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## Instructor Guides, TIGERS ADVANCE Trailblazers: Provost's Mentoring Initiative for Faculty Session 8: Gender Equitably Workload Distributions

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**Instructor Guides, TIGERS ADVANCE**

**Trailblazers: Provost's Mentoring Initiative for Faculty**

**Session 8: Gender Equitably Workload Distributions**

**Cynthia M. Sims, Angela D. Carter, and Stephen Brown III**

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## Introduction

TIGERS ADVANCE: Transforming the Institution through Gender Equity, Retention and Support, is a National Science Foundation (NSF) funded innovative and systematic institutional transformation approach to reduce gender inequality and improve opportunities for all early and mid-career faculty at Clemson, both men and women.

## Course Overview

Inclusive of all science, technology, engineering and mathematics (STEM) disciplines, TIGERS ADVANCE is the result of a comprehensive institutional assessment of the barriers that hinder the recruitment, advancement and retention of Clemson's women and minority faculty; a thorough assessment of Clemson's history, culture and climate; an extensive review of lessons learned from ADVANCE institutions; and the tight integration of social science research with project activities to inform and support institutional transformation.

## Session Organization

<b>Time</b>	<b>What</b>	<b>Who</b>
Pre Work	Review Video from Dr. Winslow - Gender equitably workload distributions & family-friendly practices	All
1:00 – 1:10	Trailblazer Check In	Angie Carter
1:10 – 2:20	Gender Equity Panel Presentation with Q & A Participants (5 min intro each) <ul style="list-style-type: none"> <li>• Dr. Amy Lawton Rah</li> <li>• Dr. Thomson Mefford</li> <li>• Dr. Sarah Winslow</li> <li>• Mr. Jim Kerr, Associate Chief HR Officer</li> </ul>	All
2:20-2:30	Wrap up & Next steps	Angie Carter

## Target Audience

The target audience for Trailblazers is early and mid-career faculty members at Clemson University.

## Course Goal and Outcomes

This ADVANCE Trailblazers session provides Trailblazers the opportunity to meet with and start to decide which executive mentors they want to work with.

### Course Goal

Identify the overall purpose of the course and key points covered.

### Course Outcomes

At the end of session participants will be able to:

- Practice peer mentoring
- Recognize different leadership styles and how style influences behavior and outcomes
- Recognize how to manage change in higher education
- Plan and enact projects to increase gender equity in the university

## Host Responsibilities

The requirements below should be carried out by the agency that requests the course session and are as follows:

## Audiovisual Equipment Requirements

Visual aids for this course consist of PowerPoint slides, video clips, and crash diagrams. The following audiovisual equipment is necessary for delivery of this course:

- Computer to display PowerPoint slides, videos, etc.
- Projector compatible with computer
- Electronic device to advance PowerPoint remotely
- Microphone
- Timer

All equipment should be placed in the room for the instructors to check at least one hour prior to the start of the course. The host building should provide technical assistance during this time and contact information for technical assistance during the presentation of the course.

## Room Requirements

The room should be large enough to accommodate workspace and chairs for up to 30 participants and 2 instructors plus the aforementioned equipment—a large conference room or classroom.

Instructors should be able to arrange the classroom as they deem most appropriate given the exact number of participants. (The ideal arrangement allows participants to interact with the instructors and in small groups, i.e. many round tables with 5-8 participants per table.) All participants should be able to see the screen and instructors; however, participants and instructors should be able to move about the room without obstruction.

A preparation table and presentation table or podium should be provided for the instructors. The room should be in a quiet area and have a lighting system that permits convenient dimming of the lights, especially where the screen is located.

## Training Coordinator's Responsibilities

The local coordinator is responsible for preparing the site prior to the instructor's arrival. Below is a checklist of the items the local coordinator should prepare prior to the instructor's arrival. It is recommended that the instructors contact the local coordinator to ensure these steps have been taken.

## Training Site

Before the instructors' arrival, the local coordinator should verify the following accommodations are in place for the training site:

- Selection of a training room is critical to the success of the course. Great care should be taken to select a room that will not be overcrowded, too hot or too cold, or subject to outside distractions. The instructor should contact you with any specific requirements for the training facility.
- Reserve a training room for the duration of the course.
- Visit the classroom to make certain it meets all of the instructor's requirements.

Other considerations for the training room:

- Heat or air conditioning-find out if the instructor can control these
- Adequate shape and size. No poles or obstructions
- Seating arrangements
- Away from kitchen, construction area or other noise distractions
- Electrical outlets
- Lighting controls – Almost every training course uses visual aides that require a projection screen. It is important to have a room where lighting can be controlled to prevent glare on the screen while not placing the room in total darkness.

Since a PowerPoint presentation will be used during instruction, make sure to consider the following room accommodations:

- Will shades completely darken all windows?
- Can the lights be selectively dimmed when showing the presentation?
- Will overhead lights shine directly on the screen?
- Can a bulb be removed above the screen or will the whiteboard be too dark?

## Participants and Instructors

- Participants and instructors should be:
  - Informed of course starting and ending times
  - Advised on room location and whether it's the same for every session
  - Told whether food will be served or not and told of the spread
- Participants should also be informed that notebooks will be provided as well as folders and a binder to help organize received material
- Participants should bring their own writing utensil

## Final Arrangements

One (1) week before the course:

- Prepare directional signs to classroom.
- Determine if snacks are available.
- Make sure post lesson surveys are created
- Check over PowerPoints to make sure they are updated
- Make sure all links to videos are working properly.

Day of the course:

- Set-up the classroom.
- Organize the participant materials.
- Set up directional signs
- Test all equipment.
- Confirm with any food vendors

During the course:

- Let the instructor know whom to contact if he/she needs assistance.
- Check with the instructor at least once an hour to resolve any problems.
- Follow the agenda provided to the participants

After the course:

- Make sure all participants complete post lesson survey
- Make sure to collect surveys and attendance sheet
- Break down and remove any and all equipment

The job of the facilitator here is to find guest speakers for the entire day. One of them should speak about gender equitably workload distributions & family-friendly practices. Then, the facilitator should find three to four guests to make up a panel about gender equity. Some questions can be queued up by the facilitator but the participants should also be prepared to ask questions as well.