

FACULTY OF COLOR/FACULTY OF THE GLOBAL MAJORITY LUNCHEON
Brown Paper for Academic Futures
9 January 2018

On December 1, 2017, approximately 35 faculty of color attended a luncheon to discuss issues confronting CU Boulder and strategize how to address them. Revived by campus Ombuds Kirsi Alum in Spring 2017 and sponsored by LEAP, the luncheon event has evolved over the years. Daryl Maeda (Associate Professor of Ethnic Studies and Faculty Associate in the Office of Faculty Affairs) and Donna Mejia (Assistant Professor of Theater and Dance) convened the Fall 2017 meeting and moderated the discussion. The faculty agreed that CU continues to struggle with issues of equity and inclusion, and voiced a strong desire to act as agents of change and advocates for all people who contribute to our university's diversity. The following themes arose from our discussion.

Faculty Diversity and Inclusion

- Increased faculty diversity must be a campus-wide priority.
 - The administration must speak explicitly, repeatedly, and consistently about its commitments, and most importantly, act on those commitments.
 - The STAR program and the Chancellor's Postdoctoral Fellowship program should be funded at a level that generates measurable results in increased faculty diversity.
 - Job searches and recruitments should be evaluated for their inclusivity, both in terms of applicant pools and finalist lists. Finalist lists should include multiple candidates who can contribute to inclusive excellence measured in multifarious ways.
- Faculty who contribute to inclusive excellence must be fairly evaluated and rewarded for their work.
 - The University of California procedures for tenure, promotion, and evaluation provide models for assessing work devoted to equity and inclusion, and may serve as a valuable model for CU Boulder. See "Evaluating Contributions to Diversity for Faculty Appointment and Promotion Under APM-210," <http://www.ucop.edu/academic-personnel-programs/files/documents/eval-contributions-diversity.pdf>
 - Faculty should receive proper recognition for cutting-edge and interdisciplinary research, which is sometimes published in journals that are not recognized for their importance by mainstream scholars.
 - Over-reliance on FCQ scores may harm women, queer people, and faculty of color.
 - Personnel committees--ranging from PUECs to college-level committees to the VCAC--must be composed with an eye toward representation and expertise in areas of research addressing underrepresented groups and inequality.
- Data must be available to assess equity.

- Rates of hiring, retention, tenure, and promotion for women faculty and faculty of color must be assessed. Actions must be taken based on these data.
- Possible biases in FCQ scores must be analyzed and any problems discovered must be addressed.
- Addressing the needs of our most vulnerable faculty members should take precedence.
 - Women faculty of color are particularly vulnerable to a host of insidious conditions, including biased evaluations and hostility in units and in the classroom.
 - As a gathering of tenured and tenure-track faculty, we are resolved to support the equitable treatment of Instructors.
 - International faculty also face unique challenges.

Campus Climate

- We observe a chilling atmosphere for faculty of color, some of whom report being intimidated to speak in their class on topics of justice and equality.
- Our campus can and must do more to adopt justice and equity as values.
 - We must guard against diluting the conversation on “diversity” and maintain a justice and equity-focused approach.
 - Faculty of color want to be a centrally involved in the conversation on issues of diversity and inclusion, including the meanings of those terms.
- Faculty Affairs and ODECE, along with OIEC, should triage efforts to work with individual departments and divisions, and form strategies for the retention of diverse faculty and student populations.
 - Together, they can develop strategies for building a stronger sense of community.
- Administrative buy-in will be required to encourage a largely white body of students and faculty to think reflexively about cultural and ideological assumptions. This should be a central part of all of the new first-year experience curriculum and programming

We strongly concurred that we are collectively committed to building a greater sense of community and inclusion at CU Boulder for faculty, students, and staff. We invite the administration to join us in this endeavor and look forward to participating in the Academic Futures process. We plan to invite the Academic Futures team to meet with us in the Spring semester.