

REPORT  
of the  
SENATE COMMITTEE FOR DIVERSITY  
**March 21, 2007**

*The committee for Diversity moves the endorsement by the University Senate of the recommendations below.*

The following recommendations have been developed by the Committee for Diversity based on a three year survey and analysis of data completed in 2006 on the retention problems at Syracuse University for faculty of color. The study was conducted in order to determine why faculty of color are leaving so regularly and what SU can do to improve retention. The final Report on the study is on our committee website, and includes the rationale for the study, an explanation of methods (which included both surveys and focus groups), and a summary of the data we collected organized by topics including teaching, research, service, mentoring, and orientation.

The following recommendations are ones that the Committee believes should be the priorities of the university in regard to this problem. We recognize the need for a context-specific application of these recommendations in varying departments and colleges of the university.

**I. Diversity Statements**

- a. The Chancellor should promote the articulation by all Deans and Vice Presidents of clear and meaningful statements regarding the importance of diversity within the colleges and areas of influence.
- b. In support of the University's mission, diversity of the workforce at all levels should be a primary goal of every unit. Deans and Vice Presidents should take every opportunity to promote this goal.

**II. Promotions and Tenure**

- a. Allow candidates to recommend an advocate as a non-voting member of tenure / promotion committee.
- b. Advocates should advise the faculty member who is a tenure candidate throughout the entire tenure process.
- c. The advocate could be from outside of the department. This will help to ensure that the advocate knows and is committed to the faculty member's area of work, if for example there is no one in their home department knowledgeable in this area or knowledgeable about the special challenges that faculty of color have in the classroom.
- d. Deans should assure that there is diversity on all tenure / promotion college-level committees for every college.
- e. The Vice Chancellor and Provost should require diversity on these committees.

- f. The Vice Chancellor and Provost should require that committee chairs are representative of the faculty.

### **III. Hiring**

- a. HR should establish guidelines and act as consultants to assure that the hiring process is fair and creates a welcoming, comfortable environment.
- b. The university needs to clarify the categories of minority representation. We propose the adoption of the statement included in appendix #1.
- c. The university needs to maintain its data on numbers on faculty of color hires, promotions and tenures, with exit interviews in order to determine why people leave.

### **IV. Mentoring**

- a. Each new faculty of color should be assigned a mentor, either from within their department or from another department, for their first three years here or until they can develop their own mentoring relationships. Guidelines for mentors are included in Appendix II of this document.

### **V. Recognition:**

- a. Deans and the Office of Academic Affairs should monitor the accomplishments of faculty of color and help to recognize their accomplishments.

### **VI. Research**

- a. Mentors should be identified to ensure that research proposals move through the grant process. Specific attention should be paid during the writing and proposal stages.
- b. In response to the reports about the marginalization of the areas of research by faculty of color, department chairs should oversee an analysis every five years of the changes in national trends in their discipline, particularly to note if there are new developments in research related to race/ethnicity. Department chairs should also prepare reports for their deans about the work on race/ethnicity in their departments (if any), and to what extent this is marginalized or supported by their curriculum committee, student advisement, and faculty research support. This will help to provide some self-reflection about the state of this area of work at the university as a whole.

### **VII. Appointments**

- a. Deans should report to the Vice Chancellor and Provost annually on new hires that meet diversity objectives.
- b. The Vice Chancellor and Provost should report to the Senate annually with a summary of these reports and University-wide programs and plans.

### **VIII. Teaching**

- a. The Chancellor and Vice Chancellor and Provost should charge a group of deans and senior faculty to study and build an understanding of how the biases of individual students influence course and faculty evaluations. Guidelines for chairs should be developed for interpreting these evaluations.
- b. The Sr. VP for Student Affairs should develop training plans to promote students' understanding and respect for all faculty members, for example, during student orientation. Disciplinary steps should be taken when any student's behavior demonstrates a lack of respect that is based on racial, sexual or religious prejudice, or prejudice based on the faculty member's country of origin.

### **IX. Retention**

- a. Deans should report to the Vice Chancellor and Provost annually on the diversity of the faculty, on progress over the past year and plans for the next year. These reports should assess both hiring and retention.
- b. The Vice Chancellor and Provost should report to the Senate annually with a summary of these reports and University-wide programs and plans. These reports should assess both hiring and retention.

### **X. Service - To address the extra load of committee service work put on faculty of color, we must:**

- a. Hire more faculty of color so that the resources are not as scarce
- b. Develop a better reward system, including such things as course relief time, so that faculty of color are not penalized (and their research does not suffer)
- c. Ensure that extra university service---i.e. service out in the community---is also counted toward P&T for all faculty.
- d. Encourage Deans to be actively involved in guiding departments to make best use of the service capacities of their faculty of color, and to help them provide better mentoring.

### **XI. Miscellaneous**

- a. Although we know that daycare is a concern shared widely across the university, the extremely small availability of the SU Daycare facility was raised several times in our investigation. Thus we recommend that the University should continue to provide a high quality day care facility and that the space be at least doubled to assure that new faculty will have an opportunity to use it.
- b. The Chancellor should communicate to local realtors the concerns regarding a lack of fair and equal access to the housing market that was expressed by faculty of color.

## **APPENDIX I.**

### Explanation of Term "Faculty of Color":

The phrase "Faculty of Color" is controversial, but most agree that this is the best (or 'least worst') umbrella term we currently have available, that is, with a generally understood meaning. The term "minority" can also be used, though it too is criticized for implying that numbers are the determining issue whereas some groups have small numbers but do not experience discrimination. Also, use of the term "minority" implies that non-Europeans are always a minority, whereas in some U.S. cities and certainly in the world they are majorities. Every possible term will have some anomalies, but our recommendation is that the focus should not be so much on genealogical origin or regional place of birth as it is on patterns of persistent discrimination.

The Senate Committee on Diversity proposes that the following definition to be used as a guide for determining the relevant constituencies in our diversity recommendations, and in all other matters pertaining to diversity on campus. This definition is based on language from various United Nations documents, and is the one that guided our data collection for the 2006 Report on the Climate for Faculty of Color at Syracuse University:

"Faculty of color" or "minority faculty" are terms to be understood as referring to African-Americans, Latinos, Asian Americans, American Indians, and Arab Americans, as well as to our international faculty who are from Asia, Africa, Latin America, the Caribbean, and the Pacific Islands. The key criterion here is not numbers but historical subordination in relation to specific ethnic and racial hierarchical systems of value and status, and/or non-dominant positions with respect to a given State. Thus, for example, the Romany peoples of southern Europe would come under this definition, as would the Sami people from northern Europe.

## **APPENDIX II.**

Guidelines for Mentors for new Faculty of Color:

During the 1<sup>st</sup> year:

- i. Assess needs of the new faculty
- ii. Assess expectations by their dept./college/ university
- iii. Assist in developing mutually agreeable goals.
- iv. Assist in the introduction to the social & geographical environment: Informal meetings, parties/ social events for the faculty and if possible for their family.
- v. Assist in acculturating to the specific norms of teaching at Syracuse University; this may include such issues as the ways in which students and professors typically address one another to how much discussion is expected in the classroom.

During subsequent years:

Assist the faculty member on issues at their request.