COACHE EQUITY-MINDED WORKLOADS

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Outline

- Equity Workloads Introduction
- COACHE Survey Review
- Studies on Workload Inequity
- Exercise I: Tuesdays Inbox
- ACE: Equity Workload Models
- Six Conditions for Equitable Workloads
- Exercise II: Yes/No Reflection Activity
- Exercise III: Equity-Minded Service Workload Audit (pre-work)
- Preparation: Equity-Minded Workshop - Part Two
Faculty Workload and Rewards Project
COACHE Survey and Workloads

- Collaborative on Academic Careers in Higher Education (COACHE)
- Survey administration: 2019 - 2020
- Faculty expressed dissatisfaction with the balance of teaching, research/creative activities, and service
- Service was an area of concern across all faculty groups
- Data review: Comparisons by our peers, discipline, race, and gender
Your results compared to PEERS ▶

Your results compared to COHORT ▶

**GREEN** (Top 30%)

**GRAY** (Middle 40%)

**RED** (Bottom 30%)

**WHITE** (insufficient data)

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**Atlanta Campus Peer Institutions:**
Florida International University (2020)
SUNY - Stony Brook University (2017)
University of Central Florida (2018)
University of Louisville (2020)
Virginia Commonwealth University (2019)

**2019-2020 COACHE Comparison Cohort:** 110 institutions

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**Perimeter College Peer Institutions:**
Amarillo College (2019)
CUNY - Borough of Manhattan Community College (2019)
CUNY - Kingsborough Community College (2019)
SUNY - Erie Community College (2017)
SUNY - Nassau Community College (2017)

**2019-2020 COACHE Comparison Cohort:** 28 institutions
REVIEW AND DISCUSSION OF COACHE DATA
Studies on Workload Inequity
Gendered and Racialized Perceptions of Faculty Workloads


On average, women faculty spend more time engaging in service, teaching, and mentoring, while men spend more time on research.

This problem is exacerbated for faculty members from underrepresented minority groups, with women of color, including Black, Indigenous, Latina, and Asian women, facing particularly high workload burdens.

Everyday service work in departments and colleges, despite its critical importance, is less valued and tends to be carried out by women.

Women may either fear penalties or actually be penalized for saying “no” to service work.
As more often asked:
Gender differences in faculty workload in research universities and the work interactions that shape them.


Similar to past studies, the authors found women faculty spend more time on campus service, student advising, and teaching-related activities and men spending more time on research.

They also found that women received more new work/service requests than men and that men and women received different kinds of work/service requests.
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 disproportionally engage in diversity and inclusion activities, yet such engagement was not considered important 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.
Implications of Inequitable Workloads

- Negative impact on promotion/tenure
- Clear differences in career progression
- Disengagement and burn-out
- Issues with satisfaction and bandwidth
- Potential to decrease faculty diversity and representation
- Faculty dissatisfaction with workload leads to faculty members wanting to leave their positions (Yedidia et al. 2014)
Expressed Barriers to Implementation

- Department and college sizes
- Lack of faculty diversity while attempting to diversify committees
- Intersectionality and its role in self-selecting service
- Rank, department/college/university expectations, and service needs
- Retirees and percentages of NTT and assistant professors
- Societal concerns and stressors

“It may seem challenging to address the realities of the existing faculty work environment, but academic leaders, departments, and faculty members can take action to create better, fairer, equity-minded workloads.” (ACE, 2021)
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.
Appendix A (Exercise I): Tuesdays Inbox

Circle the **three activities** you will complete. 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
ACE Equity in Workload Models

- American Council on Education (ACE) 2021 Report
- O’Meara K., Culpepper, D., Misra, J., & Jaeger, A (2021)
- **Equity-Minded Faculty Workloads: What We Can and Should Do Now**
- Report summarizes findings from the [Faculty Workload and Rewards Project](https://www.facultyworkload.org) (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**
GSU Guidance on Equity-Minded Faculty Workload

- **Instruction:** communicating course schedules early and often, clarify how courses are assigned, rotate courses and levels, consider course preps, etc
- **Service:** service audit, transparency, set clear expectations, rotate chairs/committee members, hold all faculty accountable, etc
- **Research/Creative Works:** use the audit/dashboard to demonstrate transparency in productivity, set clear expectations, etc
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
- **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 B
(EXERCISE II)

Yes/No Reflection Activity

Columns 1 and 2
This activity will help you determine where to focus your equity efforts.

**Table Conversations:** What did you learn about your department/college’s equity needs?
REVIEW
AUDIT/DASHBOARD EXAMPLES

Table 1: Committees
Example 2: Service Credit
DRAFT SERVICE AUDIT/DASHBOARD

Committee Service Audit and Committee Service Matrix
Equity-Minded Workloads: Session II

- Session II on October 19th – more details, GSU audit/dashboard documents, and instructions will be emailed to you
- Become familiar with the the ACE Workbook (the worksheets we provided today are included)
- Become familiar with the GSU Guidance on Equity-Minded Faculty Workload
- Come to the workshop with your chosen audits/dashboards complete– please select one or two that work for you and feel free to edit the tables as you see fit (Word documents)
Questions in Preparation for Part II

1. What barriers do you face in enacting equitable workload changes in your college/department?
2. What may help you reduce or eliminate these barriers?
3. What support would you need?


**Action Plan 13**: The Office of the Provost, in conjunction with the Faculty Senate, will examine the current Faculty Workload Policy and make changes where possible to support flexible teaching options, including course banking.
References


