Executive Summary: CAS COACHE survey recommendations

OVERVIEW
In November 2020 members of the Equity, Engagement, and Mentoring working group, reviewed the COACHE survey data compiled in Spring 2020 from College of Arts & Sciences faculty. Over the last several months they reviewed these data. Initially, they identified dominant areas of concern identified in the survey, and they developed some preliminary recommendations. Subsequently, they invited feedback from faculty on the dominant areas of concern, specifically requesting suggestions for action. CAS faculty provided input via Chairs Council, Undergraduate Council, the College Executive Committee, a dedicated Coffee with the Dean event (open to all CAS faculty), and a college-wide Qualtrics survey. In addition, the working group reviewed recommendations made by the GSU Task Force for Racial Equality (dei.gsu.edu/about/task-force/), particularly recommendations in the areas of Faculty Affairs and Institutional Change. In light of our own analysis and feedback from our colleague, the working group presented an extensive series of recommendations for possible action to the Dean's Office. In moving forward as described below, college leadership will draw on those specific recommendations.

AREAS FOR ACTION IN ARTS & SCIENCES
The COACHE survey brought to light three major areas of concern:

1. Underrepresented Minority (URM) faculty: recruitment, hiring, retention, development, and leadership development. Faculty do not feel that GSU prioritizes the hiring, retention, promotion, and leadership development of URM faculty. In addition, they believe that URM colleagues face personal and professional challenges that are not recognized, let alone addressed, by the institution. As a result, they believe we lose the URM faculty we hire, we fail to provide role models and personal guidance for our students, and our research mission is impoverished. The recommendations below are designed not only to increase the numbers of URM faculty, but also to generate an inclusive climate that enriches our educational, research, and community outreach missions.

2. Equitable distribution of service: CAS faculty express several concerns about service. First, they believe there is no meaningful reward for extraordinary service and there are no meaningful consequences for not fulfilling department- and college-level service assignments. As a result, some faculty simply do not engage in service, while others take on the lion's share. Second, mid-career faculty (especially associate professors and senior lecturers) are disproportionately shouldering department and college level service responsibilities, to the detriment of their own career progression. This disproportionately affects women and URM faculty. In addition, extraordinary service is not compensated financially or in structured/promotion reviews. Data collected by the college indicates that those who take on too much service are slowed in their progression to senior ranks (e.g., professor, principal senior lecturer). This results in less diversity in the most senior faculty ranks and administrative leadership.

3. Access to key decision-making positions, committees: CAS faculty believe that NTT faculty are regularly excluded from key decision-making positions at the departmental level. Data indicates that departments vary widely in their appointment/election of NTT faculty to important roles (e.g., department executive committee, senate). Since NTT ranks include a higher percentage of women and URM faculty than in TT ranks, this practice disproportionately marginalizes female and URM faculty members more than others. In addition, NTT faculty members overall feel less valued than their TT colleagues, even though they frequently take the lead in curriculum design, innovation, and implementation.

SUMMARY OF RECOMMENDATIONS FOR ACTION
In 2020-21, the Dean's Office will work with the college Executive Committee; department chairs; the Equity, Engagement, and Mentoring working group; Graduate Council; and a Dean's Task Force to prioritize next steps among the many suggestions brought forward by the faculty. This work will set the stage for efforts to come in subsequent years.

Area 1: URM faculty: recruitment, hiring, retention, development, and leadership development

As part of its strategic plan, for the last several years the college has been implementing several strategies focused on URM faculty recruitment and hiring. Specifically, the college compiled data about faculty composition (focused on race/ethnicity, gender), applicant pools (NSF current data on PhD pipeline by discipline), and faculty progression to senior ranks. In addition, the college has established a required training program for search committee chairs and a small number of trained search advocates available to serve on search committees. Finally, the college regularly posts faculty positions in venues likely to attract URM candidates (e.g., Black Doctoral Network).

In response to the CAS COACHE survey data feedback, the college will expand its search committee training, requiring it of all search committee members (not just the committee chairs), to further improve recruitment and hiring processes. In addition, the college will prioritize its efforts in the areas of URM faculty retention and leadership development. Specifically, a Dean's Task Force will review and prioritize 2-3 strategies suggested by faculty. In particular, we anticipate reviewing the development of cluster hire proposals to enhance hiring; establishing year-long mentors for URM faculty upon hire and upon promotion, per recommendations from higher education experts; and providing equity training for college leadership and department chairs. Finally, the college executive committee will be asked to begin a review of college bylaws and P&T manuals with an eye toward equity.

It became clear through the faculty conversations that efforts the college has made in advancing equity and diversity (e.g., mentoring programs, search trainings, referencing NSF PhD pipeline data in reviewing applicant pools) are not widely known across the college. The Dean's Office will work to communicate ongoing and new efforts.

Area 1: Distribution of service

The college is currently in the midst of a staff reorganization, which is designed in part to reduce the administrative tasks of chairs and faculty throughout the college. Currently, service responsibilities are reviewed individually as part of structured and promotion reviews.

In response to the CAS COACHE survey data feedback, the college will focus on working with departments to develop department-wide standards for faculty service within GSU. Specifically, the departments will develop plans for rotating service and assigning service in a regularized, transparent way to assure that service is distributed equitably, recognizing that senior faculty will be expected to offer greater service than junior colleagues, and that URM faculty are often providing informal student support that should be factored into their service responsibilities. In addition, the college will expand its current means of recognizing extraordinary service (e.g., increase number and prominence of college awards, review role of service in merit raise consideration). Finally, the college will partner with chairs to develop concrete, consistent plans for addressing faculty who do not provide the service they are assigned.

Area 3: Equity for NTT faculty

The college has already taken significant steps to equip and recognize its NTT faculty. NTT faculty serve on the college Executive Committee and participate in Dean's Office academic leadership programs, and new NTT faculty members are assigned mentors just as TT faculty are. In addition, Arts & Sciences established the first Dean's Office NTT Faculty Associate position, contributing to faculty and policy development.

The CAS COACHE survey data feedback indicated that NTT faculty members' experiences differ widely from one department to another. In response to the CAS COACHE survey data feedback, department-level practices will be reviewed, with an eye toward standardizing NTT access to leadership and key decision-making positions across the departments.

In addition, the CAS COACHE survey data made it clear that NTT faculty feel under-resourced in many ways, and particularly when compared with their TT faculty. This is of concern in part because the college strategic plan prioritizes improving career progression rates for senior lecturers. This is also a concern because URM and women faculty are disproportionately represented in NTT faculty ranks. Keeping in mind the different position expectations of regular faculty at different ranks, the college leadership will review the numerous suggestions made by faculty and identify 1-2 strategies for implementation (e.g., establishing equity in professional development/travel funds). We will also seek ways to recognize NTT faculty more prominently and more widely than we have done to date.

College of Arts & Sciences

Action Item	Implementation Plan	Timeline	Measurable Outcomes	University Plan Alignment
Goal 1: Create a climate in which all faculty and staff in the college are included and respected and feel that they can be productive and meet their professional aspirations.				
Action Item 1.1 Ensure equitable policy and process	Infuse DEI training with ongoing leadership development of deans, department chairs, and other academic leaders with a two-day workshop led by consultants from the Race Matters Institute of JustPartners, Inc. Workshops to focus on how policies and processes can create an equitable and inclusive college ecosystem. Examine and revise policies and processes using the tools learned; submit revised policies to the appropriate governance bodies.	June 2021 training; Academic year 2021 – 2022 policy examination; 2023 – 2024 full approval	College leaders gain the perspective and tools needed to advance equitable and inclusive practices and policies. Policy statements and review manuals fully vetted and approved.	Nature of Work
Action Item 1.2 Create equitable service policies and recognition.	Develop service expectations for all faculty that distribute service equitably in the department, but also across the college and university. Recognize the full portfolio of service at all levels of the university, including faculty and student mentoring and service for the discipline nationally and internationally. Reduce committee demands and other service effort where possible.	2021 - 2023	Standard and transparent service policies and expectations vetted and approved.	Nature of Work

College of Arts & Sciences

Action Item	Implementation Plan	Timeline	Measurable Outcomes	University Plan Alignment
Action Item 1.3 Develop equitable student mentoring policies and recognition.	Develop strategy for recognizing, supporting, and formalizing URM student advising as a part of workload	2021 - 2023	Standard and transparent mentoring policies and expectations vetted and approved	Nature of Work
Action Item 1.4 Communicate DEI goals and action items	Elevate and communicate broadly the activities of the Equity, Engagement, and Mentoring Working Group, the Center for Studies on Africa and its Diaspora, research and academic programs focused on social transformation, and other college DEI efforts; create a diversity speaker series to bring distinguished guests and college faculty together to address research and programs on topics of interest to a diverse faculty.	2022 and beyond	Clear communication of programs and effort	
Action Item 1.5 Work with the university to analyze and address salary compression and inversion.	Address salary inversions and compression in partnership with the university as resources allow; avoid inequities in salary	Ongoing	Reduction in faculty with inverted and compressed salaries	

Goal 2: Increase the percent of faculty who are from URM groups.

Background: Beginning in fall 2018, extensive changes to faculty search process took place:
-The college created benchmark data and hiring goals in 2018 as a part of the college strategic plan. These should be used in measuring our success.
-All faculty search committee chairs receive extensive training in inclusive faculty searches.
-Job ads have explicit language addressing expectations for a diverse academic environment.
-Job postings expanded to include venues that would receive notice of candidates from underrepresented groups.
(related to EEM recommendations I-A, I-B)

College of Arts & Sciences

Action Item	Implementation Plan	Timeline	Measurable Outcomes	University Plan Alignment
Action Item 2.1 Use best practices in faculty search processes.	Require entire search committees to train on inclusive search practices. Provide search advocates to search committees.	Fall 2021	Increase URM in candidate and interview pools	Faculty Recruitment
Action Item 2.2 Expect diverse candidate pools.	Question any pool without diverse representation; require explanation for lack of diversity	Fall 2021	Increase underrepresented groups in candidate pools	Faculty Recruitment
Action Item 2.3 Develop innovative hiring plans.	Create a study group to form ideas and detail needed resources for innovative faculty hiring programs. Consider innovations in recruiting that may include: faculty clusters in areas of inquiry that cut across disciplines and create synergistic research and academic programs; pipeline programs such as visiting scholars, post-doc programs, conferences for aspiring faculty.	Fall 2021 – Winter 2022	Enlarge pipeline of URM faculty hiring	Faculty Recruitment
Goal 3: Retain URM faculty				
Action Item 3.1 Develop faculty mentoring programs.	Define a mentoring program that will support faculty and provide transparent support and information about expectations. Communicate broadly across the college. Assign a mentor to all new faculty in the first semester in which they join the college.	Fall 2022 launch	Creation of a supportive culture for faculty	Mentoring

College of Arts & Sciences

Action Item	Implementation Plan	Timeline	Measurable Outcomes	University Plan Alignment
Action Item 3.2 Develop communication plan for DEI efforts.	Communicate opportunities for URM faculty to engage in various mentoring opportunities, including mentoring programs in the college and university, university affinity groups, NCFDD, etc., by elevating web presence and continuing to announce through ADFA office	Spring 2022	Transparency and increased participation rate	Mentoring
Action Item 3.3 Support leadership development.	Provide Academic Leadership Development program for mid-career faculty, such as the program provided in 2019 – 2020 academic year.	2022 – 2023 academic year	Increase participation and preparedness for leadership roles	Mentoring
Goal 4: Recognize and elevate the standing of non-tenure track faculty.				
Action Item 4.1 Address inequities in availability for NTT faculty to see career growth.	Assign a task force to examine ways to support the professional and career development of non-tenure track faculty, understanding that the job expectations and allocation of effort for NTT faculty vary across teaching, academic support, service, research. Include study of resources needed.	2022 – 2023 academic year	Increase professional support for NTT faculty; increase career progression and leadership positions for NTT faculty	Support for Research and Teaching
Action Item 4.2 Create awards that recognize excellence in non-tenure track faculty.	Create a study group to develop recommendations for how best to recognize faculty through awards in teaching, research, administration, and service	2022 – 2023 academic year	Increase recognition, pride, and satisfaction in NTT faculty	Appreciation and Recognition

Diversity, Equity, and Inclusion Action Plan 2021 - 2024

Goal 1
Create a climate in which all faculty and staff in the college are included and respected, and feel that they can be productive and meet their professional aspirations.

Action Item 1.1   **Ensure equitable policy and process.**

Description: Infuse DEI training with ongoing leadership development of deans, department chairs, and other academic leaders with a two-day workshop led by consultants from the Race Matters Institute of JustPartners, Inc. Workshops to focus on how policies and processes can create an equitable and inclusive college ecosystem. Examine and revise policies and processes using the tools learned; submit revised policies to the appropriate governance bodies.

Who: College leadership (dean, associate deans, assistant deans, unit directors, chairs)

Expected result: College leaders gain the perspective and tools needed to advance equitable and inclusive practices and policies. Policy statements and review manuals fully vetted and approved.

Date: June 2021 training; Academic year 2021 – 2022 policy examination; 2023 – 2024 full approval

Responsible: Dean, Department chairs

Addresses EEM areas for action: I-F; II-B; II-C; university plan: Nature of Work

Action Item 1.2   **Create equitable service policies and recognition.**

Description: Develop service expectations for all faculty that distribute service equitably in the department, but also across the college and university. Recognize the full portfolio of service at all levels of the university, including faculty and student mentoring and service for the discipline nationally and internationally. Reduce committee demands and other service effort where possible.

Expected Result: Standard and transparent service policies and expectations vetted and approved.

Date: 2021 – 2023

Responsible: Dean, Department chairs

Address EEM areas for action: I-F; II-A; II-B; II-C; university plan: Nature of Work

Action Item 1.3   **Develop equitable student mentoring policies and recognition.**

Description: Develop strategy for recognizing, supporting, and formalizing URM student advising as a part of workload

Expected Result: Standard and transparent student mentoring policies and expectations vetted and approved.

Date: 2021 – 2023

Responsible: ADFA, EEM, College Executive Committee

Addresses EEM areas for action: II-A, II-B; university plan: Nature of Work

Action Item 1.4   **Elevate and communicate broadly the activities of the Equity, Engagement, and Mentoring Working Group, the Center for Studies on Africa and its Diaspora, research and academic programs focused on social transformation, and other college DEI efforts; create a diversity speaker series to bring distinguished guests and college faculty together to address research and programs on topics of interest to a diverse faculty.**

Expected Result: Clear communication of programs and effort

Date: 2022 and beyond

Responsible: Dean, College PR/Comm

Address EEM areas for action: I-E; university plan:

Action Item 1.5   **Work with the university to analyze and address salary compression and inversion.**

Expected Result: Address salary inversions and compression in partnership with the university as resources allow; avoid inequities in salary

Date: Ongoing

Responsible: Dean, university administration

Addresses EEM overarching comments; university plan:

Goal 2
Increase the percent of faculty who are from URM groups.

Background: Beginning in fall 2018, extensive changes to faculty search process took place:
-The college created benchmark data and hiring goals in 2018 as a part of the college strategic plan. These should be used in measuring our success.
-All faculty search committee chairs receive extensive training in inclusive faculty searches.
-Job ads have explicit language addressing expectations for a diverse academic environment.
-Job postings expanded to include venues that would receive notice of candidates from underrepresented groups. (related to EEM recommendations I-A, I-B)

Action Item 2.1   **Use best practices in faculty search processes.**

Description: Require entire search committees to train on inclusive search practices. Provide search advocates to search committees.

Expected Result: Increase URM in candidate and interview pools

Date: Fall 2021

Responsible: Associate Dean for Faculty Affairs

Addresses EEM areas for action: I-C; university plan: Faculty Recruitment

Action Item 2.2   **Expect diverse candidate pools.**

Description: Question any pool without diverse representation; require explanation for lack of diversity

Expected Result: Increase underrepresented groups in candidate pools

Date: Fall 2021

Responsible: Department chairs

Addresses EEM areas for action: I-C; university plan: Faculty Recruitment

Action Item 2.3   **Develop innovative hiring plans.**

Description: Create a study group to form ideas and detail needed resources for innovative faculty hiring programs. Consider innovations in recruiting that may include: faculty clusters in areas of inquiry that cut across disciplines and create synergistic research and academic programs; pipeline programs such as visiting scholars, post-doc programs, conferences for aspiring faculty.

Expected Result: Enlarge pipeline of URM faculty hiring

Date: Fall 2021 – Winter 2022 before faculty hiring plans submitted to dean in Summer 2022

Responsible: Dean

Addresses EEM areas for action: I-B; university plan: Faculty Recruitment

| **Goal 3** |
| **Retain URM faculty** |

Action Item 3.1   **Develop faculty mentoring programs.**

Description: Define a mentoring program that will support faculty and provide transparent support and information about expectations. Communicate broadly across the college.

                    Assign a mentor to all new faculty in the first semester in which they join the college.

Responsible: Associate Dean for Faculty Affairs

Expected Result: Creation of a supportive culture for faculty

Date: Fall 2022 launch
Addresses EEM areas for action: I-D; I-F; university plan: Mentoring

Action Item 3.2   Develop communication plan for DEI efforts.
Description: Communicate opportunities for URM faculty to engage in various mentoring opportunities, including mentoring programs in the college and university, university affinity groups, NCFDD, etc., by elevating web presence and continuing to announce through ADFA office
Responsible: Associate Dean for Faculty Affairs, college PR/Comm
Expected Result: Transparency and increased participation rate
Date: Spring 2022
Addresses EEM areas for action: I-E; university plan: Mentoring

Action Item 3.3   Support leadership development
Description: Provide Academic Leadership Development program for mid-career faculty, such as the program provided in 2019 – 2020 academic year.
Responsible: Associate Dean for Faculty Affairs
Expected Result: Increase participation and preparedness for leadership roles
Date: 2022 – 2023 academic year
Addresses EEM areas for action: I-G; university plan: Mentoring

Goal 4
Recognize and elevate the standing of non-tenure track faculty.

Action Item 4.1   Assign a task force to examine ways to support the professional and career development of non-tenure track faculty, understanding that the job expectations and allocation of effort for NTT faculty vary across teaching, academic support, service, research. Include study of resources needed.
Responsible: Dean
Expected Result: Increase professional support for NTT faculty
Date: 2022 – 2023 academic year
Addresses EEM areas for action: IIIA – E; university plan: Support Research and Teaching

Action Item 4.2   Create awards that recognize excellence in non-tenure track faculty.
Description: Create a study group to develop recommendations for how best to recognize faculty through awards in teaching, research, administration, and service
Responsible: Dean
Expected Result: Increase recognition and pride in NTT faculty
Date: 2022 – 2023 academic year
Addresses EEM areas for action: III-D; III-E; university plan: Appreciation and Recognition