

**Harpur College
Binghamton University**

Report of the Harpur Faculty Committee for Diversity and Inclusion

2014-2015

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For Florence Margai (1962-2015)

As an Associate Dean of Harpur College, Florence was there when the Dean gave this committee its charge. Sadly, she is not here to receive the final product, having suddenly passed away in the interim. May this report on diversity and inclusion, ideals she did so much to advance in multiple roles during some two decades in the college and university, serve as a modest memorial to her life and labor.

Executive Summary

“Diversity is the mix. Inclusion is making the mix work.”
--Andrés T. Tapia¹

Dean Anne McCall convened the Harpur College Faculty Diversity and Inclusion Committee in Fall 2014 and charged it with a “basic fact-finding mission” of figuring out “what is working and what is not” with regard to issues of diversity and inclusion. The dean urged the committee to “put aside any biases that there is a problem,” and to focus on talking to faculty members in Harpur about their experiences. The committee spoke at length with 110 individuals, nearly one-third of the Harpur faculty. In addition, the committee gathered data through the Dean’s Office and the Office of Institutional Research and Assessment.

The committee found significant support for and acknowledgment of college, campus, and system-wide initiatives that enhance diversity and inclusion:

- 1) convening of this committee
- 2) Campus Climate Survey
- 3) creation of an Office for Diversity, Equity, and Inclusion
- 4) Clifford D. Clark Diversity Fellowship for Graduate Students
- 5) SUNY Faculty Diversity hiring program
- 6) Campus Pre-School and Early Childhood Center
- 7) Dr. Nuala McGann Drescher Affirmative Action/Diversity Leave Program
- 8) workshops for pre-tenure faculty
- 9) Transdisciplinary Areas of Excellence initiative

The committee also found widespread satisfaction with the work environment among many faculty members, especially white men. But the committee’s fact-finding mission also turned up significant problems that diminish Harpur’s ability to recruit and retain a diverse mix of faculty and make that mix work by creating and maintaining an inclusive work environment. Below is a summary of the most significant problems identified by the committee as well as recommendations for addressing those problems.

¹ Andrés T. Tapia, *The Inclusion Paradox: The Obama Era and the Transformation of Global*

| Problem | Recommendations to the Dean |
|--|---|
| Women and faculty of color resign at disproportionately high rates | *Conduct exit interviews to find out why *Pursue recommendations below |
| Several racial and ethnic groups are underrepresented | *Develop Harpur Postdoctoral Fellow program designed to attract and groom individuals from underrepresented groups who enhance diversity goals *Require departments to submit plans for achieving greater diversity and fostering inclusion *Create a standing Harpur Diversity and Inclusion Committee |
| Inadequate parental leave policy | *Create a “Harpur minimum” parental leave policy *Work with president and provost to push this with SUNY |
| Employment and visas for partners of faculty members | *Institute a partner accommodation policy *Task an office on campus with assisting non-academic partners with visas and employment |
| Childcare needs | *Prioritize family-friendly work scheduling *Expand Campus Pre-school |
| Salary inequities | *Monitor salary data and adjust salaries for equity purposes *Instruct chairs to alert dean to salary inequities |
| Unclear tenure and promotion standards | *Require departments to commit to their standards in writing *Meet with tenure-track faculty (as a group) annually to discuss procedures and concerns |
| Female faculty stuck at associate rank | *Create mentoring program for female associate professors *Sponsor workshops on pathways to full professorship *Develop a mid-career leave program |
| Lack of diversity among Chancellor’s Award recipients and Distinguished Professors | *Expand the nomination process beyond the departments |
| Lack of transparency and shared governance in departments | *Exercise necessary oversight in troubled departments |
| Bullying and harassment, especially of women and faculty of color in departments | *Create a calibrated grievance procedure within Harpur *Require anonymous faculty evaluations of |

| | |
|--|---|
| | chair performance *Offer chairs training sessions on bullying and harassment |
|--|---|

Some of the problems we discovered—and hence our associated recommendations—extend beyond Harpur to the wider university. As a result, the committee hopes that the dean will direct the following issues to the responsible authorities.

| Problem | Recommendation |
|---|---|
| Faculty Senate is ineffective; Faculty Senate Executive Committee (FSEC) is unrepresentative | *Change by-laws so that Faculty Senate Executive Committee is chosen by and responsive to the elected Faculty Senate *Create a Faculty Senate diversity committee tasked with ensuring diversity on Senate committees (including FSEC) |
| Transdisciplinary Areas of Excellence (TAE) do not incorporate diversity and inclusion as core values | * Require TAE steering committees to submit hiring plans for achieving greater diversity and fostering inclusion |

Executive Summary

Table of Contents

1. Introduction
 2. Harpur Faculty
 3. Parental Leave
 4. Family Accommodation
 5. Salary
 6. Tenure and Promotion
 7. Department Climate
 8. Grievance Procedure
 9. Faculty Governance
 10. Transdisciplinary Areas of Excellence
- Conclusion
Acknowledgments
- Appendices

1. Introduction

As the premier public, we must, above all, be accountable to our students, taxpayers and communities that look to us for education, innovation and inspiration. We will be a place where discovery and creativity are supported and encouraged, shaping the world in profound and tangible ways. We will be diverse, inclusive and global, drawing on the broadest range of perspectives, experiences, talents and aspirations.

--Harvey Stenger, introduction to Road Map²

Minimizing the value of diversity in the academic enterprise invites grave danger: it allows us to erect a monolithic conception of competence that stifles the creative development of the discipline.

-- Phoebe A. Hadden, "Academic Freedom and Governance: A Call for Increased Dialogue and Diversity"³

In the summer of 2014 Dean Anne McCall initiated discussions about forming an ad-hoc committee on diversity and inclusion in Harpur College. In addition to her personal commitment to the issue, Dean McCall was undoubtedly mindful of the Road Map process, which identifies diversity and inclusion as core values of Binghamton University. Accordingly, the Dean formed the Harpur College Faculty Diversity and Inclusion Committee at the beginning of Fall 2014. On September 17, 2014 Dean McCall delivered her charge to the committee. Ours, she said, would be an "evidence committee," a "basic fact-finding" body charged with examining "the state of things" in the college," our "first purpose" being to ascertain "what is going on." The committee was mandated to identify both areas of strength and weakness, the better to determine "what we can do" to advance diversity and inclusion in the college. It should, Dean McCall advised, should focus exclusively on the tenure-line (tenured and tenure-track) faculty and concentrate on three categories: ethnicity, gender and race.

The dean placed her office at the disposal of the committee in gathering all necessary facts and figures. Dean McCall also urged the committee to gather qualitative data through one-on-one conversations between individual members of the committee and our faculty colleagues. The resulting report would distill the disparate stories emerging from those conversations, aided by facts and figures. As the sharing of bread is said to facilitate conversation, members of the committee were supplied with prepaid debit cards for refreshments and lunches. Many of our interlocutors availed themselves of the dean's generosity, mostly at the various dining venues on campus but also at restaurants and cafes off campus. Some colleagues, a smaller number, preferred to engage in more cloistered spaces: their offices, or ours.

² <http://www.binghamton.edu/president/road-map/pdfs/binghamton-road-map.pdf>

³ Phoebe A. Hadden, "Academic Freedom and Governance: A Call for Increased Dialogue and Diversity," *Texas Law Review* 66 (1988) 1561-1575.

The committee went to work immediately upon receiving its charge, meeting weekly or biweekly throughout the fall. It began by issuing a general statement inviting all tenure-line faculty members to share their concerns with any member of the committee. Various individuals answered the call and requested meetings. However, most of our interlocutors did not come to us; rather we went to them. In determining whom to approach, the committee balanced the random sample strategy with a commitment to creating a sample more diverse than the faculty itself (appendix 1). Most of those we contacted readily agreed to speak with us. Some effectively declined simply by ignoring our e-mailed requests. It is perhaps a testament to the decorum of the faculty, or at least an unwillingness to seem to cause offence, that very few colleagues explicitly rejected our invitation.

Altogether, committee members spoke with 110 individuals, amounting to nearly one-third of the Harpur faculty. Those conversations, in turn, form the narrative arc of this report.

Many American institutions of higher learning have in recent years produced reports similar to ours. In keeping with our charge, this report is distinct in its extensive reliance on the oral method. To be sure, we have not neglected facts and figures, as a perusal of the report, including the appendices, reveals. We have, however, placed the greater discursive and explanatory burden on the conversations, in the belief that they more effectively illustrate the experiences and views of Harpur faculty members.

To enhance coherence across the conversations, the committee agreed on several themes that its members would seek to explore with all interlocutors. Broadly construed, those themes focused on work-life balance; career advancement; and the environment in the department, on the campus, and in the greater Binghamton community. (We also invited our interlocutors to tell us what they would recommend that the dean do in response to problems they raised.) Mostly, though, we simply listened to our colleagues who, unsurprisingly, brought their own agendas to the conversations. The length of these encounters varied, running from a breezy thirty minutes to a more prolix two hours. Interlocutors were assured of confidentiality within the committee and, when requested, complete anonymity. The race, gender, ethnicity, rank and department of the interlocutors were either offered, requested, assumed, or officially documented.

The committee began with the assumption – an assumption that is enshrined in the Road Map, as previously noted – that diversity and inclusion are core values of the Harpur College and Binghamton University. Substantive and sustained exposure to difference in its manifold forms should be an essential and integral part of the college experience. Such diversity and inclusion should be manifested across the board, among students, staff and faculty. The committee in its conversations found no opposition to these ideals: all of our interlocutors agreed with them, in principle.

We did, however, hear widely differing and sometimes conflicting views on how best to pursue greater diversity and inclusion. Many of those with whom we spoke commended the dean for appointing the committee, and welcomed the opportunity to have a say.

Other members of the faculty, albeit a smaller number, questioned the need for a committee like ours, believing that matters of diversity and inclusion are best left to the departments. A few of our interlocutors wondered if last academic year's Campus Climate Survey had not already done what we were doing. The answer is no. As the name suggests, the Campus Climate Survey utilized the survey method and was administered to the entire university community, including students, staff and faculty. Our report, on the contrary, is based on conversations and facts and figures rather than on surveys, and is limited to the Harpur tenure-line faculty, exclusive of students, staff, and nontenure-line faculty. The two endeavors – the Campus Climate Survey and the work of this committee – are complementary but different.

In considering, as it does, several issues that fall beyond the purview of the dean of Harpur College, there is a sense in which this report exceeds the charge given to the committee. In a larger sense, however, we have kept faith with our mandate. For one, the range of topics discussed in the report emerged directly from our conversations with the faculty; in effect, we have merely followed the lead of those with whom we spoke. More crucially, perhaps, our report could scarcely ignore the fact that Harpur occupies a central and sprawling place within the university. Harpur concerns, therefore, necessarily become the concerns of the entire university. Our report is a reflection of that reality.

There are many good things happening in Harpur College, including a propos of diversity and inclusion. Positive happenings are noted in the report, but our greater focus is on the more problematic areas. In each section of the report, we chart particular problems and concerns followed by recommendations aimed at eliminating barriers to diversity and inclusion. Our objective is at once pedagogical and remedial.

Harpur is a vibrant and dynamic place, a site of effective and important research, teaching, learning, and service work. We hope that this report will in some small way contribute to improving the college through greater diversity and inclusion.

2. Harpur Faculty

From Breadth through Depth to Perspective
-- Harpur College motto

Harpur College has been called the heart and soul of Binghamton University. The largest of the university's six schools, Harpur directly or indirectly influences the lives of practically all students, graduates as well as undergraduates. The college is divided into three divisions – Fine Arts and Humanities, Science and Mathematics, and Social Sciences – plus ancillary interdisciplinary and combined degree programs. As befitting its centrality within the university, Harpur houses most of Binghamton's instructional

staff. Currently numbering around 365, the college's tenure-line faculty members account for about two-thirds of the university's total.

Our conversations with the Harpur faculty revealed much contentment and even happiness. Long-time professors and newcomers alike expressed satisfaction and pride in the work they do, from research to teaching to service. The college and the university were commended on any number of issues, including the Campus Pre-School, research leaves, support for obtaining external grants, and more. On the whole, however, white (and some Asian) men expressed greater satisfaction than did others.

The Faculty Profiled: Gender, Race, Ethnicity

Of some 365 tenure-line faculty members in Harpur, 235 are male, amounting to nearly two-thirds; the remaining 127 female faculty members comprise just over a third of the total (appendix 2). Whites account for slightly over three-quarters of the college's faculty; while racial minorities, or faculty of color, make up just under one-fourth, as shown in the table below. White men are twice as numerous as white women. Among faculty of color, Asians are the largest group, making up slightly more than 13% of the Harpur total. Asian males are more than twice as numerous as Asian females. Individuals of Latina(o)/Hispanic origin (who can be of any race) constitute 4.7% of the faculty, with women outnumbering men by more than two to one. Persons of African origin, or blacks (the vast majority of whom are immigrants from Africa and the Caribbean, not African Americans with longtime roots in the United States), also make up 4.7% of the faculty, with slightly more women than men. Native Americans – two men and one woman – represent .7% of the faculty.

Distribution of Faculty by Race/Ethnicity

| | Number | Percent | Cumulative Percent |
|-----------------------------------|--------|---------|-----------------------|
| Blk Male ⁴ | 8 | 2.2 | 2.2 |
| Blk Female ⁵ | 9 | 2.5 | 4.7 |
| Asian Male ⁶ | 35 | 9.6 | 14.2 |
| Asian Female | 14 | 3.8 | 18.1 |
| Native American Male ⁷ | 2 | .5 | 18.6 |
| Native American Female | 1 | .3 | 18.9 |
| Hspn Male | 5 | 1.4 | 20.3 |
| Hspn Female | 12 | 3.3 | 23.6 |
| Wht Male | 188 | 51.5 | 75.1 |
| Wht Female | 91 | 24.9 | 100.0 |
| Total | 365 | 100.0 | |

There are five tenure-line faculty ranks in Harpur: instructor, assistant professor, associate professor, (full) professor, and distinguished professor. Harpur's 6 instructors make up 1.6% of the total faculty; 106 assistant professors account for 29%; 119 associate professors comprise 32.6%; 107 full professors account for 29.3%; and 23 distinguished professors constitute 6.3% of the faculty. At the assistant professor level, women are represented roughly in proportion to their numbers on the faculty as a whole. However, a disproportionate number of female faculty occupy the associate professor rank, where they generally remain much longer than men, who on the whole are promoted more rapidly to full professor, as discussed at greater length elsewhere in this report. At the full professor rank, women are significantly underrepresented, and grossly so at the level of distinguished professors; only 3 of the 23 distinguished professors are women. Women do achieve parity with men (3 each) at the lowest rank, that of instructor (appendix 3). Relative to their numbers overall, faculty of color are overrepresented at the assistant professor rank, and proportionately represented at the level of associate professor. Among full professors, people of color are underrepresented, and even more so among the distinguished professors. Just one of the 6 instructors is a person of color (appendix 4).

Currently, whites constitute about 78 percent of the US population. Seen in that light, white men are significantly overrepresented on the Harpur faculty, while women of all races and ethnicities are underrepresented. Relative to a nationwide Asian population of just over 5%, Asian males are also significantly overrepresented on the Harpur faculty. Asian females, however, are underrepresented. Blacks, both male and female, are even more underrepresented compared to the overall US black population, which exceeds 13%. The situation is much worse for African Americans who, as noted, are a minority among the black faculty, who hail largely from Africa and the Caribbean. Faculty of Latina(o)/Hispanic origin, who make up some 17% of the national population, are still more underrepresented than blacks. Native Americans, at just over 1% of the US

⁴ One person in this category is identified as "White, African American."

⁵ One person in this category is identified as "White, African American."

⁶ Two people in this category are identified as "White, Asian."

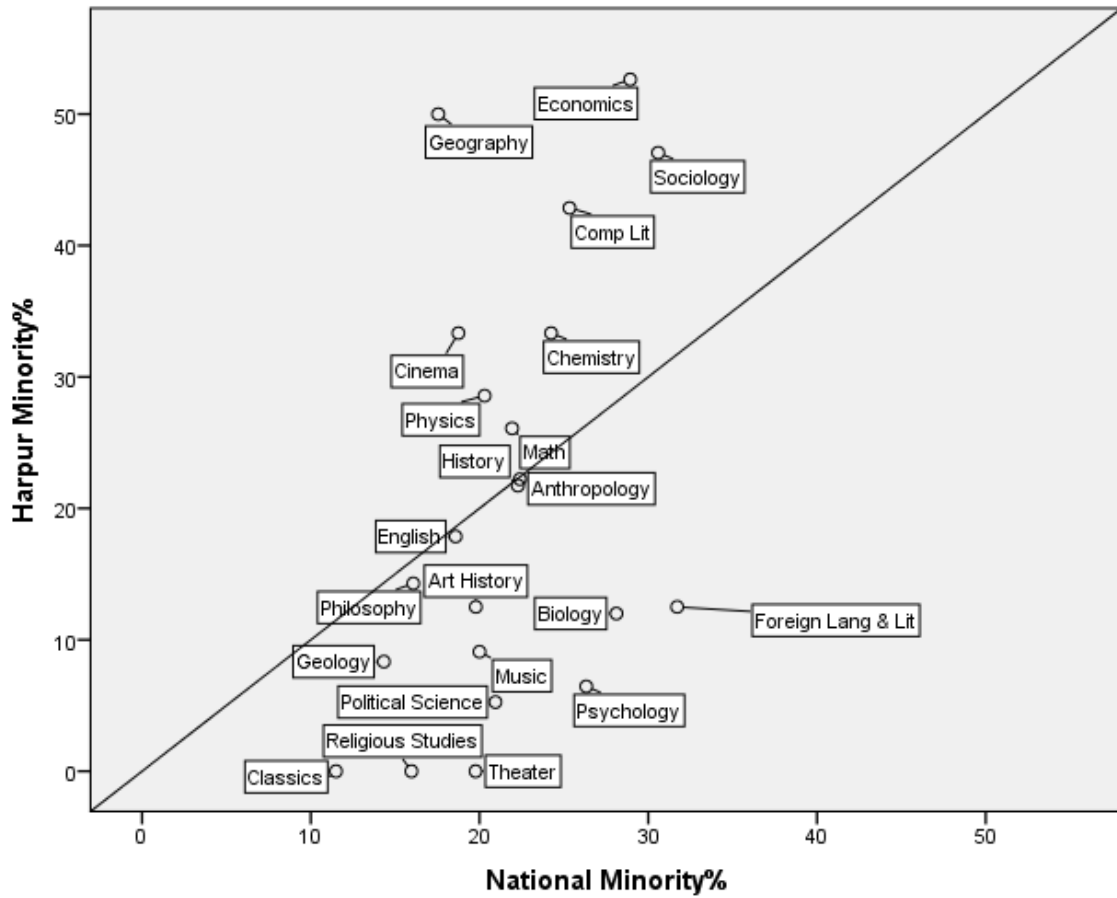
⁷ One person in this category is identified as "White, Native American."

population, are also underrepresented on the Harpur faculty, although not nearly as severely as Latina(o)/Hispanics and blacks.

The discrepancy between the presence of different ethnicities, races, and genders on Harpur faculty compared to population percentages reflects lingering effects of a long history of exclusion. Given, however, that a basic requirement for becoming a Harpur faculty member is a PhD or other terminal degree, a more directly relevant comparison focuses on the availability of individuals – according to race, ethnicity, and gender – in possession of these degrees. The results of this comparison are mixed.

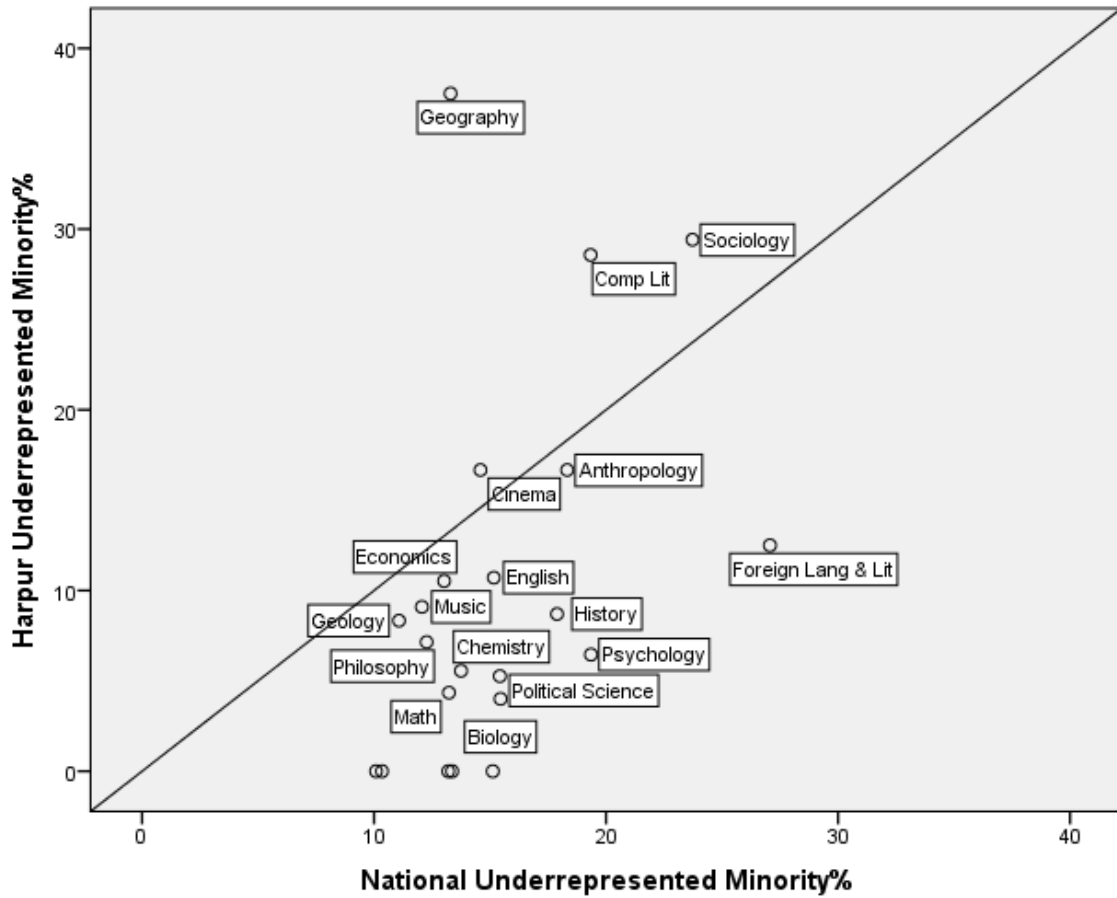
The first figure below shows that 8 of 22 Harpur departments for which we have data by field have members of minority groups in percentages near, at, or above the percentage of PhDs earned by minorities in 2012. The second figure shows that 4 of 22 departments with faculty in underrepresented minority categories are above their field's 2012 national benchmark and another 5 are within 5 points of the benchmark, meaning a majority of departments (13 of 22) are more than 5 points below their respective 2012 national benchmarks. The third figure shows a similar picture for the presence of women on Harpur faculty by field, also measured against individuals who earned PhDs in 2012. And, yes, while the shortfalls in many departments reflect a lag in overcoming exclusion associated with the continuing lingering effects of societal forces – because the vast majority of Harpur faculty came to the college before 2012 – other facts suggest that we should not take complete comfort in that explanation. The fourth figure focuses on Harpur female faculty members who arrived (and stayed) on campus since 2002 as a percentage of departmental faculty who arrived (and stayed) since 2002. These percentages are compared to percentages of females who earned PhDs in a respective field (fewer fields are represented because PhD data across time are not as comprehensive as those for 2012). Only one department (History) appears above the line of proportionality, and one other field (English/Comp Lit/Classics in combination) is within 3 points. Other departments fall 5 or more points below the line. The conclusion we draw is not that something unseemly has been occurring in the Harpur recruitment processes; given the small numbers involved in the calculations, the addition or subtraction of one person could make a noticeable difference. Nevertheless, self-conscious due diligence applied to diversity and inclusion during our recruitment processes and with regard to our retention efforts is necessary to assure that Harpur does not simply reflect the diversity of individuals who earn the PhD (and other terminal degrees) but actually contributes to diversifying further the pool of people who do so.

**Percentage Comparisons by Field of Harpur Faculty Members and 2012 PhDs
Granted
Minority Group Classifications**



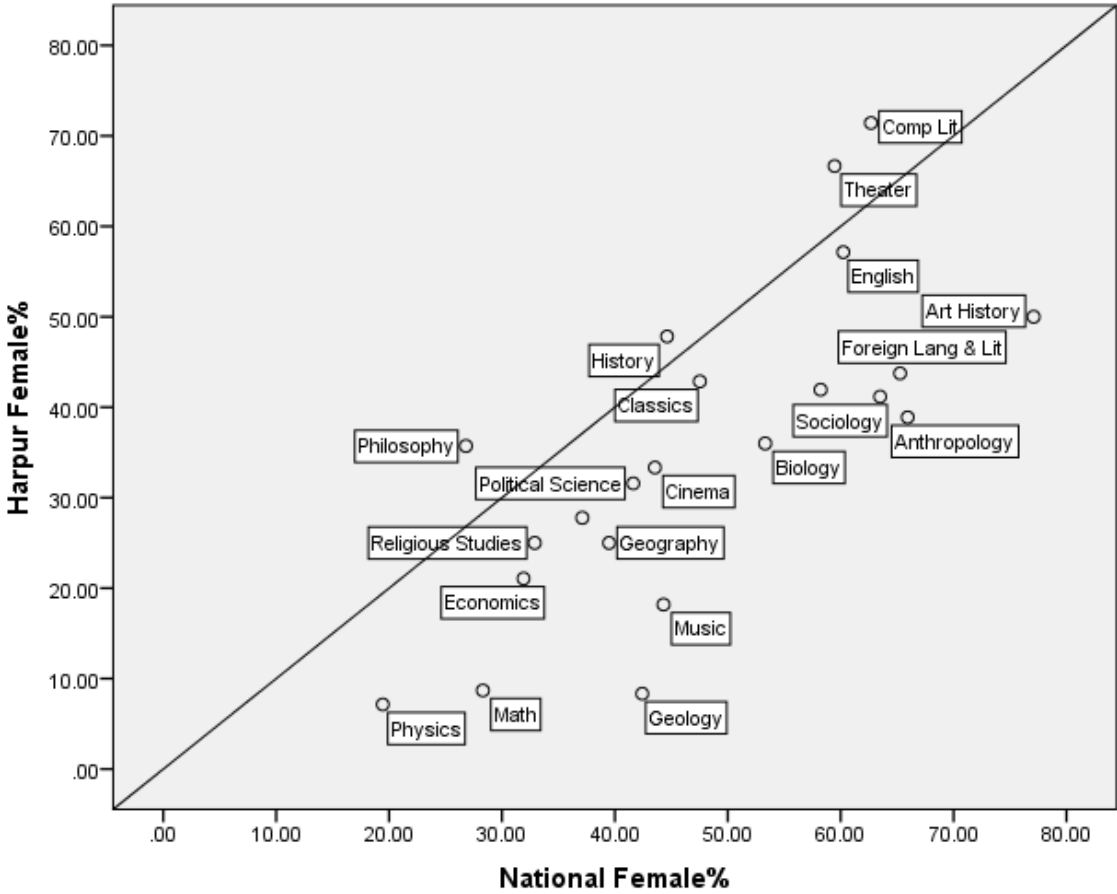
*Minority group categories include Asians, Blacks, Hispanics, Native Americans, and mixed origin (i.e., including one or more of the four).

**Percentage Comparisons by Field of Harpur Faculty Members and 2012 PhDs
Granted
Underrepresented Minority Group Classifications***

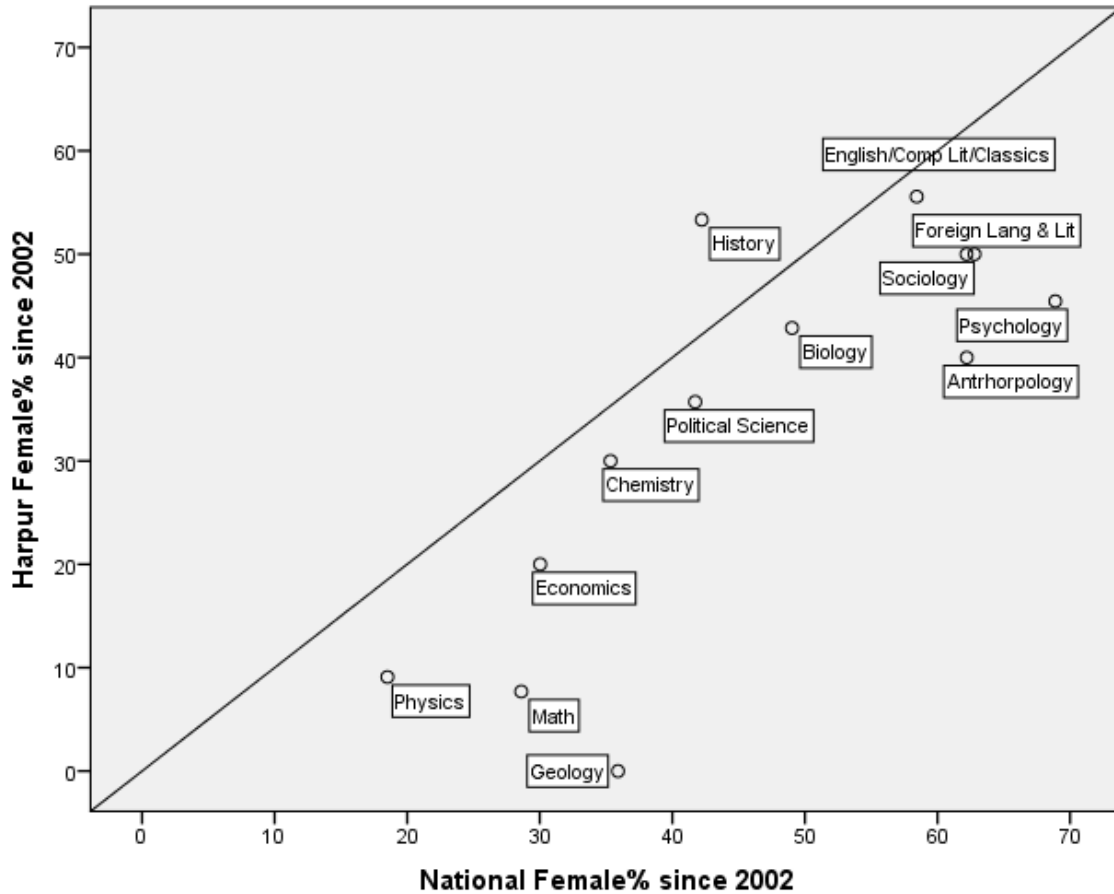


*Underrepresented group categories include Blacks, Hispanics, Native Americans, and mixed origin (i.e., including one or more of the three).

**Percentage Comparisons by Field of Harpur Female Faculty Members
and 2012 PhDs Granted**



Percentage Comparisons by Field of Harpur Female Faculty Members Who Arrived Since 2002 and PhDs Granted between 2002 and 2012 PhDs



Diversity Affirmed and Denied

Committee members encountered little, if any, opposition among Harpur faculty members to the principle that diversity and inclusion is a positive good. Virtually all of those with whom we spoke agreed that having more women and people of color on the faculty is desirable. Some cautioned that diversity and inclusion should be consistent with excellence and must in no way compromise standards. We agree. We do not, however, agree with the binary logic that pits diversity and inclusion against “the best candidate,” a rider that seems to gain currency in direct proportion to the presence of women and minorities in the applicant pool, and especially among the list of finalists.

Attempts to increase the diversity of the Harpur faculty – that is, to increase the numbers

of members of presently underrepresented groups—run up against the following problem: the lack of diversity in Harpur reflects a lack of diversity in academia more generally, including a lack of diversity in new PhDs, and thus a lack of diversity in applicant pools. This problem was noted by many interlocutors. Some of these interlocutors used this fact as an explanation – or justification – for why their departments have not hired more members of underrepresented groups, try as they might. We do not agree that the lack of diversity in academia justifies not hiring more members of underrepresented groups; rather, it indicates that the effort to make Harpur College more diverse and inclusive must in part be focused on increasing the numbers of eligible faculty applicants to Harpur from members of underrepresented groups. This effort has two parts. 1) Harpur can do its part to increase diversity and inclusion in academia generally by better supporting undergraduate and graduate students from underrepresented groups; and 2) Harpur can accept promising new PhDs from underrepresented groups, who are not yet ready to be hired as tenure track faculty, but who could become ready with some help, such as in the form of a postdoctoral fellowship accompanied with significant mentoring from established faculty. That is, we believe that instead of accepting our hiring practices as restricted by the limited diversity in the preexisting applicant pool, Harpur should accept the responsibility of trying to create a more inclusive applicant pool from which it can then hire faculty; in our recommendations section, we propose a plan for doing this.

The committee was repeatedly informed that the underrepresentation or absence of minorities and women in certain fields and disciplines is national in scope and not specific to Harpur. There is merit to this claim, not just in the STEM fields but also in certain other academic areas, such as economics. A number of our interlocutors were justly proud of the diversity of Harpur's Economics Department, which includes some women and significant numbers of Asians, mostly men. But in Economics, as in many STEM fields, there are few non-Asian minorities. The same is true of other disciplines in the college, including in the social sciences and the arts and humanities, where there is also a dearth of faculty of color, including Asians. Indeed, both Asians and blacks are disproportionately concentrated in two area/ethnic studies departments: Asian and Asian American Studies and Africana Studies, respectively. Small wonder that a professor in one of the larger departments would lament that, in nearly half a century on the faculty, he had worked with exactly one black colleague. Other veteran members of the faculty reported never having had a departmental colleague of color at all.

Retention and Resignations

This committee found that Harpur has greater difficulty retaining female than male faculty, especially female faculty at the assistant level. According to statistics Harpur College provided to the committee, since 2008 24 Harpur faculty members have resigned and one was not renewed.

| | | |
|-------------|-------------|--|
| White Women | 11 | 7 Assistants 2 Associates 2 Professors |
| White Men | 10 | 4 Assistants 4 Associates 2 Professors |
| Asian Women | 2 | 1 Assistant 1 Associate |
| Asian Men | Non-renewal | 1 Assistant |
| Black Women | 1 | 1 Associate |
| Black Men | 1 | 1 Assistant |

In a college that, in 2014, included 129 women and 242 men, more women (14) than men (11) have resigned since 2008. In other words, 56% of all resignations since 2008 have been by women in a college whose faculty is currently only 35% female. By contrast, only 44% of all resignations have been by men in a college that is 65% male. Clearly, women are leaving Harpur in greater absolute numbers than men and proportionally far more often than men.

Furthermore, in a college that, in 2014, included 14 black, 47 Asian, and 285 white faculty members, 2 black and 2 Asian, and 21 white faculty members have resigned since 2008. In other words, 8% of all resignations were by black faculty and another 8% by Asian faculty in a college currently made up of 4% black and 13% Asian faculty. In short, black faculty members are leaving the college at twice the rate one would expect given their numbers, while the departure of white women is inflating the resignation rate of the overall white faculty. (84% of all resignations since 2008 were by white faculty in a college that is 77% white.)

In Search of Greater Diversity

Plans, policies and procedures to increase the number of women and people of color on the faculty can only succeed through a serious and sustained commitment at all levels of the college and the university, beginning with the individual departments.

Departments also need to do more to bring members of historically underrepresented groups into the pipeline, starting at the undergraduate level. The committee heard stories of very diverse introductory level classes in some departments, especially in the STEM fields, accompanied by decreasing diversity in upper-level courses. If departments are to “grow their own faculty,” as has been suggested, they will have to figure out how to maintain and deepen the interest of the first- and second-year students who fail to return after that first 100-level class. Such students should be recruited, cultivated, and encouraged to consider going to graduate school and pursuing careers in (what for many of them would be) non-traditional fields.

Furthermore, graduate students need funding. In this connection the systematic defunding of the Clark Fellowship, which supports financially needy graduate students (many of them students of color) in Harpur and other schools in the university, must be reversed. Achieving greater faculty diversity and inclusion also requires active networking at conferences by professors. Departments also need to maintain updated lists of publications, websites, and professional and disciplinary groups focused on women and minorities.

Recommendations

First, the committee recommends the creation of a postdoctoral fellowship program geared toward members of underrepresented racial and ethnic groups in Harpur, to consist of three to five fellowships annually. A number of universities, including aspiring peer institutions like Penn State, the University of Illinois at Urbana-Champaign and the University of North Carolina at Chapel Hill, have successfully implemented such programs. The committee envisions a system whereby departments would compete for lines, with preference going to units in which faculty of color are (or have been) significantly underrepresented or absent, and in which there is a clear plan for mentoring and supporting the fellows. Each fellow would teach one course per semester or per year, as determined by the department and the fellows. This fellowship – unlike visiting assistant professor appointments, for example – would be designed specifically to attract faculty of color to Binghamton and also to cultivate their careers in hopes of recruiting them into tenure-line positions and preparing them for tenure. The committee is agnostic as to what to call the proposed fellowship, except to say it probably should not include the word “diversity.” It has been noted elsewhere that some individuals, including some potential fellows, are averse to the “diversity” nomenclature in such contexts.

As a corollary to the proposed Harpur fellowship, the committee recommends that the dean make strong representations to the upper administration about the need to resuscitate and refund the Clark Fellowship.

The committee further recommends that each department be required to submit to the dean a plan for achieving greater diversity and fostering inclusion. The plan should have measurable outcomes. The dean, in turn, would hold departments accountable for implementing their own self-generated plans. The absence of diversity in faculty hiring pools should also cause the dean to raise questions and consider intervening to extend deadlines or reconstitute search committees. The dean should also encourage departments to consider nominating individuals for the SUNY diversity program. Our conversations revealed that many faculty members do not know about this program.

Given that proportionately more women and faculty of color have resigned from their positions in Harpur since 2008, the committee recommends that the college conduct exit interviews with departing faculty to collect data regarding who leaves and why.

Lastly, the committee urges the dean to consider creating a standing Harpur diversity and inclusion committee; the objectives of such a committee could include the following: advise the dean on diversity and inclusion issues and strategies; monitor and assess efforts to achieve diversity and inclusion in the college; make recommendations to widen and deepen faculty and curricular diversity; and issue occasional reports on diversity, noting progress and identifying obstacles in the quest for greater diversity and inclusion.

3. Parental Leave

Yes, parents choose to have children. But they're doing it for all of us, like jury duty, or being the designated driver, or talking to the sad sack in the corner at the party so he doesn't kick us all out of his apartment; they're taking one for the team. So we should make sure the exercise doesn't make them completely broke within the first month and a half. After all, if nobody had kids, who would invent the next Uber?

--Belinda Luscombe, *Time*⁸

Given that the tenure clock generally coincides with the biological clock, women faculty often face particular challenges in achieving balance and success.

-- Creating a Family Friendly Department: Chairs and Deans Toolkit, University of California System, 2007⁹

Faculty Concerns and Experiences

Parental leave is an issue of great concern to faculty members in Harpur. Indeed, it trumped all others in our conversations: more faculty members expressed concerns about parental leave than any other single issue. This held true across all departments; it held true across differences of gender, race, and ethnicity; it also held true for single as well as partnered faculty members, and for parents as well as colleagues with no children and no plans to have children.

We encountered widespread confusion regarding maternity/parental leave at Binghamton University. One department chair expressed complete ignorance about the institutional or departmental policies regarding such leaves. A senior male faculty member thought the university had a two-month-paid maternity leave policy and considered that stingy. Junior female faculty seemed most aware – and critical of – the reality that Binghamton University has no maternity/parental leave policy beyond allowing faculty members to use “sick leave” or “disability.” One decried the current situation as “ridiculous.” Another called it “b.s.,” before pointing out that the University’s Human Resources webpage refers to pregnancy as a “disability,” for which accommodation is provided only in the form of “sick leave” and/or the minimum unpaid leave required by the Family and

⁸ Belinda Luscombe, “Please Stop Acting as if Maternity Leave is Vacation,” *Time*, January 16, 2015.

⁹ <http://ucfamilyedge.berkeley.edu/ChairsandDeansToolkitFinal7-07.pdf>

Medical Leave Act (FMLA).¹⁰ Female faculty members objected to characterizing pregnancy, childbirth, and infant care as disability or “incapacitation.”

Several young female colleagues talked about their desire to start families but their simultaneous hesitance given that they could not obtain “clear information” about what accommodations might be available. There has been great variety in response to requests for parental accommodations. Only a couple of faculty members with whom we spoke explicitly rejected the principle of paid parental leave on the grounds that it would discriminate against those without children.

Maternal v. Parental Leave

Some disagreement emerged regarding whether the university should adopt a gender-specific maternity policy or a gender-neutral parental leave policy. Several female colleagues expressed reservations about paternity leave. They worried that it would give “further advantage to men in the field, since the family responsibilities still would most likely fall more heavily upon women.” A male faculty member with young children volunteered that he would not have interrupted his academic work to take a paid paternity leave, even if one had been offered. Concerns about the possibility that male faculty members would use parental leaves for unintended purposes led several faculty members, including at least one male, to recommend a paid maternity leave for women only. Others disagreed and demanded, in the name of nondiscriminatory inclusiveness, “a gender-neutral parental (not maternal) leave policy.” Most interlocutors agreed that, at a bare minimum, Harpur should institute a maternity leave policy to protect female junior faculty.

Current Realities: Binghamton University, UUP, the State, and Obstacles to a Maternity/Parental Leave Policy

Binghamton University’s Human Resources office maintains a webpage entitled, “Leaves for Childcare, Birth & Adoption.”¹¹ The site urges faculty members who become pregnant, or plan an adoption, to notify their department chairs and the office of Human Resources as soon as possible, “so that planning can begin.” It then announces: “As a public agency (State University of New York), Binghamton University *does not* provide a paid maternity leave, such as that provided by some private employers” (emphasis in the original). This language implies a statewide prohibition on paid maternity leaves; some deans definitely seem to assume they are prohibited from providing such leaves.

¹⁰ The FMLA requires that employees who have been employed for at least 12 months at a business or institution with at least 50 employees be allowed up to 12 weeks of unpaid leave for family and medical reasons. Binghamton University’s Human Resources website on “Leaves for Childcare, Birth & Adoption” can be found here: <http://www.binghamton.edu/human-resources/leaves/leaves-childcare-faculty.html>.

¹¹ <http://www.binghamton.edu/human-resources/leaves/leaves-childcare-faculty.html>

However, our research has established that no state law specifically prevents a “public agency,” such as Binghamton University, from providing paid maternity leave.¹²

The issue of maternity or parental leave for faculty and staff at SUNY schools seems to turn on the question of responsibility. Should such leaves be determined through employment contract? Or should they be mandated by state law? Or should they be benefits – like research leaves and other course releases – that are negotiated with the dean? Binghamton University’s Director of Human Resources, Joe Schultz, insists that parental leave benefits are “terms and conditions of employment that are bargained between UUP [United University Professions] and the state in contract negotiations at the state level.” The office of New York State Senator Tom Libous, who represents the greater Binghamton area, seems to agree. The senator’s research specialist, Valerie Datta, assured this committee that the senator has been “very supportive of seeing the Senate and State agencies adopt paid maternal/paternal leave.” But, Datta added, in the absence of state legislation, it is assumed that this issue is to be governed by contract. Therefore, she explained, because the senator is “respectful of the roles that UUP...and others play in representing the State workforce...I doubt he’d want to weigh in on the details of any contract negotiations.”¹³

While our state senator’s office and HR director maintain that a labor contract can only be negotiated between UUP and the state – meaning the governor’s Office of Employee Relations – UUP representatives report that the State refuses to discuss the issue of paid maternity or parental leave at all. Even so, UUP has prioritized and pushed the issue for at least a decade. During this time, it has obtained only very minor concessions. These include:

--faculty may use up to 30 sick days to care for family members who are seriously ill

--faculty may use up to 15 sick days when adopting or fostering a child

--faculty may stop the tenure clock for the arrival of a new child¹⁴

In the absence of clear policy, UUP has assembled a “Family Leave/Work-Life Services Guide” (<http://uupinfo.org/reports/reportpdf/FLWLSguide102113med.pdf>). This resource acknowledges that SUNY family leave options are a “patchwork system,” one

¹² Valerie Datta (research specialist for Senator Tom Libous) to Leigh Ann Wheeler, e-mail, 15 January 2015.

¹³ Valerie Datta (research specialist for Senator Tom Libous) to Leigh Ann Wheeler, e-mail, 15 January 2015.

¹⁴ Jamie Dangler (UUP vice-president for Academics) telephone call with Leigh Ann Wheeler, (19 January 2015); Heather DeHaan (Academic Vice President, Binghamton Chapter, UUP) e-mail exchange with Leigh Ann Wheeler, 15 January 2015; Fran Goldman (Vice President for Professionals, Binghamton Chapter, UUP) telephone conversation with Leigh Ann Wheeler, 16 January 2015.

that relies on “accrued sick time” and unpaid leave under the FMLA but could also use murkier “options to change work schedules... at the discretion of the president.” These options could include “flexible scheduling and modified duties or alternative assignments.” The first two options – using accrued sick time and modified work schedules – are impractical for most faculty members in need of maternity leave: such individuals are among the lowest paid tenure-line faculty and have little if any accumulated sick leave.

Peer Institutions and the Private Sector

This committee was dismayed to discover how far Binghamton University lags behind many peer institutions and also the private sector in terms of paid maternity leave. To be sure, a number of peer institutions treat pregnancy and childbirth like Binghamton does – as matters of disability to be covered by earned “sick leave” or unpaid FMLA leave. (Examples include Clemson University, the College of William and Mary, and George Mason University.) Some public universities offer more generous provisions. For instance, the University of Virginia allows pregnant faculty members to take 3 weeks at full pay or 6 weeks at half pay, while Penn State offers a semester without teaching responsibilities. The University of California system offers 6 weeks of paid maternity leave plus other benefits, including a creative and flexible Active-Service-Modified Duties (ASMD) program for longer maternity leave and also parental leaves.¹⁵ The City University of New York (CUNY) system grants 8 weeks of paid parental leave, which it won in its 2007-2010 contract negotiations. The University of Alabama grants 8 weeks of paid leave with a paid semester-long release from teaching duties that may include some service expectations after the 8 weeks of initial leave is completed. Our (less than exhaustive) research among public universities revealed the University of North Carolina to have the most generous policy – a full semester of paid leave. But even this is stingy, when compared to some major U.S. corporations. The Bank of America and Price Waterhouse both offer 12-14 weeks of paid parental leave. Yahoo and Facebook do better: each provides 16 weeks of compensated maternity leave. Both Hewlett-Packard and Google offer even more – 20 weeks of paid maternity leave. Most generous of all is Ernst & Young, which grants 39 weeks of paid maternity leave. All of these companies have learned that recruiting and retaining top-notch female employees requires attractive maternity leave policies.

National and Global Context

The United States is alone among industrialized nations and nearly alone in the world – accompanied by Suriname and Papua New Guinea – in failing to provide paid maternity leave as a matter of national policy.¹⁶ The U.S. does not even offer federal employees

¹⁵ The University of California has developed a particularly comprehensive approach to family leave. See: <http://ucfamilyedge.berkeley.edu/ChairsandDeansToolkitFinal7-07.pdf>

¹⁶ World Policy Forum, <http://worldpolicyforum.org/global-maps/is-paid-leave-available-for-mothers-of-infants/>.

paid maternity leave. As President Barak Obama explained in a recent memorandum, “the United States lags behind almost every other country in ensuring some form of paid parental leave to its Federal workforce; we are the only developed country in the world without it.”¹⁷ In this same document, Obama announced his intention to align “the Federal Government with the parental leave policies of leading private sector companies and other industrialized countries.” To that end, he proposed to grant federal employees 6-12 weeks of paid parental leave for the arrival of a child. This new policy would still not meet international standards. In 2000, the United Nations International Labor Organization revised its 1952 Maternity Protection Convention to establish a minimum maternity leave of 14 weeks paid. Most nations in the world legislate a policy of paid leave that is at least that generous.¹⁸

Recommendations

The committee recommends the creation of a clear, “progressive,” “codified,” and “uniform” maternity/parental leave policy that treats accommodations for childbirth, childbearing, and infant care as a right rather than a favor. Such a policy would resolve the most urgent problems identified by our interlocutors, while also providing Harpur College with a powerful tool to recruit and retain female faculty, in particular. Female faculty are most likely to need a maternity leave when they are untenured, so providing such leaves would also help them to develop their teaching and scholarship in preparation for the tenure review.

Specific recommendations for a parental policy would make the following provisions automatic for pregnant female faculty members as well as any faculty member who will be the primary caretaker for a newborn or newly adopted child. These would constitute a “Harpur minimum,” as one faculty member put it. This Harpur Minimum could not preclude the college and individual departments from offering even more generous accommodations. The Harpur Minimum would include:

--a fully-paid semester leave with no university obligations, including teaching and service

--optional stopping of the tenure clock during the leave, with the option to be exercised exclusively by the faculty member. At the same time, a faculty member who does opt to stop the clock would reserve the right to go up for tenure “early”

¹⁷ “Presidential Memorandum -- Modernizing Federal Leave Policies for Childbirth, Adoption and Foster Care to Recruit and Retain Talent and Improve Productivity,” January 15, 2015, <http://www.whitehouse.gov/the-press-office/2015/01/15/presidential-memorandum-modernizing-federal-leave-policies-childbirth-ad>.

¹⁸ http://www.ilo.org/dyn/normlex/en/f?p=1000:12100:0::NO::P12100_ILO_CODE:C183

The committee further urges the dean to impress upon other deans, the provost, and the president the importance of this issue. The president should be encouraged to work with other SUNY presidents to persuade SUNY to join the UUP in demanding a maternity and/or parental leave policy that includes full pay and honors the integrity of the semester. Such a leave policy is necessary for creating a working environment that is predictable and fair. Moreover, it is imperative for any workplace that is dedicated to diversity and women's equality. A new contract will be negotiated soon. UUP is unlikely to make headway on the issue of maternity/parental leave without strong support from campus presidents. We ask that Binghamton University's president lead them in pulling SUNY and Binghamton University into the twenty-first century.

4. Family Accommodation

Department chairs and deans have a central responsibility in understanding the importance of a family friendly department, and in implementing policies, sharing resources, and reinforcing cultural practices to assist all faculty.
-- Creating a Family Friendly Department: Chairs and Deans Toolkit, University of California System, 2007¹⁹

With regard to family accommodation, "Binghamton University is seriously in the dark ages."
--Harpur Faculty Conversation with a Diversity & Inclusion Committee Member, Fall 2014

A diverse and inclusive campus requires that faculty members receive accommodations for a variety of family needs. Beyond the need for parental leave, the most pressing family accommodation issues raised by faculty members with whom we spoke were the following: leave to care for sick family members, partner employment, visa issues, and childcare.

Family Leave

Some faculty members voiced concerns about the university's leave policy as it relates to caring for a sick family member; they pointed out that these responsibilities fall disproportionately on women. As with leave for the arrival of a new child, leave for faculty who care for sick family members (e.g., a spouse, son, daughter, or parent with a "serious health condition") is provided – up to 12 weeks unpaid – under the Family and Medical Leave Act (FMLA). According to the United University Professions (UUP) "Family Leave/Work-Life Services Guide," sick leave credits may also be used "to retain

¹⁹ <http://ucfamilyedge.berkeley.edu/ChairsandDeansToolkitFinal7-07.pdf>

pay for any part of the FMLA leave.” For faculty members who have not accrued enough sick time, the university president can “grant additional sick leave or a leave of absence with pay.” Unfortunately, no one seems to know exactly how a faculty member would go about securing this presidential dispensation.

Partner Employment and Visa Issues

Partner/spouse employment is a major issue in academia at large. It is, however, especially important for universities – like Binghamton – that are not situated in metropolitan areas with plentiful employment opportunities. According to “Dual-Career Academic Couples: What Universities Need to Know,” a 2008 Stanford University report, “academic couples make up 36 percent of the professoriate.” Gender, race/ethnicity, and sexual orientation cut a little differently among academic couples. The Stanford study reports that 40% of female faculty but only 34% of male faculty were partnered with another academic. Significantly, this gender difference did not hold for racial minorities, who were slightly less likely than white academics to be coupled with another academic, though men of color were no less likely than women of color to be so coupled. The report concludes that “new hiring practices are needed to support a diverse professoriate – and one of these practices is couple hiring.”²⁰

Some of our interlocutors praised Harpur for its record of hiring academic partners. But some also noted that Harpur support for partner hires is one thing; departmental concurrence is an entirely different matter; the support of colleagues is still something else. Many departments do seem to accommodate academic partners very well. One interlocutor reported that his department simply assumes that the only way to recruit the best faculty to Binghamton is to hire couples. A few women – extraordinarily high achievers who were hired as partners – agreed that their departments have handled partner accommodations well. Even so, these same women admitted that colleagues sometimes treat a faculty member hired as a partner like damaged goods. One said a few colleagues reminded her for years that she was hired only in an effort to recruit or retain the (male) person they really wanted. She felt for a long time as if she needed to “earn” her place in the department. Another said that partner hires are pretty “normal” in her department; they “don’t create a lot of drama.” Still, she felt as if there was some stigma attached to coming into the department as a partner hire. Despite her own difficulties, however, this faculty member considers partner hires crucial to a department’s ability to recruit and retain strong faculty.

The Stanford study indicates that partner hiring affects male and female faculty differently. Women are more likely than men (54% to 41%) to report that their career decisions are shaped by their partners’ employment status. Indeed, the study found that

²⁰ Londa Schiebinger, Andrea Davies Henderson, Shannon K. Gilmartin, “Dual-Career Academic Couples: What Universities Need to Know,” (Michelle R. Clayman Institute for Gender Research, Stanford University, 2008). This report can be found online at: http://gender.stanford.edu/sites/default/files/DualCareerFinal_0.pdf The study surveyed faculty at 13 “leading research universities” and obtained a 30% response rate.

“the number-one reason women refused an outside offer was because their academic partners were not offered appropriate employment.”²¹

These findings are consistent with our conversations. Several women with whom we spoke agreed that partner hires affect female academics differently than males. One person suggested that “successful academic women are usually married to men in their field,” since “most men in other professions would not tolerate the commitment required to succeed in academia.” Consequently, “the burden of needing a partner accommodation more commonly” is borne by women. Another interlocutor asserted that her chair has shown “open hostility” to the idea of partner accommodation, and that “this hurts women more than men.” This faculty member has had particularly distressing experiences. Having a commuting spouse creates numerous logistical and relationship problems, but it also imposes limits on her teaching schedule and the time she can devote to her work. The result is that she is unable to offer as much as she otherwise would to the profession, the university, the college, her department, and her students.

A number of faculty members report having non-academic partners who live in other states in order to retain their professional positions. As these individuals explained, parenting with a commuting spouse introduces a great deal of stress into one’s personal and professional life. Several women pointed out that this situation is also more likely to affect female than male faculty members. One said, “nonworking wives are more normal, so the impact of these employment issues is very gendered.” She also noted the damage separation has done to the marriages of some of her colleagues; a few of these marriages have ended in divorce. Apparently seeking to preclude such an outcome, one faculty member reported that she is leaving her tenured position to join her partner. All of these women were disappointed that the university offers little in the way of assistance in finding employment for non-academic spouses. One noted that other university systems, such as the University of North Carolina, do much better.²²

A premier university will almost certainly have faculty members whose spouses or partners are not U.S. citizens, as do a number of our interlocutors. Some have had visa problems. The spouse of one faculty member was unable to come to the U.S. with her. Other faculty spouses did not have visas that allow them to work in the U.S. One assistant professor reported that the university promised to help her partner obtain a work permit and find employment, but failed to make good on those promises.

Childcare: Teaching Schedules and the Campus Preschool

²¹ Schiebinger, et. al., “Dual-Career Academic Couples.”

²² See, for example, the Dual Career Couples Employment Assistance Program at the University of North Carolina at Charlotte. <http://hr.uncc.edu/pims/dual-career-couples-employment-assistance-program> See also the Spousal Hiring Program at the University of North Carolina at Chapel Hill. <http://provost.unc.edu/files/2012/09/SpousalHiringProgram.pdf>

For at least 12 years —and sometimes much longer—childcare remains an important concern for faculty members who are parents, especially mothers. Many researchers have studied the question of how many hours women and men spend each week on childcare and other domestic tasks. For example, the “American Time Use Survey,” produced by the U.S. Census Bureau for the Bureau of Labor Statistics in 2013, found that women report spending twice as much time caring for children as did men.²³ Even if we ignore that data, however, we know that childcare generally falls more heavily on female than on male faculty members for a number of other reasons. Most single parents are mothers, and many of these are women of color. Married mothers are more likely than married fathers to have fully employed spouses. As a result, childcare usually falls more heavily on female than on male faculty members.²⁴ In addition, faculty members rarely have the luxury of living near extended family, so they are unable to rely on grandparents and other relatives for help with childcare.

Some of our interlocutors told moving stories about colleagues who carried their babies or watched their children while they taught classes and attended meetings. Many faculty members, however, expressed concern about institutional support for childcare needs. The two main issues they raised were pressure to teach evening courses (or participate in other evening events) and insufficient space at the campus preschool.

During the 2014-2015 academic year, more faculty members were required to teach courses during “non-prime time” – i.e. late afternoon, evening, and early morning hours – due largely to a reduction in classroom space, but also to assist students in scheduling their courses. This rearrangement resulted in special hardships for parents with young children. Several female junior faculty members told us that teaching courses outside of prime time makes childcare extremely difficult, especially for faculty members who are single parents or have a partner who is often away for work. One chair reported that the new protocol offered “very little room to make teaching schedule adjustments for those faculty with small children.” This, he noted further, “goes against all claims on the part of the administration that we want a strong family environment for junior faculty.”

The Campus Pre-School was established in 1971 by Binghamton University students with children. It now provides care for children between the ages of 18 months and 5 years. The university contracts with the Campus Pre-School to provide these services to students and faculty.

The Campus Pre-School is a major attraction for faculty members who have, or are planning to have, young children. One longtime faculty member called the Pre-School “a great selling point” in recruitment. A recently recruited assistant professor agreed. The Pre-school, he said, was “a spectacular plus” in his decision to come to Binghamton. Many older members of the faculty shared fond memories of having used the Pre-School when their children were young. The only complaint we heard about the Pre-School is

²³ <http://www.bls.gov/tus/>

²⁴ The Stanford report cited earlier, “Dual-Career Academic Couples,” found that 20% of male and only 5% of female faculty members have stay-at-home partners. In addition, 21% of female and only 10% of male faculty are single.

that its services are insufficient. Faculty demanded more spaces, longer hours of operation, and infant care, a service the Pre-School does not currently offer.

Usually, the Campus Pre-School has no openings and a long waiting list. In line with its original purpose, the Pre-School gives priority to students with children. After student needs are met, the school admits the children of faculty and staff, state employees, alumni, and community members, in that order.

Some of our interlocutors complained that the Pre-School does not meet the needs of faculty. One faculty member reported waiting four-and-a-half years before a position at the school opened up for her son. Others lamented that junior faculty members are often unable to obtain slots for their children. Some pointed out that parents need childcare beginning at infancy, and the Campus Pre-School should expand to meet that need.

Recommendations

The committee recommends that Harpur recognize partner accommodation as an issue of diversity and inclusion. It urges the college to work with other university offices to develop a coordinated response to the employment and visa needs of faculty partners – academic and non-academic. An individual in Human Resources, or in the Provost's Office, could be tasked with assisting the partners of faculty members with employment issues. There is currently an individual in Human Resources whose portfolio includes visa and immigration matters. Yet some faculty members seem unaware of this resource or confused about what is available. The gap between the potential to supply visa services and the need for those services should be reduced. One way of doing so is greater outreach by Human Resources.

The college should also develop a policy on partner hiring, one that communicates to faculty members and chairs how and why partner hiring is crucial to competing for top-quality candidates. This would help to create and maintain a diverse faculty, and help faculty members develop a functional balance between their private and professional lives.

The committee recommends that the upper administration find more family-friendly ways of addressing shortages in classroom space and the demands of students' schedules. Chairs should be required to take the needs of parents with young children into account when building schedules.

While the Campus Pre-School operates well outside the purview of the college, childcare is a major issue for many members of the Harpur faculty. Accordingly, the committee recommends that the dean take up with the relevant administrators the possibility of expansion in future negotiations over the contract for running the Pre-School. Among the recommended changes is a reconsideration of the Pre-School's priority list for admission.

5. Salary

Well, money's gettin' cheaper, prices gettin' steeper.../I can't afford to live, I guess I'll have to try/
Undertaker's got a union, and it costs too much to die/Times gettin' tougher than tough/Things
gettin' rougher than rough/I make a lot of money, I just keep spendin' the stuff
--Jimmy Witherspoon

Many members of the Harpur faculty with whom we spoke are unhappy about salaries. Some believe – with some foundation in fact – that women, faculty of color, and especially women faculty of color are being “shafted,” to quote one interlocutor who dispensed with the idiom of academic decorum.

In and out of the academic world, compensation is an important measurement of diversity and inclusion. In addition to salary, compensation in the academy can include benefits and supplements from grants, consultancies, administrative work and other income streams. This report does not consider benefits and supplements; it is concerned exclusively with salary.

Salary Structure by Rank, Race, Gender and Ethnicity

Among doctoral-granting institutions in the United States, Binghamton’s faculty salaries fall roughly in the middle, according the 2013-14 annual Faculty Salary Survey of the American Association of University Professors (AAUP).²⁵ The mean salaries at Binghamton are \$125,200 for full professors, \$90,700 for associates, \$74,400 for assistants, and \$61,500 for instructors. These salaries are lower than those offered by aspirational institutions; in fact, they are 5-15% lower in all categories, except instructors, than salaries at the University of Virginia, the University of North Carolina, and Penn State.

In three of the four major ranks at Binghamton – distinguished, full, associate, and assistant – men earn more than women; the exception is the associate professor rank, where women earn slightly more. Very likely, the chief reason why women’s salaries are slightly higher than men’s at the associate level is that, on the whole, women remain longer in the associate rank than do men, who are promoted to full more rapidly; thus women associate professors are on average more senior than men associate professors. At the distinguished professor level, a category that includes far more men than women, the gender disparity in pay is significant. The twenty male professors in this rank receive an average annual salary of roughly \$163,000, compared to approximately \$146,500 for the three female distinguished professors.

²⁵ The survey excludes medical-school faculty but includes faculty members in other professional schools, such as law, dentistry, nursing, business and engineering.

In terms of salary, the gender gap is wider than the race/ethnicity gap. Among assistant professors, Asians and Native Americans are paid more than white males: roughly \$74,000 for the former and \$73,000 for the latter. On average, white female assistant professors earn less, around \$70,000, while black female assistants earn the least, around \$69,000. Associate professors identified as Asian, Native American and white female have somewhat similar salaries (roughly \$86,400-\$87,000), while white men in that category receive slightly less (around \$85,500). Black associate professors are paid rather less (\$83,000). The situation is different with full professors. Here the highest paid in any category are black (nearly \$129,000), with white males considerably behind (\$114,500), followed closely by Hispanics (\$113,500). Native Americans and white women come next (roughly \$110,000), with Asians at the bottom of the full professor rank (\$107,5000). The eighteen white males in the distinguished professor category have a mean salary of about \$156,000, while the three white female distinguished are paid less, making on average, just under \$147,000.

Mean Faculty Salaries by Rank & Gender

| Rank | Female | Mean Salary | N | Std. Deviation |
|----------------|---------------|--------------------|----------|-----------------------|
| Asst | Male | 73376.06 | 68 | 8692.029 |
| | Female | 70320.50 | 38 | 7572.764 |
| Assoc | Male | 85855.37 | 67 | 11345.354 |
| | Female | 86063.00 | 52 | 11337.399 |
| Prof | Male | 114230.82 | 78 | 19938.374 |
| | Female | 111058.76 | 29 | 10939.560 |
| Distinguished | Male | 162839.40 | 20 | 43983.887 |
| | Female | 146497.33 | 3 | 15377.632 |
| Instructor | Male | 56698.00 | 3 | 10388.841 |
| | Female | 64120.00 | 3 | 3406.441 |
| Assoc 12 Month | Male | 150500.00 | 1 | . |
| | Female | 116047.00 | 1 | . |
| Prof 12 Month | Male | 109990.00 | 1 | . |
| | Female | 132810.00 | 1 | . |
| Total | Male | 98064.11 | 238 | 32145.600 |
| | Female | 88573.76 | 127 | 20844.398 |

**Mean Faculty Salaries by Rank &
Categories within Underrepresented Groups**

| Rank | Grouping | Mean | N | Std. Deviation |
|-------------|-----------------|-----------|----|----------------|
| Asst | Wht Male | 72836.34 | 50 | 7634.27 |
| | Black | 69000.00 | 4 | 6988.08 |
| | Asian | 74030.68 | 22 | 10208.93 |
| | Native American | 72416.66 | 6 | 13926.29 |
| | Wht Female | 70031.62 | 24 | 6604.65 |
| Assoc | Wht Male | 85481.53 | 52 | 11397.94 |
| | Black | 83044.00 | 6 | 9846.20 |
| | Hspn | 78586.00 | 1 | . |
| | Asian | 86974.06 | 15 | 11931.29 |
| | Native American | 86364.57 | 7 | 12627.15 |
| | Wht Female | 86750.86 | 38 | 11430.61 |
| Assoc 12 | Wht Male | 150500.00 | 1 | . |
| | Wht Female | 116047.00 | 1 | . |
| Prof | Wht Male | 114497.55 | 63 | 18925.09 |
| | Black | 128870.40 | 5 | 35945.40 |
| | Hspn | 113490.00 | 2 | 14805.40 |
| | Asian | 107570.20 | 10 | 13103.19 |
| | Native American | 110342.00 | 4 | 12596.04 |
| | Wht Female | 109954.78 | 23 | 10947.64 |
| Prof 12 | Wht Male | 109990.00 | 1 | . |
| | Black | 132810.00 | 1 | . |
| Distinguish | Wht Male | 156378.88 | 18 | 39035.52 |
| | Black | 180118.00 | 1 | . |
| | Asian | 261850.00 | 1 | . |
| | Wht Female | 146497.33 | 3 | 15377.63 |
| Instructor | Wht Male | 56698.00 | 3 | 10388.84 |
| | Asian | 64435.00 | 1 | . |
| | Wht Female | 63962.50 | 2 | 4801.96 |
| | | | | |

[The “12” after “Assoc” and “Prof” means 12 months; such persons are also administrators.]

Beyond Facts and Figures

Overall we did not identify clear patterns of salary differentials indicative of systematic bias based on gender, race, or ethnicity, but significant and disturbing discrepancies exist within and between departments and ranks.²⁶ Many of those discrepancies, furthermore,

²⁶ *The Chronicle of Higher Education* has recently released an online database that allows for a comparison of faculty salaries at 4700 colleges and universities by gender and rank. The database

correlate to gender, race, and ethnicity. Seen in this light, the “massive inequity” in salary about which one faculty member spoke is by no means a figment of her imagination. Another member of the faculty, this one a chair, was also “very upset” about salary compression in his/her department. The problem, this interlocutor continued, became more acute the longer one remains at the university and, in the case of the department in question, disproportionately affects faculty of color.

As previously noted, it is only at the associate professor level that women have attained some kind of pay equity with men in Harpur. This, however, is no cause for celebration. The likely reason, as suggested above, is that women are usually promoted more slowly, and so remain at the associate level longer than men. The same may be true of faculty of color in general. It remains to be determined if women and faculty of color also receive tenure and promotion to associate professor at a slower rate. Many of these individuals attribute their comparatively longer time at the associate rank to excessive service. Some may have been stuck on the “Mommy track,” their child rearing responsibilities leaving less time for research. A few women noted that they had not been encouraged to go up for promotion. One individual seemed uninterested in promotion to full professor, thinking it would only increase her salary by one to two thousand dollars. So the reason for longer time in rank is not necessarily, or solely, a function of slower professional development. The non-professional and non-intellectual considerations of one’s colleagues, centered on perceived adjustment (collegiality) and department climate can also be important, even decisive, factors. Those non-professional and non-intellectual considerations very often coincide with gender, race and ethnicity.

In any event, the conclusion seems inescapable that determining salary by time in rank – whether for associate, full or distinguished professors – can have the effect of discriminating against women and faculty of color. A more equitable measurement than time in rank may be time in profession, since on average it seems to take women and faculty of color longer to climb the ladder from assistant to full professor, to say nothing of attaining the rank of distinguished professor. Meanwhile, those so denied would have lost the income usually (although not always) attendant on being in a higher rank.

The committee also detected salary disparities within ranks in certain departments. Some of these disparities – in the departments of English, History, and Sociology – seem clearly associated with gender, race and ethnicity. Additionally, some individual faculty members earn salaries that are abnormally low within their departments. Some

for Binghamton University salaries overall indicates that faculty members here are relatively well paid at all levels except lecturer (64% of BU lecturers are women and BU lecturers are paid \$8,000 less than lecturers at other 4-year public colleges). According to this database—which includes the entire university—male faculty at Binghamton out-earn women at every rank except instructor (73% of BU instructors—or 11—are women and they are paid an average of \$1800 more than the 4 male instructors). The database reveals that Binghamton University is not alone in paying women less than men. Indeed, the gender gap in salaries extends throughout academia and is even greater among full-time professors than those “at the bottom of the academic workforce.”

<http://data.chronicle.com/196079/Binghamton-University/faculty-salaries/>

departments stand out for the number of such individuals. Those departments are headed by Biology, followed by Art History, Chemistry, Music and Philosophy. In various other departments, we identified individual cases of especially low salaries. Across the board, there was some correlation with gender, race and ethnicity.

Recommendations

Salary differentials, which in many cases disproportionately and negatively affect women and faculty of color, are an important matter of diversity and inclusion. The committee recommends that the dean encourage chairs to bring to her attention salary disparity issues within their departments. The dean should also closely monitor salaries within and between departments for disparities.

The committee further recommends that there should be greater predictability in salary adjustment when faculty members move from one rank to another. In many cases, women and faculty of color are slower to be promoted than their white male colleagues; in such cases, determining salary by time in rank may work against them.

6. Tenure and Promotion

Something about the dashing male professor made him seem more qualified on the surface than any of us for promotion.

-- Harpur Faculty Conversation with a Diversity & Inclusion Committee Member, Fall 2014

Much of what we do in academia is opaque, confusing, and intimidating—to those within the academy and outside the academy. It starts with the dissertation process and continues through the...[tenure and promotion] process.

--Bill Wolff, Associate Professor, Rowan University²⁷

Being evaluated for tenure and promotion creates anxiety under the best of circumstances. Faculty members who spoke with the committee echoed this reality. They also offered remedies, sharing experiences, observations, and suggestions that could better facilitate diversity and inclusion among the Harpur College faculty.

²⁷ Posted June 29, 2012 at <http://williamwolff.org/composingspaces/why-im-putting-my-recontracting-tenure-and-promotion-documents-online/>

Mentoring

Many of those with whom we spoke, women in particular, mentioned the importance of mentors. A new faculty member offered that she would like to see a more effective system of mentoring in the college. Full professors agreed, suggesting that better mentoring would help to retain women and faculty of color, especially in fields where they are underrepresented.

Mentoring across Harpur seems to be quite inconsistent. Some departments take mentoring seriously, while others are more cavalier about it. For example, one junior faculty member reported asking her chair for a mentor; years later, she has still not been assigned one. A junior faculty member in a department with a mentoring system in place went for a year and a half without a mentor, until a senior colleague discovered the omission and requested that it be remedied.

Departments with effective mentoring programs should be commended. However, not all departmental mentoring programs are effective. Some junior faculty members with whom we spoke were assigned mentors who turned out to be unsupportive. In one extreme case, the mentee felt demoralized by the mentor and fears that this relationship will negatively affect tenure. The difficulties this particular faculty member experienced might have been avoided under a mentoring system recommended by another assistant professor, who suggested pairing a junior faculty member with a senior one from another department, but within the same division. Such a system, she thought, would decrease the likelihood that department politics would poison the mentoring relationship, and possibly the tenure decision. A mentor from outside the department, it was further suggested, might also be better situated to offer unbiased advice.

Junior Faculty Leaves

Much mystery and confusion surrounds semester leaves available to junior faculty – especially the Drescher Award and the Dean’s Research Semester Awards for junior faculty. Administered by UUP (United University Professions) and governed by contract, the Drescher is formally known as the Dr. Nuala McGann Drescher Affirmative Action/Diversity Leave Program. It awards semester-long leaves (subsidized by the home university) on a competitive basis to “people who are preparing for permanent or continuing appointments.” The program gives preference to “minorities, women, employees with disabilities, or an employee with military status,” with the aim of promoting “a broad diversity of award recipients.”²⁸

Most colleagues who mentioned the Drescher – all women – praised it for helping them to get tenure; others lamented not having received a Drescher. One faculty member

²⁸ Information about the Drescher can be found at:
<http://nysuup.lmc.ny.gov/diversity/drescher.html>

pointed out that the Drescher excludes individuals who may not actually be privileged. As this interlocutor put it, “every concession to the categories of underrepresentation is also a condescension,” implying that an award designed specifically for women, minorities, the disabled, and military veterans oversimplifies by employing complicated categories of identity as if they were coextensive with the set of people who are disadvantaged. Nevertheless, he agreed with the political goal of rectifying the injustices that produce disadvantage.

Some of those eligible for the Drescher were frustrated. For various reasons, they were either unable to obtain the award, or thought receiving it disqualified them from other funding opportunities. One colleague applied for the Drescher, only to be notified after the fact that not having a green card disqualified her. Another faculty member told us that the Drescher Award had been inconsistent in the past, and that she did not realize it had become available again until the deadline for applying had passed. Indeed, the Drescher was suspended during recent contract negotiations, though it has since been reinstated. The inconsistency has caused both confusion and anxiety among junior faculty members. Another colleague expressed great appreciation for the Drescher leave she received, except she thought (incorrectly) that accepting it made her ineligible for a Dean’s Research Semester Award for junior faculty.

Confusion and anxiety also surround the Dean’s Research Semester Awards for junior faculty. Indeed, this committee could find no information about these leaves on the Harpur College website. If such information is actually on the website, it is not readily apparent. Many newly-hired faculty members report being led to believe by their chairs that they could count on receiving either a Drescher Award or a Dean’s Research Semester Award during their probationary period. Only later did some of these individuals learn that both are competitive awards that are not automatically granted. The mixed messages are indeed confusing and anxiety-producing. This committee conducted its conversations with faculty before the recipients of this year’s awards were announced. Yet up to the point of writing this report, members of the committee continued to hear from frustrated junior faculty about the matter. Among other things, rumors had circulated to the effect that henceforth leaves would be available only to junior faculty members who had successfully completed the third-year review. In the absence of clear communication, such rumors thrive. The result is that faculty members become cynical and distrustful.

Tenure and Promotion to Associate Professor

Procedures for the university’s tenure and promotion process can be found on the provost’s website.²⁹ There, faculty members will readily find a document entitled “Procedures for Personnel Cases,” which explains how tenure and promotion cases are handled from the department level up through the president. Department *standards* for

²⁹ The Provost’s Office “Procedures for Personnel Cases” can be found at:
<https://www.google.com/search?q=provost+guidelines+tenure+and+promotion+binghamton+university&ie=utf-8&oe=utf-8>

tenure and promotion are not so easily found. Evidently, not all departments have committed standards to writing, although it is the committee's understanding that the Dean's Office has advised departments to do just that. Anecdotes shared with this committee suggest that written standards are desperately needed; without them, junior faculty members receive mixed messages and disparate treatment. For example, one interlocutor informed us that one of his colleagues was "mistreated and denied tenure" because co-authored work was "not properly recognized." An associate professor who struggled through her tenure review process believed she had met her department's standards for tenure. It was difficult to know for sure, however, since those standards had not been written down. This associate professor could only conclude that the problems surrounding her tenure resulted from personal considerations rather than academic ones. Another interlocutor told of being asked to produce evidence that journal articles had actually been accepted for publication, although her peers had not been required to do the same. Such reported inconsistencies, due in part to an absence of written standards, understandably give rise to charges of double standards.

Service is a source of much confusion, frustration, and even conflict in the academy. Accordingly, service was very much on the minds of many of those with whom we spoke. Some bemoaned the fact that so much service is expected yet service counts so little towards tenure and promotion. One junior faculty member indicated that his department conveys a "general understanding" that tenure-track faculty members should allocate 60% of their time to research, 30% to teaching, and 10% to service. Even so, the service required of him far exceeded 10%. An associate professor expressed concern about service requirements for junior faculty; she remembered that even before being promoted, she had been asked to serve on many committees. She felt she could not decline out of fear that it would be held against her and does not believe junior faculty should be placed in such a position. A junior faculty member said that expectations for service in her department were "as clear as mud." Although describing her department as "very supportive" in the "matter of service," another colleague thought this was an area where "there could be greater clarity as to expectations." A senior faculty member offered a simple solution to all of these problems: she suggested that junior faculty "should be exempted from service, at least for the first two years, as it does not really count toward tenure and the college should be honest about that."

Some faculty members believe service should be given greater weight in decisions about tenure and promotion. One offered that tenure and promotion should not be based solely on "how many publications a person has or grants; there should be a broader more holistic sense of what a person brings to the academic community." Another complained that "guidelines for promotion are all directed towards research," but she is saddled with heavy service responsibilities that severely limit the time she can devote to scholarly work. As far as service is concerned, many faculty members clearly perceive a wide gap between expectations and performance on the one hand, and remuneration and recognition on the other. The disconnect becomes especially problematic with regard to tenure and promotion reviews, including, as we will see, promotion to full professor.

Junior faculty members who hold joint appointments find the tenure process especially bewildering. One such individual was advised to invest her energies in her berth department, but became very concerned when – very late in the process – she discovered online that the other department would also participate in her tenure review.

Consultations with the chair of the berth department calmed her but did not resolve all of her questions. Another faculty member said a colleague with a joint appointment had been denied tenure for failing to produce a book, even though a book was not required in one of the appointing departments. This matter also has diversity and inclusion implications: faculty of color are more likely to have joint appointments than their white colleagues.

Other issues related to tenure and promotion center on language, race, and gender. One interlocutor pointed out that faculty members whose first language is not English are often considered “deficient teachers” solely on the basis of their non-American accents, putting them at a disadvantage in the tenure and promotion process. Another colleague observed that female faculty members are more often assigned to service tasks related to undergraduate (as opposed to graduate) students; as a result, women are “seen as more teaching oriented than research oriented.” This, too, is a disadvantage in tenure and promotion. In addition, several senior female faculty members have noticed that junior women sometimes have difficulty meeting research expectations for tenure “because they are left with the primary care of children.” (This issue is discussed further below and above, in sections 3 and 4, respectively on Parental Leave and Family Accommodation.)

Promotion to Full Professor

Promotion to full professor is less fraught than tenure and promotion to associate professor, mainly because it is not tied to a “clock” and failure to attain it does not result in termination. Still, many associate professors assure us that the process of promotion to full remains mysterious and, to many, inaccessible. Like tenure, promotion beyond the associate level has important implications for diversity and inclusion. The percentage of faculty who attained the rank of full professor by 2014 varies by race and ethnicity. As the table below indicates, with the exception of the two Native American faculty members – both of whom are full professors – African Americans have been promoted to full professor at the highest rate – 36%. White faculty members have been promoted at a rate of 29%, with Hispanic faculty close behind at 26%, and Asian faculty further behind at 21%. None of the 4 tenure-line faculty members who identified as multiracial attained the rank of full professor as of 2014. The reasons for these varying rates of promotion are unclear.

| Race/Ethnicity | Total Full Professors | Total Tenure-Line Faculty | Percentage |
|------------------------|------------------------------|----------------------------------|-------------------|
| Asian | 10 | 46 | 22% |
| Black/African American | 5 | 14 | 36% |
| Hispanic | 5 | 19 | 26% |
| Native American | 2 | 2 | 100% |
| Multiracial | 0 | 4 | 0% |
| White | 83 | 280 | 30% |
| Total | 105 | 371 | |

A clear gender discrepancy exists between women and men with regard to promotion to full professor. As indicated in the table below, only 22% of all female tenure-line faculty members have been promoted to full professor; 33% of male tenure-line faculty have achieved that rank.

| Gender | Total Full Professors | Total Tenure-Line Faculty | Percentage |
|---------------|------------------------------|----------------------------------|-------------------|
| Female | 28 | 126 | 22% |
| Male | 78 | 239 | 33% |

Our conversations may offer some insights into the promotion gap (from associate to full) between women and men. Many female associate professors with whom we spoke, along with some men, seemed resigned to their current rank. Some cite service – for which they have not received “much reward or recognition” – as an explanation for why they are unlikely to become full professors. Others are more hopeful but frustrated. Female associate professors spoke of being “slammed” with service demands, as one put it, right after getting tenure and promotion. Another told of being “laden with extensive service” that has kept her from completing the scholarship that would qualify her for promotion to full. She is now considering resigning from some of her many committee assignments. Although intellectually stimulating, she said, those assignments are “an enormous amount of work and time” and impede her research. Two associate professors mentioned chairs who required them to perform substantial service even while they were on leave. As if to drive home the point, one interlocutor commended this committee for its work and, pointing to its composition, noted that the service is “falling once again disproportionately to faculty of color and women.”

The American Association of University Professors (AAUP) recently published an article that characterizes service as “the ivory ceiling” for women in academia. The authors of the study were intrigued by the fact that more than 75% of all full professors in the United States are men – statistics that have remained stubbornly static for decades, defying dramatic increases in the number of women who have entered academia. The study involved surveys and focus groups with 350 faculty members at the University of Massachusetts at Amherst in 2008-2009. The authors found that, among associate

professors, men spent 7.5 more hours on scholarship each week than did women. However, women spent five more hours on service, two more on mentoring, and one more on teaching than did men. The faculty members with whom the authors spoke were fully aware of what one called “a contradiction between the pressure for service at the associate level and the devaluing of service for promotion to full.” Moreover, the women as well as the men valued scholarship above service. At the same time, the women were more other-serving, expressing stronger commitment to the institution and a greater desire to be good citizens. Women were also less likely than men to protect research time from the demands of colleagues and students.³⁰

Such findings are fully consistent with the more qualitative data collected by this committee. Any number of our interlocutors also made the link between inordinate service and gender, race, and ethnicity. A chair and another senior faculty member, both of them white, acknowledged that women and minorities are often asked to perform extra service – partly to create “diverse” committees. Independently, each recommended greater compensation for such service. Several women of color agreed. One told us that she often feels like the token woman or the token person of color – the individual whose voice and vote are easily drowned out by the whites and the men who are always the dominant actors and the ones in the majority. Women of color also told of feeling like they need to censor themselves and defer. One said that because of her multiple identities, she felt she should not be seen as being overly demanding or appearing to be a complainer. Consequently, she has dutifully accepted the service assignments given to her.

Some women of color are also driven by a sense of solidarity and a desire to give back to students who want to connect with them because of who they are: women of color. As one of these women explained:

Women of color, who specialize in or teach on race and gender, fulfill social needs and diversity needs in broad scales. They are hired with these multiple needs in mind, explicitly or implicitly. They are called on many fronts and serve the departments, the college, the university, and the community in multiple capacities, committees, initiatives, outreach, community relations, and are informal advisors to large numbers of students and student groups.

This individual further pointed out that a Shakespearean expert or a microbiologist faces few of the service and solidarity expectations of a woman who specializes in women’s fiction, or an African American woman who specializes in African American history. For instance, our interlocutor noted, the African American woman might be called upon variously to speak to a local organization during Black History Month, advise a union of black women students, and make a presentation on black women’s history in a residence hall during Women’s History Month. As this colleague explained, such individuals

³⁰ Joya Misera, Jennifer Hickey Lundquist, Elissa Holmes, and Stephanie Agliomavritis, “The Ivory Ceiling of Service Work: Service Work Continues to Pull Women Associate Professors Away from Research, What Can Be Done?” *Academe*, AAUP (January – February 2011). <http://www.aaup.org/article/ivory-ceiling-service-work#.VMGahSffJJM>

become public personalities simply because of the ways in which their identities coincide with their scholarship. The expectations and resulting service largely go unrecognized and unremunerated. “At the same time,” our interlocutor concluded, “as embodiments and representations of what they teach,” women faculty of color who specialize in the experiences of people of color often “face scales of hostility in the college environment and in the departments.”

Performing comparatively greater service seems to be an obvious hindrance to the scholarly progress of female associate professors. But there are other possible reasons for the underrepresentation of women among the rank of full professors, as this committee discovered. For one, several female associate professors said they had not requested to be considered for promotion partly because no one had encouraged them to do so. An extraordinarily accomplished female full professor told us that she did not go up for promotion “on time,” but waited a full five years until a senior male colleague advised her to apply. A long-time female associate professor said that several people had asked her if she planned to apply for promotion, “but no one has invited me to do so.” Another associate professor explained that her department chair “identifies particular white men to advance” for promotion, but women were not among those so identified.

In some cases, the scholarly productivity of female associate professors is constrained by childbearing and childrearing. Many women on the tenure track delay having a child until after they have obtained tenure. As a result, their associate-level years are a time of intense family responsibilities that necessarily limit scholarly productivity. In addition, female faculty members who are mothers report that they are limited by the kinds of external fellowship they are able to apply for given the domestic responsibilities they assume. As one faculty member noted, men are more likely to take residential fellowships than women, because women tend to take on greater parental responsibilities. Recent research does not only bears this out; it also shows that while motherhood slows women’s careers, fatherhood advances men’s. In *Do Babies Matter? Gender and Family in the Ivory Tower*, Mary Ann Mason, Marc Goulden, and Nicholas H. Wolfinger conclude:

Women pay a ‘baby penalty’ over the course of a career in academia...[But men don’t. Indeed,] family formation negatively affects women’s, but not men’s academic careers. For men, having children is a career advantage; for women, it is a career killer.³¹

Academia is especially difficult for mothers, because the academic career track is so unforgiving and because it requires the greatest productivity early on, when women are in their childbearing years. According to law professor Mary Ann Mason, structural

³¹ See Mary Ann Mason, Marc Goulden, and Nicholas H. Wolfinger, *Do Babies Matter? Gender and Family in the Ivory Tower*. (Rutgers University Press, 2013). The direct quote is from Mary Ann Mason, “In the Ivory Tower, Men Only,” *Slate* (17 June 2013), http://www.slate.com/articles/double_x/doublex/2013/06/female_academics_pay_a_heavy_baby_penalty.html.

changes can help to create a more level playing field for women. These should include: “paid family leave for both mothers and fathers, especially for childbirth, a flexible workplace, a flexible career track, a re-entry policy, pay equity reviews, child care assistance, dual career assistance.”³²

Promotion to Distinguished Professor and Chancellor’s Awards

Nominations by colleagues and chairs begin the process that leads to promotion to Distinguished Professor and/or receipt of the Chancellor’s Award for Excellence. As the table below shows, Distinguished Professors at Binghamton are white and male far out of proportion even to their disproportionately large numbers on the faculty and among the full professors more specifically.

| Race/Ethnicity | Gender | Distinguished Professor |
|-----------------------|---------------|--------------------------------|
| Asian | M | 1 |
| Black | M | 1 |
| White | F | 3 |
| White | M | 16 |

One faculty member declared the process of promotion to distinguished professor “troubling,” because it depends on being nominated by one’s peers within the department and thus “is subject to manipulation and corruption.” This individual added that “women and minorities have been largely ignored,” and “not for lack of qualification.” Similar concerns were raised about the Harpur Excellence Awards ceremonies, which, another faculty member observed, “are dominated by men.” This perception aligns with reality. Even so, the male-to-female ratio of Chancellor Award recipients matches Harpur College’s gender (im)balance. However, the disproportionate numbers of men promoted to Distinguished Professor far exceed the proportion of male faculty on campus. This should not continue; deans and chairs should work to encourage the nomination of qualified female faculty and faculty of color.

Chancellor’s Award Recipients Between 2007 and 2014

| | Teaching | Service | Scholarship & Other Creative Activities | Total |
|----------------|-----------------|----------------|--|--------------|
| Male Faculty | 19 | 5 | 8 | 32 |
| Female Faculty | 4 | 5 | 6 | 15 |

[data re: race/ethnicity of Harpur Chancellor awards recipients was unavailable]

³² Ibid.

Recommendations

The committee recommends that Harpur College develop a plan to ensure that mentoring programs are available to junior faculty. While allowing that it is worthy of consideration, the committee takes no position on the question of whether mentors should come from inside or outside the mentee's home department. Regardless, the mentor should be a tenured member of the faculty and should be selected in close consultation with – or even by – the mentee. The relationship should be monitored – partly through an annual meeting that the dean holds with junior faculty – and should be terminable, without prejudice, at the request of either party. The department or the dean, or both, should consider a stipend – perhaps in the form of additional travel funds – for the mentor, who should be required to file an annual report about the mentorship.

The committee was informed about the workshops recently offered to pre-tenure faculty regarding publication and tenure review. We applaud this very worthwhile and much appreciated service for junior faculty, and recommend that it be formalized and offered on a regular schedule.

The committee recommends that the dean should meet on an annual basis with all tenure-track faculty members, whether in smaller or larger groups. Chairs may be present during part of these meetings, but junior faculty should also have an opportunity to speak with the dean away from chairs. At these meetings, the dean can provide information about resources available to junior faculty (including leave and funding opportunities), discuss issues related to third-year and tenure reviews, and generally respond to whatever queries and concerns assistant professors may have.

With regard to tenure and promotion, the committee recommends that departments be required to document standards for tenure and promotion at all levels. If such a requirement already exists, it should be enforced.

Female associate professors face special hardships in being promoted to the next rank.

- The committee recommends that the dean consider strategies geared especially to assisting these particular members of the faculty. Such strategies could include the following: Create a mentoring program for female associate professors;
- Sponsor workshops on “pathways” to full professorship;
- Consider creating a mid-career leave program, perhaps something akin to the Drescher Award.

The committee unswervingly affirms the principle that a research university necessarily places preponderant emphasis and value on research. Service is the least valued of the three stated criteria for advancement in a research university. Without compromising either research or teaching, the committee urges the dean to devise ways and means to reward service more robustly, including on matters related to salary increases and promotion. In this regard, the existence of the distinguished service professorship may

provide a basis for creative thinking. Faculty members with heavy service loads should also be offered reduced teaching loads.

Finally, the committee recommends reforming the system for nominating distinguished professors and chancellor's awardees. Currently, nominations emanate primarily from within the candidate's home department. Alternate forms of nomination should be considered.

7. Department Climate

The consequences of bullying can be quite damaging to individuals (physical, psychological, and emotional damage), groups (destructive political behavior, lack of cooperation, and interpersonal aggression), and organizations (organizational withdrawal behaviors, theft, lowered organizational commitment, and sabotage).

--Loraleigh Keashly and Joel H. Neuman, 2010³³

True equality will happen when an average woman gets the same acknowledgement as the mediocre man.

-- Harpur Faculty Conversation with a Diversity & Inclusion Committee Member, Fall 2014

Diversity hiring is not a priority in the department. We have a faculty of color and we don't want her.

-- Harpur Faculty Conversation with a Diversity & Inclusion Committee Member, Fall 2014, quoting a colleague

The department stands at the center of academic life. The locus of instruction and the berth for tenure, the department is also where faculty members spend most of their time and energy; it is their home in the university. The level of collegiality and conviviality in the department, the extent to which it fosters an environment in which faculty feel valued and respected—in short, the department climate – can powerfully impact career development, especially for junior faculty. Harpur faculty offered widely divergent experiences regarding the climate in their departments. Responses also varied according to gender, race and ethnicity. On the whole, white men reported higher levels of satisfaction than women of all races and ethnicities and men of color.

Most faculty members expressed contentment with the climate in their departments. A smaller subset was downright effusive. The climate in one department was described as “awesome”; in another it was said to be “like a family.” Seemingly not to be outdone, another colleague characterized the interpersonal relations in yet another department as “Edenic.”

³³ Loraleigh Keashly and Joel H. Neuman, “Faculty Experiences with Bullying in Higher Education,” *Administrative Theory & Praxis*, 32, 1 (2010), 54.

In too many cases, however, we heard stories about departments with climates that fall well short of Edenic; some are outright toxic. These stories did not seem to correlate in any way with departmental governance structures. For example, some departments have executive or advisory committees, usually elected; others have neither. The existence of a formal governance structure appeared to have no relationship to the department climate. Departments with executive or advisory committees may actually be governed in the same way as those without, democratically or autocratically, transparently or opaquely. Faculty in departments with both kinds of governance structures reported similar experiences, positive and negative.

Unhealthy Department Climate

The stories about department climate varied, but they were not even. For every uplifting tale likening the department to a supportive and functional family or even the mythic garden of Eden, we heard distressing tales about disrespect, discrimination, harassment, and bullying. Taken together, the complaints reflected a decided gender and racial bias: women and people of color reported the highest levels of discontent and victimization. To be sure, white men, especially more junior ones, have also suffered, but our conversations revealed far fewer cases of white men being targeted compared to women and people of color.

The least of the grievances concerned recurring reports of women and people of color being ignored, slighted and talked over in various settings, formal and informal, including department meetings. This more subtle discrimination is, in some departments, accompanied by acts of micro-aggression –assaults, verbal and nonverbal, subtle and not so subtle, on the dignity, intellect and sense of self-worth. As scholars who coined the term explain, “microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults.”³⁴ These slights and insults, which are also gender-based, often form a template for more overt and blatant forms of aggression. Junior faculty members, mainly women, have been publicly dressed down by senior colleagues, mainly men. Poisonous emails, copied to multiple parties, have been used to harass people of color and women. We also heard stories of sexual harassment. Openly sexist comments have been made to female faculty and office staff. Even female department chairs are not immune to unwanted sexually suggestive statements. Altogether, the climate in certain departments is, as one interlocutor phrased it, “testosterone heavy” and productive of a “macho culture.”

³⁴ Sue, Derald Wing; Capodilupo, Christina M.; Torino, Gina C.; Bucceri, Jennifer M.; Holder, Aisha M. B.; Nadal, Kevin L.; and Esquilin, Marta, “Racial Microaggressions in Everyday Life Implications for Clinical Practice,” *American Psychologist* (May-June 2007), 271-285.

Troubled Departments

The worst problems seem to be confined to a few especially troubled departments. The single most problematic of these departments seems to be in a parlous state. From this particular unit came multiple, consistent, and credible reports of yelling, screaming, finger wagging, threatening gestures, and intimidating body language in department meetings and in more informal settings. “It’s really bad – I’ve seen horrible stuff,” confided one faculty in this department, where those engaged in the bad behavior are largely white men while the objects of their wrath are mainly people of color. Questioning such behavior can invite retaliation: charges of (reverse) racism and anti-male bias have been leveled against people of color and women who publicly object to harassment and bullying. In some cases, chairs abdicate leadership by refusing to intervene; in others, chairs enable and even participate in the bad behavior.

Special Predicament of Women and People of Color

Some women and people of color have responded to an unhealthy department climate by “checking out.” That is to say, they fulfill their teaching obligations and engage with their students, but otherwise distance themselves from departmental affairs as much as possible. They skip routine department meetings, attending only when some weighty matter is on the agenda. Others who feel under siege continue to attend department meetings and events out of a sense of commitment and a desire to protect more vulnerable colleagues. Feeling silenced and disempowered, many individuals are more often seen than heard. Junior faculty, with more to lose than their tenured colleagues, are more likely to fall into this category. One result is underutilized, or unused, talent that could otherwise enrich the department and, by extension, the college and the university as a whole. Another is demoralized and disenchanting faculty members who experience decreased productivity, lower job satisfaction, and declining emotional health. Some look for jobs elsewhere.

In the end, though, women and people of color feel much more over-utilized than underutilized. Much of this overwork takes the form of service responsibilities, including excessive committee work. These are largely thankless tasks that receive scant recognition or compensation, material or otherwise. Yet women and people of color report being unwilling to decline requests from chairs and senior colleagues to serve. Many view the call to service as more of a directive than a request, an order flouted at one’s peril: recusants may pay a price come time for tenure and promotion. In this way, many find themselves in a double bind. On the one hand they believe, rightly, that service counts for little in determining tenure and promotion. On the other hand, refusing to serve could be potentially devastating, additional justification for the denial of tenure and promotion.

The committee heard from various women who report being assigned to their departments’ undergraduate committees, while men were more likely to be invited onto the graduate committees, which typically have higher status and greater power.

Similarly, women and people of color are less likely to be assigned to teach graduate seminars. Some male faculty members are said to view this gender-segregated division of academic labor as part of the natural order of things: women, with their “maternal nature,” are better suited to mentoring undergraduates. Accordingly, there were reports of male faculty guiding students in need of special nurturing to their female colleagues. Some faculty members report that undergraduate mentoring in their departments has become feminized, treated as women’s work and therefore undervalued. Undergraduates, male and female, are not slow to grasp the message: they are generally more demanding of female faculty. This phenomenon has racial as well as gender dimensions. Male faculty of color report similar experiences of overwork and under appreciation in their departments.

Discrimination and exclusion, harassment and bullying, insults to the intellect and assaults on the psyche, collectively have taken their toll on women and people of color, producing deep feelings of isolation. Although part of the institution, and in many ways central to its functioning, they are alienated from it. The alienation is exacerbated, if not exactly caused by the informal centers of power and influence that have long wielded sway in the broader society as well as in the academy. Widely, and derisively, called the “old-boys’ network,” these circuits are all the more potent and powerful because of their informality and opaqueness. Deniability, plausible or not, traditionally has been central to their *modus operandi* and, indeed, their strength and endurance. A number of faculty, senior white men from various departments, conceded that old-boys’ networks used to wield considerable influence in the academy, but many women and people of color acknowledged that these networks still exist and operate to exclude them.

Administrative Opportunities for Women and People of Color

Exclusion from the informal interstices of departmental power deprives women and people of color of multiple opportunities, including opportunities for professional development (a subject discussed at greater length elsewhere in this report) and administrative leadership. Consider, for example, department chairs. Currently (spring 2015), one-fourth of all Harpur departments (seven out of 27) are chaired by women. Minorities chair four departments, amounting to 15% of the total. These female and minority chairs are concentrated in the Humanities division, and to a lesser extent in the Social Sciences. White men chair sixteen of the 27 departments in the college, including all six in the divisions of Math and Science. Some departments have never had a woman or a person of color as chair.

Serving as a department chair is usually the starting point of significant administrative leadership in the academy. Not least, departmental leadership is often a launching pad to higher administrative posts. Deans – who can go on to become provosts and presidents – are often recruited from the ranks of chairs. Because of discriminatory and exclusionary conditions and practices, however, women and people of color with administrative aspirations are significantly disadvantaged in seeking to realize those aspirations. Chairs command various resources, monetary and nonmonetary, that can be given or withheld,

often at will. Chairs also influence recruitment by appointing search committees. Moreover, through example, leadership and, when needed, reproof, chairs can powerfully impact the department climate.

Recommendations

A good department climate is one of the great intangibles of the academy. It is surely an indispensable factor in the quest for greater diversity and inclusion. Mostly, a healthy department climate has to emerge from within, honed by a combination of collegiality, civility and leadership. In the latter connection – departmental leadership – the dean has an opportunity to help shape department climate. While affirming the principle of departmental autonomy and shared governance, the committee recommends that the dean should not, as a matter of course, approve pro forma the nominees for chairs presented by departments. In some instances, inquiry and scrutiny may be warranted, especially in the case of troubled departments. Departments with eligible women and people of color but no track record of having women and people of color as chairs should also be a cause for inquiry and scrutiny.

In the interest of greater accountability, the committee also recommends that annually, or in the second year of their terms, chairs should be anonymously evaluated by members of the department. If problems arise, the dean should inquire, suggesting or taking corrective action as needed.

Finally, chairs should be trained in how to address issues of bullying and harassment.

8. Grievance Procedure

Faculty members don't know where to take complaints against colleagues ... who behave like bullies. There is an ombudsman and there is a Chief Diversity Officer, but it's not clear what issues should be taken where or what sort of power these offices have. The administration needs to clarify and create more avenues for redress—safe ones that will protect individual faculty members from retribution. We need clear mechanisms for dealing with bullies and the administration needs to speak to this.

--Harpur Faculty Conversation with a Diversity & Inclusion Committee Member,
Fall 2014

We will create a new position — Chief Diversity Officer — who will lead our efforts to ensure that we are not only diverse, but also inclusive.

-- Road Map³⁵

³⁵ <http://www.binghamton.edu/president/road-map/pdfs/binghamton-road-map.pdf>

As already noted, the Road Map envisions Binghamton becoming the premier public university of this century. The premier public university must not just recruit but also nurture and retain a faculty that is diverse with regard to race, ethnicity and gender. Because female faculty and faculty of color are especially vulnerable to discrimination, exclusion, and bullying – intended and unintended – effective clear, safe, and calibrated grievance procedures are crucial to attracting and retaining them.

In our conversations, a significant number of faculty members – mostly women and people of color and concentrated in a few departments – shared experiences of discrimination, threats, bullying, incivility, harassment, and public shaming. Others reported observing such behaviors. The violators ranged from department officers, including chairs, to other colleagues and even students. Many of those with complaints raised questions and concerns about Harpur grievance procedures. They were uncertain about where to file complaints or how the process would work. Our conversations indicate that few faculty members are quick to file a grievance; most registered complaints only after the harassment had become intolerable; the most common victims of discrimination have been people of color and women; none were eager to bring formal complaints. Some faculty reported incidents to the Office of the Ombudsman; others contacted the Affirmative Action Office or its successor, the Office of Diversity, Equity and Inclusion. Sometimes reports were made simultaneously to the Office of the Dean. For the most part, these reports failed to produce satisfactory or long-term results.

University Office of the Ombudsman

The University Office of the Ombudsman is described on the BU website as “a safe place to voice your concerns, evaluate your situation, organize your thoughts and identify your options.” The Ombudsman offers advice, a sounding board and, presumably, information about how to access more formal avenues for filing a grievance. The Ombudsman can also serve as a mediator when all parties agree to attend a mediation session. However, the Ombudsman cannot require a faculty member to participate. Also, the Ombudsman operates under a veil of confidentiality. Consequently, we do not know what sorts of issues find their way to the Ombudsman. Nor do we know whether grievances brought to the Ombudsman indicate that some problems are concentrated in particular areas of the college, though our conversations indicate that is the case.

Faculty members who consulted the Ombudsman generally felt good about the experience, but did not find that it resolved their grievances. One female interlocutor, a senior member of the faculty, remembered that when a male colleague circulated an accusatory and untruthful email about her within the department, she took it to the Ombudsman but found the office “pretty ineffective.” She concluded that the university and college grievance processes “lack teeth.” Another faculty member who had consulted the Ombudsman appreciated the support she received as well as the wise counsel. Yet when her male accuser (in another reported case of slander that was circulated by email within and beyond the department) refused to discuss the issue, the Ombudsman had no more assistance to offer. Of course, both of these faculty members

had the option of formally filing grievances after their disappointing experiences with the Ombudsman. Their failure to do so is indicative of the reluctance of many faculty to formalize grievances, even when they have been the subjects of public defamation. On the whole, faculty seem to prefer talking through their concerns and grievances in a collegial manner and resolving them informally. Those with grievances usually have no interest in making a bad situation worse, knowing that they must continue to work with their tormentors, who are generally in the same department.

Other faculty members are cynical about the grievance process. This seemed to be the view of one interlocutor who told of “outrageous,” “vulgar,” and “sexist” comments made to and about her and a female secretary by a male colleague. She took no action. In part, she was unsure if the offending comments rose to the level of actionable sexual harassment. But she also declined to pursue the matter because she did not believe that doing so “would do any good.”

Universally, faculty members were confused about where to take grievances. One befuddled colleague summed it up well: “There is an Ombudsman and there is a Chief Diversity Officer, but it’s not clear what issues should be taken where or what sort of power these offices have.” Another colleague demanded a solution from the administration, calling for a “clear avenue for redress” and “clear mechanisms for dealing with bullies.” Since department chairs can also be bullies, an effective grievance procedure would have to offer avenues of redress outside of the department.

Office of Diversity, Equity and Inclusion (ODEI)

The Office of Diversity, Equity and Inclusion (ODEI) was created out of the Road Map strategic plan. The ODEI replaced the Affirmative Action Office. With a formally expanded mandate, the ODEI is led by a Chief Diversity Officer who reports directly to the president of the university.³⁶ According to its website, the ODEI is “committed to the idea of respect for human diversity in our learning and working environs and to creating an atmosphere where prejudice, harassment and discrimination are unacceptable.” It pledges to work “collaboratively throughout the institution ... to promote a campus climate that values diversity, equity and inclusion.”

The charge of this committee aligns with the mission of the ODEI. Accordingly, the committee’s co-chairs met with the Chief Diversity Officer on October 2, 2014 to discuss the dean’s charge and the plans for fulfilling it. At the committee’s request, the Chief Diversity Officer also met with the full committee on November 18, 2014. Among other things, we discussed the Campus Climate Survey, which the ODEI administered online to the entire campus in the Spring of 2014. The results of the survey were not made public until after this committee’s final meeting.

³⁶ The head of the Affirmative Action Office, who has since been made the Chief Diversity Officer, did not report directly to the president.

The Chief Diversity Officer indicated that she aims to use her new office to improve upon the reactive, compliance-driven model of the Affirmative Action Office—a model that discouraged and deterred many faculty members from filing grievances. Instead, she informed the committee, the ODEI will be more proactive. To that end, she is spearheading a number of initiatives to encourage respect for diversity and support for inclusion. One of these will be improving the “onboarding process” for new faculty to ensure that individuals are properly welcomed and that they are connected with “affinity groups,” mentored effectively, given clear information about resources and expectations, and equipped with a retention plan designed to enhance success. All of these proposed plans would be especially beneficial to women and people of color.

Several colleagues acknowledged that the Affirmative Action Office—now the ODEI—can be “effective when it acts.” However, as one colleague explained, concerns about “department autonomy” and “faculty governance” have mitigated the effectiveness of the grievance process. Other interlocutors noted that some faculty interpret any involvement in department affairs by the ODEI as a source of embarrassment or dishonor, and are wont to accuse those who file grievances of betrayal. In other words, the Chief Diversity Officer is perceived by many as an outsider, even as an enemy, rather than as someone pursuing a common and laudable goal of ensuring that everyone is treated respectfully and equitably, that recruitment is done fairly and legally, and that the letter and the spirit of national and state Civil Rights legislation are honored. In short, the Chief Diversity Officer is not always treated as someone who is helping faculty to fulfill a core mission of the college and the university.

Recommendations

A set of clear and effective grievance procedures could have a dramatic impact on the campus climate. This would be good for all members of the community. Women and people of color—who, in our conversations, were the most frequent victims of bullying and harassing behavior—would especially welcome it. As one colleague noted, “the same people always do the bullying.” This small subset of repeat offenders behave as they do in part because it gives them power or a sense of power, but also because their behavior has been relatively cost-free. Bullying and harassment are likely to continue as long as those who engage in this behavior escape consequences. We recommend the creation of a grievance committee that would hear the cases, and recommend punitive action to the dean for the worst cases, including repeat offenders.

9. Faculty Governance

The Faculty Senate meets regularly and is a strong force for institutional policymaking.
-- Binghamton University Faculty Senate³⁷

³⁷ <http://www.binghamton.edu/faculty-senate/>

The Faculty Senate is mostly invisible for many faculty members.
-- Harpur Faculty Conversation with a Diversity & Inclusion Committee Member, Fall 2014

The modern university is founded on the principle of shared governance. Largely, this means shared governance between the administration and the faculty. The other major stakeholders, students and staff, who make up the majority of the university, generally have little formal say in its governance, student governments and staff unions notwithstanding. Shared governance usually begins in the individual departments and other instructional units and finds its highest collective expression in the faculty senate.

The Faculty Senate and the Faculty

Visitors to the Binghamton University Faculty Senate website are informed that it “is the primary campus-wide academic governance body. Its several standing committees provide advice and legislation in response to requests from senior administration and from its own Executive Committee. The Faculty Senate meets regularly and is a strong force for institutional policymaking.”

The strength and force of the Faculty Senate are not readily apparent to its constituents. Few (if any) of the faculty members who spoke with this committee had any real knowledge of the Faculty Senate or what it does. Many found it mysterious. One person was “quite unsure” if the Faculty Senate “made any difference.” To another, it was “mostly invisible.”

Many were confused about the distinction between the Faculty Senate and the Faculty Senate Executive Committee (FSEC). Several who seemed to understand the difference were especially critical of the FSEC, characterizing it as an unrepresentative and self-perpetuating body, a veritable “permanent government.” Several waved off the Faculty Senate as a rebuke to diversity and inclusion, especially where faculty of color are concerned. Not even current and former members of the senate saw fit to defend it. They too agreed that the Faculty Senate operates in a fashion that lacks transparency: “A good old bureaucracy like any other.” That is the most charitable characterization a former member could muster when asked about the Faculty Senate.

Conversation with the Chair of the FSEC

A delegation from this committee met with the current chair of the Faculty Senate Executive Committee (FSEC), Thomas Sinclair. (The delegation consisted of the co-chairs of the committee and another of its members who is also in his second term as a member of the FSEC.) The meeting was productive and promising. Committee members were impressed with Professor Sinclair’s comportment, his response to our findings, his willingness to engage constructively, and his spirit of humility. Professor Sinclair spoke on the record and for attribution, unlike faculty interlocutors, none of whom is (or should be) identifiable by others in this report. Professor Sinclair admitted

that the FSEC does indeed have an outward appearance of being club-like, obfuscating and exclusive, if not exclusionary.

Professor Sinclair also acknowledged that the senate itself has become a largely ineffective, rubberstamp chamber that typically approves, without questions or even dissent, decisions made in advance and presented for ratification by the FSEC. He doubted that some senators even read the resolutions they approved. Many do not bother to attend, as evidenced by the empty seats with nameplates at meetings of the Faculty Senate.

The Faculty Senate Executive Committee is another story. Membership on the FSEC is very demanding on one's time and offers little in the way of professional reward, Sinclair pointed out. If anything, serving on the FSEC can hinder one's academic career by diverting into service time that could be spent on scholarship. Professor Sinclair opined that many of the associate professors who are (or have been) active in faculty governance, including himself, have diminished prospects of being promoted to the rank of full professor, in part because the service is so time-consuming. Thus if the shadowy FSEC has the appearance of a self-perpetuating club, that may be partly due to an unwillingness on the part of most faculty members to serve. The so-called permanent government, Professor Sinclair seemed to imply, was so by default.

Professor Sinclair offered that the Faculty Senate at Binghamton traditionally has had a cordial rapport with the university administration, in contrast to many other SUNY schools, where that relationship has tended toward the adversarial. But cordiality, he added, should not be confused with compliance. The FSEC, he maintained, is a tough and effective advocate for faculty concerns and interests. As chair of the FSEC, Professor Sinclair said his aim is to "speak truth to power" by sharing faculty perspectives with the university administration. Because it is important that this truth be informed by the collective wisdom of the full faculty, including people of color, women and junior faculty, this committee is especially concerned about the lack of diversity on the FSEC. The current 18-member FSEC includes: 9 white males, 7 white females, 1 Asian male, and 1 white Hispanic male. For the year 2013-14 the composition was: 11 white males, 5 white females, 1 black male and 1 white Hispanic male. For the year 2012-13 it was: 12 white males and 6 white females. There is overlap from year to year as members serve two-year periods.

Our delegation met with Professor Sinclair on January 5, 2015. The following day, January 6, he sent the members of the delegation an email summarizing the plan of action we had discussed. The plan included, in his words, creating "an outreach program to share information about how faculty governance works" and how faculty members "can get involved and stay informed on governance issues." Professor Sinclair further committed to exploring ways of increasing "awareness of how faculty governance elections occur and what the roles and functions of the governance organizations are."

The FSEC has earned its reputation as an unaccountable and self-perpetuating body because of the way its members are nominated and elected. The faculty by-laws stipulate that:

The annual election for the members of the Executive Committee shall be in March.

i. Nominations for election shall be by petition within each of the constituencies defined above.

- a. Each constituency shall nominate candidates from the constituency to a number at least twice as many as the constituency's membership on the Executive Committee. Nominating petitions must be signed by a minimum of 5 constituents.
- b. Should the number of candidates nominated by any constituency be insufficient, the Executive Committee shall nominate from among the entire constituency additional candidates in order to reach the minimum required number.

In practice, due to the lack of interest and willingness to serve, candidates are rarely nominated by constituents. The FSEC often struggles to find candidates willing to run, and it is not uncommon to hold elections with a single candidate for a position, as opposed to two, as stipulated by the by-laws. This practice creates an image and reality of a self-perpetuating, self-appointed body. We should point out that despite overlap from year to year in the composition of the FSEC, there is turn-around, as members may not serve more than two consecutive two-year terms.

The other source of confusion when it comes to distinguishing the FSEC from the Faculty Senate is the fact that the FSEC is not elected by the senate. Instead, FSEC members become, ipso facto, Senate members without ever having been elected. One result is that the FSEC sets its own agenda, as opposed to following the directives of the Faculty Senate, and the senate becomes a rubberstamp of resolutions presented by the FSEC.

Professor Sinclair promised to explore the possibility of changing the independence of the FSEC from the Faculty Senate. Under the envisioned new system, the Faculty Senate would elect the members of, and set the agenda for, the FSEC. This change would require amending the faculty by-laws.

Although Professor Sinclair did not mention it in his January 6 email, the previous day's discussion also included the possibility of forming a diversity committee of the Faculty Senate. The chief purpose of this proposed committee would be to ensure that all of the senate's other committees, including the all-important FSEC, are diverse and inclusive.

The FSEC has begun discussions to change practices for the upcoming election, and is considering a proposal for changes in the by-laws. But reforming the faculty by-laws is only the first step. The senate should be remade into a relevant chamber with active and questioning members rather than passive and deferential ones, as traditionally has been the case. This would require that the FSEC educate the faculty about faculty governance. It would also require that faculty members be willing to serve and be active in faculty governance. But the above will not happen if service is not properly recognized and

rewarded in personnel decisions. The proposed changes would do much to temper caustic comments about a permanent government, whenever the Faculty Senate, and especially the FSEC, comes up in faculty conversations.

Recommendation

The committee recommends that the Faculty Senate elect the members of, and set the agenda for the FSEC, a change that would require amending the faculty by-laws. It also urges the Faculty Senate to create a diversity committee tasked with assuring diversity on all other Faculty Senate committees (including the FSEC).

10. Transdisciplinary Areas of Excellence (TAE)

We should hire faculty in groups or ‘clusters’ that include individuals drawn from multiple disciplines. This approach will promote the kind of interdisciplinary and transdisciplinary collaboration necessary to tackle complex problems and enhance Binghamton’s strength and reputation as a research university.

-- Road Map³⁸

Interdisciplinary or transdisciplinary cluster hiring has become de rigueur in the American academy. Many institutions of higher learning, especially public universities, have in recent years been hiring in ways that transcend the disciplines that have served as the main loci for the production, organization and dissemination of knowledge since the rise of the modern university. The point of cluster hiring is to build on existing areas of strength with the goal of achieving distinction or excellence in specific fields of study that cut across the life and natural sciences, the social sciences, the humanities, and the arts, of which the disciplines are sub-units. The clustering hiring program at Binghamton is called the Transdisciplinary Areas of Excellence (TAE). The TAE in turn is an important component of President Harvey Stenger’s Road Map Process.

Faculty Views on the TAE

The TAE drew mixed reviews from the faculty members who spoke with this committee. Many of our interlocutors appreciated that the TAE program has helped them move outside the cloister of their individual departments and engage with colleagues across the college and the university more generally. Interest in transdisciplinarity was especially strong among women, faculty of color, junior faculty, and those with stories of harassment and bullying. These individuals yearned for alternate, and safer, spaces

³⁸ <http://www.binghamton.edu/president/road-map/pdfs/binghamton-road-map.pdf>

outside their departments, intellectually as well as personally. Many of them hailed the TAE as potentially offering just what they had longed for: an entree to interdepartmental interlocution and transdisciplinary collaboration. One faculty reported that membership on one of the TAE committees had resulted in her developing “a greater sense of community within the university.” Another was thankful to the TAE for enabling junior faculty “to interact outside of the department.” Someone in a troubled department welcomed the prospect of a TAE hire, including TAE representatives from other departments on the hiring committee, which could have a salutary effect on the berth department. One new faculty member recently hired through the TAE process reported, unsurprisingly, that he valued interdisciplinary work but also that he found the members of the search committee “very congenial” and the overall recruitment process “extremely positive.”

Not all of those with whom the committee spoke, however, gave the TAE a positive review. If anything, the TAE received more critique than celebration. By its very nature, transdisciplinarity is a challenge to the disciplines; some have even seen it as a threat. Consequently, transdisciplinarity has long elicited skepticism, even scorn, from the disciplines. Our committee heard some of that skepticism, although mostly without the scorn.

Some faculty argued that the TAE is reproducing patterns of marginalization within the university, claiming that TAE committees lack adequate presence of faculty of color. A member of one of the TAE committees admitted that it included women and faculty of color, but offered that they were there just for show, like so many tokens. According to this interlocutor, these individuals were disempowered, their voices “muted” by the more senior and vocal white men who dominate the committee.

The TAE and Diversity and Inclusion in Content

Diversity and inclusion take many forms. Diverse and inclusive TAE committees are certainly desirable, but they are insufficient. The content of the TAE, the areas of study its committees oversee, should also be diverse and inclusive. This is a sore point especially for many faculty of color, whose teaching and research often focus on nonwestern societies or on the experiences of nonwhite peoples in western societies, especially the United States. From these individuals came complaints that, although various departments, mainly in the social sciences and humanities, offered courses dealing with the nonwestern world, those courses largely remained “optional, extras, add-ons.” They are not central to the curriculum and are generally excluded from the western core, especially with regard to graduate offerings. Others, many of them women working in the transdisciplinary field of women’s studies, had similar concerns. They too noted the persistence of an androcentric and patriarchal core in the curriculum, despite the addition of courses in women, gender, and sexuality studies. There has been, in the words of one faculty member, “a failure to reconceptualize the curriculum to accommodate hiring in the nonwestern areas.” Likewise, hiring in Women, Gender, and Sexuality Studies has produced no corresponding curricular transformation. For some –

foremost among them people of color with research and teaching interests in nonwestern areas and specialists in women's studies – diversity and inclusion must encompass the curriculum, the future of which will be determined in significant ways by the decisions of the TAE and its committees.

Recommendations

The committee recommends that the makeup of the TAE should be consistent with the university's statement of principle, as expressed in the Road Map, that diversity and inclusion are among its core values. If necessary, the TAE committees should be reconstituted to ensure that this principle is made real. In addition to being well represented on the TAE committees, women and people of color should be full and active participants in the deliberations. Ways and means should be found to ensure that their voices are not silenced, nor their concerns disregarded.

The committee recommends that the TAE should reflect diversity and inclusion in all their forms, not just in the composition of its committees but also in the content of the subject matters on which the committees focus. Those subject matters – whether in the social sciences and humanities or in health and energy – should not reproduce the historic bias of privileging western experiences while marginalizing those of nonwestern peoples and historically oppressed peoples in western societies. To that end, the committee recommends that TAE steering committees submit hiring plans for achieving greater diversity and fostering inclusion.

Conclusion

A chief goal of the college experience is to prepare students for current and anticipated societal challenges, which today means an increasingly diverse and globalized society. The faculty should reflect and embody that diversity and globalization, teaching by both precept and example. All members of the academic community – students, staff and faculty – are enriched by diversity and inclusion. This committee found broad support among the Harpur faculty for these principles and ideals. The greater, and more contentious, challenge is to make real those principles and ideals. To do so the college must commit, and commit proactively and affirmatively, to greater diversity and inclusion. It should do so, too, with a view toward repairing historical patterns of societal and systemic discrimination, which is among the larger goals of diversity and inclusion.

Harpur College, and Binghamton University more broadly, have declared diversity and inclusion to be among their core missions. We have in this report identified various ways in which Harpur has achieved some success in the areas of diversity and inclusion. Consistent with our chief mandate, however, we have placed greater focus on what remains to be done. Harpur is not the college it can and ought to be. Numerous problems and challenges, some more serious and consequential than others, continue to impede the

quest for greater diversity and inclusion. This report calls attention to some of these issues and suggests certain remedial actions.

Many of those with whom the committee spoke expressed satisfaction with their positions in the college. But there was much inconsistency, with the level of satisfaction varying across race and gender. Generally, white men expressed the highest levels of satisfaction. Broadly, women and faculty of color were less satisfied across the range of issues covered in this report: namely parental leave, family accommodation, salary, tenure and promotion, departmental climate, grievance procedure, faculty governance, and TAE. Precisely because of the historic patterns of discrimination and exclusion to which they have been subjected, our working assumption is that satisfaction among people of color and women is the best barometer of diversity and inclusion. Judged by this yardstick, Harpur indeed is not the college it ought to be; it stands in need of much improvement. To the extent that perception creates its own reality, this assuredly is the case. That Harpur has some distance to go before it can be considered a truly diverse and inclusive college is not, however, merely a matter of personal anecdotes and self-reporting. The quantitative data behind our more fulsome qualitative conversations powerfully supports the conclusion that the quest for greater diversity and inclusion among the Harpur faculty needs to be widened and deepened. In this regard, our report makes some recommendations. And while these recommendations do not amount to benchmarks, we are strongly of the view that among peer institutions Binghamton University, with Harpur in the lead, should be a leader rather than a laggard.

This is, to our knowledge, the first report on diversity and inclusion to come out of Harpur College. We wish to go on record commending Dean Anne McCall for her vision and leadership in forming the committee and charging it with producing this report. We hope her confidence in us has not been misplaced, and that our report will provide a baseline for other assessments of diversity and inclusion in the college. Such future report cards will, we trust, be more felicitous than this, the inaugural installment on the state of diversity and inclusion in Harpur College.

Acknowledgments

Members of the Harpur Faculty Diversity and Inclusion Committee would like to thank Dean Anne McCall for convening this committee and also for offering such generous support for its work. We also thank associate dean Anna Addonizio and pre-law adviser Nolana Quince (also a committee member) for tracking down obscure data and delivering it in a legible form and timely way. Thank you also to Jennifer Nolan, assistant to the dean, for preparing our e-mail invitations to Harpur faculty and handling reimbursements. We also thank individuals we consulted for their expertise on particular issues of concern to the committee; these include Jamie Dangler, Valerie Datta, Heather DeHaan, Fran Goldman, Valerie Hampton, Joe Schultz, Thomas Sinclair. Finally, we thank all of the many faculty members—including volunteers and recruits—who took time out of their busy schedules to meet with us; thank you for trusting us with your stories. We hope you see your experiences and concerns reflected in this report.

Appendix 1

In addition to a random sample drawn from a list of 365 faculty members supplied by the Harpur Dean's Office, we selected the names of 24 people, separated into two lists of 12. One list included women and underrepresented minority faculty members; the other included 12 white male faculty members. Each of the nine committee members was asked to have a conversation with 8 people from the women and minority list and 4 white males, with two provisos. (1) No committee member would request a conversation with someone from her or his own department. (2) To preserve the random selection feature, our requests for interviews would proceed in sequence from the top of the list (meaning, e.g., no committee member would request an interview with the ninth through twelfth person on the list of women and underrepresented faculty members unless one or more names among the first eight on the list had declined our request). When a declination came back, we were each instructed to preserve the sequence on each list--e.g. one declination from a woman or underrepresented minority meant making a request to the ninth name on the list; two declinations meant making requests to numbers nine and ten, and so on. Finally, all committee members agreed to conduct their own self-interviews and report the result in writing to the full committee.

Appendix 2

Distribution of Faculty by Gender

| | Number | Percent | Cumulative Percent |
|--------|--------|---------|-----------------------|
| Male | 238 | 65.2 | 65.2 |
| Female | 127 | 34.8 | 100.0 |
| Total | 365 | 100.0 | |

Appendix 3

Distribution of Faculty by Rank

| | Number | Percent | Cumulative Percent |
|----------------|--------|---------|-----------------------|
| Asst | 106 | 29.0 | 29.0 |
| Assoc | 119 | 32.6 | 61.6 |
| Prof | 107 | 29.3 | 91.0 |
| Distinguished | 23 | 6.3 | 97.3 |
| Instructor | 6 | 1.6 | 98.9 |
| Assoc 12 Month | 2 | .5 | 99.5 |
| Prof 12 Month | 2 | .5 | 100.0 |
| Total | 365 | 100.0 | |

Distribution of Faculty by Rank & Gender

| Rank | Gender | Number | % w/i Rank | % w/i Gender |
|-----------------------------------|--------|--------|------------|--------------|
| Asst | Male | 68 | 64.2 | 28.6 |
| | Female | 38 | 35.8 | 29.9 |
| | Total | 106 | ~~~ | ~~~ |
| Assoc | Male | 67 | 56.3 | 28.2 |
| | Female | 52 | 43.7 | 40.9 |
| | Total | 119 | ~~~ | ~~~ |
| Prof | Male | 78 | 72.9 | 32.8 |
| | Female | 29 | 27.1 | 22.8 |
| | Total | 107 | ~~~ | ~~~ |
| Distinguished | Male | 20 | 87.0 | 8.4 |
| | Female | 3 | 13.0 | 2.4 |
| | Total | 23 | ~~~ | ~~~ |
| Instructor | Male | 3 | 50.0 | 1.3 |
| | Female | 3 | 50.0 | 2.4 |
| | Total | 6 | ~~~ | ~~~ |
| Assoc 12 Month | Male | 1 | 50.0 | 0.4 |
| | Female | 1 | 50.0 | 0.8 |
| | Total | 2 | ~~~ | ~~~ |
| Prof 12 Month | Male | 1 | 50.0 | 0.4 |
| | Female | 1 | 50.0 | 0.8 |
| | Total | 2 | ~~~ | ~~~ |
| Total Male All Ranks | | 238 | | 65.2 |
| Total Female All Ranks | | 127 | | 34.8 |

Appendix 4

Distribution of Faculty by Rank & Race/Ethnicity

| Rank | Race/Ethnicity | Number | % w/i Rank | % w/i Race/Ethnicity |
|-----------------------------|--------------------------|---------------|-------------------|---------------------------------|
| Asst | Anglo-White | 74 | 69.8 | 26.5 |
| | Underrep Minority | 32 | 30.2 | 37.2 |
| | Total | 106 | | |
| Assoc | Anglo-White | 90 | 75.6 | 32.3 |
| | Underrep Minority | 29 | 24.4 | 33.7 |
| | Total | 119 | | |
| Prof | Anglo-White | 86 | 80.4 | 30.8 |
| | Underrep Minority | 21 | 19.6 | 24.4 |
| | Total | 107 | | |
| Distinguished | Anglo-White | 21 | 91.3 | 7.5 |
| | Underrep Minority | 2 | 8.7 | 2.3 |
| | Total | 23 | | |
| Instructor | Anglo-White | 5 | 83.3 | 1.8 |
| | Underrep Minority | 1 | 16.7 | 1.2 |
| | Total | 6 | | |
| Assoc 12 Month | Anglo-White | 2 | 100.0 | 0.7 |
| | Underrep Minority | 0 | 0.0 | 0.0 |
| | Total | 2 | | |
| Prof 12 Month | Anglo-White | 1 | 50.0 | 0.4 |
| | Underrep Minority | 1 | 50.0 | 1.2 |
| | Total | 2 | | |
| Totals All Ranks | Anglo-White | 279 | | 76.4 |
| | Underrep Minority | 86 | | 23.6 |
| | Total | 365 | | |