

## Still Here: Contingent Faculty at Guilford

An AAUP Report, Fall 2017

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### Introduction

This is the third in a series of reports on the treatment of contingent faculty at Guilford College. The first was based on a survey of 41 contingent faculty conducted in early 2011; the second was based on a survey of 55 contingent faculty in 2014; this one is based on a survey administered in the fall of 2017 to 35 contingent faculty. By “contingent faculty,” we mean part-time faculty as well as full-time faculty who are not tenured or on the tenure track (at Guilford, full-time faculty who are not on the tenure track are called “Visiting Professors,” even if they have been here for a long time).<sup>1</sup>

The past three years have seen considerable turn-over in leadership at Guilford College. Jane Fernandes began her presidency in July 2014, just a few months after the 2014 report came

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<sup>1</sup>All three reports can be found on the AAUP page on the GuilfordNet. See [https://intranet.guilford.edu/?page\\_id=6929](https://intranet.guilford.edu/?page_id=6929) and [https://intranet.guilford.edu/?page\\_id=6929](https://intranet.guilford.edu/?page_id=6929).

All three surveys were done online, using Survey Monkey, with anonymity assured. The survey questions can be seen in Appendix 1.

In many places, the term “adjunct” is used to refer to “contingent” faculty, but at Guilford this term has a different meaning according to the Faculty Handbook – it refers to “courtesy” appointments “which recognize the person’s ability to contribute to the College’s academic program.” See the Handbook (2.130, Faculty Ranks): “Adjunct faculty status is a courtesy appointment in a department for administrators or persons within the wider community, normally without tenure, which recognizes the person's ability to contribute to the College's academic program. The appointment will be made upon recommendation of the department, the FAC, and the Academic Dean with the written consent of the President.”

out. Her “senior team” now consists of seven vice presidents, six of whom were not at Guilford when she arrived (the seventh was then a full-time tenure track faculty member at the college).

During those three years, the college has had three chief academic officers (Adrienne Israel stepped down as Vice President of Academic Affairs and Dean in 2015, Beth Rushing served as Interim Vice President and Academic Dean from 2015-2017 and in July 2017 Frank Boyd began as Vice President and Academic Dean). Given this extensive turnover in the administration, it seems a good idea to revisit the topic of contingent faculty, especially since the two previous surveys indicated that it is easy for contingent faculty to feel taken for granted, ignored, or forgotten.

Over the past four decades, colleges and universities in the United States have increasingly relied on contingent faculty. In 1975, 55% of all undergraduate courses nationally were taught by non-tenure track faculty. By 1995, that figure was up to 66%, and by 2015 it had increased to 70% (according to some reports, it was even higher). The treatment of contingent faculty has become a serious issue of concern throughout higher education. As the AAUP states in one of its recent publications, "Colleges and universities make little commitment to or investment in faculty in such positions, choosing instead to treat them as an expendable and temporary workforce, even faculty who have worked for decades at the same institution."<sup>2</sup>

Like many undergraduate liberal arts schools, Guilford has relied less than many larger universities on contingent faculty. In the fall of 2010, and again in the fall of 2013, slightly

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<sup>2</sup> “70% Contingent: Time for Equity,” AAUP, October 26, 2017, <https://www.aaup.org/issues/contingency/background-facts>. At times, the figure reported has been as high as 75%. See *Academe*, January-February 2014, p. 9.

under 40% of the courses taught at Guilford were taught by contingent faculty. In the fall of 2017, perhaps because of the ongoing decline in enrollment, the figure had dropped to 33.9%.<sup>3</sup>

What did those who filled out the survey in the fall of 2017 tell us about their treatment at Guilford? Did their responses differ from those made by the contingent faculty who responded to the survey three and six years ago? I will begin by addressing some issues that came up quite frequently in the previous surveys and discussions (especially compensation, access to various kinds of support, and feelings of invisibility) and then I will look once again at the nine proposals that were put forth six years ago to see if they have been addressed.

First, however, it is noteworthy that in general, as was the case three years ago, the contingent faculty respondents were more positive than negative about their experiences at Guilford. In response to Question #3, “Generally speaking, how good or bad has your experience been,” 83% said “excellent” or “good” (20% said excellent, 63% said “good), 11% said “middling,” 6% said “bad” and no one said “real bad”). When asked to compare how their experience at Guilford compared to other schools at which they had taught in terms of the help they had received from faculty (Question #5), 54% either said it was “much better” or “somewhat better, 33% said it had been about the same, 8% said it had been “somewhat worse” and 4% said it had been “much worse.” When asked the same question in terms of the help they had received from the administration (Question #6), 36% said it had been either “much better” or “somewhat better”, 48% said it had been about the same, 8% said it had been “somewhat worse” (13%), and 8% said “much worse”. When asked the same question in terms of the interactions they had had with students (Question #7), 60% said it had been either “much better” (28%) or

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<sup>3</sup> In the fall of 2017, 135 of the 398 classes of 4 or more credits offered were taught by contingent faculty (33.9%). Thanks to Stephanie Hargrave, Director of Institutional Research, for this information.

“somewhat better” (32%) than elsewhere, 28% said it was about the same, and 12% said “somewhat worse” (none said “much worse”).

These responses, which can be seen in Table 1, are for the most part similar to the responses of contingent faculty three years ago, though they do suggest a small but troubling decrease in the percentages of those who report they have had good experiences. When we combine the “much better” and “better” categories, they decline from 2014 to 2017 for faculty (from 61% to 54%), for the administration (from 40% to 36%), and for students (from 64% to 60%). Therefore, although contingent faculty continue to indicate that they have had mostly a positive experience teaching at Guilford, and that their interactions with students and faculty have been better than those with the administration, they also indicate that things have not improved in the past three years, and seem to have gotten somewhat worse.

#### **Topics that were raised in 2011, in 2014, and again in 2017.**

**Compensation: part-time faculty.** From 2004 through the fall of 2016, faculty teaching courses on a part-time basis were paid differently based on whether their courses were taught during the day or at night. Those who taught at night were paid on a sliding scale based on the number of continuing education (CCE) students enrolled in the class. This meant that: 1) a person might be paid as little as \$2,700 or as much as \$6,610 for teaching a four-credit course; and 2) a person might be paid quite differently for the same course with the same number of students depending on whether it was a day class or a class taught at night. Those who taught during the day were paid an amount negotiated with the Academic Dean.

In the survey we conducted three years ago, in 2014, for the 32 respondents who answered our question about pay for daytime classes (Question #21), the modal response (n=11) was “less than \$3000,” with another ten people reporting that they were paid between \$3,000 and

\$3,499, nine people indicating that they were paid between \$3,500 and \$3,999, and two people between \$4,000 and \$4,499. In response to another question comparing the compensation they received at Guilford with compensation they received at other schools (Question #19), the modal response “about the same as elsewhere.”

In the spring of 2017, Beth Rushing, then the Interim Academic Dean, increased the amounts paid to faculty who taught classes during the day, and eliminated the sliding scale for the night classes, putting all part-time faculty on the same pay scale. The following passage, which can be found in the final report of the Compensation Committee (April 24, 2017), indicates the guidelines that she implemented for part-time compensation for the 2016-2017 year: “In the 2016-17 academic year, the part-time pay rate is \$4,000 per course, plus \$500 for courses with enrollments over 25, and \$500 for courses that end at 10:10 pm or later.”<sup>4</sup>

In their responses to the 2017 survey, 16 people answered the question about compensation for part-time teaching. Three (19%) indicated that they were paid “less than \$3,000,” four (25%) that they were paid between \$3,500 and \$3,999, and nine (56%) that they were paid between \$4,000 and \$4,499.<sup>5</sup> The modal response comparing what they were paid at Guilford to other schools (Question #19) was “about the same.” As one respondent wrote: “The adjunct pay is average, maybe a bit below, and about what one with adjunct experience would come to expect. It's not as dismal as the slave labor of \$1,500 per class which is standardized

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<sup>4</sup> The Final Report of the Compensation Committee, approved March 31, 2017, updated April 24, 2017, can be found on the GuilfordNet: [https://intranet.guilford.edu/wp-content/uploads/2017/05/4-24-2017\\_Compensation-Program\\_FINAL.pdf](https://intranet.guilford.edu/wp-content/uploads/2017/05/4-24-2017_Compensation-Program_FINAL.pdf) This passage is from pp. 15-16. It is not clear if this same system has been in place for the 2017-2018 school year, or if the current Academic Dean plans to use it in 2017-2018.

<sup>5</sup> Those paid between \$4,000 and \$4,499 seem to reflect the system that was put in place for the 2016-2017 school year. It is possible that the others were teaching courses that earned only one, two, or three credits rather than four credits.

throughout NC community colleges....contingent faculty...often end up working for not much over minimum wage.”

The narrative responses that accompanied this and other items made clear that compensation continues to be a serious concern for part-time faculty, especially those for whom part-time teaching is a primary source of income (as opposed to those who have other employment and supplement their income by teaching a course or two). Moreover, the elimination of the scaled system by which faculty who taught at night were paid based on the number of enrolled CCE students meant that some faculty experienced a decrease in compensation. As one wrote: “The change in the CCE part time pay schedule last year, with almost no warning, has been very difficult for my family. As an evening instructor since 2006, my annual pay has been reduced this year by close to 25% over my average pay for the last 10 years.” Another wrote: “It would be nice if continuing part-time faculty who have been faithfully serving the college for many years could be compensated at a level comparable to what we had earned for so many years (or even just “slightly” decreased, as we realize the college is going through tough times). I have considered leaving but I am philosophically aligned with Guilford in so many ways, and have meaningful relationships with staff and students, that I really don't want to walk away.”

The college's new compensation policy, adopted in the spring of 2017 (the result of two years of work by an ad hoc committee of administrators, faculty, staff, and students) focused for the most part on full-time faculty, not part-time faculty (as noted above, there was a change in the way part-time faculty were to be compensated). After considerable discussion in the subcommittee that worked on faculty compensation, it was decided that the formula that was developed to determine faculty raises was designed to apply only to full-time faculty, not to part-

time faculty. There were two reasons for this. One was that the Interim Academic Dean was in the process of developing and implementing the new pay scale for part-time faculty and it was hoped that it would address some of the inequities that long had been of concern when it came to pay for part-time faculty. The other, and probably more important reason, was that the subcommittee was having enough of a struggle trying to figure out how to compensate full-time faculty, and it seemed that it would make a complicated task even more complicated.

As part of the discussion of compensation at Guilford, the President and the Board announced that the following year, and in the future, money would be budgeted annually for increases in compensation (surprisingly to some on the committee, this had not been the case previously). It was assumed that for full-time faculty, the amount allocated for faculty increases would be applied using the new formula proposed by the Compensation Committee. No decision, however, was made about whether any of the money budgeted for increases would be applied to part-time faculty, nor did the Compensation Committee make a recommendation on this issue.

Therefore, those part-time faculty who noted in the survey that they had been teaching for quite a while at Guilford and had not received increases and who requested, as one did, “regular pay raises adjusted with cost of living,” are not likely to find any change based on the new compensation policy, though it is certainly within the purview of the Academic Dean, and others who decide how budgeted funds for faculty increases are to be allocated to include part-time faculty. For the most part, this has not been the case in many years. As one part-time faculty member noted: “I have not received a raise in eight or nine years. In the mean time, the college has lowered standards for admission and increased class sizes for [the class I teach] so that we

are actually doing more and harder work for less money. When the faculty gets a 2% raise, the part time folks should also get a 2% raise.”

**Compensation: full-time contingent faculty.** Full-time contingent faculty also expressed concerns about how little they are paid (so do faculty who are tenured or on the tenure track). Thirteen of the 35 who filled out the 2017 survey indicated that they are full time. When asked what their most recent annual salary was (Question #20), one indicated “less than \$25,000,” nine indicated that they had been paid between \$35,000 and \$45,000, two were paid between \$45,000 and \$50,000, and two between \$50,000 and \$55,000.

As for the new compensation plan that was adopted in the spring of 2017, it should be noted that for full-time contingent faculty, when there will be annual increases, the size of their annual increase is to be determined, as is the case for full-time tenure track faculty, by a formula that compares their current salary with a target salary. However, a decision was made not to include contingent full-time faculty in the same process that was to be used for full-time tenured and tenure track faculty, but to treat each case separately. It was decided that for each person, the Academic Dean and the President would determine the target salaries for full-time contingent faculty.

The Compensation Committee did not reach consensus on this matter. The members of the subcommittee who worked on faculty compensation were opposed to the decision to treat full-time contingent faculty differently. The rationale given by those on the committee who endorsed this decision was that many contingent faculty do not serve on committees or advise students, and thus their raises should not be determined in the same way as full-time tenure track faculty. The final report of the Compensation Committee called for a systematic procedure to be developed. According to the Compensation Plan:

Guilford College recognizes the need for a more systematic approach to compensating and reappointing Visiting Faculty. Toward that end, the Academic Dean will work with Clerk's Committee and other faculty governance groups (including the subcommittee of Compensation Committee that has developed the faculty formula), beginning in 2017, to propose a new approach for compensation, reappointment, and evaluation of visiting faculty. They expect to have new language proposed for the Faculty Handbook by the end of 2017.<sup>6</sup>

**Benefits.** When we asked “What might the college do to improve your experience as a contingent faculty member?”, the issue of benefits came up a lot. One person wrote, quite simply: “Health insurance would be nice.” Another wrote: “I don't feel wonderful about administrators getting tens of thousands of dollars in raises while I struggle to pay \$400 a month for health insurance in addition to paying rent and feeding myself on an income of somewhere between \$8,000-\$16,000.” Yet another wrote: “I think long term part time employees need to ask for some sort of retirement contribution from the institution. Perhaps the school could begin contributing after an employee stays for a certain number of years.” And, one more response: “In these uncertain times, employers bear more, not less moral responsibility for the health and welfare of their employees. The uncertainty of part time employment leads in itself to stress and bad health outcomes.”

**Office space, phones, computers, copiers....** Many of the questions asked the respondents if they had trouble getting “needed supplies” (Question #8), getting photocopying

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<sup>6</sup> The Final Report of the Compensation Committee, approved March 31, 2017, updated April 24, 2017, can be found on the GuilfordNet: [https://intranet.guilford.edu/wp-content/uploads/2017/05/4-24-2017\\_Compensation-Program\\_FINAL.pdf](https://intranet.guilford.edu/wp-content/uploads/2017/05/4-24-2017_Compensation-Program_FINAL.pdf), p. 15. As far as I know, this has not taken place. There is a new Academic Dean, the Clerk tells me that it had not been addressed in the Clerk's Committee as of late November, 2017, and as a member of the subcommittee that developed the formula I have not been asked to work on this.

done (Question #9), whether or not they have “adequate office space” (Question #10), and whether the college provides them with a phone (Question #11) or a computer (Question #12).

Almost all (91%) reported that they have adequate office space, a figure that increased from 2011 (80%) and 2014 (85%). In the narrative comments, however, some concern was expressed about the offices in the basement of Bauman. As one respondent wrote: “In our basement, where we do have our own cubicles and computers, we are nevertheless isolated from the larger department and from other faculty....Our isolation cuts us off from fruitful intellectual, social, and scholarly contact that would benefit the whole institution and foster community.” Another wrote: “My office is in the basement of Bauman, which is both isolating and difficult for students to find. I often hold office hours in the Greenleaf or library, because not only is the basement consistently freezing, it is dreary and demoralizing. Not a semester goes by that a student does not comment on how depressing our offices are. Guilford prides itself on our Quaker heritage and the core value of equality, but it is clear that adjunct and contingent faculty are not considered an equal part of this community.”

All reported that they have computer accounts (this was also the case in 2011 and 2014), but as was true three and six years ago, more than a third had not been given computers (in 2011 it was 37%, and in 2014 it was 35% -- in 2017 it was 38%). One of those without a computer wrote: “It would have been good to have a laptop. I use a 3 year old MacBook Air. I found the classroom technology to be difficult to use and almost always unreliable. So I don't use PowerPoint and seldom show a film.”

In 2011, about 31% told us they had not been given a phone, in 2014 that figure was slightly lower (27%); in 2017, it was 26%. Although there is evidence of improvement, photocopying continues to be difficult for about 11% of those who responded, especially those

who teach at night. As one explained: “The copying situation has been challenging for me this past year as well. When we changed copy companies my card was no longer read correctly, preventing me from copying on most machines. Some weeks I could copy in Hege sometimes in Duke, sometimes in King. It took several weeks, many emails and two trips to IT to fix the problem. On Oct 7 the copy system would not allow me to make copies for my Saturday "make up" class (for Monday intensives) claiming that the maximum on my account had been reached. (My account now reads "part-time faculty" instead of "[my department]"). This came without warning. I had to load money on my personal account in order to make the copies I needed and then I forwarded my receipt and my concern to my dept chair....Copying via printshop is challenging/impossible for those of us who teach 8:10 - 10:10 as we are not on campus during regular print shop hours for pick-up.”

**Feedback: evaluation of contingent faculty.** According to the Handbook (2.221), “each ‘temporary’ part-time faculty member shall be reviewed by the department chairperson at the end of each of the first two semesters in which he or she teaches at the College and every two years thereafter. The chairperson will review the student evaluations and discuss them with the instructor.” In 2011, 61% of the respondents told us that they had never received a written evaluation from their department chairs (Question #14), and 22% indicated that they had never even had a conversation that included a discussion about the quality of their work at Guilford (Question #15). In 2014, an even larger percentage indicated that they had never received a written evaluation of their work (66%), and about the same percentage, 20%, reported that they had never had a conversation about their work with their department chair. What about in 2017? The percentage who had “never” received a written evaluation of their work had dropped to

39%, but the percentage who had “never had a conversation” with their department chair about their work at Guilford remained about the same (21%).

**Orientation and assistance for new faculty.** It is still the case that some departments, and some department chairs, do a much better job than others helping part-time faculty prepare for teaching at Guilford. Many reported that their transition into teaching part-time at Guilford was relatively smooth, but others found that they had many questions that were not easy to get answers to. Some respondents called for better ways to orient and assist new faculty to Guilford. One noted that Guilford is “rather decentralized, need to go to many places, persons to resolves questions, problems, concerns.” Another wrote: “I don't always know the answer to questions from students related to advising and it never seems clear who the right person is to ask for various questions. When I try to go through the Academic Dean's office it always takes too long to get a response.” And yet another called for “Better orientation and an FAQ that may address questions like how do I get my white boards cleaned? or how do I find out about room availability?” And yet another wrote: “Clarifying who is a good resource for specific questions would be very helpful. Is there a document for this? With committee leaders changing, and being a newer faculty member, it's hard to keep up. When I don't know how to access the resources I need I feel very limited in my helpfulness to students.”

**Feeling of being ignored, invisible, undervalued, and treated as second class citizens.** Some praised both their tenured and tenure track colleagues, and their departments, for making them feel welcome and a part of the larger Guilford community, and for treating them as professionals. As one wrote, “I have been trusted and given autonomy in planning, managing, teaching, and evaluating my courses. This has given me a sense of fairness and equality among

the tenure-track faculty as ‘you need to do it this way’ has not been an issue. This has been very refreshing.” Another expressed appreciation for “my colleagues in my immediate department.”

As was true six and three years ago, however, some contingent faculty feel very much marginalized in their departments, and feel “invisible” or treated as “second class citizens.”

Among the narrative comments were the following:

--“I sometimes feel like a second class faculty member, and like the classes I teach are not considered an important part of my student’s experience at Guilford.”

--“I have felt used by the department... occasionally mixed messages from the department in terms of having full time faculty members' backs.”

--“I feel the classes I teach are not valued, that my work is considered far less important than tenured faculty members, and that I am assigned classes and times that no one else wants to teach. I have consistently had positive evaluations from students and my superiors, but I feel I am overlooked and undervalued as an educator.”

### **The 2011 Recommendations, revisited once again**

The 2011 report made nine recommendations. In this section, I reproduce each of the suggestions (in italics), followed by a brief summary of whether the recommendation lead to any institutional action.

#1. *We recommend better compensation for those part-time faculty teaching day courses, and a system of compensation that is more equitable for day and night courses. (We are not recommending a reduction in compensation for those who teach at night, but increases, perhaps over time, for those who teach during the day).* The new system put into effect in 2016-2017 is more equitable for those teaching day and night classes, and the amount paid for each course is now greater than it was previously for those teaching classes during the day. However, for those

who have been teaching at night with large enrollments, the new system represents a decrease in the amount they now are paid.

#2. *We recommend a clearer and more transparent summary of how the college compensates faculty for teaching during the day. The chart that summarizes the pay scale for teaching at night (see Appendices 2 and 3) are useful not only for prospective contingent faculty, but for department chairs who are interviewing multiple candidates for such positions who ask how much they will be paid. Such a published pay scale would not have to be as explicit at the scale for night courses. It could, for example, have a sliding scale, one that showed that factors such as teaching experience or one's terminal degree might allow for more or less pay. Also, since some contingent faculty told us they were paid for travel expenses, but others knew nothing about this possibility, it should be clarified if and when this option is available to contingent faculty. As far as we know, other than the brief mention in the final report of the Compensation Committee, there is still no published pay scale that summarizes compensation for part-time teaching.*

3. *We recommend that whenever possible the College provide benefits for contingent faculty, especially those who have taught at the college for a long time. We suggest that the College consider some form of pro-rated benefits. When no benefits are to be provided for a contingent position, that should be stated explicitly. Those contingent faculty who teach part-time do not receive health or retirement benefits. Those who teach full-time do. According to the Faculty Handbook (5.700, Retirement Benefits): "All regular employees who work a minimum of 1000 hours or more during a twelve (12) consecutive calendar month period commencing with the date of employment will be eligible for participation in the Guilford College retirement program after twelve (12) months of employment. The employee is required*

to participate in this plan. Beginning with the thirteenth month of employment and continuing through month 48, the College contributes an amount equal to 6 percent of the individual's base salary to this fund; the individual contributes a mandatory 1 percent. Beginning with the 49th month of full-time employment, the College contributes 11 percent and the individual 1 percent.”

For faculty who teach more than half-time, but less than full-time, the benefits are negotiated with the Academic Dean.

4. *We recommend that when full-time tenure track faculty receive an across the board increase, a corresponding increase be applied to the compensation for contingent faculty; similarly, if there are merit raises for full-time tenure track faculty, some money should be used to provide merit raises for those contingent faculty who have demonstrated teaching excellence.* Between the time of the 2011 report and the 2014 report, full-time tenure track faculty did not had across the board increases. There were increases announced in the spring of 2017, and they followed the plan put forth in the Compensation Report. This means that part-time faculty did not receive increases, and full-time contingent faculty did, though, as noted above, the amount they received was determined by the Academic Dean and the President on a case by case basis rather than following the formula used for tenured and tenure track faculty.

5. *We recommend that Faculty Development include contingent faculty in its programs whenever possible, and that the Director of Faculty Development communicate to all contingent faculty just which activities and benefits they are eligible for (Travel money? Reading groups? Attendance at conferences? Kenan grants?). At present, the Handbook says continuing part-time faculty are “eligible for faculty travel funds and may apply for faculty research and faculty development funds.” The Director of Faculty Development should be sure they are made aware of this, and we see no reason why all contingent faculty should not be allowed to apply for such*

*funds*. The 2014 report noted that “Faculty Development has been much more systematic in their efforts to inform and include contingent faculty in some of the ongoing benefits available to them. Over the past three years, a number of contingent faculty have received Kenan grants to attend meetings.” In response to an email that I sent her in November 2017, Maria Rosales, who now is the Director of Faculty Development, wrote the following: “Full-time faculty, regardless of status, get all the same faculty development benefits. ‘Continuing part-time’ do, too. Other part-time faculty get all except the various funding (Kenan, research, travel, etc.). So they can get books and come to reading groups, attend workshops (including those with stipends attached), and anything else we do on campus.” Maria, and Kathy Adams, who served as Director of Faculty Development before she did, have attempted to make sure that all contingent faculty are aware of these opportunities.

*6. We recommend clearer, more effective and more consistent orientation for contingent faculty. This could come from the Dean’s office, from department chairs, or both, but the current system appears to be quite inconsistent across departments, and quite frustrating for some contingent faculty. This should include clear information about office space, phones, computers, computer accounts, parking, ordering books, printing and copying exams, and any other issues that might lead to confusion for a new person teaching on the campus. In addition, we recommend that the orientation include HR. One contingent faculty member reported to us that she was not aware, and was not informed, that she could choose to continue to contribute to her existing TIAA-CREF account during her first year of contingent employment at Guilford.*

The data we have gathered suggests that there are still wide differences among departments in the ways that chairs and other faculty interact with contingent faculty. Some contingent faculty still indicate that there is a need for more effective orientation.

7. *We recommend that the process by which the names of contingent faculty end up on the schedule be expedited. The current process includes PAFs, which stands for Personnel Action Forms; these PAFs are sent from the department chair, to the Academic Dean's office, to the Human Resources office, back to the Dean's office, and, ultimately, to the Registrar. Some way of streamlining this is needed so they don't land, and get stuck, along this bureaucratic journey. This is still a concern. A number of respondents mentioned this in 2014, and, again, some identified it as an example of being treated as "invisible" or "marginal." As one of the 2017 respondents wrote, in response to Question #17, "What have been the worst aspects of teaching at Guilford?": "Not having our names listed for classes at the earliest point during the registration process." For those faculty who have been teaching here for a long time, semester after semester, leaving their names off the schedule semester after semester, year after year, is an ongoing reminder that some see them as invisible, that they have no real job security, and that this concern, which they have expressed quite clearly since 2011, continues to be ignored."*<sup>7</sup>

8. *We recommend a more consistent process for providing evaluations to contingent faculty. The Handbook has rather clear guidelines, but it appears that few, if any, departments follow these guidelines, and that different departments provide feedback in very different ways and on very different schedules. There has been some evidence of improvement on this issue, but not much. The percentage of those who had never received written feedback dropped from the 60s to 39%. On the other hand, the percentage of those who reported that they had "never*

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<sup>7</sup> Not including the name of contingent faculty who teach courses is so big a problem at some schools that when a group called the Campaign for the Future of Higher Education published a report a few years ago, they titled it "Who is Professor 'Staff,' and How Can This Person Teach So Many Classes?" (see "Connecticut University AAUP Chapters," *Academe*, January-February 2014, p. 9)

had a conversation” with their department chair about their work at Guilford remained about the same (21%).

9. *When possible, rather than asking someone to teach three courses for part-time compensation, we think it is preferable to convert those three courses into a full-time position. However, rather than discouraging departments from hiring the same person to teach a third part-time course and asking them to find another, perhaps untested, person to teach the needed third section, it might in some cases make sense to allow a part-time person to teach three courses without being paid a full-time salary.* One respondent to this year’s survey indicated that the college had resisted giving him or her (or them) a third course because it was assumed that would make the person full-time. We are not aware of a clear policy on this, either in practice or in writing.

## **Conclusions**

As noted at the beginning of this report, unfair and exploitative treatment of contingent faculty is a national problem, and Guilford may not be any worse, or even as bad as, many other schools. On the other hand, as a number of the respondents pointedly observed, Guilford prides itself as a special place, one that endorses key values like “community,” “equality,” “integrity” and “justice.” For the college to live our values every day, it should pay more than lip service to the many contingent faculty who teach more than one-third of the courses here, especially those who have taught at Guilford for many years. As one respondent put it, focusing on the value of “community” at Guilford, the worse part of teaching her has been: “Not feeling a part of the faculty. I guess that’s par for the course but given the school’s stress on community it feels noticeably more disappointing here.” As another wrote, referring to the “larger structural inequalities”: “We have had a large turn over in senior administrators and faculty. They don’t

know any of us from Adam, and this is a problem. Since we have none of the protections that tenure track folks have, we are vulnerable whenever there is institutional turnover and instability. I am upset that when an outside contractor told the school that it needed more school spirit, there was no talk about the larger structural inequities that undermine spirit and community at Guilford; instead, we got free t-shirts.”

The issues raised in this report are not new – indeed, most of them were raised in the previous two reports. In our view, the two previous reports have raised consciousness for some people (especially some department chairs, and those directing Faculty Development), but many of the key institutional issues have not been addressed in meaningful ways. It is our belief that Guilford, with its commitment to the admirable values of equality, community, integrity, and justice, can and should do better.

<b>TABLE 1: OVERALL RATINGS OF FACULTY, ADMINISTRATION, AND STUDENTS BY CONTINGENT FACULTY, 2014 and 2017</b>					
<b>HOW DOES YOUR EXPERIENCE AT GUILFORD COMPARE WITH OTHER SCHOOLS IN TERMS OF...</b>	<b>Much better</b>	<b>Somewhat better</b>	<b>About the same</b>	<b>Somewhat worse</b>	<b>Much worse</b>
<b>THE HELP YOU HAVE RECEIVED FROM FACULTY</b>	<b>2014:21%</b>	<b>40%</b>	<b>26%</b>	<b>13%</b>	<b>0%</b>
	<b>2017:25%</b>	<b>29%</b>	<b>33%</b>	<b>8%</b>	<b>4%</b>
<b>THE HELP YOU HAVE RECEIVED FROM THE ADMINISTRATION</b>	<b>2014:16%</b>	<b>24%</b>	<b>47%</b>	<b>13%</b>	<b>2%</b>
	<b>2017:16%</b>	<b>20%</b>	<b>48%</b>	<b>8%</b>	<b>8%</b>
<b>THE INTERACTIONS YOU HAVE HAD WITH STUDENTS</b>	<b>2014:22%</b>	<b>42%</b>	<b>27%</b>	<b>4%</b>	<b>4%</b>
	<b>2017:28%</b>	<b>32%</b>	<b>28%</b>	<b>12%</b>	<b>0%</b>

### **Appendix 1. Survey questions for contingent faculty**

1. How many semesters have you taught at Guilford?

1. 1
2. 2-4
3. 5-10
4. 10 or more

2. Are you

1. full time non-tenure track
2. "temporary part-time"
3. "continuing part-time"
4. other

3. Generally speaking, how good or bad has your experience been?
  1. excellent
  2. good
  3. middling
  4. bad
  5. real bad
  
4. Have you taught as a contingent faculty member elsewhere?
  1. yes
  2. no
  
5. If yes, how does your experience at Guilford compare with other schools in terms of **the help you have received from faculty?**
  1. much better than elsewhere
  2. somewhat better than elsewhere
  3. about the same
  4. somewhat worse than elsewhere
  5. much worse than elsewhere
  
6. If yes, how does your experience at Guilford compare with other schools in terms of **the help you have received from the administration (Dean's Office, Registrar, Business Office, etc.)?**
  1. much better than elsewhere
  2. somewhat better than elsewhere
  3. about the same
  4. somewhat worse than elsewhere
  5. much worse than elsewhere
  
7. If yes, how does your experience at Guilford compare with other schools in terms of the **interactions you have had with students?**
  1. much better than elsewhere
  2. somewhat better than elsewhere
  3. about the same
  4. somewhat worse than elsewhere
  5. much worse than elsewhere
  
8. How easy or hard has it been for you to get needed supplies?
  1. quite easy
  2. fairly easy
  3. middling
  4. difficult
  5. very difficult
  6. have not needed any supplies
  
9. How easy or hard has it been for you to get photocopying done?
  1. quite easy

2. fairly easy
  3. middling
  4. difficult
  5. very difficult
  6. have not needed to do any photocopying
10. Do you have adequate office space for the work you do at Guilford?
1. yes
  2. no
11. Did the college provide you with a Phone?
1. yes
  2. no
12. Does the college provide you with a Computer?
1. yes
  2. no
13. Does the college provide you with a Computer account (so your students can email you)?
1. yes
  2. no
14. Have you received a **written evaluation** about your work at Guilford (from your department chair, or from the FAC)?
1. yes, after every semester
  2. yes, on an annual basis
  3. yes, but less frequently than once a year
  4. not at all
15. Have you had a **conversation, or conversations**, with your department chair about your work at Guilford?
1. yes, after every semester
  2. yes, on an annual basis
  3. yes, but less frequently than once a year
  4. not at all
16. What have been the **best aspects** of teaching at Guilford?
- [insert box for narrative comments]**
17. What have been the **worst aspects** of teaching at Guilford?
- [insert box for narrative comments]**

18. What might the college do to improve your experience as a contingent faculty member?

**[insert box for narrative comments]**

19. If you have taught elsewhere, how does your experience at Guilford compare with other schools **in terms of compensation**?

1. much better
2. better
3. about the same
4. worse
5. much worse

20. If you are willing to share this information, and you have been a **full time non-tenure track** faculty member, please tell us your salary for the most recent year you taught at Guilford (if you were not full-time, please skip this question):

1. less than \$25,000
2. \$25,001--\$30,000
3. \$30,001-\$35,000
4. \$35,001-\$40,000
5. \$40,001-\$45,000
6. \$45,001-\$50,000
7. \$50,001-\$55,000
8. more than \$55,000

21. We know the Guilford pay scale for part-time teaching at night, but are not so sure about how much Guilford contingent faculty are paid for part-time courses during the day. If you are temporary or continuing part-time and **taught during the day**, and willing to share this information, please indicate how much you were paid per course here at Guilford in the most recent semester that you taught:

1. less than \$3,000
2. between \$3,000 and \$3,499
3. between \$3,500 and \$3,999
4. between \$4,000 and \$4,499
5. more than \$4,500

22. If you have taught **part-time at another institution in the last few years**, can you tell us how much per course you were paid?

1. less than \$3,000
2. between \$3,000 and \$3,499
3. between \$3,500 and \$3,999
4. between \$4,000 and \$4,499
5. more than \$4,500

23. Is there anything else we should know about the experiences of contingent faculty teaching at Guilford?

THANKS SO MUCH FOR YOUR HELP. WE'LL SEND ALL CONTINGENT FACULTY OUR FINAL REPORT WHEN IT IS COMPLETED.

THE GUILFORD COLLEGE AAUP