Socially Just Design™ in Postsecondary Education: A Series

August 26, 2021

Chapter Six: Socially Just Design in the Academic Labor System

1:00-1:15pm
Welcome: Sara Stein Koch, Institute Fellow and Senior Associate for Institutional Support, Gardner Institute
Chapter Introduction: Andrew K. Koch, President and Chief Operating & Innovation Officer, Gardner Institute

1:15-2:15
Enacting a Socially Just Design for the Academic Workforce - Adrianna Kezar; Wilbur Kieffer Endowed Professor and Dean’s Professor of Leadership, USC, Director of the Pullias Center (pullias.usc.edu) and Director Delphi Project

In this session, Adrianna Kezar will present the institutional challenges and inequities that VITAL (visitors, instructors, teaching assistants, adjuncts, and lecturers) faculty face that prevent them from the opportunity to perform their roles optimally. She will describe the opportunities and hopes presented for a different future based on the innovative work of the Delphi Award winners, finalist and applicants (profiled in the case study sessions). Kezar will then describe the Design for Equity in Higher Education Model which is based on liberatory design thinking and follows principles of socially just design. Many of the Delphi Award winners used this approach to develop an environment where VITAL faculty can thrive.

2:15-2:20
Break

2:20-2:50
Case Studies - Choose one of the following:

- A Socially Just Approach to Supporting Non-Tenure-Track Faculty in the Lehigh Valley - Tracie Marcella Addy, Associate Dean of Teaching & Learning, Director of the Center for the Integration of Teaching, Learning, and Scholarship, Lafayette College; Nicole Tabor, Assistant Dean of Academic Initiatives, Moravian University
  
  During this session we will discuss how six institutions with differing Carnegie classifications, missions, strategic goals, and student populations partner to create collective structures that support community, pedagogical development, and networking opportunities for the non-tenure-track faculty within our schools. Our collaboration serves as a model for how regional institutions can collaborate to support their non-tenure-track faculty even with the severe budgetary constraints that have occurred during the pandemic.

- Engaging Academic Expertise Through an Ecosystem Approach - Maura Devlin, Associate Vice President and Dean of Undergraduate Studies, Bay Path University; Michelle McGrath, Senior Academic Program Director and Chair of TAWC’s Faculty Development Committee, Bay Path University
  
  The American Women’s College of Bay Path University developed a revolutionary model, Social Online Universal Learning (SOUL), with the mission of promoting college completion among adult women learning via online accelerated bachelor’s degrees. With adjunct faculty playing an integral role in our SOUL model, we prioritize, value, and intentionally invest in professional development and engagement. This presentation will focus on our ecosystem approach to cultivate socially just academic labor for adjunct faculty, in alignment with a socially just student-centric mission. We describe our efforts to support, develop and advance our adjunct faculty through collaboration, wrap-around supports, and professional development opportunities.

2:50-2:55
Break

2:55-3:25
Case Studies - Choose one of the following:
• Conditional Citizens: Next Generation Issues with Non-Tenure Track Faculty at Penn State - Laura Cruz, Associate Research Professor, Teaching & Learning Scholarship, Penn State University; Beate Brunow; Associate Research Professor and Instructional Consultant with the Schreyer Institute for Teaching Excellence, Penn State University; Larkin Hood, Associate Research Professor, Penn State University

In 2019, the faculty senate at Penn State, a large, research-intensive public university, passed a motion that enabled full-time non-tenure-track faculty to be promoted in rank, receive long-term contracts, and other benefits intended not only to address persistent labor inequities but also to enhance institutional recognition for the professional work of teaching. In this case study presentation, we will discuss the next generation of equity challenges and opportunities that have arisen at Penn State following the passage of this groundbreaking policy, with particular attention to professional development, student success, teaching evaluation, and post-pandemic conditions.

• Fostering Labor Systems that Redefine the Word “Peer”; a case study from Louisiana State University's Communication across the Curriculum - Annemarie Galeucia, Assistant Director, LSU Communication across the Curriculum, Louisiana State University

LSU’s Communication across the Curriculum developed a collaboration between tenure- and non-tenure track faculty and students that work as communication mentors. In this setting, we sought to redefine the word “peer” to reflect more accurately the specializations that all members of the academic labor system contribute. Our initial goal was to increase efficiencies in training for communication mentors and increase likelihood that faculty would recommend communication skills support to their students. That happened, but we also discovered that these collaborations became spaces where peer-to-peer discussion and feedback crossed the barriers of TT/NTT, and of faculty/student. In this session, I’ll present updates on this ongoing collaboration and discuss its implications for fostering equitable and justice-oriented spaces.

3:25 - 3:30 Break

3:30 - 4:30 Shaping the Movement: Discussion on a Socially Just Design in the Academic Labor System - Katie Locke, Director of Marketing and Communications and Ed Willis, Resident Fellow, Gardner Institute

Key Note Presenter
Adrianna Kezar

Adrianna Kezar is Dean’s Professor of Leadership, Wilbur-Kieffer Professor of Higher Education, at the University of Southern California and Director of the Pullias Center for Higher Education within the Rossier School of Education. Dr. Kezar is a national expert of student success, equity and diversity, the changing faculty, change, governance and leadership in higher education. Kezar is well published with 20 books/monographs, over 100 journal articles, and over a hundred book chapters and reports. Recent books include: The Gig Academy (2019) (Johns Hopkins Press), Administration for social justice and equity (2019) (Routledge), The Faculty for the 21st century: Moving to a mission-oriented and learner-centered faculty model (2016) (Rutgers Press), and How Colleges Change (2018) (2nd ed) (Routledge Press).

Facilitators

Andrew K Koch

Drew Koch is a child of immigrants who came to the United States in pursuit of a better life. His first language was not English, and his family viewed postsecondary education as the best means for realizing the American Dream. He is a staunch advocate for and leader of efforts that eliminate people's educational and life successes being bound by the color of their skin and/or their family circumstances. He has worked in and with higher education institutions for nearly thirty years – the last eleven with the Gardner Institute where he is the President and Chief Operating & Innovation Officer.

Katie Locke

Katie Locke is an experienced marketer, communicator, and equity advocate. Driven by social justice and equity she takes pride in working towards achieving the institute’s social justice mission. As the Director of Marketing and Communication, Katie leads the communications and marketing efforts for the Gardner Institute, she serves on the Excellence in Academic Advising Core team, and co-leads the Socially Just Design Project team for the Gardner Institute. She lives in Asheville, NC with her daughter Annabel.
Case Studies Presenters

Sara Stein Koch is an Institute Fellow and Senior Associate for Institutional Support with the Gardner Institute. She has spent the past three decades in administration, training, coaching, facilitation, and teaching in higher education.

Her current work with the Institute involves the development of Excellence in Academic Advising. She also advises institutions in Excellence in Academic Advising, Foundations of Excellence First-Year and Transfer, Gateways to Completion, and Retention Performance Management processes. She also coordinates the curriculum for the Annual Gateway Course Experience Conference. Sara was involved in the development of the Gateways to Completion process, development and administration of the two year National Survey on Student Success practices, and strategic planning for the Institute.

Ed Willis is a seasoned university administrator providing vision and leadership for diverse student-body environments, while managing key internal and external stakeholder relationships involving student affairs. He possesses a deep understanding of the academic process and its relationship to student issues, as well as the ability to identify and implement initiatives that promote student-centered communities, improve the quality of the student experience, and bolster university relations. As a leading expert on student-centered learning environments, Ed has held significant roles at major research universities, historically black colleges and universities, and large commuting/community colleges with student populations from 7K to 40K.

Maura Devlin is Associate VP and Undergraduate Dean at Bay Path University, where she oversees a traditional residential division and the American Women's College (TAWC), serving adult women. She collaborated with colleagues on the development of an innovative and award-winning ecosystem model, Social Online Universal Learning (SOUL). The model recognizes that student learning and faculty engagement go hand-in-hand, a philosophy shared by TAWC's 225 non-tenure track faculty. With dissertation research focused on intergenerational educational attainment when 'Mom' goes to school, engaging adjunct faculty into the institution's mission of primarily serving first-generation adult women is a tremendous source of satisfaction.

Michelle McGrath earned her graduate degree in Professional Counseling and began her career working as a licensed clinical mental health counselor. Prior to her current role, she held positions as a university counselor, an academic advisor and an adjunct faculty member. In her current role as Senior Academic Program Director, Michelle manages the undergraduate psychology program at the American Women's College (TAWC), and oversees more than twenty-five adjunct faculty members. As the Chair of the Faculty Development Committee at TAWC, she leads initiatives dedicated to onboarding, training and development, evaluation, and ongoing support for non-tenured faculty.

Nicole Tabor is the Assistant Dean of Academic Initiatives at Moravian University in Bethlehem, Pennsylvania where she has oversight of the Teaching and Learning Center. In addition, she serves as the director of Moravian's Fellowship Program and an Associate Professor. Her book is entitled: Gender, Genre and the Myth of Human Singularity, and her work has also been published in: Performing Ethos: an international journal of ethics in theatre and performance and Bijdragen: International Journal in Philosophy and Theology.

Tracie Addy is the Associate Dean of Teaching & Learning at Lafayette College in Easton, Pennsylvania where she is responsible for working with instructors across all divisions and ranks to develop and administer programming related to the teacher-scholar model from classroom teaching to the scholarship of teaching. As the Director of the Center for the Integration of Teaching, Learning, and Scholarship, she develops and delivers programming on teaching. In addition to these roles, she performs scholarship on teaching and learning and educational development. She is the co-author of What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching.
Thank You to the Delphi Project on Changing Faculty and Student Success -
This Chapter's Co-Author

Laura Cruz (PhD, 2001, University of California at Berkeley) is an Associate Research Professor of Teaching & Learning Scholarship with the Schreyer Institute for Teaching Excellence at Penn State. She has authored over 80 studies on teaching and research experience in various academic programs and under the auspices of organizations such as the Lilly Endowment and Bureau for Ocean Energy Management. Laura co-organizes TEDxLSU and was also named a 2016 AAC&U K. Patricia Cross Scholar for her commitment to higher education.

Larkin Hood is an Associate Research Professor and Instructional Consultant at The Pennsylvania State University. For the past eleven years she has worked with hundreds of instructors from a variety of ranks and disciplines on teaching and learning topics. She earned her doctorate in Anthropology in 2007 from the University Washington, Seattle. Her research interests include teaching and learning in STEM, students as partners, faculty pathways through professional development in pedagogy, Decoding the Disciplines, and Indigenous Knowledge (IK) and higher education.

Beate Brunow received her Ph.D. in German Literature and Culture and a minor in Women's Studies from the Pennsylvania State University. As a faculty member at Wofford College, SC, she also served as Director of New Faculty Teaching Initiatives and the Interim Dean of the Center for Innovation and Learning. Prior to joining the Schreyer Institute for Teaching Excellence at Penn State as Associate Research Professor, she served as Director of Academic Partnerships and Initiatives in the Division of Student Affairs at the University of Georgia. Her research interests focus on intercultural competence and foreign language pedagogy.

Annemarie Galeucia earned her BA in English Literature from Wagner College, her MA in Religious Studies (American Public Cultures) from CU-Boulder, and her Ph.D. in Geography & Anthropology from LSU. In addition to her 15+ years of teaching and research experience in various academic programs and under the auspices of organizations such as the Lilly Endowment and Bureau for Ocean Energy Management, Annemarie co-organizes TEDxLSU and was also named a 2016 AAC&U K. Patricia Cross Scholar for her commitment to higher education.