

Ensuring a Diverse Faculty at MSU Denver

WHEREAS: We continue to support the University's leadership as they guide us through these unprecedented times.

WHEREAS: We support the Board of Trustees June 16, 2020 Resolution,¹ stating the University's "commitment to engaging in the anti-racism work necessary to create systemic change" and President Davidson's June 3 Statement committing the University to "engage in the anti-racism work necessary to create change in our community."²

WHEREAS: Creating systemic change requires a broad base of committed departments and individuals, and sufficient resources. It is a process that will require long-term efforts from the institution and the individuals who make it up (Anderson 1993 and Garcia 2019).

WHEREAS: We are concerned over the potential negative impact to the diversity of current **faculty** given possible and actual reductions in our teaching force (i.e. department consolidations, non-contract renewals for Category II and III faculty, etc.).

WHEREAS: From 2005 to 2018, MSU Denver increased full-time faculty of color by 52% (Golich, AASCU 2018 Winter Meeting).

WHEREAS: In 2018-19, faculty of color constituted 132/576 (22.92%) full time faculty. Sixty-five of the one hundred and thirty-two (49.2%) were in LAS, 24/132 (18.2%) were in BUS, 35/132 (26.5%) were in PS, and 8/132 (6%) were in SOE.

WHEREAS: In 2019-20, faculty of color (Black, Indigenous, Asian American and Latinx) constituted 125/581 (21.51%) full time faculty. Sixty of the one hundred and twenty-five (48%) were in LAS (47/60 are T/TT), 23/125 (18.4%) were in BUS (21/23 are T/TT), 28/125 (22.4%) were in PS (24/28 are T/TT), 11/125 (8.8%) were in SOE (9/11 are T/TT), and 3/125 (.24%) were in HEAT (2/3 are T/TT).³

WHEREAS: Among affiliate faculty in 2019-20, faculty of color (Black, Indigenous, Asian American and Latinx) comprised 17.37%.⁴

WHEREAS: Research documents the critical role of diverse faculty to support the recruitment, retention and graduation of all students and students of color, in particular (Benitez et. al 2017⁵, Egalite and Kisida 2018, Garcia 2018, Stout et. al, 2018, Abdul-Raheem, 2016, Hurtado

¹ <https://www.msudenver.edu/trustees/resolution-racial-justice-and-equity/>

² <https://www.msudenver.edu/president/updates/president-message-george-floyd/>

³ Data provided by the Office of the Provost on November 11, 2019.

⁴ Data provided by Business Intelligence on June 20, 2020.

⁵ Benitez, M., James, M., Joshua, K., Perfetti, L., & Vick, S. B. (2017). Someone Who Looks Like Me: Promoting the Success of Students of Color by Promoting the Success of Faculty of Color. *Liberal Education*, 103(2). AACU, Washington, D.C.

2012, Bowman 2010, Vaquera and Maestas 2009, Maestas, Vaquera, and Munoz 2007, Hu-DeHart 1993, etc.). Specifically, a racially and ethnically diverse faculty can positively contribute to students' sense of belonging and perception of campus climate. In fact, Stout, et. al found that "overall graduation rates for underrepresented minority students of all races/ethnicities are positively affected by increased diversity of their faculty" (2018, p. 399). Further, Benitez et. al point to the significant impact putting in places structures to support faculty of color has on students of colors

WHEREAS: MSU Denver serves the largest population of undergraduate students of color (46%), the largest number of "Pell" grant eligible students, and the most ASSET students of all four-year institutions in the state (<https://www.msudenver.edu/about/>). As such, MSU Denver provides critical educational resources and services to these communities.

WHEREAS: Faculty, like the administration, have an integral role in meeting the mission of our university "*to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education, and lifelong learning in a multicultural, global, and technological society.*"

BE IT RESOLVED THAT: Faculty Senate calls on the University to ensure both faculty diversity and faculty with an understanding of culturally relevant teaching as our student body becomes increasingly diverse in representation and needs. Ensuring representational diversity among the faculty is one way among many to respond to these demands. This requires both short term/immediate action, implementation of long-term plans, resource allocation, and accountability.

BE IT RESOLVED THAT: The administration immediately monitor, track, and regularly report on the impact faculty reductions will have on the racial and ethnic diversity of our faculty with particular attention to the impact on our Cat II and III faculty who will likely bear the largest impact.

BE IT RESOLVED THAT: Even in times of budget constraints, we advocate strategic decision making in faculty hiring that ensures we do not lose ground regarding faculty diversity. This requires the University to put in place a process of strategic recruitment and accountability.

BE IT RESOLVED THAT: The administration will work with departments to aim for an **increase** in the hiring of tenure/tenure-track faculty of color that proportionately reflects the percentage of students of color who are a part of the student body.

BE IT RESOLVED THAT: Within the next academic year, the Office of Diversity and Inclusion in collaboration with faculty and HR, prioritize the development and implementation of, and offer

faculty development processes focused on equity and inclusion training for search committees that account for best practices in recruitment and hiring efforts.⁶

BE IT RESOLVED THAT: Institutional resources and support continue to be provided for the retention and promotion of tenure-track faculty of color. Since 2005, only half (50%) of all Black faculty, 68% of Asian American faculty, 33.1% of Indigenous faculty, and 71.4% of Latinx faculty achieved tenure and promotion to the associate level compared to 75.3% of white faculty (See Tenure Track Supper Club as an example of efforts to retain and promote diverse faculty)⁷. The efficacy of these initiatives should be tracked by the offices/units/departments that run them, and resources should be allocated preferentially to effective initiatives. In the long term, and when the budget allows, additional resources should be allocated to expand currently existing effective programs and/or new initiatives that show promise.

BE IT RESOLVED THAT: The administration conduct on-going research on disparate tenure success and promotion outcomes to better inform systems to support faculty as they move toward tenure and promotion. This could involve the development of rubrics that ensure tenure guidelines are written in ways that are both clear and objective, that encourage the retention of diverse faculty, and acknowledge the “invisible” work performed by diverse faculty. For example, diverse faculty are often expected to address minority concerns in institutions, support students from diverse backgrounds, and have increased mentoring loads (Light 2009; Turner, 2000).

BE IT RESOLVED THAT: Within the next academic year and as soon as possible, the Office of Diversity and Inclusion and the Provost’s Office encourage equity and inclusion development for RTP/PTR committees, including implicit bias and cultural relevance training.⁸

⁶ Search committees often approach their recruitment in passive, procedural ways that advertise positions in publications (e.g. *The Chronicle of Higher Education*) and/or online sites (e.g. *HigherEdJobs*), evaluate resumes, invite several candidates for campus interviews, and then make an offer. To redress the current underrepresentation of faculty of color, search committees must take a more proactive, intentional, inclusive and equitable approach to diversify the faculty. This includes training for search committees on search criteria development, writing and posting positions, screening of applicants, and interviewing, including implicit bias training, into each of these processes (*Diversifying the Faculty: A Guide for Search Committees* (2002), by Caroline Sotello Viernes Turner. Washington, D.C.: Association of American College and Universities (AACU)).

⁷ In 2012, the Provost’s Office revised the tenure process implementing Departmental Guidelines for tenure. In year 2012 and 2013, of the 47 faculty hired, 38 (80.1%) were white, 3 (6.4%) were Hispanic, 2 (4.2%) were Black, 1 was Indigenous (2.1%) and 3 (6.4) were Asian American. Of these faculty, 31/38 (81.6%) of White faculty, 3/3 (100%) of Hispanic, 2/2 (100%) of Black faculty, 1/1 (100%) of Indigenous faculty, and 2/3 (66/7%) of Asian American faculty earned tenure.

⁸ This requires academic leaders such as department chairs, deans and provosts to commit resources to, and support, policies and procedures that help engender inclusive environments and advance comprehensive cultural shifts aimed at diversifying faculty and cultivating a healthy sustainable diverse faculty community. Edna Chun and Alvin Evans are leading scholars and authors on critical organizational strategies and change, and the authors of: (1) *Leading a Diversity Culture Shift in Higher Education: Comprehensive Organizational Learning Strategies* (2018), Routledge, NY; and, (2) *The Department Chair as Transformative Diversity Leader: Building Inclusive Learning Environments in Higher Education* (2015), Stylus, VA.

BE IT RESOLVED THAT: To ensure a fair and consistent RTP/PTR process, the Vice President for Diversity and Inclusion is incorporated into the tenure and promotion process (i.e., as a separate level of review for any faculty member who receives “does not meet standards” from any voting members at any level prior to the Provost). We suggest that as soon as possible, a committee be formed, with representation from Faculty Senate, Provost’s Office, Deans, Department Chairs, and the Office of Diversity and Inclusion, to work on strategizing how to operationalize this.

BE IT RESOLVED THAT: The Provost’s Office, HR, The Office of Diversity and Inclusion, and the Faculty Senate Diversity Committee work together to provide additional opportunities for Cat II and affiliate faculty of color to move in to tenure-track positions, as appropriate, where there is often access to greater resources and job security (See MSUs Wilton Flemon Postdoc as an example of intentional efforts to diversify the faculty).

BE IT RESOLVED THAT: Immediately, the administration monitor and report the numbers of women faculty in fields where they are historically underrepresented (i.e. STEM and Philosophy.)

BE IT RESOLVED THAT: The administration support the retention of international faculty by ensuring that furloughs or reductions in hours do not negatively affect the status of international work visas and that international faculty are offered legal assistance and resources regarding immigration status.

BE IT RESOLVED THAT: As soon as possible and within the next two to five years, the administration discover and monitor LGBTQ representation. This requires the university to consider ways to meaningfully count LGBTQ-identified faculty (<https://medium.com/@NALEOEducationalFund/queer-the-census-lgbtq-visibility-in-census-2020-ce4b81f0c4f3>).

BE IT RESOLVED THAT: The administration support departments, such as GITA, Africana Studies, and Chicana/o Studies, who intentionally recruit and hire faculty with anti-oppression values and pedagogy and who are often faculty of color (For detailed suggestions see *For Black, Brown, and Indigenous People (BIPOC) Impacted by State and Police Violence*).

BE IT RESOLVED THAT: That as soon as possible, a committee be formed, with representation from Faculty Senate, Provost’s Office, Deans, Department Chairs, and the Office of Diversity and Inclusion, to work on strategizing and implementing processes outlined in this resolution with the goal to have these processes in place within the next two to five years (depending on budgetary constraints). Some processes toward this end are already in place (such as TOPs, FRIP, and the Wilton Flemon Fellowship). We encourage the committee to review already existing processes/programs with promising practices and expand on them.