

B-Word Project Feedback Faculty /Staff Survey

17 faculty/staff members responded to an online survey. Rating scale and open-ended questions were designed to tap perceptions of the B-Word Project including aspects of the project that were the most successful and ways the project could have been improved. What follows is a summary of the findings.

- **93% of faculty who responded to the survey felt the project was well-organized,** suggesting that the administrative team did a good job coordinating events, scheduling classes, and communicating expectations.
- **88% of faculty felt that the project elevated the profile of the Carpenter Center for the Performing Arts (CPAC) on campus. Likewise, 88% of faculty agreed that the B-Word Project was able to establish and/or strengthen relationships between CPAC and departments on campus.** Given that this was the overarching goal of the project (beyond discussing topics of censorship) we are pleased that an overwhelming majority of faculty felt the objective was met. In their open-ended comments about the most successful aspects of the project, several faculty commented on how ties between departments and CPAC have been strengthened. One faculty member wrote, "*The success of the brand name [B-Word Project] really captured how much a bridge was built between CPAC and the greater campus.*" Another faculty member commented that "*the Carpenter Center became the hub for many new intersections.*" Others commented on the prestige associated with the project, "*It [the B-Word Project] also brought performers, speakers and prestige to our campus; it generated action and visibility.*"
- **88% of faculty reported that as part of the B-Word Project they were able to network with faculty on campus that they may not have otherwise met.** This seemed to be the area where most faculty felt they benefited personally. Six faculty members made specific comments about the benefit of new interdisciplinary cross-campus collaborations that were generated and supported by the B-Word Project. One faculty noted, "*the way I map campus connections in my mind has changed forever because of the The B-Word Project. I feel less isolated in my teaching, and I see new possibilities for partnering I never thought possible before.*"
- **All of the faculty who responded to the survey (100%) stated that the B-Word Project integrated the work of performing arts presenters into the campus community.** One faculty member commented that the project "*exposed students to powerful art and art makers.*" Another commented on the NEA 4 visit and how it was "*an historic opportunity for the community.*"
- **94% of faculty felt the B-Word Project captured the interest of the students.** Although most faculty felt the project captured the interest of students, this was one area where many felt that there could be improvements. For example, one faculty noted, "*I think somehow we missed the mark on reaching and really connecting to students on campus. We saw this in the attendance at events and programming. I think shifting some of our energy from programming to student engagement is critical.*" Some thought that tying B-Word

Project classes to curriculum requirements would generate more student interest. A faculty member stated, *“I would find a way to encourage more students to enroll in B-word classes. Perhaps working with the university to make the classes fulfill a requirement.”*

- **Some faculty suggested greater publicity of events would improve the project.** Perhaps greater use of social media and other technology would ensure that we reach people and organizations that would be interested in project activities and events. One faculty stated, *“It was hard to keep up with the pace of everything, but I would have liked to see the word get out to more people within the campus community and without. This requires active planning ahead of time. The website was terrific, but I now would work harder to get the word out to other schools in the area.”*