

Appendix 1: Charge Letter

OFFICE OF HIE 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-Wirsiy, 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,

A handwritten signature in cursive script, appearing to read "Mark P. Becker", is written over a vertical line that extends from the signature down to the typed name below.

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-Wirsiy, 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

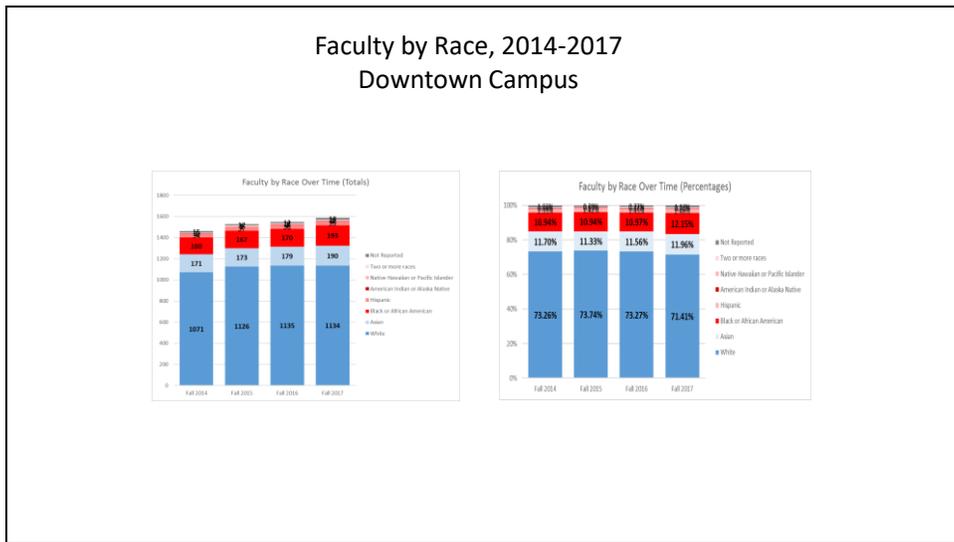
Slide 1

Commission on the Next Generation of Faculty

January 17, 2018

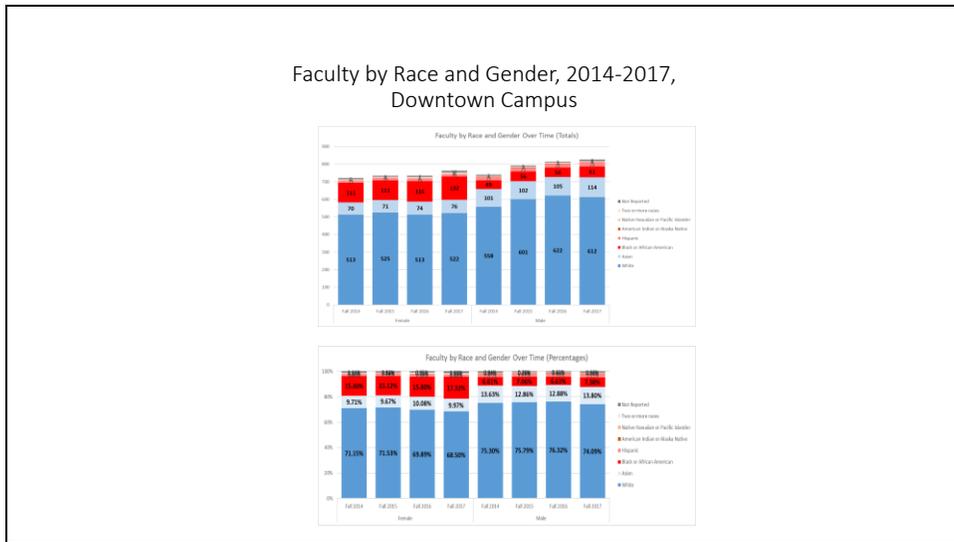
Michael Galchinsky,
Associate Provost for Institutional Effectiveness

Slide 2



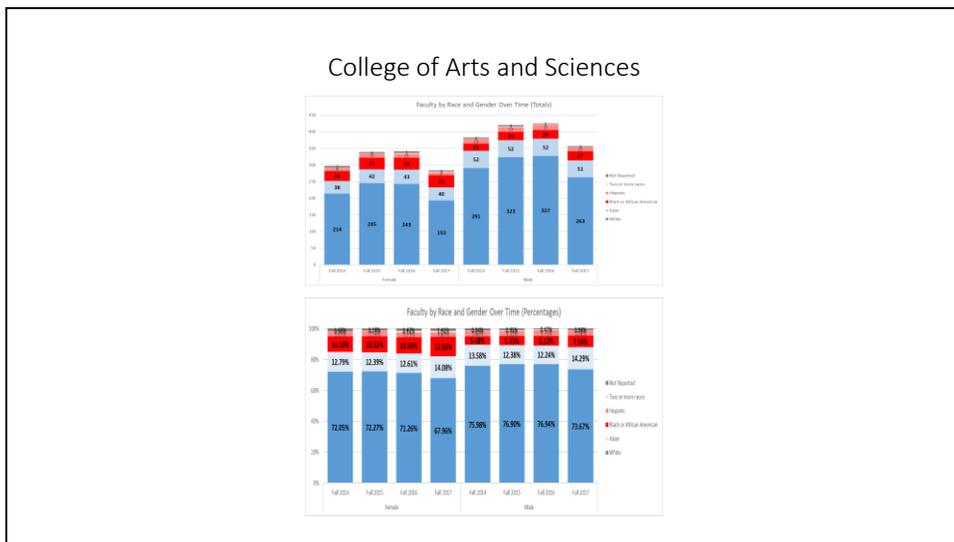
Totals rise from 1460 – 1590. Gains in every ethnic group. By %, Af-am gains while whites fell by similar amount. Asians steady.

Slide 3



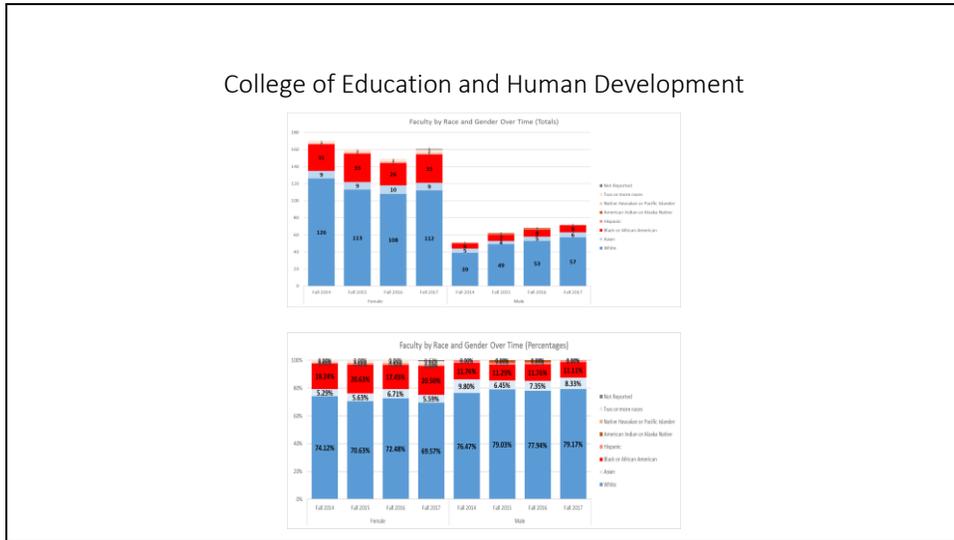
The gains in faculty have been shared in both genders: men started out and ended higher, but women have gained as well. White declines on the female side. Black gender gap. Asians steady. Hispanics very small share by gender: 0-3%

Slide 4

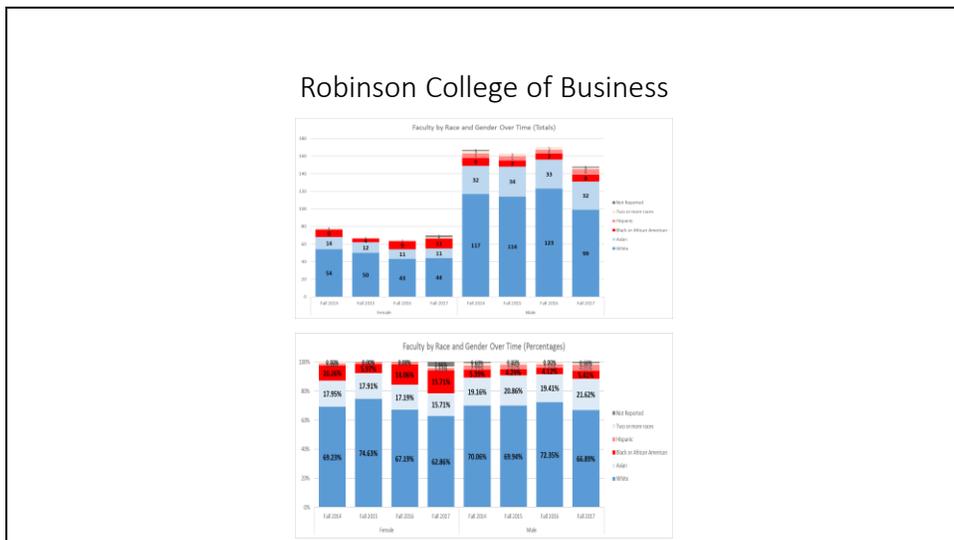


Fall 17 drop in faculty represents the faculty who left for College of the Arts.

Slide 5

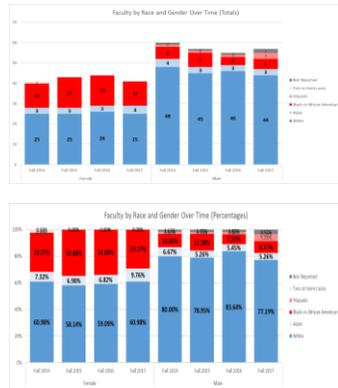


Slide 6



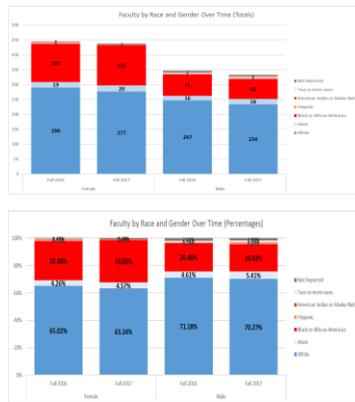
Slide 7

Andrew Young School of Policy Studies

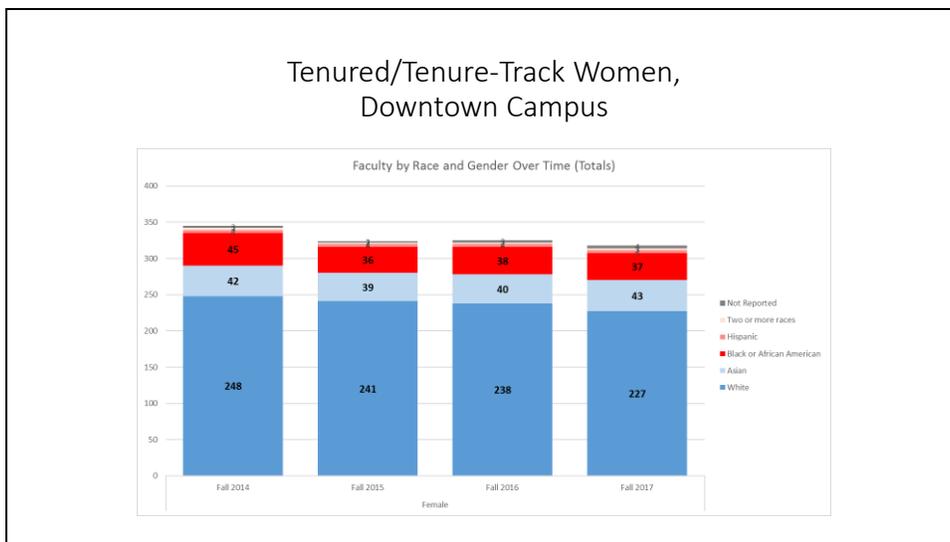


Slide 8

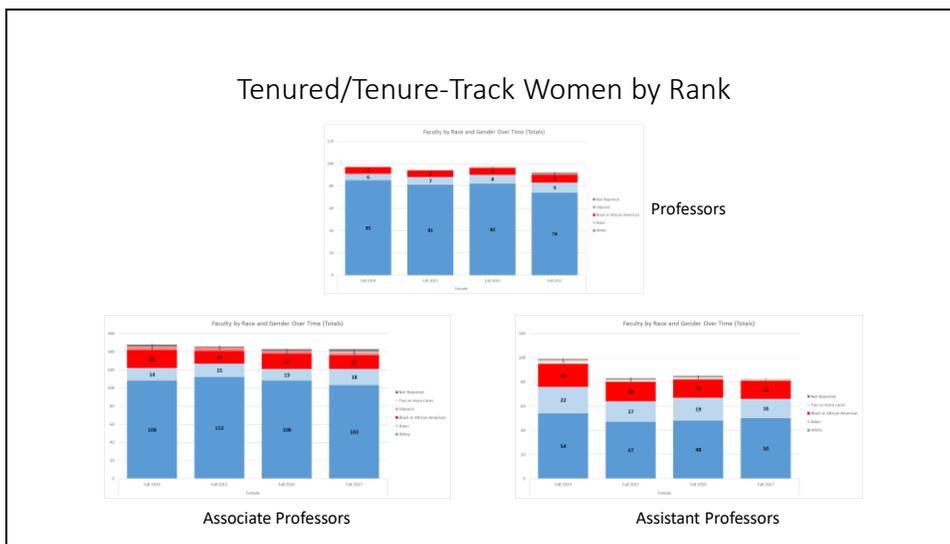
Perimeter College



Slide 9

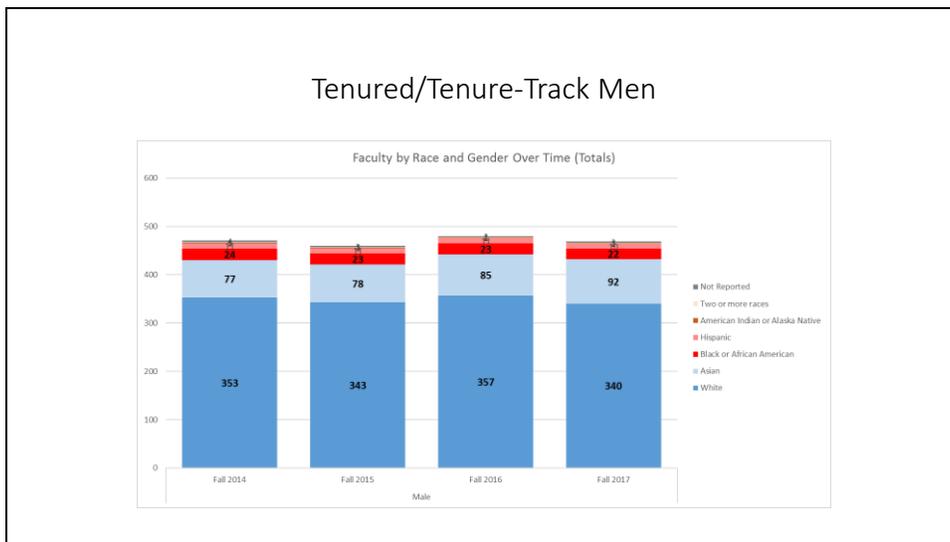


Slide 10



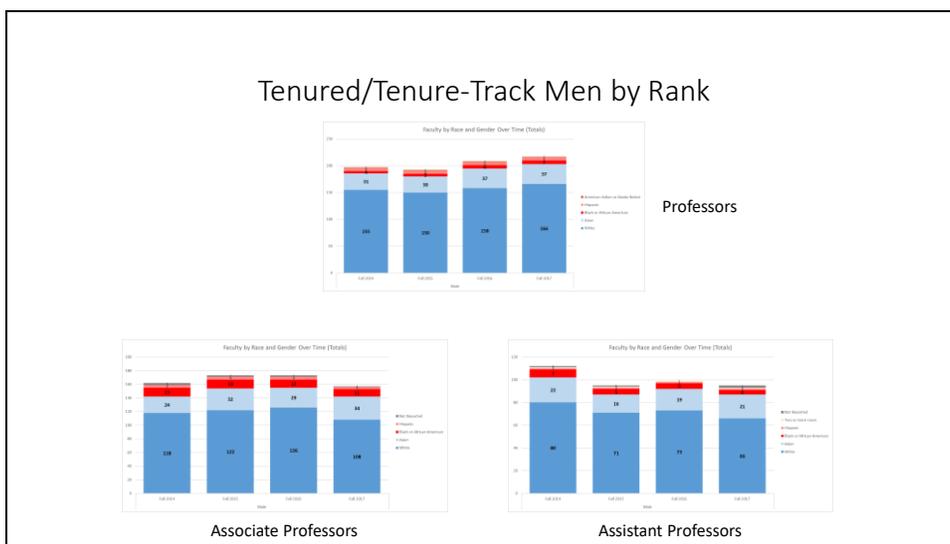
Biggest drop-off: female assistant professors. What does this portend for the pipeline. Compare # of black women at each rank: question—are we failing to retain/promote black associate professors to full?

Slide 11



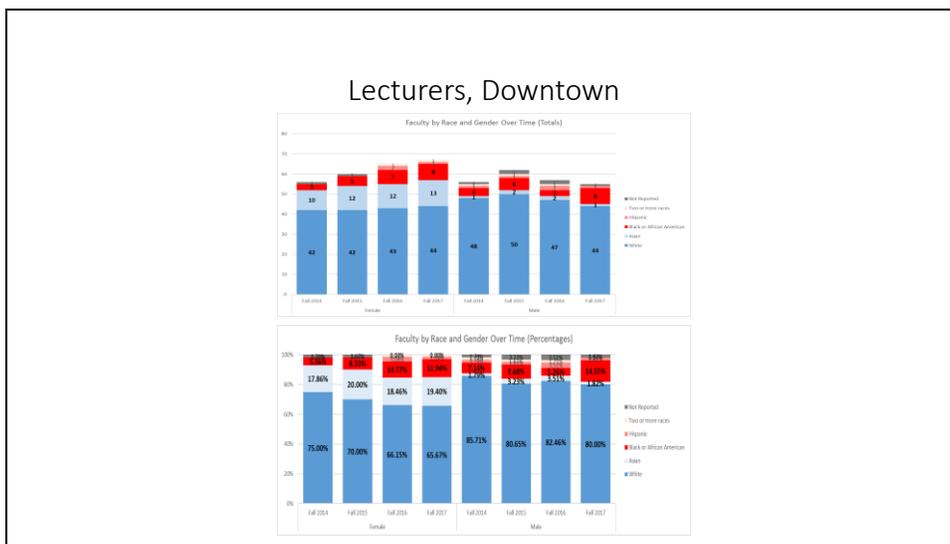
Men: Asian gains, white variable, blacks steady, Hispanics steady

Slide 12



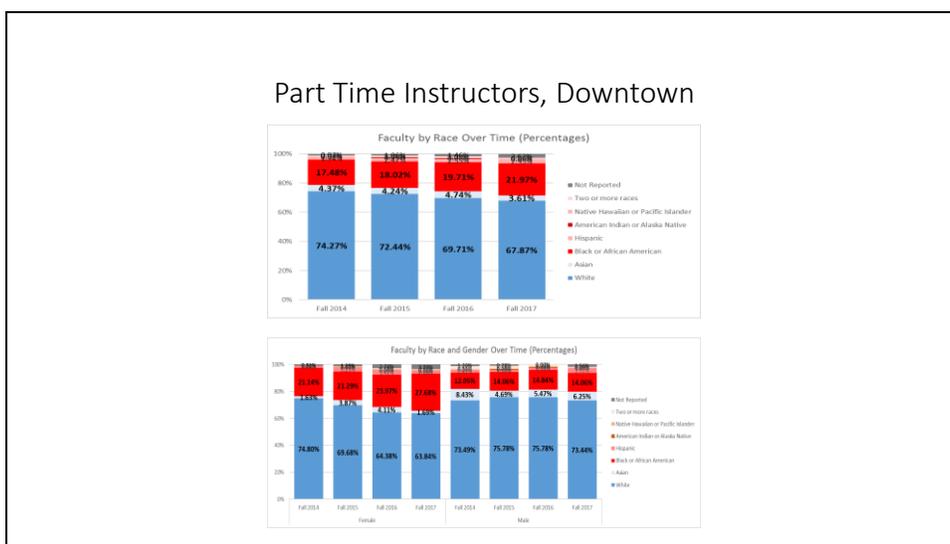
Full men gains, asst drop, assoc varies. Black men highest share at assoc prof—pipeline issue?

Slide 13



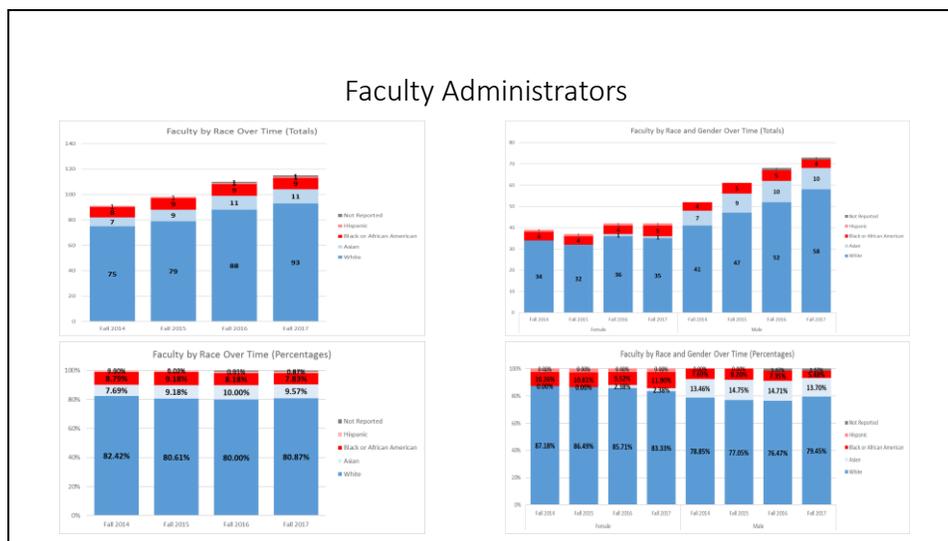
Ns are small: 50-65. Might expect lecturers to be more variable, but similar patterns: whites declining share, Asians steady/growing. But a difference is relative proportions of black women and men. Variable but most recent year gain. Hispanics 0-3.5%

Slide 14



Ns highly variable between 80 and 180.

Slide 15



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.

Slide 17

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%.

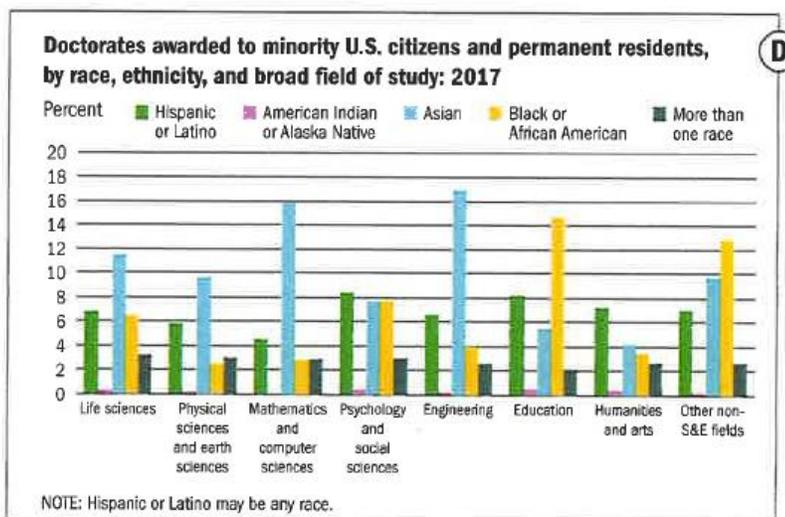
Appendix 5: Survey of Earned Doctorates, Variability of New PhDs by Broad Field, at Georgia State and Peer Institutions

Survey of Earned Doctorates 2017
Confidential Results for Georgia State University

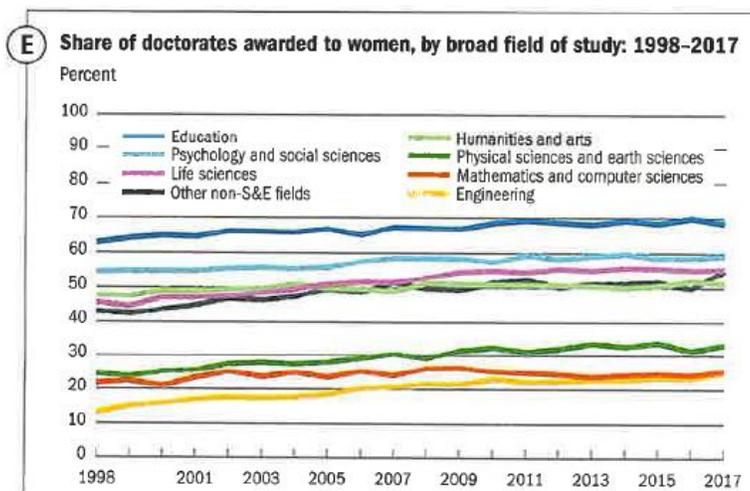
Section I. A comparison of research doctorates at your institution with research doctorates from your peer institutions with highest research activity, and all doctorate institutions

Research Doctorate Recipients	Your Institution		Your Peer Institutions†		All Institutions	
	Number	Percent	Number	Percent	Number	Percent
	228	100.0	41,163	100.0	54,629	100.0
Demographics						
Sex						
Male	83	36.4	22,623	55.0	29,127	53.3
Female	145	63.6	18,525	45.0	25,480	46.6
Unknown	0	0.0	15	0.0	22	0.0
Ethnicity and race (U.S. citizens and permanent residents)^a						
Hispanic or Latino	10	6.2	1,889	7.1	2,542	7.1
Not Hispanic or Latino						
American Indian or Alaska Native	0	0.0	58	0.2	109	0.3
Asian	12	7.4	2,874	10.8	3,506	9.8
Black or African American	26	16.0	1,279	4.8	2,405	6.7
White	107	66.0	18,625	70.2	24,881	69.5
Two or more races	3	1.9	789	3.0	1,015	2.8
Other race or race not reported	3	1.9	374	1.4	474	1.3
Ethnicity not reported	1	0.6	660	2.5	853	2.4

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



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

<https://www.usf.edu/bfsa/documents/2018-breakfast-invite.pdf>

California State University Fresno Black Faculty and Staff Association

<https://www.fresnostate.edu/orgs/bfsa/about/>

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

<http://www.aplu.org/projects-and-initiatives/stem-education/aplu-aspire/>

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:

https://www.nsf.gov/news/special_reports/nsfincludes/index.jsp

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

Page Break

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 oversight 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.

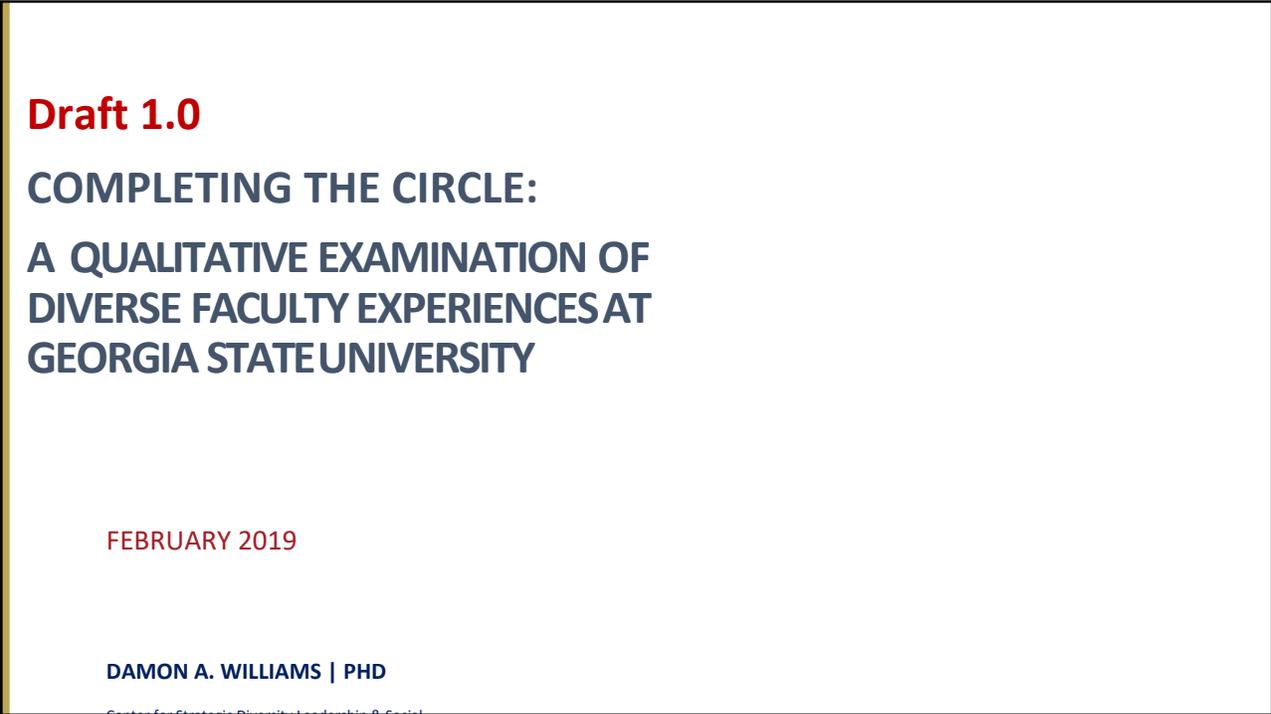
<http://irsurvey.gsu.edu/classclimate/online.php?pswd=N5ZRCBLAJCK76C>

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

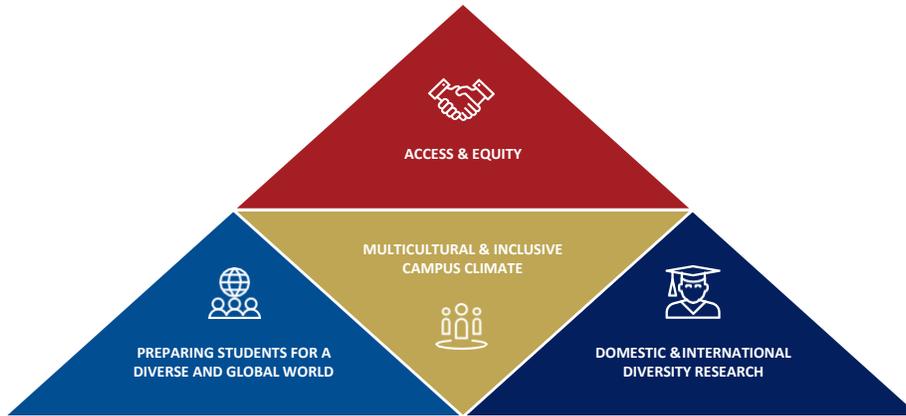
GSU Research

- **Participants**
- **Research Questions**
- **Research Team**
- **Limitations**

Major Findings + Recommendations

Open Discussion

STRATEGIC DIVERSITY LEADERSHIP MODEL OF ORGANIZATIONAL DIVERSITY



Williams (2013). Strategic diversity leadership. *Activating Change and Transformation in Higher Education*.

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



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,

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, Milem, Clayton-Pedersen, & Allen, 1999)

CENTER FOR STRATEGIC DIVERSITY LEADERSHIP & SOCIAL INNOVATION TEAM



DR. DAMON A. WILLIAMS



DR. BRANDY BYSON



DR. SALLYE MCKEE



DR. RAUL LEON

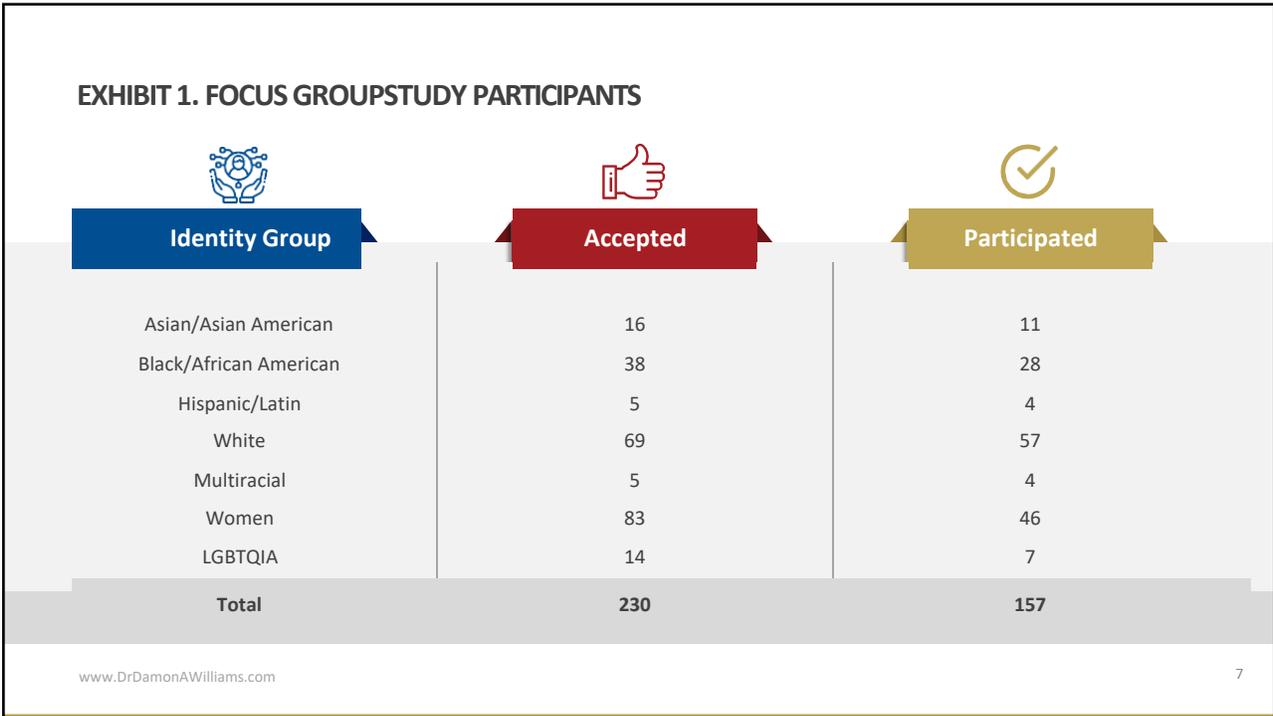


MS. KRISTEN UNZIKER



DEIADRA GARDNER

www.DrDamonAWilliams.com



- ## 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
 - Continuing Pain with the Consolidation of Institutions
- www.DrDamonAWilliams.com 8

GEORGIA STATE UNIVERSITY RELATIVE THEMES COMPARISON MATRIX

Group	Atlanta Market	A Call to Purpose	Incomplete Commitment	Mentoring Relationships	Raisin in the Sun	Culture of Fear	Market Forces	Tenure & Promotion	Pain of Consolidation
White Faculty Groups									
Black Faculty Groups									
Asian Faculty Groups									
Hispanic Faculty Groups									
Women Faculty Group									
Women of Color Faculty Groups									
Men of Color Faculty Group									
LGBTQIA Groups									
Perimeter Groups									



THEME 1:

- 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?





THEME 2:

A Call to Purpose - Working with Diverse Students at GSU

- Diverse student body resulting in robust classroom experiences.
- Many faculty, particularly Black, LGBTQ, 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





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.



13



THEME 5:

- Black faculty feel taxed in their roles and identities at GSU and feel as if they carry the Universities 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?



14



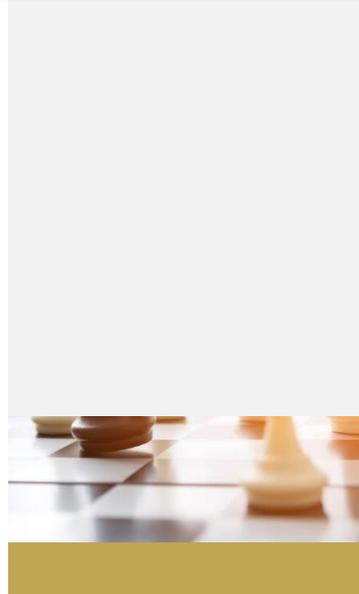
THEME 6:
Fear and Mistrust towards University Administration

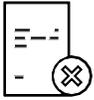
- Faculty lack trust in leadership’s decision-making transparency, and would appreciate more feedback loops to feel heard.
- Fear of repercussions silence questions to leadership from faculty.
- There is an imbalance in the significantly higher percentages of women and faculty of color in non-tenure 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:
A Market-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:

- 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.
Rapid Prototyping of the Development of a Strategic Diversity Leadership Framework and Launch Plan to Guide Your Work.
- 2 Choose Big-Bet Action Steps to Drive Change
- 3 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



/damonawilliams



@dawphd



/damon.williams.5492



DamonAWilliams1@me.com



GEORGIA STATE UNIVERSITY

DAMON A. WILLIAMS | PHD

Center for Strategic Diversity Leadership & Social
Innovation