Appraisal of Vice Provost and Associate Vice Chancellor for Faculty Affairs Michele Moses

Conducted by the BFA Administrator Appraisal Committee

Spring 2024

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Survey Background, Development, and Administration

In spring 2024, the CU Boulder Administrator Appraisal Committee (AAPC) was tasked with assessing Michele Moses's performance as Vice Provost and Associate Vice Chancellor for Faculty Affairs. The University of Colorado Regents require a five-year comprehensive evaluation for all campus officers—chancellors, vice chancellors, and provosts (see https://www.colorado.edu/policies/evaluations-officers). Provost Moses's evaluation includes an assessment by the AAPC to be delivered to Provost Russell Moore as part of a range of information that will inform the decision about the Vice Provost's reappointment. The AAPC included the following members: Tim Kuhn from CMCI, Deborah Cantrell from the Law School, and Susan Jurow from the School of Education.

The committee developed a survey to assess the Vice Provost's performance based on the University's Academic Leaders Institute Competency Model. The survey assesses nine leadership competencies: visionary leadership, ethics and integrity, communication, building collegiality and collaboration, managing conflict, diversity and inclusion, problem solving, developing self and others, and planning, managing, and organizing.

Most questions were asked on a 5-point disagree-agree scale. Higher scores indicate a more positive evaluation (1=strongly disagree…5=strongly agree). There were 42 such items in the survey, found in Appendix A. One overarching question asked respondents for their "overall assessment of the Vice Provost's performance." This question used a 5-point scale with a higher score indicating a more positive evaluation (1=very poor … 5=very good).

The survey also included one open-ended item: "What do you see as the 2-3 most important university issues that the Vice Provost needs to address?" Respondents had an option to share their verbatim comments with the Vice Provost or to have them available only to the committee. The comments that were meant to be shared with the Vice Provost are included in Appendix B, and the major themes from all the submitted comments are presented in this report. No identifying information was attached to any of the comments seen by the committee or by the Vice Provost.

The survey was developed in collaboration with the survey team in the CU Boulder Office of Data & Analytics. The survey team sent invitations to take part in the survey on March 19, 2024: Survey recipients included institute directors, faculty directors, department chairs, deans and associate deans, Office of Faculty Affairs direct reports, members of the Provost's cabinet, members of the Boulder Faulty Assembly Executive committee, campus partners with whom the Vice Provost works regularly (nominated by the Vice Provost), and members of both the Vice Chancellor's Advisory Committee (VCAC) and members of the Academic Review and Planning Advisory Committee (ARPAC).

The survey closed on April 5, 2024. Four reminder emails were sent during the period when the survey was available.

Data & Analytics staff administered the online survey, managed the dataset, analyzed the numerical data, and summarized the findings. Summary data were sent to the AAPC for use in this report. Members of the Committee reviewed and summarized the written comments.

In addition to the survey, AAPC members conducted interviews with four members of the campus community whose roles intersect with Vice Provost Moses's work. These interviewees included a Dean, a member of the Provost's cabinet, a member of the VCAC, and a staff member from the list of campus partners with whom the Vice Provost works regularly. Finally, the committee fielded post-survey comments from 2 respondents.

The following pages include the results from the survey.

Response Rate

The overall survey response rate was 55% (Table 1).

Table 1: Response Rate

# Invited	# Responded	Response Rate (%)
417	230	**55%**

Respondents' Familiarity with Michele Moses's Work as Vice Provost

Table 2 below shows the distribution of responses to the initial survey question, which assessed how familiar the respondents are with "Michele Moses's work as Vice Provost of the Office of Faculty Affairs."

Table 2: Familiarity with Vice Provost Moses's Work

Please indicate how familiar you are with Michele Moses's work as Vice Provost of the Office of Faculty Affairs.		
	N	Percentage
Not at all familiar	54	23%
Somewhat familiar	101	44%
Very familiar	75	33%

Survey respondents who indicated at the beginning of the survey that they were "Not at all familiar" with "Michele Moses's work as Vice Provost of the Office of Faculty Affairs" were directed to the end of the survey and answered no further questions.

Overall Assessment of Vice Provost Moses

The great majority of survey respondents (87.5%) rated the Vice Provost's overall performance as "good" or "very good" (Table 3).

Table 3: Overall Assessment of the Vice Provost

What is your overall assessment of the Vice Provost's performance?		
	N	Percentage
Very poor	1	1%
Poor	6	3.5%
Neutral	14	8%
Good	26	15%
Very good	124	72.5%

The data were further analyzed by respondents' functional role. On the question of overall assessment of performance, there were slight differences across groups:

Table 4: Overall Assessment of the Vice Provost

What is your overall assessment of the Vice Provost's performance?		
Group	**N**	**Mean (1=very poor; 5=very good)**
Institute Directors	8	4.6
Faculty Directors	60	4.4
Chairs	29	4.4
Campus Partners	12	4.7
Deans	7	4.7
Associate and Assistant Deans	15	4.9
OFA Staff Direct Reports	4	5
Provost's Cabinet	8	5
VCAC and ARPAC Members	29	4.9
BFA Executive Committee	18	4.2
Overall		**4.6**

Item Analysis by Competency Areas

For the survey items that used a five-point rating scale, higher scores indicate a more positive evaluation (1=strongly disagree…5=strongly agree). The summary tables provided in the item analysis sections below use the following color key to categorize items as strengths or weaknesses of the Vice Provost based on the percentage of lower ratings (1=strongly disagree and 2=disagree) and higher ratings (4=agree and 5=strongly agree) that were received.

Color Key for Summary Tables to Indicate Strengths and Weaknesses

Strengths to build on: items rated "4=agree" or "5=strongly agree" by a substantial majority of the survey respondents (i.e., % 5-6's > 60%)
Assets to protect: items where half to 60% of the respondents responded "4=agree" or "5=strongly agree" (i.e., % 5-6's: 50%-60%)
Issues to be mindful of: Items rated "1=strongly disagree" or "2=disagree" by a sizeable minority of respondents (i.e., % 1-2's: 25-40%)
Areas that need improvement: Items rated "1=strongly disagree" or "2=disagree" by a large portion of respondents (i.e., % 1-2's > 40%)
Bimodal: Items that meet the criteria for a strength to build on or an asset to protect and also meet the criteria for an issue to be mindful of or an area for improvement (i.e., % 4-5's > 50% and % 1-2's > 25%)
No consensus: Items that do not meet any of the above criteria (i.e., % 4-5's < 50% and % 1-2's < 25%)

Both the percentages and averages shown in the summary tables below are based on non-missing values and exclude responses of "don't know/not applicable" as well as instances where respondents skipped an item; that is, reported percentages and averages are based only on respondents who answered the survey item using a numerical rating. Note that for some survey items the numbers of responses are noticeably lower. In almost all such instances, the "missing" respondents are those who answered, "don't know/not applicable."

In the sections below, we present results of the item analysis for each of the nine competencies:

1. Visionary leadership
2. Ethics and integrity
3. Communication
4. Building collegiality and collaboration
5. Managing conflict
6. Diversity and inclusion
7. Problem solving
8. Developing self and others
9. Planning, managing, and organizing

Vice Provost Moses scored in the highest category ("Strengths to Build On") for all 24 items. For 10 of the items, 90% or more of survey respondents rated the item 4 (Agree) or 5 (Strongly agree). For 12 of the items, 82% to 89% of survey respondents rated the item 4 (Agree) or 5 (Strongly agree). On the remaining two items, 75% and 77% gave these ratings.

1. Visionary Leadership

The great majority of survey respondents (85-91%) agree or strongly agree that Vice Provost Moses fulfills the five indicators of "visionary leadership."

Table 5: Visionary Leadership

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Provost …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Articulates a compelling shared vision for the Office of Faculty Affairs					
	149	4%	5%	91%	**4.5**
Is perceptive about the needs of different stakeholders (e.g., faculty, academic leaders)					
	156	7%	4%	89%	**4.5**
Leads initiatives on campus aimed at improving faculty members' sense of community and belonging					
	153	6%	3%	91%	**4.5**
Is strategic (i.e., able to establish a vision, mission, and goals for the Office of Faculty Affairs)					
	146	8%	3%	89%	**4.4**
Is tactical (i.e., able to identify tactics, measurements, and action plans, to achieve a vision for the Office of Faculty Affairs)					
	132	8%	7%	85%	**4.3**

In addition to these quantitative survey results, comments from the interviews were informative regarding this competency. Regarding Vice Provost Moses's capacity and ability to enact Visionary Leadership, all four interviewees were quite positive. They noted that Vice Provost Moses was open to exploring alternative approaches and challenging the status quo. As an example, one interviewee shared that, in the context of the ARPAC process, Vice Provost Moses was refreshingly open to asking, "does it really have to be this way?" Her aim, as multiple interviewees shared, is to make the work of the campus less burdensome and more efficient. Part of doing this work involves paying attention to what an interviewee described as the "broader level and vision" of the university, which they noted supported a greater sense of "optimism."

2. Ethics and Integrity

More than 90% of respondents agree or strongly agree that the Vice Provost "is a role model of ethical behavior" (93%) and that she "fosters trust through the consistent demonstration of integrity" (91%). Three quarters agree or strongly agree that the Vice Provost "confronts others when shared values are threatened."

Table 6: Ethics and Integrity

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Provost …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Is a role model of ethical behavior					
	145	6%	1%	93%	**4.7**
Fosters trust through the consistent demonstration of integrity					
	151	6%	3%	91%	**4.6**
Confronts others when shared values are threatened					
	91	13%	12%	75%	**4.1**

All the interviewees praised Vice Provost Moses for her ethics and integrity. One described her as "impeccable" in how she addresses ethics in decision making, handling the ambiguities of policies, and managing confidentiality. Another remarked that the Vice Provost demonstrates by example "a continuous conscientiousness" of the high ethical standards that are essential to enact on their committee. All the interviewees shared that Vice Provost Moses is a highly trusted leader as evidenced by the number of faculty who attend the Office of Faculty Affairs events she organizes and by how people listen to her in meetings. Of note, two interviewees emphasized that Vice Provost Moses is skilled at challenging and disagreeing with people without making them feel "defensive or on the spot."

3. Communication

Table 7 below shows findings from seven items that assessed Vice Provost Moses's communication skills. The great majority of survey respondents (86-92%) agree or strongly agree that Vice Provost Moses fulfills the seven indicators of good communication skills, including listening perceptively to others, responding to others in a way that reflects an understanding of their perspective, knowing when and how to hold crucial conversations, communicating clearly and convincingly, engaging in communication practices that effectuate the role of the Office of Faculty Affairs as a liaison across campus, modeling civility and mutual respect in her communication with others, and demonstrating alignment between words and deeds (communication and actions).

Table 7: Communication

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Provost …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Listens perceptively to others					
	150	5%	3%	92%	**4.6**
Responds to others in a way that reflects an understanding of their perspective					
	149	5%	5%	90%	**4.6**
Knows when and how to hold crucial conversations					
	120	8%	5%	87%	**4.4**
Communicates clearly and convincingly					
	159	6%	6%	88%	**4.4**
Engages in communication practices that effectuate the role of the Office of Faculty Affairs as a liaison across campus					
	145	7%	7%	86%	**4.4**
Models civility and mutual respect in her communication with others					
	156	2.5%	2.5%	95%	**4.7**
Demonstrates alignment between words and deeds (communication and actions)					
	140	6%	4%	90%	**4.5**

The interviewees agreed that Vice Provost Moses possesses excellent communication skills. As one interviewee elaborated, when "conversation is getting heated, she remains civil, calm, and doesn't back down, she can remain professional even when someone can be awful in a meeting…She is always centering compassion and seeing the truth in the contrarian perspectives." Another interviewee shared that she gives Vice Provost Moses "very high marks on modeling civility and mutual respect and she does it strategically." This interviewee noted that they have asked for and received good mentoring from Vice Provost Moses on this skill. In addition to her interpersonal skill at communicating, an interviewee noted that Vice Provost Moses has developed resources (e.g., the Academic Freedom website) that are being used by other universities.

4. Building Collegiality and Collaboration

Table 8 presents findings on five indicators of building collegiality and collaboration. On the five indicators of competence for this skill, 82% to 93% of respondents indicated that they agree or strongly agree Vice Provost Moses fulfills expectations.

Table 8: Building Collegiality

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Provost …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Creates a sense of collegiality with Academic Affairs					
	118	5%	2%	93%	**4.6**
Contributes to a sense of collegiality between the Office of Faculty Affairs and campus partners					
	132	9%	5%	86%	**4.4**
Fosters collaboration with Academic Affairs					
	103	7%	5%	88%	**4.4**
Fosters collaboration between the Office of Faculty Affairs and campus partners					
	120	10%	8%	82%	**4.3**
Fosters trust in the Office of Faculty Affairs					
	140	8%	6%	87%	**4.3**

The interviewees shared that Vice Provost Moses privileges collaboration in her approach to leading the Office of Faculty Affairs. As an interviewee explained, Vice Provost Moses "likes to collaborate" and sets up structures for joint planning, gathering feedback from stakeholders, and sharing resources. Interpersonally, interviewees noted that the Vice Provost is good at "bringing in others" to join ongoing conversations and is a "nice contributor to other people's perspectives."

5. Managing Conflict

The findings shown in Table 9, with respect to the Vice Provost's competency in managing conflict, are consistent with the pattern of high rankings reported above. The majority of respondents agree or strongly agree that the Vice Provost:

- Views conflict as an opportunity for growth for all parties (77%)
- Anticipates conflicts between stakeholders (82%)
- Takes multiple stakeholders' perspectives into account during conflicts (90%)
- Identifies and handles disruptive behavior while maintaining the dignity of the people involved (87%)

Table 9: Managing Conflict

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Provost …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Views conflict as an opportunity for growth for all parties					
	88	8%	15%	77%	**4.1**
Anticipates conflicts between stakeholders					
	87	11%	7%	82%	**4.2**
Takes multiple stakeholders' perspectives into account during conflicts					
	107	6%	4%	90%	**4.4**
Identifies and handles disruptive behavior while maintaining the dignity of the people involved					
	77	6.5%	6.5%	87%	**4.5**

Three of the four interviewees commented favorably on Vice Provost Moses's capacity for managing conflict; the fourth interviewee did not have experience with this topic. One interviewee shared that the Vice Provost is good at thinking "several steps ahead" and can thus anticipate potential conflicts. This same person noted that she thinks that Vice Provost Moses's mediation training has served her well in terms of listening, asking questions, and recognizing that there are always "two sides to a situation." Another interviewee highlighted the Vice Provost's skill in seeing conflict as an opportunity. They highlighted how she sees conflict from all directions - "from above," "at (her) same level," and from those who are "below" her in the organization as important to understand and engage with curiosity.

6. Diversity and Inclusion

As shown in Table 10, the majority of survey respondents (81% to 93%) perceive that Vice Provost Moses is doing well at creating and supporting an inclusive and diverse environment.

Table 10: Diversity and Inclusion

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Provost …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Creates and maintains an environment where diverse opinions are considered					
	136	4%	3%	93%	**4.6**
Creates an infrastructure to promote the recruitment and retention of a diverse community					
	126	9%	5%	86%	**4.3**
Successfully implements programs that help to retain diverse faculty					
	115	9.5%	9.5%	81%	**4.2**
Addresses problems when members of the team act in ways that do not create a welcoming, diverse & inclusive environment					
	81	10%	5%	85%	**4.3**

The four interviewees noted that concern with and enactments of diversity and inclusion are one of Vice Provost Moses's strengths. As one interviewee underscored, DEI (diversity, equity, and inclusion) is part of everything Vice Provost Moses does. The other interviewees named specific ways in which diversity and inclusion show up in her work – from championing the Critical Needs Hiring program and the Academic Freedom policy and resources to facilitating conversations about reappointment, promotion, and tenure that are inclusive and sensitive to bias against members of minoritized groups. All interviewees noted that in meetings, Vice Provost Moses thoughtfully challenges others' biases and reminds people of how minoritized groups' experiences are often different than that of the dominant group (e.g., in relation to the pandemic).

7. Problem Solving

Most survey respondents agree or strongly agree that the Vice Provost "models open-mindedness and flexibility when working with others to address problems (92%), "intentionally utilizes collaboration as a method of problem solving (87%), and "fosters a problem-solving process that creates responsive solutions" (88%). These three characteristics may be seen as reflecting the application of interpersonal skills and human management in problem solving and decision-making processes.

Table 11: Problem Solving

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Provost …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Models open-mindedness and flexibility when working with others to address problems					
	140	6.4%	1.4%	92%	**4.5**
Intentionally utilizes collaboration as a method of problem solving					
	121	7%	6%	87%	**4.4**
Fosters a problem-solving process that creates responsive solutions					
	123	6.5%	5.7%	88%	**4.4**

Regarding problem solving, the interviewees view Vice Provost Moses as a "problem solver" or as one of the interviewees said, they see her in an "overcoming problems role". An interviewee's example highlights the Vice Provost's flexibility in problem solving. As they shared, "We are all dealing with resource constraints and some of the problem solving involves identifying the shared services (e.g., planners, schedulers)" and using them to work on common projects. This interviewee noted that the Office of Faculty Affairs' collaboration with Human Resources is a prime instance of this. They summarized that Vice Provost keeps the "ideal future state" in mind as she figures out "how do *we* build toward that."

8. Developing Self and Others

Table 12: Developing Self and Others

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Provost …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Is intentional in creating a learning environment for self					
	139	7%	4%	89%	**4.5**
Is intentional in creating a learning environment for others					
	120	7%	4%	89%	**4.5**
Provides appropriate support for the professional development of faculty					
	146	5%	2%	93%	**4.4**
Demonstrates self-awareness across situations					
	77	6%	2%	90%	**4.5**
Is empathetic					
	97	5%	4%	91%	**4.6**
Learns from her mistakes					
	96	8%	5%	87%	**4.5**

Across the four interviews, respondents shared multiple ways in which Vice Provost Moses supported their development and those of others. In the words of one of the interviewees, “she brings out the best in her colleagues. She sets a great example.” Another stated, “I consider her a role model and mentor.” The support that Vice Provost Moses offered these colleagues included individual mentoring on addressing challenging issues related to Reappointment, Promotion, and Tenure processes and modeling reflective listening skills. An interviewee further shared that Vice Provost Moses is “very self-reflective and very self-aware." This same interviewee noted that the Vice Provost is eager to improve her professional practice, citing for instance that she had taken a course in mediation because she “realized that in this job there’s going to be a lot of conflict and she can be on multiple sides to help (people involved) get to a better place.”

9. Planning, Managing, and Organizing

Table 13 presents findings on four indicators of planning, management, and organization. In this the competency area, as in all the others assessed, Vice Provost Moses is highly rated. The great majority of survey respondents (86%-93%) agree or strongly agree that she fulfills the four indicators used to assess this competency.

Table 13: Planning, Managing, and Organizing

(Rating scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)

The Vice Provost …	# Responses	% Low (1-2's)	% Mid (3's)	% High (4-5's)	Mean
Utilizes time effectively (i.e., allocates time proportionally to relevant issues, responds promptly and with follow through, is appropriately available, balances waiting with responsiveness)					
	97	1%	3%	91%	**4.5**
Meets regularly but judiciously, ensuring that meetings are productive					
	96	8%	5%	86%	**4.4**
Facilitates effective meetings					
	121	5%	2%	93%	**4.5**
Structures meetings to solicit diverse perspectives					
	110	5%	3%	92%	**4.6**

The feedback on Vice Provost Moses’s planning, managing, and organizing capacities was highly favorable. Interviewees shared that she runs inclusive, efficient, and productive meetings. One interviewee elaborated that in the context of the VCAC meetings that she runs, “she keeps (meetings) moving and slows them down when topics need discussion.” Another shared that she responds "so quickly to emails and never misses a deadline.” As a summary comment regarding this category, an interviewee remarked that Vice Provost Moses “really checks all the boxes and more.” This sentiment was shared across all interviewees.

Summary of Key Messages from Open Comments

From 176 completed surveys, 96 comments were received (55% of responses). The majority of commenters agreed that their comments could be shared with the Vice Provost. The open-ended comments should be assessed in concert with the quantitative information presented above. The AAPC reviewed the comments and lists the most common themes in the chart below, as well as provides some exemplary comments for each theme. In the Major Take Away Messages section of this report, the AAPC assesses the themes from the open comments in relation to the Vice Provost's specific job responsibilities and performance.

Table 14: Themes from Open-Ended Comments

Topic	Frequency	Illustrations
Retain Faculty	15	Retaining high performing faculty is becoming a major challenge, not so much because of salary, but because faculty are feeling exploited and unappreciated by the staff and administration. As a unit leader, I am seeing this as a serious morale problem, and I don't have the sense that it is appreciated by the administration. Vice Provost Moses is centrally addressing important issues of support for and retention of faculty. This is particularly important for underrepresented faculty (e.g., faculty of color, LGBTQ+) and those commitments are clearly articulated and centered in OFA's work. Vice Provost Moses has transformed OFA into a national exemplar of faculty support for all faculty communities and stages of career. it has been remarkable to watch the transformation of OFA over the last five years and have the good fortune to participate in OFA's processes and programming. VP Moses' vision and mission for this vital part of campus is visible in every aspect of OFA's work. CU Boulder is so fortunate to have her in this role and benefit from her outstanding leadership.
Faculty Compensation and Benefits	20	1 - Faculty Retention, esp for Mid Career Faculty 2 - Equality in Faculty Job Duties and relationship to remuneration
Faculty community, culture, workload, and burnout	13	The issue I would like for her office to be aware of and advocate more strongly around is the need for either (a) more staff or (b) streamlined processes to reduce workloads and improve efficiency. CU is not a well-functioning institution. We are extremely understaffed and there appears to be no coherent

		strategy to consider what units have vs what they need to perform specific functions. New initiatives come down from above, but feel unrealistic and inconsiderate considering we're struggling just to do basic functions like write lecturer contracts within the first 6 weeks of the semester. 1. The culture of full professors - at least in some units - that has them shirking leadership responsibilities so that the work of running those units falls to associate professors, which damages and/or delays their ability to conduct research so that they can seek promotion to full professor. 2. University policies and guidelines that don't really hold faculty members (and staff members) accountable for poor performance and a lack of collegiality. Fostering an ambition for faculty excellence (rather than "good enough") - CU has a tendency to strive for mediocrity. The decrease in tenure track faculty numbers since the pandemic is a serious concern for CU. For example, in A&S, tenured lines are not being given back to departments even if they are crucial to the functioning of the department. This is creating a heavy service burden on senior tenure track faculty and I am worried it may lead to burn out. The decrease in tenure track faculty also risks CU's reputation as a serious Research-1 university and may have long term research and ranking consequences for departments. Fair and transparent faculty merit review, reappointment, promotion and tenure processes.
Teaching-Track Faculty	8	The Vice Provost appears to focus her efforts on TT faculty while ignoring the needs of teaching faculty. Teaching faculty are excluded from leadership opportunities on this campus and the Vice Provost is primarily to blame. Bringing teaching faculty into the larger faculty culture on campus. Some progress here, but much still needs to be done. Compensation and workload issues for teaching faculty. Brava to Vice Provost Moses for updating teaching professor contracts to include grievance/appeal rights, and for updating guidelines for appointment, reappointment, and promotion for teaching faculty, and for finally include teaching faculty in the PRR.

		Exploitation of contingent faculty (especially lecturers), and, to a lesser extent, exploitation of instructional faculty (teaching professors).
Diversity, Equity & Inclusion	23	Retention of diverse faculty is a serious problem. The university seems to be unwilling to make competitive retention offers and / or to think proactively about how to retain people. Continue to work to increase diversity among faculty; figure out ways to get the people who need to be educated about diversity issues to engage in the great trainings being offered (incentives don't seem to work, so requirement may become necessary). There is a perception among some faculty that the number of administrators on campus has increased dramatically in recent years, and they do not know/understand what these people are doing. Transparency about the hard work of these administrative folks is important to maintain morale of other faculty whose salaries remain low compared to those at peer institutions.
Communication/coordination between OFA and others (incl. OIEC)	8	Help faculty understand the decisions of the Provost - many of us are alienated, and perhaps she could help. But Michelle is up front and competent, so alienation and bad morale are not her fault. Work with colleges and schools to ensure proper onboarding and orientation programs exist for non T/TT instructional faculty. Although instructors are invited to the annual orientation, the agenda is tailored towards T/TT and we observe non-T/TT instructors choosing to skip the events. Additionally, onboarding and orientation for lecturers does not appear to exist at the campus level. It would be lovely to have some form of guidance or documents from the OFA campus level that colleges and schools could use to ensure alignment. This would potentially positively affect future outcomes in this area as this was identified by the IDEA plan and Employee Engagement survey as an area for improvement.

Major Take Away Messages

Based on consideration of all the collected data, the AAPC summarizes below the major themes and take away messages for the Vice Provost.

1. Responses to Vice Provost and Associate Vice Chancellor Moses's performance are quite strong across the board. As demonstrated in the survey results, *every* criterion under each competency area was a "strength to build on" (color-coded in blue). This is a remarkable—and, as far as the AAPC is aware, unprecedented—response to her performance.
2. The respondents to the survey find Vice Provost and Associate Vice Chancellor Moses to be an ethical leader whose integrity instills trust in the Office of Faculty Affairs. At a time when the retention of faculty, along with the expectations regarding teaching faculty, are core concerns for the entire campus, CU is fortunate to have Dr. Moses in this crucial role.
3. Although some of the themes emerging from the open-ended comments on the survey may not be strictly in the purview of Vice Provost Moses, respondents urged her to use her influence to enhance faculty compensation and benefits (and, by implication, to increase faculty retention), to build community among the campus faculty, to enrich the experience of teaching-track faculty and lecturers, and to augment the campus commitment to Diversity, Equity, Inclusion, and Access among CU faculty.
4. The open-ended responses surfaced a theme not accessed in the survey's closed-ended questions: Alongside the desire to build stronger collegiality and community among faculty was the problem of increasing workloads and burnout. As noted in the previous item, such concerns may exceed the Vice Provost's remit, but under her direction OFA could develop programming that could enable units to recognize and mitigate the sources of faculty fatigue.
5. Global assessments of Vice Provost and Associate Vice Chancellor Moses's performance were quite high across all groups (a mean of 4.6), as reported in Table 4. Among the groups surveyed, her lowest score was from the Boulder Faculty Assembly Executive Committee (a mean of 4.2, which is nevertheless a rather strong result). In examining this data point with qualitative feedback obtained by the AAPC, there appears to be an opportunity for enhancing the working relationship with the BFA. Closer connections could be forged by creating a standing meeting between the Vice Provost and the BFA Chair. It could also be served by the Vice Provost serving as a member of BFA committees (beyond her bylaw-stipulated liaison role) on the BFA's Faculty Affairs and Grievance committees.
6. A theme arose in the AAPC's interviews regarding the structuring of Vice Provost and Associate Vice Chancellor Moses's role. Her responsibilities are multiple and intense, leading to a portfolio of roles and obligations that has the potential to stretch her—or any future occupant—too thin. The AAPC does not possess the Provost's insight into the assignment of responsibilities, but it would appear that some of her tasks could be moved to the Human Resources function to make the Vice Provost's workload more sustainable.

Appendix A: Comments by Survey Respondents

Questions employed in the AAPC survey of Vice Provost Michele Moses:

VISIONARY LEADERSHIP

The vice provost...

- Articulates a compelling shared vision for the Office of Faculty Affairs.
- Is perceptive about the needs of different stakeholders (e.g., faculty, academic leaders).
- Leads initiatives on campus aimed at improving faculty members' sense of community and belonging.
- Is strategic (i.e., able to establish a vision, mission, and goals for the Office of Faculty Affairs).
- Is tactical (i.e., able to identify tactics, measurements and action plans to achieve a vision for the Office of Faculty Affairs.

ETHICS AND INTEGRITY

The vice provost...

- Is a role model of ethical behavior.
- Fosters trust through the consistent demonstration of integrity.
- Confronts others when shared values are threatened.

COMMUNICATION

The vice provost...

- Listens perceptively to others.
- Responds to others in a way that reflects an understanding of their perspective.
- Knows when and how to hold crucial conversations.
- Communicates clearly and transparently.
- Engages in communication practices that effectuate the role of the Office of Faculty Affairs as a liaison across campus.
- Models civility and mutual respect in her communication with others.
- Demonstrates alignment between words and deeds (communication and actions).

BUILDING COLLEGIALITY AND COLLABORATION

The vice provost...

- Creates a sense of collegiality with Academic Affairs.
- Contributes to a sense of collegiality between the Office of Faculty Affairs and campus partners.
- Fosters collaboration with Academic Affairs.
- Fosters collaboration between the Office of Faculty Affairs and campus partners.
- Fosters trust in the Office of Faculty Affairs.

MANAGING CONFLICT

The vice provost...

- Views conflict as an opportunity for growth for all parties.
- Anticipates conflicts between stakeholders.
- Takes multiple stakeholders' perspectives into account during conflicts.
- Identifies and handles disruptive behavior while maintaining the dignity of the people involved.

DIVERSITY AND INCLUSION

The vice provost...

- Creates and maintains an environment where diverse opinions are considered.
- Develops strategies that help the campus to retain diverse faculty.
- Successfully implements programs that help to retain diverse faculty.
- Addresses problems when members of the team act in ways that do not create a welcoming, diverse & inclusive environment.

PROBLEM SOLVING

The vice provost...

- Models open-mindedness and flexibility when working with others to address problems.
- Intentionally utilizes collaboration as a method of problem solving.
- Fosters a problem-solving process that creates responsive solutions.

DEVELOPING SELF AND OTHERS

The vice provost...

- Is intentional in creating a learning environment for self.
- Is intentional in creating a learning environment for others.
- Provides appropriate support for the professional development of faculty.
- Demonstrates self- awareness across situations.
- Is empathetic.
- Learns from her mistakes.

PLANNING, MANAGING, AND ORGANIZING

The vice provost...

- Utilizes time effectively (i.e., allocates time proportionally to relevant issues, responds promptly and with follow through, is appropriately available, balances waiting with responsiveness).
- Meets regularly but judiciously, ensuring that meetings are productive.
- Facilitates effective meetings.
- Structures meetings to solicit diverse perspectives.

GLOBAL QUESTION

- What is your overall assessment of the Vice Provost's performance?

OPEN-ENDED QUESTION

- What do you see as the 2-3 most important university issues that the vice provost needs to address?

If you would like to share additional feedback with the Committee, either in person or via email, please feel free to contact any of the Committee members.