Report of the Commission on the Next Generation of Faculty

Mary Beth Walker and Sara Rosen, Chairs

June 1, 2019
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1. Executive Summary

Georgia State University has the potential to become a nationally recognized model for leadership in building a diverse and inclusive faculty, given its diverse student body, geographic situation in the heart of Atlanta, and clearly stated goal to “Be a nationally recognized model for leadership in inclusion” (Strategic Plan Goal 4, Initiative 3). To reach such potential, the efforts to recruit, engage, and retain underrepresented minority (URM) faculty members at Georgia State must improve. Georgia State must bring its institutional spirit of innovative programming to design, implement, and evaluate strategies that build diversity and inclusion, thereby further enriching the academic environment and inspiring even more members of our diverse student body. The Commission on the Next Generation of Faculty was tasked with proposing how the university might best approach this opportunity and offers five Transformative Recommendations, which are high priority actions that should lead to greater success at recruiting, engaging, and retaining a diverse faculty, as well as three Best Practice Initiatives, which are essential for Georgia State to become nationally recognized in diversity and inclusion. Each recommendation and initiative is intended to be implemented across all campuses.

Transformative Recommendations

Recommendation 1: Make faculty diversity and engagement a visible priority coming from the President and senior leadership, and infuse this commitment throughout the university with urgency to act and the resources to support it.

Recommendation 2: Invest resources into deepening the sense of community and engagement for all faculty, and celebrate the diversity of Georgia State’s people, programs, and campus cultures.

Recommendation 3: Create a Center for African-American and African Diaspora Scholarship and Outreach, which will serve as a research and resource center to foster intellectual community across the university and in collaboration with Atlanta partners.

Recommendation 4: Implement new strategies for recruiting individuals from underrepresented minority groups to Georgia State faculty positions.

Recommendation 5: Create best-in-class, data-informed analytics to examine and address trends, including tracking faculty hires and implementing regularly-scheduled climate surveys.

Best Practice Initiatives.

Initiative 1: Adopt and implement best practices for hiring faculty from diverse groups.

Initiative 2: Create programming designed to promote the development and retention of faculty of all backgrounds.

Initiative 3: Create a university-wide steering committee, reporting to the Provost or President, with authority and resources to carry out these recommendations and sustain the institution’s focus on diversity and inclusion.
2. Introduction

Georgia State University has the potential to become a nationally recognized model for leadership in building a diverse and inclusive faculty. With one of the most diverse student bodies of any public research university in the nation, Georgia State naturally identifies increased faculty diversity as an institutional priority. We are situated in the heart of Atlanta, within walking distance of the birthplace of Martin Luther King, Jr., in the center of one of the largest African-American populations in the country, and in a destination city for growing populations of immigrants from across the globe. These advantages of student diversity and institutional location present ideal conditions for building a more diverse body of faculty. In the University Strategic Plan, Goal 4, Initiative 3 affirms Georgia State’s commitment: “Be a nationally recognized model for leadership in inclusion.” The initiative continues:

Georgia State is one of the most diverse universities in the nation, a community of faculty, staff and students from varied racial, ethnic, socio-economic and lifestyle backgrounds. Its campus is a laboratory that includes everyone in building understanding, tolerance and concern for others, qualities that are central to human progress. In the heart of one of the world’s global centers, the university has an opportunity to demonstrate to the world how diversity can be a catalyst for change and inclusive growth (Appendix 1).

In light of these advantages and goals, the efforts to recruit, engage, and retain underrepresented minority (URM) faculty members at Georgia State must improve. We refuse to be content with being average in this respect, when our goal is to be a national model. To reach our full potential, Georgia State must bring to bear its institutional spirit of innovative programming and take full advantage of our city’s magnetic pull, by emphasizing our connections to Atlanta. These connections include various communities in Atlanta as well as partnerships with local and state government, non-profit, finance, health, science and technology, and industry sectors.

To provide guidance and spur activity in this important domain, President Becker and Provost Palm established the Commission for the Next Generation of Faculty on November 3, 2017. The commission was given the charge to recommend “programs and strategies to strengthen, distinguish, and diversify Georgia State University’s faculty. The Commission is charged with addressing Goal 4, Initiative 3 of the GSU Strategic Plan which states that the university will be a ‘nationally recognized model for leadership in inclusion.’” (Appendix 2).

Accordingly, the Commission undertook a series of activities aimed at providing recommendations to advance diversity and inclusion during recruitment, to build a community that welcomes and engages all our faculty, and to build our capacity to retain a highly successful and diverse faculty:

- Commission members reviewed university and national data, as well as literature on national trends, best practices, and innovations in the areas of recruitment, engagement, and retention;
Four members went on a study trip to the University of Maryland – Baltimore County, known for making innovative inroads in the areas of the Commission’s charge;

The Commission hired Dr. Damon Williams, a consultant, to perform a qualitative, focus-group-based study of the lived experience of Georgia State faculty members from various demographic groups, with emphasis on diversity, engagement, and inclusion; and

Commission members discussed, drafted, vetted, and revised its recommendations, as presented here.

While diversity can take many forms, the Commission focused mainly on racial and ethnic diversity, noting that this is where the need is currently most pronounced, based in part on Georgia State’s increasing national profile related to student diversity. Not only does Georgia State need to hire more underrepresented minority (URM) faculty members, but also Georgia State can do more so that faculty members all feel welcomed at all levels, are fully integrated into the life of the university community, and are properly oriented, supported, mentored, developed, and ultimately retained. Our ability to increase our students’ success is proof that we have the ability to build and retain a more diverse faculty if we bring the same level of commitment to this task.

The visit to UMBC elevated our understanding of potential transformative approaches and led us to brainstorm more broad and innovative possibilities. Moreover, the Commission’s consultant identified nine major themes that reflect the experiences of a diverse array of faculty participants. African-American faculty, in particular, feel over-taxed, under-supported, and often unwelcome and invisible. There was the sense among many participants that a “crisis of community” exists at Georgia State. Other themes express a desire for a more visible commitment to faculty diversity by university leaders, increased transparency from the administration and the continuing culture shock associated with Georgia State’s relatively recent consolidation. By answering the call to elevate diversity and inclusion, the university can strengthen the bonds of community and ensure that the lived experience among all faculty is inviting, supportive, and efficacious.

Based on institutional data, national trends, investigative work on new and validated approaches, and our own internal focus group study, the Commission’s recommendations and initiatives articulate a new strategy, consistent with the trajectory of an innovative university that aims, as our Mission Statement articulates, to “solve complex issues” and “tackle the challenges of an urbanizing nation and world.” Commission members share the view expressed by many faculty in the focus groups that there is an urgency for Georgia State to act on these issues now—to do more to hire, welcome, engage, and retain a diverse faculty.

3. The Commission and Its Charge

On November 3, 2017, President Mark Becker and Provost Risa Palm convened the Commission on the Next Generation of Faculty, to be led by Associate Provost for Strategic Initiatives and
In his initial letter to the Commission, President Becker wrote that “it is time” to tackle a challenge “that vexes universities across our nation, the lack of faculty diversity.” Furthermore, President Becker’s letter charged the Commission members as follows (full text of letter in Appendix 2):

[W]e will take a data-informed approach to identifying the challenges and opportunities for addressing the lack of faculty diversity at Georgia State, as well as nationwide. Many universities have established programs intended to promote faculty diversity, and yet very few have truly moved the needle. Good intent is laudable and yet inadequate. We therefore seek to once again be innovative in establishing programs that will become nationally recognized and adopted by showing that it is indeed possible to move the needle.

The Commission for the Next Generation of Faculty will develop programs and strategies to strengthen, distinguish, and diversify Georgia State University’s faculty. The Commission is charged with addressing Goal 4, Initiative 3 of the GSU Strategic Plan which states that the university will be a ‘nationally recognized model for leadership in inclusion.’ The Commission will advise…the Provost on the issues of diversity and inclusion as they relate to the preparation, recruitment and career advancement of faculty members.

The Commission members (Appendix 3) were selected because their positions and experience enable them to make relevant contributions to the Commission’s charge. They include faculty from various colleges, members of the University Senate’s Faculty Affairs and Cultural Diversity committees, several members of the Provost’s leadership team, Dean of the College of Arts and Sciences, an Associate Dean at Perimeter College, the Associate Vice President for Human Resources, the University Attorney, and a member of the Georgia State University Foundation Board. When Commission Chair Mary Beth Walker took a position outside the university, Dean Sara Rosen assumed the role of committee chair.

The Commission held its first meeting on November 17, 2017, and met regularly through June 2019.

4. Work of the Commission

The Commission approached its work in four phases.

a. Reviewing Faculty Demographic Trends

In the first phase, using data provided by the Office of Institutional Effectiveness, the Commission reviewed Georgia State University faculty demographic trends over the previous four years. At a meeting on January 17, 2018, the Commissioners reviewed demographic trends
for full-time and part-time faculty, and at each tenured/tenure-track faculty rank, in every college. (See Faculty Demographics Presentation in Appendix 4).

b. **Studying National Trends, Best Practices, and Innovations**

In the second phase, the Commission sought to learn from national trends, best practices, and innovations. Commissioners compared the trends identified at Georgia State with demographic trends visible in the NSF’s Survey of Earned Doctorates (Appendix 5). Commissioners considered the “availability factors” for each faculty job market identified by the EEOC and discussed reports detailing issues of retention as well; studied academic papers related to efforts to increase faculty diversity and inclusion; and performed a needs assessment on the university data system for tracking new hires as well as promotion and tenure. Additionally, Commissioners debated the strengths and weaknesses associated with past and existing faculty-focused efforts at Georgia State. On June 7, 2018, four Commission members, including the Chair, participated in a day-long visit to the University of Maryland–Baltimore County, a noted innovator in faculty diversity, engagement, and inclusion. The visiting team talked with the President of UMBC and members of various teams devoted to the issues in the Commission’s charge. At UMBC, President Freeman Hrabowski shared his strategy to organize campus efforts to improve diversity and inclusion, including approaches to diversity hiring plans, job ad language, recruitment strategies, applicant tracking, graduate student pipeline initiatives, a postdoctoral fellows program, mentoring, peer affinity groups, and more. (For a list of links to exemplary programs and other resources, see Appendix 6. For a full account of the UMBC visit, see Appendix 7).

c. **Conducting Focus Groups of GSU Faculty**

In the third phase, the Commission hired a consultant, Damon Williams, Ph.D., of the Center for Strategic Diversity Leadership and Social Innovation, an Atlanta-based non-profit organization. Dr. Williams was contracted on behalf of the Commission to plan and conduct a series of focus groups with full-time faculty members, exploring their lived experiences, especially related to diversity and engagement at various stages of career paths at Georgia State. The Office of Institutional Effectiveness sent invitations by email to all full-time faculty at Georgia State (for the invitation, see Appendix 8). In response, 230 faculty members signed up to participate, 157 faculty members actually participated, and 9 different discussions were conducted on November 13 and 15 (Downtown campus) and November 14 (Clarkston campus), 2018. Dr. Williams and his team noted nine themes that capture the views of faculty participants, as presented below with brief explanations. (For the complete focus group report, “Completing the Circle,” see Appendix 9.)

d. **Drafting Recommendations**

In the fourth phase, the Commission members divided into three subcommittees to draft recommendations in three general categories: recruitment, retention, and engagement. The Commission as a whole discussed the draft recommendations, merged them as appropriate,
prioritized, winnowed, and revised, until reaching a consensus on the Commission’s final recommendations, as they appear below.

5. Transformative Recommendations.

The following recommendations represent actions that, in the Commission’s judgment, must be prioritized so that Georgia State can build on its recognition as an innovator in student success to be recognized as a national leader in faculty diversity, engagement, and inclusion. These recommendations answer the call to action, create a pipeline and nurture success, and create a sustainable future for work on diversity.

Recommendation 1: Make faculty diversity and engagement a visible priority coming from the President and senior leadership, and infuse this commitment throughout the university with urgency to act and the resources to support it.

The university effort to become a national model of faculty diversity and inclusion will require visible and enduring endorsement by the president, provost, and senior leadership. The endorsement could take many forms, such as a presidential roundtable discussing the Commission as well as Georgia State’s path forward in this area; making funds available for addressing gaps in faculty diversity and university practices that promote diversity and inclusion; creating, maintaining, and broadly linking a website devoted to efforts pertinent to faculty diversity; relevant updates distributed by campus-wide e-mail from senior administrators; and attendance of senior administrators at events that celebrate diversity.

Recommendation 2: Invest resources into deepening the sense of community and engagement for all faculty, and celebrate the diversity of Georgia State’s people, programs, and campus cultures.

- On all campuses, enhance the welcoming orientation events for new faculty, enable attendance by current faculty, and focus especially on URM faculty. Address the needs and concerns of new URM faculty at orientation; provide clear and consistent information regarding institutional norms and procedures.
- Promote conversation and community among all faculty, especially those from underrepresented groups, by means of supporting the creation of affinity groups, holding periodic town hall discussions and workshops or retreats with upper administrators, and supporting interdisciplinary project-centered coalitions.
- Host regularly scheduled events with the purpose of welcoming underrepresented minority faculty into the Georgia State community and then providing “check in” sessions periodically to hear questions and concerns that faculty might have. Consider including receptions or luncheons organized around faculty career stages (e.g., workshops and receptions for junior faculty, receptions for new associate professors or
retiring URM faculty) or activity-based receptions that are designed to get people to engage and get to know one another.

Recommendation 3: *Create a Center for African-American and African Diaspora Scholarship and Outreach, a research and resource center for intellectual community across the university and in collaboration with Atlanta partners.*

The idea for a center focused on African-American and African diasporic scholarship and outreach is built on the recognition that race continues to play a central role in the construction of American life and institutions. It leverages the location of Georgia State in downtown Atlanta, in the same neighborhoods as the Martin Luther King Center, the Center for Civil and Human Rights, the Carter Center, the Auburn Avenue Research Library for African American Studies, and other important markers of the struggle for civil rights. Georgia State has a unique opportunity to build linkages and networks with these local, but high-profile institutions. This center can serve as a convening point for Georgia State scholars examining the experience of African Americans in the United States and the understanding of the historic achievements and struggles of African-descended people in the U.S. and beyond. The center can offer a range of programs including seminars, lectures, podcasts, internships, local outreach, study abroad, and global collaborations. It will address issues of health and income disparities, migration and immigration, (in)equality and access, and more. This center can prove Georgia State University to be a national and international hub for interdisciplinary and innovative scholarship, teaching, and outreach in issues of race and the African Diaspora. These should be coordinated with student-led initiatives, e.g., existing Martin Luther King, Jr. Day celebrations, as well as academic departments and scholars across the university.

Recommendation 4: *Implement new strategies for recruiting individuals from underrepresented minority groups to Georgia State faculty positions.*

- **Host an annual conference for advanced PhD students from underrepresented groups.** Hosting an annual event for advanced doctoral students from around the nation is a way to begin building their awareness of and relationships with Georgia State, which may lead to future hiring opportunities. The event might be hosted by the Center for the Advancement of Students and Alumni (CASA), thereby linking the university’s long-range effort to increase the diversity of the professoriate with shorter term efforts to grow our own faculty diversity.

- **Institute a two-year post-doctoral fellowship program to hire and mentor new PhDs in a pipeline to faculty positions.** Create a well-designed visiting faculty or post-doctoral research/teaching fellows program as a tool to recruit and mentor future URM faculty, with the expectation that fellows may apply for subsequent tenure track positions at
Georgia State. Expand the Provost’s Visiting Scholars Program to incorporate a set of competitive, two-year post-doctoral fellowships for scholars who exemplify and/or emphasize pursuits related to demographic groups that remain under-represented in academia, and who have recently completed their PhDs. Fellows will benefit from a cohort model with additional orientations, and invitations to teaching and research mentorship. Ideally, these individuals will be hired into permanent positions at Georgia State. If not, Georgia State will provide support as they seek positions elsewhere.

- **Create a targeted senior faculty hiring program.** Create a targeted senior faculty hiring program, with outreach in strategically significant fields, with the aim of hiring full professors whose experience and/or scholarly work focuses on under-represented demographic groups in the US. Cluster or special hiring programs could be adapted for this purpose. Target faculty for recruitment through the use of endowed chairs and ad campaigns in venues that are focused on URM faculty in particular fields of study. Such senior faculty could serve as mentors to faculty and PhD students, and would likely interact with the Center for African-American and African Diaspora Studies, providing additional intellectual rigor to the center activities.

**Recommendation 5:** Create best-in-class, data-informed analytics to examine and address trends, including tracking faculty hires and implementing regularly-scheduled climate surveys.

- **Implement a university level applicant tracking system for faculty recruitment.** Identify and use a system that provides consistent data on applicant demographics and trends consistently and across all campuses.

- **Implement an enterprise software solution to track faculty career progression from the first application through retirement.** Design and conduct data collection on the process and outcome at each stage of the faculty career, and house the results in the database. Aggregate data should be made available to the university community whenever feasible, while ensuring that faculty privacy and confidentiality are maintained.

- **Implement regular periodic faculty climate surveys.** Canvas faculty satisfaction, areas of need, and recommendations for success in recruitment, engagement, and retention, and report the results to the Steering Committee and Administrative Council at regular intervals. Areas to be addressed in the survey include but are not limited to satisfaction with faculty hiring, onboarding, engagement, retention, and efforts on diversity and inclusion.

- **Track the impact of the Commission-based initiatives.** Collect data at baseline and frequent intervals thereafter to assess what strategies are most effective. Enable analysis and interpretation to be undertaken by the Steering Committee (see Initiative 3 below).

**6. Best Practice Initiatives.**

The Commission identified several national best practices and recommends that the university adopt these strategies consistently across the institution.

**Initiative 1:** Adopt and implement best practices for hiring faculty from diverse groups.
Train search advocates and search committees. Institute training for search advocates and search committees in fair, lawful, and inclusive practices, so that search processes are appropriate and minimize intended or unintended bias. Include training on application review and interviewing practices, among other areas.

Require search advocates in all faculty searches. Place a trained search advocate on each search committee, with the role of guiding the committee in drafting inclusive job ads, preparing appropriate interview questions, and helping candidates find the information they need.

Fund existing faculty to attend professional conferences to recruit URM candidates. Provide funding for faculty to attend conferences that highlight individuals from underrepresented groups and to recruit candidates to apply for relevant positions.

Require diverse candidate pools. Institute screening practices for job ads and position descriptions that interrupt or reduce bias. This includes advertising in venues that will attract diverse pools, and pre-screening candidate pools for diversity. Establish institution-wide requirements for candidate pool diversity.

Initiative 2: Create programming to promote the development and retention of faculty of all backgrounds.

Create a university-wide mentoring strategy that will provide community and support for all faculty to engage fully with the university, with focus on faculty from underrepresented groups. Standardize mentoring practices across university units, using strategies geared specifically toward URM faculty. Recommended approaches include but are not limited to recruitment or assignment of multiple mentors (each playing different roles for the faculty mentee), initiating mentoring during the on-boarding process, emphasizing open communication and providing consistent advice—especially on university policies regarding annual evaluations and promotions. Mentors should go through a training process to ensure that techniques are broadly shared.

Provide a leadership forum for chairs, deans, and center directors that includes training on best practices in diversity and inclusion. Critical decisions about faculty retention are made by chairs and deans, with center directors playing powerful roles as well. We recommend they receive training in leadership, best practices in hiring, and ethical conduct. The recommendation is to provide two workshops per semester, with expert presentations, case studies, role-play, and/or other active teaching and learning approaches. This will maximize the ability of campus leaders to provide empathetic support, candid feedback, as well as fair and more transparent assessment of their faculty at appropriate times during faculty tenures on our campuses.

Initiative 3: Create a university-wide steering committee, reporting to the Provost or President, with authority and resources to carry out these recommendations and sustain the institution’s focus on diversity and inclusion.
- **Establish a steering committee.** Establish a standing committee to be charged with advising on implementation of the Commission’s recommendations, sustaining the university’s focus on diversity and inclusion, with an explicit accountability structure and annual reporting to the Administrative Council.

- **Require broad membership on the committee.** Draw faculty in every College, from the Offices of Faculty Affairs, Institutional Effectiveness, and International Initiatives, and from the Senate Cultural Diversity Committee and Faculty Affairs Committee. Ensure invested membership on the committee by individuals from all backgrounds.

- **Hire a dedicated staff coordinator.** Hire a full-time, dedicated staff coordinator to manage the steering committee’s projects and liaise with the campus community.
Appendix 1: Charge Letter

OFFICE OF THE PRESIDENT

P. O. Box 3999
Atlanta, GA 30302-3999
Phone 404-413-1300
Fax 404-413-1301

November 3, 2017

Kavita Pandit, Associate Provost
for Faculty Affairs
Sara Rosen, Dean - College of Arts
and Sciences
Elizabeth West, Professor - English, Executive
Director-SAMLA, CAS
Jim Ainsworth, Associate Professor, Sociology,
CAS
Jonathan Gayles, Professor, African-
American Studies, CAS
Kyle Frantz, Senior Faculty Associate for
Pipeline Programs
Pamela Moolenaar-Wirsy, Associate Dean, Center for Excellence Teaching
& Learning - PC
Linda Nelson, Associate Vice President, Human Resources
Dallas Smith, GSU Foundation Board

Dear Colleagues:

Georgia State University is nationally recognized as an innovative university that has
achieved extraordinary success in graduating students from diverse backgrounds at
rates higher than national norms. There has been no magic bullet to our success; our
results flow in large measure from our deep commitment to a data-driven approach to
identifying and conquering the myriad of challenges that our students face. Through
years of sustained work, we have developed an integrated suite of programs that
today is viewed as a national model for student success. Furthermore, we have
made similar strides in advancing our research and teaching programs. The results
we have achieved prove that remarkable success can be had where others have
stalled or failed. To that end, I believe it is time that we embark on tackling another
challenge that vexes universities across our nation, the lack of faculty diversity,

Provost Palm and I are establishing a Commission for the Next Generation of
Faculty. As we have done in the student success area, we will take a data-
informed approach to identifying the challenges and opportunities for
addressing the lack of faculty diversity at Georgia State, as well as nationwide.
Many universities have established programs intended to promote faculty diversity, and yet very few have truly moved the needle. Good intent is laudable and yet inadequate. We therefore seek to once again be innovative in establishing programs that will become nationally recognized and adopted by showing that it is indeed possible to move the needle.

The Commission for the Next Generation of Faculty will develop programs and strategies to strengthen, distinguish, and diversify Georgia State University’s faculty. The Commission is charged with addressing Goal 4, Initiative 3 of the GSU Strategic Plan which states that the university will be a "nationally recognized model for leadership in inclusion," The Commission will be led by Dr. Mary Beth Walker, Associate Provost for Strategic Initiatives, and will advise the Senior Vice President for Academic Affairs and Provost on the issues of diversity and inclusion as they relate to the preparation, recruitment and career advancement of faculty members.

I hereby request that you serve as a member of the Commission for the Next Generation of Faculty. Please e-mail Ms. Ethel Brown at ebrown@gsu.edu to confirm your willingness to serve. After we have heard from each of you, Dr. Walker's office will be in contact to schedule the initial meeting of the Commission.

I thank you in advance for your commitment to advancing Georgia State University and the future of American higher education.

Sincerely,

Mark P. Becker, Ph.D.
President

C: Mary Beth Walker, Associate Provost for Strategic Initiatives  
Risa Palm, Provost and Senior Vice President for Academic Affairs  
Michael Galchinsky, Associate Provost for Institutional Effectiveness  
Kerry Heyward, University Attorney
Appendix 2. University Strategic Plan (2016), Goal 4, Initiative 3

**2016 Initiative 3: Be a nationally recognized model for leadership in inclusion.**

Georgia State is one of the most diverse universities in the nation, a community of faculty, staff and students from varied racial, ethnic, socio-economic and lifestyle backgrounds. Its campus is a laboratory that includes everyone in building understanding, tolerance and concern for others, qualities that are central to human progress. In the heart of one of the world’s global centers, the university has an opportunity to demonstrate to the world how diversity can be a catalyst for change and inclusive growth.
Appendix 3: Commission Membership

Dr. Mary Beth Walker, Associate Provost for Strategic Initiatives and Innovation, chaired the Commission. When Dr. Walker had to take leave, Dr. Sara Rosen, Dean of the College of Arts and Sciences, took on the chair role as of January, 2019. The Commission is comprised of the following members:

- Dr. Kavita Pandit, Associate Provost for Faculty Affairs
- Dr. Sara Rosen, Dean, College of Arts and Sciences
- Dr. Elizabeth West, Professor of English and Executive Director, South Atlantic Modern Language Association (SAMLA)
- Dr. James Ainsworth, Associate Professor of Sociology
- Dr. Collins Airhihenbuwa, Professor of Health Policy and Behavioral Sciences
- Dr. Jonathan Gayles, Professor of African-American Studies
- Dr. Kyle Frantz, Director of the Center for the Advancement of Students and Alumni
- Dr. Pamela Moolenaar-Wirsy, Associate Dean, Center for Excellence in Teaching & Learning (CETL) – Perimeter College
- Dr. Michael Galchinsky, Associate Provost for Institutional Effectiveness
- Ms. Linda Nelson, Associate Vice President, Human Resources and Opportunity Development/Diversity Education Planning
- Mr. Dallas Smith, Georgia State University Foundation Board
- Ms. Kerry Heyward, University Attorney (ex officio)
Appendix 4: Initial Faculty Demographics Presentation

Slide 1

Commission on the Next Generation of Faculty
January 17, 2018
Michael Galchinsky, Associate Provost for Institutional Effectiveness

Slide 2

Faculty by Race, 2014-2017
Downtown Campus

Totals rise from 1460 – 1590. Gains in every ethnic group. By %, Af-am gains while whites fell by similar amount. Asians steady.
The gains in faculty have been shared in both genders: men started out and ended higher, but women have gained as well. White declines on the female side. Black gender gap. Asians steady. Hispanics very small share by gender: 0-3%

Fall 17 drop in faculty represents the faculty who left for College of the Arts.
Andrew Young School of Policy Studies

Perimeter College
Slide 9

Tenured/Tenure-Track Women, Downtown Campus

Slide 10

Tenured/Tenure-Track Women by Rank

Biggest drop-off: female assistant professors. What does this portend for the pipeline. Compare # of black women at each rank: question—are we failing to retain/promote black associate professors to full?
Men: Asian gains, white variable, blacks steady, Hispanics steady

Full men gains, asst drop, assoc varies. Black men highest share at assoc prof—pipeline issue?
Ns are small: 50-65. Might expect lecturers to be more variable, but similar patterns: whites declining share, Asians steady/growing. But a difference is relative proportions of black women and men. Variable but most recent year gain. Hispanics 0-3.5%
26% growth overall, but gains disparate for men (40%) and women (8%). White men have gained, which meant that black men have dropped as a share, though the N remains more or less steady. White women have dropped as a share due to the addition of an Asian-American woman. Hispanics steady at 1 (woman) or 0 (men).

Slide 16

**Takeaways for Downtown Campus: Overall**

- Overall number of faculty has increased, for both men and women. As a proportion of the total, Whites have declined slightly, Asians/Asian-Americans and Hispanics have held steady, African-Americans have increased slightly.

- Both the headcounts and the percentages are highly variable by college.

- Both women and men have made gains, but women’s gains have a flatter slope than men’s. Both men and women have experienced a marked decline at the assistant professor rank that is not matched at the other ranks.
Takeaways by Race/Ethnicity and Gender

• There is a sizable Black gender gap. Black women tend to outnumber Black men, sometimes by more than double, and have 2x-3x larger share of women than Black men have of men. Black men in general have not seen the same gains as Black women, or as men in other groups.

• Blacks overall have a smaller share of full professors than of associate or assistant professors.

• Hispanics have a smaller share of all faculty than Blacks, Asians/Asian-Americans, and Whites: 0-3.5% across all ranks.

• The number of faculty administrators (including department Chairs, Associate Deans, Deans, APs, VPs, Provost, and President) has increased during the period by 26%, from 91 to 115. Of those, the number of male administrators has grown 5x faster than the number of female administrators. The number of female administrators grew from 39 to 42, or 8%, while the number of male administrators grew from 52 to 73, or 40%.
Appendix 5: Survey of Earned Doctorates, Variability of New PhDs by Broad Field, at Georgia State and Peer Institutions

Survey of Earned Doctorates 2017
Confidential Results for Georgia State University

Section I. A comparison of research doctorates at your institution with research doctorates from your peer institutions, and all doctorate institutions

<table>
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<th>Research Doctorate Recipients</th>
<th>Your Institution</th>
<th>Your Peer Institutions</th>
<th>All Institutions</th>
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Survey of Earned Doctorates, Doctorates Awarded by Race, Ethnicity, and Broad Field of Study, 2017
Survey of Earned Doctorates, Doctorates Awarded to Women, by Broad Field of Study, 1998-2017

![Graph showing the share of doctorates awarded to women by broad field of study from 1998 to 2017.](chart)

- Education
- Psychology and social sciences
- Physical sciences and earth sciences
- Life sciences
- Other non-S&E fields
- Mathematics and computer sciences
- Engineering
Appendix 6. Resources

Introduction
In the process of gathering information about how to enhance faculty diversity and inclusion, the commission members consulted a wide variety of resources, such as published literature describing and/or validating practices that support faculty hiring, engagement, and retention; program websites at model institutions around the nation; and funding mechanisms that propel action at institutions with goals to diversify the professoriate. Although certainly not exhaustive, the websites listed below highlight some of these helpful resources for those who have the opportunity to translate the commission’s recommendations into pilot programming, institutionalized practices, and progressive policies in the future.

Africana Centers
Cornell University Africana Studies and Research Center
https://africana.cornell.edu

Penn State University Africana Center
https://arc.la.psu.edu

Tufts University Africana Center
http://students.tufts.edu/student-affairs/living-campus/group-six/africana-center

Black Faculty and Staff Organizations
University of Cincinnati Black Faculty Association
https://www.uc.edu/provost/faculty1/black-faculty-association.html

Johns Hopkins University Black Faculty and Staff Association
https://bfsa.jhu.edu/

University of Central Florida Black Faculty and Staff Association
https://bfsa-ucf.org/wp-BFSA/

University of Texas at Austin Black Faculty and Staff Association
http://sites.utexas.edu/bfsa/

Iowa State University Black Faculty and Staff Association
https://www.diversity.iastate.edu/connect/fsa/bfsa

University of South Florida Black Faculty and Staff Association
https://www.usf.edu/bfsa/

University of South Florida Black Faculty and Staff Association Welcome Breakfast Invitation

California State University Fresno Black Faculty and Staff Association
Eastern Michigan University Black Faculty and Staff Association
https://www.emich.edu/bfsa/

University of Alabama Black Faculty and Staff Association
http://bfsa.ua.edu/

Faculty Hiring, Engagement, & Retention Practices
AAC&U Inclusive Excellence Committee
https://www.aacu.org/commission

American Associate of Public and Land Grant Universities (APLU) Aspire Project

Georgia Institute of Technology Faces of Inclusive Excellence
https://diversity.gatech.edu/facesofinclusiveexcellence

Kennesaw State University Office of Diversity and Inclusion
https://diversity.kennesaw.edu

National Science Foundation INCLUDES efforts to broaden participation in science and engineering:

National Science Foundation ADVANCE efforts to support women faculty
https://www.nsf.gov/crssprgm/advance/awards.jsp

University of Maryland – Baltimore County (UMBC) ADVANCE for women faculty
https://advance.umbc.edu

University of Maryland – Baltimore County (UMBC) Eminent Scholar Mentoring Program
https://facultydiversity.umbc.edu/eminent-scholar-mentoring-program/

Pipeline Programming
UMBC Postdoctoral Fellows for Faculty Diversity
https://facultydiversity.umbc.edu/httpsfacultydiversity-umbc-edufiles201806postdoc-brochure-pdf/

New England Science Symposium from Harvard University
https://mfdp.med.harvard.edu/dcp-programs/medicalgraduate/new-england-science-symposium
Faculty Mentoring Practices
Georgia Institute of Technology Faculty Mentoring Program
https://cos.gatech.edu/mentoring

National Institutes of Health National Research Mentoring Network
https://nrmnet.net/#undergradPopup

University of San Francisco Faculty Mentoring Guide
https://academicaffairs.ucsf.edu/ccfl/media/UCSF_Faculty_Mentoring_Program_Toolkit.pdf

University of Wisconsin-Madison, Women in Science and Engineering Leadership Institute:  https://wiseli.wisc.edu
Appendix 7: Report of Commission Visit to the University of Maryland Baltimore County

GEORGIA STATE UNIVERSITY DELEGATION

THURSDAY, JUNE 7, 2018

10:15 A.M. – 4:30 P.M.

GEORGIA STATE UNIVERSITY PARTICIPANTS

Dr. Mary Beth Walker, Associate Provost for Strategic Initiatives and Innovation
Dr. James Ainsworth, Associate Professor and Director of Graduate Studies, Department of Sociology
Dr. Michael Galchinsky, Associate Provost of OIE, The Office of Institutional Effectiveness
Dr. Pamela Moolenaar-Wirsiy, Professor, Center for Teaching Excellence and Learning

UMBC PARTICIPANTS

Dr. Freeman A. Hrabowski, III, President
Dr. Antonio Moreira, Vice Provost for Academic Affairs
Dr. Keisha Allen, Assistant Professor, Department of Education
Dr. Nilanjan Banerjee, Assistant Professor, Department of Computer Science and Electrical Engineering
Dr. Scott Casper, Dean, College of Arts, Humanities and Social Sciences
Dr. Bambi Chapin, Associate Professor, Department of Sociology, Anthropology, and Health Administration Policy
Dr. Elsa Garcin, Associate Professor, Department of Chemistry and Biochemistry
Dr. Christine Hawn, Post-Doctoral Researcher, Department of Geography and Environmental Systems
Dr. William LaCourse, Dean, College of Natural and Mathematical Sciences
Dr. Susan McDonough, Associate Professor of History, and Affiliate Associate Professor of Gender and Women’s Studies
Dr. Christopher Murphy, Chair and Professor, Department of Psychology
Dr. Autumn Reed, Director of STRIDE and Coordinator of Faculty Diversity Initiatives ADVANCE Program
Dr. Janet Rutledge, Vice Provost and Dean of the Graduate School
Dr. Ana Maria Schwartz, Associate Professor and Spanish Area Coordinator, Department of Modern Languages, Linguistics, and Intercultural Communication
Dr. Christopher Swan, Professor, Department of Geography and Environmental Systems
Dr. Renetta Tull, Associate Vice Provost for Strategic Initiatives, The Graduate School

AGENDA

We started with a meeting with the administrators who oversee all the different initiatives and programs. One is Tony, VProvost for Academic Affairs. He is the closest counterpart to MBW. And Autumn Reed who reports to the VP for faculty affairs (so she would report to Kavita, as I see it). The central faculty group, referred to throughout this document, is called the URM Exec Committee. This group is invited/appointed by the Provost. They have decision making power (?) over a couple of different initiatives.
Faculty Support Program
Meeting with STRIDE members:
Drs. Autumn Reed, Nilanjan Banerjee, Elsa Garcin,
Susan McDonough, and Chris Murphy

STRIDE: recruitment, retention, advancement
Initiative came out of URM Exec Com, in 2014 antidote to top-down initiatives from the Provost’s office to address dept issues in recruitment. Needed a “middle-out” approach. Borrowed initiative from U of Mich. Strategies and Tactics to Improve Diversity in Education (STRIDE): how to recruit a diverse pool and have a “clean process.” This committee can be invited to have peer-to-peer conversations with recruiting committees. The committee members are faculty whose expertise is not diversity and inclusive excellence but are committed to those goals. They started with 4 inaugural fellows: tenured faculty typically from non-URM groups. Good to have at least one chair on the committee. They learned about this at U Michigan. The Fellows did an immersion day at Michigan, then came back to tweak for UMBC (less funding, smaller size). Decided that lecturing at faculty wouldn’t “win hearts and minds.” Instead created “focused conversations,” so all participants learn from each other—“very very very practical.” 5 focused conversations, 90 min. 2 activities in each one to make it interactive.

1. Faculty diversity hiring plan: what pieces of information inform the plan (doc provided to Provost and approved before search can start, required in all searches). Topics: faculty field networking, going to conferences
2. Creating shared evaluation criteria
3. Job search ad: language, how to be inclusive—critique sample ads
4. Developing evaluation rubrics for search committees—translating what’s in a search ad and translate it into evaluation criteria
5. Best practices in inclusive excellence for reviewing applications, and for interviewing (i.e., how to exclude illegal questions)

They do a play! STRIDE fellows mediate the focused conversations. Autumn does a pre-consultation with the dept to find out what the search is about. How different people review apps, mock interview, with character/caricatures. Getting people to think about slowing down to think about the significance of the hire. Getting people to recognize implicit bias.

STRIDE doesn’t report to administration—a resource for the faculty. Whether this is required depends on the dean. How often depends on the dept. chair. Also do consultations with search committees (beyond the focused conversations).

They use Interfolio, a comprehensive applicant tracking system.

STRIDE fellows get $5000, 2 or 3 from each college. Most fellows are non-URM, by design, to engage non-URM faculty. The workload is about 8 focused conversations per year, 20 departmental consultations. Some colleges require search committees to write a diversity/inclusion statement for the search.

The STRIDE fellows point out that NRC rankings are correlated with diversity for mid-level university (if you trim the means).

NOTE: there is no Chief Diversity Officer. President H says that everyone is a diversity officer at UMBC—having one person with the title makes it less of an all round commitment.
They are just beginning to think about focused conversation series for retention, starting with conversation on mentoring.

Lunch to discuss graduate student pipeline development. Attending: Drs. Renetta Tull and Autumn Reed

They have a number of interesting programs to help grad students. The only one that focuses on turning undergrads into grad students is the Summer Horizons—UGs who are potential UMBC grad students.

Summer Success Institute—grad development programming, I think this is to help grad students at different levels succeed

Dissertation House: this gives phd students a 4-day immersion experience to help them finish the dissertation.

This conversation was more difficult, because we were all eating our lunch and couldn’t write as much down. But we think there are some interesting ideas here for GSU and especially for Lisa.

Meeting with Dr. Freeman A. Hrabowski, III, President

President H is a charming man who said GSU should be doing a much better job of sending our students on to graduate and professional schools, and he had the data to back it up!

Meeting with Dr. William LaCourse

Dean LaCourse is dean of college of sciences (not CS though)
He has a program termed Pre-professor, not really a postdoc program. This is a 2 year program to give a person a chance to learn the system, get a start on grant proposals, research. Supposed to be more independent work than a post doc generally allows. The basics are: $50-55K research assistant prof. $10000 supplies, $5000 travel, $1000 to reward the mentor. The first year, the R_NTT plans with the mentor; there is also a teaching mentor, the R_NTT teaches 1 course. Targeted is URM recent PhDs. Expectation is that the departments work to enrich the pool by going to the networks/conferences. Diversity Hiring Plan has to include updated stats from the professional association. Rubrics for evaluating candidates have to be agreed in advance. Departments that are successful with the pre-professorate candidates get rewarded, although this was confusing. I think the dean might give them an extra line. Departments that are passive in pool enrichment won’t be successful.

One of the most interesting programs is the postdoctoral fellow program. This is financed from the Office of the Provost. Farther down is more info about the process of soliciting applicants and evaluating them. We met with two of the postdoctoral fellows, in the special program. Drs. Christine Hawn and Keisha Allen

Keisha: Education postdoc, converted to assistant prof.

Christine: Geography/environmental systems, started the conversion process in May of first year.

They note that there are some considerations with the Conversion to TT assistant professor: workload, salary increase w/ TT appointment, service expectations. Not exactly a traditional postdoc as fellows are doing their own work as first author (sole author). They get evaluated by mentor in the department, self-
reflection, shared with provost and committee. Give research talks to faculty. There is a grant expectation in grant-active departments (can postdocs be PIs?).

Faculty/Department buy-in is important: is the postdoc integrated into the department life (office location, participation in faculty meetings). Important to have leadership of the administration setting the expectation.

The two fellows we spoke with said they decided to apply for postdoc, in part because of charisma of Hrabowski, in part because had lots of research exp. but not teaching exp. (Keisha). Wanted to work on a Baltimore ecosystem study (Christine) and didn’t want to have serial postdocs, so the possibility of conversion to TT was attractive. There’s a cohort of postdocs, so they can form social networks of support.

The postdoc support includes $3000 for conference travel and supplies, but departments kicked in extra money for lab supplies. Departments must make case for how they’re going to support postdoc success.

This is a provisional commitment from both the university and the individual. BUT if the post doc fellow is successful, they can be converted to a TT line. This is why departments apply to participate in program.

Most important contributor to fellow success: strong mentorship from application process on. Could improve structuring of faculty development side of the program (e.g., 30-min./day writing program), improve cross-cohort conversations among postdocs. (3 members of one cohort went to the National Association for Development and Diversity among Faculty). Make sure postdoc salary is competitive by discipline.

Meeting with Dean Scott Casper, Dr. Chris Swan, and Dr. Bambi Chapin

This meeting was more overview of the postdoc program, with discussion of the role of the mentors. Department are excited about the postdoc program because (I think) they see it as a way to add TT faculty. They believe there is good central support from “experts who have thought about this more than we have.” The central support includes how to write the job ad, how to create consensus around goals for the position, how to activate professional networks and go outside the usual haunts. The post doc searches are written as very general searches. The Provost’s office along with the URM exec committee create the ad—it goes out to the departments, who can place it in their disciplinary venues if they like. Ad must speak directly to diversity, inclusion. They started with 60 applicants, but got 250 applicants in the last round. (e.g. PHIL got 70 apps!) Every applicant can indicate that they are interested in being placed in up to three departments. The applications go to the departments. Departments can provide names of up to 3 finalists to bring in for interviews, why they would benefit the dept/university, and what the plan is for mentoring. This is apparently similar to NSF mentoring plan (get text): professional development, how research will be evaluated, how you’ll agree on research goals, regular meetings to focus on publication. Report at the end of each semester by mentor as to # of meetings, what discussed, etc. Also report by mentee. Provost agrees to fund a certain number, and then the dean might choose to add to that. They started with 3 in year 1, last year was 7. Conversion to TT depends on both parties (postdoc and department)

Meeting with members of ADVANCE and the URM Exec Committee
Attending: Drs. Janet Rutledge, Autumn Reed, and Ana Maria Schwartz
Janet was co-PI on the ADVANCE grant. (We should look into this.) Ana Maria is chair of the URM com. STRIDE and postdoc programs are overseen by the URM exec committee, and staffed by Autumn.

The URM exec committee first developed the postdoc program (4th cohort now). They then started with STRIDE for hiring processes.

Just now starting to look at issues of retention, because they’ve lost people. They use a disaggregated turnover rate. Goal is a 10 year longitudinal analysis, by rank, ethnicity, gender, college, STEM, non-STEM (also done for women).

Having a sense of community makes a difference, e.g., Women in Science and Engineering (WISE), informal coffee between applicants and women faculty in STEM. Having periodic brown-bags, having Works-In-Progress groups. Community-based faculty groups meet w/ all URM members in all colleges.

URM Exec com: 10 members, all tenured faculty of color, reps from Black and Latino faculty groups, from diverse colleges, and selected by provost based on people having been active on diversity issues. Meets twice per semester, reviewing the data relevant to their goals. This group has oversite over the selection process for postdoc fellow candidates (Autumn manages the application process), they interview all candidates and make final selection. Reviews mentor/mentee reports at the end of each semester, shares concerns with provost.
Appendix 8: Invitation for Participation in the Focus Groups

From: Chair for Commission on the Next Generation of Faculty <mbwalker@gsu.edu>
Sent: Monday, October 15, 2018 9:01:52 AM
To:
Subject: GSU Faculty Focus Group Discussion Invitation Downtown Campus

Dear GSU Faculty Members:

The GSU Commission on the Next Generation of Faculty invites you to participate in a focus group discussion concerning faculty climate at Georgia State. Each focus group will meet for an hour and 15 minutes, and will try to gather data on faculty members’ experience of different stages of the faculty career: recruitment, hiring, onboarding, mentoring, promotion, tenure, post-tenure, and retirement. Your participation will help the University better understand faculty satisfaction/dissatisfaction at each stage, and what obstacles, if any, faculty members have encountered that hindered them from proceeding from one stage to the next.

To facilitate the focus groups, the Commission has contracted with Dr. Damon A. Williams, a leading consultant on inclusive excellence in higher education. You can view Dr. Williams’s bio and other information at https://drdamonawilliams.com/about/.

Your participation in the focus group will be transcribed anonymously by Dr. Williams and his team. Any reports arising from the focus groups will be shared in an aggregate form and no individual information will be identified.

The focus groups will be held November 13th and November 15th, 2018. If you are interested in participating, please respond to the short survey below by October 31st, 2018. Those who volunteer will be randomly selected to participate in the focus groups. Dr. Williams and his team of facilitators will accommodate as many volunteers as the focus groups can hold. We will contact you in early November to let you know whether you have been selected to a focus group, and the date, time, and location.

http://irsurvey.gsu.edu/classclimate/online.php?pswd=N5ZRCBLAJCK76C

If you have any questions about the focus groups, please contact me at mbwalker@gsu.edu. If you are experiencing technical difficulties with the survey, please contact Hong Jiang at hjiang6@gsu.edu. Thank you for your time and participation.

Best Regards,

Mary Beth Walker, Chair
Commission on the Next Generation of Faculty
Appendix 9: Dr. Damon Williams, “Completing the Circle” report on focus groups.
KEY ISSUES FOR CONVERSATION

- Conducting Climate Research
- Campus Climate Framework

GSU Research
- Participants
- Research Questions
- Research Team
- Limitations

Major Findings + Recommendations

Open Discussion
Campus Climate Research is About Understanding Differences & Similarities

Race, Ethnicity, Gender, Sexuality, Religion, Disability, Positional Role, Campuses, Union Membership, Student,

As a result the key is to use sound, and culturally relevant research methodologies to get a

To translate data into actionable strategies, leadership, and change – the research is an input of change,


DOMESTIC & INTERNATIONAL DIVERSITY RESEARCH

PREPARING STUDENTS FOR A DIVERSE AND GLOBAL WORLD

MULTICULTURAL & INCLUSIVE CAMPUS CLIMATE

ACCESS & EQUITY

THE LIVED EXPERIENCE OF CLIMATE ON CAMPUS: INCLUSION OR EXCLUSION?

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Research Methodology

1. Partnership with Institutional Research
2. Sample of White Full Time Instructional Community
3. All Minority Instructional Community Members Invited to Participate
4. GSU Downtown + Perimeter Focus Group Locations
5. 75 Minute Focus Groups
   • 4 -10
6. Organized by Social Identity Profile
   • Race Ethnicity, Gender, Sexual Orientation
7. Diverse & Experienced Research Team

(Hurtado, Milen, Clayton-Pederson, & Allen, 1999)
EXHIBIT 1. FOCUS GROUP STUDY PARTICIPANTS

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Major Themes

1. The Recruitment Power of the Atlanta Eco-System
2. A Call to Purpose Working with Diverse Students
3. Through the Fire: The Power of Mentoring & Learning Relationships
4. We Can Be More: Building a More Complete Commitment to Diversity & Inclusion
5. Like a Raisin the In the Sun: The Black Faculty Experience
6. Fear and Mistrust of University Administration
7. A Market Driven Culture of Winners & Losers
8. A Lack of Transparency in Tenure and Promotion
9. Continuing Pain with the Consolidation of Institutions

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### GEORGIA STATE UNIVERSITY RELATIVE THEMES COMPARISON MATRIX

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<th>Raisin in the Sun</th>
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### THEME 1:
**The Recruitment Power of the Atlanta Eco-System**

- Atlanta is a strategic draw.
- There are multiple sectors for dual careers.
- Informal networks legitimate GSU.
- Black faculty are drawn to Atlanta.
- How can GSU make this a more powerful competitive advantage?

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THEME 2: 
A Call to Purpose - Working with Diverse Students at GSU

• Diverse student body resulting in robust classroom experiences.
• Many faculty, particularly Black, LGTBQ, and Perimeter faculty talked of a call to purpose to serve diverse students.
• Black faculty are culturally responsive in the classroom.
• White faculty at Perimeter campuses were more comfortable and sophisticated in talking about GSU student diversity
• Black faculty at the Downtown campus recognize a disconnect between their White colleagues and Black students.

THEME 3: 
Through the Fire - The Power of Mentoring and Learning Relationships

• Mentorship is a strong success factor for all GSU faculty.
• Black faculty felt a disparity in formal and informal mentoring opportunities for them at GSU.
• Successful faculty seek out informal relationships to learn how to navigate GSU.
• Mentoring could be particularly helpful for those new to higher education.
• Faculty find value in strategic learning opportunities and mentorship models (mentors, coaches, sponsors) and want helping accessing greater leadership opportunity on campus.
• What are some ways GSU can take action to help faculty through mentorship?
THEME 4:

We Can Be More—Building a More Complete: Commitment to Diversity and Inclusion

• Many participants were cynical that this study would amount to any real change.
• GSU has an incomplete commitment to institutional diversity, and the community wants more action—less talk.
• GSU should commit to faculty and leadership diversity in the same way as it has to student diversity.
• There is a backlash against the touting of student diversity, when other areas are perceived as widely deficient.
• There is a need for a diverse strategic plan of action specific to diversity and inclusion, activating your DNA as innovators.
• There is a strong desire for visible leadership from the President and other members of senior leadership.

THEME 5:

Like Aaron in the Sun: The Black Faculty Experience

• Black faculty feel taxed in their roles and identities at GSU and feel as if they carry the University’s commitment to diversity.
• They are reluctant and/or tired of speaking up.
• Unconscious-biases and micro-aggressions are common part of the Black faculty experience at GSU.
• A number of White faculty are interested in diversity, but are uncertain of what and how to engage diverse students, creating more demands on Black faculty.
• How can leadership work to make GSU more equitable and inclusive for Black faculty, and help White faculty feel empowered to support Black students?

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THEME 6: Fear and Mistrust towards University Administration

- Faculty lack trust in leadership’s decision-making transparency, and would appreciate more feedback loops to feel heard.
- Fear of repercussions silence questions to leadership from faculty.
- There is an imbalance in the significantly higher percentages of women and faculty of color in non-tenure track roles.
- A number of male faculty, (along with women), feel a culture of misogyny and a sense of marginality for women – wages, child care (Perimeter), non-tenure track roles.
- What can leadership do to help increase trust between them and faculty at GSU?

THEME 7: AMarket-Driven Culture of Winners and Losers

- A mentality of “winners and losers” creates low morale for faculty at GSU as some departments are viewed as positioned to win because of their opportunities to pursue external grants.
- Faculty feel GSU prioritizes grant making over all else.
- Many felt the Next GEN faculty initiative feeds into the “winners and losers” mentality, and exacerbate the current diversity imbalance.
- Salary inequities factor into morale and talent retention for GSU.
- The tenured/non-tenured faculty demographic discrepancies support the “winners and losers” mentality.
- What initiative(s) can GSU implement to increase faculty morale, and change the campus narrative around working for GSU, despite resource disparities?
THEME 8:
Lack of Transparency in Tenure and Promotion

- Promotion requirements for faculty are unclear.
- Unclear communication with policy changes exacerbate confusion for faculty in this area.
- Expectations and communications between faculty and leadership need alignment.
- Subjectivity directly affects tenure decisions.
- How can GSU better streamline policies and communications around promotions and tenure so faculty clearly understand their trajectory?

THEME 9:
Pain with the Consolidation of Institutions

- Some Perimeter faculty are still mourning perceived losses, and changes are still unclear to them.
- Perimeter faculty would benefit from continuous communication and engagement with leadership.
- Perimeter faculty understand their student’s demographic economic statuses, and are prepared to support their success at GSU.
- Faculty feel downtown leadership is unaware of their student’s economic barriers to succeed at GSU.
- Perimeter faculty feel marginalized.
- Faculty do appreciate the new professional development opportunities as a result of the merger.
RECOMMENDATIONS

1. Implement Campus Climate Survey in the Fall.

2. Choose Big-Bet Action Steps to Drive Change
   Leverage the Natural Diversity of the Georgia Eco-System to Drive Diversity
   Continuing the Strategic Campus Integration Journey

DAMON A. WILLIAMS
Center for Strategic Diversity Leadership & Social Innovation

@dawphd
DamonAWilliams1@me.com
www.DrDamonAWilliams.com