

Introduction and methodology:

We asked the following questions of faculty last fall in late October/early November. We received 55 responses, which is a significant number of faculty. The survey started with some general questions about service, and then it proceeded to ask faculty to estimate how much time their various service obligations took. For these time estimates, we offered the option of reporting hours worked by week, by month, by semester, or by year. We attempted to convert each of these to an hours-per-year estimate by applying the following multiples:

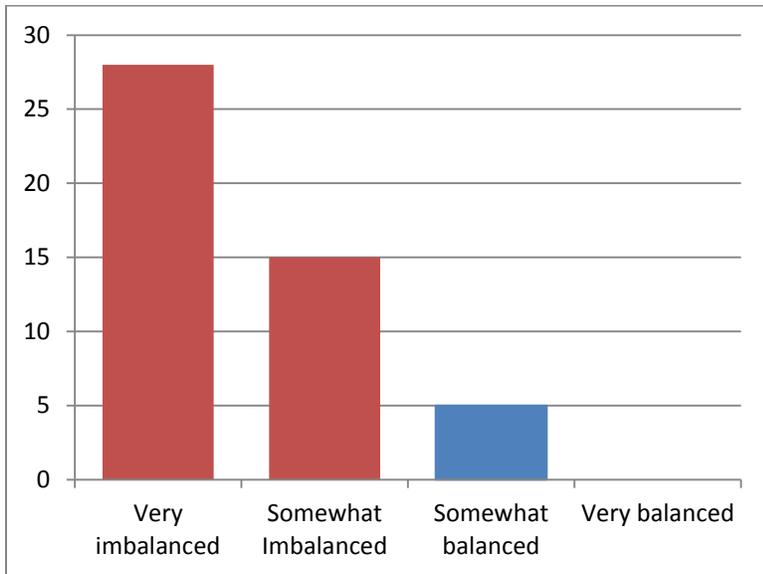
Week	32
Month	9
Semester	2
Year	1

Many faculty commented that estimating these times was very difficult, and that was borne out in estimates for identical committees and roles that varied widely between respondents. Clearly, the numbers reported here likely have very significant variability and also likely errors of estimation, calculation, and perception. Also, some faculty members likely can (or choose to) accomplish similar work in much less time than others. Likewise, the number of responses varied for different roles, so the small number of reports for some roles may lead to inaccurate conclusions or estimates.

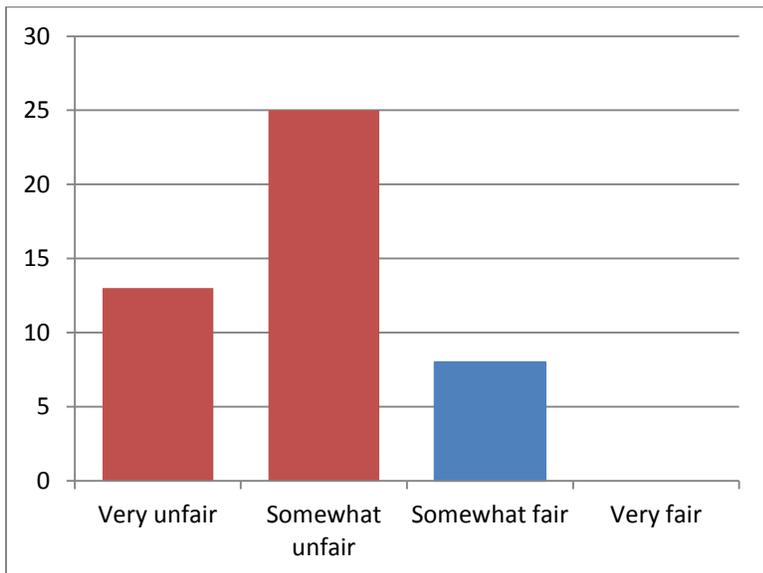
The numbers here are problematic in many ways, but the general trends likely convey parts of the underlying truth. Read and ponder, but use the numbers cautiously.

Responses to the general questions follow, with committee and service roles afterward, followed by the general comments and concerns.

How evenly balanced is the workload between different committees and service positions?

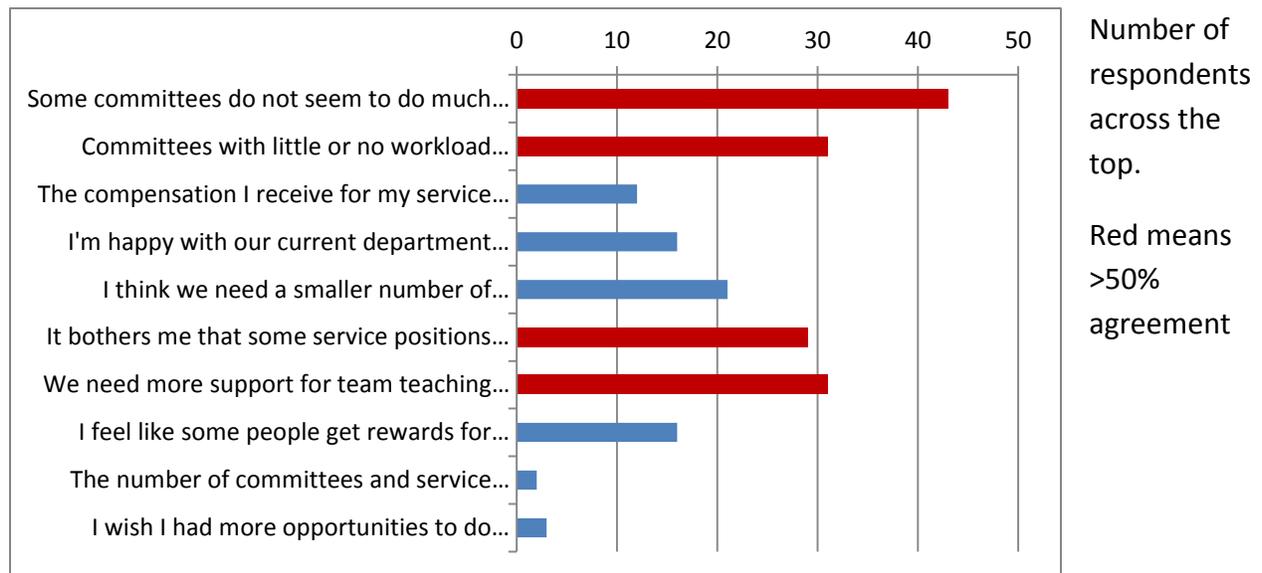


In general, how fair and appropriate is the current assignment of rewards (course releases and financial stipends) among various service positions?

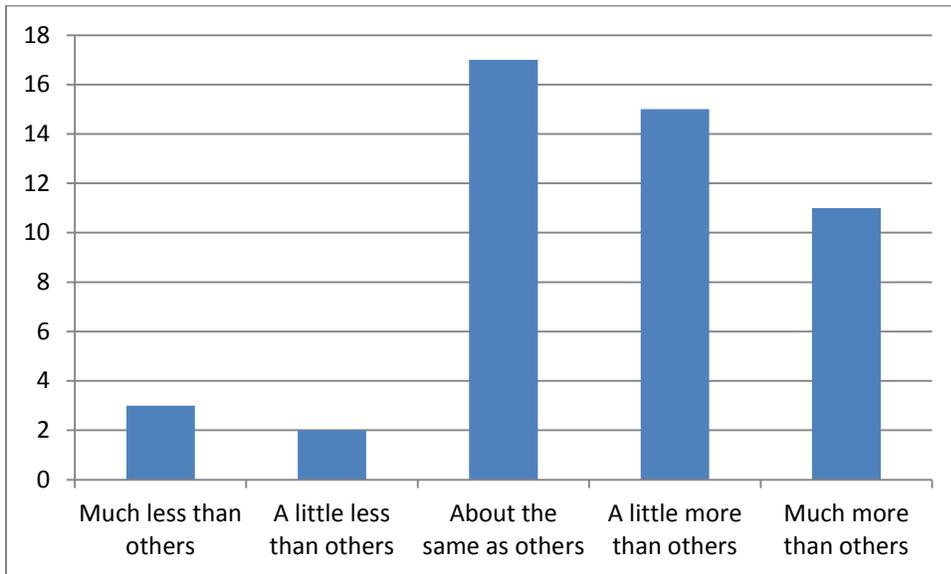


Statements to evaluate

Statement	Number Agreeing (out of 48)	Percent Agreeing
Some committees do not seem to do much work.	43	90%
Committees with little or no workload should be laid down	31	65%
The compensation I receive for my service work seems fair based on what I do.	12	25%
I'm happy with our current department and division structure.	16	33%
I think we need a smaller number of faculty administrative roles.	21	44%
It bothers me that some service positions are compensated and others are not.	29	60%
We need more support for team teaching at Guilford.	31	65%
I feel like some people get rewards for their service work that are too generous.	16	33%
The number of committees and service positions seems appropriate for a college of our size.	2	4%
I wish I had more opportunities to do service work.	3	6%



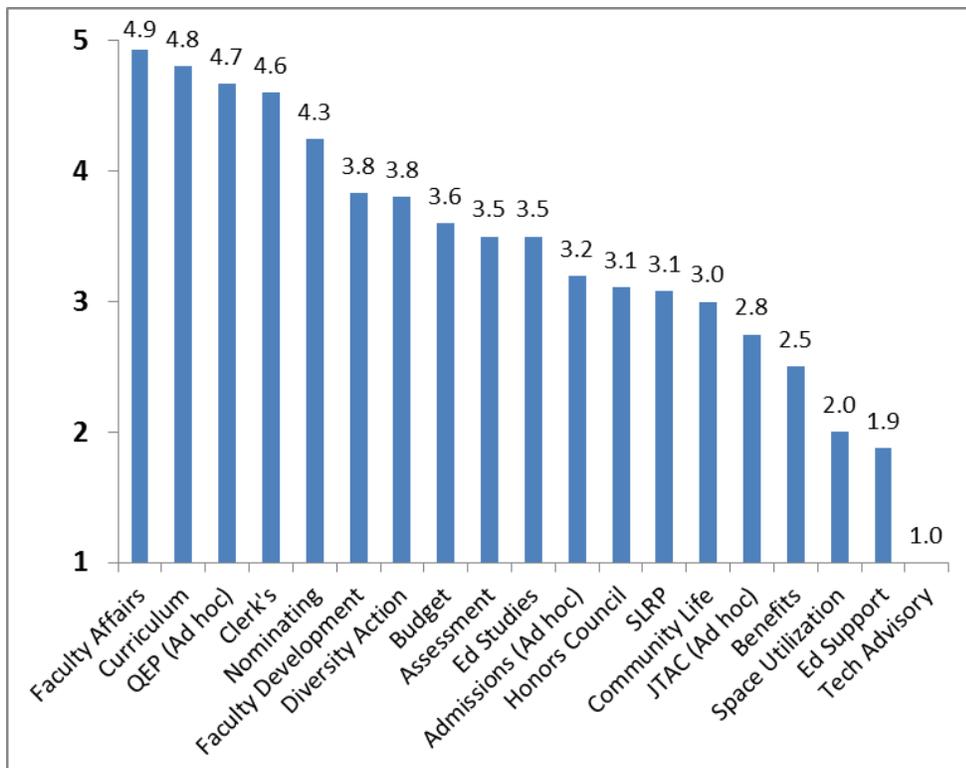
Compared to other faculty members at Guilford, how much service work (outside of teaching and advising) do you perform?



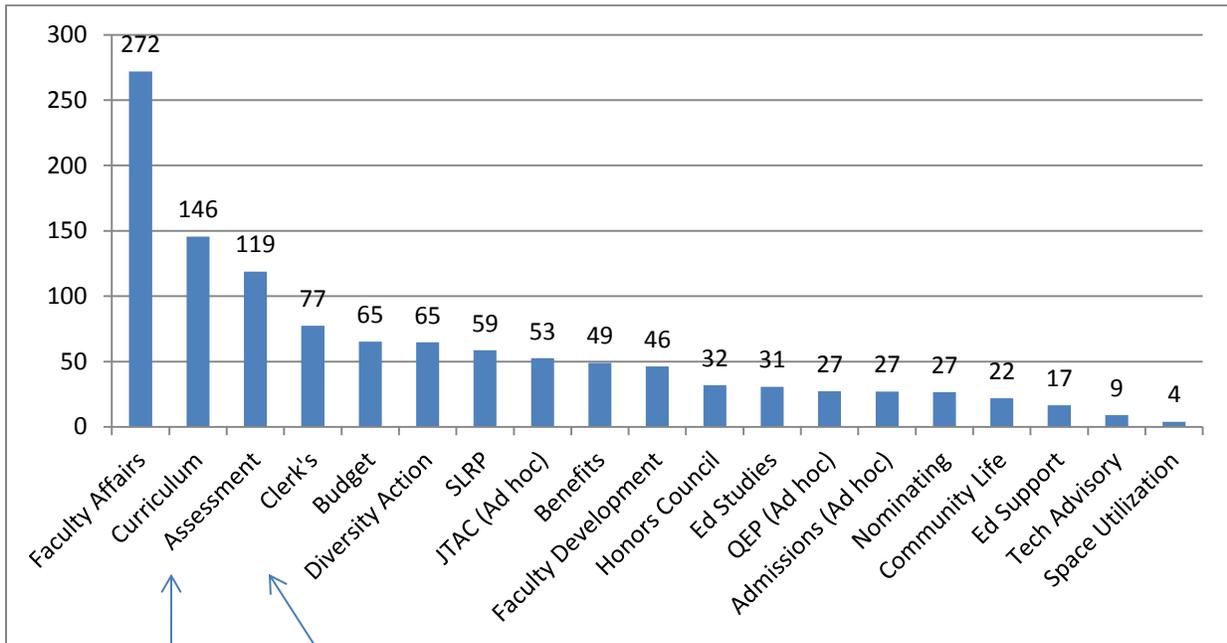
N.b. Either we all think we work harder than everybody else, or the hardest working people answer surveys.

Committee Information

By perceived importance of work (1=pointless, 5=vital)



Average annual hours of work reported by non-chair committee members



Department
Chair (176)

Division
Chair (109)

(See next section for information on
department chairs and division chairs.)

Raw data for Committees:

Committee	Number of responses	Avg. Time	Std. Dev	Importance	Chair Avg. Time	No. of Chairs responding
Admissions (Ad hoc)	5	27	19.4	3.2	48	1
Assessment	8	119	82.4	3.5	144	3
Benefits	2	49	43.8	2.5		
Budget	5	65	56.1	3.6	136	2
Clerk's	10	77	19.6	4.6	192	1
Community Life	5	22	16.8	3		
Curriculum	12	146	111.2	4.8	216	2
Diversity Action	5	65	69.1	3.8	93	2
Ed Studies	12	31	24.5	3.5	18	1
Ed Support	8	17	16.0	1.875		
Faculty Affairs	15*	272	135.2	4.93	128	2
Faculty Development	11	46	28.7	3.83	96	1
Honors Council	9	32	17.4	3.11	250	1
JTAC (Ad hoc)	4	53	45.9	2.75		
Nominating	8	27	18.3	4.25	31.5	4
QEP (Ad hoc)	3	27	6.7	4.67	160	1
Space Utilization	1	4		2		
SLRP	13	59	38.1	3.08		
Tech Advisory	2	9		1	20	1

*Two FAC respondents did not report hours

Data for other positions:

These can be compared to the estimates for committees above.

Position	n	Mean	Std Dev	Importance	
<i>Faculty leadership</i>					
Clerk	2	400	339	5	
Recording Clerk	1	31.5	--	5	
<i>Division and Department Chairs</i>					
IDS Division Chair	6*	109	59	4	One did not specify hours
Other Division Chair	6	137	109	4	
Dept. Chair	32	176	125	4.5	
<i>IDS program coordinators</i>					
ENVS Coordinator	3	99	60	4	Does not include advising for some respondents
Health Sciences Coordinator	1	320		5	Includes advising
International Studies Coordinator	1	80	--	5	
WGSS Coordinator	2	192	181	5	
<i>Other leadership roles</i>					
ECG Liaison	2*	320	--	5	One respondent did not estimate hours, but presented an impressive list of additional duties.
Honors Coordinator	2	192	0	4	
FYS Coordinator	1	560	--	5	
Head of Advising	1	300	--	5	
<i>Additional positions (volunteered by respondents)</i>					
Faculty Development Adviser	1	96	--	5	
SACS team	1	256	--	5	
Liaison to state education boards	1	65	--	5	
WGSS core faculty	2	18.5	12	5	
Ghana program coordinator	1	64	--	4	
Director of Study Abroad	1	880	--	5	
Prelaw advisor	1	64	--	3	
Communications minor coordinator	1	27	--	5	
Anti-Racism Workshop planning	1	60	--	4	
ACBSP accreditation for Business	1	120	--	5	
Business minor advising	1	40	--	4	
Business internships advising	1	24	--	4	

FYS workload:

Question: Although they are not exactly a service obligation, FYS classes (formerly FYE) include a stipend. If you have taught a section of FYS/FYE (the four-credit seminar, not the one-credit lab), how much extra time did you spend outside of regular class and advising duties?

The 32 faculty who responded reported between 0-638 hours of extra work on FYE per year. The statistical results are as follows:

Respondents: 32

Mean workload: 108 hours per year (outside of class)

Median workload: 64 hours per year

Other duties:

We asked the following question about other service duties:

Other than teaching and advising, and the committee work and service positions addressed on this survey, in what other ways do you spend time at work? How much time do you spend on these other activities?

Responses:

"Scholarly growth."

Supervising internships and independent studies (part of teaching).

Writing letters of recommendation.

1 or 2 hours per week if possible attending faculty presentations; faculty development sessions, wed lunch with colleagues etc... this is a joy and we should cut other committee requirements so faculty have more time to engage each others' scholarship and creative ideas... it would bring the joy level up and the drudgery down.

1. Email - 2 hours per day. This is where I'd like to see a campus-wide decision made about limiting hours on email. Maybe something like no emails after 9:00pm and before 8:00am (really open here to any suggestions). If we as a community could just put it on the table that email is a part of our job and discuss how we can manage and handle it. How quickly should we have to answer or expect an answer? How much is too much? What are some guidelines about face-to-face vs email issues? etc. I think email has become something we have to do as part of our job description but don't talk about, acknowledge, or try to find solutions for. We just feel like we have to do it. It's a serious added daily time pressure.

2. Things like Idea Incubators, Faculty Development, Talks/Lectures, Arts events, Guests, etc. - All of these "extra" things are what make up the great part of Guilford. But it is difficult to be able to attend all of them. And sometimes I feel badly in the eyes of my colleagues when I can't. If I miss the the Wed morning discussion on being white, I might be perceived as not caring about this. If I miss the picture taking event on the Founders stairs for supporting refugees, I might be perceived as not caring about that issue. I think what I'm saying here is that there's so much at Guilford to be involved in other than committees and our required service that it's overwhelming. And I think it taxes us as a community and the end product is frequently that not many folks attend things. I don't have a solution--just putting it out there.

Ad hoc committees aren't really represented here. Also, there has been an increase in expectations that faculty will be actively engaged in open houses, recruitment, outreach. Both of those, in my experience, have periodically constituted significant amounts of time, but too variable to quantify easily here.

Ad hoc committees, I feel that they should be either paid or count as part of our work load.

Administration (filling out reports, getting supplies, etc.): 2 hours/month

Advising is another area with huge differences across departments, so that *should* be recognized, too. For departments with large numbers of majors, the amount of time we spend supervising students in independent studies and/or internships, as well as writing letters of recommendation, etc., workload can really pile up in lots of ways that don't fall strictly under teaching or advising.

ALL of the many, many requests to do outreach-fundraising-alumni-recruitment events. Happy to do them and help keep our ship afloat, but would love to have a way to recognize this.

Served as basketball faculty advisor for 5 years; attended weekly sport events, met with players needing extra mentoring, worked with coaches to intervene with players who were struggling academically.

I spend an incredible amount of time creating study abroad, Jan term, and experiential learning programs. Seriously-- we should compensate people up front for developing such programs!

I regularly teach HP and IDS courses and think they are just as much, if not more, work than FYS. Because they are necessarily interdisciplinary and involve a lot of mentoring students through the research process, I strongly think they should be compensated like FYS.

Coordinate Study Abroad program. About 10-15 hours/semester.

I am organizing the Every Campus a Refuge Campaign. It's work I love, but it's very time consuming (organizing panels, meeting with organizations, clubs, individuals, off-campus groups etc, planning the logistics of the campaign's work etc.). I would say that takes up about 10 hours a week.

I do not teach FYS but members of my department do. From the perspective of an external observer, the time commitments with regards to advising, building relationships with students, and hours of required training, this is a significant time commitment in its current configuration. While it should not be compensated to the exclusion of other contributions to the college, it should continue to be compensated.

I honestly cannot estimate. I attended the FYS and advising workshops, and did the "regular" advising but I found that advising much more time consuming than my other advising. In fact, I had to schedule hours on a Saturday to meet with my FYS class because I simply did not have the time during the week. My group was also a living and learning committee, and I organized two evening events; one was in the dorm on midterms, stress, and sleep, and the other was a documentary, discussion and dessert event. Both events lasted at least two hours, and planning probably was an additional couple of hours.

I am trying to teach in innovative ways so it takes twice the time it would need to otherwise. Here is a list of those as well as admin and community service tasks not officially counted as service:

Off-campus collaboration, service learning and project-based engagements every semester (Elsewhere collaborative, Weaver Academy, Downtown Greenway, Art In Odd Places, a City Park and a Bonner Service site);

Campus engaged projects using GUS, Serendipity and the farm as platforms;

Field trips including multi-night overnight trips;

Collaborations every semester within my discipline and across disciplines (music department, bio department, MED, CPPS);

Unofficial committee/working groups (digital humanities, library re-visioning, white anti-racist faculty/staff group and a group that traveled to Iowa to study and consider a "one course at a time model");

A group asked to create a User Experience major for Guilford meets weekly but is not a committee;

Facilitating the art department blog (a small independent study class each semester);

Additional independent study courses every semester;

Assisting with department special events;

Writing endless recommendation letters;

Facilitating a recommendation package for a Bruce Stewart award;

Attending faculty development workshops;

Ordering and driving for supplies/tools/inventory;

Maintaining and repairing equipment;

Filling out work orders;

Managing budget and reimbursements for my area and for my special projects;

Email;

Filling out surveys.

This is off the top of my head. The above kinds of activities occupy about 2/3 of my work time so about 33-40 hours per week.

I spend a good deal of time, perhaps twenty or thirty hours every fall writing college recommendations for early college students.

I spend a small percentage of my time on research during the regular school year. The bulk of my writing and research work takes place in the summers. I have also taught in the Jan term for the past 3 years, which has taken up almost all my time in January.

I spend an average of about 12 hours per week meeting with students above and beyond my scheduled office hours, and participating in campus activities (mentoring a student club, attending performances, sports events, and lectures/panels). I also spend about an average of four hours per week in other meetings (programs, departmental, grant projects, project planning such as study abroad, and myriad other meetings).

I spent a lot of time meeting with my FYE students during the week and keeping up with their progress. The increase in advising load on top of the full departmental load was difficult.

I supervise elementary licensure candidates in the public schools. An average observation and conference takes about 90 minutes. At the most I have supervised 25 interns in 3 schools in one semester. On average I supervise 10, often in several different schools. I do get compensated for mileage. But not my time. We supervise more intensely and intentionally than other Universities and this sets our program apart in a very positive way. Principals at our partner schools hold our program and candidates up as models. However, this is a huge commitment of time and effort which is not recognized nor compensated.

It's not clear to me if this question is asking about FYS or something else... FYS does take up a lot of time, mostly in the form of workshops and planning and emails, etc. I do think this will get easier once I've taught FYS, and I'm not starting from scratch again. I also think that, once someone has taught FYS, the constant meetings should be OPTIONAL, not required.

Lately I have been spending a lot of time taking surveys. I'm guilty as well - having just sent out one for the QEP committee.

When things are running relatively smoothly, I spend at least a few hours a week doing research. But this tends to get put off because I have other things on my plate and then they get crunched together if there is something due (an abstract or revision, for example).

I spend some time chit chatting with students and the occasional alum who stops by, calls, or emails. I am in my office a lot with my door open, so students often stop by just to say hi or ask a quick question. I can't really estimate how much of my week is spent in this way, not really that much but it does throw off my work flow.

Letters of reference for students and colleagues; mentoring and assisting part-time faculty; admission work; CCE special advising and open houses; work for advancement (Lincoln Financial Luncheon, Boards of Visitors and advisors, meetings with development prospects)- time spent varies, but activities probably consume about 20 hours each semester.

Lots and lots of e-mail.

Much of the additional load of the FYS class is the heavy advising and teaching related work of the class.

I spend much time working with others on the Understanding Racism workshops, both the organization, the preparation, and the facilitation of these workshops.

open houses, CCE advising sessions (which I think is different than regular advising), Spring into Guilford, GUS - probably an extra 6 hours/semester

Preparation and professional research, 6-8 hours per week.

Probably not what you were asking for but....

Writing letters of recommendation (average about 50): 50 hours / year

Workshops 1.5 hours / month

Faculty meeting / forums 2.5 hours / month

Professional development 1 hour / week

Organizing events unrelated to committee service 40 hours / year

Organizing laboratory, fixing & purchasing equipment 10 hours / year

Participating in prospective student events / emails / tours 12 hours / year

Mentoring student on academic probation 13 hours / year

Student club advisor 10 hours / semester

Research--about five hours a week is my goal, though I often don't reach it.

Doing random things like visiting colleagues' classes and writing letters for their reviews, reading and commenting on things written by colleagues, attending or being a part of a panel or other event, going to WGSS meetings, etc.--hard to estimate, though it seems usually every week there is something like this that takes an hour or two at least.

Spring into Guilford, Open Houses, Pi Sigma Alpha, College Clubs

Supervising independent studies, honors theses, and internships. With independent studies and honors theses, I usually meet for a hour each week with each student (more as the honors theses near their defense). In addition, I do a lot of reading/grading of papers, during the second half of the semester or for honors theses during the second semester or their work. With internships, I meet on average 30 minutes-1 hour each week or on alternate weeks, depending on the credits of the internship. Although I thoroughly enjoy the interaction with those working on independent studies, honors theses and internships, these efforts (by me and other faculty) are very time consuming and totally uncompensated.

In addition to the "regular responsibilities" as director of faculty development, I serve on administrative searches due to my position as Director of Faculty Development and support the work of other programs as they relate to faculty development (IDEA Incubator, URCE, Instructional Technology, grants administrator, Library, Advancement, President's Office, etc.).

I also do service work associated with my department from Open Houses for traditional and CCE to talking with prospective students/parents to overseeing the use of the computer lab in King 223 to advocating for departmental needs (specifically SPSS in the most recent past).

The advising is far more time consuming than other advising, so I do consider it time 'outside of regular advising'. And I've spent time engaging in social/co-curricular out-of-classroom events for community building purposes

The only way I can figure this out is if I start keeping a detailed log of my activities.. I have no idea at present. I do know I'm pretty much on campus from at least 9 (sometimes earlier) to 5 (sometimes later) Monday through Friday during the academic year. That's very much less in the summer, of course, but I am working. I also am working while I'm at home most evenings and at least part of most weekends during the academic year (once again less so in the summer).

There is a lot of uncredited care-work and emotional labor that is expected from women faculty and members of subordinated racial groups.

When I think of the time I spend with students in my major courses, I don't spend all that much more time with FYS students. I engage in one or two activities with students outside of class, academic advising, and FYS workshops.

Other Comments:

We asked the following general question:

Do you have any other comments or ideas about faculty service at Guilford?

Responses:

- 1) I think we can do without Division Chairs.
- 2) With our current focus being on increasing enrollment, my department is being asked almost weekly to participate in some recruiting event. But we're stretched too thin to make this happen in creative, energetic and innovative ways. I think we should put a moratorium on nearly all committee work (with the exception of the essential ones) and dedicate the faculty's energy on recruiting efforts.

Although we will never have a totally equal service load due to some faculty being more willing than others to commit time to service, I hope that we will recognize the large number of hours devoted to service by faculty and give credit to the contributions of service in making Guilford the institution it is. I'm thinking of FAC reviews where service is not always valued and hopefully in the future when compensation increases are decided.

Contributions to ad-hoc committees (I added a few, but not all to this survey) as well as attending faculty development and fora should also be considered when calculating a faculty member's contributions.

FYS gets a stipend, but in my experience HP takes a LOT more time and work

Guilford asks so very much of the faculty in terms of their time. Faculty give more time to students via teaching, academic advising, engage in admission and campus life activities (open houses, clubs...) than any other institute of higher education I've worked that doing more in terms of service and scholarship is overwhelming. This is particularly for faculty for who committed to well-fare of students, their department, and the College. While I am dismayed with the stipend-based culture at Guilford, I understand it. I've never been asked to do so much with so little and for little.

I appreciate the work Clerk's is doing to examine our service workloads, and I hope that a system of acknowledgement and reward is instituted. In my view, we could be more generous with offering course releases (I realize that for some faculty their departments are too small or stretched for that to be a realistic form of compensation). When I worked at [REDACTED], serving as a chair of a department or program was the only service expected. All chairs received a course release as compensation as well. If chairs or any faculty member engaged in extra service work, they were eligible for an additional course release the following semester.

I also realize that this survey is examining service only, but I also hope at some point that a reward system is put into place for advising internships and independent studies across all credit hours (1-4).

Finally, at [REDACTED], the Academic Dean/Provost met once a month with all academic chairs. I think we are much too small to have Division Chairs, and their compensation strikes me as quite generous compared to equally (and perhaps in some cases, more) onerous service work/positions. In addition, providing the opportunity for chairs to meet with each other and the Dean could help build collaborations and community. I wonder whether some of the scheduling work that Division chairs do could be done by one person? I don't find the IDS or [REDACTED] Division meetings useful or necessary; what is often communicated in those meetings could be communicated in more effective ways.

I appreciate this inquiry. It feels good to name some important stuff I take on that, in some ways, feels pretty invisible. As far as I can tell a lot of my best work for a better Guilford doesn't "count" in any official way. Most especially, the year end "load report" I fill out has few fields relevant to my service and gives me the sense that I do very little of value for the college.

I feel that some positions should receive compensation: Dept. Chairs, Division, Chairs, and the Clerk of Faculty. Other committee work is "part of our expectations/workload". Depending on factors such as Dept. size, Departmental obligations (accreditation, etc.), Dept. Chair compensation should be tiered, as it is now (not saying the tier system we have is perfect, but there should be consideration for Depts. which have more work and obligations).

I have LOTS of thoughts about compensation for chairing. As the chair of a small department, it's infuriating how the system in place presumes chairing a small department is far less work than chairing larger departments. Chairing a small department:

1. I don't have the luxury of "delegating." I do everything--sit at every open house table, hire all adjuncts, do all assessment, etc.
2. Because we don't have the full time positions we need and deserve, I'm constantly running mini-searches for people to teach our curricularly-necessary classes. Mentoring these individuals and getting them set up so they can thrive at Guilford and serve our students is a significant part-time job in itself.
3. Because ours is an unfairly small department, my colleague and I do a ridiculous (ie, disproportionate) amount of advising. We do not expect our adjuncts to advise.

I have no idea how to make work load more fair across different committees or service responsibilities, while also taking into account departmental differences. Thanks for taking on this work!

I have to say that my comments about Part I were based on little information. With the exception of serving on Faculty Development very early in my career, I have only served on FAC, Budget, and DAC. I have no experience of the "lighter" committees, so I am not really sure whether there are lighter committees and whether the committee workload is balanced or not. I think there are likely differences, but I have not experienced them myself.

I hope you'll not lose sight of supervising internships and independent studies. We used to earn release courses for doing a certain number of these, but that may no longer be true.

I think it is good and healthy to review service work and compensation.

I think the compensation for Division Chairs is out of line with the amount of work required. If Division Chairs controlled budgets and had the authority to approve positions, it would be different.

I urge us to discuss the very idea of having committees that do not make decisions by consensus (Division Directors)

I was not informed of any compensation options other than a committee release when I became chair of the department. When I heard about this after the fact, the information provided by the division chair was vague and it felt like it was too late to make a change.

I would like to see a system that allows people to apply for compensated positions. Many of these positions are by appointment, and it seems like the same people are tapped over and over again.

Instead of exploiting people and trapping them in dead end jobs without benefits, Guilford needs to make full time positions, which will give everyone the opportunity to participate in committee work and will spread the work across a larger number of people. This would also make for a more harmonious and Quakerly community.

My thoughts are complicated. I'd be happy to speak about them.

Not only are there significant discrepancies between the compensation / reward for different kinds of service, there has also been an erratic and idiosyncratic set of policies governing compensation / reward for the same positions. I was, for example, surprised to learn from the dean that one would never be allowed to chair a department and a major policy committee at the same time, the semester after I had done just that and had to negotiate for a course release.

Service to the College is vital. It is also very time consuming, especially with the addition of open houses and other recruitment and admissions work. I do not have an issue with these responsibilities. However, in combination with the hours I put in supervising teachers in the schools and sustaining our professional relationships with schools and the school system, there is very little time for research or scholarship. I returned from Sabbatical with great data and much energy for writing, and no time or energy for it due to the workload. This wouldn't bother me the same way, if there wasn't pressure to produce and present in order for advancement in my position. The work I do is valuable to the College and there is a clear conflict between the pressures for research and the pressures for service to the College and to the students -- who wish to become teachers who center their work on our Quaker Principles and work to make schooling more fair, just and equitable.

Thank you!

The advising workload should be looked at. There are faculty members advising a large number of students when others have very low numbers. I am just asking that it be recognized that large differences exist. I am in a major with many students (which I am glad and blessed) and do not mind the large advising load. I thoroughly enjoy advising and get to know the students. I just want the college to recognize that differences exist. The large advising load makes it difficult at times, especially during academic advising, to get involved in other things. I am not asking that my advising load be decreased, just recognized that some put more effort into this than others.

The system is inequitable and service seems undervalued but expected, and even demanded. Those who care the most are the ones who do the most- those who do not care and do nothing still receive full salary and benefits. I have to remind myself that I appreciate being asked and knowing that I am serving our students and the College- and I cannot be different from the person that I am. I would only like to see others held accountable by redistributing what they are paid for service to those of us who are actually fulfilling these responsibilities.

There often seem to be too many meetings and too many unproductive and repetitious workshops. The number of required reports can also be exhausting.

We don't need so many committees--we have administrators for this.

Provide compensation for doing independent studies, department chairs, ad hoc committee work, etc.

Yes. I believe that granting course releases could be more fair if we were to use a nuanced point system. Currently, for example, department chairs' work is ranked 1, 2, or 3 (if I understand correctly). However, work is not considered cumulatively. As a result, I have chaired over 200 majors with no course release, while other department chairs have received a course release each year for chairing, say, 70 majors while delegating to other members of their department many of their chairing responsibilities. I hope this system can be more fair.
