The Faculty Perspective

Learning, Workload, and Scholarship

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The Aspen Institute College Excellence Program Framework for Student Success

Labor Market Outcomes

• Do graduates find strong employment opportunity in well-paying jobs?

Learning

• Do colleges set expectations for learning, measure what is learned, and use that information in a process of continuous improvement?

Completion and Transfer with Bachelor's Degree

• Do students earn degrees and other meaningful credentials, and do those who transfer go on to earn bachelor's degrees?

Equity

• Do colleges strive for equitable access and outcomes for underserved minority and low-income students?

THE ASPEN INSTITUTE

ASPEN PRESIDENTIAL FELLOWSHIP

Labor Market Outcomes

Learning

Student Success

Completion & Transfer

Equity

Aspen Institute College Excellence Program

Turning the conversation on ourselves

- Faculty learning and student learning
- Faculty workload and equity
- Considering scholarship in the context of workload

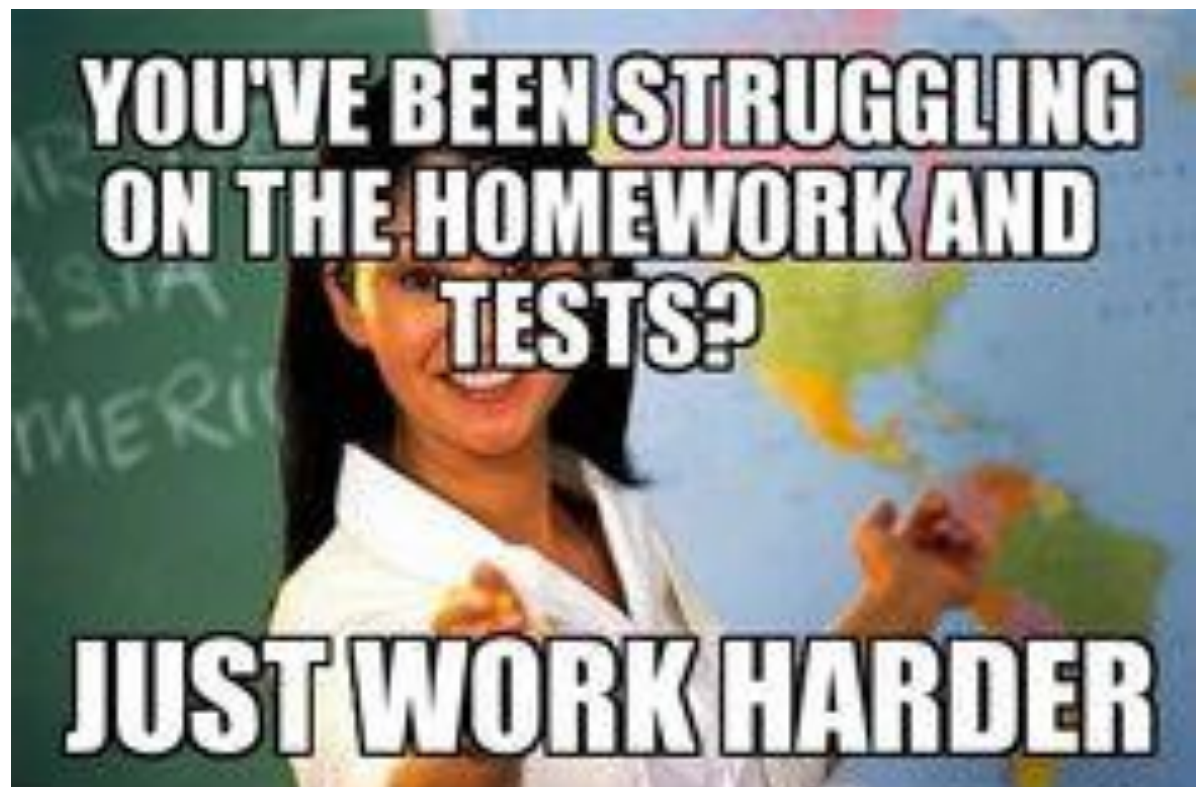# Faculty Learning

- Learning about our students

Faculty Learning

- Learning about our students

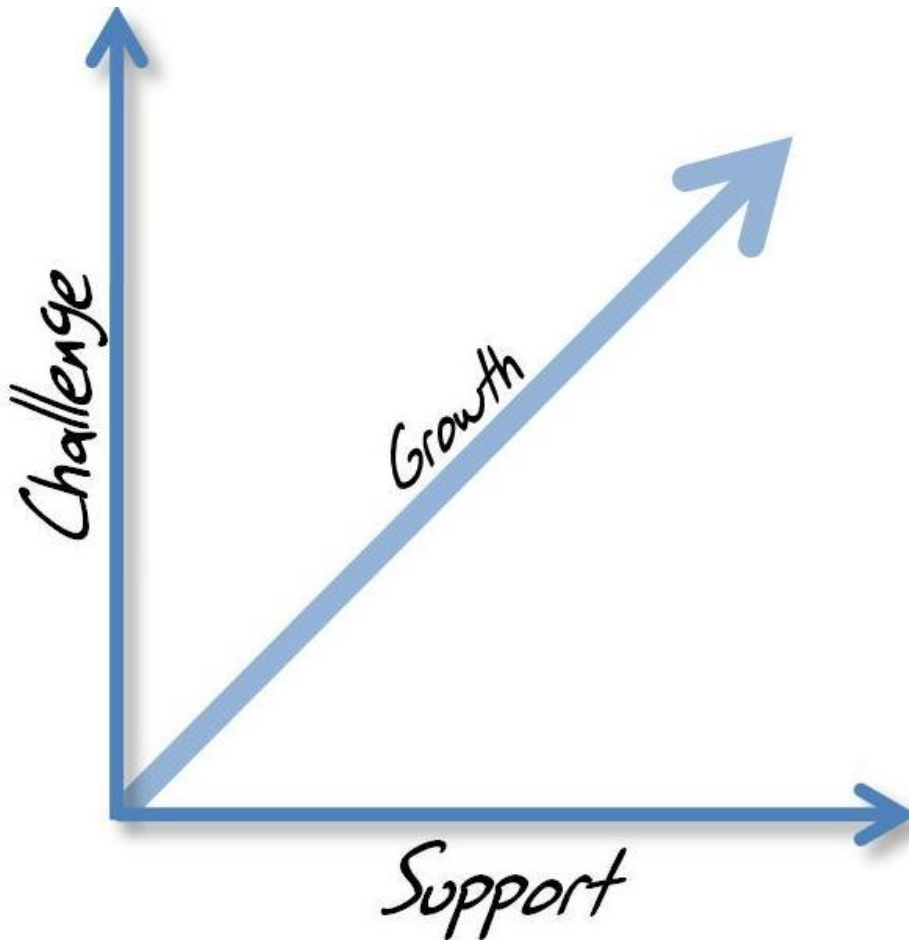## "the problem is the students"

"the problem is NOT our students"

Faculty Learning

- Learning about our students

Faculty Learning

- **THRESHOLD CONCEPTS**

Faculty Learning

- Threshold Concepts
  - **What is a major concept or set of learning experiences from your discipline?**

  - Gravity – physics
  - Opportunity cost – economics
  - Depreciation – accounting
  - Deconstruction – literature
  - Challenge & Support – counseling

- Threshold Concepts
  - troublesome
  - integrative
  - irreversible – difficult to unlearn
  - transformative

Workload Issues & Equity

- Learning while we are teaching, advising, grading, engaging, supporting, counseling, connecting etc.

Defining the Problem

Because……

- Workloads are perceived to be unfair
- Workloads are unfair
- Workloads are misunderstood
- We act with unconscious biases
- Organizational practices maintain unfair workloads and rewards

We have faculty with……

- Lower satisfaction
- Disconnection to our passion, "initiative fatique"
- More stress
- Reduced organizational commitment

How and Why Workloads Can Be Unfair

The Structure and Culture of Faculty Work
Some work is not assigned, or required within the role, so considered discretionary and is unregulated
Some work is not transparent, visible to colleagues, or available for public scrutiny
Some work is not counted and so there are no benchmarks for performance
There are things no one wants to do because there are no rewards for them
There are no department practices, commitment, or accountability for workload equity or collective responsibility to department priorities

How Work Gets "Taken Up" and Unfair Workloads Continue....

All of these ways shaped by:
- Identities
- Gender, Race, Discipline
- Hierarchy, Privilege, Seniority
- Unconscious Bias & Default Thinking

Some People Get Asked More Often

Some People Volunteer More Often

Some People Say Yes When Asked More Often

- There are different consequences for different groups who say no
- There are different approaches to negotiation

People Get Asked to Do Different Things

Designing for Equity & Inclusion

1. Communicate commitment to equity & Increase transparency of work data

2. Increase awareness of implicit bias in workload and how to disrupt it

3. Reduce environmental ambiguity about what counts and is rewarded

4. Develop policies and practices that support each other and our work

5. Increase accountability—use of same data, standards, consequences

6. Build a culture of recognition; help people see meaningfulness of work

Strategies to Value and Recognize

- Celebrate accomplishments in teaching at the beginning of meetings and on listservs—be concrete.
- Thank yous should be specific—help people see why work is meaningful…This resource was important because…
- Help make our work visible on campus and more broadly.
- Collaborate to grow or develop projects.
- Enhance systems of routine recognition—such as regular nominations for faculty awards, encourage others or nominate yourself.

Scholarship

Connecting our learning to our work

Sharing our Learning
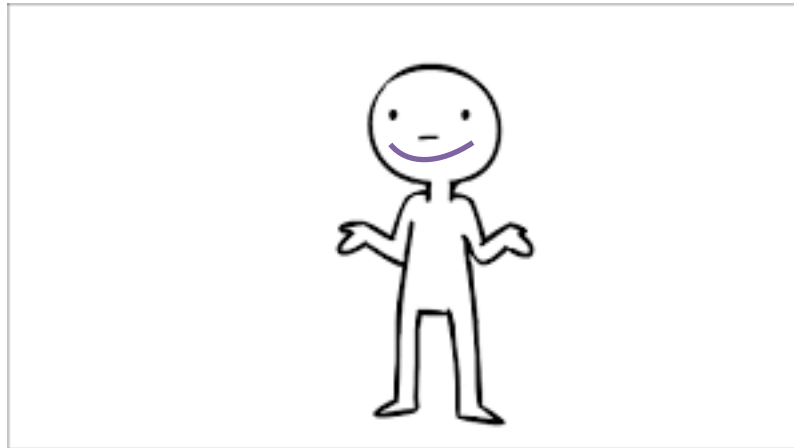
Systematic pursuit of a topic

Critical analysis

Shared with peers

Sharing best practices is part of our workload and is scholarship!

Seeing our teaching as a scholarly endeavor.

What Scholarship Opportunities Can You Create from this Work?

Scholarship Opportunities: **student focus**

- Assessment of student learning outcomes based on a teaching practice
  - Active and cooperative strategies--look at which strategies worked best, different strategies in different sections, short terms or long term effects
- Pre and post reactions to content, discipline, or career based on a teaching practice

Scholarship Opportunities: **organization or faculty focus**

- Create a case study (course or program area)

- Examine your own (or colleagues) reflections on change

  - Motivation, workload issues, equity issues

- Compare practices across disciplines

- Changes in advising (or other systems) and their effects student outcomes

Seek Opportunities

- Discipine
  - ACS (Chemistry)
  - NEH GRANTS - Humanities Initiatives at Community Colleges
- UNC Center for European Studies
  - Study trip
  - Course development grants
- Publishing Outlets

Publishing Venues

	Newsletters, blogs, book chapters, journals…
Teaching & Learning	Active Learning in Higher Education Assessment and Evaluation in Higher Education College Teaching International Journal of Teaching Learning in Higher Education Journal of Case Studies in Education Journal of College Teaching & Learning Journal of Excellence in College Teaching Journal of Scholarship of Teaching and Learning Learning and Teaching Teaching in Higher Education
Mathematics Education	The College Mathematics Journal Education Studies in Mathematics Journal for Research in Mathematics Education Mathematics and Computer Education
Community Colleges	Community College Journal Community College Review Community College Journal of Research & Practice New Directions for Community Colleges Journal of Higher Education Review of Higher Education Research in Higher Education

Thank you!

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