



TO: SUNY University Faculty Senate
FROM: Equity, Inclusion, and Diversity Committee and Operations Committee
RE: Resolution: Advancement of Historically Underrepresented Faculty
DATE: 190th Plenary, January 20-22, 2022
LOCATION: Online via Zoom
RESOLUTION #: 190-01-1
VOTE TALLY: For: 43 / Against: 2 / Abstain: 1

RATIONALE:

WHEREAS the 2021 SUNY Diversity Action plan aims to “Create a More Inclusive Culture at SUNY”, and to “Embed Racial Equity into Curriculum and Toward Racial Equity”, and recognizes that to contend with “the underrepresentation of [BIPOC faculty] will require aggressive recruitment and retention strategies”¹; and

WHEREAS SUNY’s diversity, equity, and inclusion must be supported and enhanced to attain Governor Hochul’s goal of making SUNY “the nation’s top public university system” (170) and “the world’s leader in innovation, equitable economic growth, and upward mobility” (181)²; and

WHEREAS Governor Hochul recognizes this fact when she sets out to “invest in the SUNY DEI [Diversity, Equity, and Inclusion] Phase I Action Plan” (193), “recruit and retain top faculty and staff” at SUNY, “significantly diversify the SUNY workforce,” and increase “the number of full-time faculty of color” at SUNY through “competitive salaries and benefits and significant investments in professional development, technology, infrastructure, fellowships, and learning labs” (185), as well as improve “faculty compensation and faculty diversity” at university centers (188); and

WHEREAS Governor Hochul recognizes that it will take a diverse and equitably supported faculty and staff to plan and implement her proposals to support apprenticeships in high-growth industries, targeting underrepresented groups such as women and people of color (65); create an Empire State Teacher Residency Program that “will prioritize diversity among teacher residents and partnering mentors” (173); fund new cohorts of the Master Teacher Program (173); “connect SUNY and CUNY student volunteers with local nonprofit partners to fill critical community needs identified by local stakeholders” (176); increase the number of paid internships available to SUNY students (180); and help five additional SUNY campuses become federally designated as Minority-Serving Institutions (192); and

WHEREAS the expectations placed on historically underrepresented faculty (HUF) are higher than the norm. For example, as faculty of color continue to comprise a small proportion of overall faculty, they are disproportionately asked to serve on committees and task forces or otherwise to represent the institution. They are also in high demand for advising and other support, for students as well as faculty and staff, for example in assisting with campus DEI professional development.³ The disproportionate service demands increase stress and leave HUF members less time and energy for the kinds of work that in many institutions matter most for tenure and promotion—scholarship and

¹ BIPOC=Black, Indigenous, People of Color. SUNY Diversity, Equity, and Inclusion Phase One Action Plan (2021). <https://www.suny.edu/media/suny/content-assets/documents/diversity/suny-dei-final-action-plan.pdf>.

² Governor Kathy Hochul. (2022). *State of the State Book*. <https://www.governor.ny.gov/sites/default/files/2022-01/2022StateoftheStateBook.pdf>

³ Eagan Jr., M. K., & Garvey, J. C. (2015). Stressing Out: Connecting Race, Gender, and Stress with Faculty Productivity. *Journal of Higher Education*, 86(6), 923–954. <https://doi-org.ezproxy.cobleskill.edu/10.1080/00221546.2015.11777389>.

teaching. Such demands are likely to further increase, as more SUNY campuses have Diversity, Equity, and Inclusion as part of their strategic goals; and

WHEREAS HUF do a lot of invisible labor, advising and mentoring historically underrepresented students who often feel more comfortable talking to them than their actual advisors⁴; however, HUF themselves often have limited opportunities for meaningful and effective mentorship from senior faculty who understand the struggles specific to historically underrepresented groups at predominantly white institutions⁵; and

WHEREAS the extensive workload of historically underrepresented faculty is not widely recognized and considered in reappointment, continuing appointment, and promotion⁶; and

WHEREAS HUF are often constrained in their choice of scholarly pursuits and may not receive a fair evaluation of their scholarship.⁷

WHEREAS the advancement of HUF is of great value to campuses: HUF a) provide role models to historically underrepresented students and help them succeed; b) contribute diverse perspectives to research and teaching and help create inclusive campus climates; c) impact curricular offerings and course content⁸; d) help build pathways of access and opportunity to historically underrepresented students; and e) are often particularly willing to try new pedagogical approaches⁹;

RESOLUTION:

THEREFORE BE IT RESOLVED that the SUNY University Faculty Senate recommends that Campus Governance Leaders, with Campus Governance Bodies, work with their respective administrations to

- develop programs and policies that address challenges to effective mentoring and that offer HUF opportunities equitable to those of their colleagues;
- review and, if necessary, revise to incorporate DEI principles into policies for reappointment, continuing appointment, and promotion;
- direct the bodies that evaluate faculty for reappointment, continuing appointment, and promotion to consider the work that HUF do outside of their academic obligations;
- raise awareness of the disadvantages that HUF experience;
- review and, if necessary, take measures to balance the workload of HUF; and

BE IT FURTHER RESOLVED that the SUNY University Faculty Senate applauds Governor Hochul's vision for and prioritization of strengthening SUNY's diversity, equity, and inclusion in her State of the State book and requests that her Executive Budget includes funds specifically allocated to recruit, retain, and mentor BIPOC faculty in SUNY that are sufficient to significantly and rapidly close the gap between the proportion of SUNY BIPOC students relative to the entire SUNY student body and the proportion of SUNY BIPOC faculty relative to the overall SUNY faculty.

⁴ Social Sciences Feminist Network Research Interest Group. (2017). The Burden of Invisible Work in Academia: Social Inequalities and Time Use in Five University Departments. *Humboldt Journal of Social Relations*, 39, 228–245. <http://www.jstor.org/stable/90007882>.

⁵ Zambrana, R. E., Ray, R., Espino, M. M., Castro, C., Douthirt Cohen, B., & Eliason, J. (2015). "Don't Leave Us Behind": The Importance of Mentoring for Underrepresented Minority Faculty. *American Educational Research Journal*, 52(1), 40-72. <https://doi.org/10.3102/0002831214563063>.

⁶ O'Meara et. al. (2021) *Equity-Minded Faculty Workloads*. American Council on Education. <https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf>.

⁷ Ellison, Julie and Timothy K. Eatman. (2008) *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University*. Imaginingamerica.org. https://imaginingamerica.org/wp-content/uploads/TTI_FINAL.pdf

⁸ Centeno, Jaqueline (2021) Why We Need More Faculty of Color In Higher Education. *Forbes*. <https://www.forbes.com/sites/civcnation/2021/05/12/why-we-need-more-faculty-of-color-in-higher-education/?sh=5470215764f2>.

⁹ Trejo J. (2017). A Reflection on Faculty Diversity in the 21st Century. *Molecular Biology of the Cell*, 28(22), 2911-2914. <https://doi.org/10.1091/mbc.E17-08-0505>.

