Equity in action: Gender equity in higher education for full-time and part-time faculty members

Accepted 20th January 2020

ABSTRACT

The purpose of this study is to evaluate how gender equity plays an important role in job satisfaction and turnover intention. However, we take a little step further by reviewing how the level of gender equity may contribute to both full-time and part-time employees using an equity and psychology detachment phenomena to answer the following research question: what impact does gender equity have on job satisfaction and turnover intent for full-time and part-time faculty? This study will serve as a huge contribution to literature as it not only defines how gender equity may possibly be related to the two variables, job satisfaction and turnover intention, but it also identifies how the correlation may differ depending on the type of faculty employment. This study will help institutions measure the needs of their faculty and how each position and employment type should be approached to ensure that gender equity is present in the workplace.

Key words: Equity, job satisfaction, turnover intent.

INTRODUCTION

Academia, specifically in management, continues to have the stigma of lagging behind the management practice (Banks et al., 2016). Not only is this an issue in theory and research (Mendelsohn and Perry, 2016), but it is also an issue in diversity, equity, and inclusion. Due to the lack of equity that is provided to individuals in education, job satisfaction, and faculty intentions to stay are at stake. Therefore, this study attempts to lead in discussions around gender equity in higher education and how it impacts job satisfaction and turnover intent to broaden our vision and expand our perspectives for changes to take place not only in academia but also become exemplars in practice. Equity is defined as being treated fair according to each faculty’s needs (Gender Equity Vs. Gender Equality: What’s the Distinction? 2018). This is not to be confused with equality which is when faculty have been given equal value. Equity meets the individual where they are to obtain equality. Women are on the rise as instructors in higher education (DiPrete and Buchmann, 2013); however, women’s needs are not the same as those of men. Given that job candidates are brought on board as a faculty, it is the responsibility of each department or organization to ensure the new hire is integrated into the school as a colleague to help promote productivity and performance (Podsakoff et al., 1997). By giving women the necessary resources to meet them where they are (equity) to have the same opportunity as their male counterparts (equality), this can assist with (1) job satisfaction, or feelings about their overall job whether it is a dislike or like (Spector, 1997), and (2) turnover intent, or the desire to seek after or want different employment opportunities (Smart, 1990). This study focuses specifically on gender equity regarding salary and work-life balance for both full-time (associate professors, assistant professors, tenure-track professors, tenured professors, and instructors) and part-time (adjunct) faculty members. Therefore, we aim to answer the following research question: What impact does gender equity have on job satisfaction and turnover intent for full-time and part-time faculty?
faculty?

LITERATURE REVIEW

Gender equity

The equity theory has sparked conversation in all industries in various aspects. No matter where we are in the world, it is presumable easy to conclude, we are all made differently. Due to our differences, there are certain things some individuals may need more than others. For example, a Man graduated with his masters in a program that did not use Microsoft excel. However, the Woman has a bachelor's and did several projects in excel that were required throughout her program where she made all A's due to her intermediate to advanced knowledge of excel. Both the Man and Woman are required to use excel at their new jobs in the same department to build reports for their supervisor. Due to the Man's lack of knowledge of excel, their supervisor put him in a 2-day training to teach him how to build reports while the woman did not go to the training as her skills were deemed proficient. This is a great example of what equity is. "To provide equity would be to give greater support to women in order to ensure that they ultimately reach a condition of equality with men" (Stromquist, 1997). Therefore, in this study, equity is defined as being fair of treatment according to an individual's respective needs (Gender Equity Vs. Gender Equality: What's the Distinction?, 2018). Historically, equity has been determined by the lowest level of rewards that were deemed fair or satisfying (Messe and Watts, 1983; Thibaut and Kelley, 1959). In the example provided above for Woman A and B, Messe and Watts and Thibaut and Kelley's definition would only be true if both Woman A and B were given one week to practice or freshen up on excel to work on projects. It is evident, Woman A would not perform the same as Woman B because their starting knowledge is different. Due to this example, this paper will adopt the definition of equity as being fair treatment where individuals are provided with the appropriate tools and resources to meet them where they are. A more simple definition, the means to get to the end goal (Gender Equity Vs. Gender Equality: What's the Distinction?, 2018). Gender equity in education can include fairness of treatment in many facets of education whether it be opportunities, teaching loads, hours of service, publications, benefits, or rights. In this study specifically, we are looking at gender equity in education regarding salary and work-life balance.

Salary

Whether or not men or women in academia are treated fairly regarding their salary or work-life balance, if these individuals do not perceive their environment as equitable, there could potentially be a "desire whether conscious or subconscious to take remedial action to make the situation more equitable" (Emerson, 2002:29), such as disconnection or psychological detachment causing less engagement (Burris et al., 2008; Sagie et al., 2002). Fairness and justice in pay satisfaction, according to Eby et al. (1999), has a "direct impact on employees' job satisfaction (p. 474). Salary can tell individuals various things about themselves, whether it be achievements, worth, importance, or future potential (Hagedorn, 1996).

Therefore, when men are paid more than women in salary (Schuster and Finkelstein, 2006), this is a direct reflection for women of how less their achievements, worth, importance, and future potential is perceived to be. However, when salary is provided fairly, women may "perceive that there is equity and justice within the exchange relationships they are involved in" which will allow women to "experience feelings of contentment resulting in positive reactions and perceptions" (Burrai et al. n.d). These positive reactions and perceptions can lead to job satisfaction and an increase in the overall intention to stay in education and at their place of employment.

Proposition 1A: Equity in salary impacts pay satisfaction and turnover intent for both full-time and part-time faculty.

Work-life balance

Equity in work-life balance is unique to every individual. Both women and men may have spouses, significant others, children, hobbies, and every other aspect of life outside of work. Most historical equity definitions such as those by Messe and Watts (1983) and Thibaut and Kelley (1959) do not examine life outside of academics. The definition we use in this study was designed to include fairness of treatment in all aspects of both women's and men's lives. The definition specifically states fairness of treatment according to an individual's respective needs. These needs can include more time off to take care of their children. It can also include mental health days as well as time with family. No matter what the situation may be for either women or men, the tenured clock should not stop due to life that happens outside of the work environment. Educational institutions must, therefore, prioritize their understanding of equity by integrating the "public sphere of economic work and the private sphere of family, community, and other personal involvements" (Bailyn, 2003). The same goes for adjunct faculty where equity in work-life balance should be emphasized. Adjuncts are known to teach more hours due to them not researching (Cara Meixner et al., 2010). Teaching five courses or more, rather than producing
knowledge in the form of research can be time-consuming when you consider prepping, teaching, grading, and tutoring for students’ needs where each student has different needs. They are expected to carry heavier loads of courses since they do not conduct research; however, the institutions in which these adjunct faculty members work should consider that teaching may not be the only employment that individuals have as adjunct faculty are generally in practice (Pearch and Marutz, 2005). Therefore, it is important for organizations to consider the needs of both women and men who are not only full-time faculty members but also those who are adjuncts. Literature does communicate that full-time faculty have more responsibilities, but While there may be various cases for what each faculty may need, organizations should perform their due diligence and understand that no matter if the faculty is full-time or part-time, there can be underlying differences as to what each individual may need in regards to time and time off. In instances where an individual does not receive the time-off, they may need job satisfaction and turnover intent may be at stake. This leads to our next proposition:

**Proposition 1B: Equity in work-life balance impacts job satisfaction and turnover intent for full-time and part-time faculty.**

**Turnover intention**

Pinkovitz et al. (1996) found that 75% of the demand for new employees (in this case faculty) is to replace employees who have left to find better employment. The cost of turnover is paramount to organizations whether directly or indirectly because of the time and money involved (Singh and Loncar, 2010). While Pinkovitz et al. (1996) believe “the number one issue facing business is finding and keeping good employees” (p. 1), our focus should shift to turnover intent. Turnover intent has been defined as the desire, inclination, or willingness to seek after or want different employment opportunities (Smart, 1990). In this study, we seek to explain faculty turnover intent and determine its relationship with equity and its correlation to job satisfaction utilizing the psychological detachment theory (Burris et al., 2008). Psychological detachment, according to Sonnentag and Fritz (2015), is the "degree to which employees can psychologically distance themselves from work". In plain English, it is when individuals quit work way before leaving work. The body of management literature today discusses the correlation of job satisfaction and turnover intent (Singh and Loncar, 2010: Lum et al., 1998; Mobley et al., 1979). While some authors believe that job satisfaction and turnover intent are directly related (; Shulz, et al., 1987; Weisberg and Kirchenbaum, 1991; Youngblood et al., 1983; Bernthal et al., 2000), others found that job satisfaction and turnover intent have an indirect relationship (Hellman, 1997; Lum et al., 1998; Carmelia and Weisberg, 2006). The equity theory has generally been used to theoretically explain the relationship for job satisfaction and turnover intent due to its theoretical framework; however, this study seeks to explain the relationship that equity itself has on turnover intent. "Equity theorists posit that employees seek the equilibrium between what they invest or put into their jobs in terms of effort, knowledge, and skills, and what they get as an outcome through compensation or recognition" (Singh and Loncar, 2010: 473; Adams, 1963; Greenberg, 1987, 1990; Milkovich and Newman, 2008). Based on this definition, if there are similarities of what knowledge, skills, and efforts are put into being a faculty member whether full-time or part-time faculty members, there should not be differences in the outcome regarding gender when it comes to full-time or part-time faculty members. When equity is provided to all faculty members, turnover intention should be mitigated if not eliminated altogether; therefore, we propose the following:

**Proposition 2: Gender Equity decreases turnover intent for full-time and part-time faculty.**

**Job satisfaction**

Job satisfaction is an important component of the retention of employees in an organization. The term has been defined amongst various researchers, however, the term adopted in this study was provided by Spector in 1997, by stating job satisfaction centers mostly on the feelings of individuals about their entire job, which emphasizes on the level to which individuals like or hate their jobs (Spector, 1997). Job satisfaction is a feeling that an employee gets that portrays their emotions about their job mentally. If an employee is satisfied with their job, they will most likely perform well. However, if employees are not satisfied with their jobs, they will most likely show their dislike of their job through their performance.

Because job satisfaction has a direct relationship with job turnover, we can safely assume job turnover is due to the causation of job satisfaction. In fact, there are several elements that show causal relationships from job satisfaction. These elements include pay, opportunities, advancement, working conditions, and workgroup (Rue, 2003) as well as satisfaction with supervision and organizational commitment (Lum et al., 1998). Most research focuses on job satisfaction without taking into consideration job dissatisfaction. Lum et al. (1998) stated it best when they wrote “Price and Mueller (1981) were able to conclude empirically that job dissatisfaction had an indirect effect on turnover through its direct effect on the formation of intent to leave. Irvine and Evans (1992)
reported significant causal relationships between intent to turnover, and both job satisfaction and organizational commitment” (p. 308). While this study reviews job satisfaction regarding pay and work-life balance, it is important for us to distinguish our definition of job satisfaction as it does not encompass job dissatisfaction, yet, it does consider faculty who are not satisfied to illustrate signs of dissatisfaction through performance, disassociation, and exclusion.

Pay satisfaction

Pay satisfaction is viewed differently from job satisfaction. According to Lawler (1971), pay satisfaction is influenced by the discrepancy in what faculty perceives they should receive in pay and the value of their work. When there is no discrepancy, equity is achieved (Singh and Loncar, 2010). Pay satisfaction is a relevant construct that requires both academia and practice to broaden their sights. Not only from the perspective of pay being individual’s livelihood, but also individual’s worth. Therefore, broadening perspectives of pay for faculty could create equity unintentionally. While various contributing factors impact pay such as years of experience, tenure, publications, fieldwork, and practical experience are calculated to ensure equity is met, administration at every university or college should implement methods, rules and procedures to determine pay amounts (Miceli and Mulvey, 2000; Singh et al, 2004). However, an administration that implements methodologies, rules, and procedures should be inclusive of both women and men as there could be biased in the policies for the methods that are used, as males cannot account for all facets of pay for women and women cannot account for all facets of pay for men. This is expected to have a significant and positive impact on job satisfaction and a significant and negative impact on turnover intent. This leads to our next proposition:

**Proposition 3:** Gender equity in pay satisfaction positively impacts job satisfaction and turnover intent for full-time and part-time faculty.

Full-time faculty members

Full-time faculty members consist of associate professors, assistant professors, tenure-track professors, tenured professors, and instructors. The majority of institutions require their faculty to obtain a doctoral degree from an accredited university to be considered as a full-time faculty member with tenure or tenure-track. - The search for a full-time faculty member is rigorous. Competition is normally at an all-time high for full-time faculty members (Meier, 2019). In addition to a doctoral degree, a candidate must have completed research prior to being considered. However, this can vary amongst research and teaching institutions.

Full-time faculty normally teaches upper-level courses while part-time instructors teach lower-level courses (Rossol-Allison and Beyers, 2011). Full-time faculty members are said to have higher percentages of student outcomes (Anafarta and Apaydin, 2015). They are likely to have stronger students in the classroom due to the time they take to prepare for classes, workshops, mentoring, pay, and higher degrees. Full-time faculty has a heavy load and numerous interactions with their students (Meier, 2019). A normal teaching load would consist of 12 credit hours per semester while teaching in the summer is considered an overload (Yoder, 2017). The benefit of full-time professors is that they have the decision to lessen their workload by requesting to do research or administration tasks such as chairman tasks (Meier, 2019).

However, apart from requesting a lesser load, full-time faculty also gets compensated higher than their adjunct counterparts. A full-time professor may earn between $44,000 to $148,000 annually (Meier, 2019). Items such as length of service, credentials, and content area, all influence the pay grade. As most full-time occupations, full-time professor jobs include health insurance, retirement and professional development funds, and (sometimes) full-time tuition benefits for immediate family members (Meier, 2019). Although their pay seems intense, they must also work 40 hour, teach 12 credit hours, hold office hours, and attend campus events (graduations, ceremonies, etc), conferences and various meetings (Yoder, 2017). As we can imagine, their workload is very different from part-time faculty members, which could contribute to the success of student outcomes due to their vital involvement in the institution.

These faculty members could endure difficult challenges in their careers such as their teaching load, the number of publications they produce (dependent upon the university), service, scholarships, and academic advisement and mentoring for students. Because of these challenges, it is important for faculty leaders to promote equity amongst the members to increase the level of job satisfaction even through difficult periods.

**Proposition 4:** Full-time faculty members have a larger workload than part-time faculty members.

**Proposition 5:** Full-time faculty members contribute to a higher successful student outcome.

Gender in full-time faculty

Women hold approximately 49 percent of full-time faculty positions and only 38% of tenured jobs (Flaherty, 2016),
leaving men to occupy 51% of full-time faculty position and 62% of tenured jobs. As the years pass by and time progressed to the empowerment of diversity in the workplace, it is critical for institutions to incorporate the act of diversity in education. We declare this statement as being valuable for higher education as it is important for students to be able to identify with individuals who hold full-time faculty positions.

Women faculty headcount growth nearly doubled that of men between 1993 and 2013, averaging 375,300 additional women and 196,900 men (Flaherty, 2016). Within this time period, studies showed that women growth in full-time positions, quintupled that of men, and a major change was observed in women position to tenured position in particular: an increase of about 46,700 women as compared with a decrease among men of about 14,900 (Flaherty, 2016). However, the ratio of all women faculty who are tenured or on the tenure track has declined from 20 to 16% and 13 to 8%, respectively (Flaherty, 2016), showing that women are less likely than men to hold full-time faculty and tenured positions.

In achieving the goal of full professorship, fewer than one in 10 faculty women have achieved the goal, equaling to nine percent, three percent higher than women in 1993 (Bellas, 2003). As already known, men on average are higher than women in receiving Ph.D.’s, a requirement needed to obtain full professorship. As the years go by, there has been a rise in women receiving their Ph.D., where colleges and institutions have pledged to provide more opportunities for women that are equal to men, giving women a chance to thrive in their educational careers (Bellas, 2003).

From direct interviews with full-time faculty members, most individuals believe that the slow growth is a reflection of the hiring and promotion process, such as deans and provosts having a greater authority on decisions about who become full professors next (Bellas, 2003). If more men are given opportunities in full-time faculty positions, it is a greater chance that they will also hold hiring and promotion positions. With this being noticed, we can assume that if men are in higher positions, they will hire more men than women to obtain full professorship, creating a decline in equity amongst both genders.

Shockingly, women outnumber men in the tenured ranks at two-year colleges (Flaherty, 2016). We may say this is because the hiring process is easier, making it less challenging to climb the ladder of promotions. Although the gender gap is tightly fitted within two-year colleges, it remains loosely fitted amongst four-year institutions where there is a larger student and faculty population.

**Proposition 6:** There is a decline in women that hold full-time faculty and tenured positions than men in four-year colleges.

**Part-time faculty members**

Part-time faculty members are often called adjunct faculty members. To be considered as an adjunct professor, we must note that these members must have academic credentials (Meier, 2019). Most institutions require those credentials to hold a master's degree and a certain number of hours worked in the subject field to teach a class. For example, if a candidate is fluent in French and have visited and worked in many French companies, they will be qualified to teach French college courses. Adjuncts serve the purpose of allowing the institution to cut costs and offer less pay to part-time than a full-time professor. The intent on hiring adjunct professors is to lessen the workload for full-time faculty members (Douglas-Gabriel, 2019). Adjunct professors may teach a variety of classes where the institutions see fit. However, most adjunct members complain that they do not get the treatment they deserve nor the number of classes they deserve as it is dependent on the course load of full-time faculty members (Harris, 2019). Because of this, some adjunct gets paid less than other adjuncts as they are paid per class taught.

On the other hand, many full-time faculty members do not agree with hiring adjunct faculty as they typically do not obtain higher education degrees such as doctoral degrees nor do they have a great impact on the student outcomes (Rossol-Allison and Beyers, 2011). We note that part-time faculty often have less available resources and tools provided to teach effective classes, they grade easier if their contracts are based on student evaluations, and they prepare less for classes (Bettinger and Long, 2004). This is because, most adjunct professors work multiple jobs and do not have as much time to develop assignments and grade such as full-time faculty members (Schenider, 2015). Most adjunct faculty members are not provided office space with valuable resources (Meier 2017), needed to successfully aid students in their college pathways. Adjunct professors are not required to attend institution events (Meier, 2017), meaning students do not visually see their instructor as much. This also hurts the adjunct because most likely when they do not attend these events, they are not exposed to the advancement, changes, and challenges endured with the institution. This can cause a disconnect in the classroom as they are not knowledgeable about the different events, information, or important changes made that can impact the classroom. Because adjuncts can expect to earn between $1,000 and $1,500 per credit hour, their schedules are more flexible than full-time professors. The disadvantage is that they are not offered full benefit packages and on occasions offered limited professional development (Yoder, 2017).

Due to all these issues, part-time faculty has reported feeling less apart of institutions based on unfair treatment (Leslie and Gappa, 2002). They tend to feel as if they are
being “taken advantage” of due to their title. In addition to other issues, the huge downfall regarding these positions is that they are unaware if they will have a job in the upcoming term. Most contracts for adjuncts are written on a one or two term basis (Meier, 2019), meaning that is always unknown if the candidate will be offered a job ongoing.

**Proposition 7:** Part-time faculty members do not receive the same level of equity as full-time faculty members.

**Gender in part-time faculty**

Approximately sixty-five percent of higher education is made up of adjunct faculty (Ivey, 2005). Because of such a large population of part-time faculty, there have been a few issues that have arisen such as equity among academic colleagues, integrity of faculty work, academic freedom, etc. (Ivey, 2005). These challenges are becoming more questionable due to the lack of full-time positions held at institutions. If there were more full-time positions occupied than part-time positions, the question may arise, will institutions endure the same challenges?

Unlike full-time faculty members, there is an overrepresentation of women in part-time positions in higher education (Ivey, 2005). Although there has been a decline in tenured positions over the years, we have seen an increase in part-time positions. There is a larger percentage of female faculty in the part-time ranks of all disciplines, except business, and in all categories of institution except the two-year public colleges than in the full-time ranks, the exact opposite is true for male faculty (Ivey, 2005). We may see high numbers of women faculty in part-time positions due to a number of reasons including raising a family. Anderson (2002) found that age, degree, and number of dependents were associated with the preference to be part-time faculty. In the study, Anderson found that 51.7% of women cited family responsibilities as the reason for working part-time, as 9.7% of men agreed with that statement (Foley, 2001).

In 2001, Leslie D.W., conducted a study on part-time faculty whose institutions have a tenure system that provides tenure for part-time faculty. The study found that age and gender interact to lead men and women to different career paths at different stages (Leslie, 2001). The example used in the study is that part-time male and female are not able to find full-time faculty positions, a cause for the high number of part-time faculty in institutions. Part-time tenured men tend to be older, have more years of experience, more years in rank and more time since receiving their highest degree, as compared with part-time tenured women (Leslie, 2001).

Earlier, we discussed the pay gap between men and women. Studies have shown that women in part-time positions earn less than men in those same positions. However, there is even less variation in pay between men and women when we include the type of institution. Question arise why do women earn less than men in part-time positions if they dominate the field? Further studies will need to be reviewed as there is not enough research completed in this area of focus.

**Proposition 8:** There is an increase in women in part-time faculty positions than men.

**Proposed methodology framework**

A triangular framework involving a mixture of both quantitative and qualitative methods will be used in this study. A combination of surveys and interviews will be used to explore and assist in finding relevant data regarding the research question. Various resources including literature found in the Management Education Division was used to ensure quality and valuable resources add to the overall body of knowledge.

Surveys will first be sent to Historically Black Colleges and Universities (HBCU) as well as Predominantly White Institutions (PWI) for a comparative study to take place. After the data collected from surveys, a follow-up study will be conducted for full-time and part-time faculty members at each College/University. Based on the data collected from this triangular study, we will conclude using a framework that best suits our model without bias (Figure 1, Appendix) (Podsakoff, 2003).

The model demonstrates the influence of gender equity in education and its relation to job satisfaction and turnover intention. The model then breaks down the effect of both variables and its relationship to the type of employment, full-time and part-time faculty members. The model includes the two types of employment as we assume that full-time faculty members will endure and have a different experience than part-time faculty members. In the literature review, we note some of the challenges expressed by the type of employment. It is important to note that this model is an example of the importance of equity amongst gender and its impact that it has on all types of faculty.

**Theoretical implications**

Furthermore, there are several implications we would like to add to this study. First, we would like to note that the literature review was conducted using prior research from other studies. Some of the studies we used were completed over ten years ago. Because the research completed was done years ago, this makes our study appropriate and
relevant as we can bring new information and insight on the current issue between gender equity. We can revisit the issue by introducing new problems and solutions that can possibly close the gap in the twenty-first century and beyond. Second, some of the research included in this study could be opinion-based. This is due to personal experiences encountered by several researchers. Some research was included in this study based on observations in academia. However, we would like to conduct an empirical study that focuses on surveys, interviews, and observations. Because this study is critical and can be challenging in understanding the gap, we would like to be sure that we are providing feasible results to academia in hopes to improve the environment while making faculty members satisfied with their administration decisions in the workplace. This is important because the decisions made by faculty administration can influence the teaching condition, workload, and satisfaction of faculty members, which then, in turn, influences turnover intentions.

**Practical implication**

Our research allows those who practice management to review our work and implement our process. This research heavily influences the practice due to its foundational building blocks of general respect from one gender to the next. There is no doubt that there is a pay gap for males and females in practice (Connelly et al., 2016; Sandberg, 2017; Abendroth et al., 2016; White and Druker, 2016; Mihăilă, 2016); however, a notion to close this gap to enhance equivalency is to use a base metric to calculate pay upon obtaining a job whether it be academically or in practice. Factors to include in this metric should be the following, but not limited to experience in years, education, training and development, and certifications. A further assessment should be conducted to analyze a person’s needs through various interviews and background checks for more information regarding their financial stability. This base pay can be an equal pay system for all, but to provide equity in pay an assessment needs to be conducted to ensure everyone is on the same pathway. To further explain this, a male could have the same experience, education, certification, and etc. as a female counterpart. However, this male could have been afforded scholarships during his educational years or money could have been passed on to him through his family. On the other hand, the woman paid for her education out of pocket due to the lack of resources at her school (scholarships and grants) and with her family. While both are measured the same during the equality test of experience, education, certifications, and etc., the woman is clearly in more need for financial stability due to being in debt to obtain the same degree as her male counterpart. While a company could start them off at the same pay, this still would not be an equal or fair act because the woman was not treated fairly in respect to her education in which she had to pay for to obtain. This example illustrates that all organizations do not only have to be fair, but also provide opportunities for people to be equitable through additional analysis.

Another methodology to consider should be for incentives to be added for colleagues who add more value to the overall department such as the University of Alabama at Birmingham methodology. Faculty members who produce knowledge continuously in a journal receive 4 credits and B journals receive 2 credits (the University of Alabama at Birmingham, 2019) and each credit is worth a 1-course release or $5,000. While this same methodology does not have to be used, it is a great example to provide the administration with a method to ensure equity is met during onboard and through the faculty members' career at their university or college. By implementing practices such as this, gendered differences would be reduced if not completely mitigated.

Another example as it relates to work-life balance is having a woman faculty member who is a single parent with two children who are actively playing sports with a sickly parent and newly wedded man who has no children whose parents are healthy. If both faculty members are giving the same amount of days off, sick leave, and etc., this would be considered as equality. However, if the company, the two individuals work to understand their situations, equity would be giving the woman more days or the opportunity to solicit donated days off, or flexible schedules to accommodate for the work-life balance she needs.

**Limitations and future research**

We believe this study will create an organic discussion regarding equity across all organizations. However, we do realize a few aspects were left out which should be incorporated in the conversations that will take place. While we aim to bring awareness to both practice and academia, this study was conducted only for individuals in academia. Second, only Historically Black Colleges and Universities and Predominantly White Institutions are stated to be where data will be collected, however, Hispanic Serving Institutions should also be looked at to understand how equity, job satisfaction, and turnover intentions are there. Thirdly, this study does not consider the various types of higher education such as community colleges, junior colleges, technical schools, trade schools, universities, and etc. Lastly, there are many aspects to job satisfaction and turnover intention other than salary and work-life balance. The study should consider broadening its scope.

For future research, we plan to test our model using a
methodological framework that best suits our data, such as structural equation model to empirically test. We will first gather data through surveys. The surveys will be sent to both full-time and part-time faculty members at selected institutions. With the collection of survey responses, we can compare the level of gender equity in institutions and how it plays an important role in job satisfaction and turnover intention according to the type of employment, full-time or part-time faculty. After survey collection, we will randomly select both full-time and part-time faculty at the colleges and universities we chose to conduct our testing to ask for a phone, zoom/skype, or in-person interview. This will allow us to experience first-hand faculty perception on whether they are being provided equitability. By doing this, we can also eliminate our study from being opinion-based by focusing on the reality of the industry and its setting.

Finally, we would like to examine the hiring process in obtaining full-time and part-time faculty members and how gender can play a vital role in faculty administration decisions. Although gender gap in academia is well known, we would like to take a closer look at the gender gap amongst full-time and part-time faculty members. We would also like to answer questions such as, a) what qualifications are needed for each position, b) what metrics are taken to determine the pay scale for each position, and c) what factors influence job satisfaction and turnover amongst both genders?

**Conclusion**

In conclusion, this study aims at the very least to create conversations around academia on how to re-assess and measure equitability in all organizations. This should be implemented by creating metrics for base pay and time-off and further assessed through additional evaluations of an individual’s life and background. With this type of measurement and assessment, opportunities for all faculty, whether male, female, full-time, or part-time will increase job satisfaction and decrease turnover intent as more employees will feel a sense of respect, belonging, and value for their worth.

Furthermore, this study hopes to encourage administration faculty to provide support and programs for their faculty members in efforts to increase equity in higher education. It is vital to understand that women and men may require a different level of support and that this can influence turnover intent for faculty members. In addition to base pay and time-off, we hope that the administration understands the challenges that are included with the level of various positions. With these challenges, it is necessary to implement ways whereas faculty job satisfaction can be measured to prevent the increase of turnover. With both pathways, faculty will be better prepared and less stressed in handling the daily tasks required of them. After all, it is the individuals who make up Human Resources to be responsible in implementing a fair solution for both genders while also building and enabling strong and powerful faculty members.

**REFERENCES**


APPENDICES
Figure 1: