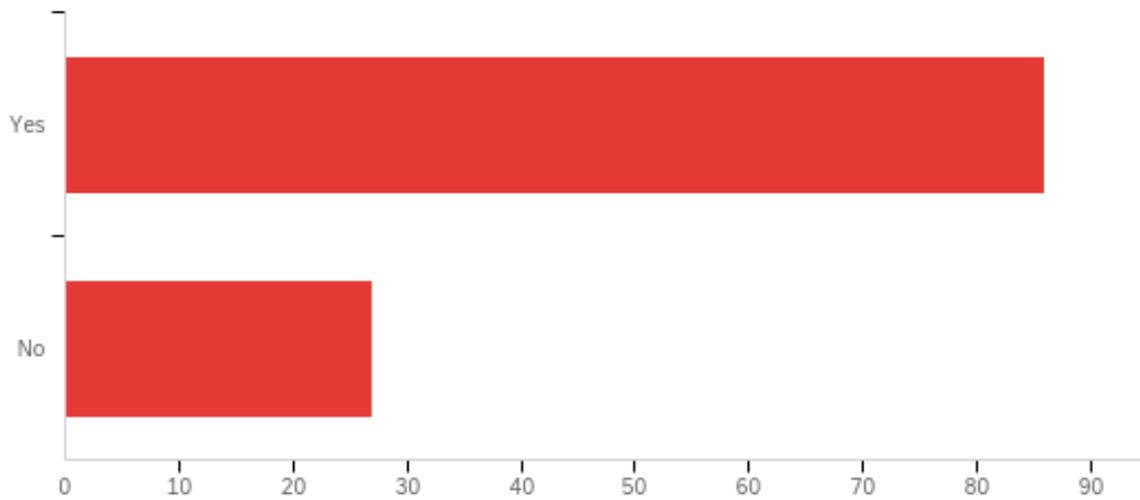| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Disagree | 2.65% | 3 |
| 2 | Disagree | 11.50% | 13 |
| 3 | Neither Agree nor Disagree | 16.81% | 19 |
| 4 | Agree | 54.87% | 62 |
| 5 | Strongly Agree | 14.16% | 16 |
| 6 | Not Applicable | 0.00% | 0 |
| | Total | 100% | 113 |

**Q36 - Do you feel comfortable discussing issues of equity, diversity and inclusion with your coworkers?**
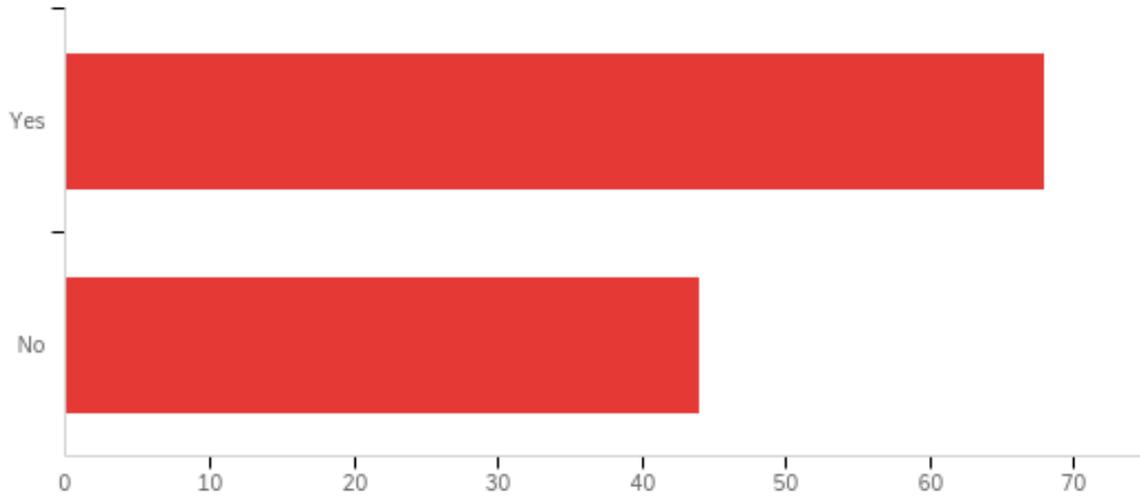


| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|-------|---------|---------|------|--------------|----------|-------|
| 1 | Do you feel comfortable discussing issues of equity, diversity and inclusion with your coworkers? | 1.00 | 3.00 | 1.79 | 0.98 | 0.95 | 112 |

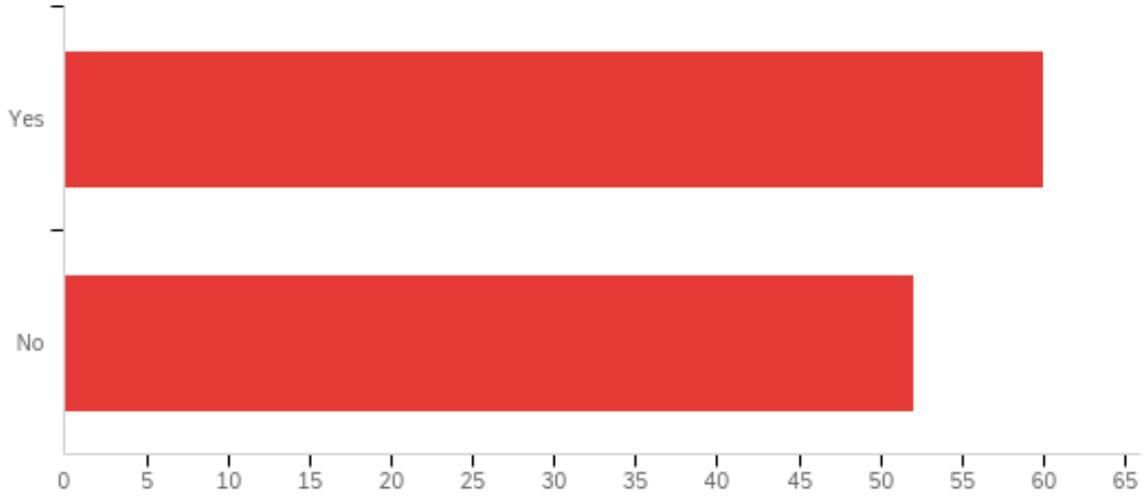| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Yes | 60.71% | 68 |
| 3 | No | 39.29% | 44 |
|   | Total | 100% | 112 |

**Q37 - Do you feel comfortable discussing issues of equity, diversity and inclusion in your courses that you teach?**



| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|-------|---------|---------|------|--------------|----------|-------|
| 1 | Do you feel comfortable discussing issues of equity, diversity and inclusion in your courses that you teach? | 1.00 | 2.00 | 1.24 | 0.43 | 0.18 | 113 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Yes | 76.11% | 86 |
| 2 | No | 23.89% | 27 |
| | Total | 100% | 113 |

## Q38 - Is UHD doing an adequate job of recruiting a diverse faculty body?



| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | Is UHD doing an adequate job of recruiting a diverse faculty body? | 1.00 | 2.00 | 1.46 | 0.50 | 0.25 | 112 |

| # | Answer | % | Count |
|---|---|---|---|
| 1 | Yes | 53.57% | 60 |
| 2 | No | 46.43% | 52 |
| | Total | 100% | 112 |

**Q39 - Does UHD support non-traditional faculty members with appropriate programs that acknowledge challenges specific to their group (women, minority, LGBTQ)?**



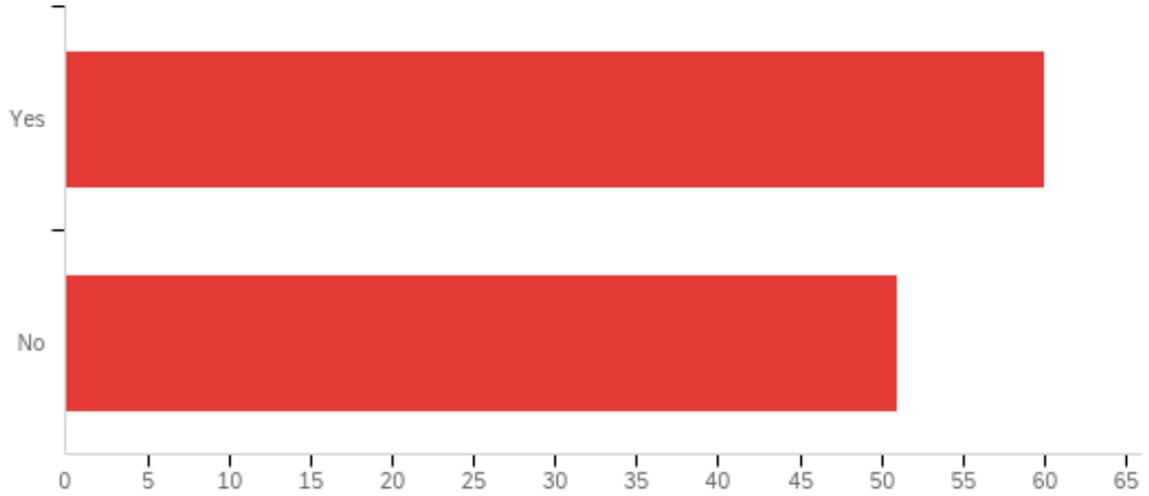| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|-------|---------|---------|------|-----|----------|-------|
| 1 | Does UHD support non-traditional faculty members with appropriate programs that acknowledge challenges specific to their group (women, minority, LGBTQ)? | 1.00 | 2.00 | 1.44 | 0.50 | 0.25 | 110 |

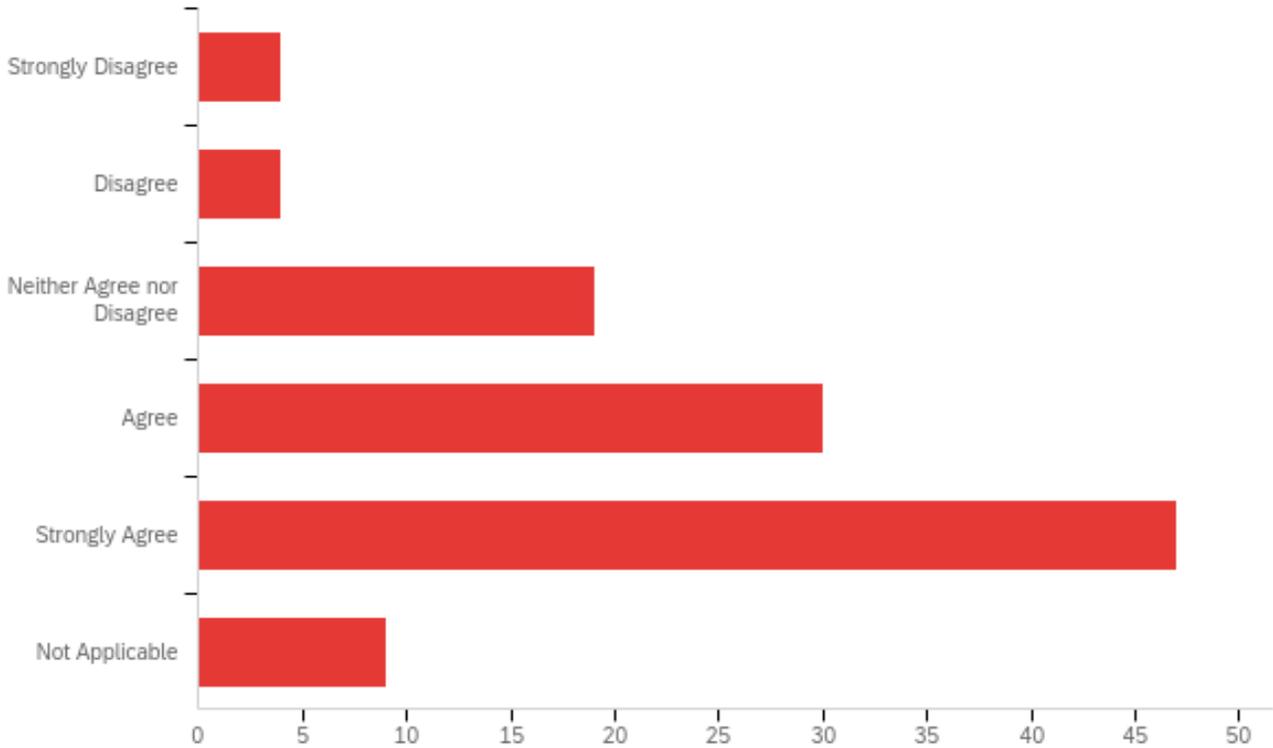| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Yes | 56.36% | 62 |
| 2 | No | 43.64% | 48 |
|  | Total | 100% | 110 |

**Q40 - Have you or someone you know been treated differently because of race, gender identity, etc.?**



| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|-------|---------|---------|------|-----|----------|-------|
| 1 | Have you or someone you know been treated differently because of race, gender identity, etc.? | 1.00 | 3.00 | 1.92 | 1.00 | 0.99 | 111 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Yes | 54.05% | 60 |
| 3 | No | 45.95% | 51 |
| | Total | 100% | 111 |

**Q41 - UHD should develop on/near campus-child care services.**



| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | UHD should develop on/near campus-child care services. | 1.00 | 6.00 | 4.23 | 1.14 | 1.31 | 113 |

| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Disagree | 3.54% | 4 |
| 2 | Disagree | 3.54% | 4 |
| 3 | Neither Agree nor Disagree | 16.81% | 19 |
| 4 | Agree | 26.55% | 30 |
| 5 | Strongly Agree | 41.59% | 47 |
| 6 | Not Applicable | 7.96% | 9 |
| | Total | 100% | 113 |

**Q42 - UHD's website is effectively searchable.**
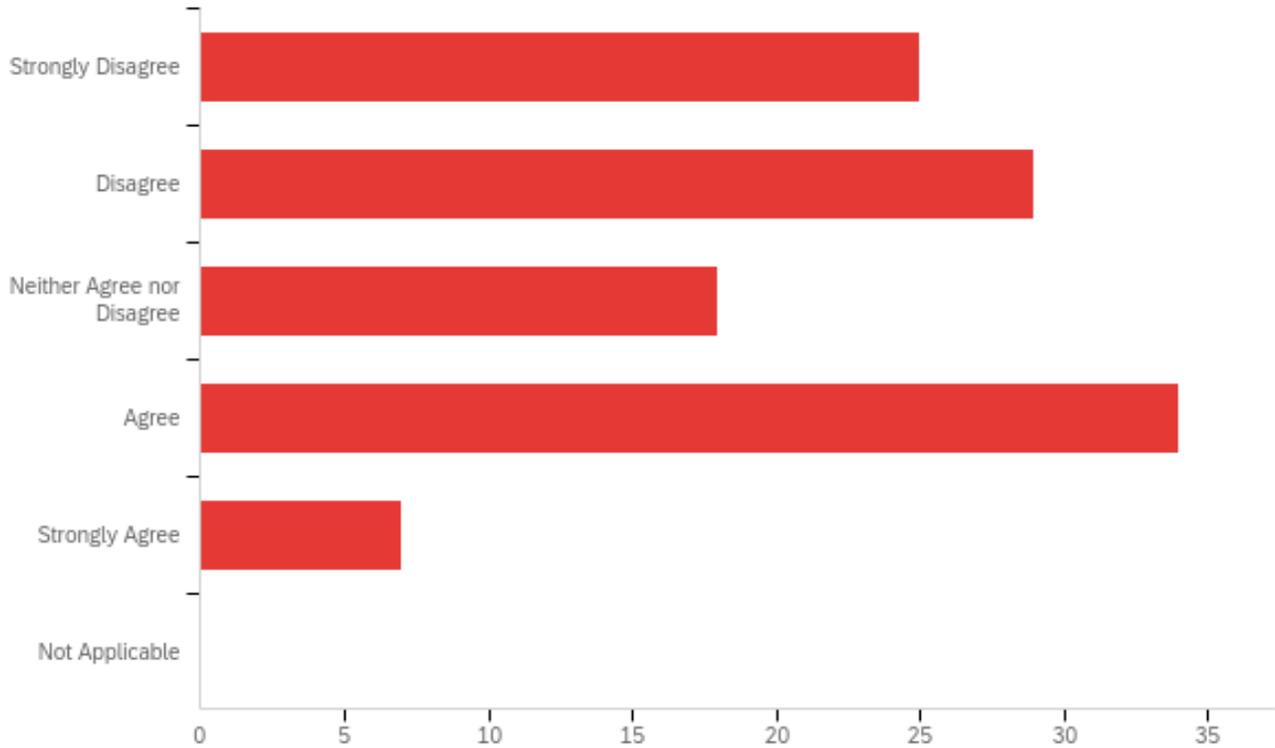


| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | UHD's website is effectively searchable. | 1.00 | 5.00 | 2.73 | 1.27 | 1.62 | 113 |

| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Disagree | 22.12% | 25 |
| 2 | Disagree | 25.66% | 29 |
| 3 | Neither Agree nor Disagree | 15.93% | 18 |
| 4 | Agree | 30.09% | 34 |
| 5 | Strongly Agree | 6.19% | 7 |
| 6 | Not Applicable | 0.00% | 0 |
| | Total | 100% | 113 |

**Q43 - UHD's website is effectively organized and up to date.**
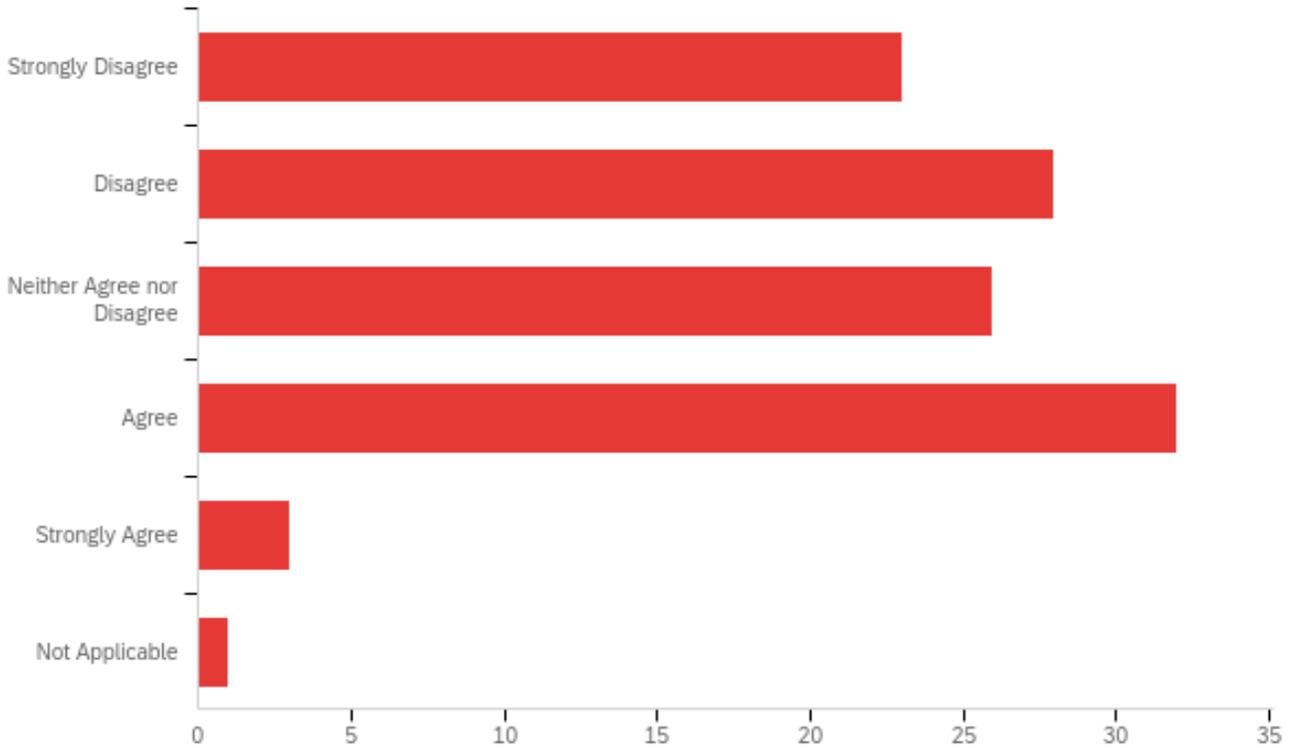


| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | UHD's website is effectively organized and | 1.00 | 6.00 | 2.71 | 1.20 | 1.45 | 113 |

| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Disagree | 20.35% | 23 |
| 2 | Disagree | 24.78% | 28 |
| 3 | Neither Agree nor Disagree | 23.01% | 26 |
| 4 | Agree | 28.32% | 32 |
| 5 | Strongly Agree | 2.65% | 3 |
| 6 | Not Applicable | 0.88% | 1 |
| | Total | 100% | 113 |

**Q44 - I have access to adequate hardware for my research at UHD.**
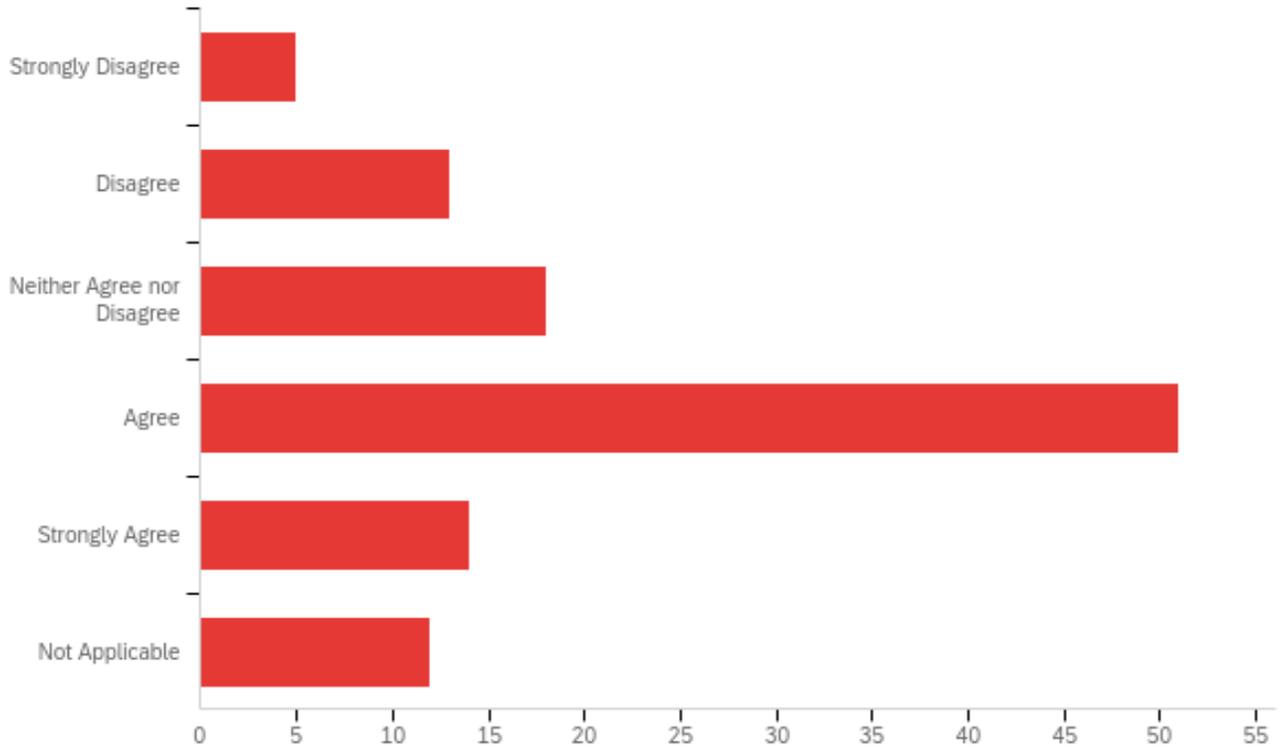


| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|-------|---------|---------|------|--------------|----------|-------|
| 1 | I have access to adequate hardware for my research at UHD. | 1.00 | 6.00 | 3.81 | 1.24 | 1.53 | 113 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Strongly Disagree | 4.42% | 5 |
| 2 | Disagree | 11.50% | 13 |
| 3 | Neither Agree nor Disagree | 15.93% | 18 |
| 4 | Agree | 45.13% | 51 |
| 5 | Strongly Agree | 12.39% | 14 |
| 6 | Not Applicable | 10.62% | 12 |
| | Total | 100% | 113 |

**Q45 - I have access to adequate software for my research at UHD.**
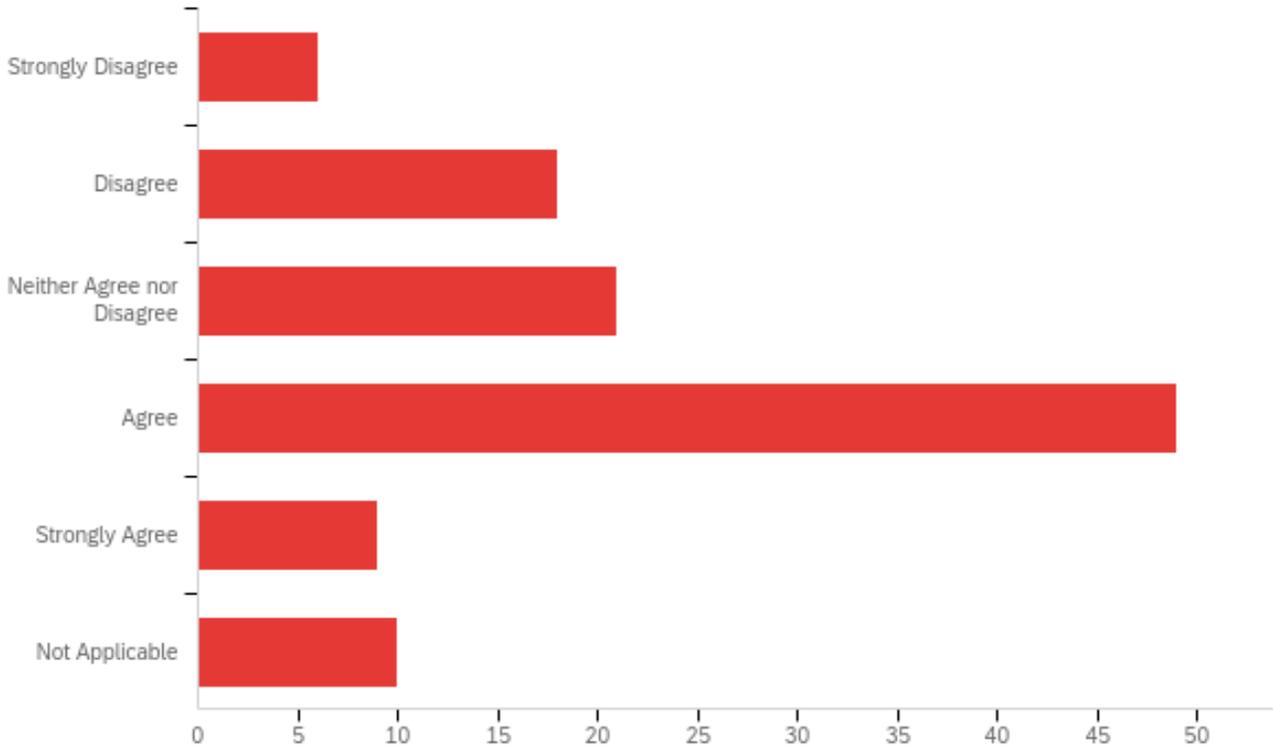


| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|-------|---------|---------|------|-----|----------|-------|
| 1 | I have access to adequate software for my research at UHD. | 1.00 | 6.00 | 3.59 | 1.25 | 1.57 | 113 |

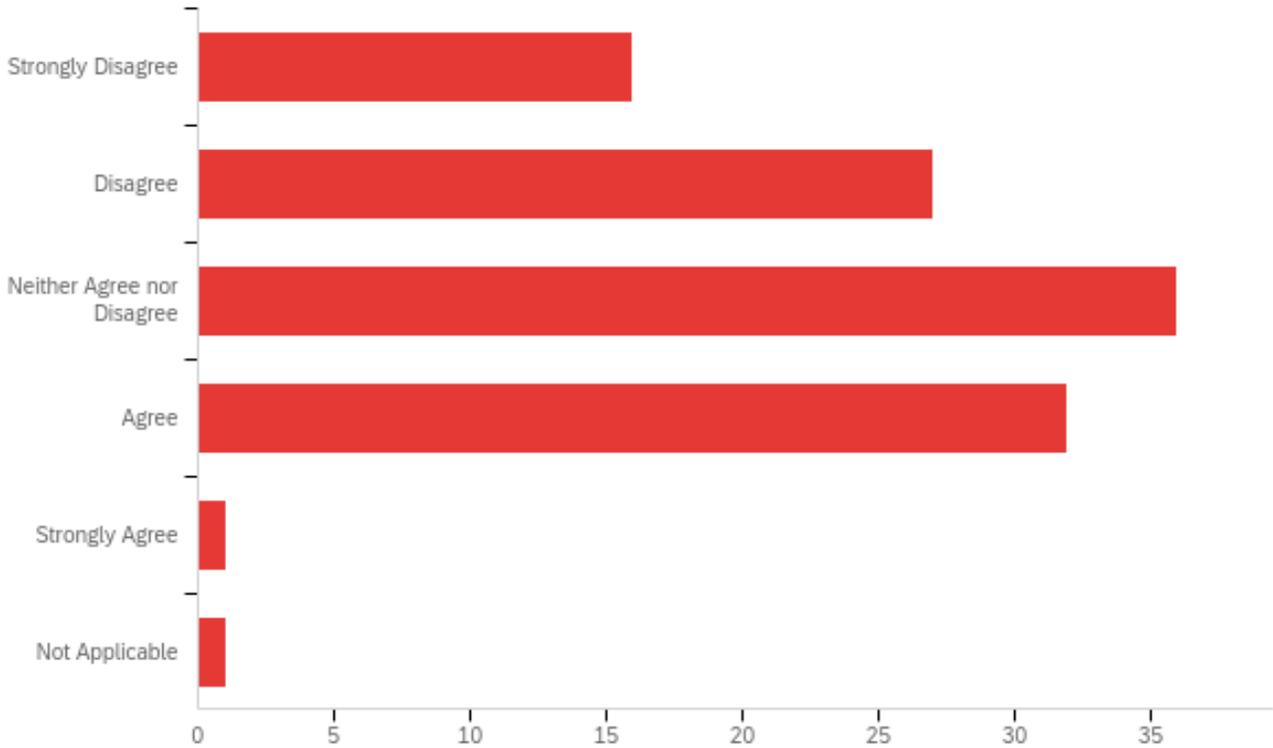| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Strongly Disagree | 5.31% | 6 |
| 2 | Disagree | 15.93% | 18 |
| 3 | Neither Agree nor Disagree | 18.58% | 21 |
| 4 | Agree | 43.36% | 49 |
| 5 | Strongly Agree | 7.96% | 9 |
| 6 | Not Applicable | 8.85% | 10 |
| | Total | 100% | 113 |

**Q46 - Inside and outside the classroom at UHD, I have access to adequate hardware for my teaching.**
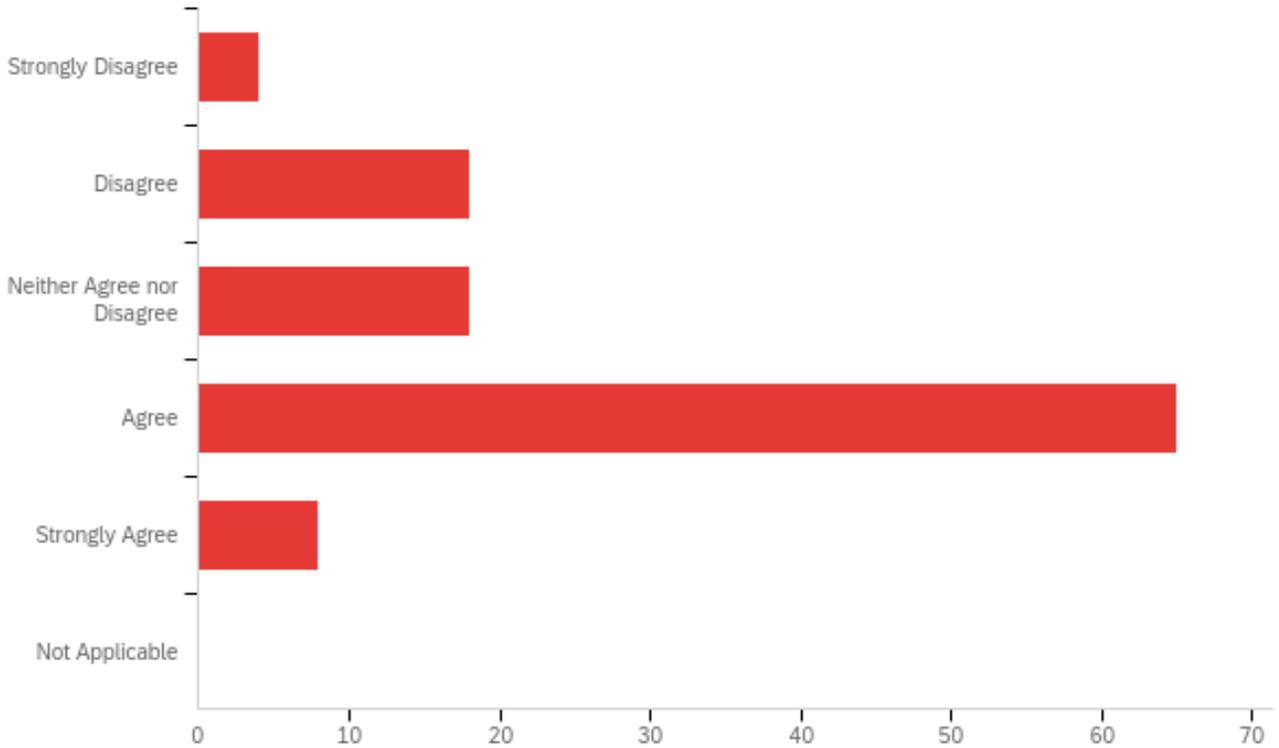


| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|-------|---------|---------|------|-----|----------|-------|
| 1 | Inside and outside the classroom at UHD, I have access to adequate hardware for my teaching. | 1.00 | 5.00 | 3.49 | 0.96 | 0.92 | 113 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Strongly Disagree | 3.54% | 4 |
| 2 | Disagree | 15.93% | 18 |
| 3 | Neither Agree nor Disagree | 15.93% | 18 |
| 4 | Agree | 57.52% | 65 |
| 5 | Strongly Agree | 7.08% | 8 |
| 6 | Not Applicable | 0.00% | 0 |
| | Total | 100% | 113 |

**Q47 - I am adequately informed about issues relating to UHD's budget.**



| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|-------|---------|---------|------|-----|----------|-------|
| 1 | I am adequately informed about issues relating to UHD's budget. | 1.00 | 6.00 | 2.81 | 1.08 | 1.17 | 113 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Strongly Disagree | 14.16% | 16 |
| 2 | Disagree | 23.89% | 27 |
| 3 | Neither Agree nor Disagree | 31.86% | 36 |
| 4 | Agree | 28.32% | 32 |
| 5 | Strongly Agree | 0.88% | 1 |
| 6 | Not Applicable | 0.88% | 1 |
| | Total | 100% | 113 |

**Q48 - UHD provides adequate services to support student success.**
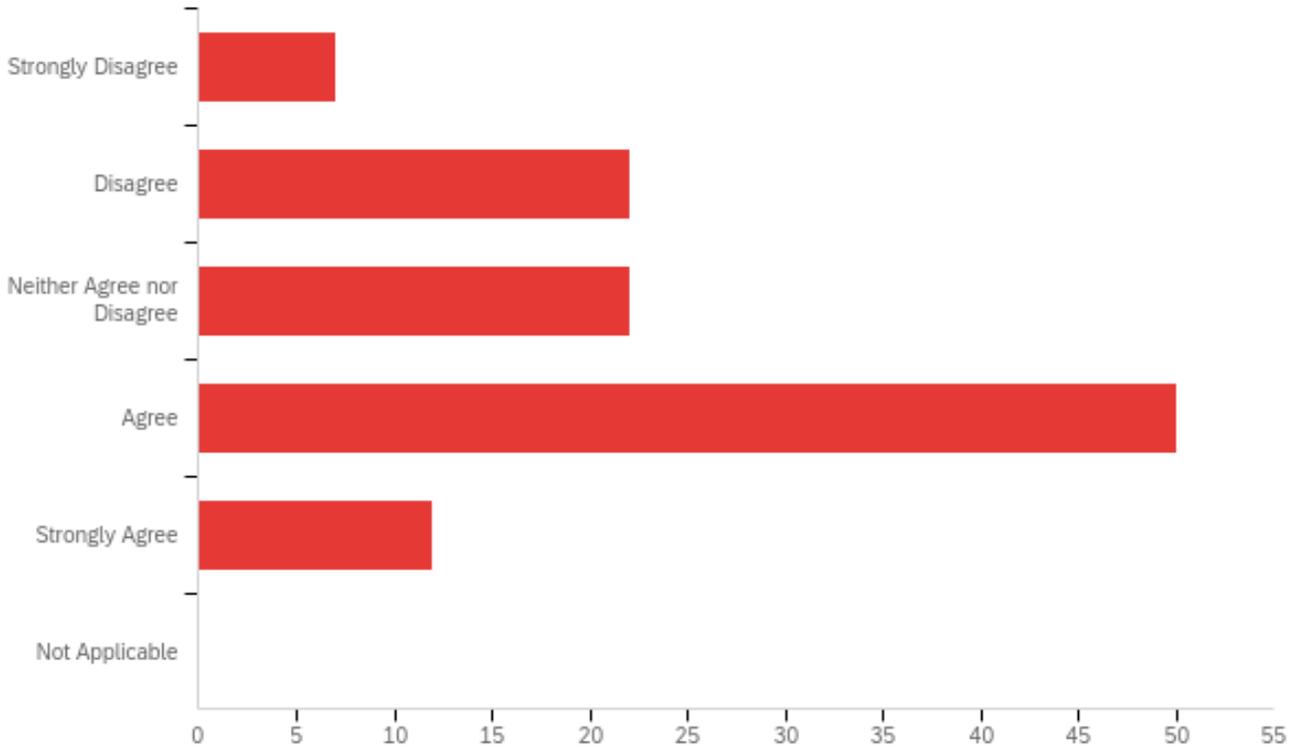


| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | UHD provides adequate services to support student success. | 1.00 | 5.00 | 3.34 | 1.09 | 1.20 | 113 |

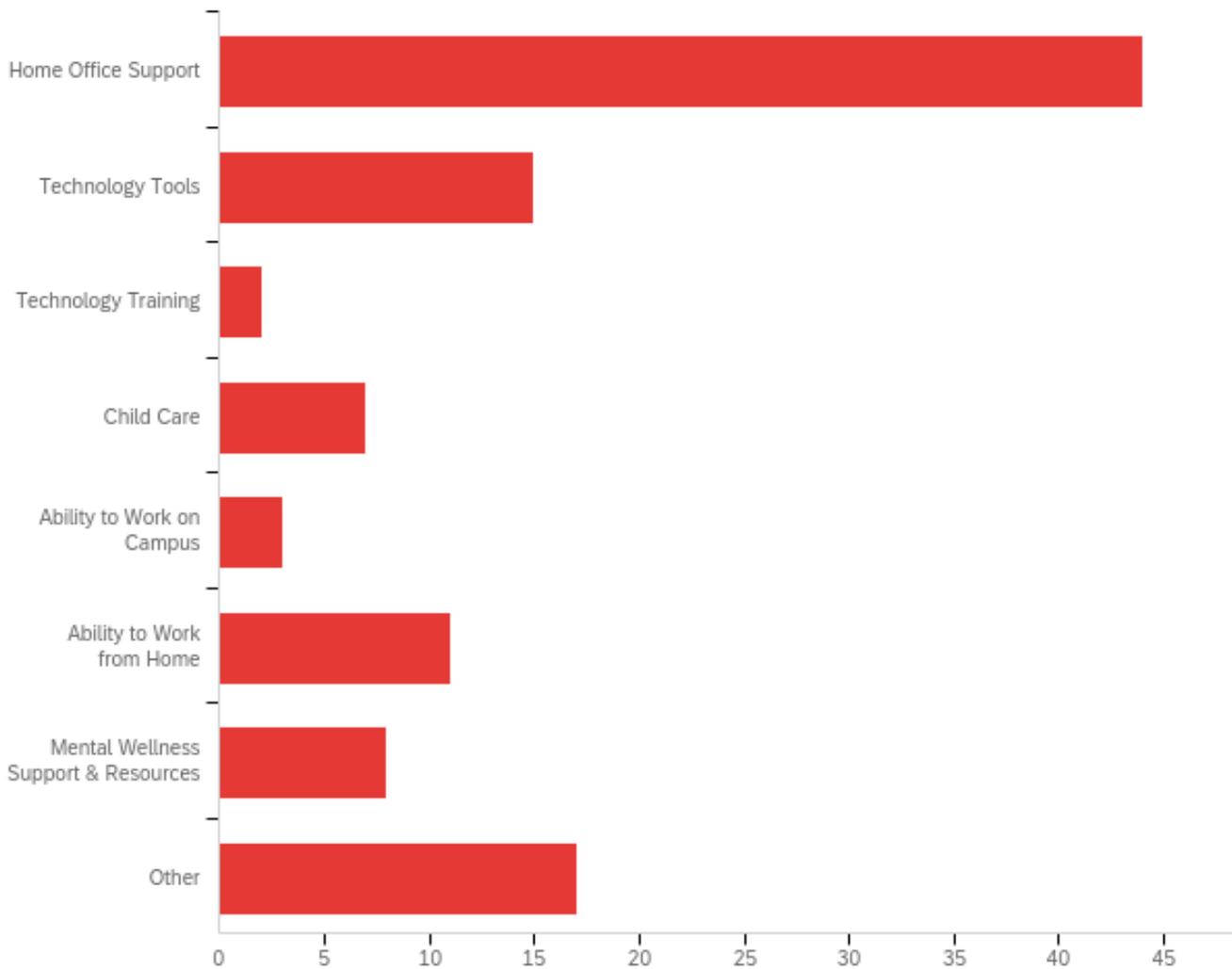| # | Answer | % | Count |
|---|---|---|---|
| 1 | Strongly Disagree | 6.19% | 7 |
| 2 | Disagree | 19.47% | 22 |
| 3 | Neither Agree nor Disagree | 19.47% | 22 |
| 4 | Agree | 44.25% | 50 |
| 5 | Strongly Agree | 10.62% | 12 |
| 6 | Not Applicable | 0.00% | 0 |
| | Total | 100% | 113 |

**Q49 - During the COVID-19 Pandemic, the University provided support to help me do my work.**
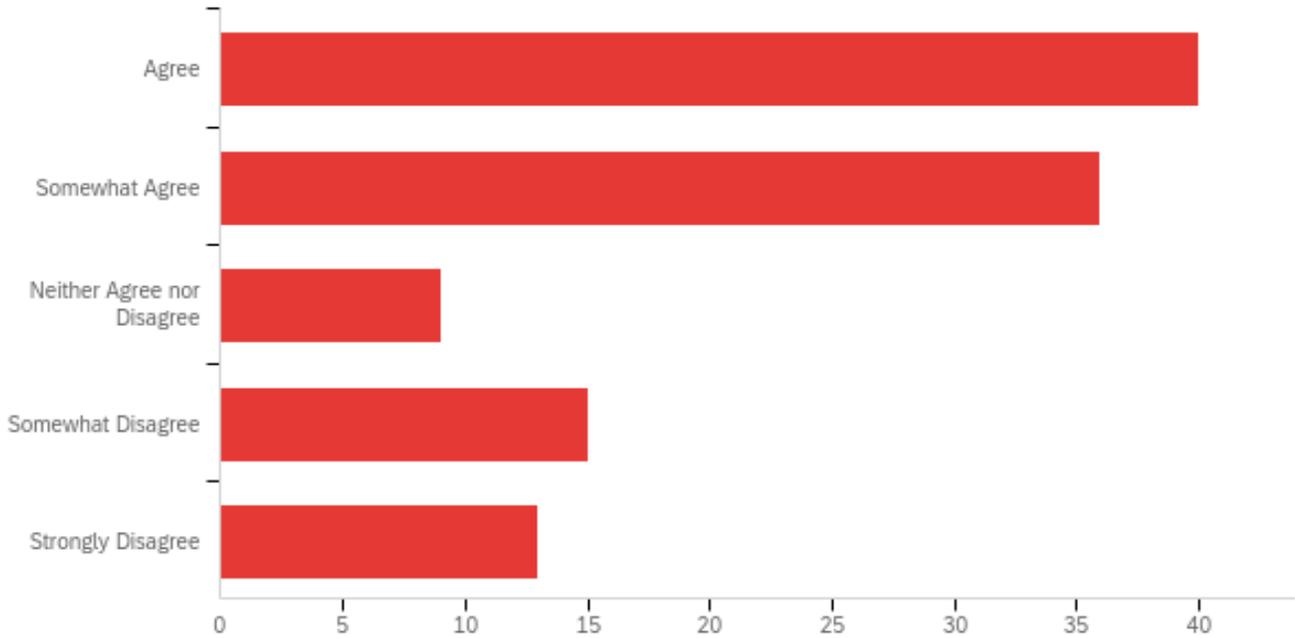


| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|-------|---------|---------|------|--------------|----------|-------|
| 1 | During the COVID-19 Pandemic, the University provided support to help me do my work. | 1.00 | 5.00 | 2.34 | 1.37 | 1.89 | 113 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Agree | 35.40% | 40 |
| 2 | Somewhat Agree | 31.86% | 36 |
| 3 | Neither Agree nor Disagree | 7.96% | 9 |
| 4 | Somewhat Disagree | 13.27% | 15 |
| 5 | Strongly Disagree | 11.50% | 13 |
| | Total | 100% | 113 |

**Q50 - Which of the following support services would have helped you do your work during the COVID-19 Pandemic?**



| # | Field | Minimum | Maximum | Mean | Std | Variance | Count |
|---|-------|---------|---------|------|-----|----------|-------|
| 1 | Which of the following support services would have helped you do your work during the COVID-19 Pandemic? - Selected Choice | 1.00 | 8.00 | 3.56 | 2.78 | 7.74 | 107 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | Home Office Support | 41.12% | 44 |
| 2 | Technology Tools | 14.02% | 15 |
| 3 | Technology Training | 1.87% | 2 |

| | | | | |
|---|---|---|---|---|
| 4 | | Child Care | 6.54% | 7 |
| 5 | | Ability to Work on Campus | 2.80% | 3 |
| 6 | | Ability to Work from Home | 10.28% | 11 |
| 7 | | Mental Wellness Support & Resources | 7.48% | 8 |
| 8 | | Other | 15.89% | 17 |
| | | Total | 100% | 107 |

Other – Text

There was a general desire to be able to choose more than one option for this question.

- Academic, human resource, safety, and other policy decisions driven by public health/safety/science rather than SCHs. The anxiety of endless "silence" from administration, punctuated by tone-deaf announcements was demoralizing and hurtful.
- Blackboard grade book is difficult and time-consuming to use. Filters do not work when sorting to move through ungraded assignments. It just reorganizes and you end up wasting time.
- Child care, online course support for grading, and responding/grading/providing feedback to students in BB.
- COVID did not greatly affect my ability to do my job.
- Home office support (help to defray the costs of setting up my home office) and technology tools (better access to computing). Given that UHD rarely gives merit raises and never gives cost of living adjustments, the fact that they have not offered financial resources for faculty working at home is ridiculous.
- I felt adequately supported. The TTLC was very good.
- In the altered modality to create novel work and then provide feedback for larger classes was difficult.
- Less committee meetings will definitely help.
- Mental wellness information was needed.
- More communication; less waffling and changing directions.
- More recorded demos of the capabilities of UHD tools: MS Forms, VT, ZOOM Perusall.
- Online recorded how to's (job aids) but for students would be helpful. I was directing students to YouTube when then needed support working with PPT, VT, ZOOM, MS Teams, etc. Otherwise, I was overwhelmed with tech support in a science class.
- Perhaps a variety of support. You have to get to the point to ask for help to figure out what you do not know.
- Printing items is an issue, as I do not have home printing.
- SPSS should be available to faculty and students for statistics classes.
- Student SI and peer-mentors should be allowed the ability to apply rubrics to work.
- Support for making e-signatures would be welcomed. Generation of forms that are secure and able to have e-signatures would have limited my deficiency.

**Q51 - What strategies and tools have you found effective in dealing with COVID in your workplace and with your colleagues? (e.g. regular zoom chats, virtual social events etc.).**

- Ability to VPN to office computer.
- Access to my office on campus.
- At first I was using several tools, but that meant login, reading, responding and providing feedback. As the at-home semesters have progressed I have used: Zoom, Blackboard O365 - Microsoft Teams, PPT, Word.
- Document sharing in OneDrive Virtual.
- Effective? Dealing? These imply that we are all managing well. I am exhausted all the time.
- Excel.
- Face-to-face discussions, emails, and text messages.
- Finally leveraging technology (Zoom, MS Teams, OneDrive) to provide telecommuting options rather than insistence on physical presence for faculty meetings, university functions, and fulfilling other faculty roles/responsibilities.
- I am zoom fatigued.
- I have barely had conversations with colleagues beyond a certain group in a year.
- I have had good experiences speaking with a colleague that was equally interested in teaching well through this experience. Otherwise, there has been minimal contact between our department, and I think that has been a huge detriment.
- MS Teams.
- No regular interaction with colleagues; nothing outside of normal meetings.
- Organized/orderly email messages (as news digests/newsletters).
- Other than moving our meetings online, we have not really done anything differently.
- Phone calls.
- Stressed on Zoom to the point that even Zoom socials are only helpful to an extent.
- Talking with colleagues about what is working for them in their courses. Discussing creative ideas to teach laboratory courses online. Finding out what technology tools work best.
- Texting with colleagues; virtual social events.
- UGH. So sick of virtual fun. My colleagues are not fun in person either so in a way, zoom is better.
- VoiceThread.
- We do not have social events in my department, and I'm not sure those would have helped. We do have zoom meetings, and that's fine.
- We FINALLY have meetings taking place virtually (e.g., faculty, college, department) that do not need to occur in person.
- Zoom (mentioned 52 times).

**Q52 - What types of resources would you find valuable to support your pedagogy over the coming months, particularly in light of COVID-related issues?**

- A home office stipend to recoup the expenditures I made. My spouse was able to bring home paper, a chair, buy a new screen, etc. Nice for him. I feel like all UHD cares about are students.
- A policy allowing us to require students to have their cameras on. Teaching to black boxes is hard and they are less engaged. If they are less engaged, they will struggle more. When students are not engaged then we just are a TV show and that is not learning.
- A second plagiarism checker besides TurnItIn.
- Ability to maintain social distancing and masking in f2f classes.
- Additional technology training.
- Adequate office furniture.
- Adobe licenses.
- Advice on improving video lectures and a better means of recording information.
- Although the CTLE, TTLC, IT, and BlackBoard teams are providing excellent resources and support already, they need additional university resources and meaningful support to continue providing this level of service.
- As some of us move back into FTF formats, safety has to be kept forefront. The faculty, the staff, and the students need to be eased back, not forced back, into closer contact. UHD can't make anyone feel safe, but it can present conditions that encourage us to slowly regain that feeling again.
- At-home tech. stipend to cover wi-fi, paper, ink.
- Better computers, more storage space (we have to record a lot of videos).
- Better equipment to record lectures at home. I just have an awful webcam on the UHD laptop.
- Better keyboards.
- Fitting every classroom w/ hy-flex capabilities.
- Flexibility to continue to work from home, especially for those with small children that are attending school virtually.
- Funding for a bigger house now that I have to be a professor, run Zoom classes, AND be a homeschool teacher for 3 kids.
- Funding for childcare.
- Funding to reimburse me for the cost of having to WFH--a new ergonomic keyboard and mouse; an ergonomic office chair; a new printer; a ring light; a microphone; high-speed WiFi.
- Greater clarity in terms of how decisions to reopen campus for face-to-face classes are being made. I'd also like to see more input from faculty and staff in these decisions. Students need additional supports with coping with college and with coping with issues outside of the classroom. They seem more stressed this semester than at any point in the past. I know that we have several programs and divisions that can help students (e.g., student counseling, writing center, academic support services), but it seems like we need to be thinking creatively to make it easier for students to learn about and access these services. In addition, we need to identify the gaps where needs are unmet. The S/U option should have been extended to students in Fall 2020. The pandemic was not over and in many ways was worse than in the Spring and Summer when the S/U option was available.
- Help with Computer Hardware and recurring internet expenses.
- Home office budget.
- Home office support.
- I did the Online Passport course through IT and this really helped me a lot. More people should do it.
- In general, a netiquette training for students.
- Integrating MS Teams work into the BB Citation manager tool for faculty and students.
- I-pads.
- IT support.
- Let IT help me fix Mac issues since I work from home using my Mac.
- More CTLE training opportunities.

- More flex spaces, continued commitment to safety, access to the vaccine for students, faculty, and staff.
- More focus on teaching as a university less on service/research. Get back to UHD mission in light of COVID.
- More informal discussions about what works and what doesn't like the conversations that used to happen in the hallway or around the photocopier.
- More structured technology, BlackBoard and MS training. The training needs to be provided outside the demands of committee work, scheduling, and student demands.
- My courses, as both I and they are fairly new, are still somewhat put together with duct tape and string. COVID has not helped that at all…some time and support to properly design the courses would be valuable.
- Online teaching is a better and more efficient way for our students and improved my teaching quality.
- Peer-mentor or SI for each class that can review/grade discussion posts and help respond to basic student requests.
- Provide extra storage for home computers so they are not so slow. Provide money so I can update and improve my WiFi so my Zoom sessions do not crash at home. Provide money so I can purchase a new iPhone since I am now taking work calls on it and checking email on it, and I maxed out storage and now all of those apps are outdated. All of this would alleviate the incredible stress I feel as I work to teach the very best I can to students who are also stressed out. My WiFi connection at home is not good enough to support Zoom like everyone else's.
- Reimbursement for the computer I bought to conduct synchronous online classes.
- Smartboards in every class.
- Student-centric job aids for tech - PPT, Excel, Office365, Word, Citation manager tool, Zoom, VT,
- Support for Apple devices.
- Support for equipment for a home office (a microphone, a larger monitor, a stipend to pay for high(er) speed internet (Zoom classes use a lot of bandwidth).
- Tablets with drawing functions.
- Teaching Assistants.
- Technology support for students (who cannot do their best work if they lack internet at home).
- Technology workshops. Training on the best technology for use in the classroom (VoiceThread, etc.).
- The option to continue offering online classes if indicated and supported by student input. Many classes have enjoyed record enrollment by virtue of the online mode and that option - allowing student enrollment to be determined by those statistics - should be acknowledged, encouraged, and used as a metric to decide about delivery modes in the future.
- Transparency and early decision making for hybrid courses. Since January the University has given faculty less than 2 weeks notice for every extension keeping students off-campus. This decision should have been made early on in the semester. Having faculty plan for on-campus work with students, and then giving them less than 2 weeks to convert that back to fully online is unacceptable. It is almost like teaching two entirely separate courses. There is no support for planning ahead and no allowances for having to do double the work. We are on the third semester affected by COVID and the lack of transparent and decisive decision-making has been a major hindrance to faculty striving to adapt and accommodate pedagogy to existing circumstances. The inability of the University to make decisions has been a hindrance to the development and execution of best pedagogical practices.
- Two monitors.
- Video editing software.
- We should not have spent so much money on the flex classrooms. That money could have been put to better use buying students and faculty laptops and other technology.
- While Microsoft 365 was invaluable for teaching my lectures, online learning environments are not adequate for laboratory, field experience, and research studies.
- Zoom.

**Q53 - Over the years, there have been disruptions to work such as hurricanes, inclement weather etc. Given the context that there will be disruptions to our work and classes, what key strategies do we need to plan for going forward?**

- Administrators who support us, instead of continually reminding us that we need to shape up.
- Advance decisions. At this time, we have no direction on how classes will be held after the spring break, and we are only one week away.
- All courses should have a BASIC but developed module stored at the Department level and deployed to faculty and adjuncts. More trained support staff can be added to classes to help faculty respond and engage with students. A sort of co-host or approved facilitator. This could be anyone senior students or lab/office staff that can assume an alternate role for UHD when their primary job is interrupted.
- Allow faculty more flexibility in grading, scheduling.
- At this point, I would assume the campus will flood at least once a year, and there will be at least one other disruptive disaster every two years. That can be planned for. We need to understand that we can take time to recover.
- Better software licenses/site licenses for essential software, or Citrix-style access.
- Better training and better technology for remote teaching and content creation.
- Build on our past experiences.
- Building resilience and continuous communication with all stakeholders. Administrators need to be intimately familiar with how students, classes, and faculty in particular disciplines might need additional support and resources when there is a disruption. Observance and participation in various courses before an emergency might help university leaders gain such perspective.
- Child care proximal to offices.
- Clear communication of expectations, both of faculty and students. For example, I had an exam scheduled during the freeze. Can I move it? What's the policy on moving exam dates that are set in the syllabus? I remember so many conversations and rumors going around at the beginning of COVID as to things that weren't allowed or encouraged. It was very messy, very confusing, and counterproductive. Some FAQs on do's and don't's would go a long way.
- Clear continuity plans, better communication, better consultation with faculty senate, appropriate adjustments for emergency outages for instructional purposes.
- Clear mechanisms/guidance for referrer students to academic, financial, and mental health resources.
- Clearly stated communication for school closings (the day of the closure is too late) and announcements that are for longer amounts of time (we always seem to be the last to announce closures and only two days at a time) when many other institutions and the city/county closed for a whole week for the storm, for example.
- Clearly stated expectations regarding course assignments during school closures (What does classes canceled mean?).
- Clearly stated mechanisms for students to have access to required hardware and software.
- Continue to build up funds to meet students' emergency needs (e.g., technology, wellness, financial assistance, etc.).
- Continue to offer unique virtual events beyond the pandemic's limitations to encourage participation from all three campuses.
- Cybersecurity.
- Deans and chairs who exhibit discriminatory conduct should be addressed.
- Do not make assumptions about economic resources. Consult with some actual poor people. Inevitably, decisions at UHD are made by administrators making six figures annually. They assume that everyone can afford what they have. UHD has many disadvantaged students, adjuncts make peanuts, and even tenure-line faculty and permanent staff make salaries much lower than people in comparable positions at UH and UHCL. Academic success for students and teaching excellence online depends on having the right hardware and internet services--and electricity (during storms/hurricanes). Please don't allow people making over $100K to make decisions for the rest of us based on their particularly cushy resources. If you

are going to require that faculty conduct formerly f2f classes from their home computers and that students continue in formerly f2f courses from their homes, you are going to have to provide the hardware and internet capacities--don't just assume that everyone is going to magically have adequate internet, microphones, and monitors at home.

- EARLY decision-making.
- Ensuring that all faculty are trained to pivot to other teaching modes and are compensated when asked to do so.
- Excellent Question! For the past several years, we've had all of these issues, especially the fall semesters. Yet, we maintain a dogged obedience to the idea that students must do things face-to-face and within time constraints, without any acknowledgment that for some, that is near impossible. It took the pandemic for administration to realize that we needed better technology for online courses, needed to relax the semester constraints, and for faculty to look beyond in-person testing. But much of that lack of preparation and faculty and staff development rests on the shoulders of administration not being prepared for the disasters or learning from the previous problems we've had due to natural disasters.
- Flexibility in the course schedule. Plan for a week off and then use that week to reinforce skills/content if no school closures occur. The University needs to recognize that all of these disruptions affect faculty and varying degrees. The messaging from upper administration is always around supporting students and being flexible with students. There is no regard for the fact that these disruptions can severely alter the ability of faculty members to do their work. This is especially difficult for faculty with caregiving responsibilities when weather or other disruptions also eliminate existing caregiving arrangements.
- Funding for WFH supplies. Funding for software on home computers--why are we expected to BUY an extra license for Adobe if we are expected to work from home on our home computers, for instance?
- General statement from UHD about how missed (closed) days will be handled--an advance statement at the beginning of the semester would be useful.
- Giving students (very important!), faculty, and staff access to high-speed internet at home, instead of assuming that everyone has it. It's very expensive, and many of us, who had previously banked on face-to-face classes or in-person services, did not previously have it in our homes. I've especially noticed that many of my students are attempting to Zoom and work in Blackboard using only their phones.
- Greater flexibility about continuing working from home post-pandemic. We have disruptions often enough that allowing offices to maintain working from home on some basis would help prepare for the inevitable next event.
- I think the only strategy to use is to encourage faculty to be prepared to pivot. The need to move online suddenly should be anticipated as we put our courses together and post materials in Blackboard. The broader strategy involves rethinking the University, especially the physical space. I cannot envision a time when my colleagues who live all over Houston will agree that we all need to drive downtown to meet. The hallways were often already quiet pre-pandemic, and that trend will only continue.
- I think the University is doing the best it can.
- I'm concerned about the impact of moving I-45 and the resulting construction downtown on UHD enrollment.
- It seems that we have now "built-in" extra days (with TX. lege move to more contact hours). Perhaps this will mitigate any lost time due to ice storms, hurricanes, etc.
- Make decisive decisions earlier - stop dithering.
- Make it clear what power faculty have in deciding how their class will be taught when upcoming disruptions are predicted. For example, UHD did not cancel class during tropical storm Imelda, so I assumed I was expected to be on campus. When leaving campus, I became trapped in a dangerous flooding situation. Had it been clear that I could make my own decision about what to do with my classes that day, I never would have come to campus.
- Make sure faculty build in extra days to the syllabus.
- Make sure students have resources available.
- More resources for folks working from home.
- Moving classes online cannot be done overnight. Classes should remain the same as they started at the

beginning of the semester as much as possible.

- Multimodal teaching strategies, flexibility with grades/assignments/syllabus planning (in other words, there should be an emphasis to students that they are not always getting "what they signed up for").
- Offer synchronous courses.
- Please give faculty as much time as possible when making decisions on canceling or closing, or moving anything. Faculty are the ones stuck trying to implement the decision made by the administration, and I don't think the administration fully appreciates the difficulty of implementing a change to anything part way through a semester. You don't really get to all students until the third message. Whenever there is change, faculty will get many emails about how this will impact X, Y, or Z.
- Preparedness for missed work and class time, policies to address missed deadlines.
- Provide reliable access to the internet for the UHD community at an emergency.
- Provide widespread strategic and intentional training for instructors on Blackboard and other learning technologies. Suspend department meetings, hiring committees, and other services to conduct departmental-wide training to provide more capability, capacity, and pedagogical nimbleness to the professors.
- Quick but educated decisions.
- Reduced loads of service for faculty members. Teaching over the last couple of semesters has been challenging because the increased number of emails and student issues important to but not directly related to academic work.
- Robust policy on online course excellence.
- Stop making last-minute decisions whenever possible.  Do not cancel online courses. Trust the faculty to accommodate students. We are not monsters (well, most of us).
- Support online meetings or makeup classes when there is a natural disaster.
- Systematic procedure implementation and online training more faculty preparation for online teaching.
- Technology grants.
- There was not sufficient messaging to the UHD community.
- Ways to communicate with and help students who are affected to get up and running faster.
- We need actually to care about our constituents. Just "switching to online" anytime there is a crisis is not an answer. We need to be more aware of the difficulties our faculty, staff, and students are facing and not just continue with "business as usual." Make decisions. Please don't wait until it is too late to decide and put individuals in harm's way.
- We need better support for students. They are way more vulnerable to these interruptions and need both our tangible and intangible support.
- We need to be more communicative with our students at an institutional level to let them know that we hear them when these cataclysmic events happen. It should not be business-as-usual. I think that can come across as callous with a few of my students, anecdotally, and students then tend to feel like they're just moving through the University for the sake of SCH dollars. They check out.
- We need to re-examine our university curriculum and overdependence on in-person classes and a coherent and proactive plan for properly resourcing students to be distance learners and respectful human resource policies and procedures for addressing the needs of staff members.
- When connectivity for students and faculty is interrupted, a better mobile app for BB is essential. Both the instructor and student BB are not functional for editing, grading, or anything besides posting announcements.
- Willingness to adjust.
- Yes, it does seem as though we cancel classes at least once an academic year for weather. I wish there were a way to get those days back by tacking on some days at the end of the semester. Training for everyone in online teaching, I suppose, and ensuring adequate computer and internet resources for students and faculty alike.
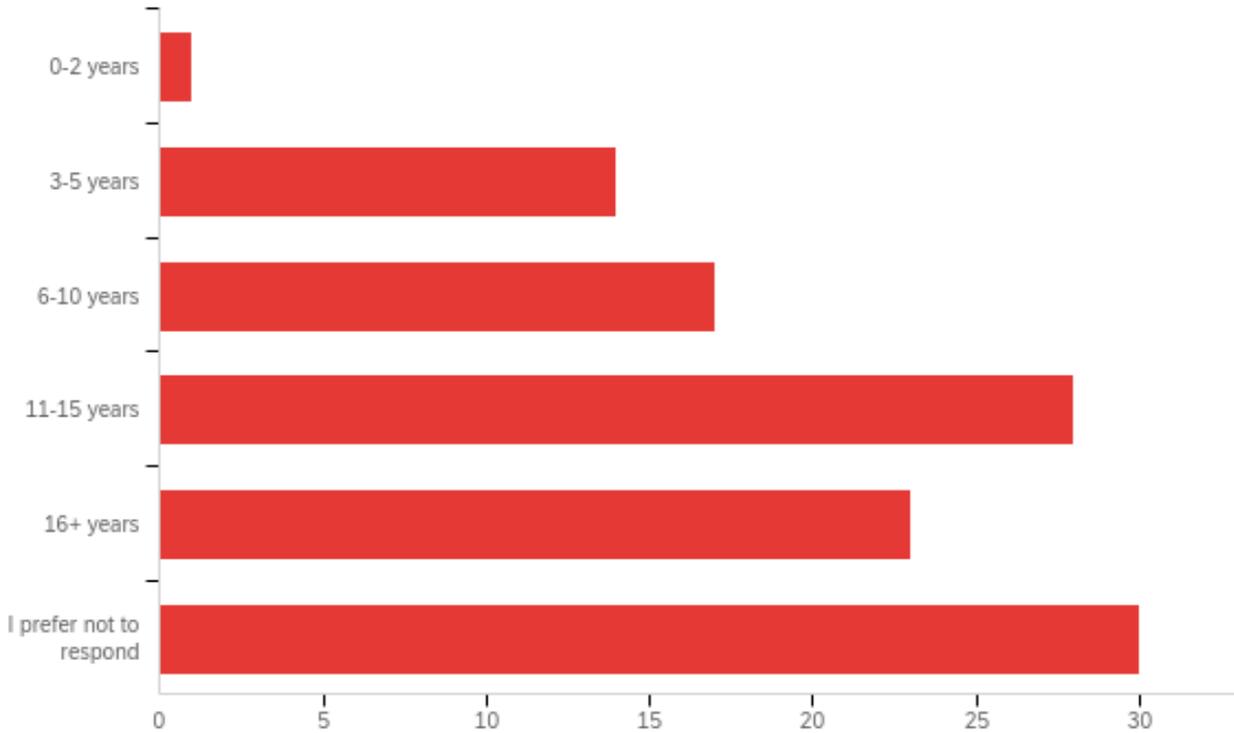
**Q54 - Please indicate your current rank at UHD.**
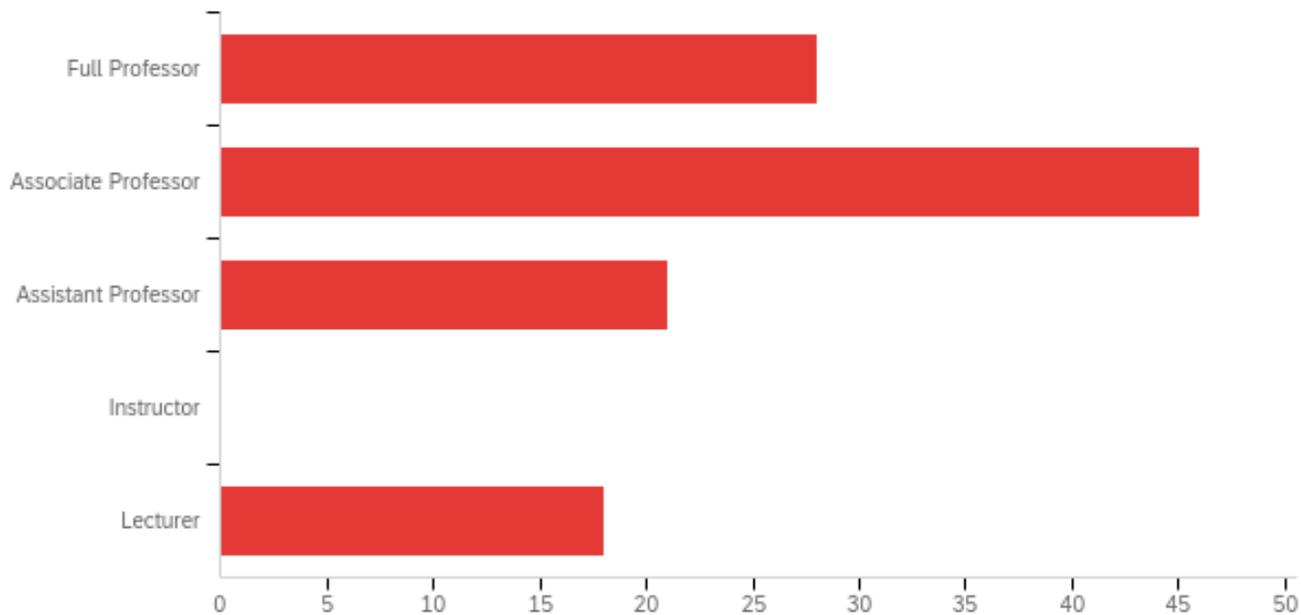


| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | Please indicate your current rank at UHD. | 1.00 | 5.00 | 2.42 | 1.30 | 1.69 | 113 |

| # | Answer | % | Count |
|---|---|---|---|
| 1 | Full Professor | 24.78% | 28 |
| 2 | Associate Professor | 40.71% | 46 |
| 3 | Assistant Professor | 18.58% | 21 |
| 4 | Instructor | 0.00% | 0 |
| 5 | Lecturer | 15.93% | 18 |
| | Total | 100% | 113 |

**Q55 - Please indicate the number of years that you have been employed at UHD (you may opt out).**



| # | Field | Minimum | Maximum | Mean | Std Deviatio | Variance | Count |
|---|-------|---------|---------|------|--------------|----------|-------|
| 1 | Please indicate the number of years that you have been employed at UHD (you may opt out). | 1.00 | 6.00 | 4.31 | 1.38 | 1.90 | 113 |

| # | Answer | % | Count |
|---|--------|---|-------|
| 1 | 0-2 years | 0.88% | 1 |
| 2 | 3-5 years | 12.39% | 14 |
| 3 | 6-10 years | 15.04% | 17 |
| 4 | 11-15 years | 24.78% | 28 |
| 5 | 16+ years | 20.35% | 23 |
| 6 | I prefer not to respond | 26.55% | 30 |
| | Total | 100% | 113 |

**Q56 - What do you think are the most important challenges you face in carrying out your work at UHD?**

- A lack of leadership. We need decisions based on what is best for UHD. Instead, leadership decisions are self-interest-based and legalistic.
- Administration turnover and inconsistencies.
- Administrative changing of directions. The recent schedule requests are a case in point. Asking departments to change the schedule to such a drastic degree less than two weeks before students register for classes was a poor choice.
- Antiquated policies and performance measurements that don't value the things they should. A dean that does not communicate apart from showing superiority and cracking ill-advised jokes about people's ethnicities, national origins, or other stereotypes about them. A subtly hostile environment for minorities and women, especially. Meetings rarely occur, and important things go undone. Requests and paperwork to the dean's office often go unhandled. The dean has loudly spoken his desire to leave to anyone who would listen, including junior faculty. Our strategic plan is unrevised since our last accreditation visit and attempts to revive the process fail. There is an atmosphere of distrust because the dean shares inappropriate details about his fights with upper administration and his own chairs with faculty. The dean buddies up to junior faculty and manipulates them into compromising circumstances. He bullies and shames people who displease him. He bad mouths the president and provost, along with the other deans and VPs, at every opportunity. Complains that white people are "being attacked." Talks way too often about his personal white grievance politics. Likes to speak in ugly stereotypes about: Chinese, South Americans, Africans, Mexicans, women generally. Says things like, "At UHD, we help make sure our students can be more than just lawnmowers." Says these things IN FRONT OF AUDIENCES. A dean who downplays the killing of Asian women as "not a hate crime" and "not racist" and meanwhile regularly talks about white men as the people who are truly underprivileged is not the right fit for anywhere, let alone UHD. A dean who barely attends to his college, virtually never undertakes any improvement efforts, and who fights with every administrator is not the right fit for anywhere, let alone UHD. All of this creates and perpetuates a toxic environment that is inexcusable and is sure to cause great harm to UHD. A colleague I trust heard the dean talk about "the coming race war" and that he didn't want it to happen because he didn't want to "feel guilty when he won." People are simply exhausted. The man punishes "lack of loyalty" through shaming, bullying, and harassment, and so people are afraid to say anything.
- At the moment, because of online teaching, test integrity/cheating by students.
- Balancing teaching, research, and service roles/responsibilities with the unpaid labor of being a minority faculty member; coping with a work environment and culture that is toxic to minority faculty.
- Balancing teaching, service, scholarship.
- Being heard and lack of diverse teaching opportunities. It is very hard for a lecturer to get a course to teach that actually matches their area of expertise. Lack of opportunities to get teaching awards. Being paid less than an HISD schoolteacher.
- Compensation.
- Constant leadership change.
- COVID.
- Currently, the pandemic. Teaching and service are taking up more of my time than before due to issues and challenges related to the pandemic. This constrains my research activity in addition to the natural constraints on my research from the pandemic.
- Dean at MDCOB actively targeting faculty
- Department leadership is not open to having faculty share ideas to improve programs and tasks. Often decisions are taken without department input, and these may not sit well with many people.
- Disconnection and isolation.
- Endless service obligations.
- Enough time and funding to conduct research.

- Fatigue and institutional apathy.
- Feedback and matriculation of students and generating novel course content.
- Finding time for scholarship; learning to teach online.
- Forced migration to online. Helping students who lack resources to succeed. Finding adequate time to do everything since the migration online has required us to reinvent our pedagogy and techniques.
- Getting answers.
- Having to teach courses (often time upper-level), the much better paid tenured and tenured track professors refuse to teach.
- High workload. Not enough time in the day to complete required tasks.
- Hostile environment and favoritism in the upper reaches of administration.
- Hostility from faculty colleagues.
- I am bombarded with statements that I am racist because I am white. I cannot disagree on anything now, as this will be taken as racist in meetings. In the meetings, people say that I do not look like my students. I understand this as "you should not work here." In the meetings, I am told white males, and especially white females (Karens), are the university source of racism and discrimination. The whole racial and gender groups! No proof or investigation into these claims are necessary. Such prejudice and discriminatory statements demotivate me to the greatest extent. People tell me that I am responsible for systemic racism in the meetings. How did we get to this? We have been building programs and endowments, organizing events, etc. We have been working really hard collectively -- as a unified group. Now I am told -- you are the wrong color.
- I spend a lot of time learning about new teaching methods but have difficulty implementing them because the class sizes are so large.
- I worry that the pandemic has shifted academic life at UHD so hard into teaching and service, I will never be able to do research again.
- I'm not paid enough for what I am expected to do, and I have minimal support for research. I feel exploited. I *am* exploited.
- Inconsistencies/lack of clarity in expectations and evaluations; poor departmental communication; harmful and/or ineffective staff member.
- Institutional racism.
- Lack of resources for research.
- Lack of respect for faculty (the COB only cares about students), no raises (I am looking for a job), and no teaching support. I teach 40 students per class and have no grader. That is fine, but it sucks to see colleagues teaching 9 or 12 students for an extra hour, and we have the same load. I love so much about UHD, but I am about to break over the teaching load.
- Lack of strong leadership in upper administration to address workplace issues in colleges that may have serious negative repercussions because of their extreme ignorance of the rules of the academy.
- Lack of student engagement during COVID.
- Lack of teaching/research support.
- Lecturers are not allowed to participate as tenure track faculty but are expected to do the same services as tenured or tenure track faculty members.
- Lecturers at UHD are completely marginalized. They are completely stripped of any shared governance.
- Low salary.
- MDCOB Chair and Dean
- MDCOB Dean and chair with discrimination practices.
- Morale due to no raises
- Not enough time for research and scholarship
- Not enough time for scholarship.
- Pedagogical challenges for hybrid courses or conversion of courses to an online format. Challenges in research activity brought about by the COVID pandemic.
- Political hysteria.
- Poor leadership in the college of business.

- Preventing academic dishonesty, creating a good course structure, and motivating my students.
- Racism and toxic patriarchy; lack of support but high standards for minimal rewards logistically or financially.
- Salary compression, administrative turnover, and incompetence.
- Service load combined with the fact that UHD students are typically less prepared for college material which means increased time and energy to get them where they need to be. Most UHD faculty are willing to do this, but I don't think the administration appreciates the challenges to faculty time this creates. Our students also have many issues related to poverty that are hard to address in a classroom.
- Service overload.
- Staff and administrative turnover.
- Teaching load prevents as much time as desired for professional development and research.
- The bureaucratic hoops we have to jump through for everything. Everything we do has paperwork to be completed, signatures for approval, and certain time periods for review. While the processes are sometimes needed, a lot of times, it seems like someone is trying to justify their job with the extra step. It is easier to be approved to buy a gun than to be approved to teach a freshman seminar, for goodness sake. I don't know if that says more about the state of gun laws in America or the inane policies and processes at UHD.
- The constant push towards issues related to so-called inclusion and diversity. I very much feel as though I have no place at UHD. It's an extremely insular, suffocating environment with little freedom (amongst peers and colleagues) for a diversity of thought. Many of the comments I regularly hear from colleagues border on illegal (e.g., criticisms of faith, conservative thought, political views). "Diversity" only means *diversity* if it meets the UHD faculty majority's ideology; those who disagree with the status quo/majority are ostracized. Diversity should include a diversity of thought, politics, religion, etc.--NOT just diversity of ethnicity, gender, and/or sexual orientation.
- The constant upheaval in administration creates an unstable work environment for faculty at UHD. The 5th president in less than 10 years starts next week. We will be in search of a new provost, again. Every president and provost comes with their own priorities for UHD and its faculty, priorities that significantly impact faculty workload, salaries, and impact the university as a whole.
- The high teaching load makes it difficult to do the primary data collection required for my research program. COVID has made this extra challenging with the increasing demands and support required for our students. I also feel that some of my students have unrealistic expectations of the workload and time required for college courses. I receive many emails complaining about the amount of work, deadlines, etc. This also affects my student evaluations.
- The load for service is very demanding.
- The mounting emotional labor required to support student success.
- The teaching workload is too high to conduct scholarship effectively.
- Time constraints.
- Time to complete research and publish my work.
- Time. I just do not have enough time to teach well, write effectively, and do all of this service work. I sit in too many meetings that are a waste of time.
- Too great a teaching load and low salary.
- Too many service expectations.
- Too many students, too little time and recognition for scholarship lack of support.
- Too much time spent on teaching and service, not much time left for scholarship, being always tired and overworked, not properly compensated.
- Too much to do, too little time to communicate F2F with students.
- UHD does not apply policies and standards fairly.
- Very limited/almost negligible opportunities for research for lecturers.
- Work balance, particularly service load, expectations of taking on new courses, and engaging in research.
- Work-life balance.
- Workload balance.

- Workload, in particular service and salary compression. Also, child care.
- Workload.
- Workload.
- Workload.
- Workload. Eight years ago, lecturers in my college were moved from a 4/4 to a 5/5 with no additional compensation. It is impossible to do my job well with this load.

**Q57 - What are the underlying causes of the challenges at UHD that you mentioned in the last question?**

- A decently high teaching load coupled with an overbearing service expectation. Service load does NOT take up 25% of my overall workload. It's easily 50/50 with NO space for research/creative scholarly work.
- A lack of understanding, tolerance, and acceptance by the majority towards those who hold viewpoints different from what they deem the only acceptable ideology. There is little (no?) place in higher education for conservative thought.
- A staff member who is difficult to work with and treats students poorly is not considered a resource for answers/information.
- Bureaucracy breeds more Bureaucracy. Everyone in the administration seems to have a new title every year and newer responsibilities to go with the new title. When we keep adding administrators and new positions, there is just more justification for more policy, more required process, more, more, more, without getting rid of old positions. The administration causes most of these problems, and it is in an effort to help but does the opposite.
- Committees vary in terms of workload. Some are much more time consuming.
- COVID pandemic. Economic challenges. Mortality. The relentless of time.
- COVID-19 diagnoses, family illness, and death, job loss, mental health, etc.
- Dean at MDCOB is not professional.
- Distribution of work, particularly service. A few faculty do a lot, and many do very little. Unfortunately, the system rewards underperformance. Those who take it easy are not reprimanded or suffer any negative consequence. Therefore, they continue to not contribute too much. On the other side, those who do a lot are rewarded getting more work. When salary raises come (every three years if we are lucky), the difference between the highest increase and the lowest increase is so small that the message appears to be "take it easy, underperform, no need to go the extra mile. Do the minimum possible." We need to revamp our reward system to motivate people to improve their performance instead of underperforming. The same comment applies to teaching and research. The system does not reward high achievers in these areas either.
- Expectations of lecturers.
- Extensive service load.
- First, the overall TT faculty numbers have not grown with the university. This has led to severe service workload issues. One good hiring year is not enough. We need a few. Second, compensation remains a problem for retention and recruitment, especially for minority faculty. Our benefits also suck. Third, money can fix the first two problems, but not both at the same time, given the budget structure.
- I am being asked to do more than is humanly possible.
- I am paid well under market value. While I love my job, I don't feel valued. I don't feel that my expertise is used in the most efficient manner. I often feel overlooked for opportunities.
- I suspect the challenges with hiring and retaining competent staff are related to money. I do not know why upper administrators leave so often.
- I think, for whatever reason, we have made a FEW poor leadership hires. It is possible we need to realize that leaders from outside are NOT the best choice for us. Such leaders may not always self select back out, as they are now. Some may permanently opt in and stay without intervention. WHich may or may not ever occur - especially if we have people who are unwilling to make difficult decisions because they do not want to jeopardize their NEXT job......
- In terms of student expectations, I feel that at times UHD caters (replacing F's with subsequent grades, etc.) too much to students, which gives them the impression that college is supposed to be totally flexible and easy and that they can argue their way out of any issue. But this isn't the case, classes have learning objectives, and college is supposed to challenge you to learn; students must be accountable for their learning. The real- world has policies, procedures, and accountability, and we should model that here at UHD without the fear of bad student evaluations.
- Inconsistent application of annual review rubrics.

- Inconsistent distribution of workloads in the department.
- Individuals who do not treat everybody the same way.
- It is challenging to work from home as a parent or caregiver.
- It's probably the nature of the beast - being a lecturer and filling in where needed, which has meant having 3-5 different preps in a semester.
- Lack of clarity in departmental expectations.
- Lack of consistent leadership decisions and a lack of principles from senior admin.
- Lack of diversity and relatively little oversight on senior faculty tend to impact every aspect of the tenure track and university heavily.
- Lack of early decisions about course format delivery (i.e., making faculty plan for hybrid and then making them revert to online with less than two weeks notice each time). Lack of acknowledgment for the delay in research activity for those dependent on student availability, on-campus facilities, and other collaborating facilities for their work.
- Lack of funding for proper salaries to retain good faculty staff; turnover at the top of administration; poor decision-making (hire inexperienced AVPs, then leave UHD, leaving those inexperienced AVPS in charge-- madness). Dr. Johnson was hired to improve UHD's grant applications (because he was from STEM); now, somehow, he is an AVP at every meeting I go to, holding forth on every topic under the sun, etc. Dr. Moosally is not a full-professor, a rank defined in the policy as the highest achievement for a faculty member...now, she's an AVP of curriculum and instruction. What is her teaching record? Will either of them be appointed interim provost? I hope not. This is madness.
- Lack of money; favoritism by lower-level administration.
- Low salary and too many meetings.
- Low self-esteem.
- Management.
- Mandatory training and service. Although I am told I can volunteer. Many times I am voluntold to complete service.
- MDCOB Dean and the chair.
- Money, of course.
- No one gives timely answers. Everyone worries about the lawyers.
- Not enough money and importance were placed by the university and the state. I have a Ph.D.!
- Not enough staffing.
- Not valuing the research potential of faculty that are not tenured/on the tenure track.
- Of course, the teaching load is an issue that had to be discussed and addressed at the administration level. Even though we are a predominately teaching institution, I feel that the tenure review process focuses mostly on research, which is difficult to do with our teaching loads.
- One of the biggest challenges is the administrative cycle we have going here. I cannot focus on my career or my students because I am too busy going to job talks for administrators that stay for a small amount of time and then use us as a stepping stone to their next career move. I want to be active and engaged at UHD and work on my career. We are going to be picking up the pieces that Munoz left for some time.
- Organizational culture.
- Poor hiring practices for senior administration, too many presidents and provosts in the past six years, lack of diversity in upper administration, lack of accountability in addressing issues with deans presented by faculty and arising from investigations.
- Poor inter-departmental communication (information not given or withheld; unanswered emails, etc.).
- Poor staff/faculty ratio
- Racism and white supremacy are embedded in the systems, policies, and structures. Instability in administration as a result of the good old boys club/patriarchy that is currently at play.
- Salary compression.
- Service during the semester can cut into my research time.
- Some and only some individuals have no respect for others (just blind racial and gender prejudice, based on personal reasons) and use the BLM movement for personal and political gains in the university -- to

further their personal influence and "eliminate" and silence those who disagree with them -- on unrelated issues. It is a form of oppressive behavior. It defeats the purpose of bringing people together to work toward social justice collectively, and I think they are aware of it. On the contrary, total thought control is the goal. If you are white and disagree, you are labeled racist -- publicly or indirectly in meetings, especially among the accuser's close allies. Your reputation is ruined. Your motivation to work diminishes.

- Some faculty are seen as capable and do a lot of heavy lifting, service-wise, whereas others bank on ineptitude. This creates a labor disparity, and I don't know what can be done except invest in more tenure-track professors and stop spending money on administrative positions.
- Teaching load + service requirements = no (or very little) time for research.
- Teaching load is too high.
- Teaching load.
- Teaching load.
- Teaching takes all my energy. And then some.
- Textbooks do not all come with instructor packages, so the course content is not as simple for some courses.
- The administration applies policy to suit their agendas, not because it is the right way to do it. Do not apply policies & standards fairly; no support for faculty.
- The administration does not do a satisfactory job of requiring tenured and tenured track professors to do their jobs. Lecturers, who usually make less than half and have bigger teaching loads than do professors, are required to take up the slack (for example, why shouldn't tenured and tenure track faculty be required to teach Master's level courses instead of making the lecturers teach them). Lecturers also always get second choice on teaching schedules (second to professors) and end up teaching the harder classes that professors do not want to teach.
- The administration neither cares about faculty nor likes us very much. The entire vibe at UHD is suspicious--we are treated as if we must be constantly monitored, and nickel and dimed because we *might* be trying to pull a fast one. We are highly competent professionals committed to teaching poor, working-class, immigrant, Black and Brown students. Why are we not treated with dignity and appreciation for the public service we provide?
- The ingrained belief that lecturers are placeholders who fill in for T and TT faculty to teach the less important courses so that T and TT faculty can do "more important work." Lecturers are left off committees because T faculty assume that lecturers don't have time or don't want to, yet committees are places for our voices and concerns to be heard. When I was in Faculty Senate, there was little to no discussion of lecturers. When I asked for a lecturer-related item to be put on the agenda, I was placated like a child, and the item was dropped.
- The MDCOB Dean and Associate Dean have allowed (and even fostered) a toxic work environment that includes social undermining, vindictiveness, and lack of professional communication with little regard for policies and transparency. In addition, there is infrequent top-down communication and little to no direction.
- The move from f2f to online teaching.
- The new bookstore is awful. The online system doesn't work well; it is confusing and changes the materials and the books I put in. Also, the customer service via the manager is not the best. I have had to call many times just to make sure my course materials were correct. There is a language barrier that makes interacting on the phone very frustrating.
- The pandemic.
- The past several searches for academic deans, provost, and president have brought instability to UHD because the administrators hired were only using UHD as a stepping stone to other positions. In years past, UHD promoted from within for academic deans and provost. And while faculty did not always agree with these deans or with the provost, we had time to establish productive relationships with them and knew that they, too, were committed to UHD. The imposition of UH main campus administrators on UHD has been damaging and demoralizing (Hugetz) and destroys the shared governance process since

there was no UHD input on these appointments that lasted for years.
- The survey courses need to be capped at lower levels.
- This goes back to the question about the R&T system. There are many tenured faculty in my department who do not carry their weight. The only consequence is a low-performance evaluation, but that is meaningless when we don't normally get merit raises anyway. There should be some system of post-tenure review. Further, it is demoralizing not to get a cost of living adjustment each year, much less merit raises. Why do we go to all the trouble of the annual review? That takes hours of work, and nothing comes of it. It is also very frustrating to continually have a revolving door of upper administrators. What can we do to recruit and RETAIN our president/provost?
- Too much service.
- UHD is still more of a community college than a university.
- UHD is very responsive to students, but it seems that it hasn't been that responsive to faculty and (and probably staff) during this pandemic.
- UHD leadership is unwilling or unable to do their jobs. UHD hiring practices are inadequate for weeding out problematic persons, and UHD's upper administration is (not coincidentally) failing to manage or change the situation. Tenured faculty mostly know about the aforementioned. So does the administration. Are we approving of this? The message is "yes" so far.
- UHD requires too much of its minority faculty, including dealing with the often racist, sexist, and homophobic attitudes and actions of our faculty colleagues. When we're attacked, it's not taken seriously or investigated. When we protest, we aren't "collegial," or we're made out to be the "aggressor." When we withdraw for self-protection, we're not "engaged."
- Uncertainty. Uncertainty in the face of not knowing how students will register and what type of classes they want as we hear simultaneously that the US is increasingly opening up and more people are getting vaccinated and conversely that COVID-19 cases are rising as more people go out without masks in large gatherings and not enough people are getting vaccinated.
- Unfair treatment, Favoritism, Racism, Arbitrary, and off-the-cuff decisions.
- Unreal workload expectation.
- We are overworked, over-committed, and under-compensated faculty and staff members.
- We constantly hire leadership with national searches. The people we find have no allegiance to UHD. They only care about advancing their career. Once they are here, they go on constant job searches looking for a promotion, and even when they have abandoned the university, they continue to make decisions that we will have to pay for going forward. They do not value hard work and devotion to the university. In fact, to them, devotion to UHD is a weakness.
- We do not have datasets to access, nor we have any funding for submission to journals. I have used my personal funds so far.
- We do not have enough full-time faculty to carry on the service work.
- We need to give students the most support we can muster from a resources point of view - this includes mentoring, financial support, mental health, etc.
- We need to keep people who know the history of the university and are committed to it. More women are needed in leadership positions. There used to be more, and the change has affected the climate. UHD policies regarding Lecturers need to change. Most lecturers have terminal degrees and more professional experience and academic degrees in many cases. In fact, the UHD job advertisement for Lecturer's position often states "Ph.D." as the preferred candidate. UHD is still considered a teaching University. Lecturers teach five classes every semester, with each course maxed at 35-50 students. Lecturers contribute to UHD's primary mission of student success.
- Why aren't we getting raises when enrollment is up?

**Q58 - What solutions do you think would address or resolve these challenges at UHD (again, referring to the last two questions)?**

- A move back to f2f teaching and maybe some support (e.g., software?) to monitor cheating.
- Accountability of senior faculty to abide by policy adopted by the institution. There is a culture of revenge, fear, retribution, and intimidation at UHD. There are direct consequences should junior faculty refuse to participate in bending the rules to departmental aims, sometimes in hiring decisions of other faculty that favor whiteness. These affect evaluations on the tenure track.
- Addressing salary compression and offering childcare options would be transformative. Intervention, training, the Provost needs to take appropriate action.
- Adherence to the rules of shared governance and responsiveness of upper administration to serious issues of administrator misconduct and abuse, being willing to make difficult personnel decisions, more than lip service to the ideas of DEI, better support for faculty-led projects addressing hiring and DEI initiatives.
- Allow me to conduct my research, teaching, and allow me to choose the services I enjoy and am passionate about.
- At this point, I don't know. The University is tacitly underwriting this behavior each time they do nothing.
- Change in attitudes Resources to allow lecturers to engage in research.
- Change in MCDOB Dean and Associate Dean.
- Commit to funding a massive hiring of tenure-track faculty in all departments that serve the core.
- Consider alternative means of course evaluation. In my course,IDEA surveys have low response rates (students have no incentive to complete them) and I often lack any to review, which means I miss out on valuable feedback. Additionally, bias by gender and race/ethnicity have be reported in IDEA and other surveys.
- Consider reducing/adjusting teaching loads.
- Consistent application and teaching of academic honesty policies would probably go a long way. I've had students be shocked that they got in trouble for paraphrasing an entire project. That should be clear before their junior year.
- Consistent expectations for service involvement, teaching quality, and scholarship production across faculty ranks A clearer, more straightforward, less subjective rubric for annual reviews A clearer, more straightforward, less subjective set of criteria for R&T Shared and/or transparent department-level decision making, as appropriate, and more timely and responsive communication Consideration of professional growth plan, transfer, or other method of working with problematic staff member.
- Dean at MDCOB is polluting the environment and needs to be sanctioned.
- Give us raises.
- Hire individuals that are passionate about our students and not just the job title.
- Hire more full tie faculty.
- Hiring more staff that are, at best, competent.
- I don't think it can be resolved. Corrupt to the core. Ethical, moral, and intellectual dishonesty is difficult to overcome.
- I have no idea. There needs to be more than a "training," for sure. Perhaps incentives tied to climate/outcomes, etc.
- I think some sort of provision/subsidy for internet services and home computing (for students, faculty, and staff) along with tech support would help. And for the duration of the crisis, a cessation of additional requirements--no more busy work assignments until we are back to normal. Limit the number of committees and whatnot.
- I think the problem will resolve itself with time, as I develop a good set of teaching notes and assessments for all classes that I may be called upon to teach.
- I think we need to take a hard look at the toll of the pandemic on faculty and staff and think about real solutions. Where can processes be streamlined so that we are not creating unnecessary work for an already overburdened faculty?

- Increase the salary based on people experience and designations. Make the meeting short and limited. Fewer students, staff triage for students facing serious challenges.
- Invest in mental health. I would like to see a much more visible LGBTQ support system at UHD. If such a system still exists I have heard of nothing in the last few years.
- Investigation, removal from office, and systematic solution.
- Leave the schedule as it is now and push to see a greater on-campus presence in the spring. Be responsive to student choice in the fall (if you see more f2f enrollments, push to meet that, but don't assume that's where students will enroll without more evidence).
- Less complaining.
- More focus on teaching and faculty.
- More mid-level staff.
- MORE MONEY would go a long way. Dedicated, reliable, and de facto sabbaticals, instead of this screwy competitive BS where we have to compete with each other for a single semester and that's all we get across our entire career. How are we supposed to write ANYTHING, given our teaching and service obligations and zero research leave? It's embarrassing. Reduced service load--it's appalling what we are expected to do, work that could so much more easily be completed by a dedicated staff member. Like, is it really worth my salary to make copies for people? Is that where UHD thinks my expertise and training would be best directed?
- More money. A higher salary would really help morale.
- More sensitivity to the effects that the pandemic has on faculty. Student get S/U options, but IDEA surveys were still required. There need to be clearer mechanisms for getting students to resources, outside of Title IX reporting.
- Move to a 3/3 or 3/2 across the board. COB has releases for scholarship that are automatic unless the scholar fails to produce. No such incentive or policy exists outside that college.
- Much like incoming faculty might receive a one-course reduction in their first year, perhaps a service reduction after "x" years as an associate might be considered.
- One solution to one subset of one of the problems I mentioned would be to establish a graduate college, or maybe even a graduate college for just the non-COB graduate degrees.
- Pay lecturers like they have advanced degrees, including paying them for committee work. They should make more than HISD teachers. Foster a climate where lecturers are valued members of the UHD community by offering teaching awards per department (currently, we all compete for one measly teaching award) and encouraging their input in UHD's self governance system. If you won't offer us professional-level pay, at least allot all the summer positions to us instead of giving T faculty (who already make thousands more than we do) precedence.
- Promote a culture in which students more accountable for their academic activities and course work.
- Promote from within whenever possible. Every new president and Provost insists on policy changes and institutional practices that tie us in knots for years, then they leave and we are stuck with a "vision" we did not fully embrace.
- Put merit raises and cost of living adjustments into the budget. Implement a system of post-tenure review.
- Quit pushing political agendas and making unsubstantiated accusations about the University having a past of social injustice. Start rewarding dedicated performance, and hire the best people regardless of their race, ethnicity or gender.
- Raising salaries to average. Hire those that want to be here rather than move on.
- Realistic approach to teaching, service, scholatship.
- Redesign the reward system and orient it to motivate high performance.
- Reduce "'centers."
- Reduced service load option for one or two semesters which doesn't require an internal grant process.
- Remove these people from leadership positions.
- Reverse cutting of government funding for higher education or allow UHD to increase what it charges students.
- Serious support of infrastructure- way more staff positions to better support the institution AND students,

- but also alleviate some of the burden of service assignments. Some of these committees could be completely eradicated with more staff.
- Set higher standards for tenure and tenure track professors and treat lecturers better.
- Stand by policies & standards; no support for faculty
- Stop paying lip service to the issues and providing token, pre-canned responses. Stop pretending to be shocked at what is happening and then providing hastily assembled, poorly-conceived initiatives to mollify faculty and staff. It's insulting and transparent.
- Stop the turning door at upper level positions.
- Support in developing my skills and career goals to be successful.
- Support staff in my class (peer-mentor, SI, trained UHD employee) to assist in discussion posts online, student engagement, and responding to frequent student questions.  Alley is making the process of copy and paste for images more difficult. Support staff (peer-mentor, SI, trained UHD employee) to check and label images in course content and validate links.
- Teaching load of 3/3.
- Teaching load reduction to 3/3 or lower; teaching and scholarship tracks for t/tt faculty Research funding
- The University must issue a position statement saying that it supports all colors, genders, sextual orientation, and political beliefs. The University has to investigate cases when some people openly express prejudice against any racial or gender group in meetings.  Unfortunately, last year in the summer, the UHD Senate hastily (while most faculty were off for the summer) issued a resolution that essentially stated that UHD faculty were racist and had contributed to systemic racism -- this after years of dedicated service, teaching, and research at UHD to further the goals of diversity and inclusion. The world simply gone mad! I would never sign such a resolution. It does not represent who I am. It is very sad to see that I am labeled this way.  It is one thing to say that we support BLM. It is a completely different thing to say that the UHD faculty have spend the past 40 years purposefully oppressing others. This is absolutely wrong, and I am not sure why the UHD Senate was compelled to issues such a statement -- to offend and diminish the contributions of UHD faculty? It is unclear how such a statement was written and why. I would really like to know how such conclusion were made and by whom. But I doubt that such a conversation will ever happen. You are not supposed to question anything now.
- The University needs to make a decision about course formats at least 6 weeks before the start of the semester and not change that once the semester has started. If a change is absolutely necessary, faculty need to be given at least 4 weeks to implement the change.
- Transparency. Stop hiring "favorites" and look at actual achievements. Promote people with actual experience in leadership. Not because they talk alot at committee meetings.
- Treat the hatred that is directed at conservative-minded faculty for what it is: Hate speech. Nip it in the bud and understand that the bullying and pervasive mindset is not only unprofessional, it's hurtful and illegal.
- Try a different method for picking hiring committees.
- UHD need to make an effort to transition to higher tier university by opening more graduate programs and emphasizing more on scholarship.
- UHD needs to clearly define Lectures' classification as "Staff" or "Faculty." If Lectures are considered staff, then allow them to participate in staff-related issues. But if they are considered "Faculty," they should be allowed to participate equally with tenure track faculty members.
- Unclear whether this question refers to UHD's challenges or my own. For me, additional salary or reduced course load would be welcome--ha! For UHD, either of these resolutions would be cost prohibitive. However, on a feasibility scale, I'd point out that faculty retention comes into play here.
- We can continue to please both the state and the system, but that's not going to get easier in Texas post-pandemic. Ultimately, I think to grow much further, we'll need to exit the system to gain the freedom to add more programs and improve benefits and yet retain our underdog identity and competitive pricing. That's hard even to imagine, though, when our administrators don't stick around long enough to make such long-term moves. UHD needs more than a Jiffy-lube oil change to realize its potential.
- We need to do a study to see which units are lacking positions, which have too many, what positions are

truly needed, which are not, and look at restructuring some of the leadership positions with new titles. If someone has a title that does not fit on one line on a business card, it is probably time for a more traditional title. Please understand, I am not advocating for job cuts or demotions. Rather, I am arguing for a more traditional organization of the leadership at all levels to make it easier for the UHD community to recognize the hierarchy.

- We need to find and support additional ways of increasing revenue beyond a simple reliance on tuition and body count.
- What would change MDCOB? Bad press? A lawsuit? Somebody will eventually go down one of those paths.

**Q59 - What do you see as the greatest strengths of UHD right now?**

- A faculty that, despite poor upper-level leaders, tries so hard to work for our students.
- Ability to accommodate the needs of working students in terms of online offerings. Offering childcare would enable more of these students to come to campus and create an on-campus culture.
- Being attractive to a high number of students due to its profile as a minority-serving institution and its location and small class sizes.
- Commitment to diversity.
- Committed faculty and staff that will go above and beyond for students.
- Community. Continue to build these values.
- Dedicated faculty and staff.
- Dedicated faculty, staff, and students
- Dedicated faculty.
- Dedicated faculty; simply phenomenal teachers and researchers, providing great service to the local community -- more than any other university in the Houston area.
- Diverse faculty and staff.
- Diverse student body
- Diverse student body and faculty.
- Diverse student population.
- Diverse students. Training opportunities for faculty, which this survey didn't even ask about.
- Diversity of students
- Diversity, lower tuition than competitors, good bang for the buck.
- Diversity.
- Downtown location.
- Faculty and staff who go above and beyond, with minimal support from admin plus really low salaries.
- Faculty and staff. So much potential here. We care about our students. About our
- Faculty and students. I can't say the same for administrators because they are constantly changing—our focus on our students and the greater Houston community.
- Faculty are tremendous and care and work hard, and our students and staff are great to work with.
- Faculty excellence. Given the compensation at UHD, a surprising percentage of faculty are highly qualified and very engaged in teaching excellent courses.
- Faculty flexibility in scheduling.
- Faculty senate leaders are working diligently too.
- Faculty.
- Faculty.
- Faculty.
- Flexibility for faculty.
- Flexible faculty and course offerings, high quality faculty available to most students.
- For staff, there is a very responsive tech support staff and strong CTLE.
- Growth and improving reputation.
- I like the people I work with.
- I think the university did a very good job with the transition to the online environment. While there were a few bumps along the way--and way too many emails in the early stages--overall, it was a job well done under trying circumstances.
- Its diversity and potential as an urban college!
- It's policy. I think it is fair and equitable, but so many faculty members interpret it in bad faith. This ultimately puts sand in the gears of certain aspects of the job (annual evals, etc.) that take away time from greater efforts, like student support and retention.
- Location, diversity of student body.
- Location.
- Many people will no doubt say diversity, which is correct. However, I am not talking about the

racial/ethnic diversity which most people will highlight. UHD represents diversity on so many other levels. It is a veteran-friendly institution, friendly to working students - full and part-time - with an array of class options, and friendly to the older student. UHD works with students who have disabilities - both the ones you can see and those you cannot - and celebrates different cultures and religions. UHD is about as diverse as a university can get.

- Many very good people, staff, faculty, and administration, need better support, professional development, and training opportunities.
- Most faculty.
- Online teaching.
- Our ability to quickly transition to online during COVID-19 really pulled the university through this period.
- Our community.
- Our diversity and sincere commitment to student success.
- Our faculty, staff, and students. Our location. Our library and IT staff, especially. Our relative flexibility. Note: this operation flexibility has depended mightily on the good will of our faculty and staff and the upper administration's assumption that everyone would happily absorb the financial and time burdens created by the forced transition to online--for the good of our students. We did, but only at UHD would employees be expected to bear the employer's operational costs. Even before the pandemic, it has long seemed that the administration at UHD and the UHS itself exploits and manipulates UHD faculty and staff by making our very willingness to bear exploitation (under the guise of "sacrifice") the proof of our commitment to our students.
- Our students and administrators who help faculty significantly. I am truly grateful to the administrators.
- Passionate people committed to the university.
- Provider of reasonably inexpensive education and downtown location. Should benefit from the coming recalibration in higher education due to the pandemic (providing more value for $$ spent).
- Sensitivity to student and faculty health and academic needs in light of major circumstances diverse student body.
- Serving students who need support.
- Staff
- Strong enrollment. A good value proposition. Good placement in the market and geographically.
- Student diversity.
- Student outreach.
- Student support.
- Student, faculty, and staff diversity and open-mindedness regarding anyone's ability to perform well.
- Students
- Students.
- Students.
- Students.
- Supporting the success of FTIC students.
- Technology resources.
- The faculty and staff.
- The faculty has the grit to continue to struggle and persist.
- The faculty.
- The faculty. The students come here knowing exactly how the faculty is and knowing that the faculty is great. Stop talking about how our current faculty is not good enough. Seven years ago, this university became the best public undergraduate university in the Houston area. Then we started prioritizing a political agenda that has nothing to do with academic success. The result has been a regression in our status.
- The faculty's and advisors' commitment to student success is exceptional.
- The passion of our students and faculty.
- The students and the faculty are ambitious beyond their current station in life. Hunger isn't comfortable,

but it does keep you going.

- The teaching/research balance.
- The team of faculty at UHD is students friendly. Overall, they know how to work with the students that we have.
- The university provides good financial support and strong advising staff, especially for graduate students.
- There are still some people working hard and devoting themselves to this institution.
- UHD is in downtown Houston, location.
- UHD, in general, is a good place to work—faculty, staff, and administration and friendly and helpful. I feel part of a family, and I enjoy teaching my students.
- UHD's greatest strength has always (well, at least in the 28 years I've taught here) been its disproportionately qualified faculty . . . attention to individual student success is by far UHD's best asset.
- We are still here after COVID.
- We don't have dorms, so we don't have the pressure of trying to fill them to respond with flexibility to student demands and student needs.
- We have people who care and are willing to work the extra amount to make it all work.
- We were well positioned to pivot to online. Now we have to figure out how to get the students back in the classroom.
- We work with great people.

**Q60 - If you have any additional comments, please make them here.**

- Because UHD protects those who do not earn tenure and fraudulent, many good faculty will leave.
- COVID has created a lot of problems for faculty, staff, and students. For faculty, it seems like we have been the forgotten ones to a degree. Convert the class online in a couple of weeks, stay online for the summer, be mostly online for the fall, but the ones in person will start online. Those of us who volunteered to teach face to face in the spring have been forced to once again convert the class to online (within a week), and we still haven't been back in the classroom, and it is March. The back and forth has to stop. The extra work with the S/U is ridiculous too. This is even more difficult for our adjuncts. I could understand the first semester and summer. But a full year later? I don't know of a faculty member who has not been working with students making accommodations for those who need it for COVID reasons.
- Give Department Chairs teeth and autonomy to promote a culture of orientation to results.
- I am suffering from abandonment issues due to our president, provost, and the CHSS dean decamping during the pandemic. It would be sooooo nice to have administrators who are actually committed to the university, especially since those same administrators expect faculty and staff to be committed to the point of accepting low salaries and bearing the cost of conducting class/services from their own homes. Meanwhile, our upper-administration spent the entire pandemic looking for other jobs. (This condemnation does not apply to the stalwart Mr. David Bradley.)
- I am very happy at UHD. This is a great place to work! I hope we can keep the upper administration (President & Provost) so that we get a sense of stability.
- I believe in UHD's mission and vision, and I value the students whose lives I get to change for the better. But UHD needs to BE better too, and hire better, and manage problems better. This is not rocket science, and what I've said here has been known for some time, to no effect. I don't want to leave this place, but I'm looking for jobs because UHD doesn't seem to care enough. You are turning this from a place of opportunity and possibility into a place where ideas die, souls are daily abused and crushed, and to protect some administrator's squeaky clean record so they can bounce off to another place unblemished.
- I'm tired and broken over the same old issues. I feel alone and misunderstood; in reality, I would do anything to foster love, understanding, and peace amongst my colleagues. Unfortunately, that sentiment isn't reciprocated, as I do not vote the same as do others.
- I've heard of faculty not recommending students for scholarships or graduate school admission for grades of S or U on their transcripts. This is not really helping the students out. The university's laser-like focus on DEI needs to stop. I understand the sentiment behind it, and it is a great goal. There are a couple of big reasons why the faculty do not look like student body at UHD and the staff are closer in racial/ethnic makeup. The student body is 52% Hispanic, 20% Black, 14% White, and 9% Asian. Looking at academia and PhD program graduates, the percentages don't match up with our numbers. We can make efforts to diversify our pools, which is something that could and should be done. Along these same lines, while the vast majority of UHD students are from the Houston area, which looks diverse like UHD, the majority of the faculty are not from here, they come from all over the US and around the globe in some cases. The staff, as a whole, tend to come from Houston which would help to explain why they look more similar to our students. Too much focus on DEI leads to bad policy too. The Presidential Opportunity hires seem problematic. I heard through the grapevine that a department was denied a hire because the recommended candidate did not fit the diversity requirement of the line. What the hell is that? Was the decision based on race, ethnicity, gender, national origin, or any of the other protected classes listed in those pesky UHD and UH system policies or State and Federal Law? Overall, the service load for all faculty is just too high. I believe the Senate looked into cutting committees last year or the year before and from what I can tell, we now have more committee/or more spots on committees than we did before the Senate started their investigation. For every committee/taskforce added, we should cut 2. I think that would really help the university set priorities.
- Leaders are leaders because they have to make difficult decisions. Our leaders need to learn to make them. Sometimes moving people out, those that are unethical or that perform poorly - OR those that LIVE by enacting microaggressions that don't quite 'violate policy - is the best decision. Move personnel out of

the way if they are toxic, or you will lose those people that wish to build inclusive and positive environments that support growth for students, staff, and faculty.

- Please pay us better. We have been killing ourselves for the last two years. Please recognize this and at least keep up with inflation rates. Fight to get us cost of living adjustments - I know this would take a change at the state level, but we are worth it.
- Thanks for listening to us!
- The pandemic has shown the university doesn't need a larger physical campus to function well and grow enrollment. I would like to see our new coming admins focus on improving and consolidating what assets we have. That includes the faculty. Let the Wellness Center be the last new building for a long time. Deans have been a weak point in the UHD admin structure for too long. That position level needs far more accountability.  The Senate has been doing good work. Keeping that momentum going is a priority.
- The rate of administrative turnover is tremendously demoralizing and has significantly hindered efforts to address other faculty concerns, including workload and salary compression.
- The university needs to give more notice for changing the mode of instruction during the pandemic— faculty need to plan, especially those teaching labs. Experiments take time to set up, especially if we have to do them all for the students.
- The way that UHD treats those with disabilities is ... actually illegal. When I've needed to access disabled parking, using my state handicapped parking tag + multiple letters from surgeons and physical therapists, I was told by HR that I could a.) arrive earlier or b.) park in far distant student parking and take a shuttle. I was told that if I received my federally mandated access to accommodations, then "everyone would want them." When I finally could locate parking in the Visitor's lot, I was told that I would need to pay extra to access these spots on top of having already paid for parking for the AY. When I did access a spot in the Visitor's lot, I was screamed and shouted at by parking staff because I parked close to the entrance instead of 100s of meters away. The entire experience was not only demoralizing but shameful. UHD has plenty of resources. Why is our UHD culture organized around a false sense of scarcity?
- This appears to be a well-thought-out survey. I hope the results will be utilized to enhance and enrich our UHD community.
- UHD administration needs to be more intentional in supporting faculty of color and making them heard.
- We need a change of leadership in our college. The current dean has had one foot out of the door for some time now. This lack of commitment has resulted in a number of tactical and strategic errors, which have had a detrimental effect on the college. For example, the MBA still does not have a director. Temporary appointments for faculty in which faculty members are paid with overloads are not always awarded to the most qualified faculty. New faculty have not been hired as other faculty depart for better jobs or retire. He has made very little effort to retain minority faculty and promising young faculty. It is clear that the dean is not an effective advocate at the university level for resources that the college needs to thrive (for example, faculty lines). The dean has not secured a single significant financial gift to the college, nor has he developed any significant relationships with local businesses. Finally, the dean is not always effective in his personal interactions with faculty in the college.
- We need to support and enforce standards.
- We should compete with other virtual schools; otherwise, we lose the game!
- Would like to see a more professional dean and chair in the COB.