

Executive Summary

College of LAS

Faculty and Staff Retreats

March 2017

I. Values and Supports:

Faculty Values		Staff Values
Collaboration	Fairness & equity	Teaching
Students	Express and develop own identity	Guidance
Communities		Creativity
Personal/Professional Freedom	Maintain small classrooms	Stability
Balance Work/Life/Teaching/ Research	Student and faculty relationships	Independence
Relationships, Connections, People	Open communication from the start	UCCS academic environment
Location of UCCS	Community & collegiality	Celebrating students
Inclusiveness & Diversity	Student support – fulfill promises	Interactions
Friendliness	Cultivation of individual strengths	Communication
Approachability	Mentorship, encouragement, support	Relationships
Openness	Excellence – LAS reputation and perception	Interdepartmental communication
Interdisciplinary collaboration	Opportunities to build something new	Recognition & appreciation
Student oriented	Creative chaos	Engagement
Success	Dedication – hard workers, duty/responsibility	Transparency
Valued	Support for individual growth, research, students, ideas & people	Valued
Service	Freedom to follow passion	Champion of others
Students and faculty (improving and building)		Consistency
Desire to create opportunities for students		Trust
Innovation, connection, create across programs		Integrity
Campus collaboration		Student focused
Support for communities		Honesty
		Creative freedom
		Cake

Faculty Supports

Staff Supports

Relationships	Time	Professors, Instructors, Chairs
Funding for research & travel	Sustain student & faculty relationships	Finance, HR, etc.
Autonomy	Financial supports	Collegial
Collaboration	Good structure for communication across departments	LAS has/sees the big picture
Culture of “Yes”	Transparent leadership	Everyone is willing to help out when asked
Colleagues in the department	Money for travel and PD	We can rely on each other
Connections across departments	Reasonable & consistent leadership position	We are all in the same boat (overworked yet hard workers get more work)
Strong students	Attentive to individual & department needs	Listening
Confidence of tenure	Mini-grants	Communication
Recognition of accomplishments	Awards – staff/teaching	Team work
Resource support (GPS seminar, department support, student-focused research)	Financial possibilities	Leadership
Campus-wide events (formal/informal)	Diversity Champion program	Respect
Supporting faculty decisions regarding students	“How can I (we) help?”	Inclusiveness
Mentors/Investment	Using faculty skill sets for collective benefit	Advocate for all
Caring, committed relationships (internal/external)	Teaching & research in undergrad and graduate education	Treated as professionals regardless of rank
Flexibility & service	Autonomy (freedom) (respect) of chairs and departments	Aligned decisions
Opportunity to express/create new roles		Cohesiveness
Living in Colorado		Career opportunities/promotional path for advancement
Family & friends		Open door policy
Given latitude to develop/create		Proactive planning
		Encouragement & appreciation from supervisors/faculty
		Snacks

II. Top Values:

• Faculty:

- Balance of work/life/teaching/research
- Freedom – professional and personal
- Working with students
- Collaboration
- Relationships and connections

• Staff:

- Respect and encouragement
- Trust, honesty, integrity
- Be treated as a professional
- Supports (Finance and HR, etc.)
- Independence and valued

III. Top Supports:

- **Faculty:**
 - Collaboration
 - Research support (faculty and students)
 - Consistent and transparent leadership
 - Culture of “Yes”
 - Autonomy

- **Staff:** (Limited time to rate the supports identified)

IV. 2022 Mapping:

- **Faculty:**
 - The mission of LAS is to produce students who are savvy in their disciplines and engaged in the global world.
 - Innovative and creative HR practices
 - Efficacy – recognizing the diverse ways that different disciplines prepare students to engage and produce something in the world
 - Departments – aware of and responsive to the changes in our disciplines; at the forefront of technology in our disciplines
 - Collaboration and/or Competition
 - Excellence in teaching/research – enhanced, supported collaboration, communication, visible institutional support for academic freedom.
 - Safe ways to provide constructive feedback and ideas
 - Facilitate better connections between our collective skills and what we DO
 - More direct engagement for students, inclusive infrastructure
 - More formal and informal recognition of achievements
 - Better ways to promote ourselves and college
 - Clear ways to contribute – not just crisis management
 - More transparency
 - Broader inclusion in decision-making
 - Formal and informal bridging opportunities for interdisciplinary programs
 - More sense of support, not just of management
 - More focus on mission of teaching and learning
 - More opportunities for collaboration and communication
 - Students, faculty, staff safety and inclusiveness
 - Better, more intentional, responsive mentoring
 - Serving the greater good – engaged activities, passion for learning and inquiry, gentle guidance of students
 - NTTF opportunities – research – TT restructured load
 - Decision-making, leadership, transparent, consistent, equitable
 - Being that place (home) where we want to be (inclusivity, diversity, growth and strength)
 - Access to resources (tools for students)
 - Impactful learning and teaching (spaces, resources, experience)
 - More IT, less lecture
 - Impactful listening – leadership that empowers others through recognition and reinforcement
 - Autonomy, respect, freedom
 - Better support for growth and infrastructure
 - Systemic advocacy and support of faculty/mentoring/rebuilding, growth issues, faculty with and without families
 - Aspirations and improvements in diversity
 - Improvement in everyday parking
 - Equitable salaries
 - Campus engagement
 - Improved morale/inspiration
 - Recognition/building on teaching

- Support/recognition of all systematic levels (leadership, PD and professional work)
- Support for students (scholarships and study abroad)
- Address the community of LAS
- Rich, robust, diverse faculty
- Physical space – place that encourages student learning and LAS faculty and staff collaboration
- More faculty with flexible and diverse work assignments and acknowledging different kinds of work
- **Staff:**
 - Community building – inclusive of faculty, staff, students and alumni
 - Linking culture and communication through the use of technology (web/social media)
 - Effective leadership – college, department, for positive strategic strengths
 - Continued collaboration and teamwork
 - Communication – strengthen across units (newsletters or blog in lieu of meetings)
 - WOW factor – state of the art equipment
 - Inventive
 - Professors and students interactive/support
 - Expanded research and growth (money to support this)
 - Collaborative partnerships with the region, across institutions, nationally, etc.
 - Enhanced research emphasis – grants, enrichment to students, faculty, community
 - Development of new programs/degrees based on regional and national trends
 - Career placement internships, job focused
 - Keep up with technology
 - Focus on next generation in terms of learning styles, needs, interests
 - Focus on what we can do – vision, goals, steps to get there – then accountability
 - Enhanced infrastructure with classrooms – staffing, quality instruction and student supports
 - Fund raising, community buy-in/support
 - Customer service – student-based
 - Top quality education
 - Logistics – infrastructure
 - LAS Coordinator of training
 - Everyone highly trained
 - Improving virtual capabilities

V. **Dream Statements: “The 2022 College of LAS is....**

- **Faculty:**
 - ...the heart of UCCS, producing citizens who are well-versed in their fields and prepared to make a multi-disciplinary impact on the world.
 - ...acknowledged and empowered as the heart of the university
 - ...a college that embraces diverse backgrounds, perspectives, skills and ideas; communicates openly, actively supports vibrant teaching, research, and service, interdisciplinary collaborations, inclusive decision-making and effective community engagement
 - ...an inclusive and diverse college where research, service and teaching are valued because of the equitable distribution of resources and transparent and consistent leadership practices
 - ...a college that impacts students, faculty, staff and community through cultivating a committed, diverse, engaged faculty that is well supported in their teaching and research, learning practical skills, engaging in intellectual curiosity in a supportive environment and recognizing the complexity of the classroom resonates in the world, producing works of research(?) and art that enriches human knowledge
 - ...maintaining and building on the essential fabric of the campus aspiring to a radically diverse community that values, honors and respects its members individually and collectively and provides support and opportunities for them to thrive

- ...a diverse faculty and staff with re-envisioned workloads that reflect their strengths and the needs of the college, sharing coffee in cheerful, naturally lit buildings.”
- **Staff:**
 - ...a dynamic place that provides a vibrant atmosphere among faculty, staff and students
 - ...a highly efficient organization providing top notch education on a global scale
 - ...providing the highest level of education, research and innovative solutions
 - ...an inclusive, collaborative community engaged in the promotion of optimal teaching and learning experiences and outcomes.”

VI. Narrative Analysis:

- The faculty and staff of the College of LAS were easily able to identify positive strengths, values and supports that currently exist within the overall professional and relational experiences of their work environment. The faculty highly value a balance between their work, life, teaching and research, along with professional and personal freedom. Following these values are more relational aspects related to students, colleagues (collaboration) and relationships and connections with the university and community stakeholders. The staff of the college of LAS identified their top values of respect and encouragement; honesty, trust and integrity; being treated as a professional; the supports of the Financial and HR departments and having independence and being valued. Although some of the values were combinations of several attributes, it was important for the staff that these combinations were kept intact.
- The mapping of ideas that represent the visions for 2022, as indicated by the faculty, provided specific themes related to building the infrastructure for increased levels of inclusiveness and diversity, increased opportunities for collaboration, resources, and enhancement of teaching and research to support student growth with transparent and consistent leadership. The mapping of ideas that represent the visions for 2022, as indicated by the staff, provided specific themes related to building an infrastructure to support the development of new programs with sufficient resources related to finances, current technology applications, appropriate staffing and up-to-date classrooms, instructional materials and equipment. The staff also indicated that everyone in the College of LAS would be consistently and appropriately trained in the specific areas that supported a highly-qualified team and the mission of the College of LAS.
- The Dream statements that were crafted by the faculty and staff provide a visionary, positive and hopeful profile of the inherent potential of a unified, collaborative, supportive and dedicated team that truly represents the best of what is possible for the College of LAS. It is clearly evident that the faculty and staff have identified and internalized their value as an integral contributor to the overall vision and mission of UCCS and will continue to put forth their best efforts, individually and collectively for the greater good of the College of LAS, UCCS and the students and community they serve.
- Continued attention and development of strategic planning at the college and department level is recommended utilizing the Appreciative Inquiry framework to increase the actualization of the ideas and dreams that were formulated by the faculty and staff during the retreats that were dedicated to this process.