GUILFORD COLLEGE FACULTY SURVEY PROJECT 2014-2015

Results from Survey No. 1

Conducted May-June 2014

Final Report

July 19, 2014

Contents

Discussion and Explanation

Background

This survey focused on the college work environment. It requested responses from faculty members on the best and worst parts of their work at Guilford. It asked what information about the college faculty members would like access to, and it asked for suggestions for future surveys. It also asked for faculty members' position categorization and time worked at the college broken into several categories.

In preparing the survey, I discussed it with colleagues, notified the 2013-14 Clerk's Committee that I was undertaking this project, and then solicited the advice of the director of institutional research and a small group of faculty familiar with survey research in preparing the survey. Through this input, I eventually settled on the topics and format.

The survey was conducted through Google Forms. It was shared with Guilford faculty members by e-mail through the faculty bulk mail address maintained by the college. This address should include all faculty, and it includes some administrators and staff members as well. There were 73 responses to the survey from this pool of potential respondents.

Analytic Approach

The primary purposes of this survey were to (1) provide me and Clerk's Committee insight into the work environment, morale, and concerns of faculty, and (2) provide faculty an anonymous place to comment on the issues about which they are most concerned. No identifying information about respondents was collected other than requiring a Guilford login to respond to the survey. Respondents' login information was not recorded or stored.

After receiving the responses, my initial approach was to read all responses to all questions before trying to process them. Then I compiled this report, which I did in consultation with a group of faculty familiar with survey research data.

There were some challenges in interpretation and reporting. I eventually settled on a two-fold strategy. For each question, I went through the responses and assigned them to broad categories, and then I selected a representative subset of responses to report.

The categorization was a subjective process. I derived the categories from patterns of topics that arose in the responses. Because the responses were open-ended, they took many different forms, sometimes covering a number of topics. In these cases, I assigned a response to multiple categories.

The selection of sample responses was also subjective. In choosing responses to include in the report, I tried to provide multiple representatives of each category, and I generally favored longer, more detailed responses. Where there was a diversity of opinions, I tried to represent that in the responses I selected. Because of this, unusual responses are more likely to be included in the reporting than responses that were similar to others.

I ended up including many more sample responses than I initially intended for two reasons. The first reason was that there was a very rich diversity of opinions and insights in the responses, and I felt that it would be useful to the community to share this discussion openly. The second reason was that it became clear to me that, for most of the responses, it would be very difficult or impossible to identify individual responders from what they wrote. This made me more comfortable in sharing more comments.

Although the collection of responses was anonymous, it was sometimes possible for me to identify a respondent from a particular anecdote (e.g. "in my Paleontology class…"). In those cases, I did not include that response here.

Another issue that arose was comments that mentioned specific individuals or positions of the college. When individuals were mentioned, it was usually in a disparaging manner or as part of a call for personnel change. Although these comments are an important reflection of faculty opinion, and I read every one of them, it seemed inimical to community morale and disrespectful of our colleagues involved to publish anonymous personal criticisms in this report. On the other hand, leaving them out of the report would mean that the results would not accurately reflect the opinions stated by participants. There were not many of these comments, and most centered on members of the administration. Where there were significant numbers of negative comments about specific people, I compromised by reporting the number of negative comments about a particular person but not quoting caustic responses.

Results and Reporting

The results are broken down by question below.   For all questions (other than the second question, asking about a positive experience teaching at Guilford), I report the categories of responses and then include sample responses.

Conclusions

I hope that I have provided enough responses and data here for readers to draw their own conclusions about perceptions of the college work environment for faculty. For me, it was clear that we are predominantly a faculty who is excited about teaching, enjoy our students, enjoy most of our colleagues, and for the most part enjoy working here. Many faculty provided moving testimony to their positive experiences in the classroom and working with students.

On the negative side, we have some serious problems with faculty morale. Some of this comes from concerns about pay. A great deal of it also comes from frustrations and differences of opinion within our faculty discussions. We are, unfortunately, often annoying to each other, and some feel our intra-faculty discourse is disheartening and embittering.

Another major negative component of responses centers on interactions with college administrators. This comes in many forms. In some cases, faculty members have lost faith in administrators and desire specific changes in personnel or policy. Others worry about the future of the college and of our recruiting, or feel stifled and unappreciated by their administrative leaders. Faculty are also concerned

about perceived dilution or disservice to values of the college, although opinions differ about how we might address this problem.

There is clearly a great deal of frustration and discomfort about lack of knowledge of salary and budgetary details. For some, there is a sense that we have been spinning our wheels or trying to be trendy rather than remaking Guilford into a college that both honors its values and traditions but also appeals to a diverse, capable student body and supports its faculty and staff.

The fundamental message I hear from my faculty colleagues is that many of us are disheartened and demoralized, but we are nonetheless supportive of the college, enjoying our teaching careers, and challenged and excited by our students. There is a sense that we are ready for positive changes on many fronts – including salary, curriculum, relationship with administrators, healthy and productive faculty governance and committee work - but that we are not sure we as a college can produce these changes under our current governance practices and leadership.

Although we clearly have many concerns and frustrations, there is enough positive energy and optimism expressed in the survey that I hope we can work together to better ourselves and help to make Guilford the thriving, vibrant, diverse, open, and respectful community that all of us want it to be.

Please let me know if you have questions or comments about the survey or this report.

Sincerely,

Dave Dobson
Clerk of Faculty 2014-15
Guilford College

My advisory group (i.e. people who were gracious enough to consult with me about the construction and/or interpretation of the survey) is listed below. This list is solely to give them credit for their help; any errors or oversights in this report are mine.
- Julie Winterich
- Tom Guthrie
- Sarah Estow
- Rob Whitnell
- Kent Grumbles

Question #1: What are the three best aspects of your work at Guilford?

Top Responses By Category	Number of Mentions
Colleagues	59
Students	55
Freedom and Autonomy	22
Teaching	20
College values	10
Community	9
Campus Environment	7
Intellectual Challenge	5
Other topics	25

Faculty could provide up to three responses to this question in a free-response text box. Some faculty answered with a word or two, while others wrote long sentences. I collected the answers and attempted to classify them into general categories which I generated based on the responses. There were 212 total responses from 73 individuals. The results of my classification are shown in the table to the left.

Category descriptions and a sampling of the responses are shown below. They were selected by me subjectively, for their unique language or to represent a variety of points of view.

Colleagues – Over 80% of responding faculty members named their colleagues as one of the most positive parts of their work environment. Comments cited factors such as strong working relationships, support, intelligence, interesting discussions, and dedication to teaching. Comments frequently mentioned departmental colleagues as particularly helpful or supportive.

Colleagues are fantastic, supportive, smart, thoughtful, etc.

colleagues who share my beliefs about teaching

Collegiality among faculty

Having supportive colleagues in my department and across the college.

Interacting with the many smart faculty and staff colleagues about teaching, learning, and research

My colleagues are incredibly supportive of my professional goals

Our colleagues. Our community is dripping with friends, pleasant work, engaging conversation, and lots of wonderful characters.

Support from my Department Head

There is an active group of faculty exploring and trying to improve conditions on behalf of part-time faculty

working with a fantastic group of colleagues across campus

Students – Over 80% of responding faculty also mentioned students as one of the best parts of their work. Comments frequently mentioned working with students in particular. Some in this category restricted their praise specifically to students who were enthusiastic, worked hard or came prepared to class, while others just mentioned students in general.

Courteous and amiable students

Our students. I love my days here because I love the interactions with our amazing students. The classroom is a joy.

Rapport with students

the students who really care about learning

watching students grow and develop over the years

Work ethic of early college students

Working with motivated students

working with students, especially one on one

Freedom and Autonomy – About 30% of respondents mentioned the freedom and autonomy provided by them for their work. Sometimes this was intellectual or creative freedom; more frequently, it was freedom to choose how to design and teach courses. Some respondents also appreciated being able to set their own schedules and to work independently without a controlling authority.

Autonomy in content and pedagogy ...

Autonomy--I have great flexibility in doing what I think is best for my students' learning and my professional development

Flexibility--able to maintain my own schedule for most part

Freedom and flexibility in designing courses.

Freedom to teach and explore my discipline

Freedom to teach what most interests me

Opportunity to be innovative and creative

the encouragement to be innovative and bold (when it happens)

Teaching – although this sometimes overlapped with the Students category above, many respondents (about 30%) specifically mentioned their work teaching as one of the best parts of the job.

AHA moments in classes for students and/or me

encouragement in teaching new courses

I feel that my teaching interests are valued, by students and faculty

It feels good to teach students who can benefit a great deal from the education we provide.

sharing knowledge

teaching at an institution with a strong culture that values teaching

Walking into the classroom and working with students

Working with bright students who try to apply their learning to the world around them.

College values – about 15% of respondents mentioned the college's values, openness, and aspirations as an important best component of their work. Some specifically mentioned Quaker values, but most in this category referenced general values or ethos of the college.

Quaker Vibe/Ethos

teaching students who are attracted by, and then influenced by the college's core values

the Quaker ethos of the college, nurtured in large part by Max Carter and all that the Hut stands for and nurtures

The values of the college give us a way to have shared conversations even when we disagree

Community – some respondents mentioned Guilford's sense of community or the environment built by the college community.

being a part of a community

belonging to a community dedicated to values I embrace

Community atmosphere - love the people I work with

The potential for making a difference, Guilford's potential

Campus Environment – some respondents mentioned the campus as one of the best parts of their work. Some in this category mentioned the physical beauty of the college's campus.

a peaceful and beautiful campus

The physical place. I love my office and the campus. I even enjoy the classroom in which I typically teach. I try to teach outside whenever possible, and spend a lot of my life on this astoundingly beautiful campus.

Intellectual Challenge – these responses took several forms, but most in this category mentioned the intellectual stimulation or challenge of their work or their research.

the opportunities I've had to develop professionally with colleagues across the country in my field

Other topics – other responses covered a wide range of topics, including the opportunity to lead student programs abroad, the college benefits package, and specific programs of the college.

Incredible retirement match of 11%

the opportunities I've had to develop professionally with colleagues across the country in my field

opportunity to lead/design study abroad

The level of international engagement is quite fulfilling and has always been a source of great joy

a clear sense of purpose in what I do

the academic schedule (9 months) which allows time to work on major academic projects and planning classes during summers

Not having to compete with anyone in the same field as we each work on different areas in a small department.

A hard-working administrative staff that are far more supportive than many of my colleagues are willing to recognize.

support from campus offices when needed (solutions center, etc.)

end of year writing workshop

Lunch on Wednesdays

Not having to do a lot of research.

(Question 2: Best Experiences saved for the end of the report.)

Question #3: What are the three worst aspects of your work at Guilford?

Top Responses By Category	Number of Mentions
Pay	43
Faculty Culture	32
Administration	29
Workload	23
Lack of Support	16
Student Preparedness	12
Campus Facilities	10
Grading	6
Job Status	6
Faculty Morale	5
Uncertainty	5
Program Prioritization	4
Other topics	10

Faculty could provide up to three responses to this question in a free-response text box. Some faculty answered with a single word, while others wrote long sentences. I collected the answers and attempted to classify them into general categories which I generated based on the responses.

It was difficult sometimes to categorize a response that was particularly wide-ranging; in those cases, I tried to pick a best-fit category, or in a couple of cases, I double-counted the response in two categories. There were 214 total categorized responses.

Below are explanations and some examples of actual suggestions from some of these categories. Most responses to this question were brief, but the reporting below includes mostly longer responses. Any response that mentioned a particular employee of the college I tried not to use, although there were many such responses.

Pay – many, many faculty members mentioned salary or low pay as one of the worst aspects of work at Guilford.

I am not making enough money to support my family

Faculty is severely underpaid while some administrators are shamefully overpaid

Faculty colleagues who "think they know it all" and are, in my opinion, out of touch with the "fact" that Guilford is a business and thus needs to stay solvent--and therefore we may have to make changes which may be difficult, but necessary

Being grossly underpaid while still being expected (Quaker ethos) to provide superior, and passionate, service

Taking on added teaching responsibilities (fye, summer/j-term, overload) the only way to improve salary, even when it means being stretched too thin - no raise for tenure or years of service to College

> The salary and benefits (especially health care) have stagnated so badly that I have little hope of it improving before I retire

Faculty Culture – This was a broad category, but common complaints included faculty being whiny or complaining, unrealistic in their expectations, or instigating conflict for its own sake. Some complained about a lack of rigor or commitment on the part of some colleagues in their approach to teaching. There was also a sense of mistrust among many, who complained that faculty and administration were territorial, secretive, selfish, and unwilling to consider opposing or non-traditional views. Some faculty expressed a fear of speaking at meetings, and others expressed a general lack of appreciation and support among the faculty community. Respondents were on both sides of one issue: a sense of Guilford's values. Some complained that their colleagues did not work to promote the college's values, while others felt that there was too much dogmatism or zealotry in pursuit of values that are not shared by all. Below is a sampling of comments I categorized as Faculty Culture.

> Faculty who do not excel as teachers

> An organized and hostile contingent of my colleagues who navigate always for their own interests and ostracize those who do not agree with their views.

> unable to really trust my department colleagues

> Quietly scheming colleagues

> values-related hypocrisy

> faculty constantly bitching

> when Guilford emphasizes being like other schools more than committing to our distinct values

> feeling undervalued, disrespected, and unfairly evaluated

> blatant inequities and discrimination

> The apparent obsession for a shared vision

> Territoriality

Necessary and fundamental changes are almost impossible. Changes that do take place are more for show and publicity rather than for academic excellence and depth of knowledge and experience.

Bullying by senior faculty and administrators.

the lost potential of ideas generated during our workshops, meetings and discussions

There is a sad lack of trust that permeates the community and erodes so many other good initiatives

power struggles

we need more chances and time to celebrate folks who work here at all positions

a culture that accepts and condones kissing up and kicking down

Faculty who continually complain about the school without working to improve it

Watching faculty use students for their own agenda

Fear of speaking out

Administration – many respondents were unhappy with the college administration, either generally or citing specific problems. Complaints centered on a lack of respect, openness in decision making, and relationships with administrators. When respondents mentioned particular administrators, it was most commonly the Academic Dean and the outgoing president. Six of the 29 responses in this category specifically mentioned the Academic Dean.

lack of two-way effective communication between faculty/staff and administration

Obstruction from Administration

What comes across as an administration that is unfriendly toward and has little respect for faculty and the work they do

Inept administrators who cannot raise the funds, or restructure the organization, to provide financial stability and much needed resources

The climate established and perpetuated by the administration

Lack of respect for faculty from the Dean and President

top heavy admin- both in number and pay differential for other members of the community

The waxing and waning tensions between many chief administrators and the faculty. In particular, as faculty, I feel frustrated by what can often appear to be the administration's disregard of faculty concerns.

Faculty morale & mistrust in administration

The opinions of some individuals are overly valued while those of others are ignored. The campus is run according to the will (and whims) of a few.

a feeling that administrators are in an adversarial relationship with faculty

Workload – Many respondents felt overworked. Some indicated the college has a culture of overwork. When people elaborated on this, complaints usually centered on administrative, committee, or clerical work rather than on teaching. Some felt that this additional work took time away from teaching or from research.

Too much clerical work for faculty.

grueling schedule

The work never ends....I go home at the end of the day, take care of my family, and work from at least 8am until 11 or 12 at night at least four days a week, plus I always work on Sundays

The enormous amount of empty reporting -- assessment, workload, etc.

This job makes me too busy. It dominates my life. I don't have time to enjoy family or my own hobbies.

The requirement to serve as advisor for students who are not majors in my department (although I understand the need for it)

Pressure to take on added responsibilities during already packed semester - as hoc committees, workshops, other events

Lack of Support – faculty often cited a lack of real support (resources, technology, leave time) and also of moral support or recognition.

pressure to do more without more resources...bigger classes, more advisees, more scholarship... without good tech or admin support

no sabbatical/maternity leave for non-tenure track full time faculty

lack of institutional support of faculty

Technology on campus

My scholarship has shrunk to such a low priority that it almost ceases to exist; the lack of institutional support for this element of the job contributes to this state

Student Preparedness – a small number of responses cited a lack of student preparedness or initiative in their classes.

Because of pressure to meet enrollment, the college now accepts more and more high maintenance students who do not seem ready for college

Trying to motivate unmotivated students.

Campus Facilities – faculty cited inadequate facilities. Common themes were inadequate facilities or technology, offices or classrooms in disrepair or an unsafe state, or a lack of staffing in key areas.

Unhealthy and ugly facilities

Difficulty coordinating use of an academic classroom when the building in which it is located closes before the class is complete

Lack of technical support and up to date teaching and learning tools

My building (office space/teaching spaces) are in bad shape - overdue for renovation. Makes recruiting very difficult as well as day to day teaching.

lack of secretarial support

parking for evening classes; it is sometimes impossible to find a place to park without having to walk across campus

Grading – a small number of faculty members complained about grading or the quantity of grades. I do not think in most cases this was a request for change, but I do think it was a sincere expression of what they see as one of the three worst things about their jobs. The example below is a slightly different take on grading.

I love evaluating and responding to student work but giving grades often feels counterproductive, even archaic.

Job Status - a small number of faculty, mostly contingent faculty, expressed unhappiness with the uncertainty or low status of their job at Guilford.

Being contingent faculty

limited opportunity to advance to tenure-track positions

not getting hired for my tenure track position

not knowing if I will be teaching next semester until late in the previous term (I'm adjunct faculty)

Faculty Morale – A number of faculty indicated that low faculty morale was a problem. This category could possibly have been combined with Faculty Culture above, but it seemed like a separate issue.

Attending meetings (both committee and faculty meetings) where other faculty are disengaged and don't care, or have been driven into silence by hostile senior colleagues and administrators.

Low morale, silos

unhappy colleagues

Uncertainty – some faculty members expressed doubts about the future of the college or the sustainability of our business model.

Uncertainty--are we going to be able to get the students we need and do for them what we'll need to?

Program Prioritization – a few faculty members mentioned the recent academic prioritization undertaking.

Poorly done Program Evaluation

The prioritization nightmare

Other topics – some of these could be fit into the categories above, but they seemed not to match the central thrust of the other responses in those categories.

Mold

little to no feedback or guidance from dept. chair

weather alerts make students not focus

final exams on weekend evenings! tramples the boundary between work and personal lives.

Meetings; Meaningless paperwork

Dealing with Demons

peripheral nature of foreign languages (not a curricular emphasis)

Question #4: If you could change one thing about your work or your work environment at Guilford in the next year, what would it be?

Top Responses By Category	Number of Mentions
Faculty culture	13
Administrative changes	13
Better salaries	11
Support for faculty work	5
Office or classroom	3
Appreciation for faculty	2
Better communication	2
Sharing between faculty	2
College website	2
Other topics	15

Faculty were given space to provide one longer answer to this question in a free-response text box. Some faculty answered with a few words, while others wrote paragraphs covering more than one topic. As with the other survey responses, I collected the answers and attempted to classify them into general categories which I generated based on the responses. In a couple of cases, I double-counted a response in two categories if it fit in both. There were 66 total categorized responses.

A sampling of the raw responses is shown below. They were selected by me subjectively, for their unique language or to represent a variety of points of view. I tried not to include responses that mentioned a particular employee of the college, although there were a number of such responses.

Below are explanations and some examples of actual suggestions from some of these categories.

Faculty Culture – many faculty respondents saw our organization and communication within the faculty as dysfunctional or unpleasant. Some thought we do not communicate effectively or see ourselves as united. Some felt our faculty meetings and faculty discussions were dominated by the concerns of a few. Some felt we were not using our time efficiently. Some felt that portions of the faculty often merely complained rather than offering constructive suggestions, and that this was a source of poor morale and low productivity. Some offered suggestions for changing or rethinking our meeting process.

Here are some examples of responses in this category.

I would love to have a sense that we trusted and honored one another. I would like us to listen more openly and to respond with calm and determination, rather than with, what I experience as, fear and competitiveness. I would like us all to appreciate the work that each of us does and see it all as equally important parts of a whole.

I would love it if we held back on reactively creating programs and were more thoughtful about what really makes Guilford College - Guilford College, even if that isn't necessarily "innovative" or "trendy". Maybe even especially because it is not either of those two. I believe at our core we do experiential learning and principled-problem solving and that adding things on is the wrong way to go. As we add on we become more and more like everyone else in the field rather than more and more unique and true to our ethos, principles, mission.

For faculty to respect one another and their decisions. It is not for me to judge the work and decision making regarding a major in another department when it is not my discipline.

I wish faculty would stop manipulating the students to advocate for them. This is a despicable practice. The students are trusting and vulnerable, and they are easily led. I so often hear outraged students repeating inaccurate information that has been fed them by faculty members maneuvering on their own behalf. And I am really tired of faculty hiding behind poses of moral superiority when, in fact, they are usually arguing for their own interests and not for an idea of what is "right."

I would find some way to ban Machiavellian-closed-door-backroom politicking. Ironically, often times the ones doing this are those who make conspiracy-theory claims in the faculty meeting. Appalling.

I would love to see a spirit of moving forward in a positive manner rather than an attitude of stagnation and defeat.

I would work to rebuild trust through any means possible. A lack of trust is a fundamental root cause for many systemic problems and challenges that Guilford must face to improve in the years ahead.

Put our money where our mouth is and have all positions truly embrace our Mission and Core Values. And get the few colleagues that have chips on their shoulders or are no longer serving the students to move on and out! We are losing too many good ones!

That all stakeholders - - faculty, staff, and students - - develop sustainable and ongoing forums to speak our minds, much like the previous conversations in a climate of safety but regular, ongoing, and long term.

That people are happier--specifically faculty. Which I think can be directly linked to the way faculty meetings are run. I do not like Quaker process as applied to faculty meetings. And neither do many faculty. It doesn't work to have a negative and punitive approach to talking. And when there are 100 folks in the room, there is no room for real process. I think people go to the meetings closed and defensive. The same people talk. And those of us who have things to say, but need to process aloud are lost. There is no room for auditory, out loud processors. And there is so much pressure to say everything right the first time. I love Quakerism, but don't think it works as applied to a large group. The loudest, "smarts" folks win and the introverts and auditory processors lose.
Ideas...have people write things down during meeting and put in a box as they leave. Or allow for a jam session every once in a while where everyone says something brief. Or have small group break-outs over intense topics. Be creative w/ the way we do things in faculty meetings. Just because it's always been that way doesn't mean it's the best way or that it works.
Thanks for allowing a platform for me to say that. :)

Administrative Changes – some suggested that our administration adopt better practices for evaluation, allocation of work, decision-making, or interaction with faculty. Some suggested major changes in the college schedule, in administrative organization, or in strategic planning initiatives past and future.

Some also suggested specific staffing changes. As discussed above, I did not feel comfortable publishing anonymous calls for changes in specific college positions in this report, but of the responses in this category, nine of the thirteen requested a change in the Academic Dean position.

Below are some of the other responses in this category.

> I would like to feel that the chief administrators have a strategy that is coherent, respectful of faculty input, and that builds on the strengths of Guilford's academic culture and programs as they grapple with pressing issues of attracting enrollment, proposing and implementing curricular changes, and in managing college finances including salaries. I have been frustrated and have had my confidence and morale sapped by plans and initiatives emanating from and pushed forward largely by chief administrators, programs that appear to be stop-gap policies reactive to current to stresses or that appear to be programs simply borrowed from other colleges with the hopes that such programs will suit Guilford. Here I would point to the January Term pilot and the discussions about on-line and/or hybrid classes. I may be right or wrong in my view, but these initiatives often seem to be simply "me-too" efforts to copy other schools, and they are often seem to be high-handedly advanced from administrative heights, when more faculty input could perhaps better acclimate such ideas to Guilford's soil, if they take at all.

> Less layers of administrative "busy" work, that interfere with my ability to focus on teaching and ultimately do not appear to contribute much in the way of tangible benefits. Also, more support for fulfilling our central mission of teaching. I understand we have to attract new students, but I worry that we don't put enough into making the educational experience of current students the best that it can be.

> Make the workload report actually correspond to what I do. Well, if I could dream big, I'd like for administration and faculty to work together, rather than against each other, but I would hope the former would be more realistic.

> Please give us humanistic leadership.

Better Salaries – more compensation or more equitable compensation was a very common theme in responses to this question. Here are some examples:

> Clear dedication to increasing salaries/increasing the endowment in an intentional manner that poor salaries can be addressed.

> Find a way to either ease the admin work we do and/or re-instate pay raises. Morale is low and I feel that both of these issues play a role.

I am happy to be employed and don't want that to be in jeopardy, but it would be nice to see some pay rate increase.

More equitable salaries between faculty, staff and administration and among faculty. This is a serious morale issue, as well as a practical concern for people being able to make ends meet.

Raise salary, make the faculty feel proud of working here instead of feeling doomed and trapped here.

Re-align pay scale for administrators and faculty/staff--either through major fundraising for faculty raises, or through cutting admin costs.

Salary, which connects to feeling valued, which connects to the way I perceive the administration perceiving us. I'm financially worse off now than I was in my last years of graduate school--and that's just insane. An individual with a PhD should NOT have to be independently wealthy or married to someone with significant income in order to "make it."

Moreover, the administration's attitude that we are all replaceable--while probably true, to some extent, in this buyer's job market--makes for an environment where they can abuse us, never say thank you, and push a culture of over-work where no one ever can sit back and feel we've "done good."

I could add a 4th thing to this list: the culture of over-work. Faculty at Guilford seem to thrive on going above and beyond--with nothing materially gained as a result. It utterly baffles me that people getting paid so poorly can work so incredibly hard to prove their worth. This seeps into all areas of existence at Guilford.

I know my feelings expressed here sound negative. I do love Guilford and want it to work out for me, as a place to make a career. But the college is currently toxic.

Support for Faculty Work – some faculty had suggestions for support the administration could provide for faculty work. These included material support, staffing support, and moral support and recognition.

I think academic support should be evaluated at the end of the year/semester just as the faculty is. Formal paper survey. So there is some accountability and improvement in their performance. I have my emails without response for days sometimes from certain departments/individuals.

I'd like to see the administration communicate more effectively to faculty that they value and respect the work that they do. This includes, but goes way beyond, issues of compensation.

Well, I'm optimistic about the new president and expect changes will be coming. I'd love more secretarial support. At the very least, it should be crystal clear to faculty what they can expect from secretaries (it's not at all clear to me, and I hesitate to ask for help out of fear of overstepping a boundary). Lines of communication should be very open.

Other Comments – here are some additional responses as examples covering a variety of topics.

Have the college agree to a minimal and adequate level of staffing for our (and perhaps other selected departments) which would not have to be argued for on a yearly basis.

I would have more time to focus on teaching and not feel so pulled in 100 other directions. Even though many of these "other things" are valuable, they ultimately take time from what is most important to me...my teaching.

I'm already changing it: I'm focusing more on my professional needs and the needs of the students who will be in my classes next year, and I'm not putting as much of myself into big college initiatives until I get a sense that others are making efforts to address at least the first two items above.

I would get more of us to make classroom visits to other faculty. Especially those whose approaches we don't necessarily agree with.

I would love to trust that the air quality in my work environment is truly safe, and if our facilities were improved, it would make me feel that I could actually recruit high school students to my program.

Through community discernment, I would like the College Faculty to prepare a unified position statement about the hiring and fair treatment of contingent faculty, including but not limited to: 1) ratio of adjunct/contingent to TT faculty, 2) how adjunct/contingent faculty are counted in student/faculty ratios and other vital statistics, 3) effects of relying on contingent faculty on morale and retention, and 4) policies regarding the terms and renewal of contracts.

All staff and faculty should be respected, honored, patted on the back, compensated fairly, rewarded, made to feel good about what they do, reminded about what everyone else does that's great. As opposed to ignored, demeaned, berated, belittled, or made to feel like there's some kind of hierarchy here.

to not be moved to another office--I have taught at Guilford for 7 years and been in 6 offices.

Better communication between the Senior Administration and the faculty resulting in a stronger sense of shared purpose as we face enrollment and financial challenges.

Communication has been a frustration since I have been here. I would like have easier access to information--from where I can get appropriate forms to consistency of the information communicated.

A faculty that seemed inspired, hopeful and delighted to be at Guilford. I want to be in as many conversations about ideas and projects as about grumbles.

Question #5: What information or data would you like to know about the college that you do not have access to?

Top Responses By Category	Number of Mentions
Salary	28
Budget Details	25
College Policies	10
Better Statistical Information	6
Nothing	6
Recruiting	2
Committee Business	2
Other	3

Faculty were given space for one longer answer to this question in a free-response text box. Some faculty answered with a few words, while others wrote paragraphs covering more than one topic, and still others provided a list of multiple topics. As with the other survey responses, I collected the answers and attempted to classify them into general categories. When a respondent provided multiple answers to the question or an answer that covered more than one category, I split their response into separate answers, allowing double or triple counting of a single response. Including the "other" category, this covers all 75 separate answers (from a total of 57 respondents) to this question. The total number reported totals to more than 75 because of double-counting.

Below are example responses from all categories.

Salary - The majority of the responses deal with college finances, with the most common response being a desire for information on college salaries for faculty and staff. Some respondents wanted a statistical summary of salaries; many others wanted complete transparency for all college salaries. Many wanted to know administrator salaries in addition to faculty salaries. Many were concerned with salary equity across departments, ranks, gender, race or ethnicity, or employment status, and some extended that concern to contingent faculty and college staff.

Why is it that other small private colleges similar to Guilford can pay their faculty so much more than Guilford does, even though their endowment, enrollment, size and other aspects are no different than ours? I don't understand!

What do tenure track faculty get paid as compared to non?

That thing about why faculty salaries are so much lower than at other schools with similar endowments (and other variables, like cost of living, accounted for). Also, is it true that many of our staff, like in housekeeping, are paid so little that they get public assistance? The way we treat our lowest-paid workers is, to me, a huge indicator of our real values.

Statistics associated with annual raises (e.g., The % of raises, and the corresponding dollar amount with standard deviation and range) for faculty with and without equity raises. I'd like the same for (a) administrative staff and (b) all non-administrative staff.

I'd like to know if there are any guidelines in place for making decisions about compensation for senior administrators that take into account compensation for faculty and staff.

I'd like all salaries to be public

I would like to know the degree to which low faculty salary affects race and class diversity among faculty. I know a lot of junior faculty that rely on a partner's salary or family money to cover costs of living. My guess then is that white middle and upper class candidates or single/childless candidates are the most likely to be in the position to accept a position at Guilford.

I want to know why IT&S charges so much for telephone costs even after we switched to VOIP--is this simply a continued subsidy from Academic unit to IT&S?

Salary information--more transparency. Let's just put it on the table like public institutions do. Let's look at our inequity in the face. Let's get this straight.

Budget Details – Many respondents wanted much more information about college budgets. Many specifically requested that departmental operating budget information be public, and many wanted complete budget transparency for the whole college. A number of respondents felt that the college claimed more transparency than it actually provided. Some respondents had specific questions about particular functions of the college such as institutional advancement, athletics, and other non-academic college functions.

Specific explanations of spending, compensation distribution, and tenure and promotion rates.

Administrators brag about how "transparent" decisions are, but I disagree. I'd like much more transparency in budget issues especially.

I'd like to know what percentage of the college's budget goes to athletics, and how that compares with our peer institutions.

I'd like more detailed info about budget allocations & cost benefit analyses of CCE, athletics programs

I would like to see--on an annual basis--a clear breakdown of the overall budget that indicates what percentage of it goes to academic concerns, facilities, athletics, etc. I find the level of transparency on budget issues admirable here at Guilford but sometimes wonder if we are spending enough on our core mission of academics.

I want to know why we call it "real-time" budgeting in Banner if IT&S won't upload charges for several months at a time.

I want to know how much money is earned from things like college concessions, the farm, conference and events, and where that money goes.

Finances--not individual salaries, but how money is allocated. I'd also like to know how endowed chairs are selected and what sort of salary bump THEY result in for faculty (not the individual faculty salary, but what bump an endowed chair brings to that faculty).

In addition to enrollments and headcounts for programs, which are used to make faculty allocations, I would like to see net financial contribution to College. I am wondering, for example, if despite the decrease in CCE enrollments, the Business Dept. may be contributing just as much to College because traditional headcount has increased. Dollars would be more accurate indication than headcounts.

Transparency is a great word--and we don't seem to have it, or anything close to it, when in comes to budgets, major decisions made by the administration, or any real conversations with the Board of Trustees.

College Policies – In this category I included responses which expressed questions about college policies. Some examples of these kinds of questions are shown in the sample responses below. They included questions on topics such as maternity leave, credit for teaching independent studies, processes for deciding on endowed chairs and the benefits provided for such chairs, and on specific faculty governance issues. Most of these questions are informational and should have specific answers, so I will endeavor to research and provide answers to the questions raised in this category.

I would like to know exactly when my building will be renovated

I would like to know about advancement's activities with respect to the college as a whole and in regard to my department specifically. I would like to know what has happened to the campus master plan, of which renovations to the art building used to be a part but do not seem to be any longer.

I have noted that our faculty who have (even very) recently retired are not included as Emeriti faculty on departmental websites. This contrasts with many other colleges and universities where such retired faculty (even sometimes deceased ones) are shown in various ways. I would think that we would want to include such faculty for many obvious reasons including alumni interest (and perhaps giving). In any case I would personally like to have such "data" available.

I want to know how much athletics cost versus generate in real revenue.

I want to know what mechanism in faculty governance we have to get rid of an administrator--since we don't vote, a "vote of no confidence" is out of the question... By what mechanism do we share faculty prerogative on our own leadership? We no longer can bring up issues from the floor in faculty meeting, everything is centralized through Clerk's Committee, so there is no place or way to have a voice that speaks to power.

I would like to know more about why the college has not been honoring the policy listed in the faculty handbook for granting course releases after faculty members supervise a certain number of internships and/or independent studies. I have been eligible for quite some time now, but have simply been told that I'll have to "wait my turn" (whatever that means, no one seems to know or be willing to explain).

Better Statistical Information - A number of respondents wanted more complete or more statistically rigorous reporting of statistics used in decision making. One respondent felt that we often see statistical information compiled and provided by advocates of a particular policy, where the origin and accuracy of that information may not be clear. Others wanted particular types of information for use in their classes, advising, or planning.

This probably isn't what you meant, but next time we discuss data in faculty meeting, I would like to see appropriate measures of central tendency, spread, confidence intervals, and effect sizes. There is a lot of discussion of differences that may or may not be reliable or meaningful.

More information out in the open, such as reports, filed by different departments(e.g., advancement, admission). More transparency. More professionalism.

I would like to be presented with "real" data. Often the data presented is limited to what favors a specific proposal. For example, the real cost of the Jan Term to the institution is not what was presented to the faculty.

I would like to be able to collect longitudinal data about students who take my class or another faculty member's class or transfer in credit for said class. This is because I think determining dependencies for later classes and tracking how well students learned from me would be a more useful metric of teaching effectiveness than surveys administered before the students have even taken the final exam. Not meant to sound grumpy, just a piece of data-mining I've long thought about.

All of it. This includes hidden information that compromises the published information (witness president and academic dean joking that their published salaries are off the mark--they're actually higher than what we think).

Nothing – Six respondents (representing just over 10% of the total individuals who responded) indicated that there was no information they wanted access to that they did not already have.

This is the most transparent administration I have ever experienced.

Recruiting – two respondents indicated they wanted more information on how we recruit students

Given weaknesses in enrollment, I would like to have more information on recruiting strategies and programs that are being used to attract students. Where are our traditional student recruiting efforts going geographically and demographically? What is the vision for recruiting, and what are the means used, and how effective are they? Similarly, I would like to know more about CCE's vision and strategies for future recruiting? Will it/or should the CCE program continue to be counted on to buoy enrollments, or should we be considering a different model for adult student recruitment and retention? Should CCE continue to receive the resources it currently does given its persistent recruiting weakness? Could those resource be better employed on the traditional side? I would also like to know about the statue of plans that are being considered for "distance learning." Is this still an initiative being pushed forward and if so with what visions in mind, if any?

Committee Business – two respondents suggested that committee work be more open, such as having committee minutes be public and having committees hold at least one public meeting.

Open meetings for all committees (unless employment or tenure matters are discussed or other confidential matters)

Other Topics – Some responses didn't fall into the categories above. Here are some examples of these:

Details of the budget. Also, I would like to see something akin to the PPR that actually assesses how WELL we educate our students, and how rigorous our courses are. I find this type of cross-program/cross-departmental information lacking, particularly in light of the value placed on the misguided and damaging PPR.

I'm going to flip the question: What data should not be made accessible to faculty and staff? My take is that there is very little--only data that if released could put us at a competitive disadvantage (like financial aid details) should be held back. Right now, we have to provide justifications for making data available (and even then, we don't often get that data). Let's flip that: anyone who doesn't want to release data should have to justify that decision.

I don't like data much. I've had bad experiences with data. I'll let others deal with data, I guess.

Question #6: What topics or questions would you like to see addressed on surveys like this in the future?

Top Responses By Category	Number of Comments
Faculty Morale	10
College Identity and Recruiting	9
Curriculum Design	8
Policy Suggestions	6
Improving Faculty or Programs	5
Salaries and Resources	2
Other Topics	7

The purpose of this question was slightly different from the other questions. Here I was asking for guidance on topics the faculty would like to discuss further with the help of survey data. Faculty were given space for one long answer to this question in a free-response text box. Some faculty answered with a few words, while others wrote paragraphs covering more than one topic, and still others provided a list of multiple topics which I split up prior to categorizing.

As with the other survey responses, I collected the answers and attempted to classify them into general categories, although with this question the individual suggestions may be more useful than the category breakdown. The responses varied widely. Some respondents provided specific questions they'd like asked, while others provided general topics. Some provided suggestions for faculty attitude adjustment, which, though potentially valuable, would be difficult to accomplish through surveys. Similarly, others provided recommendations for policy changes, which are not really topics for surveys but which merit further discussion. Finally, sixteen of the responses offered no suggestion (e.g. "nothing at this time") or provided positive or negative feedback about this survey.

After splitting up multiple responses, there were 63 responses or comments from 42 individuals. 16 of these responses were either negative responses (e.g. "nothing at the moment") or discussion of this survey and are not included in the table above.

Faculty Morale – Some faculty were concerned about a variety of issues related to employee morale, workplace policies, and the work environment.

> Are younger faculty satisfied that they are being treated fairly with regard to compensation and tenure considerations?

> Do all employees of the college feel that everyone is being treated fairly with regard to compensation and working conditions?

> Do you think that Guilford needs to adopt policies to confront gender issues on campus?

> faculty ideas for ways to foster inclusion of more voices at faculty meetings. a relatively small group of individuals do most of the talking.

> How can we work together more effectively, so that departments aren't like little fiefdoms that are at war with each other over meager resources? How can we raise the level of academics at both the class and

the program level so that there aren't any "easy majors"? How can we ensure that breadth courses are the *best* we can offer, rather than the blow-off classes that no one cares about? (Seriously, if this is the one exposure students are going to get to the field you love, wouldn't you want it to be the most amazing, mind-blowing experience they could have?) How can we achieve equity in salary across faculty, staff, and administration?

Ideas on building morale and coming together as a team. How do we be more positive and stop grumbling about everything and truly make a difference in our community at Guilford?

College Identity and Recruiting – some respondents were concerned about the college's current and ongoing recruiting issues and wondered how we might better attract students who will succeed at the college.

What is Guilford's niche in higher education? What can Guilford do to sell itself as a college that provides a unique experience to students? How can we simplify so that we can cane excel?

How can faculty help improve the student body so that we can increase our retention rate and the intellectual climate of the campus? How do we get the right students to come to Guilford, not just any students?

What is happening in CCE to cause it to have declined so dramatically? Is the leadership in CCE doing all they can to address this situation? I'm not confident about the latter.

Curriculum Design – several respondents had questions about curriculum design and what faculty intend in the strategic planning and curriculum revision process.

Maybe questions on how faculty see a RIGOROUS liberal-arts education playing into their teaching. Since coming to Guilford, I've quickly learned that, apparently, some departments are MUCH "easier" than others, which plays into the high number of majors in these departments, etc., which means students in those departments can complain about "ridiculous" workloads in my classes compared to those in their department. Again, this is part of the toxic environment of overwork currently at Guilford, where departments want/need students and will dumb-down their curriculum to get it (or so it seems). So...what does it mean to be challenging? How do we begin to get a sense of comparing departments in terms of rigor and workload? What does critical thinking really look like?

I think a survey regarding the "distance-learning" and faculty opinions and information regarding it would be useful.

Improving Faculty or Programs – some respondents requested more information on college programs or made suggestions for policy changes.

One quick way to improve morale and faculty governance would be to have each division choose their own Division Chair to represent their needs and concerns. (Otherwise, dispense with the b-s and just call it a Division Head who serves at the pleasure of the Dean.)

Faculty development workshops: what would get more people to attend? What do faculty really want to see happen in those workshops?

Topics we'd like to discuss in open forums with faculty/staff and with students. And with the Board.

What is the role of scholarship at a teaching institution?

Salaries and Resources – some respondents wanted to know more about salaries and financial resources

Ideas re. improving endowment

Other Topics – there were a variety of suggestions or commentary on topics that did not fit neatly into the categories above.

Can we focus, for a period of time, on developing further what "innovative, student-centered learning" means?

Faculty need to understand what a Board of Trustees is and how it functions. I don't think many of my colleagues recognize that colleges DO close (I think of Antioch), and that the burden for keeping Guilford going falls on everyone. We can't stamp our feet and hold our breath till we turn blue when the Board says "No" or makes a request (as is their right) with which we don't agree. Grow up,people!

I find myself wondering why you're doing with when there is already a recurring survey of the work climate run by institutional research...and one that is blind. Your survey makes me very nervous. I have hesitated a long time before replying.

Perhaps we could consider a survey that helps the Library, in its expanded role for supporting instructional technology and faculty development, to serve student and faculty needs as best we can.

We need to survey faculty and staff on ways to improve the college in regular intervals. There is wisdom out there that is being wasted.

What are some pedagogical obstacles to successful teaching in the classroom? From the perspective

of faculty, which administrative departments are most successful/efficient/helpful and which are not.

What classes or teachers are students urged to take? To avoid? Why?

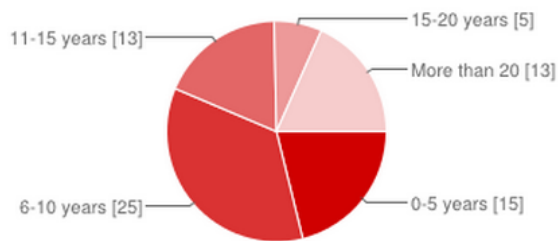**Question #7: Employment Status of Respondents**

The figures below are generated by the Google Forms software.

Your position type
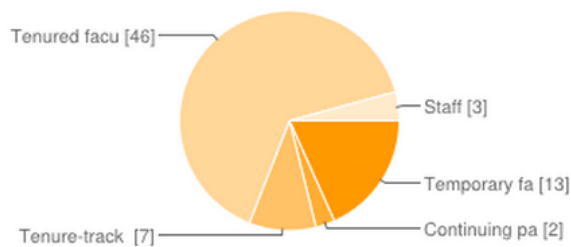
Temporary faculty (part-time or full-time)	13	18%
Continuing part-time faculty	2	3%
Tenure-track faculty	7	10%
Tenured faculty	46	65%
Staff	3	4%

Tenured facu [46]
Staff [3]
Temporary fa [13]
Continuing pa [2]
Tenure-track [7]

Time at Guilford

0-5 years	15	21%
6-10 years	25	35%
11-15 years	13	18%
15-20 years	5	7%
More than 20 years	13	18%

11-15 years [13]
15-20 years [5]
More than 20 [13]
6-10 years [25]
0-5 years [15]

There were 73 unique respondents. There were 118 faculty during 2013-2014 as reported by Institutional Research. This figure of 118 and the pool of people surveyed likely do not line up perfectly, but that suggests a response rate of near 60%.

Respondents appear to be roughly evenly divided among the various categories of faculty listed above:

Faculty Category	At Guilford	Responded	Percent Response
Tenured	81	46	57%
Tenure-Track	11	7	64%
Non-Tenure-Track	26	15	58%

Question #2: What was your happiest moment teaching at Guilford?

In order to end on a happy note, I include these anecdotes out of survey order at the end. I did not categorize these, preferring to let them speak for themselves. I've included below every response where the respondent indicated I could share the anecdote. Guilford being a small place, some of them are identifiable to a particular respondent just because of the situation. I was given explicit permission to share these on the survey, so I think that's OK. I hope they provide some inspiration for you as they did for me.

Responses to "What was your happiest moment teaching at Guilford?"

There are many but they usually involve helping students to another level in their appreciation and understanding of a text or idea.

I've had this experience several times, now, at Guilford, and it involves seeing students discover something about themselves they didn't know they had... seeing students face tough intellectual challenges and having the fortitude to keep struggling in the uncomfortable space of true learning.

I had this moment while leading 8 students on a 5 week study abroad in India & the Himalayas... we were all tired, sick, confused, and struggling with the complexities of what we were seeing and learning. So that night, in pajamas, everyone came into my tiny room during a monsoon storm & sprawled onto the floor with laptops trying to make sense of the Buddhist history/practices of the region. Students pulled out quotes from our readings, observations from the last week at monasteries, and their own notes taken when studying with a senior monk. With gentle encouragement, they began embracing all of the paradoxes and conflicts we had seen, and we stayed up late into the night doing the hard work of learning *just because* we were interested. We discovered so much about ourselves and the world around us by digging down and committing to the hard part of open inquiry. Every single one of those students wrote later about how the experience changed them. When I have been struggling at Guilford this year, I have re-read their reflections and derived strength myself from them.

When a student made a turnaround, began studying for the final early and in effective ways, and demonstrated that she'd learned a great deal.

Directing a Spanish play with my Spanish theater students for the Guilford and Greensboro communities. It was a huge success thanks to a wonderful set of students and the support of many colleagues.

Teaching a special, intensive summer course with seven students and a colleague and the entire group recognizing how sad it was that we only had two weeks left. The course included deep intellectual discussion of dense reading material and physical activity (camping, canoeing, carrying heavy packs, etc.), and we came to end of class at the halfway point and, as a group, were struck by how unfortunate it was that the course would have to end in a short period of time. We were overwhelmed to realize that the first two weeks had passed so quickly. The learning had become natural, effortless, and delighting. We had found ourselves "in the place just right," as the song says, wishing only that we could stay there longer. It was magic, and we knew it.

Not one particular moment, but in general seeing students whom I have taught go on to be successful, after graduation, in the field that they first learned about in my classes.

One of my happiest moments is always senior recitals. When one of my seniors is on stage performing their senior recital, it is a synthesis of all the work they have done at Guilford. I see them at that moment for who they were, and who they've become. Watching them so closely week after week processing their role in life and relationship to music and the world is a rare gift. During the 40-50 minutes of that senior recital, I am able to be fully present in my reflection of their presence in my life and all they have given me. It is beautiful.

Leading abroad programs with students is a way for teacher and student to move beyond conventional roles, expectations and goals into a space where true learning happens. As someone who has led several of these experiences, my happiest moments as a teacher have all been while abroad with students.

So far, my happiest moments teaching at Guilford have been outside with students....sampling macroinvertebrates at the Guilford Lake or trudging through the stream on campus collecting salamanders. It's moments like that when I think "wow, I get paid to do this?!?"

When students email to say they have used the info from class in a practical setting and impacted the life of another individual with confidence.

Yesterday's class. All classes potentially lead to happiness if we define happiness as a personal flourishing based on excellence. Given Guilford's emphasis on continuous intentional improvement--which I've embraced-- the most recent class should be and is most often the happiest.

Interacting with teaching assistants in my practice class and seeing a role play activity that we collectively designed really challenge students.

My happiest moment is hearing that students chose to take my class because of positive comments from a past student.

A student, as a sophomore/junior had created some original mathematics and presented it at a national research conference. At the end of his presentation, a mathematics colleague from a large university said: "I didn't know Guilford had a graduate program." My delighted answer: "We don't; that student has another year at Guilford. That is what can happen if you create the atmstphere that students can do mathematics with your guidance but without your doing it for them."

Graduating 2 CP students whom I worked with for 5 years.

Lots of them, but most of them center around either watching a struggling student "get it" by the end of the semester, or when a student comes back to tell you about what they're doing post-Guilford. I had one student come back to learn more about the pedagogy used in my classes. While not a fan as a student, he realized later how much he had learned in a student-centered learning environment and wanted to teach that way as a graduate student. THAT was a happy moment!

Watching students light up at an insight that comes to them during classroom engagement.

When students presented their final projects in my class, and they were well prepared and engaged and their projects were spiffy and creative.

Beholding the accomplishments of my seniors after working with them on and off for four years

Seeing students fulfill potential that they were unaware they had

In several of my classes students draw what a peer has written as a way to peer review a descriptive paper. One semester an adult student was so reticent about her drawing abilities that she would not even attempt to make a drawing. She wrote out in prose what she read in her peer's paper. Having never experienced that level of resistance to the assignment, I spoke to her about its intentions and expectations. Ultimately she agreed that by not embracing the assignment fully she was choosing to limit her learning. For the final project in that class students make an artwork inspired by research on an artist. This student's final project was an amazing realization of the assignment. She came to a sophisticated understanding of Henry Ossawa Tanner's life and career, created her own set of symbols in response and made an intellectually and visually successful collage. She surmounted her fear of being "creative" beautifully. I only regret I was not able to convince her to take more art or art history classes.

When a former student stops by or sends a note of appreciation.

when all the students in a class met the requirements too passs

Bryan series lectures

working with a student from Rwanda on a moving personal essay and then seeing him win a prize for it later in the semester--he was so proud, as was I

There are too many to single out just one. Every time I see one of our alums using their skills, finding their passions and being successful at it, makes me happy. I know my work has been worth it.

At the best-attended 'First Friday Staff/Faculty Happy Hour' at the Revival Grill, whenever that was, on a Friday way back in the mid 2000s, before the Happy Hour died. There were lots of faculty and lots of staff there, all together, enjoying/commiserating over the end of a good or bad work week, talking shop and non-shop. It was regular chance to get together informally, and lots of people participated each month. It slowly faded away over the next few years, then died completely a couple years ago. There have been valiant and hopeful attempts this year to bring it back. We need more Happy Hours!

Receiving the Stewart Award.

I do not have a single happiest moment, but several where I have students who have worked hard, overcome whatever obstacles they have faced, and show massive improvement as individuals/learners....then graduate and quickly procure a job.

I'm not sure if this is THE happiest but last year I had a struggling student do well on a test and when I said to this student "aren't you happy? Your hard work paid off!" The student replied "It wasn't even work, I just looked at it a little each day."

When students enjoyed my class and learned so much that they asked for it to be required.

Although I do enjoy the moments when class seems to go particularly well... when the discussion is engaging and vibrant and deep... but probably the most "meaningful" (not necessarily the "happiest") moment was when a student slipped a note under my office door that read: "thank you. You are the first person who ever told me I was smart." I teach because of students like this one.

Watching students realizing the complexity and profundity of concepts we have been working on all semester. It happens in varying degrees every semester.

When students commented on how my teaching has made a difference in their lives. Once the students in my class collectively gave me a card and they each signed on it. It was a small card, but it made my heart fly!

Watching and listening to my students making presentations at Lincoln Financial Luncheon and at Undergraduate Symposium- understanding what they felt were their learning outcomes, how much they valued their education at Guilford College and thought it had changed their lives...

To be honest, there is no 'happiest' moment. I teach here because Guilford is a teaching institution and that's where I focus.

I received a couple of emails from students who passionately expressed how much my class had meant to them and how life changing it was.

I have many happy moments. I never do well with picking one -est moment. I love it when the students and I get into meaningful conversations, when students ask really thoughtful questions and when we share a sense of caring community in the classroom. I love being in the public schools, doing clinical work with the interns as they teach k-5 children. This such a complex environment and so much is at stake. Being a part of the awe, curiosity, self- awareness, commitment and humility that grow of the mutual learning and teaching that go on in the classrooms is AWESOME!

My happiest moments have been when students have presented self-expression projects where they really come out of their shells and show you parts of themselves you don't have the opportunity to see in more conventional class meetings. Very moving and inspiring.

The moment when discouraged students who doubt their own ability "light up" with the discovery that they can actually understand and do something significant. [Fortunately this has happened many times although not as often as I would like.]

Moments in class when students make important discoveries in our discussions with each other. In the last class session of one of my courses this semester, a group of students ended their final presentation with a well-crafted and thought-provoking question with no clear answer. Students were captivated by the question, and grappled with it for quite a while, bringing in relevant readings from the course, and sharing their own experiences and perceptions. It felt like the moment in sailing when the wind perfectly catches the sail. The conversation and learning was so rich that I set aside my plans for how I would "end" the course, and let students' exchange serve that purpose. I did weigh in with my thoughts, actually another couple of questions, but didn't feel a need to say much more.

When I took a group of students up into the mountains, and they realized that all the work they had done memorizing stars and constellations actually helped them at a dark sky observatory. Their joy and sense of empowerment were infectious. And they impressed the heck out of the staff at the institute.

I'm always touched when from time to time a student, usually one nearing graduation, sends a note, card, e-mail, thanking me for making a difference in their education and/or time at Guilford.

Fall 2008, walking with a group of first year writing students to the lake and them talking the whole time about the writer David Foster Wallace who we were reading in class.

I had a class that the students had requested I offer. The organization scheme was very much student-led, with just a little prodding & jostling by me to keep them on track. The majority of the class were absolutely brilliant, and one was only very bright but with an incredible work ethic (he had taken Calc II at A&T and essentially worked his way through the entirety of the course virtually ignoring the teacher).

About two thirds of the way through the course, I realized that the students were doing the actual learning outside of class. They were reading the text, they were doing problems that they themselves picked, and at some point class time had started being used for them to demonstrate to me what they had learned.

In particular, one day the most brilliant student in the class (an Early College student named (Student A), who by now is surely finishing up his doctorate in metallurgic engineering) was presenting a solution to a problem that was a little sketchy. That is to say, I could fill in most of the details he was leaving out, even though I hadn't seen how to get the solution he was presenting. As I was about to ask him to be a little more explicit, I was virtually shouldered out of the way by a student named (Student B) (the one with the work ethic) who demanded he show said details. An argument ensued, during which I learned that they had already discussed this problem and (Student B) had made progress on the step he was asking for more detail on, but hadn't gotten it. (Student A) tried to shrug off the details as unimportant -- until the rest of the class stepped in to argue that the details were the *point* of this class.

And I never had to say a word!

Not an anecdote, really, but I love when former students say hello as they walk across campus or drop by my office to let me know about their achievements.

Observing my students passing on knowledge gained here to high school students.

There have been many in 40 years of teaching. Hard to pinpoint one, but the group art faculty and thesis student final critiques are always a high point. It is very rewarding to feel the culmination of creative, technical and problem solving skills in a student's body of artwork. The experience of having the entire art department teach the thesis course is powerful for both faculty and students.

Appendix: Full Text of Survey

Guilford Faculty Survey Project - May 2014

GUILFORD COLLEGE FACULTY SURVEY PROJECT 2014-2015

The following survey is part of a series I hope to do about issues facing Guilford faculty. These will cover a range of topics.

Note on confidentiality: The survey interface does not collect identifiable information about you other than requiring a Guilford login to complete it, so your submissions are anonymous.

If you wish to speak about the issues covered directly with me or your divisional representative on Clerk's Committee, please feel free to do so.

Dave Dobson
Clerk of Faculty 2014-15
ddobson@guilford.edu
336-316-2278

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Guilford Faculty Survey Project - May 2014

Part I. Joys and Jubilations

Answers from these free-response questions will be compiled and summarized before reporting. Individual responses will generally not be reported, especially if they contain identifiable personal information.

What are the three best aspects of your work at Guilford?

1

2

3

What was your happiest moment teaching at Guilford?

May I share your happy anecdote above with the community?

○ Yes

○ No

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Guilford Faculty Survey Project - May 2014

Part II. Trials and Tribulations

Answers from these free-response questions will be compiled and summarized before reporting. Individual responses will generally not be reported, especially if they contain identifiable personal information.

What are the three worst aspects of your work at Guilford?

1

2

3

If you could change one thing about your work or your work environment at Guilford in the next year, what would it be?

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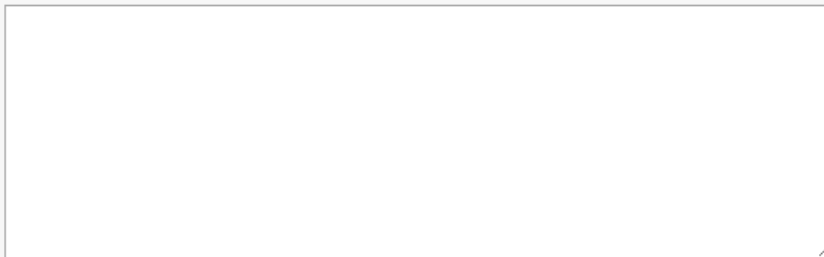
Guilford Faculty Survey Project - May 2014

Part III. What next?
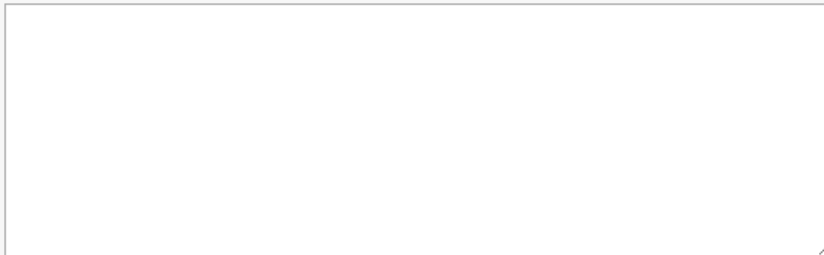
Do you have any additional comments on working at Guilford?

What information or data would you like to know about the college that you do not have access to?

What topics or questions would you like to see addressed on surveys like this in the future?

Guilford Faculty Survey Project - May 2014

Part IV. Employment Status

Your position type

○ Temporary faculty (part-time or full-time)
○ Continuing part-time faculty
○ Tenure-track faculty
○ Tenured faculty
○ Staff

Time at Guilford

○ 0-5 years
○ 6-10 years
○ 11-15 years
○ 15-20 years
○ More than 20 years

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