

Approved Resolution of the San Diego State University Senate: Creating a More Equitable and Welcoming Environment for Women Faculty of Color

Whereas: Women Faculty of Color (WFC) make significant contributions to the SDSU community, but are often not valued for their contributions. WFC are frustrated, traumatized and demoralized by this treatment. Their struggle negatively impacts their health and well-being and contributes to their already large workloads. They are the “miner’s canaries” at SDSU--sitting at the cusp of race and gender and at the forefront of equity and social justice issues in the academy--a righteous struggle that they will continue to fight not only for themselves, but for the soul of SDSU culture and community.

Whereas: the SDSU University Senate confirms its commitment to create a more welcoming environment for all of our diverse constituents, including WFC, through recent resolutions focused on the Pell Grant, African American, Native American and LGBTQIA+ students; as well as the establishment of the Division of Diversity and Innovation.

Whereas: Students of color are the majority of the student body in the CSU system (75%), however tenured faculty continue to be majority white (62%)¹. At SDSU In 2017, there were 19% tenure-track WFC, compared with 47% students of color.

Whereas: Scholars report that WFC continue to face serious disadvantages including: microaggressions, underrepresentation, lower pay² and service inequity.

Whereas: SDSU University Senate Officers sponsored a meeting on October 1, 2019 with WFC in response to concerns Officers received in summer 2019 from a group of WFC. The October 1st meeting was well attended and received.

Whereas: At that meeting, AVP of Faculty Advancement Joanna Brooks presented a report on SDSU Women of Color Tenure Track Faculty Data, which indicated that SDSU continued to maintain its predominantly white demographics between Fall 2016 and Spring 2019³.

¹ Want to Retain Faculty of Color? Support Them as Faculty of Color:

<https://medium.com/national-center-for-institutional-diversity/want-to-retain-faculty-of-color-support-them-as-faculty-of-color-9e7154ed618f>

Left Out: How Exclusion in California’s Colleges and Universities Hurts Our Values, Our Students, and Our Economy:

<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Aascds%3AUS%3Ada371fb2-ae1c-41ca-a126-7bbd4695696e>

² Representation and Pay of Women of Color in the Higher Education Workforce

<https://www.cupahr.org/wp-content/uploads/CUPA-HR-Brief-Women-Of-Color.pdf>

³ From 2014-15 to 2018-19, the numbers of SDSU tenure-track faculty with Underrepresented Minority (URM) status increased by less than one percent from 12.9 to 13.8%; Non-URM faculty decreased from 87.1% to 86.2%. Of these faculty, 61.4% were male (n=445); 42.4% (n=323) were female. Of the female

Whereas: Of the 468 new tenure-track appointments between 2007 to 2018, almost half of those new hires were People of Color (225⁴), thanks in part to the Building on Inclusive Excellence (BIE) hiring program.

Whereas: Tenure Outcomes for 2008-2013 Start Date Cohorts included 21 People of Color/URM Female Tenure-Track Assistant professors. Of these, 13 were tenured; 3 left for a preferred tenure-track position; 1 left for performance-related non retention; none left for industry; 4 left for other reasons⁵. While these retention rates are higher than non-URF, because there are so few WFC, non retention has a huge impact.

Whereas: The average years for WFC to tenure and first promotion between 2000-2011 took 3.4 years longer than white women; second promotion to full professor between 2000-2007, it took 1.1 years longer (although there were two years (2002-2003) when no WFC were promoted to full professor.

Whereas: The disproportion between students of color and faculty of color contributes to service overload on SDSU WFC, who are significantly more likely than their white colleagues to spend more of their time on service (including committee and work meetings) than research: 86% of African Americans report spending more time on university service than research; Mexican American/Chican@s, 50%; East Asians, 40%; Filipinos, 33%; Southeast Asians, 20%; contrasted with White/Caucasians reporting 36%. These numbers contrast even more dramatically with 29% of white males reporting spending more time in service than research⁶.

Therefore, be it resolved that the SDSU University Senate and WFC urge President de la Torre, the SDSU Administration and Auxiliaries, the SDSU Student Government, and appropriate Senate and campus committees, departments and divisions and other units, and all members of the campus community to support and, where authorized and appropriate, to enact the following for SDSUWFC:

faculty: 59.3% are White; 15.9%, Asian; 9.2%, Latina; 4.3%, Black or African American; .6% American Indian or Alaska Native; 1.2% Two or More Races; 5.5% Unknown; 4.0% Non-Resident.

⁴ These new hires were impacted by the 2008 economic downturn: ranging from 54 in 2007, to a low of 3 in 2010 and 2012 to a high of 72 in 2018. Two-hundred twenty-five of these new hires were Faculty of Color. Of the 72 new hires in 2018, 28 were white, 17 were Asian, 9 were Hispanic or Latino, 6 were Black or African American; 12 were Unknown; 0 were Native Indian or Alaska Native American. Of the 36 women hired: 13 were White; 6, Asian; 5, Hispanic or Latino; 4 Black or African American; 0, American Indian or Alaska Native; and 8, Unknown.

⁵ 2008-2013 Start Date Cohorts Tenure Outcomes (N=104), 69 were tenured; 17 left for a preferred tenure-track position; 8 were non-tenured - performance-related; 4 left for industry; and 6 left for other reasons.

⁶ Data sourced from 2016 UCLA Higher Education Research Institute survey at SDSU with 49% response rate.

Fair Compensation

- Conduct an analysis of pay by rank, classification (temporary / tenure-track / tenured) and discipline to determine whether WFC are paid fairly and equitably, both in comparison to non-WFC faculty and to each other.
- Develop and fund a comprehensive plan to rectify inequities identified in this analysis to ensure that SDSU is in compliance with the California Fair Pay Act.
- Develop a method for assessing the value of and compensating the additional labor WFC provide to mentor and support students of color who vastly outnumber us and often seek us out when they need help. WFC are counseling students on racism and sexism, while experiencing it ourselves.
- Develop a method for assessing the value of and compensating WFC for the additional labor we provide for mentoring and supporting each other and recruiting new faculty of color.
- Restore the Assigned Time for Exceptional Service program, which was designed to support faculty who perform excessive service and which SDSU abruptly discontinued in 2019 - 20. Make the program more culturally responsive to the needs of WFC by establishing criteria to value not only programmatic service but also mentoring and other informal forms of support.

Fair Retention and Promotion Processes and Support

- Redesign the Reappointment, Tenure, and Promotion process and update RTP criteria to value collaboration, community-based research, interdisciplinary work, public impact, and public service in the assessment of professional growth, teaching effectiveness, and service.
- Do not institutionalize Professors of Practice as a non-tenured, under-class status where many faculty of color and women will be tracked.
- Task the Division of Research and Graduate Affairs with reporting to the University Senate the proportion of its funds supporting research and creative endeavors (e.g., seed funds, bridge funds, research labs) for WFC in comparison to the percentage of WFC on campus. If there are areas of inequity, charge the Division with developing and implementing intentional strategies that can be used to ameliorate said differences.
- Provide WFC with funds to network with colleagues and communities.
- Engage in research and/or professional development through DDI to recognize the ways that evaluative instruments such as student evaluations are racialized and gendered and retool them accordingly.
- Recognize that over the years, WFC have participated in multiple surveys, climate studies, and requests for data. WFC are no longer willing to participate in extractive meetings and conversations that deplete our energy, perform other people's labor, and reinforce our marginalized status, unless those studies are fair, equitable and culturally responsive to the needs of WFC.
- Support WFC transitioning from lecturer or visiting professors to tenure-track faculty.

Supportive Work Environment and Community Culture

- Listen and really hear WFC when they speak in: faculty meetings, department chairs' meetings, Senate meetings, etc; when they show up at your office. Do not interrupt WFC when we speak. Pause before responding. Hold space in meetings for those who do not participate frequently to do so. Amplify what you learn from WFC in meetings by restating it, expressing appreciation, or asking follow-on questions.
- Recognize that departments are often isolated zones, with under-trained leaders who are culturally incompetent. Deans and other administrators often fail to give departments the attention and support needed, including clear processes for chairs and directors to support WFC when their colleagues harass and disrespect them, devalue their expertise, and treat them as disposable. Support WFC in leadership roles on this campus and develop pipelines to create a more inclusive CSU leadership.
- Confront anti-blackness, anti-culture and anti-womanist racism on this campus whenever and wherever it materializes.
- Raising the children of Women Faculty of Color in a predominantly white community without familial and communal networks in town is challenging. Help by supporting more of their childcare needs.
 - a. Provide more reasonably priced, easily available on-site daycare and sick care.
 - b. Make meetings child-friendly. Subsidize daycare off-campus for research trips and conferences.
 - c. Synchronize the college schedule to the public school schedule.
(e.g. Charge the Division of Academic Affairs with developing a plan to create a more inclusive campus for faculty with children. This plan should be reported to the University Senate at the first meeting of the Fall 2020 cycle. Examples of strategies to consider include: a) more reasonably priced, easily available on-site daycare and sick care; b) make meetings child-friendly; c) subsidized daycare off-campus for research trips and conferences)
- Provide support for those taking care of elderly or incapacitated parents where facilities are not hospitable or cost-effective for residents of color.
- Provide equitable access to resources and benefits, including understanding how spousal hires, housing, and child and elder care supports are critical support resources for the success of faculty.

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Recommended for approval by:

Senate Standing Committee on Diversity, Equity and Inclusion

Supporters:

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