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Equity Minded Faculty Workloads

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UNIVERSITY OF
DELAWARE



Workshop Discussion Topics

- Context and Positionality
- [Exercise I](#): The Hallway Ask
- COACHE I Results and Approach
- Studies on Workload Inequity
- Mentoring Map
- [Exercise II](#) : Tuesdays Inbox
- GSU Adapted Dashboards
- COACHE II Results
- Next Steps

A PUBLIC RESEARCH UNIVERSITY

Georgia State's dedication to student success has drawn national accolades.

No. **1**

BEST PUBLIC UNIVERSITY
for undergraduate teaching
in the U.S.†

No. **1**

NONPROFIT UNIVERSITY TO CONFER
UNDERGRADUATE DEGREES
to African Americans
in the U.S.^

COMMITTED TO STUDENT SUCCESS

Georgia State University is nationally recognized for programs and initiatives that help students from all backgrounds earn degrees. Its six campuses in Atlanta, the cultural and economic center of the Southeast, provide faculty and more than 54,000 students with unsurpassed access to opportunities in one of the nation's great global cities.

ACADEMICS AND RANKINGS

The *largest university in the state and one of the largest in the nation*, Georgia State offers a challenging academic environment that emphasizes research and practical experience across the curriculum.

The Atlanta Campus offers *more than 250 degree programs in 100 fields of study* at the bachelor's, master's, specialist and doctoral levels. Operating at five campuses throughout metro Atlanta, the university's Perimeter College provides more than 30 associate degree pathways, making it the region's gateway to higher education.

No. 3

MOST INNOVATIVE UNIVERSITY
in the U.S.[†]

[†]*U.S. News & World Report, 2021*

[^]*Diverse: Issues in Higher Education, 2020*

COLLEGES AND SCHOOLS

- Andrew Young School of Policy Studies
- Byrdine F. Lewis College of Nursing & Health Professions
- College of the Arts
- College of Arts & Sciences
- College of Education & Human Development
- College of Law
- Honors College
- Institute for Biomedical Sciences
- J. Mack Robinson College of Business
- Perimeter College
- School of Public Health
- The Graduate School

STUDENT BODY

With *an enrollment of more than 54,000*, we've proven that students from all backgrounds can succeed at the same level.

- 54% bachelor's degree students
32% associate degree students
14% graduate and law students
- Students from every county in Georgia, every state in the nation and *more than 130 countries*
- Over 3,000 international students

- One of the nation's *most diverse* universities[†]
- Asian = 15%; Black (non-Hispanic) = 41%; Hispanic = 13%; Multiracial = 6%; White (non-Hispanic) = 24%*

**Because ethnicity is calculated separately from race, and because race sometimes goes unreported, the figures above may not equal 100%.*

FACULTY AND STAFF

Atlanta's quality of life helps Georgia State *attract top-notch faculty, staff and administrators* who are making a difference in their fields and preparing students to join them.

- More than 5,300 full-time faculty and staff
- More than 82% of full-time faculty with the highest degree in their field

Positionality

- Delaware State University, B.S., West Virginia University, M.A., and Georgia State University, PhD:
 - Educational Policy Studies (Research, Measurement, and Statistics)
- Academy for Innovative Higher Education Leadership
 - September 2022-June 2023
- Harvard Graduate School of Education
 - Women in Leadership Program
- USG Executive Leadership Institute (ELI): September 2023 - Present
- Kennesaw State University – 13 years (*Last name: Davis*)
 - Assistant, Associate, and Full Professor of Educational Research
 - Department Chair of Inclusive Education
 - Interim Associate Dean for Diversity and Community Engagement
- Georgia State University:
 - 8/1/21 - Director of Faculty Development – *Office of Faculty Affairs*
 - 1/1/22 – Interim Associate Provost for Faculty Affairs
 - 2/1/23 – Associate Provost for Faculty Affairs
- Facilitated 40+ professional development workshops

A large, white, hand-painted number '1' is positioned in the upper left quadrant of the image. The background is a textured, dark blue surface with some vertical streaks and minor imperfections.

Part One

Context, Introduction of Model, and Activities

Appendix A (Exercise I): The Hallway Ask

Imagine you are a department chair who has just found out **you need to identify a new coordinator** for the undergraduate program. The position needs to be filled **immediately**. You walk down the department hallway, and you see the **office doors of five faculty members**.

Five Offices – Who Will You Ask?

- **Dan:** associate professor, average research agenda, tends to say no to service requests to protect his time for research
- **Monet:** full professor, strong research agenda, known to be a prickly committee member, always detailed and organized
- **Mark:** office door is closed – not sure if they are in today or not.
- **Elisabeth:** associate professor, strong research agenda, everyone likes her, she usually says yes, known to do great work.
- **Marian:** office door is closed – not sure if they are in today or not.

**Who would you ask and why?
Discuss your choice with your
table.**

Be prepared to share your thoughts
with the large group.



GEORGIA STATE UNIVERSITY

JOURNEY TO EQUITY-
MINDED WORKLOADS



collaborative on academic
careers in higher education

2019-2022

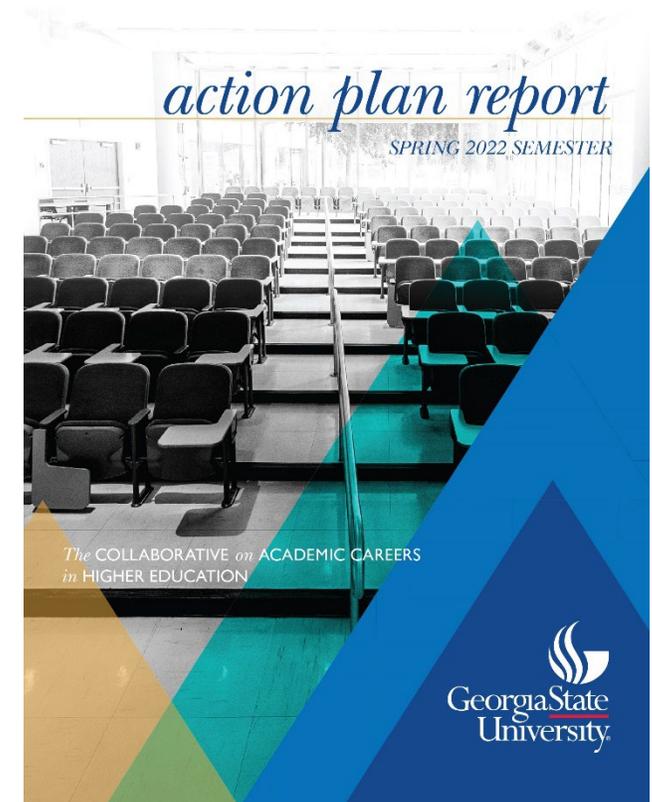
(New data collection completed in April 2023)

A Cyclical Improvement Process



- COACHE I (2019-2022)
- Read more online at provost.gsu.edu/coache

OR scan the QR code to go directly to the report PDF:





COACHE I

MULTI-TIERED APPROACH

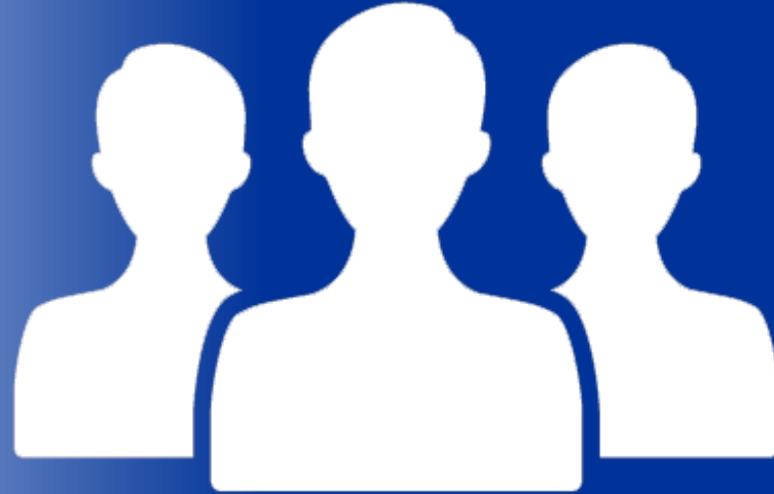
The COLLABORATIVE *on* ACADEMIC CAREERS
in HIGHER EDUCATION



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NATURE OF WORK: SERVICE

- ACTION PLAN 3:
 - **Equity-minded workload education/workshop**, with Georgia State-specific templates held/created summer '22
 - P&T and NTT policy manuals revised to include allocation of service as a factor in review



MENTORING

- ACTION PLAN 4:

- Mentoring Faculty Workshop Series
- Mentor advocates across the institution

- ACTION PLAN 5:

- **Mentoring included in revised university manuals as a specifically identified category of valued service**





RECOGNITION

- ACTION PLAN 6:
 - NTT Faculty Recognition
 - JEDI Awards
 - **Mentor Recognition**
 - **Research Recognition**
 - Online Recognition
- ACTION PLAN 7:
 - Social Media
 - Expansion of Provost's Newsletter
 - Provost's website news feed – increased content



RECRUITMENT, RETENTION & BELONGINGNESS

- ACTION PLAN 8:
 - **Information on alleviating implicit bias included in workshops for chairs of search committees and department chairs**
 - Training offered 2x/year and on request
- ACTION PLAN 9:
 - Proactive hiring efforts & Pipelines
 - SREB and McKnight Fellows
 - Center for the Advancement of Students & Alumni (The CASA)

Support for Research & Creative Work



ACTION PLAN 13:

- **Guidance on Equity-Minded Faculty Workload**

ACTION PLAN 14:

- Research Innovation & Scholarly Excellence (RISE) Challenge

Faculty Morale Concerns

- State and national politics
- Mental health
- Compassion fatigue and burn-out
- Lack of trust
- Compression and inversion
- Academic freedom
- Enrollment and program health
- **Varied and/or unappreciated service commitments**

ADVANCE-IMPACT AT GEORGIA STATE UNIVERSITY

Intersectionality and **M**entoring in the
Professoriate for **A**dvancement, **C**ommunity
and **T**ransformation (**IMPACT**)

www.gsu.edu/advance



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ACE Equity in Workload Models

- American Council on Education (ACE) 2021 Report
- [Equity-Minded Faculty Workloads: What We Can and Should Do Now](#)
- Report summarizes findings from the [Faculty Workload and Rewards Project](#) (FWRP), a National Science Foundation ADVANCE-funded action research project.
- Data were collected from 51 academic units from 20 public colleges/universities
- [Equity-Minded Faculty Workloads: Worksheet Booklet](#)

AMERICAN
COUNCIL ON
EDUCATION (ACE)

ACE

Equity-Minded Faculty Workloads

What We Can and Should Do Now



AMERICAN
COUNCIL ON
EDUCATION (ACE)



**Equity-Minded
Faculty Workloads**

Worksheet Booklet



Implications of Inequitable Workloads

- Negative impact on promotion/tenure
- Clear differences in career progression
- Disengagement and burn-out
- Issues with satisfaction, bandwidth, and mattering*
- Can lead to ambiguous evaluation criteria (O'Meara, Jaeger, Misra, Lennartz, & Alexandra, 2018)
- Faculty dissatisfaction with workload leads to faculty members wanting to leave their positions (Yedidia et al. 2014)

Six Conditions Linked to Equitable Workloads

- **Transparency:** visible information about faculty work activities, increases trust, leads to greater commitment, can show inequities and/or dispel myths (*Stay here for a while – don't rush the process.*)
- **Clarity:** clearly identified benchmarks, requirements, policies, and procedures
- **Credit:** recognize and reward faculty who are expending more effort in certain areas
- **Norms:** dept/college commitment to workloads that are fair, clear systems in place to reinforce the norms, planned rotations of service work and courses
- **Context:** faculty members have different strengths and interests that shape workloads, recognize structural, social, and cultural contexts
- **Accountability:** mechanisms in place to ensure that faculty fulfill their obligations and receive credit for their labor, works best with transparency

Appendix A (Exercise II): Tuesdays Inbox

Circle the **three activities** you will complete as a **junior faculty member**. Discuss why you chose them with colleagues at your table.

Large Group: What activities did you select and why?

Insights Gained from Tuesday's Inbox

- 1. Individual values influence choices**
- 2. Requests and responses reflect individual identities**
- 3. Responses to one request can influence future requests**
- 4. Certain asks are more (or less) career-enhancing**

Studies on Workload Inequity

Why and How Faculty Workload Becomes Inequitable

The research on faculty workloads is voluminous and consistently finds that:

Gendered and Racialized Distribution of Faculty Labor	Studies
Women spend more time on teaching and service than men.	Eagan and Garvey 2015; Griffin and Reddick 2011; Guarino and Borden 2017; Hanasano et al. 2019; Link, Swann, and Bozeman 2008; Misra, Lundquist, and Templer 2012; O'Meara 2016; O'Meara, Kuvaeva, and Nyunt 2017; O'Meara et al. 2017; Winslow 2010
Women spend less time on research than men.	Bozeman and Gaughan 2011; Link, Swann, and Bozeman 2008; O'Meara et al. 2017; Winslow 2010
Faculty from historically minoritized racial groups spend more time on mentoring and diversity-related work than faculty who are white.	Antonio 2002; Griffin and Reddick 2011; Jimenez et al. 2019; Joseph and Hirshfield 2011; Turner, González, and Wong (Lau) 2011; Wood, Hilton, and Nevarez 2015
Women are asked more often to engage in less promotable or career-advancing tasks.	Acker and Armenti 2004; Babcock et al. 2017; El-Alayli, Hansen-Brown, and Ceynar 2018; Hanasano et al. 2019; Hurtado et al. 2012; Misra, Lundquist, and Templer 2012; Mitchell and Hesli 2013; O'Meara et al. 2017

Additional Studies on Workload Inequity

Undoing disparities in faculty workloads:

A randomized trial experiment

(O'Meara, Jaeger, Misra,
Lennartz, &
Alexandra, 2018)

Inspired the ACE Workloads

Goal: Improve transparency in what faculty were doing, accountability, clarity in roles and expectations, and flexibility in acknowledging different contexts.

At the conclusion of the 18-month project, the intervention measurably improved workload satisfaction.

There was a spillover effect from putting dashboards in place: As participants saw the department was serious about improving workload equity, they felt greater permission to self-advocate and communicate needs.



Underrepresented
faculty play a
disproportionate role
in advancing diversity
and inclusion

(Jimenez, M. F., Laverty, T. M., Bombaci, S. P., Wilkins, K., Bennett, D. E., & Pejchar, L., 2019)

Through a nation-wide survey, the authors found that faculty with underrepresented identities disproportionately engaged in inclusion activities, yet such engagement was not considered important or valued for tenure.

They suggested that, to achieve a diverse and inclusive discipline, these responsibilities must be shared by all faculty, not just by those who are underrepresented in the field.



Female Faculty:
Beware the Non-
Promotable Task

(Babcock, L., Peyser, B.,
Vesterlund, L., and
Weingart, L. October ,
2022)

Mentoring, committee work, and other campus service, disproportionately burden women.

These non-promotable tasks (NPTs) are important but when not balanced, can have significant negative effects on a faculty member's progress.

“If everyone did their fair share of NPTs, faculty members would have equal opportunities for success, but right now, women handle a disproportionate share of those tasks.”

WHY DON'T THE
FACULTY JUST SAY NO
TO THE SERVICE
REQUESTS?

Potential Implications for Saying No to Service Requests

- 1. The same faculty do so much of this work because we expect them to and they have internalized that expectation, creating a vicious cycle.**
- 2. Often, when faculty say “no,” the requester just asks someone else and then the original faculty member feels guilty for “passing the buck”.**
- 3. When a faculty member says “no,” there is the potential for a backlash. Common comments: “They’re not a team player.” “They are too ambitious.” “Why won’t they help out the department?”**

(Babcock, L., Peyser, B., Vesterlund, L., and Weingart, L. October , 2022)

NCFDD Mentoring Map



FOCUSING ON CREATING EQUITABLE
WORKLOADS MAY INITIALLY BE DIFFICULT
(AND TIME CONSUMING) BUT IT HAS
LONG-TERM BENEFITS ON FACULTY
SATISFACTION, STUDENT SUCCESS, AND
THE PROMOTION OF INCLUSIVE WORK
ENVIRONMENTS.



AUTHOR: PRESIDENT
EMERITUS

PUBLISHED: 09.26.2023
HARVARD UNIV PRESS



**“WHATEVER IT IS,
I’M AGAINST IT”**



Resistance to Change
in Higher Education



BRIAN ROSENBERG

Challenges and Opportunities in Creating Equitable Workloads

- 1. Variation transparency.** Respecting personnel decisions (i.e. PIP) and other documented and justifiable variations in service loads. *There can be flexibility in transparency and listing actual names, but the process is still needed.*
- 2. Some departments and colleges do not want to do this work.** *The expectation needs to be clear – voluntary, mandatory, growth model.*
- 3. Potentially tough equity discussions:** dispelling myths of the “hard worker”, lack of trust, and frustration over the time it took to get here. *Acknowledge these concerns and work toward moving forward, together.*

Part Two

Putting it all together...



ACE Dashboards for Equity Minded Faculty Workloads

Customized for Georgia State University

<https://faculty.gsu.edu/dashboards>

Office of Faculty
Affairs: Fall 2022



DISCUSSION WITH GSU DEPARTMENT CHAIRS/DIRECTORS

(AFTER TRYING DASHBOARDS)

DISCUSSION WITH CHAIRS I

- **Equitable teaching dashboards:** Can be used to balance large/small, undergraduate/graduate sections and for rotating specialized courses with the chair and college dean – enrollment management
- **Non-engaged full professors vs enthusiastic “junior” faculty:** Can be balanced in many ways (i.e. courses, research/creative opportunities, funding, etc). We don’t want to dim excitement, but we also don’t want to take advantage of faculty or cause burn-out.
- **Professional service vs dept/college/university service:** This speaks to clarity in what is valued and acknowledged in a department.

DISCUSSION WITH CHAIRS II

- **Support for underperforming colleagues:** Workloads can be balanced through the new annual review process, PRPs, PIPs, or PTR process. Create a mentoring plan with check-ins for improvement.
- **Service equity:** Dashboards can document high, medium, and low time commitments, content/field needs, internal or external service, and rotations. Open discussions on what is counted as service for promotion and tenure can be held as a department.
- **Quality vs Quantity:** This is very important and should play a role in documented performance. Impact and contribution on committees should be documented during the annual review process and during check-ins with faculty that are underperforming.

DISCUSSION WITH CHAIRS III

- **Culture shifts:** What you value and recognize may now be changing and it makes long-standing faculty nervous.
- **Not all chairs in the college participated:** Dashboards can be helpful if the work is done but this wasn't mandatory. It can create pressure on the chairs to do something they haven't bought into.
- **Selecting dashboards:** There are many different types of dashboards. Use the dashboard(s) that work for you, combine them as you need, or create your own but engage in the work.



Next Steps...



Next Steps: Six Conditions Linked to Equitable Workloads

- **Transparency:** visible information about faculty work activities, increases trust, leads to greater commitment, can show inequities and/or dispel myths
- **Clarity: clearly identified benchmarks, requirements, policies, and procedures**
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COACHE II

2022-25

The COLLABORATIVE *on* ACADEMIC CAREERS
in HIGHER EDUCATION

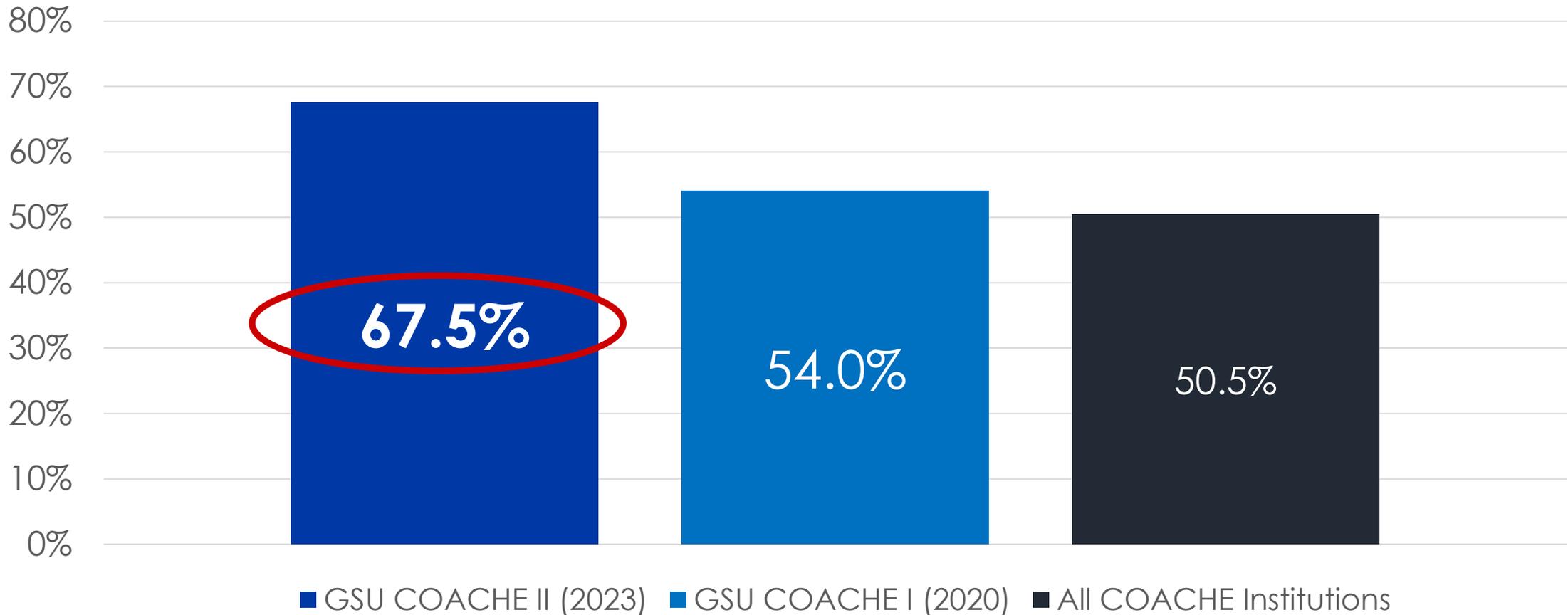


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2023 Participation



Response Rate Comparison



What's Changed: 2020 v 2023 (Atlanta Campus)



No Longer Identified as Areas of Concern in the 2023 Report



Appreciation



Interdisciplinary Work



Belongingness



Governance



Leadership



Mentoring

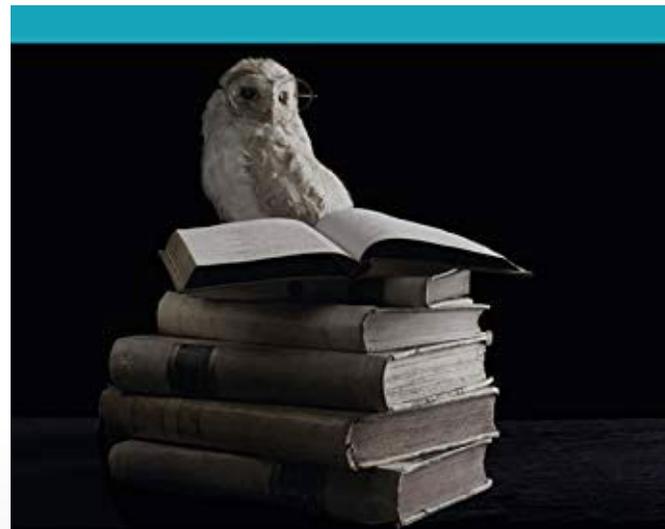
Future Timeline

- **October '23:** University Shares Results via Updated Website
- **Oct.-Nov '23:** College/School Level Results Are Shared
- **Late Fall '23-Spring '24:** University & College Action Plan Development
- **Fall 2024:** Action Plan Publication & Implementation
- **Fall 2025:** Evaluation, Assessment & Final Report for COACHE II (Action Plan Report)

THE
EMPOWERED
UNIVERSITY



FREEMAN A. HRABOWSKI III
with **PHILIP J. ROOS** and **PETER H. HENDERSON**



**Higher Education
Administration for
Social Justice and Equity**
Critical Perspectives for Leadership

Edited by **Adrianna Kezar** and **Julie Posselt**



TEA BROWN WALKER · ESTELA MARR BENSHIMON · LINDSEY MALCOLM-PIDDEUX
FOREWORD BY LYNN PASQUARELLA

FROM
EQUITY
TALK **TO**
EQUITY
WALK

**Expanding Practitioner Knowledge
for Racial Justice in Higher Education**

READ BY JANINA EDWARDS

BELONGING AT WORK



Everyday Actions You Can Take To Cultivate
An Inclusive Organization

RHODES PERRY, MPA

HOW PEOPLE MATTER

WHY IT AFFECTS HEALTH,
HAPPINESS, LOVE, WORK,
AND SOCIETY

ISAAC PRILLELENSKY AND
ORA PRILLELENSKY

WELLBEING IN HIGHER EDUCATION

CULTIVATING A HEALTHY LIFESTYLE AMONG
FACULTY AND STUDENTS

Edited by
Marcus A. Henning, Christian U. Krägeloh,
Rachel Dryer, Fiona Moir, D. Rex Billington
and Andrew G. Hill

Routledge Research in Educational Psychology

ROUTLEDGE

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Thank You

