

Submission 1

College/School/Unit: Engineering

Dean's ranking of this proposal (if submitting multiple proposals, i.e., 1 of 5): 1 of 1

Dept., program, or institute for which position is requested: College of Engineering & Applied Science (college-wide cluster hire)

Name of Requestor: Robyn Sandekian (with permission from Keith Molenaar)

Email Address: sandekia@colorado.edu

- **Joint Hire?** No
 - **Joint Hire other unit:**
 - **Joint Hire rostering unit (tenure home):**
 - **Faculty rank requested:** Assistant Professor
 - **Faculty salary requested (give approximate range):** \$95,000 - \$150,000 depending on rank
-

How will this hire increase the number of underrepresented faculty members in the unit (e.g., domestic Faculty of Color, women in disciplines where underrepresented)?

This cluster hire has the goal of doubling our underrepresented faculty in the college. We are requesting up to 6 lines from campus, for which we will match 1:1 with college lines for a total of up to 12 diverse faculty hires.

According to the Office of Data Analytics, the College of Engineering and Applied Science employs 12 tenured/tenure-track faculty who self-identify as Black or Hispanic, and none that identify as American Indian, Pacific Islander, or as two or more races. Therefore, should the Provost's office support our college's cluster hire proposal, we will match these lines and potentially double our diverse faculty in the college.

The College of Engineering and Applied Science has been using inclusive practices surrounding diverse faculty recruitment for more than five years. Results have been mixed. While we have seen incremental growth in the representation of white and Asian women (from 31 in 2009 to 51 in 2019) and Hispanic males (from 6 in 2009 to 11 in 2019), people of any gender who identify as American Indian, Black, Pacific Islander, or multiracial have remained virtually absent from our applicant pools, long- and short- interview lists, and offers.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship?

No

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire:

N/A

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body?

No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

To meet continuing engineering student and research growth.

Is this request part of a cluster hire?

Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

In July 2017, the College of Engineering and Applied Science (CEAS) released a strategic vision and action plan to guide its path forward over next five years. Building on progress made in the past decade and aligned with the Chancellor's Strategic Imperatives, the college has been successfully transforming its mission to focus on societal impact, engineer solutions to major state, national and global challenges, grow its national leadership role in engineering education and research, and improve the economic competitiveness, security and quality of life for all Coloradans. A focus on interdisciplinary research themes that builds off existing strengths, aligns with future opportunities and provides transformational societal impact is central to our approach forward.

For FY 2021, the CEAS will remain consistent with its strategic vision and action plan for faculty growth in areas that that started in 2017, but will change its focus to hiring a diverse cohort of underrepresented faculty.

While the college has invested heavily in actions to recruit diverse faculty over the past five years, (i.e., hiring a Manager of Diverse Faculty Recruitment staff position, investing in a PhD and postdoctoral pathway program, funding of Chancellor's Postdoctoral Fellowship with engineering funds, providing unconscious bias training for all search committees, etc.), we have not made significant progress in diverse faculty hiring.

Therefore, in our AY 2020-21 search cycle, our plan is to establish a college-wide cluster hire committee that will focus on hiring diverse faculty around interdisciplinary research domains or critical strategic needs of our college, departments and programs. So, rather than identifying department-or program specific hires, positions to be made available on a competitive basis to every department/program in the college including:

Departments (tenure home)

Aerospace Engineering Sciences

Chemical and Biological Engineering

Civil, Environmental, and Architectural Engineering

Computer Science

Electrical, Computer and Energy Engineering

Mechanical Engineering

Programs

Biomedical Engineering

Engineering Plus

Environmental Engineering

Material Science and Engineering

The plan is to search for up to 6 college lines to match up to 6 lines from the FVR for Faculty Diversity Action Plan. In addition to hiring assistant professors, our strategy includes actively recruiting and hiring outstanding mid-career faculty who align with our research vision and will have an immediate impact across the campus, the state and nation. This is a reduced rate relative to our performance over the past three years, but it is in keeping with our current budget situation and goal of increasing faculty diversity.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

The CEAS has hired 45 men and 19 women who started in the college between 2017 and 2019. The 2020 search was significantly downsized but still yielded 6 new hires (5 men and 1 woman, [REDACTED] who will begin their employment either this fall or next calendar year.

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

Based on college records, 26 faculty have retired since 2011. They include:

Ambler, Wayne (Herbst)

Bennett, John (CS)

Biringen, Sedat (AES)

Born, George (AES)

Brandemuehl, Michael (CEAE)

Brown, Thompson

Byrd, Richard (CS)

Clough, David (ChBE)
Emery, Bill (AES)
Falconer, John (ChBE)
Felippa, Carlos (AES)
Forbes, Jeffrey (AES)
Jessup, Elizabeth (CS)
King, Roger (CS)
Kompala, Dhinakar (ChBE)
Koster, Jean (AES)
Kuester, Edward (ECEE)
Larson, Kristine (AES)
Main, Michael (CS)
Meyer, David (ECEE)
Noble, Richard (ChBE)
Park, KC (AES)
Pleszkun, Andrew (ECEE)
Rajaram, Hari (CEAE)
Sture, Stein (CEAE)
Znidarcic, Dobroslav (CEAE)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

Based on college records, 7 faculty have left the College between 2009 and 2019 after having been provided retention offers:

Bunch, Scott (Mech Eng)
Marden, Jason (ECEE)
Ren, Jason (CEAE)
Sicker, Doug (Comp Sci)
Siek, Jeremy (ECEE)
Siek, Katie (Comp Sci)
Touri, Behrouz (ECEE)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

Based on college records, 4 faculty failed to earn tenure since 2016:

Montoya, L. (CEAE)
Sivaselvan, M. (CEAE)
Starkey, R. (AES)
Stoykovich, M. (ChBE)

And 31 faculty have resigned for various other reasons since August 2014 -- typically to take another job at a more prestigious institution, in private industry, government service, or due to family needs:

Afridi, Khurram (ECEE)
Bennett, John (CS)
Braun, Robert (AES)
Brown, Tim X (ECEE)

Cerny, Pavol (ECEE)
Dunn, Marty (ME)
Gill, Ryan ChBE
Gin, Douglas ChBE
Goodrum, Paul (CEAE)
Hammer, Matthew (CS)
Hughes, Shannon (ECEE)
Jayaraman, Arthi (ChBE)
Jeong, Jae-Woong (ECEE)
Marden, Jason (ECEE)
McCartney, John (CEAE)
Parker, Jeff (AES)
Popovic, Milos (ECEE)
Qi, H. Jerry (ME)
Rahimian, Abtin (CS)
Ren, Jason CEAE
Shang, Li (ECEE)
Sibley, Gabe (CS)
Sicker, Douglas CS
Sideris, Petros CEAE
Starkey, Ryan (AES)
Stoykovich, Mark (ChBE)
Touri, Behrouz (ECEE)
Unat, Didem (CS)
Yang, Ronggui (ME)
Ying Boyd-Graber, Jordan (CS)
Zane, Regan (ECEE)

What has the unit done to ensure the success of previous diverse hires?

- a. In collaboration with Leadership Education for Advancement and Promotion (LEAP) program, we have extended new (pre-reappointment) faculty orientation from a single-day event to a series of monthly faculty development workshops on topics ranging from completing the Faculty Report of Professional Activities and annual Performance Review process to how to manage service responsibilities and prepare for leadership roles in the unit, college and campus. These workshops also help build community among new faculty.
- b. We have hired a full-time director of inclusive culture, Amy Moreno, who is working with the faculty, staff and student leadership to create an inclusive culture. We are measuring our progress and taking actions in multiple areas (please also see our Inclusive Excellence Statement in point 17).
- c. We are working with the campus Teaching Quality Framework to restructure evaluation of teaching to include more formative assessments by students and peer mentors with less potential for bias and to support faculty innovations like inclusive classrooms.
- d. We have expanded evaluation of research to include recognition of the broader impacts of scholarship on society, including outreach to the public, as befits our mission to serve the public with our scholarship.
- e. We have worked to increase the transparency and equity of the reappointment, promotion and tenure review process, both at the unit and college levels. In addition to increasing the diversity of the members of the college personnel committee, we have instituted implicit bias workshops to incorporate changes in teaching and research evaluation and to reduce bias in the solicitation and consideration of external reference letters.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

We have made progress in developing a more diverse and inclusive student culture. CEAS/BOLD has tripled the enrollment of women, African-American, Hispanic/Latinx, and Native American students over the past 12 years through the nationally recognized Engineering GoldShirt Program and inclusive recruiting, retention and other student success programming. Greater faculty diversity will be critical to continue this progress, as well as to improve the quality of our research and teaching.

In 2010, the National Research Council published the "Data- Based Assessment of Research Doctorate Programs in the United States." Several units in the College of Engineering and Applied Science (CEAS) were ranked in the top 10% of the 495 engineering programs based on two summary ratings in the report, based on their research output and graduate student outcomes data. Notably, in a third category, diversity of students and faculty, all CEAS programs but one ranked at the low end of the ratings distributions. No doubt diversity will be an increasingly important measure of research-oriented engineering programs and for the CEAS it will be a factor in recruiting the best faculty and graduate students and in tackling our most pressing science, technology and policy issues. Therefore, we view increasing the diversity and inclusivity of our faculty culture as an essential support for our continued excellence in creating and communicating new knowledge to benefit our students, the university, and the public.

Obtained by the National Association of Schools of Engineering

Inclusive Excellence Narrative

The College of Engineering and Applied Science (CEAS) is committed to creating a welcoming, diverse and inclusive education and working environment. Together and in collaboration with campus partners, we are continuously working to maximize the success and inclusion of all students, staff, and faculty. The experiences of the global pandemic and social movements have heightened our focus and momentum towards *making excellence inclusive*. FY21 is an opportunity for CEAS to continue demonstrating our leadership, innovation and commitment to diversity, equity, and inclusion.

CEAS continues to build upon the four pillars of [the college's strategic vision](#) to: accelerate our research impact, embrace our public education mission, increase our global engagement, and enrich our professional environment. CEAS is transforming its mission to focus on societal impact, engineering solutions for major state, national and global challenges, grow its national leadership role in engineering education and research, and improve the economic competitiveness, security and quality of life for all. To support excellence that is inclusive of all in our college, especially during this extraordinary time, the following outlines CEAS' FY21 priorities:

1. **Increase diversity in the faculty** through inclusive and innovative recruitment mechanisms (i.e. cluster hiring, targeted recruitment, pathway programs, etc.)
2. **Implement a college-wide IDEA Plan strategy for each department and program** to share their goals, strategies and impact metrics annually.
3. **Develop infrastructures at the college and department/program levels** to focus efforts on diversity, inclusion and equity (i.e. inclusive culture committees, incorporating diversity, equity and inclusion into orientation opportunities, engaging in ongoing professional development, community building opportunities, etc.).
4. **Collaborate with campus partners and inclusion thought leaders** to enhance access, resources and services, belongingness, professional development, and skill-building opportunities for students, staff and faculty.
5. **Create an assessment strategy** to identify, prioritize, and act upon climate and culture needs.
 - a. **Provide recommendation reporting to departments and programs** based on climate and culture data.

Building on progress made in the past decade, CEAS continues to pursue accountability, infrastructure, incentives and resources that support an inclusive culture. FY21 will enable our college to enhance our efforts virtually and in-person. In addition to our most recent [Strategic Vision Update](#) that outlines a range of accomplishments, CEAS will leverage a variety resources and strategies to maintain momentum. Highlights include:

- Dedicated positions to focus diversity, inclusion and equity efforts for students, staff and faculty
- Continuation of our [ACTIVE: Faculty Development and Leadership Intensive](#)
- Implementing a student activism response strategy
- Active management of our [College Action website](#)
- Inclusive Leadership Coaching Program for all senior leadership
- Creating a strategy for greater focus on inclusive pedagogy
- BOLD Center renovation and technological updates

FDAH Submission 01 (Spring 2021)

College/School/ Unit: Arts & Sciences

Dean's ranking of this proposal (if submitting multiple proposals, i.e 1 of 5): 1 of 21

Dept., program, or institute for which position is requested: MCDB (with BCHM)

Attestation: Edward Chuong (edch7977@colorado.edu)

- Joint Hire? No
- Joint Hire other unit:
- Joint Hire rostering unit (tenure home):
- Faculty rank requested: Assistant Professor
- Faculty salary requested (give approximate range): \$93,000-110,000

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

MCDB currently has 29 TTT faculty.

17 Male (58.6%), 12 Female (41.3%)

11 Caucasian males (37.9%) 10 Caucasian females (34.5%)

72.4% Caucasian 27.6% non-Caucasian

While MCDB has made significant progress towards achieving gender equity at the faculty level (58.6% male, 41.3% female), the department still has work to do to increase faculty racial diversity. MCDB is almost entirely composed of White and Asian

We urgently need to address the lack of racial representation at the faculty level, by improving our recruitment and retention of URP faculty into the department.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? No

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:

N/A

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs? Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

There is a critical need to increase diversity and representation at the faculty level, which is necessary for the department to achieve excellence in both teaching and research. 17% of our undergraduates and 9% of our graduate students are URP (21% of undergrads are first generation students) but this is not reflected at our faculty level and hence proper representation is severely lacking.

Is this request part of a cluster hire? Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

This is a cluster hire with BCHM to hire ~3 diverse faculty over multiple years

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

3 faculty hired at the assistant professor level:

Nausica Arnoult (2018), Edward Chuong (2018), Justin Brumbaugh (2019)

1 faculty hired at professor level: Lee Niswander (2017)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

Thomas Blumenthal (2018): Retirement (Emeritus Professor)

Norman Pace (2015): Retirement (Distinguished and Emeritus Professor)

Robert Poyton (2014): Retirement (Emeritus Professor)

William Wood (2015): Retirement (Distinguished and Emeritus Professor)

Dick McIntosh (2015): Retirement (Emeritus Professor)

Peter Kuempel (2012): Retirement (Emeritus Professor)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

Rui Yi (2020): Transferred to Northwestern Univ for family reasons

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

Will Old (2020): Failed promotion/tenure

Harald Junge (2019): Failed promotion/tenure, now faculty at Univ of Minnesota

Joaquin Espinosa (2015): Transferred to University of Colorado Anschutz Medical Campus

Mark Winey (2016): Transferred to University of California, Davis

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

Although eleven TTT faculty have departed over the past 10 years, none of them are women. In fact, MCDB has had significant success in female hires over this same period. MCDB has hired 7 female TTT faculty in the past 10 years, as well as provided lab space for 2 female faculty from other departments (CIRES and Physics) and retained all of these women faculty members (4 male TTT hires were made over this period). The unit has ensured the success of these diverse hires through stronger faculty mentoring committees and competitive recruitment (and in a few cases retention) packages.

What is the unit's mentoring and support plan for the new hire?

The new hire will be extensively supported through a formal mentoring team of at least 2 established faculty in the department, and regular meetings with the department chair. These meetings will ensure that the new hire has all the support necessary to successfully launch their research group. In addition, we aim to recognize and empower any efforts by the new hire to promote diversity, with financial support and protected time. We will make "invisible labor visible" by explicitly recognizing contributions to improving equity and inclusion as core to the missions of research, teaching, and service in our evaluations of faculty. We will also provide dedicated funds for diversity, equity, and inclusion efforts and support for a writing retreat or pre-tenure writing semester. We will also continue our work in improving department culture for BIPOC students, staff, and faculty by elevating these issues in department-wide events and discussions.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

In searches for TTT faculty between 2012 and 2020, we successfully recruited four men and six women, including our chair who is a woman. While MCDB has made significant progress towards achieving gender equity at the faculty level (58.6% male, 41.3% female), the department still has work to do to increase faculty racial diversity. MCDB is almost entirely composed of White and Asian faculty,

need to address the lack of racial representation at the faculty level, by improving our recruitment and retention of URP faculty into the department. These actions will directly help MCDB become a more inclusive and welcoming place to URP students, faculty, and staff.

Please attach the unit's updated Inclusive Excellence Narrative.

https://drive.google.com/open?id=1za_5r9uVKOnXqTgcpL2TSQicZS8d5iKH

Please attach any other documents you feel are relevant to the selection committee.

Obtained by the National Association of Scholars

2021 Inclusive Excellence Narrative

Department of Molecular, Cellular, and Developmental Biology

Diversity in science refers to cultivating talent and promoting the full inclusion of excellence across the social spectrum.

- Kenneth Gibbs Jr. “*Diversity in STEM: What it is and why it matters.*” *Scientific American*, Sep 2014.

MCDB is strongly committed to diversity and equal opportunity for all students, staff, and faculty at CU. We understand that excellence is only truly achieved by embracing diversity, and are working to eliminate all real and perceived barriers that may cause members of the MCDB community to feel uncomfortable or limit the educational experience in MCDB. This includes creating an explicitly anti-racist atmosphere that will make everyone feel welcome, and ensure that no one is subjected to discrimination or harassment of any kind. We are also enacting structural changes that will improve support for underrepresented students and provide resources to help students complete the academically rigorous MCDB major.

Undergraduate Majors

As of Fall 2019, MCDB has 858 registered undergraduate majors, of which 55% are female and 17% are underrepresented persons or URP (Black, Hispanic/Latinx, Native American, Pacific Islander), and 21% are first generation students.

Academic assistance is available to all MCDB majors in large introductory courses, and from peer tutors in some courses, as well as from faculty members during office hours. In addition, students may take co-seminar courses (MCDB1152 and MCDB2152) for one hour of pass-fail credit. These courses are taught by Learning Assistants and are designed to help students understand the lecture concepts in our introductory molecular and cellular biology course (MCDB1150) and our introductory genetics course (MCDB2150). Co-seminar sessions focus on group work and include activities such as modeling and concept maps, problem solving, reviewing lecture concepts, and completing homework assignments. In addition, MCDB provides a program (the MCDB Mentors) to assist first-year students. Mentors are upper-class MCDB majors who meet with introductory students in their lab sections of our required introductory courses (MCDB1020 and MCDB2151). Mentors are encouraged to advise students on how to survive the MCDB major with study tips, advice on how to approach professors for help, and how to obtain research positions in faculty laboratories. In addition, the MCDB Mentors generate newsletters, sponsor evening faculty seminars, and organize a departmental barbecue. They have a website and a refurbished Learning Lounge which is used extensively by students for study groups and individual work.

In addition to mentorship available to all students, URP undergraduate students in MCDB are invited to join the STEM Routes mentorship program, which is an organization of graduate students who volunteer their time to mentor underserved undergraduates interested in STEM research. The STEM Routes program aims to help disadvantaged students through the

“unwritten” rules about graduate school. MCDB faculty and graduate student volunteers provide mentorship and hold community events and workshops to cultivate a community of URP students.

In addition, MCDB graduate students and staff participate in the pre-collegiate development program (PCDP) at CU Boulder. This program brings middle and high-school students to CU Boulder to participate in a summer of college-like classes to prepare and motivate them for their pursuit of undergraduate studies. The students targeted for the program would be first-generation college students. MCDB’s participation is through the STEM courses, in which our students and staff offer their time, energy, and enthusiasm to excite students about biology and a potential for a career in research. In line with our department’s pioneering history with microscopy, our PCDP courses emphasize microscopy as a means to vividly introduce students to the microscopic world around them.

URP students also participate in the NIH/HHMI Scholars Program for Diversity in the Biosciences, SMART (Summer Multicultural Access to Research Training), MASP (Miramontes Arts and Sciences Program), and ISMD (NIH Initiative for Maximizing Student Development). Between 2012 and 2020, more than 60 students in these programs completed independent research in MCDB faculty laboratories. These campus-wide programs offer financial support, mentorship, and small courses that help students succeed in their chosen field of scientific study. These initiatives have helped to highlight the research opportunities in MCDB, and many of these underrepresented minority students select MCDB as their major. It is likely that these initiatives also contribute to the retention of these students once they enter CU. It is our hope that these programs will continue to flourish and be funded.

Graduate Students

As of fall 2020, MCDB has 58 registered graduate students, of which 47% are female, 19% are international, 18% are of “minority race/ethnic” status and 9% are of URP status. URP increased by 21% in the last five years, placing MCDB 4th among 8 units in this past ARPAC review cycle. Five labs in MCDB received NIH Diversity Supplement to their existing grants (Olwin, Donaldson, Leinwand, Winey, Niswander) since the last review cycle (2013-2019), and one student received an HHMI Gilliam Fellowship. MCDB provides a \$2500 recruitment fellowship as an incentive for URP students.

A major goal at the graduate student level is to significantly increase our URP representation which is low. We have taken major steps to make MCDB graduate admissions more inclusive. We provide an application fee waiver upon request, and in 2018, we dropped the GRE requirement for admission to the MCDB Ph.D. program. Numerous studies have demonstrated that the GRE is a better indicator of sex and race than of ability and ultimate success (*Nature* 510, 303-304; 2014 and *Mol Biol Cell*. 2014 Feb 15; 25(4): 429–430 among others). The GRE score is now completely hidden and no longer considered in the admissions process. We are also revising our recruitment process to add events dedicated to communicating the department’s commitment to diversity and availability of various departmental and campus community resources.

To recruit underserved students from across the country to come to CU for graduate school, MCDB works with the Colorado Diversity Initiative (CDI) to recruit and fund graduate students in science, math, and engineering. Faculty and graduate students from MCDB work with CDI to recruit diverse undergraduate students to the CU Boulder graduate programs, representing MCDB at national conferences focused on diverse student communities. These include Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), The Annual Biomedical Research Conference for Minority Students (ABRCMS), and the Leadership Alliance National Symposium (LANS).

MCDB also helps recruit students from underrepresented backgrounds via the Colorado Advantage Program. This program introduces high performing STEM senior undergraduate students from backgrounds that are underrepresented in STEM fields to the outstanding STEM doctoral programs at CU Boulder, in an effort to recruit them to CU. Since 2012, it has brought 93 graduate recruits to CU Boulder, and 19 of these (25%) interviewed in MCDB, with 3 matriculating. These recent URP students were supported by the Chancellor Fellowship Award, Graduate Dean's Fellowship award, and the CO Advantage award. Numerous MCDB graduate students participate in hosting students for the Colorado Advantage Program and participate as mentors in the SMART program.

Several laboratories in MCDB also participate in the SMART program administered by the Graduate School. This 10-week summer program brings minority students from all over the country to CU. The students receive specialized classroom instruction and the opportunity to carry out a research project in the sciences or engineering. MCDB faculty laboratories routinely host two to four of these students a year. Our participation in the program makes minority students aware of the opportunities in MCDB, in hopes that they will apply to our graduate program.

In addition to the SMART program which recruits undergraduates nationally, MCDB is directly involved in developing two new initiatives targeted at URP-serving undergraduate institutions. The first initiative is the development of a "bridge to PhD" program between MCDB and Metropolitan State University in Denver, which serves many URP students. This program aims to provide structured and mentored research experiences for promising Metro State undergraduates, through STEM Routes and SMART. Upon completion of the program, students would gain free application and automatic acceptance to a CU STEM PhD program. Faculty from MCDB, Biochemistry, and Psychology and Neuroscience are actively working to start this program in 2020. The second initiative is participation by our faculty and graduate students in a summer research experience for URP undergraduates from five Universities (CU Boulder, UC Merced, Rutgers-Camden, Temple University, University of Iowa) with follow-up discussions about graduate studies at CU Boulder, application waiver and a path to acceptance into the MCDB graduate program.

MCDB graduate students and faculty also participate in local student-led organizations that promote community with URP students. STEM Routes, which is a group of graduate students

committed to mentoring undergraduates through research experiences. The goal of this program is to bring graduate and undergraduate students working in STEM together to create a mentoring program focused on empowering underrepresented students to succeed in STEM fields, through mentorship, training, and open conversations about the benefits of a more diverse STEM workforce. This program has the support of MCDB staff and faculty and is run by graduate students. The initial goals are to build a community of underrepresented students on campus to support and cultivate future STEM careers through workshops and community building activities.

Another student-led organization is CU Cafe, which holds STEM career seminars and panels from diverse scientists and alumni. In addition to STEM Routes and CU Cafe which have multiple MCDB students as core members, MCDB graduate students have volunteered to be liaisons between the department and several other campus organizations and communities, and this contact list is available at: <https://www.colorado.edu/mcdb/graduate/graduate-student-resources>

We believe that it is essential for our graduate students to be properly trained in inclusive practices and to embrace diversity and diverse perspectives. Our graduate students undergo Teaching Assistant training in their first semester. It includes advice for promoting positive views on diversity in the classroom, as well as lessons in effective teaching. Our graduate TAs are also required to take online training in sexual harassment prior to teaching undergraduates. Starting in Fall 2020, all first year graduate students will receive a set of 6 classes from distinguished external faculty experts on the origins of racism and inequity in STEM disciplines as part of our Core Course. In Fall 2020, Distinguished Professors Peter Wood and Elizabeth Fenn from Duke University and the History Department at CU spoke about the historical origins of American Racism and its antecedents in modern biomedical research. Our students also heard from Dr. Simone Hyater-Adams of the American Physics Society who spoke about personal experience of racism in STEM. In 2021, we plan to require a 2 credit full semester course on inequity in STEM and Biomedical research.

Faculty

MCDB currently has 29 TTT faculty, 12 of which are women (41%), 1 is a domestic faculty of color and identifies as URP (3%). In searches for TTT faculty between 2012 and 2020, we successfully recruited six women and four men, including our chair who is a woman. URP status is difficult to ascertain because while it is captured by the university, it is not included in the application package that MCDB receives.

While MCDB has made great progress towards achieving gender equity at the faculty level (58.6% male, 41.3% female), the department still has considerable work to do to increase faculty racial diversity. MCDB is almost entirely composed of White and Asian faculty,

We urgently need to address the lack of racial representation at the faculty level, by improving our recruitment and retention of URP faculty into the department. These

actions will directly help MCDB become a more inclusive and welcoming place to URP students, faculty, and staff.

In future hiring applications, we will continue to seek qualified women candidates and, more urgently, URP candidates. To this end, we are critically re-assessing our faculty recruitment and retention practices to be more inclusive. Our goal will be to cast a wide-net, rather than within a specific area, in order to be as inclusive as possible. Research shows that an open search attracts a broader and more diverse group of applicants than narrowly defined research areas. We will also encourage URP postdoc and graduate student trainees to tap into their networks and nominate early-career speakers for seminars and symposia designed to highlight potential faculty candidates. In addition to finding suitable candidates in a general junior faculty candidate pool we also propose to target mid-level candidates who may be enticed to move to the University of Colorado. We will also request a statement of the candidate's commitment to diversity, equity and inclusion. To be competitive in recruiting URP and mid-level candidates, we will likely require additional financial support from the administration.

To promote the success and retention of new faculty, new hires are extensively supported through a formal mentoring team of at least 2 established faculty in the department, and regular meetings with the department chair. These meetings will ensure that the new hire has all the support necessary to successfully launch their research group. In addition, we aim to recognize and empower any efforts by the new hire to promote diversity, with financial support and protected time. We will make "invisible labor visible" by explicitly recognizing contributions to improving equity and inclusion as core to the missions of research, teaching, and service in our evaluations of faculty. We will also provide dedicated funds for diversity, equity, and inclusion efforts and support for a writing retreat or pre-tenure writing semester. We will also continue our work in improving department culture for BIPOC students, staff, and faculty by elevating these issues in department-wide events and discussions.

In 2020/2021, faculty from MCDB, Biochemistry, and the Biophysics program will be required to take the Center for the Improvement of Mentored Experiences in Research (CIMER, <https://cimerproject.org>). This training will provide effective research mentoring training that recognizes and promotes diversity. MCDB faculty will also be consistently exposed to inclusive practices through faculty meetings that incorporate campus experts such as from ODECE and the Center for Teaching and Learning.

Vision for the Future

To accomplish our mission of inclusive excellence, we plan to undertake the following initiatives to try to recruit both underrepresented minority students to the graduate program and women and underrepresented minority faculty members.

- 1) Perform a critical assessment and comparison of our URP recruiting methods at the graduate and faculty recruiting level, as compared with programs with a history of success.

- 2) Incorporate graduate-level training on inclusive excellence as part of the required Responsible Conduct of Research course and education on racism in STEM as part of the MCDB graduate Core course.
- 3) Encourage faculty engagement in promoting diversity and inclusion, and incorporate training in diversity and effective mentoring, through initiatives like CIMER project.
- 4) Bolster existing on-campus programs with a track record of success, such as SMART and STEM Routes. These programs serve URP undergraduates and are largely run by graduate student efforts. They would benefit from both increased faculty engagement (e.g., paying/sponsoring 1-2 URP undergraduates in the lab) and additional financial support.
- 5) Ensure representation by both faculty and students of MCDB in outlets that reach URP students and faculty candidates. This includes SACNAS and targeted events at national meetings, and tracking the success of efforts we put into reaching these candidates through entrance polling.
- 6) Promote URP student success by generating a curated database of MCDB-relevant funding and travel award opportunities with specific emphasis on opportunities for URP students. This will range from successful NIH diversity supplements (available also to qualifying undergraduate and high school students) to examples of successful diversity NRSA and Ford and Gilliam Fellowship applications.
- 7) Continue to develop the new Bridges to PhD program between Metropolitan State University in Denver and CU Boulder STEM PhD programs including MCDB. We aim to select the first class of bridge students by Summer 2021.
- 8) Develop a Bridges to Baccalaureate program with our local Community Colleges to provide a path for student transfer to CU Boulder to earn a degree in science. The Chair of MCDB is the PI for a proposal for funding to NIH and many MCDB faculty are participating members.

Submission 1 (Spring 2021 Off-cycle)

College/School/ Unit: [CMCI](#)

Dean's ranking of this proposal (if submitting multiple proposals, i.e 1 of 5):

Dept., program, or institute for which position is requested: [Department of Media Studies](#)

Attestation: [Errol Hughes \(errohugh@colorado.edu\)](#)

- Joint Hire? [No](#)
- Joint Hire other unit:
- Joint Hire rostering unit (tenure home):
- Faculty rank requested: [Assistant Professor](#)
- Faculty salary requested (give approximate range): [76,000 - 86,000](#)

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

[This retention / promotion into a tenure-track position of a highly valued non-white woman instructor in our department will maintain our existing diversity. \[REDACTED\] work specializes in issues regarding digital media, politics of suffering, the body, race, gender, ability and trauma. Recent articles include \[REDACTED\]](#)

Explain the urgent need for hiring this high caliber candidate outside of the regular annual FDAP selection process. Why is the opportunity to hire this candidate unable to wait for the on-cycle review process?

[This is an urgent effort to retain a highly valued non-tenure track faculty member with a quickly developing research portfolio in our department. She is actively being recruited by other institutions and is on an exceptionally promising career trajectory.](#)

Academic year and name (or N/A) of your unit's last hire under the FDAP initiative:

[N/A](#)

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? [No](#)

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs? [Yes](#)

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

[\[REDACTED\] is an instructor in the core college courses \(\[REDACTED\]\), but also has taught the graduate-level media studies course twice, as well as the undergraduate \[REDACTED\]. Her profile includes courses like \[REDACTED\]](#)

[Frankly, we could not have delivered the 2020 graduate curriculum without her, and her undergraduate teaching would be difficult to replace.](#)

Please attach the candidate's CV: [CV Attached at end of submission.](#)

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

2 - Joshua Shepperd, Asst Prof and Colette Perold, Asst Prof

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

2 - Janice Peck, Prof and Michael Tracey, Prof

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

N/A

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

N/A

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

CMCI has established several opportunities for faculty support that are poised to help a person in this position. The de Castro Research Award supports and enhances the research and creative work of faculty, and is designed to align with the core goals of CMCI's strategic plan (Academic & Inclusive Excellence; Creativity & Innovation; Public Scholarship & Global Citizenship), which in turn are linked to the strategic imperatives of the CU-Boulder campus (Shaping tomorrow's leaders; Top university for innovation; Positive impact to humanity).

The de Castro Award is intended to support proposals for original and high-quality research, creative work, or a combination, by CMCI faculty that is oriented toward issues of central societal significance, e.g., social, environmental or economic justice, or focused on issues related to supporting and enhancing global citizenship; and that articulates a public-facing aspect, e.g., work that can be shared or presented beyond a strictly-limited academic audience through a variety of forms, means and venues.

Annual awards for individual faculty range up to \$5,000 in support, and we feel the research agenda for this position would be particularly well suited for this kind of support.

Similarly, the Payden Teaching Excellence Grants are designed to recognize and support teaching excellence within the college. These funds are used to support requests that encourage collaborative and innovative teaching and further faculty teaching development within CMCI. Special consideration will be given to proposals that focus on interdisciplinary teaching/learning or that address issues of diversity, equity and inclusion in teaching/learning, and we feel that a faculty member in this position would be particularly well suited for this type of support.

Additionally, the college and the unit provide annual trainings, workshops, and writing groups that can be leveraged to help support this faculty member's work.

What is the unit's mentoring and support plan for the new hire?

The unit assigns faculty mentors to pre-tenure faculty. The chair and associate chairs meet with pre-tenure faculty to discuss teaching and research progress, and to provide advice on research. The annual merit evaluation process brings a level of unit faculty advice and encouragement for all faculty, but we also track pretenure candidates closely to make sure potential PUEC members are involved and aware of their trajectories. The unit ensures the service burden for pretenure faculty is reduced when possible, prioritizes graduate student assignments to assist as research assistants for pretenure faculty in summer semesters and works with pretenure faculty on fellowship and grant opportunities within the college (as well as external funded grants and fellowships).

The college established an associate dean for Diversity, Equity, and Inclusion (currently Dr. Lisa Flores), and through her leadership, the unit participates in workshops, readings, and DEI meetings to help leadership and faculty work toward a collegial and safe space for faculty, graduate students, staff, and undergraduate students.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

After teaching [REDACTED], [REDACTED] was requested for eight doctoral committees (we had to limit her availability because of her instructor status), and her name was mentioned in six of our doctoral applications for 2021 (graduate students at CU want to

work with her, students seeking to come to CU mention her as someone they want to work with). Her publications on media and trauma have gained her national attention, and that topic of study is a rising area of interest in our field.

Please attach the unit's updated Inclusive Excellence Narrative.

Attached to Request at end of submission.

Please attach any other documents you feel are relevant to the selection committee.

Attached to request at end of submission.

What is the unit's mentoring and support plan for the new hire?

The unit assigns faculty mentors to pre-tenure faculty. The chair and associate chairs meet with pre-tenure faculty to discuss teaching and research progress, and to provide advice on research. The annual merit evaluation process brings a level of unit faculty advice and encouragement for all faculty, but we also track pretenure candidates closely to make sure potential PUEC members are involved and aware of their trajectories. The unit ensures the service burden for pretenure faculty is reduced when possible, prioritizes graduate student assignments to assist as research assistants for pretenure faculty in summer semesters and works with pretenure faculty on fellowship and grant opportunities within the college (as well as external funded grants and fellowships).

The college established an associate dean for Diversity, Equity, and Inclusion (currently Dr. Lisa Flores), and through her leadership, the unit participates in workshops, readings, and DEI meetings to help leadership and faculty work toward a collegial and safe space for faculty, graduate students, staff, and undergraduate students.

Obtained by the National Association of Black Scholars

Faculty Report of Professional Activities

For the period January 1, 2020 through December 31, 2020

Full Name: [REDACTED]
Academic Title: Instructor
Administrative Title: Director of Technology Influenced Pedagogy
Home Department/Unit: Media Studies

Research & Expertise

Research Interests From Keywords Thesaurus:



0103605 Iran
0140002 Intercultural Communications
0405006 Mass Communication/Media
0414054 Gender Differences
0607002 Communication Systems
0715210 Trauma
0715237 Emotional/Mental Health--Women
0720011 Health Communication
0730070 Public Health
0770011 Person With a Disability (Health/Safety/Medical)
1016007 Multimedia/Interactive Communications Technology
1100A01 Disability Studies

Free-text Keywords (user-defined):



Trauma and Digital Media, Social Media, Popular culture and health, Disability and Media, Gender Studies, Feminist Pedagogy, grief, ambiguous grief, immunocompromisation and media use during covid

Webpage:

<https://samirarajabi.com/>



Research Overview:

Rajabi is a scholar of digital media, trauma, social media, media affordances, disability studies, feminist disability studies, development, international relations, feminist theory, and communication



Sensitive Research Overview:

No sensitive research overview on file

2020 Annual Activity Summary

299 Pandemic Activity Summary

Overall I think I was fairly productive this year all things considered, especially when it comes to teaching and course development but I did lose out on some major speaking opportunities and conferences. One was a Media Literacy Conference I was slated to present at and the other was the World Domination Summit where I would have been a keynote as well as the annual ISMRC international conference that was pushed one year. I was still able to keep publication of my book on time and have a few scholarly things come out early in the year but most of my time has gone to adapting my classes to online. Qualitative Methods has been particularly challenging to teach online as the format for a grad seminar is harder without the in person component. I am particularly proud of the Pop Culture class from summer as the lectures will hopefully be useful for future classes and as stand alone short videos.

FDAH Submission 02 (Spring 2021)

College/School/ Unit: Arts & Sciences

Dean's ranking of this proposal (if submitting multiple proposals, i.e 1 of 5): 1 of 21

Dept., program, or institute for which position is requested: The Department of Biochemistry is submitting this specific request. However, the request is for a cluster search to hire 3 faculty that will involve 2 units: the Department of Biochemistry (BCHM) and the Department of Molecular, Cellular, and Developmental Biology (MCDB), both in the College of Arts and Sciences. Our intent is for these hires to occur over a 3 year period, with the first faculty hired starting in August 2022. Two of the new faculty will be Assistant Professors identified in open searches (i.e. Biology and Biochemistry, widely defined), who will be able to choose their home department (BCHM or MCDB). The third search will take advantage of an open Endowed Chair established by BCHM Professor Marvin Caruthers. This search will be both open and targeted, with the goal of hiring an already tenured Associate Professor or very recently promoted Full Professor who would be rostered in Biochemistry. Professor Caruthers has approved of our using this Endowed Chair as part of our FDAP proposal and search process, which we believe will help us attract a highly qualified new faculty member who fits the parameters of the FDAP process. With the past generosity of Professor Caruthers and others, Biochemistry has successfully recruited two Endowed Chairs in the past, Distinguished Professor Roy Parker and Professor Karolin Luger. Both are Howard Hughes Medical Institute Investigators and both were inducted into the National Academies of Science after moving to CU Boulder. Our prior success in using Endowed Chair positions to recruit highly successful faculty to Biochemistry bodes well for our use of this mechanism to recruit a new faculty member as part of our FDAP search process.

Attestation: Jim Goodrich (goodrij@colorado.edu)

- **Joint Hire?** Yes
- **Joint Hire other unit:** Molecular, Cellular, and Developmental Biology. Each of the 3 hires will go into one of the participating units. The individuals we make offers to will have some ability to choose, and could be jointly rostered.
- **Joint Hire rostering unit (tenure home):** The rostering unit and tenure home will either be BCHM or MCDB, depending upon the individual hired.
- **Faculty rank requested:** Assistant Professor
- **Faculty salary requested (give approximate range):** Salary will be commensurate with existing salaries in the hiring unit. For BCHM: If Asst Prof. \$90-95K. If an endowed chair is hired the salary will depend on the rank and whether the individual is an HHMI Investigator.

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

Because diverse faculty drive research progress and foster continued success, enacting a diversity hiring strategy now will yield dividends in the coming years. Given the current low ethnic diversity among faculty in the units involved with this cluster hiring strategy, each successful hire will markedly enhance the number of underrepresented faculty in each of the units.

Biochemistry has vigorously sought to recruit diverse candidates. Competition from other Institutions for this relatively small subset of individuals has been a barrier to success, thus strongly motivating the current proposal for a cluster search with the primary goal of increasing faculty diversity in the two units (BCHM and MCDB). The units are firmly committed to the success of the faculty they hire, especially those that would expand faculty diversity. Collectively, we will provide a support system for retention of newly hired faculty, with well-tested strategies that are described below (item 17).

Over the past decade, Biochemistry made strides in recruiting female faculty. Since Biochemistry moved into JSCBB in 2012, its percentage of female TTT faculty has increased from 17% to 29%. However, we BCHM is still striving to increase the number of women TTT faculty. Biochemistry also recently recruited [REDACTED]. Each of the units has ensured the success of these diverse hires through stronger faculty mentoring committees and competitive recruitment (and in a few cases retention) packages.

Biochemistry has had 5 faculty leave over the past decade. None of the faculty who left were female, [REDACTED]. During that same time period, Biochemistry has successfully retained three faculty who had very strong offers from other US institutions. Hence, Biochemistry has worked hard to retain faculty who receive outside offers, successfully retaining three of the four, one of which was a woman and one was [REDACTED]. The single faculty member we were unable to retain [REDACTED].

Current faculty diversity in BCHM:

Note: data on Asian faculty is provided, but not included in calculating underrepresented faculty (URF):

21 TTT faculty; [REDACTED]

6 Female (29%), 15 Male (71%)

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? No

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:

N/A

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs? Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

There is a critical need to increase diversity and representation at the faculty level, which is necessary for each unit to achieve excellence in both teaching and research. Although this will be an open search, it is highly likely that these hires would fulfill critical teaching and research needs. Each of the units involved (BCHM and MCDB) has consistently sought new faculty in cutting-edge research fields that have spanned new disciplines. Moreover, a consequence of these recruitment efforts will be the development of new graduate and undergraduate courses that fulfill unmet needs, such as those in advanced scientific or computational subjects beyond those currently taught. Finally, if the new faculty are interested in teaching in the area of inclusivity and diversity in the sciences and society, we will eagerly support this and enable them to teach course(s) in this much needed area.

Is this request part of a cluster hire? Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

This is a proposal for a cluster search aimed at hiring 3 Assistant Professors over a 3 year period (the first new faculty would start at CU Boulder in August 2022). The two units involved are the Departments of Biochemistry and Molecular, Cellular, and Developmental Biology. To increase the number of viable applicants, the searches will be broad and open in terms of the scientific area, with a singular focus on attracting applicants who will increase faculty diversity. We will also work to encourage postdoctoral fellows from diverse backgrounds to apply to our search. Candidates that are offered Assistant Professor positions will be able to choose which unit they wish to join. The candidate offered the Endowed Chair position (see item 4, above) will primarily be rostered in Biochemistry, but could choose to have a joint appointment with MCDB. Candidate screening and interviews will be done collectively. For screening purposes, candidates will be evaluated by a search committee composed of faculty from the appropriate unit(s), and this will be based upon the candidate's preferences (unit affiliation preference will be included on the application). Preliminary interviews of a semi-short list of candidates will be completed via Zoom. Subsequent intensive interviews will be conducted in-person, with the possibility of multiple candidates visiting at the same time, meeting with faculty and students in the appropriate unit(s), and giving seminars, perhaps as part of a symposium. In the event that in-person visits are not feasible, we will conduct seminars or a symposium, and faculty and student meetings, via Zoom.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

For BCHM: 4 total (3 that were part of an expansion granted to us due to becoming a new Dept)

Aaron Whiteley, Assistant Professor, began in January 2020

Alexandra Whiteley, Assistant Professor, began in January 2020

Halil Aydin, Assistant Professor, began in January 2021

Vignesh Kasinath, Assistant Professor, began in January 2021

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

BCHM: 2 total

Charlie McHenry, Professor, retired in September 2014

Art Pardi, Professor, retired in January 2020

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

BCHM: 1 total

Rob Knight, Professor, moved to University of California, San Diego in December 2014

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

BCHM: 2 total

Hubert Yin, Associate Professor, moved to China for personal family reasons in June 2018

Zhongping Tan, Assistant Professor, did not receive tenure, left CU in May 2019

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

The Biochemistry Department has long recognized the value of a diverse and representative faculty, but our progress toward this goal has been limited. We realize that new approaches are needed. Here are some of the actions we have taken within the past few years to improve diversity, equity, and inclusion among faculty in our department. We have: 1) Established a Diversity and Inclusion Committee that focuses on the recruitment, success, and retention of all underrepresented groups. 2) Conducted a thorough self-study (including confidential surveys and interviews) of graduate students, postdocs, staff, and faculty to assess departmental climate. Data will serve as a benchmark for progress, with plans to consistently assess departmental progress and attitudes related to diversity, equity and inclusion in future years, through similar self-study initiatives. 3) Completed assessments of our recruiting and retention policies compared with peer institutions with successful track records. 4) Implemented programmatic changes in our undergraduate program. For instance, we i) are developing CUREs, ii) are partnering with local minority-serving institutions (e.g. Metropolitan State University), iii) established a diversity-focused research award, and iv) created a new one-credit introductory course that highlights key aspects of the BCHM major. 5) We have implemented sweeping changes to our graduate program. To better promote diversity and inclusion, we have i) eliminated the GRE application requirement, ii) initiated a graduate peer-to-peer mentoring program, and iii) established a student-driven diversity group to better coordinate departmental diversity and inclusion efforts. We have also iv) improved our representation at minority focused research conferences such as SACNAS and ABRCMS and we have v) enhanced our coordination with the CU SMART and Colorado Advantage programs. 6) All BCHM faculty have participated in the Center for Improvement of Mentored Experience in Research (CIMER) inclusive mentoring workshop. CIMER is highly regarded for its evidence-based training methods to improve faculty mentoring and enhance diversity, equity, and inclusion through recognition of bias and through understanding and appreciation of diverse perspectives. 7) We have updated our departmental website to include resources and links that highlight inclusive excellence and opportunities in teaching, research, and mentoring (e.g. seminars, fellowships and awards). 8) We have modified our hiring and interviewing protocols to avoid unconscious bias, maximize diversity among applicants, and promote more equitable and inclusive evaluation of candidates. Our new plan calls for i) required implicit bias training for all faculty, ii) appointment of a diversity advocate for each search committee (from outside the department), iii) proactive identification of candidates from underrepresented groups, iv) establishing evaluation metrics before reviewing applications, to ensure consistent and equitable consideration of qualifications and potential, and v) advertisement that emphasizes importance of diversity as a measure of excellence, with ad posting in venues that reach underrepresented individuals.

What is the unit's mentoring and support plan for the new hire?

Our Diversity Action Plan and cluster hiring strategy will advance our long-term goals of achieving more inclusive faculty searches and a more diverse faculty at CU-Boulder. Our plan includes the following actions:

- To better ensure new faculty success, formal mentoring committees of engaged senior faculty will be combined with monthly meetings with the Chair (Goodrich for BCHM and Niswander for MCDB).
- We will ensure that new hires have meaningful but limited service obligations, with protected time for diversity and inclusion initiatives that will be credited toward teaching or service.

- The departments (MCDB and BCHM) will each provide funds (up to \$10K per year) to support diversity, equity, and inclusion efforts of newly hired faculty.
- New hires will receive grant writing support from faculty.
- MCDB and BCHM will work together to establish formal and informal connections with other diverse faculty at CU-Boulder.
- Job placement support and connections with alumni networks will facilitate meaningful employment opportunities for spouses of newly hired faculty.
- A signing bonus will be provided to each new faculty hired to help with costs such as purchasing a house, childcare, etc.
- A pre-tenure writing semester will be available for new hires, to promote their success and to minimize other obligations while preparing materials for the tenure package.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

Each of the two units (BCHM and MCDB) is recognized as exceptional in scientific research and education. Each unit runs a strong graduate program, and the units collaborate on graduate education and training as evidenced by the NIH-funded interdepartmental training programs that involve many faculty and graduate student participants from each of the two units. Diversity among the graduate students in the individual graduate programs and the NIH-funded umbrella programs is higher than at the faculty level, but still could be improved. We agree with the NIH in that increasing our faculty diversity will help us recruit graduate students from more diverse backgrounds. Moreover, mentoring from faculty with similar backgrounds would improve the educational experience of our increasingly diverse student body, thus enhancing overall graduate student outcomes.

Please attach the unit's updated Inclusive Excellence Narrative.

<https://drive.google.com/open?id=1i1JYfJzXY3avJlwT8YHEGzK67l1nIAqx>

Please attach any other documents you feel are relevant to the selection committee.

https://drive.google.com/open?id=1zNEZcu6_kV_nUPhja0fzXR6uyY4jaLL2

Department of Biochemistry Inclusive Excellence Narrative

Updated January 2021

The Department of Biochemistry is committed to achieving excellence by promoting a culture of diversity and inclusion for all students, staff, and faculty. We firmly believe that excellence is strongly aligned with diversity and inclusion. We seek to foster an environment of inclusion through the development of a supportive community of people with diverse backgrounds, experiences, and perspectives, which will serve as the foundation for teaching and learning. Our vision is supported by CU Boulder's broad initiatives aimed at promoting diversity and inclusion, and fostering a caring community of students, staff, and educators.

We strive to achieve these goals through several strategies within the Department of Biochemistry. Broadly, we aim to improve our recruitment, retention and success of all underrepresented groups through a number of initiatives led by our departmental diversity and inclusion committee. Our immediate and long term goals are outlined below.

1. Conduct a thorough self-study of representation in our undergraduate, graduate, staff and faculty populations. This self-study will include analysis of our current hiring pools, retention rates, and departmental climate. These data will be collected and analyzed on a consistent basis, as they are an important benchmark against which our future successes will be measured. Reports of our progress will be made regularly to the full faculty.
2. Perform a critical assessment and comparison of our URM recruiting and retention policies as compared with peer programs with a history of success.
3. Immediately implement programmatic changes in our undergraduate program that promote diversity and inclusion. These include removing bias and barriers to undergraduates seeking research experiences through the development of CURE labs, partnering with local minority-serving institutions, implementing a diversity-focused research award and developing a one-credit introductory course for undergraduates highlighting key aspects of the biochemistry major.
4. Immediately implement programmatic changes in our graduate program that promote diversity and inclusion. Effective in AY 2020/21, we have removed the requirement for the GRE. We have initiated a graduate peer-to-peer mentoring program and established a student-driven diversity group to better coordinate departmental efforts that promote diversity and inclusion. We will take advantage of known strategies to improve recruitment of diverse graduate students through improved representation at minority-representation research conferences (SACNAS, ABRCMS) and improved coordination with the CU SMART and Colorado Advantage programs.

5. Train our faculty in inclusive mentoring through a workshop implemented by the Center for Improvement of Mentored Experience in Research (CIMER). This program develops, implements and evaluates mentor and mentee training using theoretically grounded, evidence-based, and culturally responsive training interventions and investigations.
6. Establish robust, data-driven policies and procedures to promote inclusive recruitment and retention of faculty.
7. Update our departmental web site to include resources and links that incorporate resources of inclusive excellence in teaching and research at CU and beyond. This curated resource will highlight seminars, funding opportunities (fellowships and travel awards) and effective policies and procedures to promote an inclusive environment.

Faculty Diversity Cluster Search: BCHM and MCDB

Introduction and justification for diversity hiring: A long-standing challenge in academic science has been to build faculty units that match regional demographics.^{1,2} The BCHM and MCDB units have long recognized the value of a diverse and representative faculty, and it is evident that it provides both tangible and intangible advantages.^{3,4} Our progress toward this goal has been limited (**Table 1**). **Recognizing that new and innovative approaches are required, the BCHM department has implemented the following changes over the past few years.** **1)** Established a Diversity and Inclusion Committee (Debbie Wuttke (Chair), Roy Parker, Alexandra Whiteley, Jim Goodrich) that focuses on the recruitment, retention, and success of all underrepresented groups. **2)** Completed assessments of our URM recruiting and retention policies compared with peer institutions with successful track records. **3)** Implemented programmatic changes in our undergraduate program to develop CURE labs, partnerships with minority-serving institutions (e.g. Metropolitan State University and Texas State University), diversity-focused research awards, and a new one-credit introductory course that highlights key aspects of the BCHM major. **4)** We have also implemented sweeping changes to our graduate program; to better promote diversity and inclusion, we have eliminated the GRE application requirement, initiated a graduate peer-to-peer mentoring program, and established a student-driven diversity group to better coordinate departmental diversity and inclusion efforts. **5)** We have improved our representation at minority focused research conferences such as SACNAS and ABRCMS and we have enhanced our coordination with the CU SMART and Colorado Advantage programs. **6)** All BCHM faculty have participated in the Center for Improvement of Mentored Experience in Research (CIMER) inclusive mentoring workshop. **7)** We have updated our departmental website to include resources and links that highlight inclusive excellence and opportunities in teaching, research, and mentoring (e.g. seminars, fellowships and awards).

To complement and build upon these efforts, we describe updated and well-tested^{5,6,7} hiring protocols to improve faculty diversity. **Diverse perspectives, backgrounds, and thinking styles are hallmarks of a world-class university.** With this new hiring plan, we will ensure continued excellence in research, education, and community service activities that encompass the core mission of CU-Boulder.

Strategy for hiring: Our hiring plan will incorporate new approaches to **i)** avoid unconscious bias, **ii)** maximize diversity among the applicants, and **iii)** enhance the evaluation and interview process to more equitably evaluate the achievements and potential of each candidate. Importantly, the strategies described have been tested and successfully implemented at other Universities.⁷ Key aspects of our strategy are summarized below.

- Appoint a diversity advocate on the search committee. This individual will be from a different department to avoid any conflict of interest. The advocate will help ensure that diverse applicants are adequately and equitably considered. Also, the advocate will serve as a confidential resource to address any questions about the Boulder area, quality of life, work-life balance, and so on.

- Proactively identify candidates from underrepresented groups and enact targeted outreach to recruit such individuals to apply to our search, including local talent (e.g. AMC). **In the past year we have implemented this strategy with** [REDACTED] (MCDB junior faculty candidate who ultimately decided to join [REDACTED]) **and** [REDACTED] (current joint recruit between [REDACTED] and [REDACTED]). New methods to identify a broad pool of candidates will involve the Ford Foundation and Keystone Symposium Fellows, as well as Society-specific resources.

- Ensure the position announcement emphasizes the importance of diversity (broadly defined) as a measure of excellence.⁷ Scrutinize the announcement and remove any language that may imply “in group” preferences or gender bias.

- Advertise the position(s) through venues that will reach underrepresented individuals.⁷

- Initiate a broad search rather than one that is narrowly focused or specialized. It has been shown that faculty searches open to a wide range of expertise and subject areas are more successful in attracting diverse applicants.⁸

- Initiate a cluster hiring strategy (BCHM and MCDB). A “cluster” hiring strategy should enhance faculty diversity, build community, and foster a sense of belonging;^{5,9} in fact, similar strategies are being implemented at the NIH.¹⁰ We anticipate 3 hires over 3 years (at least one hire/department); final allocation of hires will depend on candidates and their affiliation preferences.

- Recognize the pervasiveness of unconscious bias.^{11,12} Prior to reviewing applications, **all BCHM and MCDB faculty members will complete implicit bias training.**¹³ This will include **i)** completion of the Implicit Association Test, **ii)** a review of selected research on unconscious bias, **iii)** viewing instructional videos that

deal with unconscious bias, and **iv**) a discussion about the challenges involved with recruiting underrepresented individuals. A summary of these activities is provided in **Table 2**.

- Establish agreed-upon evaluation metrics before reviewing any applications. These metrics will be listed on an evaluation form that will be completed by each reviewer for each candidate, and then compiled by the search committee Chair. This will ensure consistent and equitable consideration of the candidates' qualifications and potential. An example of metrics that will be used is summarized in **Chart 1**.

- Grant remote interviews to a broad applicant pool, to maximize opportunity and inclusion; the committee will develop a set of questions that will be consistent for all candidates. Accommodations will be made as needed (e.g. phone or TTY device).

Long-term vision: This Diversity Action Plan and cluster hiring strategy will advance our long-term goals of achieving more inclusive faculty searches and a more diverse faculty at CU-Boulder. Progress toward these goals will continue year-by-year in the following ways.

- Invite seminar speakers from underrepresented groups, to establish relationships and to identify potential future candidates. For example, **in 2020, BCHM hosted seminars from such highly successful individuals ([REDACTED])**. This effort will include underrepresented students/postdocs that invite and host speakers.

- Implement an annual review process among current faculty, to identify potential candidates for future searches. Candidates from underrepresented groups will be engaged immediately by current faculty through scientific meetings and seminars; moreover, diversity postdoctoral award recipients and conference proceedings will be reviewed for promising candidates.

- **Host a CU-Boulder Life Sciences Symposium** that includes perhaps a dozen postdocs from underrepresented groups. This would at once identify promising candidates, advertise our commitment to diversity, and provide recognition and networking opportunities.

- To ensure new faculty success, formal mentoring committees of engaged senior faculty will be combined with monthly meetings with the Chair, as well as inclusion of resources from scientific societies¹⁴ and other well-tested approaches.⁹

- Ensure that new hires have meaningful but limited service obligations, with protected time for diversity and inclusion initiatives that will be credited toward teaching or service.

- Grant writing support from faculty, plus formal and informal connections with other diverse faculty.

References:

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- 3 Powell, K. These labs are remarkably diverse - here's why they're winning at science. *Nature* 558, 19-22, doi:10.1038/d41586-018-05316-5 (2018).
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- 11 Gewin, V. What does it take to make an institution more diverse? *Nature* 558, 149-151, doi:10.1038/d41586-018-05317-4 (2018).
- 12 Manuel, B.A., Karloff, D.B. Recruit and retain a diverse workforce. *Nat Rev Chem* (2020). <https://doi.org/10.1038/s41570-020-0214-z>
- 13 Smith, J. L., Handley, I. M., Zale, A. V., Rushing, S. & Potvin, M. A. Now Hiring! Empirically Testing a Three-Step Intervention to Increase Faculty Gender Diversity in STEM. *BioScience* 65, 1084-1087, doi:10.1093/biosci/biv138 (2015).
- 14 Segarra, V.A., *et al.* Scientific societies advancing STEM workforce diversity: lessons and outcomes from the minorities affairs committee of the American Society for Cell Biology. *J Microbiol Biol Ed* 21, doi: 10.1128/jmbe.v21i1.1941 (2020).

Table 1: Demographic information

	AAU peer institutions	UC-Boulder	State of Colorado
White	71.9%	77.1%	69%
Asian/PI	13.4	8.2	3
American Indian/Alaskan	0.2	0.3	
Black	1.6	0.5	4
Hispanic	3.6	2.4	21
NRA	4.7	1.9	
Unknown	4.0	8.5	
Male	74	69	
Female	26	31	

Table 2: Strategies to overcome implicit bias

Take Implicit Association Test (IAT)	http://implicit.harvard.edu/implicit
Review research on unconscious bias	<ol style="list-style-type: none"> 1. Clauzet/Larremore Sci Adv 2015 2. Smith/Potvin BioScience 2015 1084 3. Bhalla MboC 2019 2744
Watch and discuss short films on search bias	<ol style="list-style-type: none"> 1. Kirwan Institute for the Study of Race and Ethnicity http://kirwaninstitute.osu.edu/implicit-bias-training/ 2. Beyond Bias http://facultydevelopment.stanford.edu/recruitment/search-committee-resources

Chart 1: Sample candidate evaluation form**1. Scholarly potential:**

- Research plan addresses important areas and key questions
- Strategies proposed are appropriate and feasible
- Caveats and limitations are understood
- Understanding of field and research area is adequate

2. Diversifying the profession:

- Demonstrates a commitment to diversity and inclusion
- Has record of working in diverse environments, including mentoring and teaching
- Has plans and potential to increase diversity and inclusion at UC-Boulder

3. Communication skills:

- Research description clearly written (text) and explained (conversation)
- Accurate and direct responses to questions
- Interacts and communicates well with students

4. Agency/engagement:

- Has shown the ability to act independently
- Ability or potential to inspire others (students, faculty, etc.)
- Has record of seeking out collaborators to address a specific challenge
- Can adapt to new roles or responsibilities

5. Teaching:

- Expertise and experience in areas consistent with departmental teaching needs
- Has thoughtful and detailed teaching plan, for undergraduate and graduate courses
- Has aptitude for creating effective learning environments

6. Synergy with and expansion of departmental expertise (Departmental-specific area):

- Potential for collaborations with faculty
- Will candidate move department in new directions?
- How does candidate improve the breadth of expertise within the department?
- What is potential long-term impact of the candidate on departmental research and teaching?

Submission 2

College/School/Unit: Institutes

Dean's ranking of this proposal (if submitting multiple proposals, i.e., 1 of 5): 1

Dept., program, or institute for which position is requested: INSTAAR

Name of Requestor: Susan Ponsor for Merritt Turetsky

Email Address: ponsor@colorado.edu

- **Joint Hire?** No
 - **Joint Hire other unit:**
 - **Joint Hire rostering unit (tenure home):**
 - **Faculty rank requested:** Associate Professor
 - **Faculty salary requested (give approximate range):** 80,000-100,000
-

How will this hire increase the number of underrepresented faculty members in the unit (e.g., domestic Faculty of Color, women in disciplines where underrepresented)?

██████████ is an outstanding BIPOC scholar in the geosciences who was highly ranked in a recent INSTAAR open search. Our proposed hiring of ██████████ at the Assistant Professor level would increase INSTAAR's number of domestic Faculty of Color, restoring our levels to when a prominent faculty member ██████████ retired in 2018. Comparison of the overall diversity of faculty at research institutes at CU between 2009 and 2019 shows that the distribution of ethnicity has remained static at ~75% white with little change in other categories, while total faculty numbers have increased about two-fold.

Furthermore, hiring ██████████ would enhance diversity in CU's geosciences program overall, which is highly ranked internationally for its productivity and scope. This broader contribution is important because the geoscience program at CU is marked by the similar low level of diversity that characterizes geosciences in general in the US. As reported recently (New York Times, "Earth Science Has a Whiteness Problem", December 2019), in the top 100 geoscience departments, fewer than 4% of faculty positions are held by persons of color. Comparison of the ethnicity of faculty between 2009 and 2019 in the Natural Sciences at CU, which includes geoscience faculty, shows that while total numbers have increased by ~20% the distribution of ethnicity has remained at ~70% white.

Women of color face disproportionate challenges and unequal standards due to the double-jeopardy and intersectionality of race and gender bias in academics, and this is equally true for the geosciences. Yet when it comes to climate and environmental justice, women of color often play leadership roles on issues directly impacting minority communities. As a Faculty of Color, a female scientist, and a geoscientist whose research addresses environmental change of coastlines - a system in which many historically marginalized communities either live or depend upon - the hiring of ██████████ will have strong and positive impacts on inclusive culture across the CU campus.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship?

No

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire:

In 2010, we successfully recruited Dr. Holly Barnard, who is now a tenured Associate Professor, served as a program officer at the National Science Foundation, and is an academic leader on the CU Boulder campus. Over the past 10 years INSTAAR has not had a STAR hire, mostly because institutes have not participated in this program at a level equal to departments. We wish to note that in recent years INSTAAR made several attempts to use our resources and opportunities to increase our diversity in faculty, but that in all cases these attempts failed for reasons beyond the institute's control. We are in a period of self-reflection and analysis to determine the underlying causes of these failed attempts. One issue that was common across these failed attempts is the slow response or long lead-time before we were able to make a formal offer, which caused the targeted faculty to accept opportunities at other institutions. Our proposal for a special opportunity hire of ██████████ has a high chance of being successful, for several reasons outlined above.

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body?

No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

██████████ will fill important teaching needs in introductory environmental science, global change, as well as quantitative coursework currently in development for a proposed new major, Earth Systems Science (ESYS) administered by ENVS. Hiring ██████████ also would fulfill critical needs in INSTAAR to build capacity for addressing inclusion, diversity and equity issues in academics and in science.

██████████ presents a compelling and thoughtful approach to teaching and research that is grounded in her own experience as a BIPOC scholar. In describing the insight she gained as a ██████████ ██████████ explains how she would structure her classes to incorporate the different ways students learn through both psychomotor and visual learning. ██████████ has had a nonlinear career path, having sought a career as an independent researcher to pursue her own ideas after having worked in a research support position. Thus, she can speak to students about the importance of valuing your own ideas and the ideas of others as an aspect of inclusivity in science that leads to exciting advances. In explaining her "learner-centered" approach to teaching, she emphasized her plan to use her education, work and field experience to inspire students to develop their own scientific questions and help them find the tools to answer the questions which drive their curiosity. This approach stemming from her authentic positionality is required to meet INSTAAR's two justice related goals outlined in our strategic plan and inclusive excellence narrative.

Is this request part of a cluster hire?

Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

Yes, ██████████ would be an excellent fit within the STRIDE (Strength Through Increasing Diversity in the Environment) Cluster Hire Proposal. INSTAAR has coordinated with several units across the College of Arts & Sciences, Leeds School of Business, The College of Media, Communication and Information and the School of Engineering in the development of the STRIDE Cluster Proposal. Despite strong relationships between racism and environmental injustice and the relevance of environmental issues to people of color's lives, environment-related fields are lacking in racial and ethnic diversity. ██████████ will offer unique and necessary perspectives in her research, teaching, and mentorship as a woman of color. Her research also has implications for changing sediment dynamics in coastal areas, which disproportionately influence minority communities around the world. CU Boulder has an international reputation as a leader in environmental topics, yet this reputation is untenable unless we as an institution achieve a more inclusive and diverse environmental studies faculty. ██████████ would contribute to the diversity of both our environmental studies and geoscience faculty, and thus her impact would have large reach across the CU Boulder campus.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

9/2017	Alan Townsend
8/2018	Irina Overeem
1/2020	Julia Moriarty
1/2020	Merritt Turetsky (McAdam)
8/2020	Bradley Markle

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

5/2018	Mark Williams - retired
1/2019	Jaia (James) Syvitski - retired
5/2019	Tim Seastedt - retired

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

N/A

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

11/2014 Alan Townsend - became Dean of Nicholas School of the Environment (Duke)
11/2014 Diana Nemergut - spousal move
8/2017 James White - became Dean of the College of Arts and Science
5/2018 Alan Townsend - became Provost of Colorado College

What has the unit done to ensure the success of previous diverse hires?

As an institute, we have not participated in CU diversity hiring initiatives at a level on par with departments. However, for the past year, we have been focusing our time and resources on a strategic plan to redefine our metrics of excellence to be more just and equitable. Details of our JEDI-strategic plan are outlined in the INSTAAR inclusive excellence narrative. We committed to mandatory training for all institute members on inclusive culture this fall (October 2020) and have contracted Paradigm, a company of Diversity and Inclusion specialists, to build accountability tools that will guide us and hold us publicly accountable as we enact our JEDI plan, which includes actions to remove barriers to student admissions and transfers, promotion of inclusive practices in field courses and research, and a fundamental shift in our policies and practices related to promotion. We are pivoting in two critical ways to enhance justice and equity in INSTAAR and our sister departments, thereby ensuring that BIPOC scholars feel welcomed and empowered to be successful. First, we are embracing a model in which our teaching, research, and mentoring is aimed at supporting a diverse student population striving for a wide range of outcomes. Second, we are aligning our research activities and core values around issues of environmental and climate justice. We are revising our policies and practices to reward, encourage, and celebrate justice and engagement activities, not only under the auspices of service but also as a foundational component of our research and teaching. In doing so, we are changing INSTAAR culture to include justice-based questions and issues that appeal to a broader range of scholars, and we also are paving the way to enable their success as BIPOC scholars are promoted and seek leadership positions in our Institute and across campus. Our efforts to ensure the success of diversity hires will rely on transparency, accountability, and long-term commitment as guiding principles.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

We feel that it is important to hire at the Assistant Professor level in geosciences to bring in a new faculty member who will build their career by forming collaborations across campus. Our proposal for a target-of-opportunity hire of [REDACTED] will increase faculty diversity, collaborative ties, and innovation in 1) INSTAAR, 2) our participating sister departments including GEOL and ENVS where [REDACTED] teaching, mentoring, and research will be most strongly associated, and 3) the internationally recognized CU geoscience program. In addition, there is concern at the National Science Foundation that the challenges associated with the current pandemic will create further barriers to early career BIPOC scientists pursuing research careers in geoscience. Given this context, it is particularly important for CU to hire an early career BIPOC scholar in geoscience at this time through the Faculty Diversity Action Plan.

INSTAAR's inclusive excellence narrative falls outside our ARPAC process; the content of this document was initiated in September 2019 when current INSTAAR Director Turetsky accepted her position and was developed and submitted recently. It will be revised during our self study and ARPAC in 2021 and after our custom-designed justice and equity accountability tools (see information below) are put into practice.

Brief Introduction to INSTAAR and How We Define Excellence

The Institute of Arctic and Alpine Research (INSTAAR) is the oldest research institute in the CU system—stemming from mountain science and technology projects in Tolland and Niwot, Colorado, that began 110 years ago—and today is renowned for innovation in interdisciplinary Earth system research. We have defined excellence not only through continued research productivity, output, and innovation of individual research teams, but also by our continued leadership in large-scale regional projects, global precision data sets, and long-running research programs. INSTAAR currently leads and manages two U.S. Long-Term Ecological Research programs, the 100-year old Mountain Research Station, and several long-running ambitious field projects around the globe.

Historically INSTAAR has defined excellence as:

- continued success of our research community in terms of creating and sharing scientific innovations, including art-science collaborations
- investment in a positive mentoring environment that creates professional opportunities for our students and postdoctoral fellows
- continued leadership in the management and growth of international research projects on several continents.

INSTAAR is known around the world as a successful institute pursuing Earth systems research, with a particular strength in cold regions. However, we are currently struggling with the recognition that our metrics of excellence have been rooted in structural racism. We understand that INSTAAR's excellence has been based on several academic qualities that lead to the promotion of white scholars while undermining BIPOC scholars. These qualities include hoarding and gatekeeping of data, hiring practices based on fit and academic pedigree, prioritizing research output over service, and not valuing environmental justice and community engagement as academic accomplishments. These qualities are exclusive to many groups but are particularly detrimental to the success of female Black scholars. Our roots in Arctic and Antarctic research also is problematic, as the history of science in these regions often is based on colonialism. As a result cryosphere and other cold regions research has some of the greatest inequities and lowest percentages of BIPOC scholars amongst Earth system disciplines.

INSTAAR's top priority in the coming year is to redefine our metrics of excellence to be more just and equitable. We view inclusive excellence as an acknowledgement and also as a commitment. We **acknowledge** that like many academic institutions INSTAAR achieved success using exclusive practices and policies. We openly recognize that we cannot achieve excellence until these barriers are dismantled. We **commit** to being part of the changes that we want to see in society and science, and we will do so relying on transparency, accountability, and long-term commitment as our guiding principles. We are redefining our metrics of excellence using two different approaches:

First, we are centering excellence on student-centered success. In terms of numbers of students impacted, classroom instruction provides the most direct influence on student success at CU Boulder. While most INSTAAR faculty are involved in developing and delivering curriculum, classroom instruction is typically viewed as the responsibility of departments. However, INSTAAR's focus on research and mentoring allows us to emphasize other aspects of student-centered learning, including integration of experiences and knowledge; development of professional skills; providing opportunities for collaborative

learning opportunities; fostering respect for different ways of knowing and learning; integration and coordination of policy and science; and integration of knowledge across the often disciplinary boundaries of departments. The future of INSTAAR lies in centering these values in our core definition of excellence. In doing so, we will ensure that our research institute will continue to have a positive impact on society through research innovation and by producing capacity by training the next generation of researchers and critical thinkers.

Second, we are aligning our research activities and goals with environmental and climate justice. There are strong relationships between racial inequality and environmental injustice in Colorado, across the U.S., and world-wide. INSTAAR researchers are on the leading edge of climate change and environmental research, and many are skilled in science communication or engaging with communities. Historically these activities have been binned as service and thus have not played prominent roles in tenure and promotion policies or INSTAAR leadership platforms. We are revising our policies and practices to reward, encourage, and celebrate justice and engagement activities, not only under the auspices of INSTAAR service but also as a foundational component of our research and teaching. In doing so, we are changing INSTAAR culture to include justice-based questions and issues that appeal to a broader range of scholars, and we will pave the way to enable their success as these scholars are promoted and seek leadership positions in our institute.

Recent and current efforts to promote inclusive excellence

1. ***Re-invigoration of INSTAAR's JEDI task force.*** In February 2020, INSTAAR created a task force to focus on justice, equity, diversity and inclusion (JEDI). What was previously a 3-person EDI committee was transformed into the largest and most important working group in our institute. Since February, the JEDI task force has been meeting every few weeks to evaluate the structural and cultural changes needed to create a more inclusive INSTAAR. Led by Dr. Holly Barnard, the JEDI task force has 23 members representing students, postdoctoral fellows, staff, research scientists and tenure stream faculty. INSTAAR's JEDI task force is finalizing a systematic review of strategic goals as well as short- and long-term actions to meet our goals. This work will serve as a platform for INSTAAR initiatives over the next several years. We are revising our standing rules so that the chair of the JEDI task force will automatically sit on INSTAAR's executive committee and will report to our voting Directorate members weekly or biweekly on progress related to JEDI activities or goals.

2. ***Mandatory INSTAAR-wide training on inclusive culture.*** To meet our first goal of providing equity training for everyone in our institute, INSTAAR has contracted with Paradigm, a company of Diversity and Inclusion specialists, for two training mechanisms. Inclusive Culture Training will focus on increasing participant understanding of the role every member plays in creating an inclusive culture, the benefits of inclusion in the workplace, and what it means to promote inclusion at work. INSTAARs will build skills in creating a sense of belonging for all colleagues and fostering a growth mindset for the institution. Unconscious Bias self-paced learning modules will focus not only on understanding unconscious bias, but also on how to manage this bias in day-to-day interactions, when evaluating work, and during hiring. Paradigm is also designing accountability tools so that we can track progress and make it available and transparent on our website and in other public communications. Committing time and financial resources to mandatory Institute training that surpasses any university-wide expectations is an important step in taking ownership towards inclusive and equitable excellence.

3. ***Enhanced research opportunities for minority undergraduate students.*** INSTAAR faculty have successfully participated in several programs designed to support diversity in the STEM fields, including the SOARS (<https://soars.ucar.edu/>), Girls on Rock (<https://cires.colorado.edu/outreach/programs/girls-rock>), and SMART (<https://www.colorado.edu/initiative/cdi/undergraduates/smart-program-information>) programs. INSTAAR has actively recruited undergraduate and graduate students from these programs.

We are modifying our policies to provide greater support for faculty and students who participate in these programs, including greater recognition and mentoring, top-up funding for research, and travel funds for the students to attend conferences for professional networking opportunities.

4. Incorporation of JEDI principles into weekly seminar series. We recently revised guidelines for our weekly seminar series to ensure we abide by JEDI principles. Our invited speaker list will include diverse scholars working on topics that include climate and environmental justice themes. We are emphasizing a just and equitable culture in our seminar series by offering speakers, particularly BIPOC speakers, honorariums as fair compensation. In addition to revising our own seminar series, we used our influence to create a *CU Boulder Inclusive Geosciences Seminar Series*. Held once a month, this seminar series will include INSTAAR, CIRES, Geological Sciences, Atmospheric and Oceanic Sciences, and Geography. Initially spearheaded by INSTAAR, the joint inclusive series is now run by a committee that includes representatives and EDI experts across these CU institutes and departments.

Future plans to ensure we continue to improve our inclusive excellence

While our JEDI task force is still finalizing their strategic plan to guide our equity work, below are three goals that encompass many of our ongoing or near-future activities.

Goal #1 - Define INSTAAR success as supporting a diverse student population striving for a wide range of outcomes.

Actions we are taking in the near future (2020-2022) to meet this goal.

- Enhance relationships with existing URM programs and schools. Working with RIO's new cross-Institute EDI committee, we aim to develop closer relationships with community colleges that already have ties to INSTAAR or to other CU institutes or centres. We will work to remove real or perceived barriers to transfer into a CU Boulder program. For example, we will collaboratively develop transfer maps relevant to INSTAAR programs that can be communicated to potential students.
- Provide stronger support for traditional and nontraditional learners from various academic backgrounds, both through mentoring but also through fellowships and stipend top-ups. Mentoring of INSTAAR students in the future will include formal involvement of INSTAAR affiliates, who represent an incredibly diverse array of professions and backgrounds. INSTAAR affiliates traditionally express interest in getting involved in student mentoring, but we have not developed best practices or systems for promoting these relationships. In fall 2020, Director Turetsky will oversee consultations to inform a new system of enhanced collaboration and mentoring that includes INSTAAR Affiliates. We will start with a "Fireside Zoom Chat" program, where students can interact with some of the senior members of our Research Institute to gain from their collective experience and wisdom.
- Provide training for INSTAAR supervisors and mentors to develop career ladders that emphasize program paths and professional opportunities, and help students understand how they can reach their career goals.
- Establish a series of INSTAAR student progression benchmarks monitored through cultural surveys, evaluating data from entrance and exit interviews to evaluate student success metrics, and by tracking professional activity and employment after students complete their programs with INSTAAR. Student success metrics will include focus on issues such as whether students affiliated with INSTAAR feel more prepared for jobs with solid prospects and earnings potential, whether they feel prepared for jobs that serve society's needs, whether they are gaining understanding of how their research relates to social, economic, and political issues, whether they have felt supported by INSTAAR to become civically engaged, whether they have developed

intercultural and global understanding, and whether they have gained new appreciation and capability to pursue lifelong learning.

Goal #2 - Diversify CU's internationally ranked program in the Geosciences.

Actions we are taking in the near future to meet this goal:

- Coordinate with our sister departments to facilitate cross-system changes that will enhance our ability to recruit diverse students. INSTAAR is petitioning several departments to forgo GRE requirements for admission. We also are working with departments on grad student application waivers.
- Coordinate with our sister departments to facilitate cross-system changes that will enhance our ability to recruit and retain diverse faculty. CU Boulder has a unique opportunity in that Institutes can be leveraged on top of departmental strengths to be attractive for BIPOC scholars. We are working closely with others across campus to ensure the success of any environmental or climate related cluster hires.
- Ensure that we can retain minority students by addressing financial barriers faced during their programs. For example, we have set minimum stipends and are evaluating policies for mandatory paid summer salary and no-tolerance policies for unpaid internships.

Goal #3 - Provide leadership across the CU campus and in our disciplines for inclusive field courses and field-based research.

Actions we are taking in the near future to meet this goal.

- Training of PIs and supervisors so that all research groups can develop an inclusive field research plan.
- Provide institute-funded basic first aid and wilderness first aid training.
- Develop clear policies on field safety gear and other items that must be purchased by the institute, PIs, or grants rather than by students. Develop a field gear sharing program that could benefit scholars across the CU campus.
- Explore developing online programming, including field instruction and certificates, to remove barriers to inclusivity in field skills.

INSTAAR FDAP application for a target-of-opportunity hire for Dr. [REDACTED]

College/school/institute: RIO/INSTAAR

Dean's ranking

No. _____ of _____ proposals submitted

Dept., program, or institute for which position is requested: **Institute of Arctic and Alpine Research**

Faculty rank: **Assistant professor**

Faculty salary: **\$80-100K**

How will this hire increase the number of underrepresented faculty members in the unit (e.g. domestic Faculty of Color, women in disciplines were underrepresented)?

[REDACTED] is an outstanding BIPOC scholar in the geosciences who was highly ranked in a recent INSTAAR open search. Our proposed hiring of [REDACTED] at the Assistant Professor level would increase INSTAAR's number of domestic Faculty of Color, restoring our levels to when a prominent faculty member ([REDACTED] GEOG) retired in 2018. Comparison of the overall diversity of faculty at research institutes at CU between 2009 and 2019 shows that the distribution of ethnicity has remained static at ~75% white with little change in other categories, while total faculty numbers have increased about two-fold.

Furthermore, hiring [REDACTED] would enhance diversity in CU's geosciences program overall, which is highly ranked internationally for its productivity and scope. This broader contribution is important because the geoscience program at CU is marked by the similar low level of diversity that characterizes geosciences in general in the US. As reported recently (New York Times, 'Earth Science Has a Whiteness Problem', December 2019), in the top 100 geoscience departments, fewer than 4% of faculty positions are held by persons of color. Comparison of the ethnicity of faculty between 2009 and 2019 in the Natural Sciences at CU, which includes geoscience faculty, shows that while total numbers have increased by ~20% the distribution of ethnicity has remained at ~70% white.

Women of color face disproportionate challenges and unequal standards due to the double-jeopardy and intersectionality of race and gender bias in academics, and this is equally true for the geosciences. Yet when it comes to climate and environmental justice, women of color often play leadership roles on issues directly impacting minority communities. As a Faculty of Color, a female scientist, and a geoscientist whose research addresses environmental change of coastlines - a system in which many historically marginalized communities either live or depend upon - the hiring of [REDACTED] will have strong and positive impacts on inclusive culture across the CU campus.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship?

No this proposal request is not connected to a Chancellor's Postdoctoral Fellowship.

Academic year and name of your unit's last STAR hire?

In 2010, we successfully recruited Dr. Holly Barnard, who is now a tenured Associate Professor, served as a program officer at the National Science Foundation, and is an academic leader on the CU Boulder campus. Over the past 10 years INSTAAR has not had a STAR hire, mostly because institutes have not participated in this program at a level equal to departments. We wish to note that in recent years INSTAAR made several attempts to use our resources and opportunities to increase our diversity in faculty, but that in all cases these attempts failed for reasons beyond the institute's control. We are in a period of self-reflection and analysis to determine the underlying causes of these failed attempts. One issue that was common across these failed attempts is the slow response or long lead-time before we were able to make a formal offer, which caused the targeted faculty to accept opportunities at other institutions. Our proposal for a special opportunity hire of [REDACTED] has a high chance of being successful, for several reasons outlined above.

Is this TTT hire needed for accreditation by an external accrediting body?

No.

Is this TTT hire needed for critical teaching or research needs?

[REDACTED] will fill important teaching needs in introductory environmental science, global change, as well as quantitative coursework currently in development for a proposed new major, Earth Systems Science (ESYS) administered by ENV5. Hiring [REDACTED] also would fulfill critical needs in INSTAAR to build capacity for addressing inclusion, diversity and equity issues in academics and in science.

[REDACTED] presents a compelling and thoughtful approach to teaching and research that is grounded in her own experience as a BIPOC scholar. In describing the insight she gained as a Tomlinson Teaching Fellow at McGill University, [REDACTED] explains how she would structure her classes to incorporate the different ways students learn through both psychomotor and visual learning. [REDACTED] has had a nonlinear career path, having sought a career as an independent researcher to pursue her own ideas after having worked in a research support position. Thus, she can speak to students about the importance of valuing your own ideas and the ideas of others as an aspect of inclusivity in science that leads to exciting advances. In explaining her "learner-centered" approach to teaching, she emphasized her plan to use her education, work and field experience to inspire students to develop their own scientific questions and help them find the tools to answer the questions which drive their curiosity. This approach stemming from her authentic positionality is required to meet INSTAAR's two justice related goals outlined in our strategic plan and inclusive excellence narrative.

Is this request part of a cluster hire?

Yes, [REDACTED] would be an excellent fit within the STRIDE (Strength Through Increasing Diversity in the Environment) Cluster Hire Proposal. INSTAAR has coordinated with several units across the College of Arts & Sciences, Leeds School of Business, The College of Media,

Communication and Information and the School of Engineering in the development of the STRIDE Cluster Proposal. Despite strong relationships between racism and environmental injustice and the relevance of environmental issues to people of color's lives, environment-related fields are lacking in racial and ethnic diversity. [REDACTED] will offer unique and necessary perspectives in her research, teaching, and mentorship as a woman of color. Her research also has implications for changing sediment dynamics in coastal areas, which disproportionately influence minority communities around the world. CU Boulder has an international reputation as a leader in environmental topics, yet this reputation is untenable unless we as an institution achieve a more inclusive and diverse environmental studies faculty. [REDACTED] would contribute to the diversity of both our environmental studies and geoscience faculty, and thus her impact would have large reach across the CU Boulder campus.

Number and names of TTT faculty hired in this unit over the last three academic years?

INSTAAR has hired five tenure stream faculty in the past three years:

9/2017	Alan Townsend
8/2018	Irina Overeem
1/2020	Julia Moriarty
1/2020	Merritt Turetsky (McAdam)
8/2020	Bradley Markle

Number and names of TTT faculty who have departed over the last ten years due to the following: Retirement, failed retention offer, other?

INSTAAR has had seven tenure track faculty positions vacated over the past 10 years:

11/2014	Alan Townsend - became Dean of Nicholas School of the Environment (Duke)
11/2014	Diana Nemergut - spousal move
8/2017	James White - became Dean of the College of Arts and Science
5/2018	Alan Townsend - became Provost of Colorado College
5/2018	Mark Williams - retired
1/2019	Jaia (James) Syvitski - retired
5/2019	Tim Seastedt - retired

What has the unit done to ensure the success of previous diversity hires?

As an institute, we have not participated in CU diversity hiring initiatives at a level on par with departments. However, for the past year, we have been focusing our time and resources on a strategic plan to redefine our metrics of excellence to be more just and equitable. Details of our JEDI-strategic plan are outlined in the INSTAAR inclusive excellence narrative. We committed to mandatory training for all institute members on inclusive culture this fall (October 2020) and have contracted Paradigm, a company of Diversity and Inclusion specialists, to build accountability tools that will guide us and hold us publicly accountable as we enact our JEDI plan, which includes actions to remove barriers to student admissions and transfers, promotion of inclusive practices in field courses and research, and a fundamental shift in our policies and practices related to promotion. We are pivoting in two critical ways to enhance justice and equity in INSTAAR and our sister departments, thereby ensuring that BIPOC scholars feel

welcomed and empowered to be successful. First, we are embracing a model in which our teaching, research, and mentoring is aimed at supporting a diverse student population striving for a wide range of outcomes. Second, we are aligning our research activities and core values around issues of environmental and climate justice. We are revising our policies and practices to reward, encourage, and celebrate justice and engagement activities, not only under the auspices of service but also as a foundational component of our research and teaching. In doing so, we are changing INSTAAR culture to include justice-based questions and issues that appeal to a broader range of scholars, and we also are paving the way to enable their success as BIPOC scholars are promoted and seek leadership positions in our Institute and across campus. Our efforts to ensure the success of diversity hires will rely on transparency, accountability, and long-term commitment as guiding principles.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

We feel that it is important to hire at the Assistant Professor level in geosciences to bring in a new faculty member who will build their career by forming collaborations across campus. Our proposal for a target-of-opportunity hire of [REDACTED] will increase faculty diversity, collaborative ties, and innovation in 1) INSTAAR, 2) our participating sister departments including GEOL and ENVIS where [REDACTED] teaching, mentoring, and research will be most strongly associated, and 3) the internationally recognized CU geoscience program. In addition, there is concern at the National Science Foundation that the challenges associated with the current pandemic will create further barriers to early career BIPOC scientists pursuing research careers in geoscience. Given this context, it is particularly important for CU to hire an early career BIPOC scholar in geoscience at this time through the Faculty Diversity Action Plan.

Submission 2 (Spring 2021 Off-cycle)

College/School/ Unit: Arts & Sciences

Dean's ranking of this proposal (if submitting multiple proposals, i.e 1 of 5):

Dept., program, or institute for which position is requested: BioFrontiers

Attestation: Jim White (anje9576@colorado.edu)

- Joint Hire? Yes
- Joint Hire other unit: EBIO
- Joint Hire rostering unit (tenure home): EBIO
- Faculty rank requested: Assistant Professor
- Faculty salary requested (give approximate range): \$96,000-99,000

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

In 2019, 40.1% of non-Hispanic whites age 25 and older had a bachelor's degree or higher, up from 33.2% in 2010. During the same period, the percentage of Blacks age 25 and older with a bachelor's degree or higher rose from 19.8% to 26.1%; Asians from 52.4% to 58.1%; and Hispanics from 13.9% to 18.8%.¹ As a campus, our goal should be that our faculty match, in cultural and racial diversity, the characteristics of our student population. In EBIO, we have initiated a strategic hiring plan with this goal. Over the last two years, we have hired four faculty that signal progress towards these goals (see Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years). Importantly, retention of our underrepresented minority (URM) colleagues requires we foster and sustain a community of URM scholars, not one or two. To this end we seek to hire [REDACTED] as part of our continuing effort to diversify our faculty and the representation of multicultural and multiracial perspectives in biology and science.

[REDACTED] is an entomologist, an ecologist, a broadly trained biologist, and an expert communicator of science in the public realm. [REDACTED]

[REDACTED] fosters justice, equity, diversity, and inclusion (JEDI) in STEM [REDACTED]

Additionally, [REDACTED] would continue his activities to enhance STEM diversity. [REDACTED]

[REDACTED] The program was designed to narrow the achievement gap between minority and underprivileged students and their peers. Since then and continuing to the present, [REDACTED] has made appearances at multiple schools to encourage minority students to enter STEM fields. If we were able to recruit [REDACTED], he would establish such programs in Colorado

Explain the urgent need for hiring this high caliber candidate outside of the regular annual FDAP selection process. Why is the opportunity to hire this candidate unable to wait for the on-cycle review process?

Candidate is considering a job at [REDACTED], at this time.

Academic year and name (or N/A) of your unit's last hire under the FDAP initiative:

The BioFrontiers Institute has not had a hire under the FDAP program. EBIO: [REDACTED], starting in academic year 2022-2023 and currently a Chancellor's Postdoctoral Fellow.

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs? Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

EBIO has been a member department of the BioFrontiers Institute since the institute's founding. EBIO faculty are members of the BioFrontiers Council, they have taught in its courses, and they have provided critical service by sitting on various committees such as the IQ Biology graduate student recruiting committee and academic advising committee. EBIO faculty have served as mentors for IQ Biology PhD students, a number of whom have obtained their PhDs and some of whom are now Assistant Professors. To further strengthen and enhance the partnership between BioFrontiers and EBIO, we now propose to collaborate on the joint faculty hire of [REDACTED]. [REDACTED] would fill a void in BioFrontiers by expanding our research scope in an organismal direction. Currently most of our core faculty work on biology at the level of molecules and cells, with Leslie Leinwand and Kristi Anseth spanning the gap from cells to mice. The one faculty member approaching [REDACTED] expertise in ecology is Orit Peleg, who studies fire flies and honey bees from the standpoint of physics and computer science. We anticipate synergy between [REDACTED] and Dr. Peleg, and at the same time [REDACTED] interests would enhance the Institute in new directions.

In EBIO, [REDACTED] would fill a constant need for offering educational opportunities for students to work with accomplished scientists doing original research and engaging in classes with scientists working at the frontiers of knowledge. Additionally, entomology is one of the most important disciplines in ecology and evolution because of the abundance, diversity, and economic importance of insects. Perusal of the representation of biologists working in the area of entomology is much lower at the University of Colorado than other tier 1 research institutions (e.g., Cornell, Purdue, U Florida, Michigan State, etc); in fact, at many universities, entomology is often its own department. Thus, [REDACTED] recruitment would represent an enormous boon to the department in terms of undergraduate teaching, research opportunities for grad students, and national reputation.

2

EBIO describes its five areas of research as Ecology, Evolutionary Biology, Genetics, Systematics and Biology Education Research. [REDACTED] would directly enhance and be enhanced by the Ecology and the Evolutionary Biology programs, but he is unusual in that he also works to some extent in all of these areas. Given his commitment to public outreach and education, he would be a strong addition to research on Biology Education as well. Furthermore, field work is a key component of EBIO research, and [REDACTED] has substantial experience with field work in Thailand, which he would expect to continue after joining the faculty.

Please attach the candidate's CV: CV Attached at end of submission.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

Jason Burdick (tenure home ChBE), Professor, joining Jan. 2022

- Edward Chuong (tenure home MCDB), Assistant Professor, Fall 2018
- Ryan Layer (tenure home CS), Assistant Professor, Fall 2018

In EBIO (all recent hires are URM faculty)

- Michael Gil, Assistant Professor, Fall 2022
- Julian Resasco, Assistant Professor, Fall 2020
- Ambika Kamath, Assistant Professor, Fall 2021
- Warren Sconiers, Associate Teaching Professor, Spring 2022

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

From BioFrontiers: None

From EBIO

●Jeff Mitton (2018), Alex Cruz* (2019), Mel Cundiff (2019), Michael Breed (2019), Tim Seastedt (2019), William Lewis (2020), Bill Bowman (2021), Carol Wessman (2022)

*-Alex Cruz was an URM faculty member

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

From BioFrontiers

●Rob Knight (tenure home Biochem), left in 2014 for UCSD

From EBIO

●Russ Monson, Alan Townsend, Patrick Nosil, Pamela Diggle, Ned Friedman, Robert Guralnick.

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

From BioFrontiers

●Zhongping Tan (tenure home Biochem), failed P&T in 2018, moved to Chinese Academy of Medical Sciences

●Hang Hubert Yin (tenure home Biochem), left for family reasons in 2018, moved to Tsinghua University, Beijing

●Bruce Eaton (tenure home Biochem), resigned to move to biotech in 2015

●Melissa Mahoney (tenure home ChBE), resigned in 2011 for person reasons

From EBIO

●Sam Flaxman left in 2021 for a private sector job

●Sharon Collinge switched units

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

The BioFrontiers Institute saw the need to do more to foster DEI about seven years ago, when the Institute established and provided funds for CU Café. CU Café is a student-run, BioFrontiers faculty-mentored seminar series that focuses on inspiring students from underrepresented backgrounds to be successful academics. According to its website, CU Café (1) challenges the status quo of limited diversity in STEM fields, with the goal of fostering understanding, respect, and community; (2) empowers its members to be agents of change and innovative leaders to enhance DEI at CU-Boulder and the broader community; and (3) advances the careers of its members by increasing their networking and cultivating a diverse and inspiring environment. CU Café will make a positive impact on [REDACTED] as it has for other diverse faculty, including LGBTQ faculty, by bringing diverse scholars to the campus as seminar speakers and also by helping create an environment of respect for and interest in enhancing diversity, equity and inclusion.

More recently, the BioFrontiers Institute created the EMPOWERS program through the leadership of Prof. Leslie Leinwand. EMPOWERS provides flexible resources for advancing strategic diversity and inclusion initiatives and for strengthening core diversity and inclusion offerings. The funds have thus far been used to support research seminars by Black scholars from institutions including UCLA and Memorial Sloan Kettering Cancer Center, which have been well attended and inspirational. But this is just a start, and as the funds grow, it is envisioned that faculty and students of color and those committed to enhancing diversity will apply for funds to support innovative activities to enhance DEI.

In EBIO, an important aspect that we suspect will be important for the success of our four previous diversity hires and for future hires is our creation of JEDI in Academics committee. The mission of the JEDI committee is to integrate issues of diversity and inclusion in all aspects of our unit. Since the events of summer 2020 surrounding police brutality of Black US citizens and the Black Lives Matter Movement, our EBIO community is renewing its commitment to dig deeper and strive to become anti-racist in all aspects of our academic pursuits. To this end, we

are currently engaging in a series of action-oriented workshops facilitated by an expert from outside of CU. The JEDI program was designed to be inclusive (we had more than 100 graduate student, postdoc, staff, and faculty participants in our training session) and we will complete two development workshops designed to identify and solve systemic racism: one focused on

4
recruitment and support of graduate students and the other (beginning October 5th) focused on addressing policy issues related to professional expectations and evaluations. These are intense and productive sessions designed to ultimately encourage multicultural and multiracial collaboration in ways that advance our teaching, research, and outreach missions.

More importantly, though, EBIO has started and made good progress on developing a community within the department that is multicultural and multiracial and has developed a mindset centered on valuing the perspectives and values of all members of our community in ways that will eventually lead to positive cultural evolution.

Finally, it is important to note that EBIO was successful in obtaining a large NSF training grant with the purpose of creating community for URM graduate students. The program is called FIRED UP. 2 At the same time, BioFrontiers was successful in obtaining a large NSF NRT graduate training grant, and a substantial part of the proposal addressed recruiting and retaining URM graduate students and outreach to URM undergraduates at Fort Lewis College.

What is the unit's mentoring and support plan for the new hire?

The plan for mentoring [REDACTED] will be shared by BioFrontiers and EBIO. Because [REDACTED] would be a core faculty member of the Institute with laboratory space in JSCBB, he will benefit from having an Institute mentor. Prof. Cech, who already knows [REDACTED] has offered to be his Institute mentor, but if [REDACTED] develops strong affinity towards another Institute faculty member, this can be adjusted; we are quite flexible. Indeed, the concept of dual Institute/Department mentors is already in place. As one example, Prof. Orit Peleg has Liz Bradley as her Department of Computer Science mentor and Tom Cech as her BioFrontiers mentor, and this has been a successful arrangement.

In addition to this support plan for [REDACTED] personally, we have a plan to support his research program. This consists of an office and laboratory space in JSCBB and start-up funds sufficient for him to buy necessary supplies and equipment, to hire a research assistant to help maintain insects, and to pay graduate students as RA's when they are not serving as TA's. Beyond this, [REDACTED] research requires access to molecular biology core facilities in mass spec/proteomics and imaging, and these are already available in JSCBB for [REDACTED] use.

In addition, it is critical that [REDACTED] become integrated in the life of his tenure department, so EBIO will also provide mentorship according to its successful practices. All early (pre-tenure) faculty in EBIO have a two-person mentoring committee (three if you count the mentee) and the committee meets as a group of three multiple times during the semester for the purpose of engaging in activities and actions aligned with professional accomplishment. In addition, all early career mentees and their mentoring committees meet at least once a semester as a large group with the goal of focusing on various best practices with direct impacts on developing professional dossiers. One example of a best practice is training faculty on how we use graduate student mentoring best practices and annual surveys followed by professional development planning to develop each candidate's mentoring dossier. We have similar programs for teaching, outreach, and research. More than anything, these workshops and meetings build community and capacity.

5

Biology institutes and departments across the country are energized to increase their commitment to diversity and inclusion, so the competition for qualified minority faculty is intense. Yet, most biology institutes and departments have succeeded to at least a small extent to diversify their faculty. BioFrontiers has lagged behind our peer institutes in this respect, despite a deep commitment to the concept and the investment of much time and energy. A recent example was [REDACTED], who MCDB tried to recruit with the help of BioFrontiers. However, we lost her to the [REDACTED] in La Jolla, CA. Thus, we are fortunate that [REDACTED] is interested in considering CU Boulder at the same time that the EBIO department is highly enthusiastic about interviewing him. If we are fortunate enough to recruit [REDACTED] it would broaden BioFrontiers'

research and teaching areas, fill a gap in EBIO research and teaching, and help our rankings and our recruitment and retention of a diverse cadre of grad students.

Furthermore, [REDACTED] is amazingly gifted in his public outreach activities, many of which are listed in his CV (attached). He appears on-line as [REDACTED] and has relationships with the Audubon Society and National Geographic. These activities would reflect well on the Institute, the Department, and the University.

EBIO is ranked 6th among 66 colleges and universities for Ecology and Evolutionary Biology^{5,6}. The growth in the number of undergraduates receiving degrees from EBIO increased consistently from the period spanning 2008 to 2019; our rank in the college increased from 11th to 4th and we were the only department with a growth rate in number of graduates that was positive and statistically distinguishable from zero. Additionally, an analysis of undergraduate graduation for different ethnicities in EBIO revealed no evidence of bias: there were no detectable differences in graduation success among groups. Additionally, there has been a consistent increase in graduate students traditionally under-represented in sciences during the same period of time. While these data indicate our efforts towards improving our training program over the last decade are paying off, it is clear we need to increase the diversity of our faculty and grow our program in ways that match the interests of our students.

This particular hire is important because it will continue to develop a multicultural and multiracial community within an increasingly diverse department. Dr. Ramsey's emphasis on getting students into the wilds, broadly communicating the excitement and importance of biology, and pursuing cutting-edge research with room for undergraduates will advance the teaching, outreach, and research missions of EBIO, BioFrontiers, CU Boulder, and the greater University of Colorado system; we count at least four wins.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

Biology institutes and departments across the country are energized to increase their commitment to diversity and inclusion, so the competition for qualified minority faculty is intense. Yet, most biology institutes and departments have succeeded to at least a small extent to diversify their faculty. We have lagged behind our peer institutions in this respect, despite a deep commitment to the concept and the investment of much time and energy. A recent example was [REDACTED], who MCDB tried to recruit with the help of BioFrontiers. However, we lost her to the [REDACTED]. Thus, we are fortunate that [REDACTED] is interested in considering CU Boulder at the same time that the EBIO department is highly enthusiastic about interviewing him. If we are fortunate enough to recruit [REDACTED] it would broaden BioFrontiers' research and teaching areas, fill a gap in EBIO research and teaching, and help our rankings and our recruitment and retention of a diverse cadre of grad students.

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Please attach the unit's updated Inclusive Excellence Narrative.

Attached to Request at end of submission.

Please attach any other documents you feel are relevant to the selection committee.

Attached to request at end of submission.

What is the unit's mentoring and support plan for the new hire?

The plan for mentoring [REDACTED] will be shared by BioFrontiers and EBIO. Because [REDACTED] would be a core faculty member of the Institute with laboratory space in JSCBB, he will benefit from having an Institute mentor. Prof. Cech, who already knows [REDACTED] has offered to be his Institute mentor, but if [REDACTED] develops strong affinity towards another Institute faculty member, this can be adjusted; we are quite flexible. Indeed, the concept of dual Institute/Department mentors is already in place. As one example, Prof. Orit Peleg has Liz Bradley as her Department of Computer Science mentor and Tom Cech as her BioFrontiers

mentor, and this has been a successful arrangement.

In addition to this support plan for ██████ personally, we have a plan to support his research program. This consists of an office and laboratory space in JSCBB and start-up funds sufficient for him to buy necessary supplies and equipment, to hire a research assistant to help maintain insects, and to pay graduate students as RA's when they are not serving as TA's. Beyond this, ██████ research requires access to molecular biology core facilities in mass spec/proteomics and imaging, and these are already available in JSCBB for ██████ use.

In addition, it is critical that ██████ become integrated in the life of his tenure department, so EBIO will also provide mentorship according to its successful practices. All early (pre-tenure) faculty in EBIO have a two-person mentoring committee (three if you count the mentee) and the committee meets as a group of three multiple times during the semester for the purpose of engaging in activities and actions aligned with professional accomplishment. In addition, all early career mentees and their mentoring committees meet at least once a semester as a large group with the goal of focusing on various best practices with direct impacts on developing professional dossiers. One example of a best practice is training faculty on how we use graduate student mentoring best practices and annual surveys followed by professional development planning to develop each candidate's mentoring dossier. We have similar programs for teaching, outreach, and research. More than anything, these workshops and meetings build community and capacity.

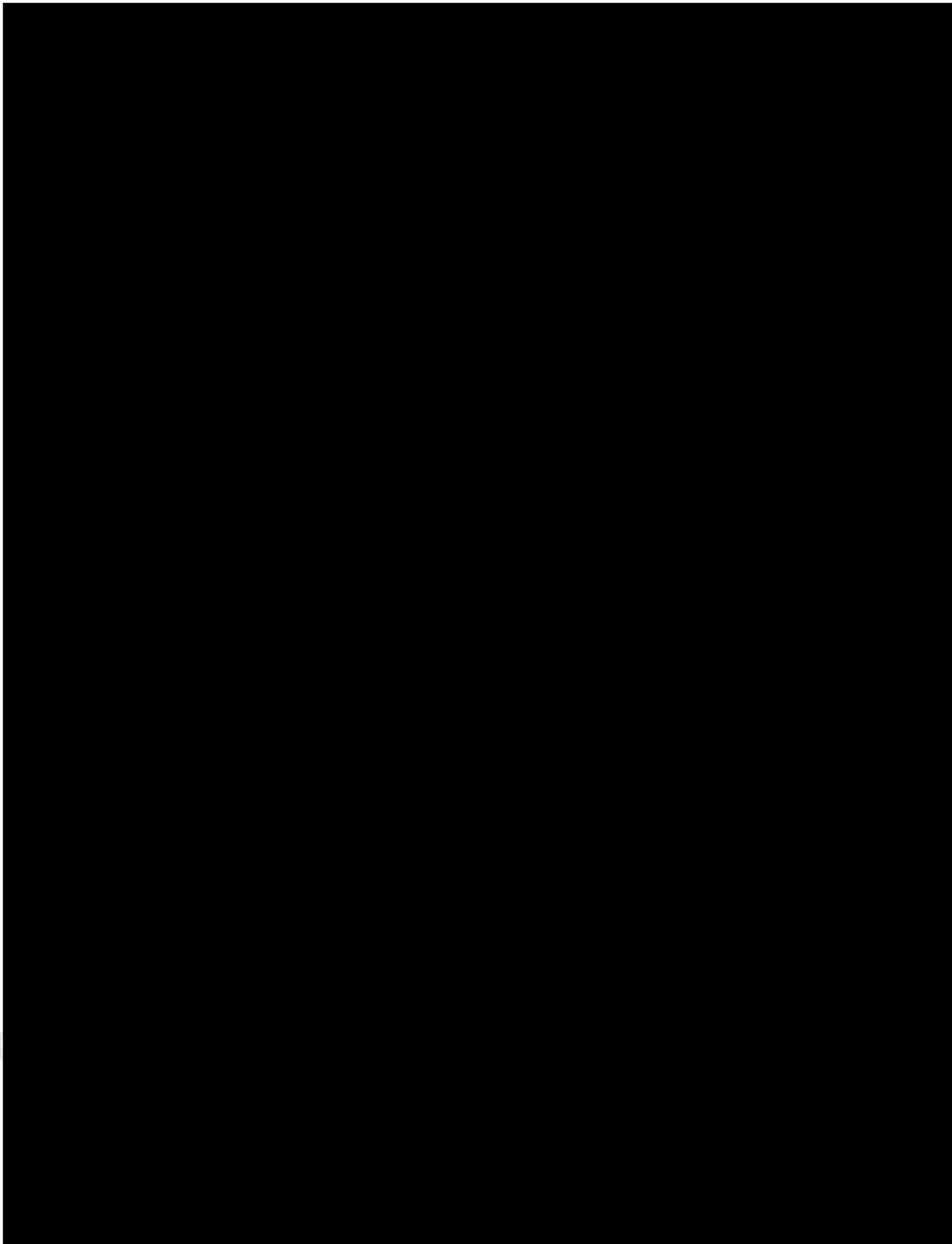
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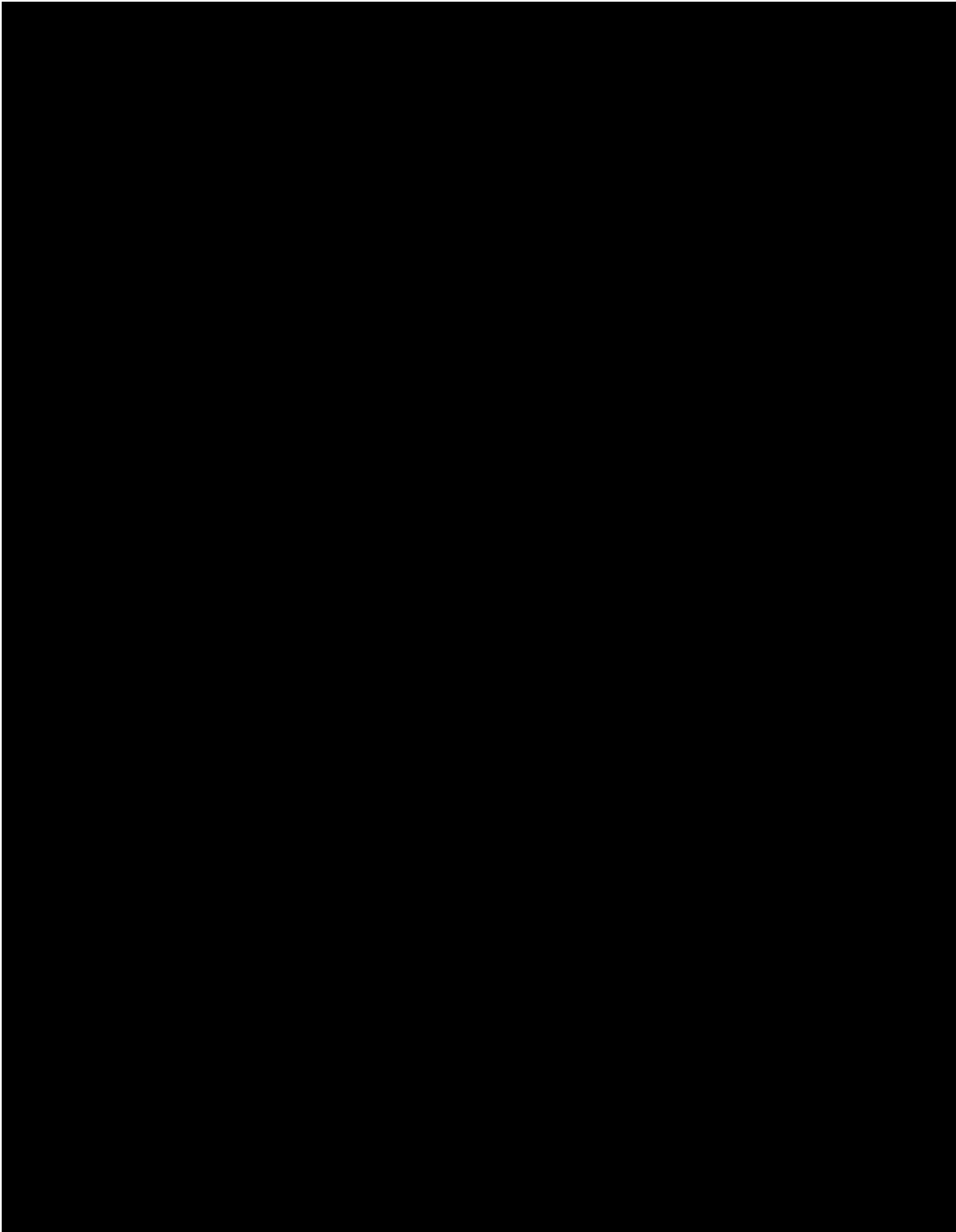
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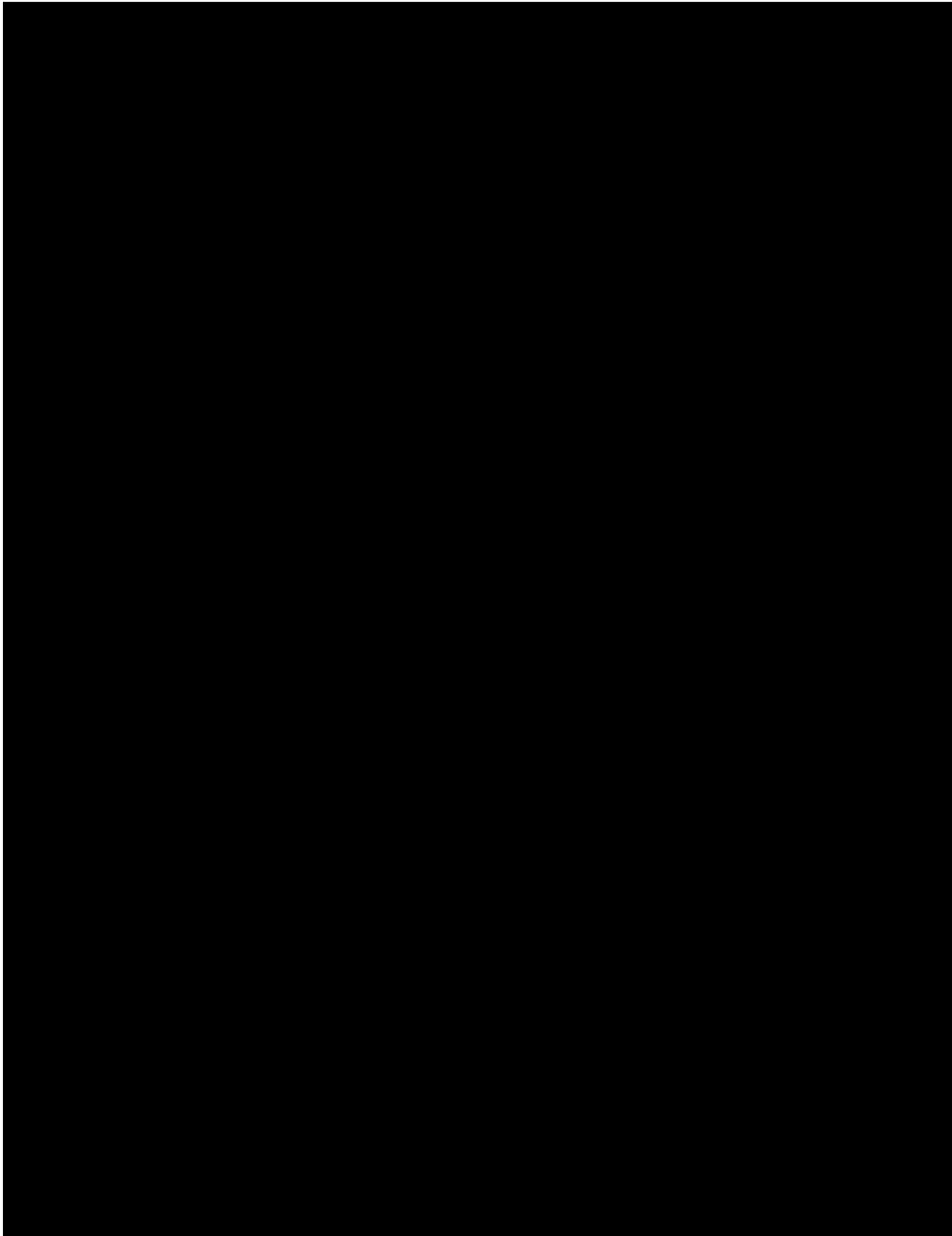
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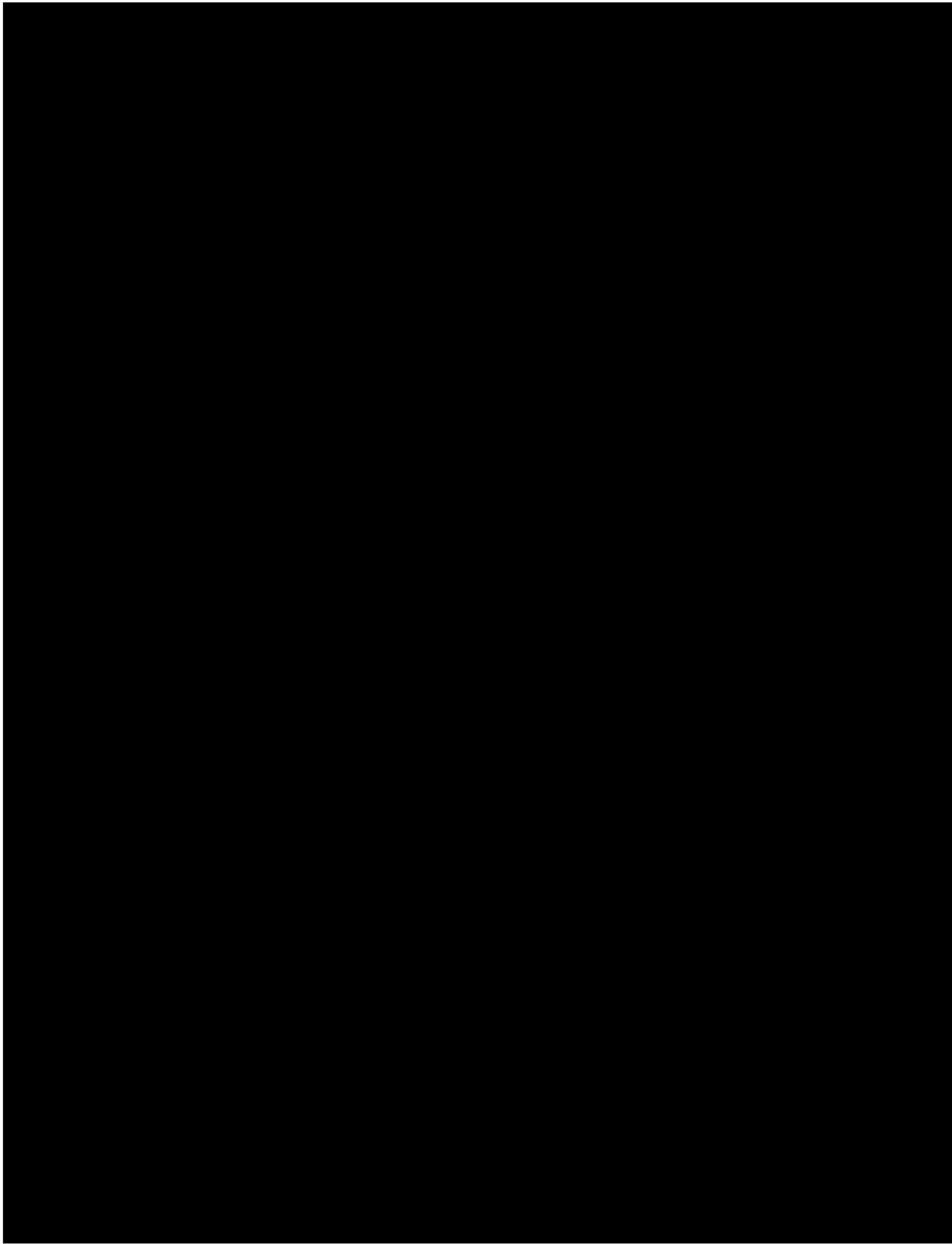
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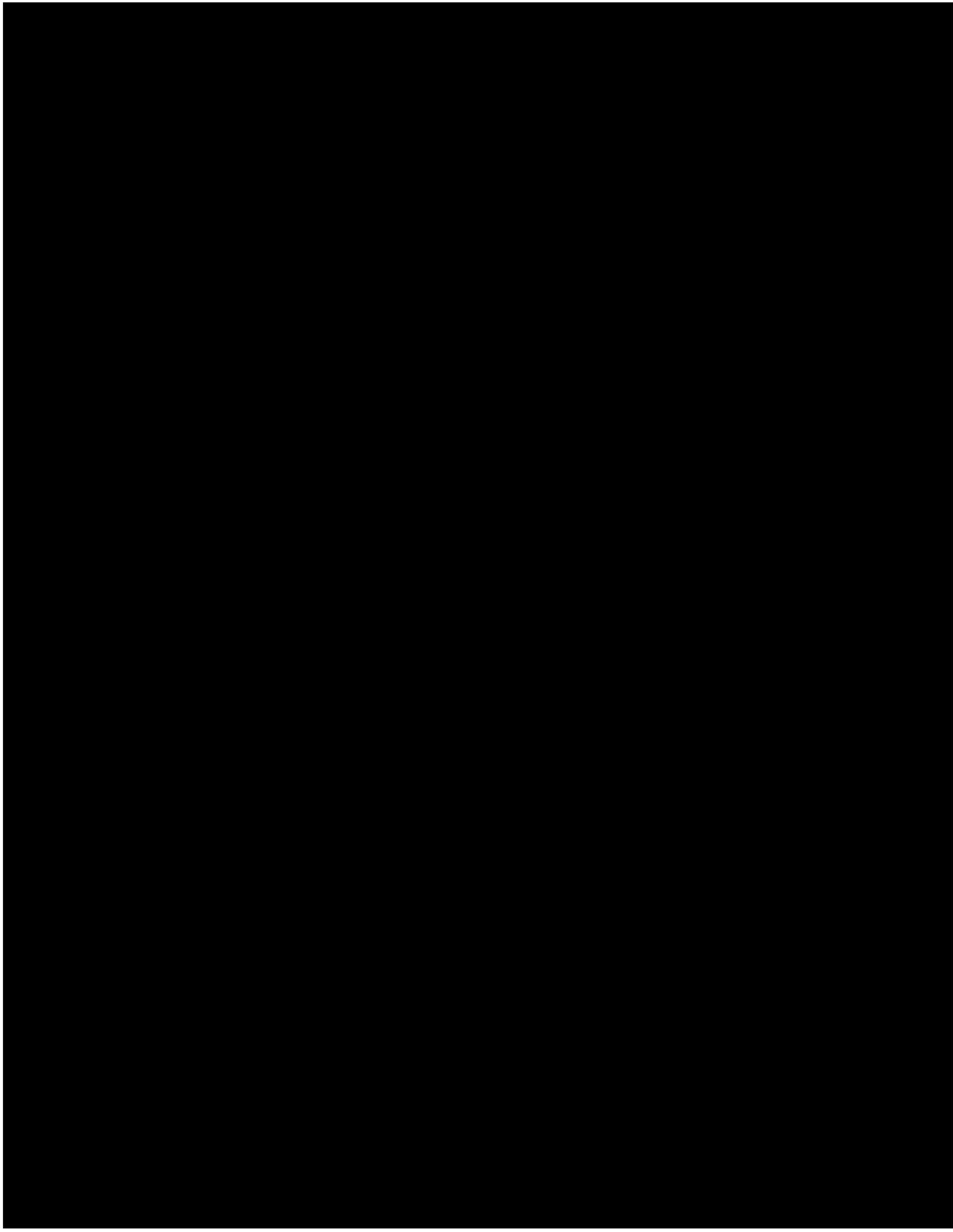
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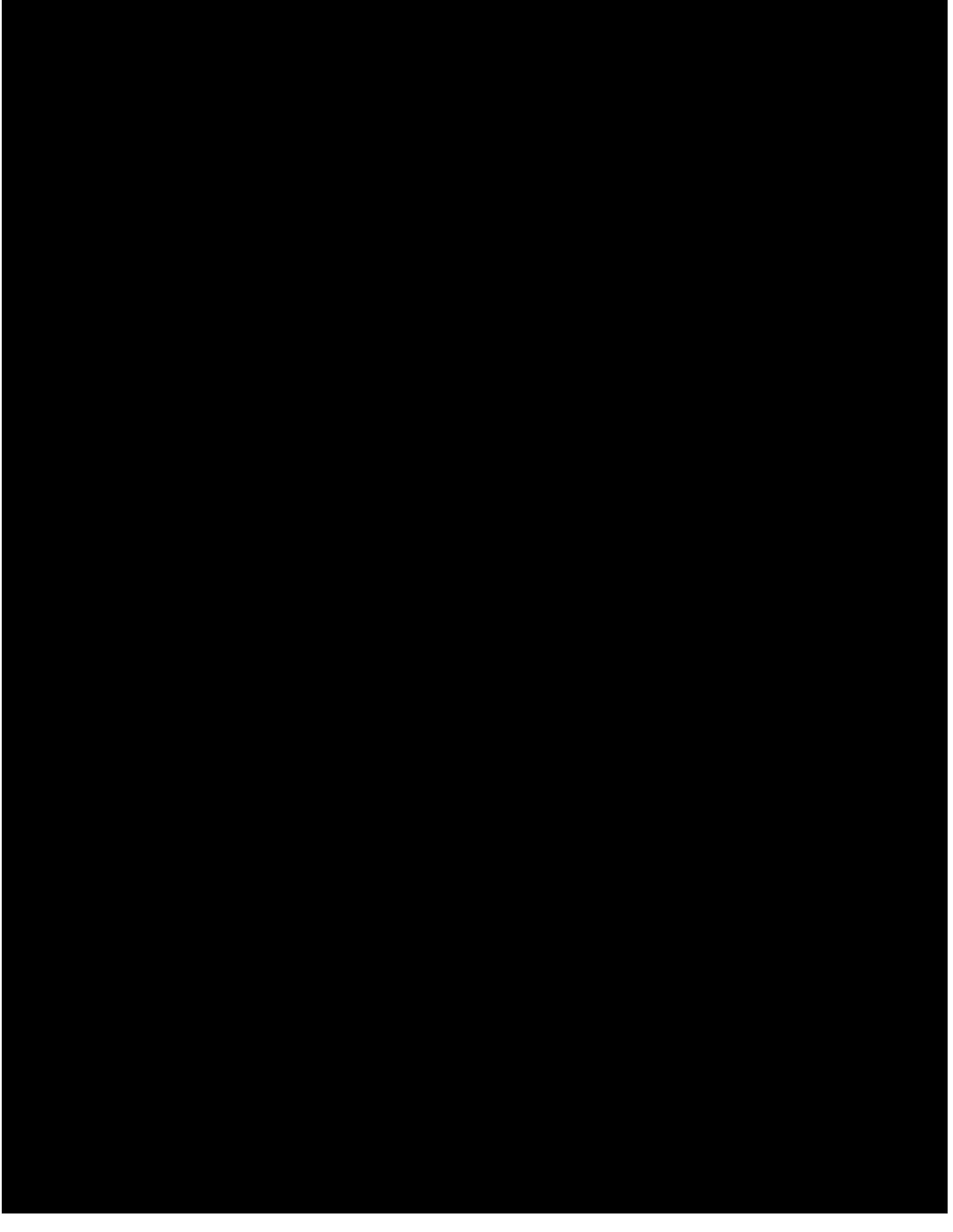












Inclusive Excellence Plan – BioFrontiers Institute

Introduction

BioFrontiers is uniquely defined by our excellent faculty, students and staff, as well as by their outstanding contributions to, and in support of, science. We bring faculty, students and staff together from diverse departments, areas of study and projects to collaborate by supporting their work, colocating them in labs and communicating effectively across all groups at all levels.

With interdisciplinary scholarship at our core, the BioFrontiers Institute strives to create an inclusive and respectful research and educational community that values individual differences and fosters excellence through fertile relationships and resourceful collaboration. BioFrontiers looks to people with diversity of experiences, perspectives and ambitions to form a vibrant community that comes together to uncover new knowledge at the frontiers of science.

At BioFrontiers, diversity is vital and includes understanding and respecting differences in ideas, religion, gender, sexual orientation, ethnicity, race, national origin, physical attributes, disability, age and socioeconomic status. We are creating a culture where diversity in all areas is seen as a core requirement of our work. We celebrate diversity, depend on inclusivity and strive for excellence in all of our educational, research and employment endeavors.

The University can support us by developing standards for inclusive language; standardized equity training intermingled with leadership training; and making demographic information across the university more readily available and making efforts to create change more visible.

How does your unit define excellence with respect to the activities that it carries out and what values and behaviors are associated with excellence?

- Research – Create, support and sustain a robust and innovative research community that invites diversity of race, sex, religion and research.
- Education - Strive to break down silos between departments and change educational policies and rules in order to reach students across a broad spectrum of disciplines. Empower students to develop and pursue research questions that inspire them most through exceptional interdisciplinary training, exposure to cutting edge ideas and technologies, professional development and independent funding opportunities. Create a culture that encourages incorporation of experiential knowledge into academic study.
- Impact - Interact with industry to promote collaboration with the university and strive to make societal impact through biotechnological research. Empower our faculty, staff and students to take their knowledge and training into their families, communities and into the world to create positive change.

Given BioFrontiers' definition of excellence and inclusion, how will the institute attain inclusive excellence?

Our plan for approaching inclusive excellence can be seen in our three core areas:

Research:

- Adopt and implement protocols for student and faculty recruitment that invite diversity of race, sex, religion and research
- Insist upon inclusive language in communications and that our website is fully compliant
- Create a diversity statement for use in our bylaws (based on this document) and across our communications vehicles, especially our website, and use it reliably.
- Survey faculty and staff to monitor satisfaction and how it is impacted by position, gender, race, religion, age. The data will inform actionable plans for improvement.

Education

Inclusive Excellence Plan – BioFrontiers Institute

- Promote and support the activities of student groups focused on bringing diversity into life sciences including CU Café and CU Women in Science and Engineering (CU WiSE)) by offering financial, staff and mentoring support.
- Seek out and bring diverse speakers to campus and provide students with ample access to these visitors
- Bring diverse students to campus by supporting CU Café, SMART and the Colorado Diversity Initiative with the goal of broadening and diversifying our students' networks and identifying candidates for future employment or study
- Support and fund independent and interdisciplinary projects by graduate students and postdoctoral fellows.
- Track satisfaction of students using surveys, making this an iterative process where data is used to develop actionable plans toward improvement
- Provide opportunities for student exchanges with minority serving institutions (MSI).

Impact

- Reach out to our advisory board for feedback and advice about how to improve diversity within our organization, and make it a continuing goal to have diverse members for our advisory board.
- Develop institutional contacts and relationships with minority serving institutes with the goal of helping augment our student recruitment and exchange efforts; sharing best practices and improve our research collaboration network.
- Find ways to engage other academic institutions, industry organizations and professional groups and for local collaborations and expand our network.

How do the efforts within BioFrontiers lead to inclusion of all students in achieving academic success, student social development and enhancing the reputation of BioFrontiers and the university?

- Our goal is to create a culture of inclusiveness of race, gender, religion and research. BioFrontiers does this in the following ways:
 - Supporting groups like CU WiSE and CU Café and creating a culture where inclusion is not just accepted, rather it is actively sought.
 - Grant research awards for postdocs and graduate students promote cross-discipline, cross-campus collaborations.
 - Student exchanges with minority serving institutions and invitations for faculty to speak at CU will expose students to new ways of thinking about their roles in science and research and show that BioFrontiers is open to these new ideas.

Measures of Excellence

- The number of joint publications by faculty members across many departments
- The number of student publications
- Number of faculty and students who are recognized for research excellence
- Success in hiring and retaining top faculty candidates
- Student retention rates
- The development of a definition of excellence for staff that includes independence, boldness, innovation, and an understanding of the BioFrontiers mission and their role in it
- The number of research opportunities available to undergraduates/graduate students

College/school/institute: Arts and Sciences

Electronic signature of college/school/institute dean: James W.C. White

Dean's ranking of this proposal (if dean is submitting multiple proposals):

No. _____ of _____ proposals submitted

Dept., program, or institute for which position is requested: BioFrontiers Institute

If joint hire, other unit: EBIO

If joint hire, rostering unit: EBIO and **tenure home:** EBIO

Name of requestor: Roy Parker, Distinguished Professor & Executive Director
Roy.Parker@colorado.edu

Faculty rank requested (assistant, associate, full): Assistant

Faculty salary requested (give approximate range): \$96,000-99,000

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action?

In 2019, 40.1% of non-Hispanic whites age 25 and older had a bachelor's degree or higher, up from 33.2% in 2010. During the same period, the percentage of Blacks age 25 and older with a bachelor's degree or higher rose from 19.8% to 26.1%; Asians from 52.4% to 58.1%; and Hispanics from 13.9% to 18.8%.¹ As a campus, our goal should be that our faculty match, in cultural and racial diversity, the characteristics of our student population. In EBIO, we have initiated a strategic hiring plan with this goal. Over the last two years, we have hired four faculty that signal progress towards these goals (see Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years). Importantly, retention of our underrepresented minority (URM) colleagues requires we foster and sustain a community of URM scholars, not one or two. To this end we seek to hire [REDACTED] as part of our continuing effort to diversify our faculty and the representation of multicultural and multiracial perspectives in biology and science.

[REDACTED] is an entomologist, an ecologist, a broadly trained biologist, and an expert communicator of science in the public realm. [REDACTED] is also a domestic faculty of color. He also is being actively recruited by the [REDACTED].

[REDACTED] fosters justice, equity, diversity, and inclusion (JEDI) in STEM. He has been featured in the TED stage and has an active public communication and outreach program (see <https://www.drssammy.online/>). Additionally, [REDACTED] would continue his activities to enhance STEM diversity. As one example, in 2015-2016 while he was a PhD student, he created [REDACTED]. The program was designed to narrow the achievement gap between minority and underprivileged students and their peers. Since then and continuing to the present, [REDACTED] has made appearances at multiple

schools to encourage minority students to enter STEM fields. If we were able to recruit [REDACTED], he would establish such programs in Colorado.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? No

Academic year and name (or N/A) of your unit's last hire under the FDAP program:

The BioFrontiers Institute has not had a hire under the FDAP program.

EBIO: [REDACTED], starting in academic year 2022-2023 and currently a Chancellor's Postdoctoral Fellow. Prior to Dr. Gil's hire, we hired [REDACTED] through the STAR program, [REDACTED] from the Chancellor's Postdoctoral Fellowship program before the initiation of FDAP, and we recently hired [REDACTED] after a national search for an instructor hire. All are URM faculty.

Is this TTT hire needed for accreditation by an external accrediting body? No

Is this TTT hire needed for critical teaching or research needs? Yes

EBIO has been a member department of the BioFrontiers Institute since the institute's founding. EBIO faculty are members of the BioFrontiers Council, they have taught in its courses, and they have provided critical service by sitting on various committees such as the IQ Biology graduate student recruiting committee and academic advising committee. EBIO faculty have served as mentors for IQ Biology PhD students, a number of whom have obtained their PhDs and some of whom are now Assistant Professors. To further strengthen and enhance the partnership between BioFrontiers and EBIO, we now propose to collaborate on the joint faculty hire of Dr. Ramsey.

[REDACTED] would fill a void in BioFrontiers by expanding our research scope in an organismal direction. Currently most of our core faculty work on biology at the level of molecules and cells, with Leslie Leinwand and Kristi Anseth spanning the gap from cells to mice. The one faculty member approaching [REDACTED] expertise in ecology is Orit Peleg, who studies fire flies and honey bees from the standpoint of physics and computer science. We anticipate synergy between [REDACTED] and Dr. Peleg, and at the same time [REDACTED] interests would enhance the Institute in new directions.

In EBIO, [REDACTED] would fill a constant need for offering educational opportunities for students to work with accomplished scientists doing original research and engaging in classes with scientists working at the frontiers of knowledge. Additionally, entomology is one of the most important disciplines in ecology and evolution because of the abundance, diversity, and economic importance of insects. Perusal of the representation of biologists working in the area of entomology is much lower at the University of Colorado than other tier 1 research institutions (e.g., Cornell, Purdue, U Florida, Michigan State, etc); in fact, at many universities, entomology is often its own department. Thus, [REDACTED] recruitment would represent an enormous boon to the department in terms of undergraduate teaching, research opportunities for grad students, and national reputation.

EBIO describes its five areas of research as Ecology, Evolutionary Biology, Genetics, Systematics and Biology Education Research. [REDACTED] would directly enhance and be enhanced by the Ecology and the Evolutionary Biology programs, but he is unusual in that he also works to some extent in all of these areas. Given his commitment to public outreach and education, he would be a strong addition to research on Biology Education as well. Furthermore, field work is a key component of EBIO research, and [REDACTED] has substantial experience with field work in Thailand, which he would expect to continue after joining the faculty.

Is this request part of a cluster hire? Technically no, but EBIO has made a commitment to recruiting and retaining a multicultural and multiracial faculty by hiring URM faculty from the last four hires [REDACTED] over the last two years. BIOF and EBIO view hiring multiple URM faculty as absolutely imperative for retention; without community, we tend to lose our best and brightest URM faculty.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

In Biofrontiers

- Jason Burdick (tenure home ChBE), Professor, joining Jan. 2022
- Edward Chuong (tenure home MCDB), Assistant Professor, Fall 2018
- Ryan Layer (tenure home CS), Assistant Professor, Fall 2018

In EBIO [REDACTED]

- Michael Gil, Assistant Professor, Fall 2022
- Julian Resasco, Assistant Professor, Fall 2020
- Ambika Kamath, Assistant Professor, Fall 2021
- Warren Sconiers, Associate Teaching Professor, Spring 2022

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

From BioFrontiers: None

From EBIO

- Jeff Mitton (2018), Alex Cruz* (2019), Mel Cundiff (2019), Michael Breed (2019), Tim Seastedt (2019), William Lewis (2020), Bill Bowman (2021), Carol Wessman (2022)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

From BioFrontiers

- Rob Knight (tenure home Biochem), left in 2014 for UCSD

From EBIO

- Russ Monson, Alan Townsend, Patrick Nosil, Pamela Diggie, Ned Friedman, Robert Guralnick.

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

From BioFrontiers

- Zhongping Tan (tenure home Biochem), failed P&T in 2018, moved to Chinese Academy of Medical Sciences
- Hang Hubert Yin (tenure home Biochem), left for family reasons in 2018, moved to Tsinghua University, Beijing
- Bruce Eaton (tenure home Biochem), resigned to move to biotech in 2015
- Melissa Mahoney (tenure home ChBE), resigned in 2011 for person reasons

From EBIO

- Sam Flaxman left in 2021 for a private sector job
- Sharon Collinge switched units

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

The BioFrontiers Institute saw the need to do more to foster DEI about seven years ago, when the Institute established and provided funds for CU Café. CU Café is a student-run, BioFrontiers faculty-mentored seminar series that focuses on inspiring students from underrepresented backgrounds to be successful academics. According to its website, CU Café (1) challenges the status quo of limited diversity in STEM fields, with the goal of fostering understanding, respect, and community; (2) empowers its members to be agents of change and innovative leaders to enhance DEI at CU-Boulder and the broader community; and (3) advances the careers of its members by increasing their networking and cultivating a diverse and inspiring environment. CU Café will make a positive impact on [REDACTED] as it has for other diverse faculty, including LGBTQ faculty, by bringing diverse scholars to the campus as seminar speakers and also by helping create an environment of respect for and interest in enhancing diversity, equity and inclusion.

More recently, the BioFrontiers Institute created the EMPOWERS program through the leadership of Prof. Leslie Leinwand. EMPOWERS provides flexible resources for advancing strategic diversity and inclusion initiatives and for strengthening core diversity and inclusion offerings. The funds have thus far been used to support research seminars by Black scholars from institutions including UCLA and Memorial Sloan Kettering Cancer Center, which have been well attended and inspirational. But this is just a start, and as the funds grow, it is envisioned that faculty and students of color and those committed to enhancing diversity will apply for funds to support innovative activities to enhance DEI.

In EBIO, an important aspect that we suspect will be important for the success of our four previous diversity hires and for future hires is our creation of JEDI in Academics committee. The mission of the JEDI committee is to integrate issues of diversity and inclusion in all aspects of our unit. Since the events of summer 2020 surrounding police brutality of Black US citizens and the Black Lives Matter Movement, our EBIO community is renewing its commitment to dig deeper and strive to become anti-racist in all aspects of our academic pursuits. To this end, we are currently engaging in a series of action-oriented workshops facilitated by an expert from outside of CU. The JEDI program was designed to be inclusive (we had more than 100 graduate student, postdoc, staff, and faculty participants in our training session) and we will complete two development workshops designed to identify and solve systemic racism: one focused on

recruitment and support of graduate students and the other (beginning October 5th) focused on addressing policy issues related to professional expectations and evaluations. These are intense and productive sessions designed to ultimately encourage multicultural and multiracial collaboration in ways that advance our teaching, research, and outreach missions.

More importantly, though, EBIO has started and made good progress on developing a community within the department that is multicultural and multiracial and has developed a mindset centered on valuing the perspectives and values of all members of our community in ways that will eventually lead to positive cultural evolution.

Finally, it is important to note that EBIO was successful in obtaining a large NSF training grant with the purpose of creating community for URM graduate students. The program is called [FIRED UP](#).² At the same time, BioFrontiers was successful in obtaining a large NSF NRT graduate training grant, and a substantial part of the proposal addressed recruiting and retaining URM graduate students and outreach to URM undergraduates at Fort Lewis College.

What is the unit's mentoring and support plan for the new hire?

The plan for mentoring [REDACTED] will be shared by BioFrontiers and EBIO. Because [REDACTED] would be a core faculty member of the Institute with laboratory space in JSCBB, he will benefit from having an Institute mentor. Prof. Cech, who already knows [REDACTED] has offered to be his Institute mentor, but if [REDACTED] develops strong affinity towards another Institute faculty member, this can be adjusted; we are quite flexible. Indeed, the concept of dual Institute/Department mentors is already in place. As one example, Prof. Orit Peleg has Liz Bradley as her Department of Computer Science mentor and Tom Cech as her BioFrontiers mentor, and this has been a successful arrangement.

In addition to this support plan for [REDACTED] personally, we have a plan to support his research program. This consists of an office and laboratory space in JSCBB and start-up funds sufficient for him to buy necessary supplies and equipment, to hire a research assistant to help maintain insects, and to pay graduate students as RA's when they are not serving as TA's. Beyond this, [REDACTED] research requires access to molecular biology core facilities in mass spec/proteomics and imaging, and these are already available in JSCBB for [REDACTED] use.

In addition, it is critical that [REDACTED] become integrated in the life of his tenure department, so EBIO will also provide mentorship according to its successful practices. All early (pre-tenure) faculty in EBIO have a two-person mentoring committee (three if you count the mentee) and the committee meets as a group of three multiple times during the semester for the purpose of engaging in activities and actions aligned with professional accomplishment. In addition, all early career mentees and their mentoring committees meet at least once a semester as a large group with the goal of focusing on various best practices with direct impacts on developing professional dossiers. One example of a best practice is training faculty on how we use graduate student mentoring best practices and annual surveys followed by professional development planning to develop each candidate's mentoring dossier. We have similar programs for teaching, outreach, and research. More than anything, these workshops and meetings build community and capacity.

Biology institutes and departments across the country are energized to increase their commitment to diversity and inclusion, so the competition for qualified minority faculty is intense. Yet, most biology institutes and departments have succeeded to at least a small extent to diversify their faculty. BioFrontiers has lagged behind our peer institutes in this respect, despite a deep commitment to the concept and the investment of much time and energy. A recent example was [REDACTED], who MCDB tried to recruit with the help of BioFrontiers. However, we lost her to the [REDACTED]. Thus, we are fortunate that [REDACTED] is interested in considering CU Boulder at the same time that the EBIO department is highly enthusiastic about interviewing him. If we are fortunate enough to recruit [REDACTED] it would broaden BioFrontiers' research and teaching areas, fill a gap in EBIO research and teaching, and help our rankings and our recruitment and retention of a diverse cadre of grad students.

Furthermore, [REDACTED] is amazingly gifted in his public outreach activities, many of which are listed in his CV (attached). He appears on-line as [REDACTED] and has relationships with the Audubon Society and National Geographic. These activities would reflect well on the Institute, the Department, and the University.

EBIO is ranked 6th among 66 colleges and universities for Ecology and Evolutionary Biology^{5,6}. The growth in the number of undergraduates receiving degrees from EBIO increased consistently from the period spanning 2008 to 2019; our rank in the college increased from 11th to 4th and we were the only department with a growth rate in number of graduates that was positive and statistically distinguishable from zero. Additionally, an analysis of undergraduate graduation for different ethnicities in EBIO revealed no evidence of bias: there were no detectable differences in graduation success among groups. Additionally, there has been a consistent increase in graduate students traditionally under-represented in sciences during the same period of time. While these data indicate our efforts towards improving our training program over the last decade are paying off, it is clear we need to increase the diversity of our faculty and grow our program in ways that match the interests of our students.

This particular hire is important because it will continue to develop a multicultural and multiracial community within an increasingly diverse department. [REDACTED] emphasis on getting students into the wilds, broadly communicating the excitement and importance of biology, and pursuing cutting-edge research with room for undergraduates will advance the teaching, outreach, and research missions of EBIO, BioFrontiers, CU Boulder, and the greater University of Colorado system; we count at least four wins.

Please attach the unit's updated Inclusive Excellence Narrative.

The BioFrontiers Institute document is attached.

EBIO follows the AAC&U in defining inclusion as the active process of engaging with the diversity of our undergraduates, graduate students, faculty, and staff. We view such engagement as an imperative and recognize that it requires **awareness**, **appreciation**, and **attention**. Our approach focuses on undergraduates, graduate students, faculty, staff and administrators. We

would like to improve the representation of diverse groups at all levels and improve the visibility of our diversity efforts.

To ensure active inclusion in EBIO, it is important that we be **aware** of the individual and group differences within the department. To that end, our goals include providing a positive and supportive environment for all and collecting data regarding diversity. To determine where our department lacks effectiveness and provide focus for future efforts, we launched a climate survey to ask all department members about their thoughts on inclusive excellence and are now engaged in data-driven revision of our actions.

We believe that **appreciation** of individual and group differences can be achieved in EBIO by making visible the diversity within our department, the University, and within the fields of ecology and evolutionary biology more generally. As part of an overall effort to increase the visibility of our diversity efforts, we would like to make a conscious effort to increase diversity in our colloquium speakers, encourage faculty to include ideas of inclusiveness into their courses, continue to update and make real-world relevant our standing seminar on diversity and inclusion, and use our website as a vehicle for promoting diversity and inclusion.

Finally, **attention** towards underrepresented groups in EBIO can be achieved by taking action to address instances of underrepresentation or non-inclusiveness. Undergraduates strongly identify with other undergraduates. We would like to improve diversity in our learning assistants and undergraduate teaching assistant population by encouraging underrepresented students to apply for those positions. We will endeavor to do more to assist economically disadvantaged students, including emphasizing open education resources and providing paid research positions and scholarships. We would like to explore ways of improving accessibility to courses for students with disabilities and elevate recruitment efforts directed at high school students in Colorado, especially those who attend high schools with a high proportion of underrepresented groups.

Please attach any other documents you feel are relevant to the selection committee

Letter of support from the College of Arts & Sciences is attached. Dr. Ramsey's CV is attached. Please also view the following as examples of his public outreach:

<https://www.drssammy.online/>

[https://urldefense.com/v3/_https://www.youtube.com/watch?v=nLqbO_EXNmE&t=22s_!!Eh6p8Q!X8vbUAsAGB-YyQMEDZXf_Rcql3Wo1UewQy2gEWFZ73zU_55bwKKwDOrSpE8\\$](https://urldefense.com/v3/_https://www.youtube.com/watch?v=nLqbO_EXNmE&t=22s_!!Eh6p8Q!X8vbUAsAGB-YyQMEDZXf_Rcql3Wo1UewQy2gEWFZ73zU_55bwKKwDOrSpE8$)

References

- 1- US Census Data
- 2- https://www.nsf.gov/awardsearch/showAward?AWD_ID=2105635&HistoricalAwards=false
- 3- Pew Research Center

- 4- Regression analysis after controlling for years since highest degree revealed female faculty earn, on average, \$3,174 more than male faculty but this difference is not more than expected from sampling error ($p = 0.5$).
- 5- <https://www.collegefactual.com/majors/biological-biomedical-sciences/ecology-evolution-systematics-population-biology/rankings/top-ranked/>
- 6- USNews and World Reports,
<https://www.usnews.com/education/best-global-universities/university-of-colorado-boulder-126614#summary>

Obtained by the National Association of Scholars

Submission 3.(Spring 2022)

College/School/ Unit: [Libraries](#)

Electronic signature of college/school/institute dean: [Robert McDonald](#)

Dean's ranking of this proposal (if submitting multiple proposals, i.e. 1 of 5): 1 of 6

Dept., program, or institute for which position is requested: [University Libraries](#)

Attestation: [Leslie J. Reynolds \(lere8885@colorado.edu\)](#)

- Joint Hire? [No](#)
 - Joint Hire other unit:
 - Joint Hire rostering unit (tenure home):
 - Faculty rank requested: [Assistant Professor](#)
 - Faculty salary requested (give approximate range): [\\$68,000 - \\$83,000](#)
-

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

The University Libraries currently has 56 faculty members: three full, 20 tenured, 19 tenure track, 11 instructors. Only seven members of our 43 tenured and tenure track faculty are Black, Indigenous, and people of color. Our full professors are all white women. Four of our 11 instructors are from underrepresented populations.

While we have seen a growth in our BIPOC professors at the assistant professor rank, the number of BIPOC faculty leaving from the full and associate professor rank has meant that the libraries' overall totals have remained constant.

We propose to intentionally grow the BIPOC community at every TTT rank. This will help build a diverse community for all regardless of rank. While the librarianship profession and that of CU is primarily white, our strategic plan states a goal of creating a hiring and retention environment that invites and supports a diverse and inclusive community to thrive. Increasing our number of BIPOC faculty should help us to retain our tenure track faculty, especially those from underrepresented backgrounds, and increasing the number of BIPOC faculty at the full level should also help retain and encourage other BIPOC faculty to seek promotion to full professor. The Libraries are also in process of recruiting an Assistant/Associate Dean for Organizational Development and Inclusive Practice who should help our organization identify and correct structural bias identified through collective noticing.

Last year, we piloted a targeted recruitment process for our Instructor rank Music and Recorded Sound Archivist position. This pilot process involved identifying qualified individuals from underrepresented populations. These individuals were then contacted personally by the search chair and or dean to encourage their application. This resulted in a racially and ethnically diverse pool of candidates who were well qualified for the position. This practice has now been implemented for all faculty recruitment efforts in AY 2021-2022 and has resulted in more diverse candidate pools.

We would use this same targeted recruitment process to hire an experienced librarian to match their experience to one of our areas of critical need. In developing proposals for this program, Libraries Team Leads identified 4-12 individuals from underrepresented backgrounds they would personally recruit to our FDAP position and a brief description of their area of critical need. Should this proposal be accepted, the targeted list will be expanded. One position was developed with a temporary, part-time Libraries university staff member as the targeted individual, since the Libraries do not have a Chancellor's Postdoctoral Fellowship that might be converted.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? [No](#)

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year and name (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:

N/A

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

The University Libraries have critical needs in a variety of areas that impact discovery, access, and engagement. Each position proposal will include a brief description of the critical need specifically addressed.

For this proposal, the Libraries Rare and Distinctive (RaD) instruction program currently provides over 100 individual course-integrated instruction sessions each semester and demand is growing. This type of course-integrated instruction impacts students across disciplines and usually includes object-based, curation-centered, engaged, and active pedagogies, as well as traditional class lectures. There is a critical need to meet this growing demand.

The Cultural Heritage Librarian manages instruction, outreach, exhibitions, special projects, and grants that highlight the cultural heritage of RaD's collections and community of users. This position has a primary responsibility to support diversity, equity, and inclusion initiatives within the Rare & Distinctive Collections team by developing and/or participating in projects that identify and raise under-served voices in order to tell more inclusive stories that feature RaD's unique and growing collections.

This highly collaborative position requires the candidate to work directly with campus faculty, cultural heritage institutions, RaD team members, and Libraries personnel to identify rare works and primary source materials for class use and to develop course-integrated assignments within the Libraries to support student-centered learning with RaD materials.

Targeted Recruitment:

[REDACTED], currently a temporary, part-time university staff member in a [REDACTED]
[REDACTED]

Is this request part of a cluster hire? No

Describe cluster hire and list any other units participating in cluster hire proposal:

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

We have hired two tenure track faculty in the last three years:

Rybin Koob, Amanda - Asst Professor

Knapp, Rachel - Asst Professor

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Retirement:

We have had four retirements in the last five years:

Losoff, Barb

Assoc. Prof

Retirement

Hayworth, Gene

Assoc, Prof.

Retirement

Fong, Judith Yem
Professor
Retirement
Montgomery, Bruce
Professor
Retirement

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Failed Retention Offer(s):
0

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Other (Please explain): We have lost ten faculty due to resignation or tenure denial

Todd, Hailey
Asst. Prof.
Resignation
Bowden, Heather
Asst. Prof.
Resignation
Mika, Katherine
Asst Professor
Resignation
Harbeson, Eric
Asst Professor
Tenure Denial
Sampsel, Laurie
Professor
Resignation
Hicks, Alison
Asst. Prof.
Resignation
Macklin, Alexius
Assoc. Prof.
Resignation
Maness, Jack
Assoc. Prof.
Resignation
Tovstiadi, Esta
Asst. Prof.
Resignation
Chan, Jennifer
Asst. Prof.
Resignation

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of and retain diverse faculty?

The University Libraries have developed a robust group mentoring program that has improved retention rates among all faculty members. Our faculty salaries were raised to a competitive level in 2019. We are in the process of hiring an Assistant/Associate Dean for Organizational Development and Inclusive Practice. This position plays a leadership role in the formulation and assessment of Libraries-wide services, policies, and EDI initiatives and seeks to create an environment where all people are welcomed and valued, ensuring that employees of all backgrounds, beliefs, and abilities are able to come together for the common purpose of advancing the mission of the university.

Formal organization of Diversity and Inclusion work in the Libraries began in 2013, when the Diversity Task Force (DTF) was formed. This group initiated internal conversations around diversity and updated the Libraries' Inclusive Excellence Plan. In 2020 the Libraries formalized the Dean's Committee on Inclusion, Diversity and Equity. This committee "advises and provides leadership in the area of diversity and inclusion by devising short and long-term strategies, making recommendations, and developing activities that promote cultural competency." This group also leads a Community of Practice which integrates these goals and activities into the daily working lives throughout the Libraries.

The University Libraries intends to develop a faculty fellowship in AY 22-23 for underrepresented populations and follow our new targeted recruitment process in an effort to create a cluster hire.

What is the unit's mentoring and retention plan for the new hire?

The chair of the Libraries' Deans Committee for Inclusion, Diversity and Equity will arrange for an additional mentor for this diverse hire, and this would be in addition to the group mentoring program already in place. We have also identified a BIPOC tenured faculty member, [REDACTED], who has agreed to serve as a mentor for this FDAP hire. This is in addition to the robust group mentoring program that the Libraries has in place for faculty members discussed in question 15.

Additionally, the Libraries has developed onboarding materials for new faculty members that should improve their ability to engage quickly and effectively in their new roles.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

N/A

Please attach the unit's updated Inclusive Excellence Narrative.

Attached to Request at end of submission.

Please attach any other documents you feel are relevant to the selection committee.

Attached to Request at end of submission.

Obtained by the National Association of Scholars

Inclusive Excellence Plan for the University Libraries

Inclusive Excellence at the University Libraries

Inclusive Excellence at the University Libraries encompasses librarians and library employees, physical spaces, and collections of digital and physical resources. The University Libraries recognizes and affirms that inclusive excellence is part of our professional practice of librarianship. The Association of College and Research Libraries (ACRL) Framework for Information Literacy in Higher Education guides us in recognizing and instructing on how information plays a role in inclusivity and excellence. Building community, cultivating openness, and attaining a high quality of performance and service are aspects of inclusive excellence that resonate strongly with the University Libraries.

Excellence at the University Libraries is to create spaces and provide services broadly, individually, and inclusively, and to provide essential scholarly resources that enable students, faculty, and the greater University of Colorado and Boulder community to discover and embrace ideas and points of view that are not part of their native experience.

Current Strategies for Inclusive Excellence at the University Libraries

The University Libraries is uniquely positioned in the campus community as a dynamic partner to all and envisions itself as *the heart of higher education, providing essential scholarly resources, user-centered services, and inclusive spaces*.

Being a dynamic partner means engaging with and supporting students, faculty, and campus beyond traditional roles of librarianship. Whether it is inviting therapy dogs to libraries during finals or simply listening to a student who is struggling with a course assignment, those within the University Libraries adapt their services to individual needs and contexts. Furthermore, many within the Libraries advocate beyond library activities to strengthen the inclusivity of the CU-Boulder community, from supporting the adoption of the EcoPass for all employees to sponsoring and leading a salsa club for students.

Inclusive space is also a cornerstone of what inclusive excellence is for each of our six libraries on campus. Both collaborative and quiet spaces are available to all students, meeting their academic needs in ways that few other spaces on campus can. We continue to assess and modify our spaces to address the evolving needs of our students. Our libraries provide safe, welcoming, and respectful environments for all students and the campus community.

Providing scholarly resources involves the thoughtful and deliberate work of the University Libraries to enable access and discovery of information to broad and diverse student populations. Supporting and promoting a campus wide Open Access policy, standardizing the purchase of DVDs to include closed captioning, and proposing new subject headings to the Library of Congress to further discovery of distinctive materials are examples that demonstrate the comprehensive effort the University Libraries take to enhance access and discovery of information in an inclusive manner.

University Libraries Goals for Enhancing Inclusive Excellence

- Inclusive Spaces:
 - As high-impact, prominent spaces on campus, identify and address the need for gender neutral bathrooms within library spaces.

- Continue assessment of spaces for ADA compliance and accessibility.
- Dynamic Partnership:
 - Continue to foster partnerships with campus and student organizations, formally or informally
 - Explore providing employees with training opportunities that address inclusivity in customer service and supporting diverse and distinctive populations.
- Access to Information:
 - Continue emphasis and assessment of inclusivity in access to resources including improved discovery and universal design.
 - Inclusive Excellence within University Libraries:
- Continue to foster and build community among those within the University Libraries, enhancing cross-departmental collaboration and communication.
- Re-establish a standing committee for Diversity & Inclusive Excellence carrying out inclusive excellence actions.

Submission 3 (Spring 2021 Off-cycle)

College/School/ Unit: Leeds

Dean's ranking of this proposal (if submitting multiple proposals, i.e 1 of 5):

Dept., program, or institute for which position is requested: Marketing Division

Attestation: Stephanie Gillin (stgi7684@colorado.edu)

- Joint Hire? Yes
 - Joint Hire other unit: Marketing
 - Joint Hire rostering unit (tenure home): Leeds
 - Faculty rank requested: Associate Professor
 - Faculty salary requested (give approximate range): 170,000-225,000
-

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

The Marketing faculty at University of Colorado-Boulder has been among the world's best on a per capita basis. <https://www.colorado.edu/business/news/2018/07/25/cornell-study-marketing-research>. Recently however, we have lost faculty in the consumer behavior area, have had senior faculty taken on administrative positions, and have anticipated retirements requiring reinvestment at the tenured level. We need to reformatify to meet AACSB accreditation guidelines in the short run and to ensure that our group continues its trajectory as one of the world's top research groups. The marketing faculty particularly wishes to hire in the consumer behavior area. This has been an area of strength. Critically, it is the most diverse subfield of marketing in terms of gender and race/ethnicity. However, at the current time, we have no women in consumer behavior and only one person of color. To have truly inclusive business school programs for an increasingly diverse student body, students from different backgrounds should be able to see themselves in the faculty. Nationally, however, just 4% of U.S. business school professors are Black Americans, Latinx Americans, or Native Americans, and most tenured faculty are Caucasian males. Increasing the diversity of business school faculty is important not only because it has an immediate effect in the classroom on the students these faculty teach, but also because it has a longer term effect on our students who aspire to be future business leaders. Making sure our students are interacting with diverse faculty will shape their actions and orientations when they become managers and leaders in business organizations and are in a position to shape the culture and policy of these organizations and the lives of those who work in them.

Explain the urgent need for hiring this high caliber candidate outside of the regular annual FDAP selection process. Why is the opportunity to hire this candidate unable to wait for the on-cycle review process?

Based on data for AY21, 27% of our Leeds courses in the area of marketing are taught by TTT faculty, below our accreditation minimum of 40%; this hire would help us meet our accreditation needs.

Academic year and name (or N/A) of your unit's last hire under the FDAP initiative:

2018, [REDACTED]

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? Yes

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Based on data for AY21, 27% of our Leeds courses in the area of marketing are taught by TTT faculty, below our accreditation minimum of 40%; this hire would help us meet our accreditation needs.

Is this Tenure/Tenure Track hire needed for critical teaching or research needs? Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

At the current time, we have no women in consumer behavior and [REDACTED]. [REDACTED] research focuses on social dimensions of consumption and how social and personal goals alter what we do, how we communicate with others about our consumption, and how much we enjoy our consumption experiences. These are topics of rising importance in our field and complementary to what other Leeds Marketing faculty study. A cohort analysis compared [REDACTED] to 16 scholars at top 50 schools with a PhD within a year of the candidate. That analysis showed that [REDACTED] was the most cited person in the cohort in Google Scholar, 2nd most cited in Web of Science, and third most published in what are generally considered the most elite outlets for marketing scholarship. The only roughly comparable faculty in the cohort are just tenured and being put up for early tenure at Pitt and Cornell, respectively. We also compared the Web of Science citations for each of [REDACTED] papers in those elite journals to other papers published in the same journal and year. That analysis showed that her individual top journal publications have consistently high impact.

Please attach the candidate's CV: CV Attached at end of submission.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

1. Henry Laurion, Assistant Professor, Accounting 2. Emily Gallagher, Assistant Professor, Finance 3. David Drake, Assistant Professor, Strategy, Entrepreneurship and Operations 4. Christina Lacerenza, Assistant Professor, Organizational Leadership and Information Analytics 5. Federico Bumbaca, Assistant Professor, Marketing 6. Liu Liu, Assistant Professor, Marketing Fall 2019: 7. Clare Wang, Associate Professor, Accounting 8. Shri Santosh, Assistant Professor, Finance 9. Xiaoshu Bei, Assistant Professor, Strategy, Entrepreneurship and Operations 10. Gloria Urrea, Assistant Professor, Strategy, Entrepreneurship and Operations Fall 2020: 11. Bryce Schonberger, Assistant Professor, Accounting 12. Timothy McQuade, Associate Professor, Finance 13. Andrea Buffa, Assistant Professor, Finance 14. Sina Khoshokhan, Assistant Professor, Strategy, Entrepreneurship and Operations 15. Ovunc Yilmaz, Assistant Professor, Strategy, Entrepreneurship and Operations 16. Huanan Zhang, Assistant Professor, Strategy, Entrepreneurship and Operations 17. Zhiyi Wang, Assistant Professor, Organizational Leadership and Information Analytics 18. Quentin Andre, Assistant Professor, Marketing 19. Joe Gladstone, Assistant Professor, Marketing

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

1. BUCHMAN, THOMAS, Accounting 2. DUNCAN, CALVIN, Marketing 3. FREDERICK, DAVID, Accounting 4. KOZAR, KENNETH, Management 5. LAWRENCE, STEPHEN, SEO 6. MELICHER, RONALD, Finance 7. PALMER, MICHAEL, Finance 8. ROSSE, JOSEPH, Management and Entrepreneurship 9. SELTO, FRANK, Accounting 10. SINHA, ATANU, Marketing 11. LEE, JINTAE, Organizational Leadership and Information Analytics 12. STUTZER, MICHAEL, Finance 13. THIBODEAU, TOM, Finance

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

1. DE LANGHE, BART, Marketing 2. MOREAU, CATHERINE PAGE, Marketing 3. PENG, LIANG, Finance 4. WANG, YANWEN, Marketing 5. MCQUADE, TIMOTHY, Finance

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

1. ANDERSON, BRIAN, Management 2. CHEN, HUI, Accounting 3. CHEN, ZEYUN, Accounting 4. DALEY, BRENDAN, Finance 5. DAM, ROBERT, Finance 6. DURHAM, GARLAND, Finance 7. FOO, MAW DER, Management and Entrepreneurship 8. FUND, BRET, Management and Entrepreneurship 9. GRANT, SUE JUNG, Marketing 10. GUNNY, KATHERINE ANN, Accounting 11. HAYWARD, MATHEW, Management 12. JAGOLINZER, ALAN, Accounting 13. JORGENSEN, BJORN, Accounting 14. KAHL, MATTHIAS, Finance 15. NILSSON, LARS MATTIAS, Finance 16. OBREJA, IULIAN, Finance 17. PINHEIRO, ROBERTO, Finance 18. SHANE, PHILIP, Accounting 19. SODERSTROM, NAOMI, Accounting 20. SUN, YACHENG, Marketing 21. YAO, XIN, Management and Entrepreneurship 22. CAMPBELL, MEG, Marketing. These are faculty who have departed for various reasons including personal reasons (e.g., moving to a location closer to extended family) and not getting tenure.

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

In past faculty searches, the marketing division has pursued and made offers to many faculty of color and women. In most cases, these offers have been made at the assistant professor level where we have been very sensitive to our support network in order to help insure that we have the environment where these faculty can launch a successful academic career. Although both of these current faculty targets have already established themselves as exceptional scholars, we still believe that it is still imperative that we provide the support and environment where they can continue to thrive both professionally and personally. We are confident that this is the

type of environment we currently have, it is simply who we are. We are an extremely supportive division where all faculty members are genuinely interested in the success of their colleagues. With particular respect to this proposal, members of our faculty are particularly committed to diversity and inclusion. In fact, we believe that we are at the forefront of taking leadership roles in coordination with the Leeds Office of Diversity Affairs to help recruit and support women and students of color across all three degree programs. For example, two of our senior faculty started the Diverse Student Mentorship program where faculty in the school mentor our first-year diverse students on a one-to-one basis in order to provide them with the support they need to succeed in Leeds. We are aware that the first year is a big transition year for undergraduates, and is especially difficult for our diverse student population. Thus, as part of this mentorship program, our faculty continually reach out to their mentee to see what they need and ask how we can be supportive. Two more of our senior faculty have recently started the Diverse Doctorates in Business program. This program was developed to increase awareness among diverse students of the career paths associated with choosing to pursue a PhD in business. A huge problem in hiring diverse faculty across business disciplines is that the pool of candidates is just not that large. This program is an effort to attempt to generate a larger number of diverse PhD candidates. While we mention these four marketing faculty who initiated these programs, we should note that we have participation and support for these programs by most of our division faculty.

What is the unit's mentoring and support plan for the new hire?

Regarding direct support, if we are granted approval to hire [REDACTED], it would be our intention to welcome and integrate them into every aspect of the division from day one. Additionally, we would ask senior faculty that have historically taken leadership roles on issues of diversity to each serve as mentor. We should also note that we already have faculty that have relationships with [REDACTED]. Two of our faculty ([REDACTED]) had overlap with [REDACTED] as phd students. Thus, while our faculty as a whole are behind these hires and look forward to having them join us, these three faculty already have relationships with them. If allowed to hire these two scholars, they will be joining a very healthy, friendly, and supportive division. While we certainly plan to provide a great supportive environment for [REDACTED] we also have the goal that in making tenured offers is that once here, [REDACTED] can also take leadership roles and be a model and mentor for other women and faculty of color. Such a successful academic will assist in helping to attract and educate underrepresented groups of students and faculty. We see this as critical because at the current time, our undergraduate composition is only 37% women, well short of our goal of gender parity. We are having somewhat more success with domestic students of color, as they comprise 30% of our undergraduate students. In order to attract more women into our undergraduate business program and to support and continue to grow our enrollments of domestic students of color, we see it as essential that they see faculty with whom they can identify with respect to gender and race/ethnicity. In addition, in our largest MS program, Business Analytics (with a marketing track), we only have one tenure-track woman and one tenured faculty of color teaching in the program. The opportunity to have [REDACTED] teach in this high growth program, particularly within the marketing track, will increase the gender diversity and racial/ethnic representation of the faculty significantly.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

The Marketing faculty at University of Colorado-Boulder has been among the world's best on a per capita basis. <https://www.colorado.edu/business/news/2018/07/25/cornell-study-marketing-research>. Recently however, we have lost faculty in the consumer behavior area, have had senior faculty taken on administrative positions, and have anticipated retirements requiring reinvestment at the tenured level. We need to refortify to meet AACSB accreditation guidelines in the short run and to ensure that our group continues its trajectory as one of the world's top research groups. The marketing faculty particularly wishes to hire in the consumer behavior area. This has been an area of strength. Critically, it is the most diverse subfield of marketing in terms of gender and race/ethnicity. However, at the current time, we have no women in consumer behavior and [REDACTED]. (Technically, Professor Margaret Campbell is on leave, but has accepted a tenured offer at another university.)

Please attach the unit's updated Inclusive Excellence Narrative.

Attached to Request at end of submission.

Please attach any other documents you feel are relevant to the selection committee.

Attached to request at end of submission.

What is the unit's mentoring and support plan for the new hire?

Regarding direct support, if we are granted approval to hire [REDACTED], it would be our intention to welcome and integrate them into every aspect of the division from day one. Additionally, we would ask senior faculty that have historically taken leadership roles on

issues of diversity to each serve as mentor. We should also note that we already have faculty that have relationships with [REDACTED]. Two of our faculty ([REDACTED]) had overlap with [REDACTED] as phd students. Thus, while our faculty as a whole are behind these hires and look forward to having them join us, these three faculty already have relationships with them. If allowed to hire these two scholars, they will be joining a very healthy, friendly, and supportive division. While we certainly plan to provide a great supportive environment for [REDACTED], we also have the goal that in making tenured offers is that once here, [REDACTED] can also take leadership roles and be a model and mentor for other women and faculty of color. Such a successful academic will assist in helping to attract and educate underrepresented groups of students and faculty. We see this as critical because at the current time, our undergraduate composition is only 37% women, well short of our goal of gender parity. We are having somewhat more success with domestic students of color, as they comprise 30% of our undergraduate students. In order to attract more women into our undergraduate business program and to support and continue to grow our enrollments of domestic students of color, we see it as essential that they see faculty with whom they can identify with respect to gender and race/ethnicity. In addition, in our largest MS program, Business Analytics (with a marketing track), we only have one tenure-track woman and one tenured faculty of color teaching in the program. The opportunity to have [REDACTED] teach in this high growth program, particularly within the marketing track, will increase the gender diversity and racial/ethnic representation of the faculty significantly.

Obtained by the National Association of Scholars



Leeds Commitment to Diversity, Equity, and Inclusion

The Leeds naming gift in 2001 identified diversity and inclusion as a key focus area, and so this has been a major area of focus since that time. Please refer to our Diversity, Inclusion and Equity website for detailed information on graduate, undergraduate, faculty/research, and outreach efforts of the Leeds School related to diversity, equity and inclusion (<https://www.colorado.edu/business/about/diversity-equity-and-inclusion>). This information highlights, for example, the 94.4% retention rate and 82% four-year graduation rate for undergraduates in our Diverse Scholars Program. It also provides details on one of the three key strategic initiatives at the Leeds School, “End the Gap,” which is focused on gender equity. Specifically with regard to our efforts related to faculty diversity, here are a few highlights:

- Of the TT hires over the last four 4 cycles, 62% have been diverse in terms of race, gender, sexual orientation and/or international status. This is a major accomplishment, given the lack of diversity in the number of PhDs in our field. Below we provide a detailed summary of how our performance compares to the performance of the field.
- Leeds launched a Dual Careers program specifically aimed at helping to identify career opportunities for domestic partners of our new hires. This program was developed with the aim of attracting more women faculty since they are more likely to have a working spouse than male faculty, however, this program is offered to all new faculty. It has been very effective in communicating our commitment to creating an environment where our women faculty can be successful, and increased our success rate in recruiting female faculty.
- Leeds is co-organizing a program with the other two business schools in the University of Colorado System to attract more underrepresented undergraduates to pursue a Ph.D. in a business field, the CU Diverse Doctorates Program. The number of underrepresented students in PhD programs is woefully inadequate in efforts to have a business faculty that better mirrors the population. Without efforts to increase the number of PhD educated individuals in business fields, it will be impossible to make significant progress in diversifying the business faculty at US universities. While this effort is one which will not yield a measurable impact on faculty diversity in the short-term, we feel it is critical for the long run.

Leeds Performance in Attracting Diverse Faculty Compared to the Field

Tenure Track Faculty Gender. According to a 2020 study by the American Association of Collegiate Schools of Business (AACSB’s 2020 Business School Data Guide), males outnumber females at every rank and in every subfield, and increasingly so at higher ranks; women make up 38.7%, 33.9%, and 22.4% of faculty at assistant, associate, and full professor ranks, respectively, at AACSB accredited business schools. They also make up 39.8% of instructor rank (non-tenure track) faculty.

Racial and ethnic diversity. 63.3% of fulltime AACSB business school faculty are white. Asian or Pacific Islanders make up 17.7%, Black/African American 3.9%, LatinX 2.8%, and American Indian/Alaskan Native .3%. Race and ethnicity is unknown or unreported for 11.9%

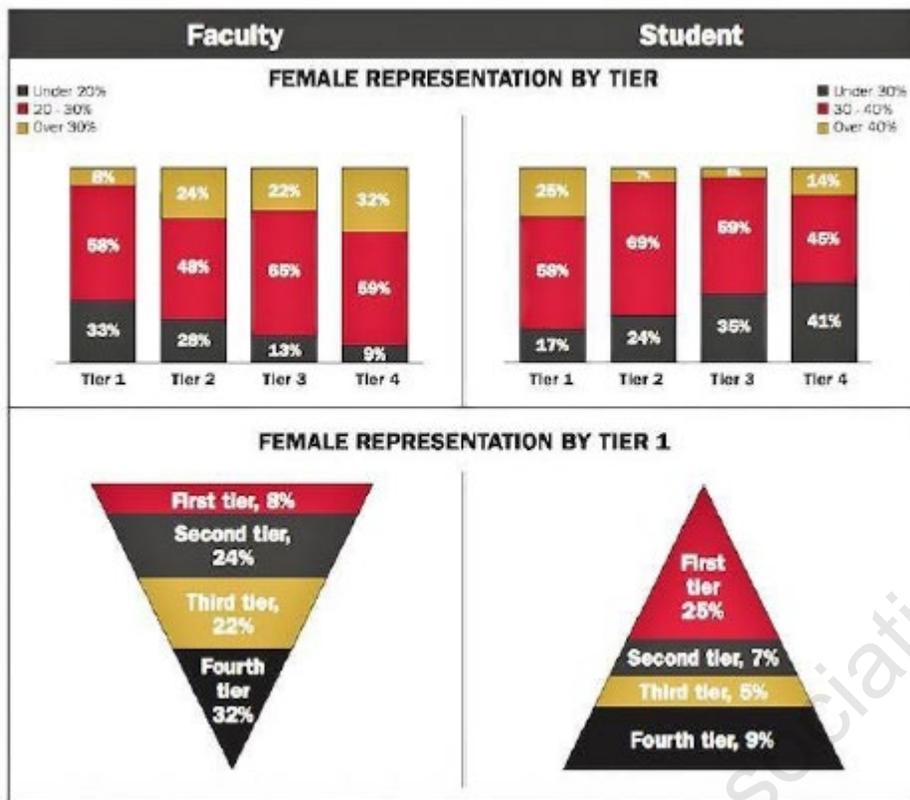
Faculty diversity is lower at the most highly ranked schools. A 2015 Poets and Quants study compared percentages of women among MBA students and among faculty at elite and less elite schools, concluding: “Despite having the highest proportion of female students, top tier programs had the lowest percentage of female faculty members.” (Schmitt, Jeff (2015), “A Gender Scorecard for Business Schools”. <http://poetsandquants.com/2015/05/02/a-gender-scorecard-for-business-schools/2/>) (Figure A1).

Diversity in pipeline of new PhDs. The pipeline of new PhDs is majority male in every subfield but organizational behavior (Figure A2).

The Leeds School has resisted those trends, particularly in the last four years:

1. Women have increased representation on our tenure track faculty from 17.7% in AY 17-18 to 27% in AY 20-21.
2. Women now make up 26.1% of our full professors.
3. Funnel statistics in Figures A3 and A4 show how we achieved these results.
4. Our strides in diversity have occurred during the same period our faculty research output has increased to place us among the world’s elite business schools. We are now 24th in the world in per capita output in the top 24 business journals.
(<https://www.colorado.edu/business/faculty-research/utd-capita-rankings>)

Figure A1: Gender Diversity Lower at Higher Ranked Business Schools



Source: Schmitt, Jeff (2015), "A Gender Scorecard for Business Schools".

<http://poetsandquants.com/2015/05/02/a-gender-scorecard-for-business-schools/2/>

Obtained by the National Association of Scholars

Figure A2: Gender of New PhDs in Business

Doctorate Recipients by Gender 2014

<http://www.nsf.gov/statistics/2015/nsf16300/data-tables.cfm>

NSF Study - Doctorate Recipient 2014 by gender

	Total	Male	Female	%Female
Business management and administration	1,583	967	670	42.3
Accounting	193	111	87	43.9
Business administration and management	242	136	105	43.4
Finance	264	191	73	27.7
Management information systems/business statistics	101	74	27	26.7
Marketing management and research	152	80	71	46.7
Organizational behavior	212	92	119	56.1

* The 2020 data from AACSB shows a decrease to 41.5% Female across fields.

Obtained by the National Association of Scholars

Figure A3: Gender Diversity Through the Recruiting Funnel

	Applications				Campus Interviews				Offers Extended				Offers Accepted			
	Total	Female	Male	% F	Total	Female	Male	% F	Total	Female	Male	% F	Total	Female	Male	% F
Accounting	2	1	1	50%	1	1	0	100%	1	1	0	100%	1	1	0	100%
Finance	54	12	38	22%	14	5	9	36%	1	0	1	0%	1	0	1	0%
Operations	58	18	39	31%	8	4	4	50%	3	2	1	67%	1	1	0	100%
Entrepreneurship	100	25	72	25%	5	4	1	80%	1	1	0	100%	1	1	0	100%
Total	214	56	150	26%	28	14	14	50%	6	4	2	67%	4	3	1	75%

Conditional Probability of Passing from Funnel Stage t to t+1

	Campus Interviews/Apps			Offers/Campus Inter			Offers Accepted/Offer Extended		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
Accounting	50%	100%	0%	100%	100%	na	100%	100%	na
Finance	26%	42%	24%	7%	0%	11%	100%	na	100%
Operations	14%	22%	10%	38%	50%	25%	33%	50%	0%
Entrepreneurship	5%	16%	1%	20%	25%	0%	100%	100%	na
Total	13%	25%	9%	21%	29%	14%	67%	75%	50%

Figure A3 shows that females were invited to campus disproportionately to their relative percentage in the applicant pool.

Females were more likely than males to receive an offer conditional on getting a campus interview.

Females were slightly more likely than males to accept an offer conditional on receiving one.

Figure A4: Racial/Ethnic Diversity Through the Recruiting Funnel (White vs. People of Color)

	Applications				Campus Interviews				Offers Extended				Offers Accepted			
	Total	PC	W	% PC	Total	PC	W	% PC	Total	PC	W	% PC	Total	PC	W	% PC
Accounting	2	2	0	100%	1	1	0	100%	1	1	0	100%	1	1	0	100%
Finance	54	25	24	46%	14	9	5	64%	1	1	0	100%	1	1	0	100%
Operations	58	31	22	53%	8	5	3	63%	3	2	1	67%	1	1	0	100%
Entrepreneurship	100	47	48	47%	5	4	1	80%	1	1	0	100%	1	1	0	100%
Total	214	105	94	49%	28	19	9	68%	6	5	1	83%	4	4	0	100%

Conditional Probability of Passing from Funnel Stage t to t+1

	Campus Interviews/Apps			Offers/Campus Inter			Offers Accepted/Offer Extended		
	Total	PC	W	Total	PC	W	Total	PC	W
Accounting	50%	50%	na	100%	100%	na	100%	100%	na
Finance	26%	36%	21%	7%	11%	0%	100%	100%	na
Operations	14%	16%	14%	38%	40%	33%	33%	50%	0%
Entrepreneurship	5%	9%	2%	20%	25%	0%	100%	100%	na
Total	13%	18%	10%	21%	26%	11%	67%	80%	0%

Figure A4 shows that people of color were invited to campus disproportionately relative to their percentage in the applicant pool

People of color were more likely than white candidates to receive an offer conditional on getting a campus interview

People of color were more likely than white candidates to accept an offer conditional on receiving one

The Leeds School of Business is committed to hiring top faculty and staff talent. In order to successfully recruit talent in a competitive market, we have created a new program, the Leeds Dual Career Program, aimed at supporting the spouses/partners of our newly hired faculty and staff. Our aim is also to understand what you and your family need to be successful at CU Boulder. The Leeds Dual Career Program, formally launched in fall 2016, assists partners in connecting with business and academic leaders throughout the state. Partners will complete a survey which will assist our Leeds team in identifying opportunities and connecting the partner with potential employers. Leeds Alumni and Friends Board Members, as well as Leeds Corporate Partners, are committed to assisting us in achieving our goals of excellence to continue to create a highly educated and prosperous Colorado.

What you can expect:

- After your partner/spouse receives an offer to join the Leeds School of Business, you will be offered the opportunity to complete this [survey](#) to share your career background.
- When reviewing your information, the hiring Division Chair and the Assistant Dean for Advancement will determine the best connections to pursue at the University or in the community. The Leeds connections include:

Our Boards

- [Leeds Board of Alumni and Friends](#)
- [Center for Education on Social Responsibility](#)
- [Burrige Center for Finance](#)
- [Deming Center for Entrepreneurship](#)
- [GOLD Board – Graduates of the Last Decade](#)
- [CU Real Estate National Advisory Board](#)
- [Leeds MBA Alumni Board](#)
- [The Women’s Council](#)

Our Corporate Partners

- [Arrow, Ball Corporation, Zayo, Cain Travel, Charles Schwab, Crocs, DaVita, EKS&H, EY, IBM, KPMG, Level 3, Phillips 66, Shell](#)

Community Resources

- [Boulder Chamber](#)
 - [Denver Metro Chamber of Commerce](#)
- We commit to offer you at least three networking connections.
 - With a member of our Advancement team (our external arm in the alumni and business community) who has connections within the desired industry or field.
 - With a member of our [Leeds Board of Alumni and Friends](#) within the desired industry or field.
 - Personal e-mail introductions to our corporate partners where you have found an interesting employment opportunity to pursue.
 - More formal meeting/networking sessions with specific company targets.

Testimonial:

Heather Hanson, Director, Alumni Engagement, Advancement. Both Heather and her husband relocated from Northwestern University.

“Leeds’ willingness to help and support my husband with his job search as we transitioned to Boulder was incredible. I felt beyond supported and comforted in what could have been a chaotic time for our family. The Leeds network proved to be tremendous asset in helping with key introductions for him to land a dream job at Charles Schwab in three months after I started at Leeds. “

Please be advised that the Leeds Dual Career Program is not a job placement service and job placement is not guaranteed. For more information, please contact the Dual Career Program at leedsdualcareer@colorado.edu



October 8, 2021

To: Russell Moore, Provost of the University of Colorado, Boulder
Cc: Sharon Matusik, Dean of the Leeds School of Business
Yonca Ertimur, Senior Associate Dean for Faculty and Research
From: Donald Lichtenstein and John Lynch, Marketing Division
Subject: Critical Needs Hiring under the Faculty Diversity Action Program.

In response to the University of Colorado's call for proposals for the Faculty Diversity Action Program, the marketing division of the Leeds School of Business has identified two outstanding scholars who both would not only add to the intellectual strength and thought diversity of the marketing division, but also would add much needed diversity in terms of gender and race/ethnicity. The two marketing scholars are Drs.

[REDACTED]

Current Status of the Marketing Division. The Marketing faculty at University of Colorado-Boulder has been among the world's best on a per capita basis. <https://www.colorado.edu/business/news/2018/07/25/cornell-study-marketing-research>. Recently however, we have lost faculty in the consumer behavior area, have had senior faculty taken on administrative positions, and have anticipated retirements requiring reinvestment at the tenured level. We need to refortify to meet AACSB accreditation guidelines in the short run and to ensure that our group continues its trajectory as one of the world's top research groups. The marketing faculty particularly wishes to hire in the consumer behavior area. This has been an area of strength. Critically, it is the most diverse subfield of marketing in terms of gender and race/ethnicity. However, at the current time, we have no women in consumer behavior and only one person of color.¹

Process. The tenured marketing faculty focused on the cohort from advanced assistant to early full professor, reviewing 29 scholars at top 50 business schools in the consumer behavior subfield. While we were very sensitive to our diversity needs, we did not restrict our review to only diverse candidates. We reviewed CVs and top

¹ Technically, Professor Margaret Campbell is on leave, but has accepted a tenured offer at another university.

papers. [REDACTED] emerged as two of the three top scholars based on that review, while the other faculty member was not interested in relocating to Boulder at this time. [REDACTED] Both are US citizens.

Evidence of excellence, [REDACTED]. The tenured faculty have met to read [REDACTED] top papers as we would do for any tenure review. [REDACTED]

[REDACTED] We also compared the Web of Science citations for each of [REDACTED] papers in those elite journals to other papers published in the same journal and year. That analysis showed that her individual top journal publications have consistently high impact.

[REDACTED] is keen to retain [REDACTED]. They promoted her early to untenured associate and made efforts to help her [REDACTED], find a position at another [REDACTED]

[REDACTED] It is not surprising that they are so keen to retain her. In addition to her outstanding research, her teaching is world class.

In sum, we view [REDACTED] to be the kind of intellectual leader and community builder who can be a foundation for our group's continued excellence for decades to come.

Evidence of excellence, [REDACTED]. [REDACTED] is also an outstanding scholar. [REDACTED]

These are critical issues for companies to navigate in an increasingly politicized marketplace. As Leeds continues to see growth in both underrepresented students and students committed to issues of social responsibility and justice, [REDACTED] research will be helpful in increasing student interest in this area of research and to further their interest in graduate studies. His research has had impact that has led to professional appointments and recognitions. He has been a member of the editorial board of the [REDACTED]

The tenured faculty have also met to read [REDACTED] top papers and were very impressed. We also collected “reality check” statistics that we include in any tenure file. First, a cohort analysis compared [REDACTED] to 14 scholars at top 40 schools with a PhD within a year of the candidate. He was roughly in the middle of that group on our citation metrics and publications in elite outlets, though his citations exceeded those of scholars recently tenured at Stanford, Johns Hopkins, Duke, and Indiana among others. He was the only cohort member to have received the prestigious [REDACTED] Award.

We also have heard very strong reviews of [REDACTED] for his teaching, service, and collegiality. We believe that by hiring this spousal team, we are securing the long-term prominence of our marketing faculty.

Marketing Division’s Supportive Environment. In past faculty searches, the marketing division has pursued and made offers to many faculty of color and women. In most cases, these offers have been made at the assistant professor level where we have been very sensitive to our support network in order to help insure that we have the environment where these faculty can launch a successful academic career. Although both of these current faculty targets have already established themselves as exceptional scholars, we still believe that it is still imperative that we provide the support and environment where they can continue to thrive both professionally and personally. We are confident that this is the type of environment we currently have, it is simply who we are. We are an extremely supportive division where all faculty members are genuinely interested in the success of their colleagues. With particular respect to this proposal, members of our faculty are particularly committed to diversity and inclusion. In fact, we believe that we are at the forefront of taking leadership roles in coordination with the Leeds Office of Diversity Affairs to help recruit and support women and students of color across all three degree programs. For example, two of our senior faculty started the Diverse Student Mentorship program where faculty in the school mentor our first-year diverse students on a one-to-one basis in order to provide them with the support they need to succeed in Leeds. We are aware that the first year is a big transition year for undergraduates, and is especially difficult for our diverse student population. Thus, as part of this mentorship program, our faculty continually reach out to their mentee to see what they need and ask how we can be supportive. Two more of our senior faculty have recently started the Diverse Doctorates in Business program. This program was developed to increase awareness among diverse students of the career paths associated with choosing to

pursue a PhD in business. A huge problem in hiring diverse faculty across business disciplines is that the pool of candidates is just not that large. This program is an effort to attempt to generate a larger number of diverse PhD candidates. While we mention these four marketing faculty who initiated these programs, we should note that we have participation and support for these programs by most of our division faculty.

While these examples do not speak of direct support for new faculty, they do speak to the culture of the division in which these faculty will join. Regarding direct support, if we are granted approval to hire [REDACTED], it would be our intention to welcome and integrate them into every aspect of the division from day one. Additionally, we would ask two of our senior faculty that have historically taken leadership roles on issues of diversity to each serve as mentors for these two incoming faculty. Without a doubt, both faculty will be more than happy to play this role.

We should also note that we already have faculty that have relationships with them. Two of our faculty ([REDACTED]) had overlap with [REDACTED] as phd students, and one of our faculty ([REDACTED] was on the faculty at [REDACTED] for a year with [REDACTED]. Thus, while our faculty as a whole are behind these hires and look forward to having them join us, these three faculty already have relationships with them. If allowed to hire these two scholars, they will be joining a very healthy, friendly, and supportive division.

Contribution to the Marketing Division and Leeds. While we certainly plan to provide a great supportive environment to these two new faculty, we also have the goal that in making tenured offers is that once here, they can also take leadership roles and be models and mentors for other women and faculty of color. They are already very successful academics and we believe they will be very helpful in helping to attract and educate underrepresented groups of students and faculty. We see this as critical because at the current time, our undergraduate composition is only 37% women, well short of our goal of gender parity. We are having somewhat more success with domestic students of color, as they comprise 30% of our undergraduate students. In order to attract more women into our undergraduate business program and to support and continue to grow our enrollments of domestic students of color, we see it as essential that they see faculty with whom they can identify with respect to gender and race/ethnicity. In addition, in our largest MS program, Business Analytics (with a marketing track), we only have one tenure-track woman and [REDACTED] teaching in the program. The opportunity to have [REDACTED] and [REDACTED] teach in this high growth program, particularly within the marketing track, will increase the gender diversity and racial/ethnic representation of the faculty significantly.

Beyond these contributions that align with gender and racial/ethnic diversity, of course the marketing faculty are thrilled at the prospect of having both [REDACTED] and [REDACTED] as research colleagues. We see much overlap in their work and a lot of the work that we are currently doing here.

Likelihood of Offer Acceptance: We have been engaged in continual dialogue with both [REDACTED]. They have told us they would be excited to accept offers from us. Actually, we pursued [REDACTED] two years ago when we had only a single line, [REDACTED]. Our Dean, Sharon Matusik, had reached out to Deans at CSU and CU-Denver at the time to find a place for [REDACTED] but without success. [REDACTED]

If you have any questions regarding this proposal, we would be happy to answer them.

Sincerely,

Donald R. Lichtenstein
Professor and Chair
Division of Marketing

John G. Lynch
Distinguished Professor
Division of Marketing

Obtained by the National Association of Scholars

Submission 4.(Spring 2022)

College/School/ Unit: [Engineering](#)

Electronic signature of college/school/institute dean: [Keith R. Molenaar, Ph.D. \(by Robyn E Sandekian with his authorization\)](#)

Dean's ranking of this proposal (if submitting multiple proposals, i.e. 1 of 5): 1 of 1

Dept., program, or institute for which position is requested: [College of Engineering & Applied Science](#)

Attestation: [Robyn E Sandekian \(CEAS Director of Faculty Advancement\) \(sandekia@colorado.edu\)](#)

- Joint Hire? [No](#)
- Joint Hire other unit:
- Joint Hire rostering unit (tenure home):
- Faculty rank requested: [Assistant Professor](#)
- Faculty salary requested (give approximate range): [\\$100,000 - \\$160,000 \[salary range for open rank request\]](#)

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

For the past two years, the College of Engineering and Applied Science (CEAS) has operationalized our FDAP efforts by conducting open discipline searches managed initially by a college-level, departmentally-representative committee, followed by unit-level review. The demonstrated results from these past two searches include the hiring of faculty who have demonstrated experience, knowledge, skills, and abilities to weave concepts of diversity, equity, and inclusion into teaching, research, and service. Two new faculty per year will utilize FDAP-funded positions that are matched by two to four college funded positions.

This broad recruitment method, supported unanimously by the department chairs, has allowed the college to identify outstanding educators and researchers, several of whom have explicitly mentioned that they were drawn to the opportunity because of the explicit valuation of diversity in the position description and advertisements. (See Stewart and Valian, 2018; Fine and Handelsman, 2010 for research on this phenomenon.) This allowed the Acting Dean and the departmental search committees to fill positions based on critical needs as identified by department faculty committees. The role of the college-level committee has been, and will continue to be, to conduct a first pass of each candidate's full application packet and forward those applicants whose vision, experience, and future plans include activities and perspectives that promote a diverse, equitable, and inclusive academic culture through excellence in teaching and research.

In response to the initial FDAP proposal in spring 2020, the CEAS submitted a FDAP proposal for an open-rank, open discipline college-wide cluster hire. That first year we sought to hire a cohort including six FDAP-funded faculty lines that would be matched by six college-funded faculty lines. During that first FDAP process, the campus FDAP committee awarded the CEAS one FDAP line. Given the large number of exceptional candidates who were identified during that search cycle, the Provost provided a second funded line and the college matched those FDAP funded lines. During the second round FDAP process in spring 2021, the CEAS was awarded two additional FDAP-funded lines. We are currently at the final stages of this year's college-wide search but are currently working to make offers to at least another seven exceptional scholars. This year's request (for AY 2022-2023) is to allow CEAS to complete what has become a three-year plan to implement the college's vision of hiring a cohort of faculty who recognize and enact their commitment to promoting a diverse, equitable, and inclusive academic culture.

The first FDAP search yielded four new faculty members out of seven offers that were extended, which was a slightly higher success rate than in recent years (57% yield vs. a typical yield of ~50%). Of greater note, each of them brings a unique cultural history and background that will shape their work as faculty. A fifth finalist joined CU Boulder as a post-doctoral researcher with the ATLAS Institute and begin as a faculty member in January 2023 under an ATLAS line (unassociated with FDAP).

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? [No](#)

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year and name (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? Yes

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Yes. All six engineering departments will undergo ABET review in AY 2023-2024 and that accreditation cycle will include new aspects of multiple criteria that require a focus on diversity, equity, and inclusion (DEI) [https://abet.co1.qualtrics.com/jfe/form/SV_8vpEHGp1ubbdkR8]. The draft addition to the curriculum requirements (Criterion 5.) include: "a professional education component that is consistent with the institution's mission and the program educational objectives and promotes diversity, equity, and inclusion awareness for career success." The draft addition to the faculty expectations (Criterion 6) includes, "The program faculty must demonstrate awareness and abilities appropriate to providing an equitable and inclusive environment for its students, and knowledge of appropriate institutional policies on diversity, equity, and inclusion." While the exact wording of the accreditation criteria will not be finalized until fall 2022, the college is well-positioned to meet these expectations because many of our existing faculty have engaged in creating a more equitable and inclusive academic environment within our college and every faculty member hired through our ongoing cluster hire process will be well-equipped to support departmental efforts to meet, and potentially exceed, those new expectations.

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

Yes – each department will identify candidates according to their self-identified critical disciplinary needs in this hiring cycle. FDAP funded positions allow the college to make additional offers to candidates who meet the critical needs of each department. All candidates who are forwarded as finalists by the individual department faculty will then be considered by the Dean. The finalists who best match the intent of the FDAP proposal will be approved for offers of employment. In this manner, departments have ultimate control over the hiring decision, which ensures that the new faculty member will have collaborators and mentors needed to thrive in their new role.

Is this request part of a cluster hire? Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

CEAS Open Rank, Open Discipline cluster hire that includes the following tenure-home departments: Chemical and Biological Engineering; Civil, Environmental, and Arch Engineering; Computer Science; Electrical, Computer and Energy Engineering; and Mechanical Engineering. This represents those engineering-discipline-based tenure-home department in CEAS that have not hired an FDAP position previously (Environmental Engineering Program and Aerospace Engineering Science had FDAP hires in AY 2021-22).

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

6 in 2020-21 (Tang, Ali, Masters, Bay, Welker and targeted hire Diddams); 10 in 2019-20 lines (Kann, Gurari, Kaki, Dig, Corradini, Szafir, Hayward, Gyennis, Toney, and Sylvester) and 20 in 2018-19 (Macdonald, Mansfeldt, Madabushi, Shields, Hind, Sprenger, Gupta, Zamani, Scaife, Lehman, Hodge, Stanford-McIntyre, Vriend, Barthelat, Michelsen, Bottenus, Jayaram, Ruzzenne, Smith, and Sunberg)

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Retirement:

N = 26 across CEAS (including 11 this fiscal year): Biringen, Born, Emery, Felippa, Forbes, Kantha, Larson, Rajaram, Silverstein, Summers, Znidarcic, Clough, Falconer, Noble, Bennett, Cai, Jessup, Lewis, Corotis, Hauser, Kuester, Moddel, Pleszkun, Palmer, Daily, Lee)

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Failed Retention Offer(s):

Our college does not track this specifically. Most of our “retentions” are now pre-emptive rather than in response to outside offers. Without more details regarding what the campus considers a “failed retention”, we can identify the following individuals

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Other (Please explain): Drs. Lupita Montoya and Prashant Nagpal were both denied tenure within the last five years.

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of and retain diverse faculty?

Recruiting exceptional new faculty is just the first step in our commitment to them and to our entire CEAS community. We are working to ensure that all new faculty, not just the FDAP hires, receive the amount and type of mentoring and support they need to thrive in their new roles as engineering faculty here at CU Boulder. As described in our submission for FDAP 2021-22, “increasing the diversity of our faculty, and also the inclusiveness and equity of our faculty culture, is a critical component of our educational and research goals.” Our college has continued to develop individualized mentoring plans for all of our new faculty, and highlighted and expanded the resources that are available to all newly hired (and continuing) faculty to help them feel included in our educational and research endeavors. In addition, the CEAS will support recent hires through an extensive on-boarding processes that will connect each new faculty member in the college with two mentors—one in their research area and a second mentor with a broader perspective (selected in collaboration with the individual). Now that we are back to fully in-person, this year’s new faculty orientation will include a year-long series of informational and networking workshops that are being reconceived moving forward to include participation by faculty across all colleges and schools on campus. Faculty who have yet to be reappointed will be invited to attend so that those who did not receive the full campus orientation experience over the past two years will have the opportunity to do so.

Additional examples of the programs that we provide to faculty hired through this cluster search include funding their participation in the National Center for Faculty Development and Diversity’s Faculty Success Program at a cost of \$4,550 per participant. While this is mandated for the FDAP faculty lines, our college is also funding the participation of those hired into the CEAS faculty lines that were used to match the FDAP-supported lines. To boost our college-wide efforts to provide richer and more equitable feedback of teaching by all of our faculty, each CEAS department has also been working with Teaching Quality Framework (TQF) Initiative consultants (including one who is directly funded by our college) to develop and adopt a new framework for teaching assessment that explicitly includes for formative development of teaching and for summative teaching evaluation for merit, reappointment, promotion, and tenure processes. By changing our fundamental faculty evaluation processes, our college is demonstrating our commitment, through measurable actions, to foster diversity and inclusion throughout our faculty recruitment and retention processes.

Individual departments and programs have changed the criteria for their faculty assessment to clearly identify the benefit and expectation that all faculty will mentor their junior faculty so that the task is not left to a small handful of those who are typically the under-represented and minoritized faculty.

The College continues to support and reward interdisciplinary research so that faculty whose work spans boundaries can thrive and are assessed positively based on their input to the work.

What is the unit’s mentoring and retention plan for the new hire?

a. Each new hire is assigned two mentors and the plan is personalized based on home department and research area. The specifics of the mentoring plan are tailored to the past experience and future goals of each individual.

b. We expect that faculty belonging will be bolstered by the initiation and continuing use of the newly developed teaching rubrics co-developed alongside TQF consultants. The rubrics cover all seven dimensions of quality teaching as identified by TQF research over the past several years and are then modified by faculty to most accurately reflect the teaching values and expectations of the department or program.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

Our college has gained a reputation as a campus leader for our inclusive faculty recruitment efforts, and campus HR's EEOC Officer and the HR Diversity Team literally use our college as a case study in what can be done to push the boundaries of creating an inclusive hiring process. The College of Engineering and Applied Science came in at No. 11 among its public university peers in U.S. News and World Report's Best Graduate Schools rankings for 2023. Four engineering programs are ranked in the top 10 amongst public institutions, with an additional three programs in the top 20. In order to continue this upward trend, our college needs to continue to improve our culture for all future engineers and scientists. The FDAP program has helped us to engage faculty across disciplinary silos to focus on a joint effort to continue to recruit and retain an increasingly diverse faculty body who are prepared to face the complex challenges our graduates will face in the years to come while considering the equity and inclusion of the design process.

Please attach the unit's updated Inclusive Excellence Narrative.

Attached to Request at end of submission.

Please attach any other documents you feel are relevant to the selection committee.

Attached to Request at end of submission.

Obtained by the National Association of Scholars

Inclusive Excellence Narrative

College of Engineering and Applied Science

The College of Engineering and Applied Science (CEAS) is committed to creating a welcoming, diverse and inclusive education and working environment. Together and in collaboration with campus partners, we are continuously working to maximize the success and inclusion of all students, staff, and faculty. The experiences of the global pandemic and social movements have heightened our focus and momentum towards *making excellence inclusive*. FY22 is an opportunity for CEAS to continue demonstrating our leadership, innovation, and commitment to diversity, equity, and inclusion.

College Priorities

CEAS continues to build upon the four pillars of [the college's strategic vision](#) to: accelerate our research impact, embrace our public education mission, increase our global engagement, and enrich our professional environment. CEAS is transforming its mission to focus on societal impact, engineering solutions for major state, national and global challenges, grow its national leadership role in engineering education and research, and improve the economic competitiveness, security and quality of life for all. To support excellence that is inclusive of all in our college, especially as we reemerge from the global pandemic that disrupted so much of our operations, we look forward to learning from that experience and moving forward with the following FY22 priorities:

1. **Continue to increase the diversity of our faculty while improving the sense of belonging for all.** We will continue to use our proven inclusive and innovative recruitment mechanisms (i.e. cluster hiring, targeted recruitment, pathway programs, etc.) which have demonstrated excellent results regarding the quality and diversity of new faculty hires from the AY 2020-21 search process. We intend to continue using a college-wide open discipline cluster hire search in AY 2021-22 before potentially switching to department- or research-based cluster hires that would supplement this hiring practice.
2. **Expand and continue the work that has started in each department and program regarding their IDEA Plan strategies as identified in AY 2020-2021.** The first annual report based on the activities shown on our College IDEA Plan Actions website will be compiled during summer 2022 and will provide the first opportunity to share broadly the strategies and impact metrics that were developed in AY 2021-2022.
3. **Continue to develop physical and programmatic infrastructures at the college and department/program levels** to focus efforts on diversity, inclusion and equity (i.e. inclusive culture committees, incorporating diversity, equity and inclusion into orientation opportunities, engaging in ongoing professional development, community building opportunities, space renovations, etc.). The recently completed transformational remodel of the BOLD Center will ensure that students who are traditionally underrepresented in engineering are centered and empowered. In addition, by summer 2022, the College expects to open a new CEAS Student Services in the North Wing of our building. The new Student Support Center will provide academic counseling, career advising, employer meetups, and space for presentations and interviews, providing all students a more unified student service experience.



Inclusive Excellence Narrative

College of Engineering and Applied Science

4. **Review and revise assessment strategies developed** to identify, prioritize, and act upon climate and culture needs.
 - a. **Provide recommendation reporting to departments and programs** based on climate and culture findings received from the campus wide culture survey.

Building Blocks

Building on progress made in the past decade, CEAS continues to pursue accountability, infrastructure, incentives and resources that support an inclusive culture. FY22 will enable our college to enhance our efforts virtually and in-person. CEAS will leverage a variety resources and strategies to maintain momentum. Highlights include:

- Dedicated positions to focus diversity, inclusion and equity efforts for students, staff and faculty
- Implementing a student activism response strategy
- Active management of our [College Action website](#)
- Inclusive Leadership Coaching Program for all senior leadership
- Creating a strategy for greater focus on inclusive pedagogy
- Implementation of the Total Quality Framework teaching assessments that will be by each department or program in collaboration with TQF consultants partially funded by our college.
- Develop ways to incorporate the revised teaching assessment metrics into the annual assessment and comprehensive review, promotion, and tenure processes used in the college.

Submission 4 (Spring 2021 Off-cycle)

College/School/ Unit: Leeds

Dean's ranking of this proposal (if submitting multiple proposals, i.e 1 of 5):

Dept., program, or institute for which position is requested: Marketing Division

Attestation: Stephanie Gillin (stgi7684@colorado.edu)

- Joint Hire? Yes
- Joint Hire other unit: Marketing Division
- Joint Hire rostering unit (tenure home): Leeds School of Business
- Faculty rank requested: Associate Professor
- Faculty salary requested (give approximate range): 170,000-225,000

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

The Marketing faculty at University of Colorado-Boulder has been among the world's best on a per capita basis. <https://www.colorado.edu/business/news/2018/07/25/cornell-study-marketing-research>. Recently however, we have lost faculty in the consumer behavior area, have had senior faculty taken on administrative positions, and have anticipated retirements requiring reinvestment at the tenured level. We need to reformatify to meet AACSB accreditation guidelines in the short run and to ensure that our group continues its trajectory as one of the world's top research groups. The marketing faculty particularly wishes to hire in the consumer behavior area. This has been an area of strength. Critically, it is the most diverse subfield of marketing in terms of gender and race/ethnicity. However, at the current time, we have no women in consumer behavior [REDACTED]. To have truly inclusive business school programs for an increasingly diverse student body, students from different backgrounds should be able to see themselves in the faculty. Nationally, however, just 4% of U.S. business school professors are Black Americans, Latinx Americans, or Native Americans, and most tenured faculty are Caucasian males. Increasing the diversity of business school faculty is important not only because it has an immediate effect in the classroom on the students these faculty teach, but also because it has a longer term effect on our students who aspire to be future business leaders. Making sure our students are interacting with diverse faculty will shape their actions and orientations when they become managers and leaders in business organizations and are in a position to shape the culture and policy of these organizations and the lives of those who work in them.

Explain the urgent need for hiring this high caliber candidate outside of the regular annual FDAP selection process. Why is the opportunity to hire this candidate unable to wait for the on-cycle review process?

Based on data for AY21, 27% of our Leeds courses in the area of marketing are taught by TTT faculty, below our accreditation minimum of 40%; this hire would help us meet our accreditation needs.

Academic year and name (or N/A) of your unit's last hire under the FDAP initiative:

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? Yes

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Based on data for AY21, 27% of our Leeds courses in the area of marketing are taught by TTT faculty, below our accreditation minimum of 40%; this hire would help us meet our accreditation needs.

Is this Tenure/Tenure Track hire needed for critical teaching or research needs? Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

[REDACTED]

We believe his newer line of research on consumer political ideology is important academically and in society at large. That work has studied topics such as consumers' anti-profit beliefs and their views and behavior around how consumer concern for disadvantaged workers in developing countries unintentionally hurts those workers. These are critical issues for companies to navigate in an increasingly politicized marketplace. As Leeds continues to see growth in both underrepresented students and students committed to issues of social responsibility and justice, [REDACTED] research will be helpful in increasing student interest in this area of research and to further their interest in graduate studies. His research has had impact that has led to professional appointments and recognitions. [REDACTED]

[REDACTED]

Please attach the candidate's CV: CV Attached at end of submission.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

1. Henry Laurion, Assistant Professor, Accounting 2. Emily Gallagher, Assistant Professor, Finance 3. David Drake, Assistant Professor, Strategy, Entrepreneurship and Operations 4. Christina Lacerenza, Assistant Professor, Organizational Leadership and Information Analytics 5. Federico Bumbaca, Assistant Professor, Marketing 6. Liu Liu, Assistant Professor, Marketing Fall 2019: 7. Clare Wang, Associate Professor, Accounting 8. Shri Santosh, Assistant Professor, Finance 9. Xiaoshu Bei, Assistant Professor, Strategy, Entrepreneurship and Operations 10. Gloria Urrea, Assistant Professor, Strategy, Entrepreneurship and Operations Fall 2020: 11. Bryce Schonberger, Assistant Professor, Accounting 12. Timothy McQuade, Associate Professor, Finance 13. Andrea Buffa, Assistant Professor, Finance 14. Sina Khoshokhan, Assistant Professor, Strategy, Entrepreneurship and Operations 15. Ovunc Yilmaz, Assistant Professor, Strategy, Entrepreneurship and Operations 16. Huanan Zhang, Assistant Professor, Strategy, Entrepreneurship and Operations 17. Zhiyi Wang, Assistant Professor, Organizational Leadership and Information Analytics 18. Quentin Andre, Assistant Professor, Marketing 19. Joe Gladstone, Assistant Professor, Marketing

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

1. BUCHMAN, THOMAS, Accounting 2. DUNCAN, CALVIN, Marketing 3. FREDERICK, DAVID, Accounting 4. KOZAR, KENNETH, Management 5. LAWRENCE, STEPHEN, SEO 6. MELICHER, RONALD, Finance 7. PALMER, MICHAEL, Finance 8. ROSSE, JOSEPH, Management and Entrepreneurship 9. SELTO, FRANK, Accounting 10. SINHA, ATANU, Marketing 11. LEE, JINTAE, Organizational Leadership and Information Analytics 12. STUTZER, MICHAEL, Finance 13. THIBODEAU, TOM, Finance

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

1. DE LANGHE, BART, Marketing 2. MOREAU, CATHERINE PAGE, Marketing 3. PENG, LIANG, Finance 4. WANG, YANWEN, Marketing 5. MCQUADE, TIMOTHY, Finance

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

1. ANDERSON, BRIAN, Management 2. CHEN, HUI, Accounting 3. CHEN, ZEYUN, Accounting 4. DALEY, BRENDAN, Finance 5. DAM, ROBERT, Finance 6. DURHAM, GARLAND, Finance 7. FOO, MAW DER, Management and Entrepreneurship 8. FUND, BRET, Management and Entrepreneurship 9. GRANT, SUE JUNG, Marketing 10. GUNNY, KATHERINE ANN, Accounting 11. HAYWARD, MATHEW, Management 12. JAGOLINZER, ALAN, Accounting 13. JORGENSEN, BJORN, Accounting 14. KAHL, MATTHIAS, Finance 15. NILSSON, LARS MATTIAS, Finance 16. OBREJA, IULIAN, Finance 17. PINHEIRO, ROBERTO, Finance 18. SHANE, PHILIP, Accounting 19. SODERSTROM, NAOMI, Accounting 20. SUN, YACHENG, Marketing 21. YAO, XIN, Management and Entrepreneurship 22. CAMPBELL, MEG, Marketing. These are faculty who have departed for various reasons including personal reasons (e.g., moving to a location closer to extended family) and not getting tenure.

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

In past faculty searches, the marketing division has pursued and made offers to many faculty of color and women. In most cases, these offers have been made at the assistant professor level where we have been very sensitive to our support network in order to help insure that we have the environment where these faculty can launch a successful academic career. Although both of these current faculty targets have already established themselves as exceptional scholars, we still believe that it is still imperative that we provide

the support and environment where they can continue to thrive both professionally and personally. We are confident that this is the type of environment we currently have, it is simply who we are. We are an extremely supportive division where all faculty members are genuinely interested in the success of their colleagues. With particular respect to this proposal, members of our faculty are particularly committed to diversity and inclusion. In fact, we believe that we are at the forefront of taking leadership roles in coordination with the Leeds Office of Diversity Affairs to help recruit and support women and students of color across all three degree programs. For example, two of our senior faculty started the Diverse Student Mentorship program where faculty in the school mentor our first-year diverse students on a one-to-one basis in order to provide them with the support they need to succeed in Leeds. We are aware that the first year is a big transition year for undergraduates, and is especially difficult for our diverse student population. Thus, as part of this mentorship program, our faculty continually reach out to their mentee to see what they need and ask how we can be supportive. Two more of our senior faculty have recently started the Diverse Doctorates in Business program. This program was developed to increase awareness among diverse students of the career paths associated with choosing to pursue a PhD in business. A huge problem in hiring diverse faculty across business disciplines is that the pool of candidates is just not that large. This program is an effort to attempt to generate a larger number of diverse PhD candidates. While we mention these four marketing faculty who initiated these programs, we should note that we have participation and support for these programs by most of our division faculty.

What is the unit's mentoring and support plan for the new hire?

Regarding direct support, if we are granted approval to hire [REDACTED], it would be our intention to welcome and integrate him into every aspect of the division from day one. Additionally, we would ask senior faculty that have historically taken leadership roles on issues of diversity to each serve as mentor. We should also note that we already have faculty that have relationships with [REDACTED]. One of our faculty [REDACTED] was on the faculty at [REDACTED] for a year with [REDACTED]. Thus, while our faculty as a whole are behind these hires and look forward to having them join us, these three faculty already have relationships with them. If allowed to hire these two scholars, they will be joining a very healthy, friendly, and supportive division. While we certainly plan to provide a great supportive environment for [REDACTED], we also have the goal that in making tenured offers is that once here, [REDACTED] also take leadership roles and be a model and mentor for other faculty of color. Such a successful academic will assist in helping to attract and educate underrepresented groups of students and faculty. We see this as critical because at the current time, domestic students of color, as they comprise 30% of our undergraduate students. In order to support and continue to grow our enrollments of domestic students of color, we see it as essential that they see faculty with whom they can identify with respect to gender and race/ethnicity. In addition, in our largest MS program, Business Analytics (with a marketing track), we only have one tenure-track woman and one tenured faculty of color teaching in the program. The opportunity to have [REDACTED] teach in this high growth program, particularly within the marketing track, will increase the gender diversity and racial/ethnic representation of the faculty significantly.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

The Marketing faculty at University of Colorado-Boulder has been among the world's best on a per capita basis. <https://www.colorado.edu/business/news/2018/07/25/cornell-study-marketing-research>. Recently however, we have lost faculty in the consumer behavior area, have had senior faculty taken on administrative positions, and have anticipated retirements requiring reinvestment at the tenured level. We need to refortify to meet AACSB accreditation guidelines in the short run and to ensure that our group continues its trajectory as one of the world's top research groups. The marketing faculty particularly wishes to hire in the consumer behavior area. This has been an area of strength. Critically, it is the most diverse subfield of marketing in terms of gender and race/ethnicity. However, at the current time, we have no women in consumer behavior [REDACTED]. (Technically, Professor Margaret Campbell is on leave, but has accepted a tenured offer at another university.)

Please attach the unit's updated Inclusive Excellence Narrative.

Attached to Request at end of submission.

Please attach any other documents you feel are relevant to the selection committee.

Attached to request at end of submission.

What is the unit's mentoring and support plan for the new hire?

Regarding direct support, if we are granted approval to hire [REDACTED], it would be our intention to welcome and integrate him into every aspect of the division from day one. Additionally, we would ask senior faculty that have historically taken leadership roles

on issues of diversity to each serve as mentor. We should also note that we already have faculty that have relationships with [REDACTED]. One of our faculty [REDACTED] was on the faculty at [REDACTED] for a year with [REDACTED]. Thus, while our faculty as a whole are behind these hires and look forward to having them join us, these three faculty already have relationships with them. If allowed to hire these two scholars, they will be joining a very healthy, friendly, and supportive division. While we certainly plan to provide a great supportive environment for [REDACTED] we also have the goal that in making tenured offers is that once here, [REDACTED] also take leadership roles and be a model and mentor for other faculty of color. Such a successful academic will assist in helping to attract and educate underrepresented groups of students and faculty. We see this as critical because at the current time, domestic students of color, as they comprise 30% of our undergraduate students. In order to support and continue to grow our enrollments of domestic students of color, we see it as essential that they see faculty with whom they can identify with respect to gender and race/ethnicity. In addition, in our largest MS program, Business Analytics (with a marketing track), we only have one tenure-track woman and one tenured faculty of color teaching in the program. The opportunity to have [REDACTED] teach in this high growth program, particularly within the marketing track, will increase the gender diversity and racial/ethnic representation of the faculty significantly.

Obtained by the National Association of Scholars



October 8, 2021

To: Russell Moore, Provost of the University of Colorado, Boulder
Cc: Sharon Matusik, Dean of the Leeds School of Business
Yonca Ertimur, Senior Associate Dean for Faculty and Research
From: Donald Lichtenstein and John Lynch, Marketing Division
Subject: Critical Needs Hiring under the Faculty Diversity Action Program.

In response to the University of Colorado's call for proposals for the Faculty Diversity Action Program, the marketing division of the Leeds School of Business has identified two outstanding scholars who both would not only add to the intellectual strength and thought diversity of the marketing division, but also would add much needed diversity in terms of gender and race/ethnicity. The two marketing scholars are

[REDACTED]

Current Status of the Marketing Division. The Marketing faculty at University of Colorado-Boulder has been among the world's best on a per capita basis. <https://www.colorado.edu/business/news/2018/07/25/cornell-study-marketing-research>. Recently however, we have lost faculty in the consumer behavior area, have had senior faculty taken on administrative positions, and have anticipated retirements requiring reinvestment at the tenured level. We need to refortify to meet AACSB accreditation guidelines in the short run and to ensure that our group continues its trajectory as one of the world's top research groups. The marketing faculty particularly wishes to hire in the consumer behavior area. This has been an area of strength. Critically, it is the most diverse subfield of marketing in terms of gender and race/ethnicity. However, at the current time, we have no women in consumer behavior and only one person of color.¹

Process. The tenured marketing faculty focused on the cohort from advanced assistant to early full professor, reviewing 29 scholars at top 50 business schools in the consumer behavior subfield. While we were very sensitive to our diversity needs, we did not restrict our review to only diverse candidates. We reviewed CVs and top

¹ Technically, Professor Margaret Campbell is on leave, but has accepted a tenured offer at another university.

papers. [REDACTED] emerged as two of the three top scholars based on that review, while the other faculty member was not interested in relocating to Boulder at this time. [REDACTED] Both are US citizens.

Evidence of excellence, Dr. Barasch. The tenured faculty have met to read Barasch's top papers as we would do for any tenure review. Her research focuses on social dimensions of consumption and how social and personal goals alter what we do, how we communicate with others about our consumption, and how much we enjoy our consumption experiences. These are topics of rising importance in our field and complementary to what other Leeds Marketing faculty study. A cohort analysis compared Dr. Barasch to 16 scholars at top 50 schools with a PhD within a year of the candidate. That analysis showed that Dr. Barasch was the most cited person in the cohort in Google Scholar, 2nd most cited in Web of Science, and third most published in what are generally considered the most elite outlets for marketing scholarship. The only roughly comparable faculty in the cohort are just tenured and being put up for early tenure at Pitt and Cornell, respectively. We also compared the Web of Science citations for each of Dr. Barasch's papers in those elite journals to other papers published in the same journal and year. That analysis showed that her individual top journal publications have consistently high impact.

[REDACTED]

In sum, we view [REDACTED] to be the kind of intellectual leader and community builder who can be a foundation for our group's continued excellence for decades to come.

Evidence of excellence, [REDACTED]
[REDACTED] We believe his newer line of research on consumer political ideology is important academically and in society at large. That work has studied topics such as consumers' anti-profit beliefs and their views and behavior around how consumer concern for disadvantaged workers in developing countries unintentionally hurts those workers.

These are critical issues for companies to navigate in an increasingly politicized marketplace. As Leeds continues to see growth in both underrepresented students and students committed to issues of social responsibility and justice, [REDACTED] research will be helpful in increasing student interest in this area of research and to further their interest in graduate studies. His research has had impact that has led to professional appointments and recognitions. He has been a member of the editorial board of the *Journal of Consumer Research*, an invited faculty member at the American Marketing Association Doctoral Consortium, a Marketing Science Institute Young Scholar, and a finalist for the Thomas C. Kinnear Award, *Journal of Public Policy & Marketing*.

The tenured faculty have also met to read [REDACTED] top papers and were very impressed. We also collected “reality check” statistics that we include in any tenure file. First, a cohort analysis compared [REDACTED] to 14 scholars at top 40 schools with a PhD within a year of the candidate. He was roughly in the middle of that group on our citation metrics and publications in elite outlets, though his citations exceeded those of scholars recently tenured at Stanford, Johns Hopkins, Duke, and Indiana among others. He was the only cohort member to have received the prestigious [REDACTED] Award.

We also have heard very strong reviews of [REDACTED] for his teaching, service, and collegiality. We believe that by hiring this spousal team, we are securing the long-term prominence of our marketing faculty.

Marketing Division’s Supportive Environment. In past faculty searches, the marketing division has pursued and made offers to many faculty of color and women. In most cases, these offers have been made at the assistant professor level where we have been very sensitive to our support network in order to help insure that we have the environment where these faculty can launch a successful academic career. Although both of these current faculty targets have already established themselves as exceptional scholars, we still believe that it is still imperative that we provide the support and environment where they can continue to thrive both professionally and personally. We are confident that this is the type of environment we currently have, it is simply who we are. We are an extremely supportive division where all faculty members are genuinely interested in the success of their colleagues. With particular respect to this proposal, members of our faculty are particularly committed to diversity and inclusion. In fact, we believe that we are at the forefront of taking leadership roles in coordination with the Leeds Office of Diversity Affairs to help recruit and support women and students of color across all three degree programs. For example, two of our senior faculty started the Diverse Student Mentorship program where faculty in the school mentor our first-year diverse students on a one-to-one basis in order to provide them with the support they need to succeed in Leeds. We are aware that the first year is a big transition year for undergraduates, and is especially difficult for our diverse student population. Thus, as part of this mentorship program, our faculty continually reach out to their mentee to see what they need and ask how we can be supportive. Two more of our senior faculty have recently started the Diverse Doctorates in Business program. This program was developed to increase awareness among diverse students of the career paths associated with choosing to

pursue a PhD in business. A huge problem in hiring diverse faculty across business disciplines is that the pool of candidates is just not that large. This program is an effort to attempt to generate a larger number of diverse PhD candidates. While we mention these four marketing faculty who initiated these programs, we should note that we have participation and support for these programs by most of our division faculty.

While these examples do not speak of direct support for new faculty, they do speak to the culture of the division in which these faculty will join. Regarding direct support, if we are granted approval to hire [REDACTED], it would be our intention to welcome and integrate them into every aspect of the division from day one. Additionally, we would ask two of our senior faculty that have historically taken leadership roles on issues of diversity to each serve as mentors for these two incoming faculty. Without a doubt, both faculty will be more than happy to play this role.

We should also note that we already have faculty that have relationships with them. Two of our faculty ([REDACTED]) had overlap with Dr. [REDACTED] as phd students, and one of our faculty ([REDACTED] was on the faculty at [REDACTED] for a year with [REDACTED]. Thus, while our faculty as a whole are behind these hires and look forward to having them join us, these three faculty already have relationships with them. If allowed to hire these two scholars, they will be joining a very healthy, friendly, and supportive division.

Contribution to the Marketing Division and Leeds. While we certainly plan to provide a great supportive environment to these two new faculty, we also have the goal that in making tenured offers is that once here, they can also take leadership roles and be models and mentors for other women and faculty of color. They are already very successful academics and we believe they will be very helpful in helping to attract and educate underrepresented groups of students and faculty. We see this as critical because at the current time, our undergraduate composition is only 37% women, well short of our goal of gender parity. We are having somewhat more success with domestic students of color, as they comprise 30% of our undergraduate students. In order to attract more women into our undergraduate business program and to support and continue to grow our enrollments of domestic students of color, we see it as essential that they see faculty with whom they can identify with respect to gender and race/ethnicity. In addition, in our largest MS program, Business Analytics (with a marketing track), we only have one tenure-track woman and one tenured faculty of color teaching in the program. The opportunity to have Dr. [REDACTED] teach in this high growth program, particularly within the marketing track, will increase the gender diversity and racial/ethnic representation of the faculty significantly.

Beyond these contributions that align with gender and racial/ethnic diversity, of course the marketing faculty are thrilled at the prospect of having both [REDACTED] as research colleagues. We see much overlap in their work and a lot of the work that we are currently doing here.

Likelihood of Offer Acceptance: We have been engaged in continual dialogue with both [REDACTED]. They have told us they would be excited to accept offers from us. Actually, we pursued [REDACTED] two years ago when we had only a single line, [REDACTED]

If you have any questions regarding this proposal, we would be happy to answer them.

Sincerely,

Donald R. Lichtenstein
Professor and Chair
Division of Marketing

John G. Lynch
Distinguished Professor
Division of Marketing

Obtained by the National Association of Scholars



Leeds Commitment to Diversity, Equity, and Inclusion

The Leeds naming gift in 2001 identified diversity and inclusion as a key focus area, and so this has been a major area of focus since that time. Please refer to our Diversity, Inclusion and Equity website for detailed information on graduate, undergraduate, faculty/research, and outreach efforts of the Leeds School related to diversity, equity and inclusion (<https://www.colorado.edu/business/about/diversity-equity-and-inclusion>). This information highlights, for example, the 94.4% retention rate and 82% four-year graduation rate for undergraduates in our Diverse Scholars Program. It also provides details on one of the three key strategic initiatives at the Leeds School, “End the Gap,” which is focused on gender equity. Specifically with regard to our efforts related to faculty diversity, here are a few highlights:

- Of the TT hires over the last four 4 cycles, 62% have been diverse in terms of race, gender, sexual orientation and/or international status. This is a major accomplishment, given the lack of diversity in the number of PhDs in our field. Below we provide a detailed summary of how our performance compares to the performance of the field.
- Leeds launched a Dual Careers program specifically aimed at helping to identify career opportunities for domestic partners of our new hires. This program was developed with the aim of attracting more women faculty since they are more likely to have a working spouse than male faculty, however, this program is offered to all new faculty. It has been very effective in communicating our commitment to creating an environment where our women faculty can be successful, and increased our success rate in recruiting female faculty.
- Leeds is co-organizing a program with the other two business schools in the University of Colorado System to attract more underrepresented undergraduates to pursue a Ph.D. in a business field, the CU Diverse Doctorates Program. The number of underrepresented students in PhD programs is woefully inadequate in efforts to have a business faculty that better mirrors the population. Without efforts to increase the number of PhD educated individuals in business fields, it will be impossible to make significant progress in diversifying the business faculty at US universities. While this effort is one which will not yield a measurable impact on faculty diversity in the short-term, we feel it is critical for the long run.

Leeds Performance in Attracting Diverse Faculty Compared to the Field

Tenure Track Faculty Gender. According to a 2020 study by the American Association of Collegiate Schools of Business (AACSB’s 2020 Business School Data Guide), males outnumber females at every rank and in every subfield, and increasingly so at higher ranks; women make up 38.7%, 33.9%, and 22.4% of faculty at assistant, associate, and full professor ranks, respectively, at AACSB accredited business schools. They also make up 39.8% of instructor rank (non-tenure track) faculty.

Racial and ethnic diversity. 63.3% of fulltime AACSB business school faculty are white. Asian or Pacific Islanders make up 17.7%, Black/African American 3.9%, LatinX 2.8%, and American Indian/Alaskan Native .3%. Race and ethnicity is unknown or unreported for 11.9%

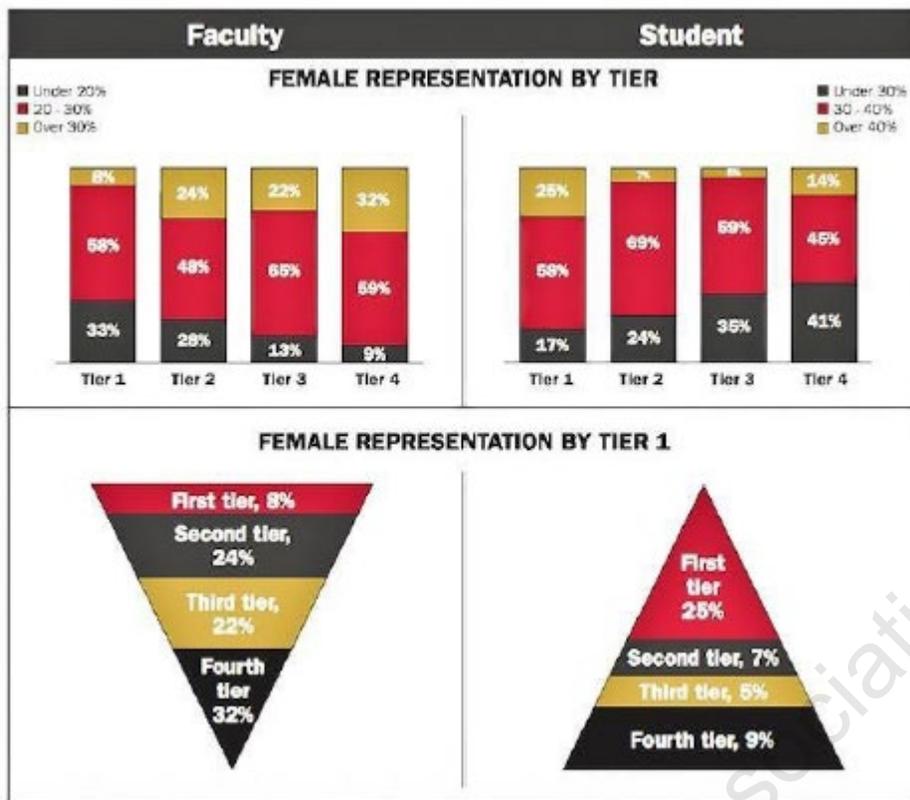
Faculty diversity is lower at the most highly ranked schools. A 2015 Poets and Quants study compared percentages of women among MBA students and among faculty at elite and less elite schools, concluding: “Despite having the highest proportion of female students, top tier programs had the lowest percentage of female faculty members.” (Schmitt, Jeff (2015), “A Gender Scorecard for Business Schools”. <http://poetsandquants.com/2015/05/02/a-gender-scorecard-for-business-schools/2/>) (Figure A1).

Diversity in pipeline of new PhDs. The pipeline of new PhDs is majority male in every subfield but organizational behavior (Figure A2).

The Leeds School has resisted those trends, particularly in the last four years:

1. Women have increased representation on our tenure track faculty from 17.7% in AY 17-18 to 27% in AY 20-21.
2. Women now make up 26.1% of our full professors.
3. Funnel statistics in Figures A3 and A4 show how we achieved these results.
4. Our strides in diversity have occurred during the same period our faculty research output has increased to place us among the world’s elite business schools. We are now 24th in the world in per capita output in the top 24 business journals.
(<https://www.colorado.edu/business/faculty-research/utd-capita-rankings>)

Figure A1: Gender Diversity Lower at Higher Ranked Business Schools



Source: Schmitt, Jeff (2015), "A Gender Scorecard for Business Schools".

<http://poetsandquants.com/2015/05/02/a-gender-scorecard-for-business-schools/2/>

Obtained by the National Association of Scholars

Figure A2: Gender of New PhDs in Business

Doctorate Recipients by Gender 2014

<http://www.nsf.gov/statistics/2015/nsf16300/data-tables.cfm>

NSF Study - Doctorate Recipient 2014 by gender

	Total	Male	Female	%Female
Business management and administration	1,583	967	670	42.3
Accounting	193	111	87	43.9
Business administration and management	242	136	105	43.4
Finance	264	191	73	27.7
Management information systems/business statistics	101	74	27	26.7
Marketing management and research	152	80	71	46.7
Organizational behavior	212	92	119	56.1

* The 2020 data from AACSB shows a decrease to 41.5% Female across fields.

Obtained by the National Association of Scholars

Figure A3: Gender Diversity Through the Recruiting Funnel

	Applications				Campus Interviews				Offers Extended				Offers Accepted			
	Total	Female	Male	% F	Total	Female	Male	% F	Total	Female	Male	% F	Total	Female	Male	% F
Accounting	2	1	1	50%	1	1	0	100%	1	1	0	100%	1	1	0	100%
Finance	54	12	38	22%	14	5	9	36%	1	0	1	0%	1	0	1	0%
Operations	58	18	39	31%	8	4	4	50%	3	2	1	67%	1	1	0	100%
Entrepreneurship	100	25	72	25%	5	4	1	80%	1	1	0	100%	1	1	0	100%
Total	214	56	150	26%	28	14	14	50%	6	4	2	67%	4	3	1	75%

Conditional Probability of Passing from Funnel Stage t to t+1

	Campus Interviews/Apps			Offers/Campus Inter			Offers Accepted/Offer Extended		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
Accounting	50%	100%	0%	100%	100%	na	100%	100%	na
Finance	26%	42%	24%	7%	0%	11%	100%	na	100%
Operations	14%	22%	10%	38%	50%	25%	33%	50%	0%
Entrepreneurship	5%	16%	1%	20%	25%	0%	100%	100%	na
Total	13%	25%	9%	21%	29%	14%	67%	75%	50%

Figure A3 shows that females were invited to campus disproportionately to their relative percentage in the applicant pool.

Females were more likely than males to receive an offer conditional on getting a campus interview.

Females were slightly more likely than males to accept an offer conditional on receiving one.

Figure A4: Racial/Ethnic Diversity Through the Recruiting Funnel (White vs. People of Color)

	Applications				Campus Interviews				Offers Extended				Offers Accepted			
	Total	PC	W	% PC	Total	PC	W	% PC	Total	PC	W	% PC	Total	PC	W	% PC
Accounting	2	2	0	100%	1	1	0	100%	1	1	0	100%	1	1	0	100%
Finance	54	25	24	46%	14	9	5	64%	1	1	0	100%	1	1	0	100%
Operations	58	31	22	53%	8	5	3	63%	3	2	1	67%	1	1	0	100%
Entrepreneurship	100	47	48	47%	5	4	1	80%	1	1	0	100%	1	1	0	100%
Total	214	105	94	49%	28	19	9	68%	6	5	1	83%	4	4	0	100%

Conditional Probability of Passing from Funnel Stage t to t+1

	Campus Interviews/Apps			Offers/Campus Inter			Offers Accepted/Offer Extended		
	Total	PC	W	Total	PC	W	Total	PC	W
Accounting	50%	50%	na	100%	100%	na	100%	100%	na
Finance	26%	36%	21%	7%	11%	0%	100%	100%	na
Operations	14%	16%	14%	38%	40%	33%	33%	50%	0%
Entrepreneurship	5%	9%	2%	20%	25%	0%	100%	100%	na
Total	13%	18%	10%	21%	26%	11%	67%	80%	0%

Figure A4 shows that people of color were invited to campus disproportionately relative to their percentage in the applicant pool

People of color were more likely than white candidates to receive an offer conditional on getting a campus interview

People of color were more likely than white candidates to accept an offer conditional on receiving one

The Leeds School of Business is committed to hiring top faculty and staff talent. In order to successfully recruit talent in a competitive market, we have created a new program, the Leeds Dual Career Program, aimed at supporting the spouses/partners of our newly hired faculty and staff. Our aim is also to understand what you and your family need to be successful at CU Boulder. The Leeds Dual Career Program, formally launched in fall 2016, assists partners in connecting with business and academic leaders throughout the state. Partners will complete a survey which will assist our Leeds team in identifying opportunities and connecting the partner with potential employers. Leeds Alumni and Friends Board Members, as well as Leeds Corporate Partners, are committed to assisting us in achieving our goals of excellence to continue to create a highly educated and prosperous Colorado.

What you can expect:

- After your partner/spouse receives an offer to join the Leeds School of Business, you will be offered the opportunity to complete this [survey](#) to share your career background.
- When reviewing your information, the hiring Division Chair and the Assistant Dean for Advancement will determine the best connections to pursue at the University or in the community. The Leeds connections include:

Our Boards

- [Leeds Board of Alumni and Friends](#)
- [Center for Education on Social Responsibility](#)
- [Burrige Center for Finance](#)
- [Deming Center for Entrepreneurship](#)
- [GOLD Board – Graduates of the Last Decade](#)
- [CU Real Estate National Advisory Board](#)
- [Leeds MBA Alumni Board](#)
- [The Women’s Council](#)

Our Corporate Partners

- [Arrow, Ball Corporation, Zayo, Cain Travel, Charles Schwab, Crocs, DaVita, EKS&H, EY, IBM, KPMG, Level 3, Phillips 66, Shell](#)

Community Resources

- [Boulder Chamber](#)
 - [Denver Metro Chamber of Commerce](#)
- We commit to offer you at least three networking connections.
 - With a member of our Advancement team (our external arm in the alumni and business community) who has connections within the desired industry or field.
 - With a member of our [Leeds Board of Alumni and Friends](#) within the desired industry or field.
 - Personal e-mail introductions to our corporate partners where you have found an interesting employment opportunity to pursue.
 - More formal meeting/networking sessions with specific company targets.

Testimonial:

Heather Hanson, Director, Alumni Engagement, Advancement. Both Heather and her husband relocated from Northwestern University.

“Leeds’ willingness to help and support my husband with his job search as we transitioned to Boulder was incredible. I felt beyond supported and comforted in what could have been a chaotic time for our family. The Leeds network proved to be tremendous asset in helping with key introductions for him to land a dream job at Charles Schwab in three months after I started at Leeds. “

Please be advised that the Leeds Dual Career Program is not a job placement service and job placement is not guaranteed. For more information, please contact the Dual Career Program at leedsdualcareer@colorado.edu

FDAH Submission 05 (Spring 2021)

College/School/ Unit: Arts & Sciences

Dean's ranking of this proposal (if submitting multiple proposals, i.e 1 of 5): 4 of 21

Dept., program, or institute for which position is requested: ATOC

Attestation: Jeffrey B. Weiss (jweiss@colorado.edu)

- Joint Hire? No
- Joint Hire other unit:
- Joint Hire rostering unit (tenure home):
- Faculty rank requested: Assistant Professor
- Faculty salary requested (give approximate range): 85,000 - 98,000

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

Recognizing the large Hispanic population in Colorado and the under-representation of Hispanic students and faculty in ATOC and at CU, we have a strategic goal of increasing the number of Hispanic faculty members.

In 2010, the White House and the U.S. Department of Education developed the "White House Initiative on Excellence in Education for Hispanics," which stated: "Hispanic students are currently the largest minority group in the public school system ... Hispanics are underrepresented in undergraduate and graduate STEM programs and are not sufficiently exposed to STEM subjects at the K-12 Levels. Given that less than 2 percent of the STEM workforce is Hispanic while almost 20 percent of the country's youth population is Hispanic, the WHIEEH has named STEM as one of its key priorities, working ... to increase Hispanic participation in STEM fields. (<https://www2.ed.gov/about/inits/list/hispanic-initiative/stem-factsheet.pdf>)

At the national level, there have been several studies noting the disparity that the proposed hire is aimed at addressing:

- A recent report (<http://www.cu.edu/doc/oaareportdiversity-2015-16.pdf>) indicates that of 1080 TTF faculty, 66 report as Hispanic/Latino (6.1%), whereas in 2015 10.6% of the undergraduates (2,805 of 26,491) identified as Hispanic/Latino (a ratio that is steadily growing, up 68% from the value in 2009).
- A 2011 report by the University Corporation for Atmospheric Research indicated that in 2007 8% of degree recipients in science and engineering fields in the United States identified as Hispanic. The statistics for graduates with degrees in atmospheric sciences was approximately half (~4%) of this number. (<http://www.ucar.edu/governance/meetings/oct11/followup/pandya.pdf>).
- A 2012 American Institute of Physics report indicated that of 760 bachelor's degrees awarded in atmospheric sciences nationwide in 2012, 36 (4.7%) were for Hispanics. This percentage was up by 260% between 2002 and 2012 (<http://files.eric.ed.gov/fulltext/ED550396.pdf>).

Thus, there is a clear need to improve representation of Latino/Hispanic faculty in the climate sciences, both in terms absolute numbers (i.e., 5-10% of the faculty to reflect the diversity of students in the field) and in terms of trends (i.e., the need to at least double over the next decade).

ATOC faculty are highly engaged in research opportunities for students of underrepresented groups, such as SOARS (based at NCAR) and SMART (based at CU). However, lacking a strong contingent of faculty from the Hispanic/Latino underrepresented group makes it challenging to recruit early career faculty to help increase our recruiting efforts for underrepresented groups in STEM. Thus, we feel an energetic young faculty member with significant research prowess and teaching potential will be the most effective way to address this challenge.

Dr. [REDACTED] is a female, Hispanic and first-generation college student. Dr. [REDACTED] also has a long and steady history of participating in diversity mentoring initiatives. During her time thus far in our department ([REDACTED])

[REDACTED], Dr. [REDACTED] has already become involved with the [REDACTED] in ATOC's new summer Research Experience for Undergraduates (REU), which is targeted toward underrepresented Hispanic students through our outreach to primarily Hispanic- Serving Institutions.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? Yes

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

[REDACTED]

Academic year (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:

N/A

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs? No

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

Is this request part of a cluster hire? No

Describe cluster hire and list any other units participating in cluster hire proposal:

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

6: Dr. Zhien Wang (started 2018), Dr. Donata Giglio (started 2019), Dr. Aneesh Subramanian (started 2019), Dr. Andrew Winters (started 2019), Dr. Pedro DiNezio (started 2020), Dr. Julia Moriarty (started 2020)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

None

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

1: Dr. Linnea Avallone left for a management position at the National Science Foundation.

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

2: Drs. Baylor Fox-Kemper and David Noone left for other universities; both were CIRES faculty and ATOC has no record of whether they were given retention offers.

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

Although ATOC is a medium-sized department, we have a number of thriving programs of relevance to fostering diversity, equity, and inclusion to support the success of diverse faculty. Beginning with the campus-wide Inclusive Excellence activities in 2015, ATOC has established an active Justice, Equity, Diversity and Inclusion Committee. Of particular relevance to supporting junior and diverse faculty, our faculty mentoring program involves pairing new faculty with a senior faculty mentor, as well as twice-monthly pre-tenure faculty lunches in which a number of senior faculty meet informally with the junior faculty to discuss career advice. ATOC faculty frequently participate (and are encouraged to do so) in career development offerings by the Faculty Teaching Excellence Program (FTEP). Finally, the department as a whole frequently participates in campus-level opportunities such as Transforming Education, Supporting Teaching and Learning Excellence (TRESTLE).

What is the unit's mentoring and support plan for the new hire?

The ATOC faculty strives to lead by example in fostering an inclusive environment that is conducive to success at all levels. Because we are requesting to hire someone who is already becoming part of the fabric of our department (as a Chancellor's Postdoctoral Fellow for Diversity), and who already has close connections to the Boulder climate sciences community including collaborations with multiple members of the ATOC department itself, we anticipate a modified version of the traditional senior/junior mentoring model. In fact, execution of our plan to mentor and support the proposed hire is already well underway.

- Introductions and interactions with additional faculty and scientists with mutual interests in other units such as CIRES and Geological Sciences are underway. Dr. [REDACTED] has quickly engaged with the broader Boulder climate science community. For example, Dr. [REDACTED] has been introduced to the organizers of relevant seminar series at the National Center for Atmospheric Research (NCAR) and National Oceanic and Atmospheric Administration (NOAA) and discussions are now underway for her to give seminars at those institutions in 2021. Such interactions will facilitate the introduction of Dr. [REDACTED] to potential research collaborators at these important scientific institutions in Boulder and will enhance her success as a new TTT faculty member.

- We plan to physically locate Dr. Sara [REDACTED] amid some of her current colleagues including Professors Karauskas, DiNezio, Kay, Lovenduski, and Subramanian. These faculty are familiar with the candidate's work, and some have had previous professional interactions with the candidate (including current mentorship) and would provide a welcoming and intellectually stimulating environment. These faculty members have already agreed to encourage the candidate to interact with their current research groups as she builds her own. In addition, Professors Karauskas and others will meet regularly with Dr. [REDACTED] to discuss early career faculty issues including not only the pragmatics of being successful at the University of Colorado but also retention from offers from competing institutions. We anticipate that competing offers may be an issue given both the talent of Dr. [REDACTED] and her glowing contributions to diversity.

- In addition, we plan to encourage regular contact with two senior mentors: one selected within the department and one from an adjacent institution such as NCAR or NOAA. The senior member of the department will be identified in collaboration with the targeted candidate and the senior members of the department. The senior external mentor will serve as an important part of the welcoming by and fundamental integration of Dr. [REDACTED] into the broader Boulder scientific community.

- During the 1/22/2021 ATOC Faculty Meeting, the TTT faculty held a discussion and vote on the matter of moving forward with the present hiring proposal. The vote was unanimously in favor of pursuing this opportunity, to hire Dr. [REDACTED] enthusiasm for her contributions to our department and diversity at CU is extremely high.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

ATOC is fundamentally an interdisciplinary department, conducting research across several key elements of the Earth system. ATOC awards one degree title, yet the diversity of our research is very broad, spanning atmospheric science, oceanography, glaciology, biology, paleoclimate, space weather, planetary science, climate impacts, renewable energy, science education, and science policy. ATOC faculty and students collaborate on a wide variety of interdisciplinary projects, employing observational, theoretical, and modeling perspectives to increase knowledge of chemical, physical, and biological processes and their interactions.

The proximity of ATOC to world-leading research institutes and businesses in the energy, environment, and climate sectors in Boulder is a unique opportunity for an academic department in atmospheric and oceanic sciences, and one that ATOC faculty and students continue to leverage and expand to advance both interdisciplinary and disciplinary knowledge and projects. ATOC thus has substantial collaborations with other College of Arts & Sciences academic units including Applied Mathematics, Chemistry, Computer Science, Economics, Environmental Studies, Geography, Geology, as well as units in the College of Engineering and Applied Sciences such as Aerospace Engineering, Environmental Engineering, and Mechanical Engineering. Beyond campus but still in Boulder, ATOC faculty members have strong collaborations with NCAR, NOAA, and NREL. There are several additional key strengths that are relevant to highlight here:

- ATOC research is a major factor in CU Boulder's #2 national ranking in the geosciences by U.S. News & World Reports, which defines geoscience as including oceanography and climatology.

- CU Boulder was ranked #1 in atmospheric science in ShanghaiRanking's 2018, 2019, and 2020 Global Ranking of Academic Subjects.

- ATOC junior faculty hired in the last several years have been extremely successful at securing external research funding and winning early career awards from national societies including the American Geophysical Union and the American Meteorological Society and funding agencies such as the National Science Foundation (including five female faculty winning NSF CAREER awards in recent years). These successes of the junior faculty indicate a world-leading environment in ATOC and at the University of Colorado for recruiting and mentoring the next generation of scientific leaders in our field.

- ATOC research is highly interdisciplinary and receives a high level of funding from a diverse set of sources; research topics span the range from below the ocean surface to the edge of space, involving development of instruments, observations and modeling of complex systems.

- 11 ATOC TTT faculty members are also members of CU research institutes (LASP, CIRES, INSTAAR, and RASEI), giving ATOC a wide reach and high visibility across campus, assisting in our recruiting and outreach efforts.

- ATOC has moved into new office and laboratory space in the Sustainability, Energy, and Environment Complex (SEEC) on East Campus, following two decades where we were fragmented in multiple buildings across campus.

Consequently, ATOC is an unusual department in that it remains of modest size relative to many at CU, relatively young, and highly collegial, yet it enjoys a disproportionately high visibility that makes it an ideal home for an energetic junior faculty member of an underrepresented group in the atmospheric and oceanic sciences, one who can serve as a catalyst for interdisciplinary collaborations and the attraction of a diverse base of undergraduate and graduate students.

Please attach the unit's updated Inclusive Excellence Narrative.

<https://drive.google.com/open?id=1-76JhyOQhJ6Z1CZcGQGD5HgEPBkKsidv>

Please attach any other documents you feel are relevant to the selection committee.

<https://drive.google.com/open?id=187sKeOXy0yXCEEUJq5FITre4YgCvEUe8>

Obtained by the National Association of Scholars

**ATOC Justice, Equity, Diversity and Inclusion (JEDI) Committee
Statement on Diversity, November 1, 2020**

Bring your whole self to ATOC

Justice. Equity. Diversity. Inclusion. We strive to make these more than just words: they are guiding principles of action and accountability. We are committed to becoming a platform for social change. The Department of Atmospheric and Oceanic Sciences (ATOC) is working to create a culture that attracts diverse voices and empowers everyone to be their authentic, whole selves as we conduct outstanding research at the forefront of our science.

Our current work includes:

- All stakeholders in the department: Faculty, students, AND staff are encouraged to actively participate in policy creation and implementation through committees, inclusive department meetings, and department retreats.
- Discussions regarding inclusive practice, discrimination, and bias: We host regular workshops, during both department-wide and research group meetings. These workshops include some developed internally by our graduate students and others from campus and professional societies.
- Amending our admissions process: We have removed GRE scores from our graduate application review; we offer graduate application fee waivers for qualified applicants; our students lead a graduate application mentorship program.

As we work toward breaking down barriers to recruitment and retention, and confronting systemic discrimination, our future goals include

- Promoting social justice, service, and inclusion, and confronting structural discrimination by creating partnerships across the campus, with local research institutes and labs, and with other institutions
- Developing a Research Experience for Undergraduates program that provides paid research opportunities, mentorship, and support in atmospheric and oceanic sciences, specifically for students from underrepresented backgrounds. We want to ensure students have the opportunity to develop the technical and research skills critical for carrying out their vision and chosen career paths
- Cultivating a culture of safety and accountability through discussion and training, including increasing student and faculty education on topics such as bystander training
- Supporting campus initiatives to create a satellite Counseling and Psychiatric Services office on CU's East Campus

ATOC openly acknowledges there is much work to be done, and we are eager to help ensure that all voices are represented in our science as we address important questions in weather and climate. We will continue to evaluate our progress and update our goals and actions.

Whatever your intersection of identities, you are welcome at ATOC. We are committed to inclusivity and promoting an equitable environment that values and respects the uniqueness of all members of our organization.

Inclusive Excellence Document
Department of Atmospheric and Oceanic Sciences
March 15, 2016

Preamble: This document was developed and endorsed by the Department of Atmospheric and Oceanic Sciences (“ATOC”) in response to the campus-wide Diversity, Inclusion and Academic Excellence planning process. Discussions and subsequent drafting of this document involved broad representation of members of the ATOC community including undergraduate students, graduate students, staff, tenured/tenure track faculty, instructors, and external advisors.

I. How does ATOC define excellence with respect to the activities that it carries out, and what values and behaviors are associated with excellence?

As with many departments at research (R1) universities, ATOC strives to achieve excellence in multiple areas including providing a comprehensive and rigorous educational experience for undergraduate and graduate students, maintaining high-level research productivity with global impact, and contributing through service to both the university and the broader community (*e.g.*, outreach). ATOC believes that excellence in these areas cannot be achieved in isolation—excellence is embodied by a vibrant intellectual community drawing from a broad diversity of experiences.

ATOC defines the excellence of its educational activities in terms of student achievement and satisfaction. Evidence of an excellent educational experience includes significant involvement in research, graduation in a reasonable timeframe, and attainment of post-graduate jobs or higher education pursuant to career goals. ATOC aims to achieve a high rate of student satisfaction with classroom teaching, mentoring, and career guidance. ATOC defines excellence in research as members of the faculty and student body working together to publish cutting-edge science in high-quality journals, acquiring external funding to pursue scientific investigations, and clearly communicating results to the university community, the general public, and policy makers. ATOC defines excellence in service as our faculty, staff, and students making a difference in the university, local, national, and international communities through such activities as participating in scientific organizations and steering committees, serving as peer reviewers and editors of journals, and mentoring students through programs like Significant Opportunities in Atmospheric Research and Science (SOARS) and Summer Multicultural Access to Research Training (SMART).

II. How do efforts within ATOC lead to inclusion of all students in achieving academic success, student social development and enhancing the reputation of ATOC and the university?

ATOC formally recognizes that excellence and inclusion are inseparable. For example, ATOC graduate students may participate in a student mentoring program, wherein incoming graduate students are paired with more senior students to ease the transition into graduate school and to encourage engagement with the ATOC, campus and Boulder communities. Several programs within ATOC attempt to foster a welcoming environment in which all students can achieve academic success and further their social development, including a weekly student forum, annual symposia (*e.g.*, “ATOC Fest” and the Earth and Space Science Poster Conference), and an annual retreat.

The ATOC faculty also strives to lead by example in fostering an inclusive environment that is conducive to success at all levels. The department consciously demands broad participation on internal committees (*i.e.*, decisions are made with input well beyond the tenured/tenure track faculty). Moreover, a healthy balance of gender diversity amongst the faculty has long been a source of pride for the department, which is believed to have led to continued success in recruiting excellent students and faculty. Finally, many ATOC faculty are particularly keen to reach out to diverse audiences to

communicate research findings; recent examples include faculty members communicating with the general public via the New York Times (on Nuclear Winter) and Univision (on El Niño), and engaging policymakers in Washington through a Jefferson Science Fellowship.

III. Given ATOC's definition of excellence and inclusion, how will ATOC attain inclusive excellence?

ATOC plans to continue building on the successes of the programs and efforts geared toward inclusivity as outlined above. However, discussions within ATOC surrounding the campus-wide Diversity, Inclusion and Academic Excellence planning process have stimulated plans to augment such efforts by implementing new programs. Our plans focus on strengthening the community and support networks for our students, faculty and staff by offering professional development opportunities and courses centered on community engagement—actions in line with best practices for supporting minority and majority students. The thoughtful design and implementation of such plans are particularly important as ATOC enters a new era of excellence in education by offering an undergraduate major. Our specific plans to be implemented in the next 1-2 years are as follows.

1. **Offer professional development for students and the entire ATOC community.** This training may include building supportive workplaces, emotional intelligence, diversity, unconscious biases, effective bystander behavior, *etc.* ATOC will work closely with colleagues both within CU (*e.g.*, OIEC) and external advisors (*e.g.*, our external advisors from the SOARS program involved in drafting this Inclusive Excellence Document), to manage and promote these professional development offerings.
2. **Formalize and enhance the ATOC graduate mentoring program, and initiate a parallel program for undergraduate majors if/when the ATOC major is established.** Presently, incoming graduate students are informed of our graduate mentoring program by way of email from a department administrator, but are not formally compelled to participate. Beginning with the Fall 2016 incoming class, ATOC administration and faculty will strongly encourage each incoming graduate student to participate in this program. Additional training, including discussion of stress, inclusion, and mentoring best practices, will be provided to the mentor and mentee. The academic advisor (tenured/tenure track faculty member) to whom the incoming student is assigned will follow up in the first two semesters of the student's graduate career.
3. **Develop a three-part collaborative course centered on science-community engagement.** The course will take the form of three one-credit ATOC 6020 ("Seminar in...") offerings. The three parts will be offered on a rotating basis, led by different ATOC faculty members and with participation from colleagues outside of the ATOC department where possible and appropriate (*e.g.*, other departments, local laboratories, schools and other local community organizations). By stimulating a deep consideration of the human condition globally and providing boots-on-the-ground outreach opportunities locally, the three-part course on science-community engagement will help ATOC attain inclusive excellence.
 - a. Impacts of climate change in diverse communities, which involves reading and discussing recently published research papers about local to international impacts of climate change affecting diverse peoples and cultures.
 - b. Broader impacts of research, which trains graduate students on how to identify and incorporate strong and meaningful broader impacts into proposal writing.
 - c. Community outreach, which focuses on engaging directly with communities within Colorado, emphasizing outreach efforts aimed at increasing diversity within the scientific workforce and engaging underserved communities.
4. **Establish a standing committee on Inclusive Excellence.** ATOC recognizes that its efforts to attain Inclusive Excellence should not stop with the submission of this document. Therefore, a

standing departmental committee on Inclusive Excellence will be established and will be broadly inclusive of members across the ATOC community, including undergraduate majors if/when the major is established.

5. **Engage with broader campus efforts.** ATOC intends to engage with other departments in broader conversations regarding how to foster a climate of inclusive excellence, particularly for graduate students by addressing student needs for financial security.

Obtained by the National Association of Scholars

Faculty Diversity Action Hire Request

1. College/school/institute: **College of Arts and Sciences**
2. Electronic signature of college/school/institute dean: _____
3. Dean's ranking of this proposal (if dean is submitting multiple proposals):
No. _____ of _____ proposals submitted
4. Dept., program, or institute for which position is requested: **Department of Atmospheric and Oceanic Sciences (ATOC)**
5. Faculty rank requested (assistant, associate, full): **Assistant Professor**
6. Faculty salary requested (give approximate range): **\$85,000–\$98,000**
7. How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

Recognizing the large Hispanic population in Colorado and the under-representation of Hispanic students and faculty in ATOC and at CU, we have a strategic goal of increasing the number of Hispanic faculty members.

In 2010, the White House and the U.S. Department of Education developed the "White House Initiative on Excellence in Education for Hispanics," which stated: "Hispanic students are currently the largest minority group in the public school system ... Hispanics are underrepresented in undergraduate and graduate STEM programs and are not sufficiently exposed to STEM subjects at the K-12 Levels. Given that less than 2 percent of the STEM workforce is Hispanic while almost 20 percent of the country's youth population is Hispanic, the WHIEEH has named STEM as one of its key priorities, working ... to increase Hispanic participation in STEM fields.

(<https://www2.ed.gov/about/inits/list/hispanic-initiative/stem-factsheet.pdf>)

At the national level, there have been several studies noting the disparity that the proposed hire is aimed at addressing:

- A recent report (<http://www.cu.edu/doc/oaareportdiversity-2015-16.pdf>) indicates that of 1080 TTF faculty, 66 report as Hispanic/Latino (6.1%), whereas in 2015 10.6% of the undergraduates (2,805 of 26,491) identified as Hispanic/Latino (a ratio that is steadily growing, up 68% from the value in 2009).
- A 2011 report by the University Corporation for Atmospheric Research indicated that in 2007 8% of degree recipients in science and engineering fields in the United States identified as Hispanic. The statistics for graduates with degrees in atmospheric

sciences was approximately half (~4%) of this number.
(<http://www.ucar.edu/governance/meetings/oct11/followup/pandya.pdf>).

- A 2012 American Institute of Physics report indicated that of 760 bachelor's degrees awarded in atmospheric sciences nationwide in 2012, 36 (4.7%) were for Hispanics. This percentage was up by 260% between 2002 and 2012
(<http://files.eric.ed.gov/fulltext/ED550396.pdf>).

Thus, there is a clear need to improve representation of Latino/Hispanic faculty in the climate sciences, both in terms absolute numbers (i.e., 5-10% of the faculty to reflect the diversity of students in the field) and in terms of trends (i.e., the need to at least double over the next decade).

ATOC faculty are highly engaged in research opportunities for students of underrepresented groups, such as SOARS (based at NCAR) and SMART (based at CU). However, lacking a strong contingent of faculty from the Hispanic/Latino underrepresented group makes it challenging to recruit early career faculty to help increase our recruiting efforts for underrepresented groups in STEM. Thus, we feel an energetic young faculty member with significant research prowess and teaching potential will be the most effective way to address this challenge.

Dr. [REDACTED] is a female, Hispanic and first-generation college student. Dr. [REDACTED] also has a long and steady history of participating in diversity mentoring initiatives. During her time thus far in our department ([REDACTED]), Dr. [REDACTED] has already become involved with the ATOC Justice, Equity, Diversity and Inclusion Committee. [REDACTED] in ATOC's new summer Research Experience for Undergraduates (REU), which is targeted toward underrepresented Hispanic students through our outreach to primarily Hispanic-Serving Institutions.

8. Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? **Yes**

If yes, provide name and year postdoctoral fellow began at CU Boulder: [REDACTED]

9. Academic year and name (or N/A) of your unit's last hire under the FDAP program: **N/A**

10. Is this TTT hire needed for accreditation by an external accrediting body? **No**

11. Is this TTT hire needed for critical teaching or research needs? **No**

12. Is this request part of a cluster hire? **No**

13. Number and names of TTT faculty hired in this unit over the last three academic years: **6**

1. **Dr. Zhien Wang (started 2018)**
2. **Dr. Donata Giglio (started 2019)**
3. **Dr. Aneesh Subramanian (started 2019)**
4. **Dr. Andrew Winters (started 2019)**

5. **Dr. Pedro DiNezio (started 2020)**
6. **Dr. Julia Moriarty (started 2020)**

14. Number and names of TTT faculty who have departed over the last ten years due to the following:

Retirement: **None**

Failed retention offer: **Dr. Linnea Avallone left for a management position at the National Science Foundation.**

Other (please explain): **Drs. Baylor Fox-Kemper and David Noone left for other universities; both were CIRES faculty and ATOC has no record of whether they were given retention offers.**

15. What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

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- **Introductions and interactions with additional faculty and scientists with mutual interests in other units such as CIRES and Geological Sciences are underway. Dr. [REDACTED] has quickly engaged with the broader Boulder climate science community. For example, Dr. Sanchez has been introduced to the organizers of relevant seminar series at the National Center for Atmospheric Research (NCAR) and National Oceanic and Atmospheric Administration (NOAA) and discussions are now underway for her to give seminars at those institutions in 2021. Such interactions will**

facilitate the introduction of Dr. [REDACTED] to potential research collaborators at these important scientific institutions in Boulder and will enhance her success as a new TTT faculty member.

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- During the 1/22/2021 ATOC Faculty Meeting, the TTT faculty held a discussion and vote on the matter of moving forward with the present hiring proposal. The vote was unanimously in favor of pursuing this opportunity to hire Dr. [REDACTED] enthusiasm for her contributions to our department and diversity at CU is extremely high.

17. What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

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18. Please attach the unit's updated Inclusive Excellence Narrative.

The ATOC Inclusive Excellence Narrative is enclosed with this request.

The current CV of [REDACTED], Chancellor's Postdoctoral Fellow for Diversity, is also enclosed with this request.

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communicate research findings; recent examples include faculty members communicating with the general public via the New York Times (on Nuclear Winter) and Univision (on El Niño), and engaging policymakers in Washington through a Jefferson Science Fellowship.

III. Given ATOC's definition of excellence and inclusion, how will ATOC attain inclusive excellence?

ATOC plans to continue building on the successes of the programs and efforts geared toward inclusivity as outlined above. However, discussions within ATOC surrounding the campus-wide Diversity, Inclusion and Academic Excellence planning process have stimulated plans to augment such efforts by implementing new programs. Our plans focus on strengthening the community and support networks for our students, faculty and staff by offering professional development opportunities and courses centered on community engagement—actions in line with best practices for supporting minority and majority students. The thoughtful design and implementation of such plans are particularly important as ATOC enters a new era of excellence in education by offering an undergraduate major. Our specific plans to be implemented in the next 1-2 years are as follows.

1. **Offer professional development for students and the entire ATOC community.** This training may include building supportive workplaces, emotional intelligence, diversity, unconscious biases, effective bystander behavior, *etc.* ATOC will work closely with colleagues both within CU (*e.g.*, OIEC) and external advisors (*e.g.*, our external advisors from the SOARS program involved in drafting this Inclusive Excellence Document), to manage and promote these professional development offerings.
2. **Formalize and enhance the ATOC graduate mentoring program, and initiate a parallel program for undergraduate majors if/when the ATOC major is established.** Presently, incoming graduate students are informed of our graduate mentoring program by way of email from a department administrator, but are not formally compelled to participate. Beginning with the Fall 2016 incoming class, ATOC administration and faculty will strongly encourage each incoming graduate student to participate in this program. Additional training, including discussion of stress, inclusion, and mentoring best practices, will be provided to the mentor and mentee. The academic advisor (tenured/tenure track faculty member) to whom the incoming student is assigned will follow up in the first two semesters of the student's graduate career.
3. **Develop a three-part collaborative course centered on science-community engagement.** The course will take the form of three one-credit ATOC 6020 ("Seminar in...") offerings. The three parts will be offered on a rotating basis, led by different ATOC faculty members and with participation from colleagues outside of the ATOC department where possible and appropriate (*e.g.*, other departments, local laboratories, schools and other local community organizations). By stimulating a deep consideration of the human condition globally and providing boots-on-the-ground outreach opportunities locally, the three-part course on science-community engagement will help ATOC attain inclusive excellence.
 - a. Impacts of climate change in diverse communities, which involves reading and discussing recently published research papers about local to international impacts of climate change affecting diverse peoples and cultures.
 - b. Broader impacts of research, which trains graduate students on how to identify and incorporate strong and meaningful broader impacts into proposal writing.
 - c. Community outreach, which focuses on engaging directly with communities within Colorado, emphasizing outreach efforts aimed at increasing diversity within the scientific workforce and engaging underserved communities.
4. **Establish a standing committee on Inclusive Excellence.** ATOC recognizes that its efforts to attain Inclusive Excellence should not stop with the submission of this document. Therefore, a

standing departmental committee on Inclusive Excellence will be established and will be broadly inclusive of members across the ATOC community, including undergraduate majors if/when the major is established.

5. **Engage with broader campus efforts.** ATOC intends to engage with other departments in broader conversations regarding how to foster a climate of inclusive excellence, particularly for graduate students by addressing student needs for financial security.

Obtained by the National Association of Scholars

Submission 5 (Spring 2021 Off-cycle)

College/School/ Unit: [CMCI](#)

Dean's ranking of this proposal (if submitting multiple proposals, i.e 1 of 5):

Dept., program, or institute for which position is requested: [Department of Media Studies](#)

Attestation: [Errol Hughes \(errohugh@colorado.edu\)](mailto:errohugh@colorado.edu)

- Joint Hire? [No](#)
- Joint Hire other unit:
- Joint Hire rostering unit (tenure home):
- Faculty rank requested: [Assistant Professor](#)
- Faculty salary requested (give approximate range): [\\$18,000 \(to incr. current instr salary to asst prof level\)](#)

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

The department is reasonably well traditionally gender-balanced (5 women out of 10 TT). There are 5 non-White or Hispanic faculty, one is from an under-represented group (Black). Our aim is specifically to retain and promote a current faculty member whose life experiences and expertise lie at an intersection of diverse gender (LGBTQIA2S+) creative and research areas adjacent to algorithmic culture and bias, and mediated cultures.

Explain the urgent need for hiring this high caliber candidate outside of the regular annual FDAP selection process. Why is the opportunity to hire this candidate unable to wait for the on-cycle review process?

This promotion is related to an effort to retain this faculty member and his partner who is a faculty member in another department.

Academic year and name (or N/A) of your unit's last hire under the FDAP initiative:

[AY 21-22, Dr. \[REDACTED\]](#)

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? [No](#)

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs? [Yes](#)

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

Media Studies teaches courses on social media interactions (from a culture studies perspective) that involve critiques of algorithmic culture. Race, gender, and technology studies is a specialized type of inquiry as it examines patterns of communication and expression which intersect with technological capacities, data representations, and systems of information distribution at scales from interpersonal experiences to the global networks.

In terms of overall capacities, in Fall 2020, Media Studies TT faculty taught 11 classes with 594 undergraduate students for an instructor student ratio of 54 students per class section. In Fall 2021, Media Studies TT faculty is teaching 14 classes with 765 undergraduates for a student ratio of 56 students.

Though several MDST faculty have technology-focused and culture studies research agendas, the specific focus on LGBTQIA2S+ bias is not currently represented in our research profile. And though we have faculty working from critical race theory perspectives, these approaches have not historically engaged in creative discourses, so promoting this faculty member into a TT role will bring our technology-focused faculty and our gender and culture-centric research faculty together around common questions that bridge their

agendas. We are looking for a bridge, not only to the CMCI cluster on Race, Technology and Media, but to connect research agendas in our own department.

In the classroom, while faculty can present students with case studies and analyses of algorithmic exclusions and discrimination, having someone explain from a creative-centric and diverse identity perspective is essential for the unit's teaching mission. It is important that our students see diverse skilled expertise embodied in our program, both as an exemplar of our values that media and technology are for everyone, but also to locate the lived experience of people not only marginalized, but proactively invisible in our students' technology spaces.

Please attach the candidate's CV: CV Attached at end of submission.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

Asst. Professor Colette Perold, Asst. Professor Josh Shepperd, Asst. Professor [REDACTED]

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

Professor Emerita Janice Peck, retired 2019; Professor Emeritus Michael Tracey, retired 2020

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

N/A

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

N/A

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

CMCI has established several opportunities for faculty support that are poised to help a person in this position. The de Castro Research Award supports and enhances the research and creative work of faculty, and is designed to align with the core goals of CMCI's strategic plan (Academic & Inclusive Excellence; Creativity & Innovation; Public Scholarship & Global Citizenship), which in turn are linked to the strategic imperatives of the CU-Boulder campus (Shaping tomorrow's leaders; Top university for innovation; Positive impact to humanity).

The de Castro Award is intended to support proposals for original and high-quality research, creative work, or a combination, by CMCI faculty that is oriented toward issues of central societal significance, e.g., social, environmental or economic justice, or focused on issues related to supporting and enhancing global citizenship; and that articulates a public-facing aspect, e.g., work that can be shared or presented beyond a strictly-limited academic audience through a variety of forms, means and venues.

Annual awards for individual faculty range up to \$5,000 in support, and we feel the research agenda for this position would be particularly well suited for this kind of support.

Similarly, the Payden Teaching Excellence Grants are designed to recognize and support teaching excellence within the college. These funds are used to support requests that encourage collaborative and innovative teaching and further faculty teaching development within CMCI. Special consideration will be given to proposals that focus on interdisciplinary teaching/learning or that address issues of diversity, equity and inclusion in teaching/learning, and we feel that a faculty member in this position would be particularly well suited for this type of support.

Additionally, the college and the unit provide annual trainings, workshops, and writing groups that can be leveraged to help support this faculty member's work.

What is the unit's mentoring and support plan for the new hire?

The unit assigns faculty mentors to pre-tenure faculty. The chair and associate chairs meet with pretenure faculty to discuss teaching and research progress, and to provide advice on research. The annual merit evaluation process brings a level of unit faculty advice and encouragement for all faculty, but we also track pretenure candidates closely to make sure potential PUEC members are involved and aware of their trajectories. The unit ensures the service burden for pretenure faculty is reduced when possible, prioritizes graduate student assignments to assist as research assistants for pretenure faculty in summer semesters and works with pretenure faculty on fellowship and grant opportunities within the college (as well as external funded grants and fellowships).

The college established an associate dean for Diversity, Equity, and Inclusion (currently Dr. Lisa Flores), and through her leadership, the unit participates in workshops, readings, and DEI meetings to help leadership and faculty work toward a collegial and safe space for faculty, graduate students, staff, and undergraduate students.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

The Department of Media studies continues to benefit from its long-standing reputation in media studies graduate education, and its undergraduate program (five years old) is starting to mature. The doctoral program includes a widespread range of interests and focuses, but also a wider range of diversity than on the media studies faculty.

Diverse scholars on our faculty find no shortage of students interested in studies of race, gender, class, and sexuality, or students interested in digital culture and its effects on meaning-making in media cultures. Our graduate students greatly benefit from having scholars in the area of race, media, and technology studies. Many of our graduate students co-publish with faculty and having a scholar to work alongside them in publication, and on committees, is invaluable as the field continues to explore intersections of identity and networked culture.

Please attach the unit's updated Inclusive Excellence Narrative.

Attached to Request at end of submission.

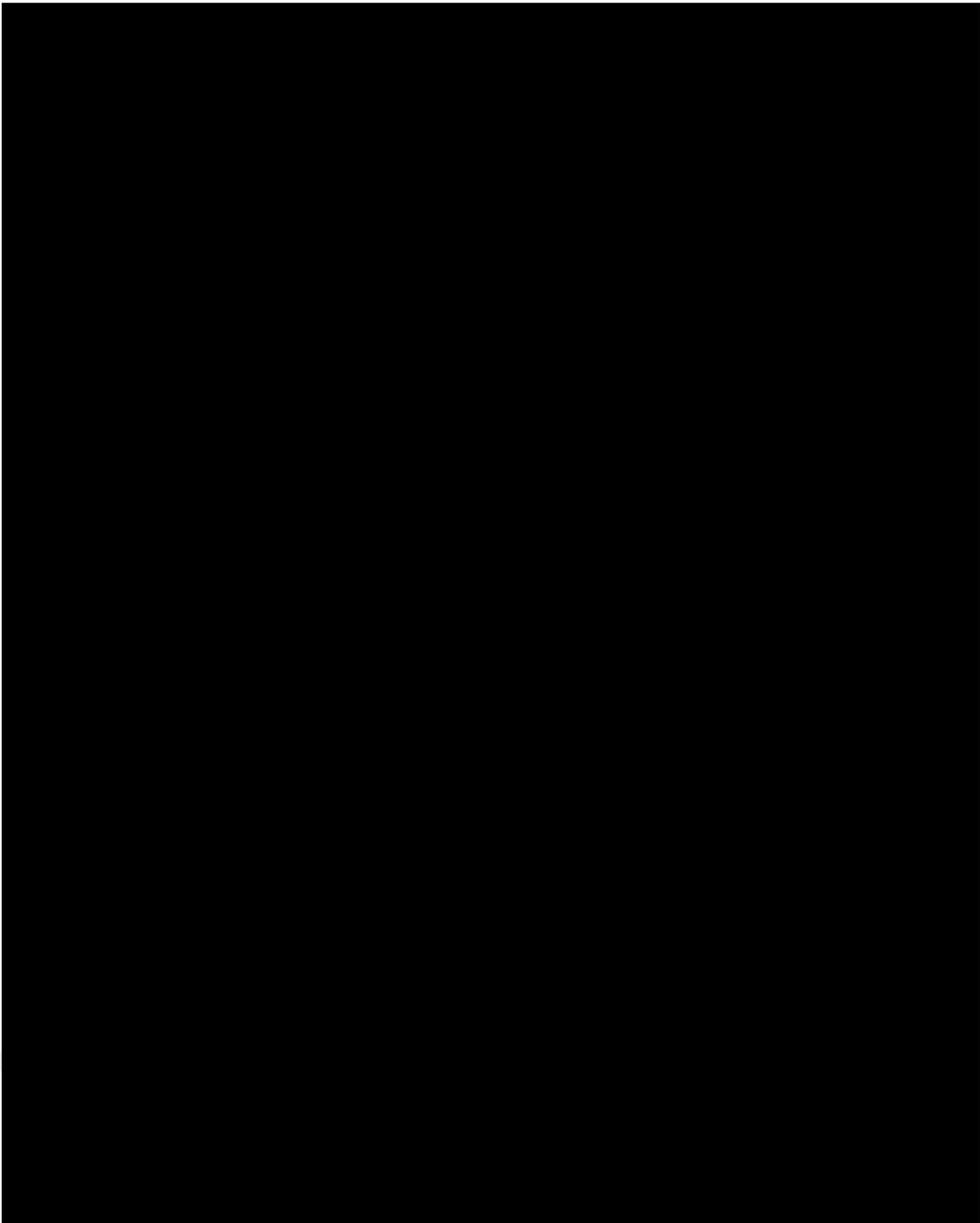
Please attach any other documents you feel are relevant to the selection committee.

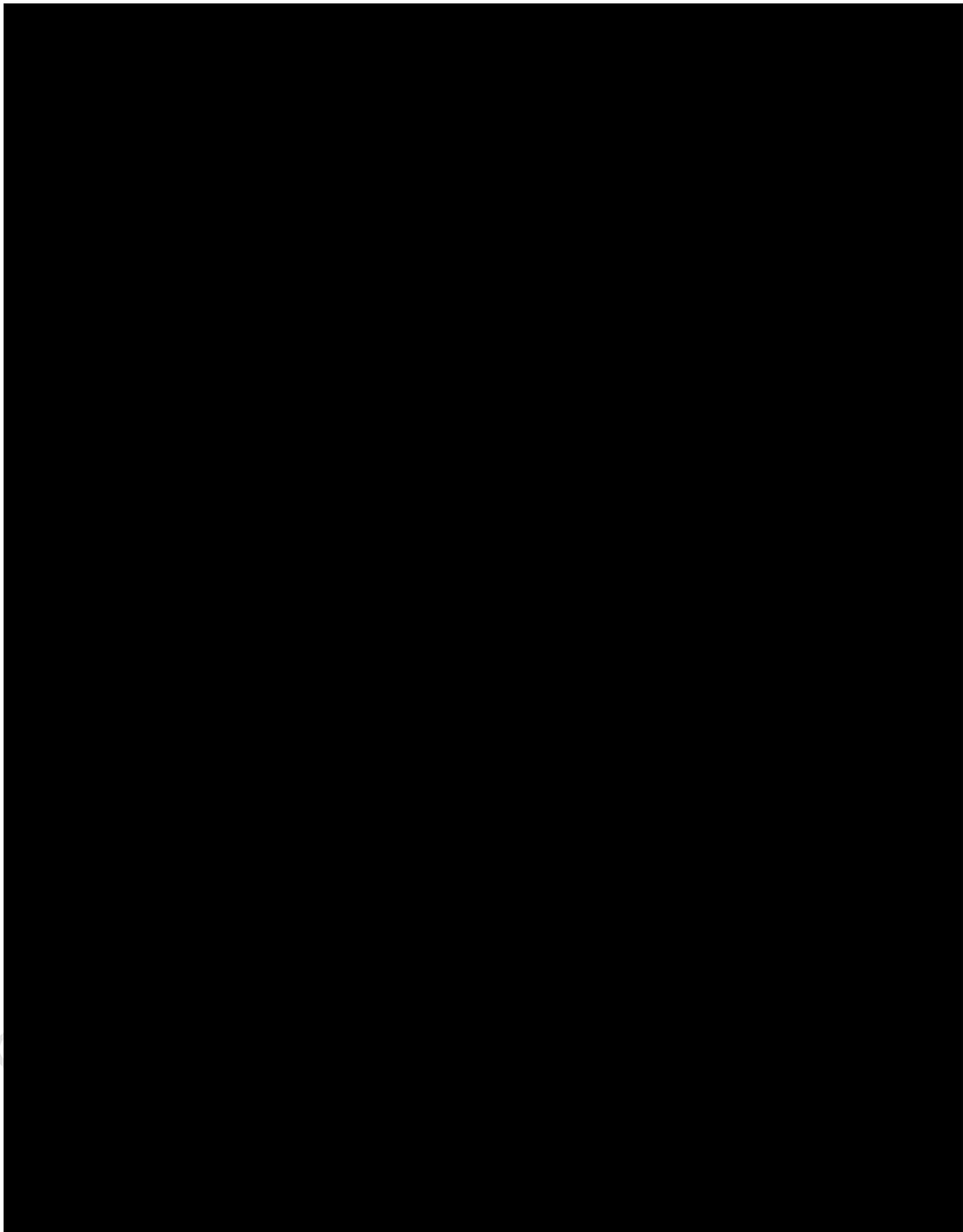
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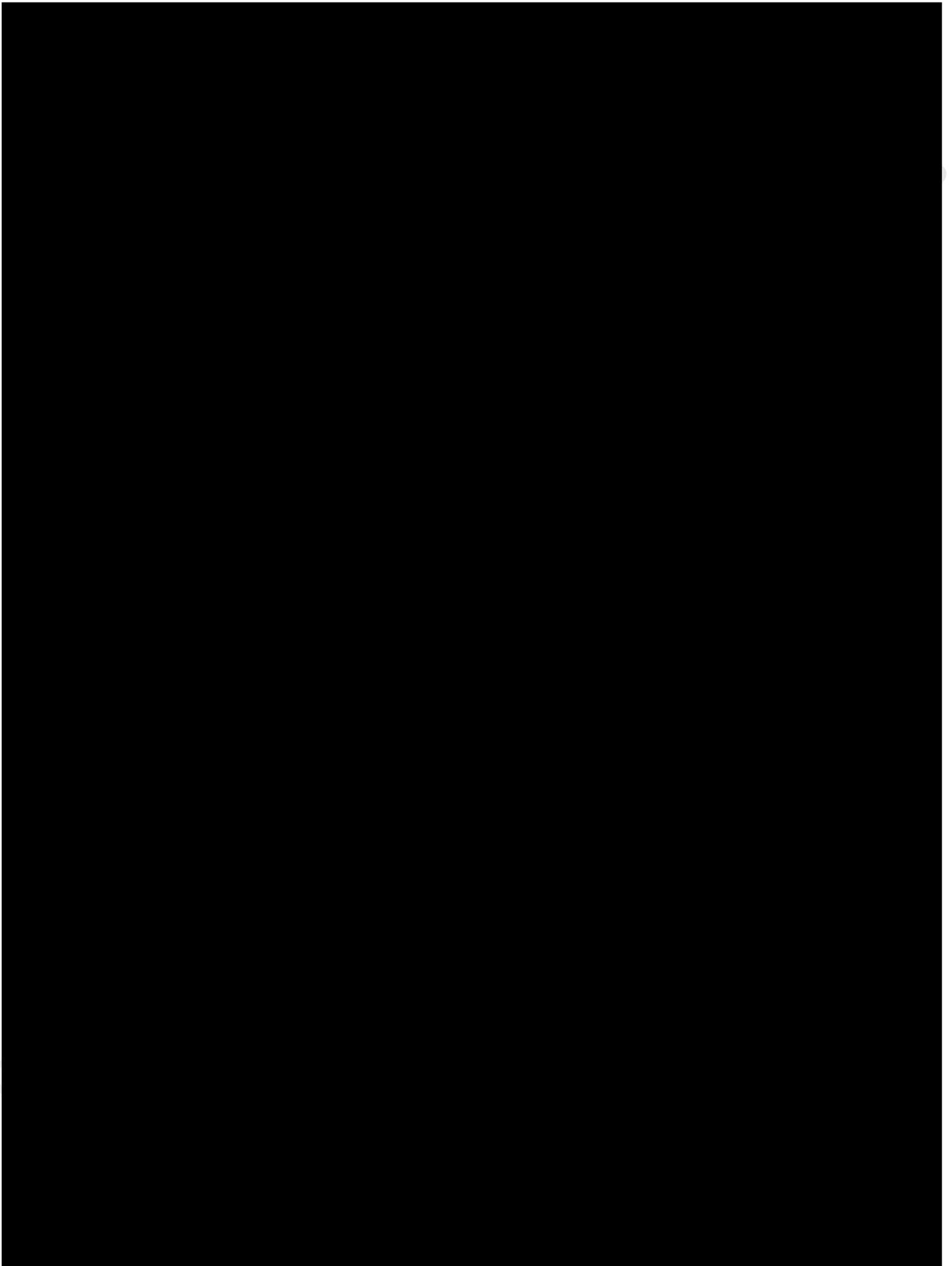
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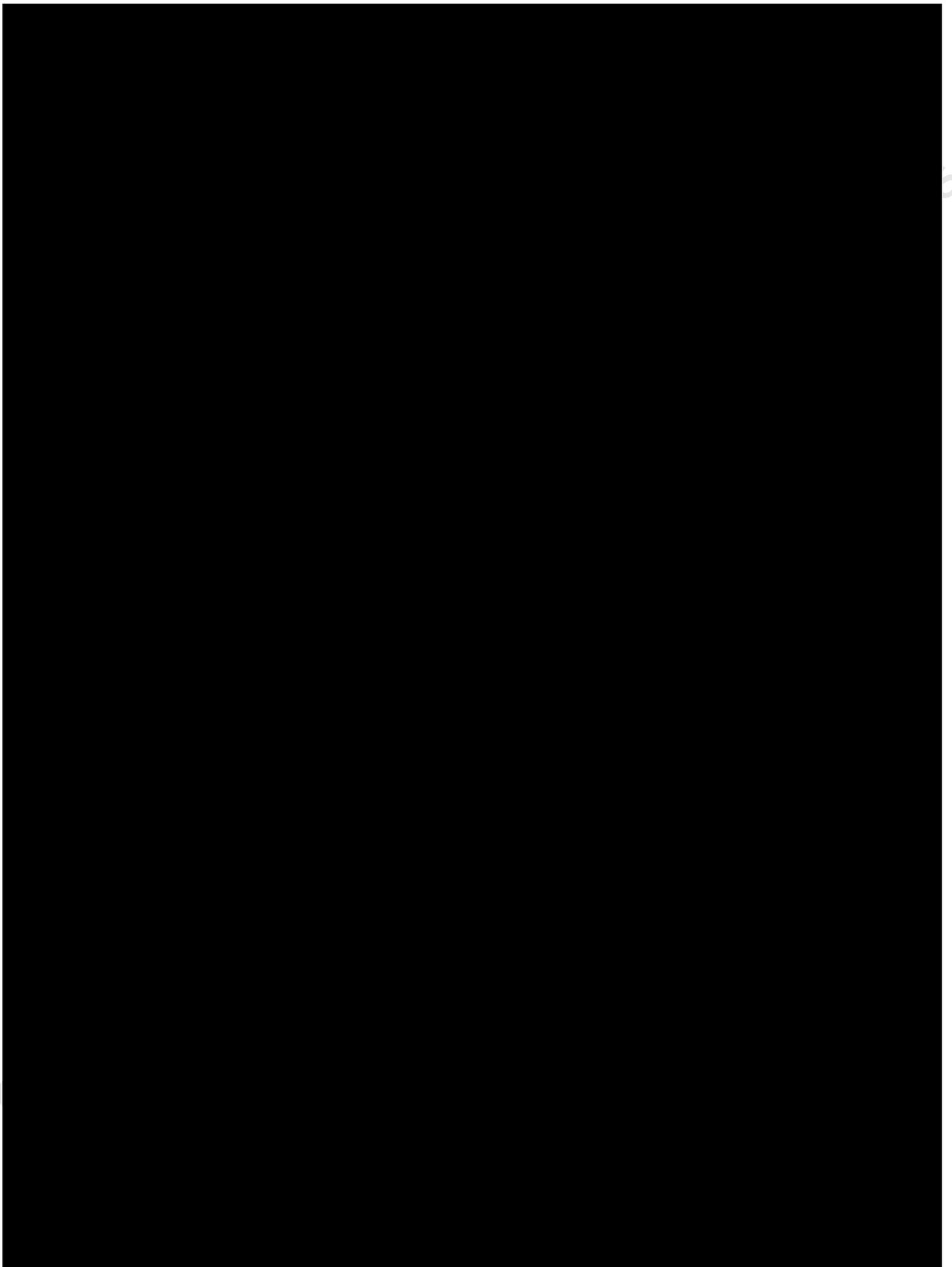
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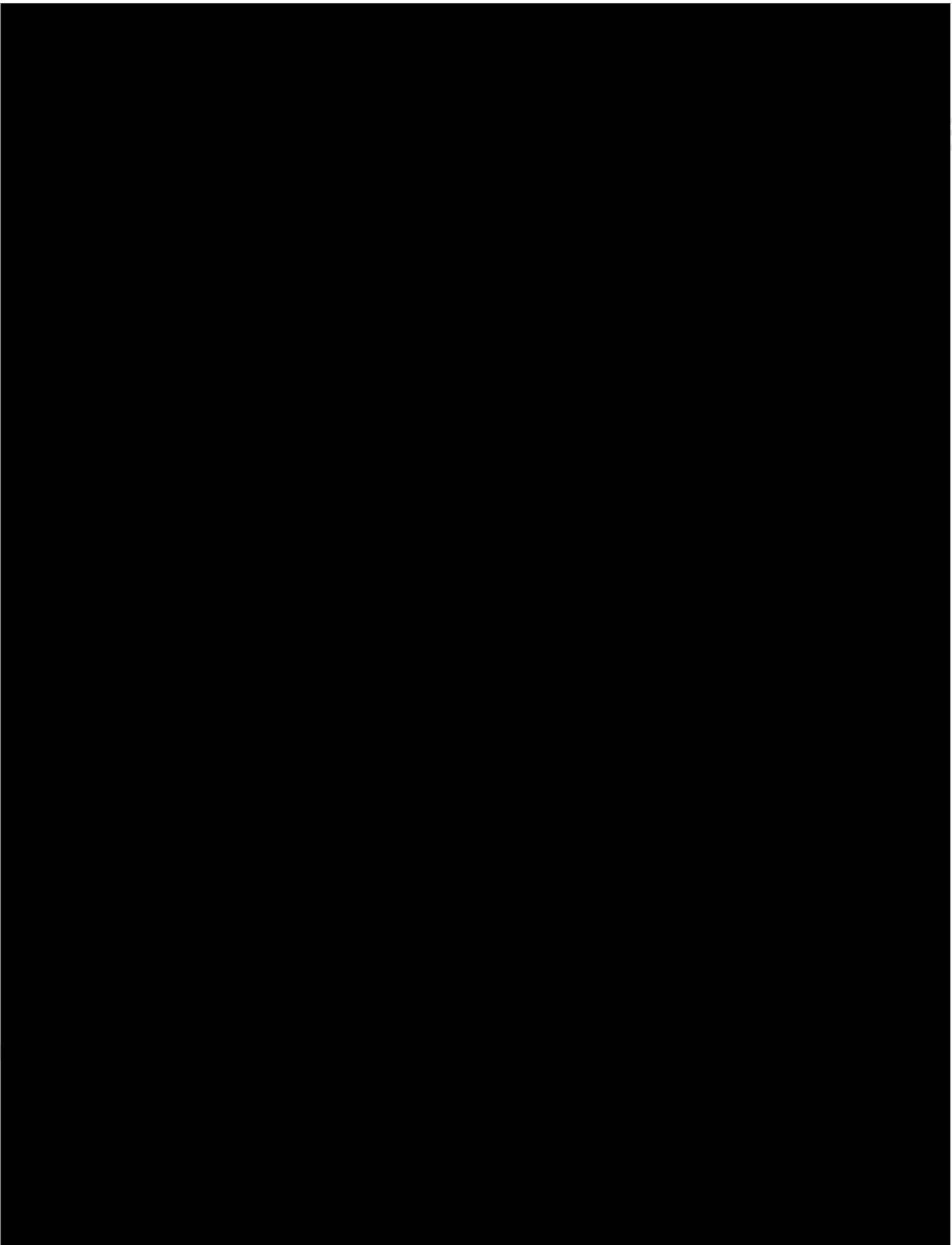
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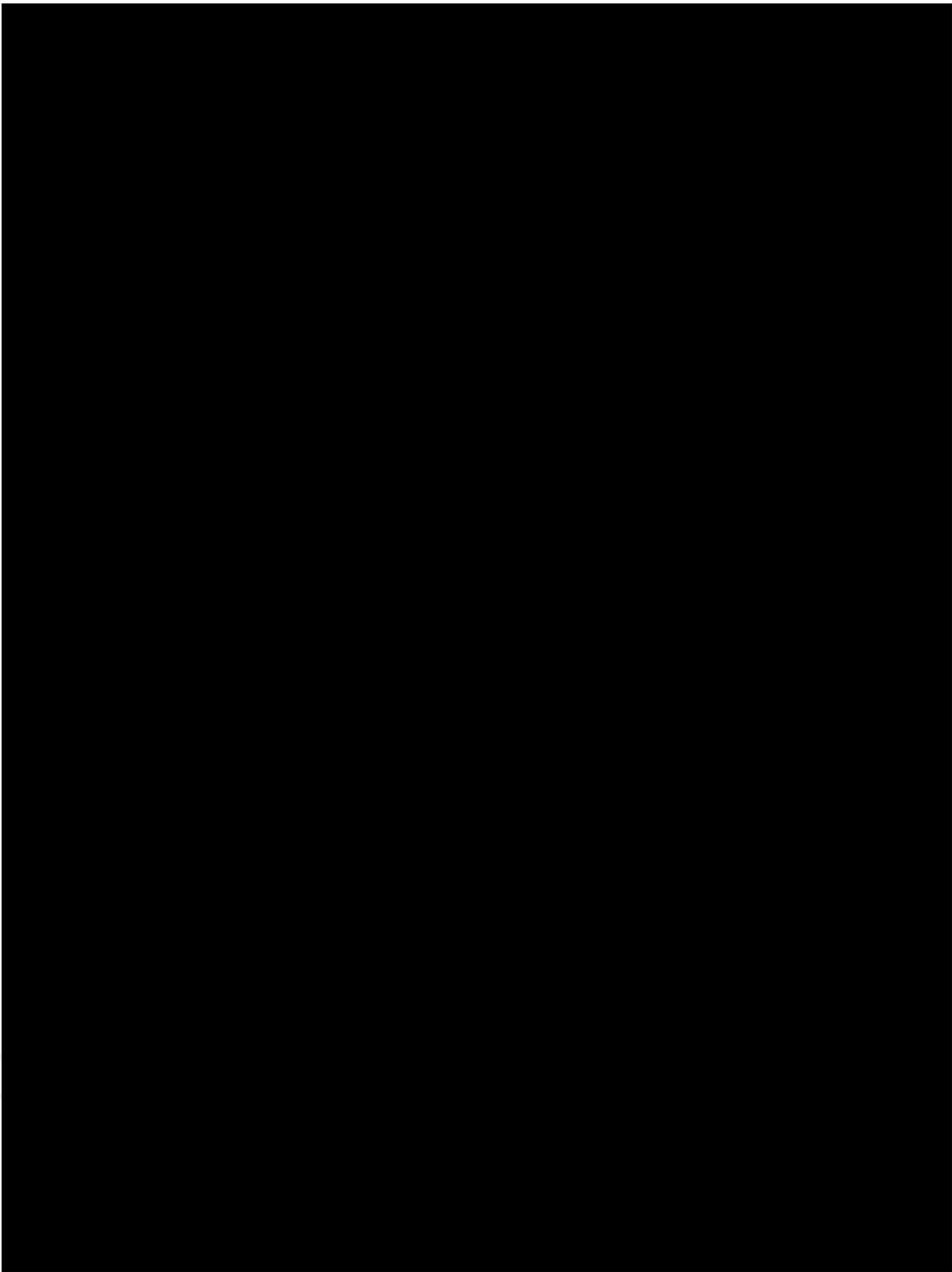












Making Excellence Inclusive

Inclusive Excellence has been a guiding principle of the College of Media, Communication, and Information (CMCI) since our inception in 2015. CMCI brings students, staff, and faculty together around a constellation of teaching, research, and co- and extra-curricular programming that recognizes, anticipates, and responds to what Dean Lori Bergen names “times of revolutionary change” in the ways people communicate today. As the first new college at CU Boulder in 53 years, we are creating our college—our curriculum, departments & programs, policies & procedures, and our CMCI community—as we define and integrate our principles and practices at the intersections of excellence and inclusivity.

In CMCI, we define inclusive excellence as the commitment to excellence guided by intentional and evolving practices of inclusivity, equity-mindedness, and cultural change. Measures of excellence are simultaneously measures of inclusion—promoted by faculty, staff, and students across teaching, research and creative work, and service. We maintain that the cultivation of an inclusive college community requires the active engagement and full integration of all our diversity, which we name as the fact of our differences—race/ethnicity, socioeconomic status, gender, sexuality, ability, nationality, religion, age, veteran status, geography, intellect, and perspective. We challenge ourselves to think broadly around inclusion *and* to prioritize our efforts around historic patterns of university underrepresentation, particularly racial/ethnic and socioeconomic. We push ourselves constantly to transform our values and practices such that the “we” of CMCI is a truly diverse, equitable, inclusive, excellent “we.” Doing so requires the intentional work of infusing our aspirations to excellence with the very real issues of equity, access, inclusion, diversity, culture, climate, and community across all facets of the college.

Our goals in CMCI are to build a student, staff, and faculty community that reflects and learns from and with the diversity of our state, regional, and national populations so that we can provide informed and inclusive pedagogical, research, and workplace cultures; establish equitable policies, principles, and practices so as to help us close the opportunity gap that impacts minoritized members across our college; and undo historic privileges, such as whiteness, wealth, and heteronormativity, particularly as they inform our policies and practices, ensuring that our college commitment to inclusive excellence informs all that we do.

We pursue inclusive excellence in a holistic and fluid manner. Our holistic approach means that we see the work of diversity, equity, and inclusion as foundational to all of our efforts. Though some individuals will take on greater leadership and formal accountability roles, as a unit we do this work in constant collaboration and conversation; each of us is asked and expected to participate. With fluidity, we mark our understanding of this work as necessarily processual and reflexive. It is work that we are always doing and that we must constantly reflect upon, asking, for instance, how our existing practices and future initiatives are based in equity-mindedness and/or in normative systems of hierarchy and exclusion. Our commitments to a holistic frame for diversity, equity, and inclusion mean that we attend to the entirety of our college. We organize this work into three primary poles: climates & relationships, teaching & learning, and structures & systems.

We believe that a unit invested in inclusive excellence must build a diverse and inclusive climate. A critical part of this effort is to increase the diversity of our college. To that end, we are developing new recruitment and retention strategies and revising existing ones, particularly around student and faculty populations. Some of our work here has crystallized around

“Connections,” our summer academy for rising high school juniors and seniors. Initially intended to launch in summer 2020, Connections will bring high school students recruited from select Denver-metro schools, such as Martin Luther King Early College and Empower Community high school, for a five-day residential campus experience. We are building a strategic plan for graduate recruitment that will involve building new relationships with relevant academic units at historically Black colleges and universities as well as at schools designated in some way as minority serving. We complement this work with intentional strategies aimed at cultivating a climate in which all of us belong and can thrive. As we move toward a more diverse CMCI, we recognize that efforts at increased diversity will likely fail if they are not established alongside culture change. Thus, our efforts at building diversity are but one piece of our larger mission.

Our efforts in teaching & learning are varied. They include building support systems for CMCI instructors that enable us to pursue our teaching mission, in both formal and informal settings, with a frame of inclusion. We foster scholarly research and creative projects along with intellectual conversation, among faculty and students, that explore DEI dynamics. Four college initiatives provide some sense of our work here. First, we have established a college inclusive pedagogy ambassadors program that aligns with a year-long series of inclusive pedagogy workshops. Offered for the first time in the 19/20 academic year (AY), our plan is to revise the workshop series constantly so that it can be available to all CMCI instructors regardless of rank each AY. Next, in the 18/19 AY we developed a CMCI required syllabus statement which announces our commitment to diversity, equity, and inclusion and invites students to connect with us around DEI questions or concerns. Third, in the 20/21 AY, we will offer an undergraduate course, open to all CMCI students, on anti-black racism. Finally, we foster intellectual community around DEI questions with annual programming that brings the college together in scholarly conversation.

Alongside the DEI work that we do in support of teaching and learning, we also see progress toward inclusive excellence as tied to the structures and systems that comprise CMCI. Our assumption here is that founding structures and systems of CMCI, as an institution of higher education, are premised in hierarchies of privilege that are mostly invisible. We task ourselves with the careful work of making visible those latent hierarchies so as to undo them. Our goals are to build equitable and accessible structures and systems. As part of this effort, we have begun to change practices and to rewrite policies. For instance, in AY 19/20, we conducted an inventory of faculty service with an eye toward differential service loads. We named the often invisible and emotionally intense service that typically falls on racial and ethnic minorities and white women, and we made a college commitment to name and count this DEI service. In addition, we revised protocols for faculty hiring, including adding college language naming our commitments to inclusive excellence and formalizing faculty search committee trainings in DEI issues as they intersect with faculty hires. We have begun to develop DEI related orientations for incoming graduate students, and we installed a graduate student advisory board to help inform and guide the college on missteps and opportunities around DEI in our graduate student community.

As we hope is clear across this narrative, we see the work of inclusive excellence as expansive. It encapsulates all members of our community and all facets of our college. We remain consistent in that premise as we also name the centrality of anti-racism efforts broadly and anti-Black racism work specifically. Aware that moves toward DEI can easily enable individuals and institutions to eclipse race and racism, we call upon ourselves to keep anti-Black

racism and anti-racism work at the center of our mission. To that end, we devote our energies in the 20/21 AY to anti-racist conversations, programs, and curricular development.

Obtained by the National Association of Scholars

FDAH Submission 06 (Spring 2021)

College/School/ Unit: Arts & Sciences

Dean's ranking of this proposal (if submitting multiple proposals, i.e 1 of 5): 5 of 21

Dept., program, or institute for which position is requested: EBIO

Attestation: Andrew Martin, Chair, EBIO (am@colorado.edu)

- Joint Hire? No
- Joint Hire other unit:
- Joint Hire rostering unit (tenure home):
- Faculty rank requested: Assistant Professor
- Faculty salary requested (give approximate range): 90-110

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

██████████ is a Hispanic American (first-generation Argentine American). ██████████ is also a first-generation college graduate from an economically disadvantaged background—he grew up working class, raised by a single mother. His background has ignited in him a deep passion for JEDI in STEM. ██████████ story exemplifies how systemic barriers to STEM can be overcome, and, thus, he is positioned to serve as a role model to many of our students, especially first-generation college students and racial and ethnic minorities seeking opportunity and career success. ██████████ success as a scientist, educator, and community activist has been fueled by his passion for creating opportunities for all—especially the marginalized—to realize their STEM career dreams. Here is a list of some of his accomplishments with direct positive effects on diversity, equity and inclusion in science:

- In 2015, ██████████ founded a nonprofit science communication campaign: ██████████
- In 2020, ██████████ expanded ██████████ bringing together and training a majority-female, majority-BIPOC team of >30 world-leading scientists that span disciplines, socioeconomic backgrounds, and personal paths in STEM. This effort to diversify access to STEM is supported by grants from AAAS and Google.
- During his NSF Postdoc Fellowship at UC Davis, ██████████ served as a student-elected mentor providing STEM career guidance for the undergraduate program ██████████
- Since September 2018, ██████████ has served as an appointed member of the inaugural ██████████, developing and leading strategies to make the society (of ~1,000) and its annual meetings accessible to groups underrepresented in STEM fields.
- ██████████ has published a peer-reviewed paper documenting the effects of some of his efforts on the perceptions and goals of underrepresented students in science ██████████ 2017. YouTube videos of 'research in action' foster diverse public interest in science Ideas in Ecology and Evolution 10 2017).
- ██████████ has taught 7 field courses in Mexico and French Polynesia and mentored 44 graduate and undergraduate students, including ██████████
- ██████████ was selected as a ██████████
- ██████████ was selected as a ██████████
- Finally, it is important to note that ██████████ activities and leadership in the STEM JEDI space complement CU Boulder's IDEA Plan (particularly Recommendations 1, 3, 4, 9, 11, and 32).

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? Yes

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

██████████

Academic year (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:

NA

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs? Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

Yes, for two main reasons. First, we as a department are building capacity for addressing diversity, equity, and inclusion issues in academics and in science, including direct course offerings. Second, ██████████ research and teaching focus helps fill important gaps in EBIO related to marine ecology and animal behavior. Our strategic plan recognized an abundance of interest for marine biology and animal behavior among EBIO students, which has been challenging to fill since the retirements of Mike Breed (animal behavior) and Mel Cundiff (tropical marine ecology). Faculty in our department are frequently consulted by undergraduate students who want opportunities to work on marine study systems. ██████████ routinely supervises 5-12 undergraduate research assistants for his marine fish behavior research; this will greatly improve EBIO's capacity to serve the needs of our student body. In addition, EBIO is in the process of establishing an interdisciplinary marine certificate program. This will involve EBIO faculty, including Dr. Laura Dee, a marine conservation and ecosystem scientist; Dr. Piet Johnson, who focuses on the diseases of marine organisms; Dr. Jingchun Li, a marine evolutionary biologist and a recent Packard Fellow; Dr. Daniel Medeiros and Dr. David Stock, who both study the developmental biology of marine organisms; Dr. Alisha Quandt, who studies marine fungal diversity; and Dr. Andrew Martin who studies the phylogeny and evolution of fishes and runs an international study program for students in the Galapagos Islands. We have established strong partnerships with other units on campus united by common interests in marine systems (Atmospheric and Oceanic Sciences, ENVS, Geology, etc.). The goal is to create a comprehensive marine-focused undergraduate certificate program through courses, field trips, research, and mentoring. ██████████ will add critical behavioral and field work components into our expertise and greatly fuel the momentum. ██████████ will also diversify EBIO's research and outreach collaboration through his work with NOAA, National Geographic, the Centre de Recherches Insulaires et Observatoire de l'Environnement (CRIOBE, French Polynesia), with Mexican, Thai and Pacific Islander researchers and communities, and with many popular science outlets, such as TED, TED-Ed, National Geographic Learning / Explorer Classrooms, and Ocean Watch Magazine.

Is this request part of a cluster hire? No

Describe cluster hire and list any other units participating in cluster hire proposal:

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

Alisha Quandt
Laura Dee
Ambika Kamath
Julian Resasco
Merritt Turetsky
Andrew McAdam
Luke Evans
Total = 7

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

Faculty members who retired:

- Carol Lynch (2010)
- Mike Grant (2016)
- Jeff Mitton (2018)
- Alex Cruz (2019)

- Mel Cundiff (2019)
- Michael Breed (2019)
- Tim Seastedt (2019)
- William Lewis (2020)
- William Bowman (2021)
- Carol Wessman (expected 2022)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

- Russ Monson (2010)
- Alan Townsend (2015)
- Patrick Nosil (2012)
- Pamela Diggle (2015)
- Ned Friedman (2014)
- Robert Guralnick (2015)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

Faculty members who switched departments:

- Sharon Collinge in 2015

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

EBIO is committed to the success of all faculty. For early career faculty, we ensure success in several ways, including mentoring and encouraging professional development of teaching, committing to competitive start up packages and lab renovation, and maintaining salary equity between males and females. Mentoring includes regular meetings with tenured faculty designed to fully explain the professional landscape and expectation at CU-Boulder. We also encourage cooperative teaching during a new faculty member's first couple of years. We provide competitive start-up packages that effectively launch the careers of our early career faculty. Finally, TT faculty members in EBIO include 17 women and 16 men, and the women faculty in EBIO regularly hold leadership positions, receive awards of recognition for research and teaching achievements, and there is no evidence of salary inequity between the sexes in EBIO. The success of our mentoring and support of early career people is evident from the success of faculty. Of the several early career faculty who were eligible for P&T in the last 5-6 years, all were promoted and received tenure and several were voted as excellent in both teaching and research at all levels in the system. Given that so few faculty on the CU campus are recognized as excellent in teaching at tenure, this extraordinary accomplishment attests to our commitment to the success of early career faculty.

What is the unit's mentoring and support plan for the new hire?

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

EBIO is ranked 6th among 66 colleges and universities for Ecology and Evolutionary Biology. In the last decade, the number of majors has increased from 612 to between 775 and 825, and our rank, based on number of students, in the college increased from 11th to 4th; furthermore, we were the only department among many with a growth rate in number of graduates that was positive and statistically distinguishable from zero during this entire decade. Despite the increase in numbers of students, we struggle to recruit and retain students of color. It is clear we need to increase the diversity of our faculty and grow our program in ways that match the interests of our students.

This hire is important because it will complete a strategic emphasis in marine biology that began with the hire of Dr. Jingchun Li (a current Packard Fellow), the shift in research focus of Dr. Pieter Johnson (a past Packard Fellow and one of our most productive scientists), and the development of field-based educational opportunities through the Office of International Education. [REDACTED] emphasis on getting students into the wilds and the water will be of tremendous value to the many undergraduates who are fascinated by the world's oceans. Finally, [REDACTED] brings a suite of biocomputational skills missing from the department that add depth and rigor to our development of expertise and training in computational biology that will elevate the national standing of our EBIO graduate training program (CU-Boulder is currently ranked 20th out of all colleges and universities in the world).

Please attach the unit's updated Inclusive Excellence Narrative.

<https://drive.google.com/open?id=1NCAKRKTJMF9hmY3s7-2FPwSrTsazPKU>

Please attach any other documents you feel are relevant to the selection committee.

<https://drive.google.com/open?id=1xauoAXoxFDZXjsA6kE3Q25ngPYYea-Rn>

Obtained by the National Association of Scholars

EBIO follows the AAC&U in defining inclusion as the active process of engaging with the diversity of our undergraduates, graduate students, faculty, and staff. We view such engagement as an imperative and recognize that it requires **awareness, appreciation, and attention**. Our approach focuses on undergraduates, graduate students, faculty, staff and administrators. We would like to improve the representation of diverse groups at all levels and improve the visibility of our diversity efforts.

To ensure active inclusion in EBIO, it is important that we be **aware** of the individual and group differences within the department. To that end, our goals include providing a positive and supportive environment for all and collecting data regarding diversity. To determine where our department lacks effectiveness and provide focus for future efforts, we launched a climate survey to ask all department members about their thoughts on inclusive excellence and are now engaged in data-driven revision of our actions.

We believe that **appreciation** of individual and group differences can be achieved in EBIO by making visible the diversity within our department, the University, and within the fields of ecology and evolutionary biology more generally. As part of an overall effort to increase the visibility of our diversity efforts, we would like to make a conscious effort to increase diversity in our colloquium speakers, encourage faculty to include ideas of inclusiveness into their courses, continue to update and make real-world relevant our standing seminar on diversity and inclusion, and use our website as a vehicle for promoting diversity and inclusion.

Finally, **attention** towards underrepresented groups in EBIO can be achieved by taking action to address instances of underrepresentation or non-inclusiveness. Undergraduates strongly identify with other undergraduates. We would like to improve diversity in our learning assistants and undergraduate teaching assistant population by encouraging underrepresented students to apply for those positions. We will endeavor to do more to assist economically disadvantaged students, including emphasizing open education resources and providing paid research positions and scholarships. We would like to explore ways of improving accessibility to courses for students with disabilities and elevate recruitment efforts directed at high school students in Colorado, especially those who attend high schools with a high proportion of underrepresented groups.

EBIO FDAP APPLICATION: CHANCELLOR'S FELLOW MIKE GIL

ANDREW MARTIN,
Chair of EBIO
am@colorado.edu

FACULTY DIVERSITY ACTION CRITICAL NEEDS HIRE REQUEST

- A. College/school/institute: **Arts and Sciences**
1. Electronic signature of college/school/institute dean: _____
2. Dean's ranking of this proposal (if dean is submitting multiple proposals):
No. _____ of _____ proposals submitted
3. Dept., program, or institute for which position is requested: **EBIO**
 - a. If joint hire, other unit: _____
 - b. If joint hire, rostering unit: _____ and tenure home: _____
4. Faculty rank requested (assistant, associate, full): **Assistant**
5. Faculty salary requested (give approximate range): **90-110K**
6. How will this hire increase the number of underrepresented faculty members in the unit (e.g., US Faculty of Color, women in disciplines where underrepresented)?

██████ is a Hispanic American (first-generation Argentine American). We have one Hispanic faculty member; thus, ██████ would double our representation. ██████ is also a first-generation college graduate from an economically disadvantaged background—he grew up working class, raised by a single mother. His background has ignited in him a deep passion for JEDI in STEM. ██████ story exemplifies how systemic barriers to STEM can be overcome, and, thus, he is positioned to serve as a role model to many of our students, especially first-generation college students and racial and ethnic minorities seeking opportunity and career success. ██████ success as a scientist, educator, and community activist has been fueled by his passion for creating opportunities for all—especially the marginalized—to realize their STEM career dreams. Here is a list of some of his accomplishments with direct positive effects on diversity, equity and inclusion in science:

- In 2015, ██████ founded a nonprofit science communication campaign: S██████. The platform distributes self-produced and free videos of scientists, by scientists that aim to demystify the process of scientific discovery and make STEM careers accessible to all. To date, ██████ has produced 120+ videos that have been watched >1M times.
- In 2020, ██████ expanded ██████, bringing together and training a majority-female, majority-BIPOC team of >30 world-leading scientists that span disciplines, socioeconomic backgrounds, and personal paths in STEM. This effort to diversify access to STEM is supported by grants from AAAS and Google.
- During his NSF Postdoc Fellowship at UC Davis, ██████ served as a student-elected mentor providing STEM career guidance for the undergraduate program 'Strategies for Ecology Education, Diversity and Sustainability' (SEEDS).
- Since September 2018, ██████ has served as an appointed member of the ██████ ██████, developing and leading strategies to make the society (of ~1,000) and its annual meetings accessible to groups underrepresented in STEM fields.
- ██████ has published a peer-reviewed paper documenting the effects of some of his efforts on the perceptions and goals of underrepresented students in science (██████ 2017). YouTube videos of

'research in action' foster diverse public interest in science [REDACTED]

- [REDACTED] has taught 7 field courses in Mexico and French Polynesia and mentored 44 graduate and undergraduate students, [REDACTED]
- [REDACTED] was selected as a [REDACTED]. This distinction is awarded to “leaders, problem solvers, and informed, curious, and capable individuals who are empowered to make a difference, pursue bold ideas, and persist in the face of challenges.”
- [REDACTED] was selected as a [REDACTED], a distinction awarded to “young leaders, based on achievements, strength of character, and innovative approaches to solving global problems”.
- Finally, it is important to note that [REDACTED]'s activities and leadership in the STEM JEDI space complement CU Boulder's IDEA Plan (particularly Recommendations 1, 3, 4, 9, 11, and 32).

7. Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship?

Yes, EBIO was fortunate to attract Dr. Mike Gil to the University of Colorado through the Chancellor's Postdoctoral Fellowship (he began in 2020).

[REDACTED] arrived at CU during the summer of 2020, in the midst of the pandemic. While the pandemic limits the ability of many to productively collaborate and build scientific networks, [REDACTED] has been enormously successful in developing collaborations within EBIO and across CU. Here is a list of how he has impressively integrated into the fabric of our department since his arrival:

- The EBIO department initiated a process of self-discovery and advancement of training in the general area of Justice, Equity, Diversity and Inclusion (JEDI) directed by the professional development agency McCord Consulting Group. [REDACTED] was elected to serve on the [REDACTED] and has since participated in two JEDI trainings with McCord Consulting Group. The diversity statement is a broad reaching mission statement that will direct our efforts for the foreseeable future.
- [REDACTED] contributes generously to the department's weekly JEDI working group, including a commitment to lead the department's video-based outreach for expanding the scope and diversity of graduate student recruitment to EBIO. As part of these efforts, [REDACTED] will lead a workshop for EBIO faculty in February 2021.
- [REDACTED] is senior personnel on a recently submitted NSF proposal to use field-based research experience to foster interest and improve retention of graduate students underrepresented in the broad discipline of Ecology and Evolutionary Biology.
- [REDACTED] has been integrated into the successful 'Inside the Greenhouse' initiative with the aim of better connecting environmental scientists with the public.
- [REDACTED] has delivered a number of lectures across a variety of different courses in EBIO, including most recently during a graduate seminar focused on career barriers and successes in biology.
- [REDACTED] was formally interviewed by the EBIO department as part of our internal Chancellor's Fellow guidelines. We voted unanimously to hire [REDACTED]
- [REDACTED] is the PI on a major NSF grant proposal ([REDACTED]) to integrate faculty and resources from EBIO, NEST, the Fiske Planetarium, and the Cooperative Institute for Research in Environmental Sciences (CIRES) Education & Outreach program at CU to vastly expand his efforts diversify access to STEM through video-based interventions targeted at marginalized youth on social media.

Due to his outstanding record of research (e.g., 19 peer-reviewed publications, many in highly cited journals such as PNAS) and funding (he fully funded his undergraduate, graduate, and postdoctoral training through scholarships/fellowships/grants totalling >\$750,000), and his extensive achievements towards increasing Diversity, Equity and Inclusion within our discipline and in STEM more broadly, Dr. [REDACTED] would be a critical addition to our faculty. In an effort to secure [REDACTED] EBIO already conducted a job interview, and **we voted unanimously to hire him**. We submitted a FDAP proposal in 2020 to make this happen. This current FDAP proposal is an attempt to make one of our disciplines' brightest stars a permanent part of CU.

8. Academic year and name (or N/A) of your unit's last hire under the STAR or FDAP programs:

Although we have submitted multiple STAR proposals in the past, we have not hired a faculty member with support through the STAR program. We applied to hire [REDACTED] in the last FDAP competition, and we were told by the committee that: *"Although the proposal was not selected, the committee would like to encourage EBIO to hire the Chancellor's Postdoctoral Fellow once they have worked with the fellow a bit longer."* Thus, after working with [REDACTED] for a further 6 months and being reassured of his exceptional fit in our department, we are re-applying to the FDAP program with additional enthusiasm and hopes that Dr. [REDACTED] hiring will go through this round.

9. Is this TTT hire needed for accreditation by an external accrediting body? **No**.
a. (Y/N) If yes, explain.

10. Is this TTT hire needed for critical teaching or research needs? **Yes**
a. If yes, explain.

Yes, for two main reasons. First, we as a department are building capacity for addressing diversity, equity, and inclusion issues in academics and in science, including direct course offerings. Second, [REDACTED] research and teaching focus helps fill important gaps in EBIO related to marine ecology and animal behavior. Our strategic plan recognized an abundance of interest for marine biology and animal behavior among EBIO students, which has been challenging to fill since the retirements of Mike Breed (animal behavior) and Mel Cundiff (tropical marine ecology). Faculty in our department are frequently consulted by undergraduate students who want opportunities to work on marine study systems. [REDACTED] routinely supervises 5-12 undergraduate research assistants for his marine fish behavior research; this will greatly improve EBIO's capacity to serve the needs of our student body. In addition, EBIO is in the process of establishing an interdisciplinary marine certificate program. This will involve EBIO faculty, including Dr. Laura Dee, a marine conservation and ecosystem scientist; Dr. Piet Johnson, who focuses on the diseases of marine organisms; Dr. Jingchun Li, a marine evolutionary biologist and a recent Packard Fellow; Dr. Daniel Medeiros and Dr. David Stock, who both study the developmental biology of marine organisms; Dr. Alisha Quandt, who studies marine fungal diversity; and Dr. Andrew Martin who studies the phylogeny and evolution of fishes and runs an international study program for students in the Galapagos Islands. We have established strong partnerships with other units on campus united by common interests in marine systems (Atmospheric and Oceanic Sciences, ENVIS, Geology, etc.). The goal is to create a comprehensive marine-focused undergraduate certificate program through courses, field trips, research, and mentoring [REDACTED] will add critical behavioral and field work components into our expertise and greatly fuel the momentum. [REDACTED] will also diversify EBIO's research and outreach collaboration through his work with NOAA, National Geographic, the Centre de Recherches Insulaires et Observatoire de l'Environnement (CRIOBE, French Polynesia), with Mexican, Thai and Pacific Islander researchers and communities, and with many popular science outlets, such as TED, TED-Ed, National Geographic Learning / Explorer Classrooms, and Ocean Watch Magazine.

11. Is this request part of a cluster hire? **No**.
- a. If yes, describe cluster hire and list any other units participating in cluster hire proposal:
12. Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

EBIO has hired 7 people over the last three years. Alisha Quandt and Laura Dee were hired after a lengthy strategic planning process in EBIO and separate searches. In both cases, we managed to hire the top candidate. Alisha Quandt is a fungal biologist who started at CU in 2018 and has established a productive lab (most recent grant of ~\$750K from NSF). Laura Dee was hired in 2020 and has quickly become an integral part of the EBIO community. EBIO also hired two faculty as part of our efforts towards diversifying the faculty and filling specific disciplinary needs in the department. [REDACTED] is a spatial ecologist; he was hired after he was a Chancellor's Fellow. Dr. Ambika Kamath was hired as part of a directed search aimed at hiring a candidate with a strong focus on equity, diversity, and inclusion and to fill an important need for a behavioral evolutionary biologist after the departure of Michael Breed. Dr. Keamath will be joining the department in fall of 2021. Finally, we hired three faculty members in collaboration with institutes on campus. Luke Evans was hired by the Institute of Behavioral Genetics in 2018, with his tenure home in EBIO; his expertise advances our program in genetics. Merritt Turetsky, was hired by INSTAAR to be their new director, with her tenure home in EBIO, [REDACTED] Andrew McAdam, also joined our faculty in 2020. Merritt fills a long-vacated need in ecosystem sciences (following the losses of Alan Townsend and Russ Monson). Despite the apparently large number of recent hires, the number of TT faculty rostered in EBIO is considerably less than it was a decade ago (see below), despite a near doubling in the number graduates from EBIO in 2018 compared to 2010.

13. Number and names of TTT faculty who have departed over the last ten years due to the following: failed retention offer, retirement, and switched units.

From the period between 2010 and the beginning of the academic year 2022-2023 when the FDAP position is likely to start, **EBIO will have lost 17 TT faculty**. This is relative to the 48 faculty members whose tenure home was EBIO between 2010 and 2020.

Faculty who left the University because of failed retention offers:

- Russ Monson (2010)
- Alan Townsend (2015)
- Patrick Nosil (2012)
- Pamela Diggle (2015)
- Ned Friedman (2014)
- Robert Guralnick (2015)

Faculty members who retired:

- Carol Lynch (2010)
- Mike Grant (2016)
- Jeff Mitton (2018)
- Alex Cruz (2019)
- Mel Cundiff (2019)
- Michael Breed (2019)
- Tim Seastedt (2019)
- William Lewis (2020)
- William Bowman (2021)
- Carol Wessman (expected 2022)

Faculty members who switched departments:

- Sharon Collinge in 2015

14. How has the unit fostered diversity, equity, and inclusion within the faculty community? What actions have reflected the unit's stated commitment?

The EBIO department has a strong record of fostering justice, equity, diversity and inclusion (JEDI). Some of our practices include:

- running a JEDI seminar taught by two instructors each semester that is a required curricular element of our graduate training program (██████ has been an active contributor and participant),
- having an active departmental JEDI committee with representation on the executive committee,
- actively searching for and recruiting faculty from diverse backgrounds,
- participating in campus-wide JEDI programs, and
- having a formal mentoring committee for early-career faculty (see below).

Departmental JEDI efforts and resources can be found on our website's "Diversity" tab (<https://www.colorado.edu/ebio/diversity-and-inclusion-ebio>).

We recognize that JEDI work requires sustained effort. In the past semester, EBIO has worked with an external consulting group (McCord Consulting, specializes in DEI) to create a new DEI statement, which gained unanimous support from the faculty. The statement reads: *We celebrate our differences and embrace our shared humanity. The Department of Ecology and Evolutionary Biology is firmly rooted in an understanding that diverse backgrounds and perspectives promote growth and resilience in our society and our science. By continually refining inclusive practices and removing biases in mentoring, outreach, recruitment, research, and teaching, we seek to empower the next generation of ecologists and evolutionary biologists to advance science through justice, equity, and inclusion.*

We recently conducted a departmental-wide JEDI survey to better understand the attitudes, needs, and concerns of the EBIO community and to use this knowledge to revisit EBIO policies. Sixty-nine individuals completed the survey, and the JEDI committee is working with the department to prioritize and implement action items. Through the survey, we have identified well-received JEDI practices with EBIO (e.g., hiring and recruitment, seminars and courses) and areas for improvement (e.g., pay structure, inclusiveness in labs and classrooms). Over the course of this semester, the entire department (140 members) is taking part in small-group JEDI training and workshops, led by the external consulting group. These workshops will build cohesion across the unit and set the stage for the design and implementation of more equitable and inclusive policies and practices. After the workshops are completed, focused working groups will be formed to address previously identified JEDI gaps and carry out action items. All of the above demonstrates EBIO's continued commitment to fostering JEDI in the faculty community.

15. What has the unit done to ensure the success of previous diverse hires?

EBIO is committed to the success of all faculty. For early career faculty, we ensure success in several ways, including mentoring and encouraging professional development of teaching, committing to competitive start up packages and lab renovation, and maintaining salary equity between males and females. Mentoring includes regular meetings with tenured faculty designed to fully explain the professional landscape and expectation at CU-Boulder. We also encourage cooperative teaching during a new faculty member's first couple of years. We provide competitive start-up packages that effectively

launch the careers of our early career faculty. Finally, TT faculty members in EBIO include 17 women and 16 men, and the women faculty in EBIO regularly hold leadership positions, receive awards of recognition for research and teaching achievements, and there is no evidence of salary inequity between the sexes in EBIO⁴. The success of our mentoring and support of early career people is evident from the success of faculty. Of the several early career faculty who were eligible for P&T in the last 5-6 years, all were promoted and received tenure and several were voted as excellent in both teaching and research at all levels in the system. Given that so few faculty on the CU campus are recognized as excellent in teaching, this extraordinary accomplishment attests to our commitment to the success of early career faculty.

16. What is the unit's mentoring and support plan for the new hire?

When EBIO accepts a Chancellor's Fellow, the fellow is mentored by three accomplished faculty members with the explicit goal of making progress towards successful career benchmarks, including establishing a recognizably excellent research program, developing an equally excellent teaching portfolio and forming a growing and productive network of colleagues. For all early (pre tenure) faculty, we have established a mentoring system that includes the following elements.

- Each early career faculty is encouraged to choose two different faculty mentors who work closely with the faculty member throughout the years leading up to promotion and tenure to associate professor.
- The faculty member meets monthly with all other early career faculty members and our mentoring committee, comprised of two faculty members with strong mentoring records and experience and the chair.
- The new hire will be granted a research-semester free of teaching and service obligations subsidized by the department as a way to launch their research program.
- The committee institutes an evolving mentoring plan that involves structured exercises for learning about the various dimensions of an academic profession, including
 - mentoring graduate students following research-support best practices;
 - developing a teaching dossier, navigating grant writing and the challenges posed by managing grants;
 - identifying resources on campus for advancing his abilities and capacity;
 - engaging in JEDI activities;
 - developing synergy between research, teaching and service;
 - and other aspects of our job.
- In addition, the chair will work closely with [REDACTED] to manage start-up funds and other administrative issues and challenges as they emerge.

Finally, it is worth noting [REDACTED] is actively seeking a TT position in Academia and recently completed preliminary interviews at the [REDACTED]

[REDACTED] Our hope is that our mentoring and our hiring plan will result in securing his considerable talents at CU, before another institution steals his talents from us. Our current advantage is that [REDACTED] would very much like to continue working at and with CU.

17. What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

EBIO is ranked 6th among 66 colleges and universities for Ecology and Evolutionary Biology⁵. In the last decade, the number of majors has increased from 612 to between 775 and 825, and our rank, based on

number of students, in the college increased from 11th to 4th; furthermore, we were the only department among many with a growth rate in number of graduates that was positive and statistically distinguishable from zero during this entire decade. Despite the increase in numbers of students, we struggle to recruit and retain students of color. It is clear we need to increase the diversity of our faculty and grow our program in ways that match the interests of our students.

This hire is important because it will complete a strategic emphasis in marine biology that began with the hire of Dr. Jingchun Li (a current Packard Fellow), the shift in research focus of Dr. Pieter Johnson (a past Packard Fellow and one of our most productive scientists), and the development of field-based educational opportunities through the Office of International Education. [REDACTED] emphasis on getting students into the wilds and the water will be of tremendous value to the many undergraduates who are fascinated by the world's oceans. Finally, [REDACTED] brings a suite of biocomputational skills missing from the department that add depth and rigor to our development of expertise and training in computational biology that will elevate the national standing of our EBIO graduate training program (CU-Boulder is currently ranked 20th out of all colleges and universities in the world⁶).

[REDACTED] has also developed cross-institutional connections that will enhance our department's mission to be a leader in research, teaching, and outreach. In his time at CU, [REDACTED] has:

- collaborated with the Fiske and Museum Directors John Keller and Pat Kociolek, respectively, to create video-based JEDI outreach tools to be produced and exhibited through Fiske's and the Museum's facilities;
- formed a collaboration with the CU Museum's Girls At the Museum Exploring Science (GAMES) program to expand STEM outreach to marginalized communities in Colorado;
- delivered an invited talk to the CU graduate student and postdoc diversity group 'STEM Routes', and formed a collaboration to diversify access to STEM;
- partnered with faculty in Environmental Studies (Assistant Professor: Dr. Karen Bailey) and the Nature, Environment, Science & Technology (NEST) Studio for the Arts program (Co-Director: Dr. Jorge Perez-Gallego) that have joined [REDACTED];
- been awarded a \$10,000 mini grant from NEST to fund a paid undergraduate internship (run through Fiske, summer 2021), uniting art and science undergraduates to create videos promoting JEDI in STEM, build technical skills, and receive career mentoring;
- been highlighted by WIRED Magazine;
- been invited by Chancellor DiStefano to be a featured presenter (about his JEDI advocacy work) at [REDACTED]

18. Please attach the unit's updated Inclusive Excellence Narrative.

EBIO follows the AAC&U in defining inclusion as the active process of engaging with the diversity of our undergraduates, graduate students, faculty, and staff. We view such engagement as an imperative and recognize that it requires **awareness, appreciation, and attention**. Our approach focuses on undergraduates, graduate students, faculty, staff and administrators. We would like to improve the representation of diverse groups at all levels and improve the visibility of our diversity efforts.

To ensure active inclusion in EBIO, it is important that we be **aware** of the individual and group differences within the department. To that end, our goals include providing a positive and supportive environment for all and collecting data regarding diversity. To determine where our department lacks effectiveness and provide focus for future efforts, we launched a climate survey to ask all department

members about their thoughts on inclusive excellence and are now engaged in data-driven revision of our actions.

We believe that **appreciation** of individual and group differences can be achieved in EBIO by making visible the diversity within our department, the University, and within the fields of ecology and evolutionary biology more generally. As part of an overall effort to increase the visibility of our diversity efforts, we would like to make a conscious effort to increase diversity in our colloquium speakers, encourage faculty to include ideas of inclusiveness into their courses, continue to update and make real-world relevant our standing seminar on diversity and inclusion, and use our website as a vehicle for promoting diversity and inclusion.

Finally, **attention** towards underrepresented groups in EBIO can be achieved by taking action to address instances of underrepresentation or non-inclusiveness. Undergraduates strongly identify with other undergraduates. We would like to improve diversity in our learning assistants and undergraduate teaching assistant population by encouraging underrepresented students to apply for those positions. We will endeavor to do more to assist economically disadvantaged students, including emphasizing open education resources and providing paid research positions and scholarships. We would like to explore ways of improving accessibility to courses for students with disabilities and elevate recruitment efforts directed at high school students in Colorado, especially those who attend high schools with a high proportion of underrepresented groups.

V. DASHBOARD FOR UNIT (DATA WILL BE SUPPLIED BY OFFICE OF DATA ANALYTICS (ODA), OFFICE OF BUDGET & FISCAL PLANNING (BFP), AND THE PROVOST'S OFFICE AND WILL BE PROVIDED TO UNIT AND UNIT'S SCHOOL/COLLEGE/INSTITUTE DEAN)

Notes:

4

- *The unit and school/college/institute are not responsible for compiling the dashboard; this will be generated and, for any information not already available to the unit on the ODA website, ARPAC reports, etc., communicated to the unit and the approval committee by relevant offices once ODECE and ODA receive hire requests.*
- *The dashboard and the form it supplements are meant to provide a holistic overview of the request and the unit(s) submitting the request. Because units and disciplines vary, no one factor or data point will supersede others.*
- *For newer units (< 10 years), data for available years will be supplied.*

The dashboard will include:

A. For all units

TTT faculty demographics in the unit by race/ethnicity, gender, and rank over last 10 years
TTT faculty demographics in the unit by race/ethnicity, gender, and rank of hires made over the last 10 years
Most recent ARPAC report
Academic Analytics research data (if applicable)
Research, publications, creative works per TTT (FRPA) over last 10 years
If grant discipline, research awards over last 10 years

B. For all units except institutes and University Libraries

- 10-year sponsor SCH visualization
- 10-year increase/decrease in sponsor SCH as a percentage of campus SCH
- 10-year increase/decrease in sponsor SCH compared to ARPAC cohort (rank in ARPAC cohort), if applicable
- 10-year TTT/SCH visualization
- 10-year # of majors visualization
- 10-year increase/decrease in majors as a percentage of campus majors
- 10-year # of minors visualization (if applicable)
- 10-year visualization of SCH taught by various instructional ranks in unit
- 10-year visualization of instructional faculty headcount (by rank)
- Interdisciplinarity: number of crosslisted/cross-enrolled courses; SCH taught to non majors

References

- 1- NSF report 20-301
- 2- US Census Data
- 3- Pew Research Center
- 4- Regression analysis after controlling for years since highest degree revealed female faculty earn, on average, \$3,174 more than male faculty but this difference is not more than expected from sampling error ($p = 0.5$).
- 5- <https://www.collegefactual.com/majors/biological-biomedical-sciences/ecology-evolution-systematics-population-biology/rankings/top-ranked/>
- 6- USNews and World Reports, <https://www.usnews.com/education/best-global-universities/university-of-colorado-boulder-126614#summary>

Submission 7

College/School/Unit: CMCI

Dean's ranking of this proposal (if submitting multiple proposals, i.e., 1 of 5): 1 of 2

Dept., program, or institute for which position is requested: Information Science

Name of Requestor: Errol Hughes

Email Address: errohugh@colorado.edu

- **Joint Hire?** No
 - **Joint Hire other unit:**
 - **Joint Hire rostering unit (tenure home):**
 - **Faculty rank requested:** Associate Professor
 - **Faculty salary requested (give approximate range):** \$120,000 - \$160,000
-

How will this hire increase the number of underrepresented faculty members in the unit (e.g., domestic Faculty of Color, women in disciplines where underrepresented)?

The Department of Information Science has 12 faculty members: 3 tenured, 7 tenure-track and 2 instructors. Of the tenured faculty, there are [REDACTED]. In the untenured ranks, there are [REDACTED]. Thus, we have approx. 8% faculty of color, and none at tenured rank. While our department has equal numbers of male and female faculty, women are generally underrepresented in computing: a 2019 survey of computing departments found 19% female tenured and tenure-track faculty. BIPOC scholars accounted for less than 6%.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship?

No

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire:

No previous STAR hires.

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body?

No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

Teaching: The Department of Information Science lost three tenured- and tenure-track faculty members in 2020, including our only scholar in science and technology studies. We are challenged to offer courses areas such as the social impacts of and historical perspectives on information technologies. The department has [REDACTED] and we believe that this has made it more difficult for us to attract, support and retain students of color at the graduate and undergraduate levels. In addition, we have a diverse student body: our LGBTIQ graduate students are well-supported by the faculty, and can find role models here. However, our [REDACTED] PhD students ([REDACTED]) have expressed a need for mentorship and role models. We are also guided by the philosophy of inclusive excellence. A curricular emphasis on race, media, and technology, particularly as taught by a Black, Indigenous, or other scholar of color will challenge all of our students and strengthen our overall undergraduate and graduate curriculum.

We are not currently able to offer any classes at any level that focus on race and technology and there are no similar courses across the college. This is a critical deficiency in our curriculum as we are not able to properly address the crucial connection between the social systems of oppression that we find in the world and the technical systems that, increasingly, are used to perpetuate them. This perspective on information science is vital to understanding our contemporary technological and information environment and, especially at the present moment, a perspective highly sought by students at both the undergraduate and graduate levels.

Research: The intersection of race and technology raises complex questions around governance, innovation, historical processes, and social dynamics. These questions cannot be divorced from technological specifics and system structures. It is therefore appropriate that the central pillar of CMCI's cluster in race and technology be a senior scholar in the information science area, capable of weaving together the strands of study both of technologies themselves and of their implications and impact. We envision a variety of types of scholars that could fulfill this need including scholars of algorithmic bias, surveillance, digital activism, and others.

Is this request part of a cluster hire?

Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

CMCI is spearheading a cluster hire in the area of "Race, Media and Technology". This cluster is premised on the critical turn in recent scholarship that addresses the role of technology in promulgating and perpetuating racist systems, structures and beliefs. Our contemporary reliance on technology is inescapable, including everyday tools such as mobile apps, social media, and search engines, as well as more hidden automated processing systems used in everything from law enforcement to consumer finance to government benefits to workplace hiring. Scholars have called these realms "the new Jim Code," a place where systems of exclusion and subjugation, including those surrounding racial marginalization, can flourish, and where there is little accountability of the organizations that create and deploy them. As CU Boulder responds to the need to de-colonize the academy, there could hardly be a more significant area to which to turn our study. As artificial intelligence and big data systems expand their reach, the forces empowered by them, aptly described as "surveillance capitalism" and "algorithmic governance," become stronger and more resistant to challenge.

CMCI will pursue a cluster hire over the next several years. At minimum, we seek a cluster of 7 hires, one in each academic unit in CMCI. Our collective plan intends two hires for each of the next two years and three hires in the third year. These proposed hires would complement existing CMCI faculty whose interests touch upon related issues, such as representations of identity on social media, transparency in media ecologies, technological work under contemporary capitalism, internet law and ethics, platform economies, gender bias in technology education, and algorithmic culture. Presently, CMCI scholars tend not to foreground the technological reproduction of racism in digital culture in their work. Consequently, the hires would find intellectual solidarity with an array of CMCI scholars, while also significantly advancing the impact of the collective efforts. Supporting this cluster hire proposal would, moreover, not only benefit CMCI, but the cross-university partnerships would enable CU to solidify its claim to be one of the world's premier universities for critical analyses of technological systems and digital media.

Moreover, this cluster hire bridges the imperative of diversity as it emphasizes hiring Black, Indigenous, Asian American, Latinx, and Pacific Islander faculty with the campus commitment to inclusive excellence. The emphasis on race and technology studies means that this cluster hire brings intellectual conversation and curricular emphasis on race with diverse faculty hires.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

1 - Robin Burke

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

N/A

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

N/A

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

Three - William Aspray and Michael Paul resigned. Danielle Szafir transferred to the ATLAS Institute

What has the unit done to ensure the success of previous diverse hires?

The Department of Information Science has a robust system of junior faculty mentoring that has benefited all of our junior faculty including our [REDACTED]. For this faculty member, the department has facilitated her recruitment of PhD students, including offering 4 years of TA support and equipment. The department has also provided office and research space for the students and affiliates working in her Creative Communities research group.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

It is worth noting that the Department of Information Science has only 3 (of 12) tenured faculty members (2 full, 1 associate), and one of the three faculty members who departed this year had senior rank. Our lack of senior faculty has meant heavy service loads among the three we have, and with tenure extensions now being offered to junior faculty, we do not expect to fill this gap from within any time soon. We need to hire into our senior ranks. To date, the Department has not been able to take advantage of the STAR program to enhance the diversity of its faculty and, despite multiple attempts, has not had any of our candidates selected for the Chancellor's Diversity Post-doc program.

One of the central tenets of information science is that perspective matters when systems are designed, tested, built and analyzed. Many of our information systems are built by (and essentially for) a narrow slice of humanity, and have critical shortcomings as a result. The ability to offer diverse perspectives on information, its uses and mis-uses, is becoming the hallmark of a world-class information science department, and we are not yet able to offer such perspectives to our students in our courses or showcase them in our department's scholarship.

The pipeline of BIPOC scholars in computing is extremely narrow. A recent survey found that there were in 2019 only 43 PhD BIPOC graduates out of a total of more than 1,500 awarded in all areas of computing, less than 3%. In discipline-specific and intersectional terms, the picture is even more dire: for example, there was exactly one Black female PhD awardee in Information Science in the US in 2019. Our department is well-positioned in its curricular emphasis and scholarly profile to fight this imbalance, evidenced by the fact that we have recruited [REDACTED]. However, we know that mentorship is extremely important to attract and retain students in graduate programs, and a senior scholar of color would be a key driver for the continuation of these efforts.

Obtained by the National Association of Public Scholars

Making Excellence Inclusive

Inclusive Excellence has been a guiding principle of the College of Media, Communication, and Information (CMCI) since our inception in 2015. CMCI brings students, staff, and faculty together around a constellation of teaching, research, and co- and extra-curricular programming that recognizes, anticipates, and responds to what Dean Lori Bergen names “times of revolutionary change” in the ways people communicate today. As the first new college at CU Boulder in 53 years, we are creating our college—our curriculum, departments & programs, policies & procedures, and our CMCI community—as we define and integrate our principles and practices at the intersections of excellence and inclusivity.

In CMCI, we define inclusive excellence as the commitment to excellence guided by intentional and evolving practices of inclusivity, equity-mindedness, and cultural change. Measures of excellence are simultaneously measures of inclusion—promoted by faculty, staff, and students across teaching, research and creative work, and service. We maintain that the cultivation of an inclusive college community requires the active engagement and full integration of all our diversity, which we name as the fact of our differences—race/ethnicity, socioeconomic status, gender, sexuality, ability, nationality, religion, age, veteran status, geography, intellect, and perspective. We challenge ourselves to think broadly around inclusion *and* to prioritize our efforts around historic patterns of university underrepresentation, particularly racial/ethnic and socioeconomic. We push ourselves constantly to transform our values and practices such that the “we” of CMCI is a truly diverse, equitable, inclusive, excellent “we.” Doing so requires the intentional work of infusing our aspirations to excellence with the very real issues of equity, access, inclusion, diversity, culture, climate, and community across all facets of the college.

Our goals in CMCI are to build a student, staff, and faculty community that reflects and learns from and with the diversity of our state, regional, and national populations so that we can provide informed and inclusive pedagogical, research, and workplace cultures; establish equitable policies, principles, and practices so as to help us close the opportunity gap that impacts minoritized members across our college; and undo historic privileges, such as whiteness, wealth, and heteronormativity, particularly as they inform our policies and practices, ensuring that our college commitment to inclusive excellence informs all that we do.

We pursue inclusive excellence in a holistic and fluid manner. Our holistic approach means that we see the work of diversity, equity, and inclusion as foundational to all of our efforts. Though some individuals will take on greater leadership and formal accountability roles, as a unit we do this work in constant collaboration and conversation; each of us is asked and expected to participate. With fluidity, we mark our understanding of this work as necessarily processual and reflexive. It is work that we are always doing and that we must constantly reflect upon, asking, for instance, how our existing practices and future initiatives are based in equity-mindedness and/or in normative systems of hierarchy and exclusion. Our commitments to a holistic frame for diversity, equity, and inclusion mean that we attend to the entirety of our college. We organize this work into three primary poles: climates & relationships, teaching & learning, and structures & systems.

We believe that a unit invested in inclusive excellence must build a diverse and inclusive climate. A critical part of this effort is to increase the diversity of our college. To that end, we are developing new recruitment and retention strategies and revising existing ones, particularly around student and faculty populations. Some of our work here has crystallized around “Connections,” our summer academy for rising high school juniors and seniors. Initially intended to launch in summer 2020, Connections will bring high school students recruited from select

Denver-metro schools, such as Martin Luther King Early College and Empower Community high school, for a five-day residential campus experience. We are building a strategic plan for graduate recruitment that will involve building new relationships with relevant academic units at historically Black colleges and universities as well as at schools designated in some way as minority serving. We complement this work with intentional strategies aimed at cultivating a climate in which all of us belong and can thrive. As we move toward a more diverse CMCI, we recognize that efforts at increased diversity will likely fail if they are not established alongside culture change. Thus, our efforts at building diversity are but one piece of our larger mission.

Our efforts in teaching & learning are varied. They include building support systems for CMCI instructors that enable us to pursue our teaching mission, in both formal and informal settings, with a frame of inclusion. We foster scholarly research and creative projects along with intellectual conversation, among faculty and students, that explore DEI dynamics. Four college initiatives provide some sense of our work here. First, we have established a college inclusive pedagogy ambassadors program that aligns with a year-long series of inclusive pedagogy workshops. Offered for the first time in the 19/20 academic year (AY), our plan is to revise the workshop series constantly so that it can be available to all CMCI instructors regardless of rank each AY. Next, in the 18/19 AY we developed a CMCI required syllabus statement which announces our commitment to diversity, equity, and inclusion and invites students to connect with us around DEI questions or concerns. Third, in the 20/21 AY, we will offer an undergraduate course, open to all CMCI students, on anti-black racism. Finally, we foster intellectual community around DEI questions with annual programming that brings the college together in scholarly conversation.

Alongside the DEI work that we do in support of teaching and learning, we also see progress toward inclusive excellence as tied to the structures and systems that comprise CMCI. Our assumption here is that founding structures and systems of CMCI, as an institution of higher education, are premised in hierarchies of privilege that are mostly invisible. We task ourselves with the careful work of making visible those latent hierarchies so as to undo them. Our goals are to build equitable and accessible structures and systems. As part of this effort, we have begun to change practices and to rewrite policies. For instance, in AY 19/20, we conducted an inventory of faculty service with an eye toward differential service loads. We named the often invisible and emotionally intense service that typically falls on racial and ethnic minorities and white women, and we made a college commitment to name and count this DEI service. In addition, we revised protocols for faculty hiring, including adding college language naming our commitments to inclusive excellence and formalizing faculty search committee trainings in DEI issues as they intersect with faculty hires. We have begun to develop DEI related orientations for incoming graduate students, and we installed a graduate student advisory board to help inform and guide the college on missteps and opportunities around DEI in our graduate student community.

As we hope is clear across this narrative, we see the work of inclusive excellence as expansive. It encapsulates all members of our community and all facets of our college. We remain consistent in that premise as we also name the centrality of anti-racism efforts broadly and anti-Black racism work specifically. Aware that moves toward DEI can easily enable individuals and institutions to eclipse race and racism, we call upon ourselves to keep anti-Black racism and anti-racism work at the center of our mission. To that end, we devote our energies in the 20/21 AY to anti-racist conversations, programs, and curricular development.

FDAH Submission 09 (Spring 2021)

College/School/ Unit: [Arts & Sciences](#)

Dean's ranking of this proposal (if submitting multiple proposals, i.e 1 of 5): [9 of 21](#)

Dept., program, or institute for which position is requested: [Germanic and Slavic Languages and Literatures](#)

Attestation: [Patrick Greaney \(greaney@colorado.edu\)](#)

- Joint Hire? [No](#)
 - Joint Hire other unit:
 - Joint Hire rostering unit (tenure home):
 - Faculty rank requested: [Assistant Professor](#)
 - Faculty salary requested (give approximate range): [85,000-90,000](#)
-

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

1. [REDACTED] will bring teaching and research experience on Afro-German culture, the history of race, decolonizing German Studies, medieval German culture, and anti-racist pedagogy in German Studies and the humanities. Her teaching and research also theorizes her own positionality as a Black, queer woman in the United States and in German Studies.

The Department of Germanic and Slavic Languages and Literatures currently has one faculty member of color in our TTT ranks and no Black faculty. Hiring a Black faculty member with [REDACTED] research interests, training and expertise would transform our research and teaching profile.

2. Hiring [REDACTED] would be transformative not just for German Studies at CU, but also for the field as a whole. Very few TTT positions in German Studies have been held by members of groups historically underrepresented in higher education, and until recently, tenured positions were predominantly held by men. In the past 15 years, more women have been hired and promoted, but the homogeneity of tenured and tenure-stream faculty still does not reflect the rich diversity of the undergraduate populations at North American colleges and universities.

3. Hiring [REDACTED] would therefore not only increase the number of women faculty of color in our department. Her successful hiring would also help to address the critical need for representation of Black scholars and scholarship on Black German culture in German Studies.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? [No](#)

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:

[N/A](#)

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? [No](#)

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs? [Yes](#)

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

Hiring [REDACTED] would allow us to cover three critical teaching and research areas:

1. The history of race in German culture (particularly in time periods prior to WWII), Black German culture, and antiracist pedagogies in German studies. In both the broader discipline, and within our own department, these areas have often been taught with a primary

focus on contemporary culture (and we have not had research or teaching about antiracist pedagogies as part of our faculty profile at all). With her training in premodern culture, [REDACTED] brings a much broader perspective that will be key to the future of the discipline. These are important areas of research that would help us reimagine our existing courses, while we also support [REDACTED] in developing her own courses that meet her own teaching priorities over the longer term. Enriching these research areas in our department would further enable collaboration with other departments. She has experience teaching courses on contemporary poetry, hip hop, and conceptions of adolescence, which would invigorate our offerings on contemporary German culture as well as many of our thematic courses that she could teach from a perspective that offers broader historical breadth. These needs are also related to our critical needs in graduate advising. Many of our students pursue careers in education, international diplomacy, and cultural diplomacy, all areas which require that we train them broadly in antiracism, cultural production by Germans of color, and other related areas.

2. Medieval German culture. The German Program does not have a medievalist and would like to offer courses with a medieval focus. The consistent interest and large enrollments in medieval courses offered by our Scandinavian Program show that there is student demand. Over the past ten years, most of our Scandinavian courses with medieval content have been full with waitlists. Every semester, our Scandinavian Program offers at least one lecture class with medieval content that enrolls 150 students. [REDACTED] would be able to offer similar classes on topics with significant student interest, by bringing her timely perspectives on the topics that include premodern imaginations of white supremacy and how literature through the ages have been appropriated to undergird white supremacist fantasies in more recent times as well. [REDACTED] also has visions for revising and updating existing key German Studies courses on memory, fairy tales, mythology, folklore, and fantasy to incorporate comparative critical race studies perspectives.

3. Environmental humanities. [REDACTED] comparative critical race theory research frameworks also extend to the ways that she engages environmental humanities. Importantly, she brings perspectives from Indigenous studies into conversation with critical race theory. This would also add an important new dimension to our faculty research profile.

Is this request part of a cluster hire? No

Describe cluster hire and list any other units participating in cluster hire proposal:

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

Anastasiya Osipova (Russian Program, started in fall 2020). Our proposed FDAP hire would be in the German Program.

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

Davide Stimilli (German Program; retiring fall 2021)

Rima Salys (Russian Program; retirement)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

Thomas Hollweck (German Program; died)

Henry Pickford (German Program; denied tenure)

Rob Adler-Peckerar (German Program; took position at Yiddishkayt, Jewish cultural organization in Los Angeles)

Mark Leidermann (Russian Program; recruited by Columbia University; did not seek retention offer)

Sasha Senderovich (Russian Program; received partner offer when partner received named chair position at University of Washington)

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

Our mentoring plan for current faculty members from groups historically underrepresented in academia:

Assign mentor from unit

Minimize service duties

Acknowledge additional mentoring that faculty of color often do for students
Connecting to faculty of color peers around campus
Differentiated workload to respond to caretaking responsibilities during the pandemic
Support with grant applications
Nominated for awards
Support in teaching through mentoring opportunities
Careful balancing of encouraging breadth of teaching while also minimizing number of class preparations pre-tenure
Frequent meetings to support progress toward reappointment and tenure
Regular evaluation of faculty salaries to identify needs for equity raises (the department sets aside a portion of the yearly merit pool to support equity raises)

What is the unit's mentoring and support plan for the new hire?

Professor Beverly Weber is an inaugural steering committee member of the initiative Diversifying and Decolonizing German Studies and a national leader in the field of race, gender, and migration in Germany and Europe. As a scholar with complementary interests, Weber will work with other colleagues in GSLL to ensure that [REDACTED] receives the networking and mentoring support she needs at both a national level as well as here at CU.

Our mentoring plan includes the following components:

Assign mentor from unit;

As part of mentoring duties ensure attention to new faculty member's priorities and commitments, and consider how to best support these;

Regularly assess available grant opportunities and support grant applications;

Facilitate networking with mentoring resources external to CU now available through the German studies organizations DDGC (Diversity and Decolonization in German Studies) and WiG (Coalition of Women in German);

Find additional mentor from outside of unit;

Prioritize early-career faculty for TA and grader support where possible;

Minimize service duties, prioritize those service duties most meaningful to the faculty member;

Acknowledge additional mentoring that faculty of color often do for students;

Connect to faculty of color peers and peer networks around campus;

Nominate for awards;

Support teaching through mentoring opportunities,

Careful balancing of encouraging breadth of teaching while also minimizing number of class preparations pre-tenure;

Frequent meetings to support progress toward reappointment and tenure;

Develop ways to recognize, value and reward traditionally undervalued labor, in particular informal student mentoring, by revising our departmental merit matrix;

Assist in networking with Black faculty in related disciplines;

Use our extensive external event funding to financially and organizationally support events that increase visibility and community of Black scholars in German studies and Black German Studies scholarship;

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

Black German Studies and anti-racist, decolonial pedagogies are exciting and rapidly growing areas of interest within German studies. We need to incorporate them into our faculty research specialties and our undergraduate and graduate curricula.

We have a new, innovative PhD program that has one of the best records in the field for placing PhD students, but hiring [REDACTED] will position us to train students much better for current and future needs in and beyond academia.

[REDACTED] works in multimedia formats, and her research is deeply and intentionally interdisciplinary, which is important for how we conceptualize the future of German studies. She can also bridge our German and Nordic programs.

[REDACTED] has extensive experience in developing and implementing alternative assignments, such as ones that incorporate podcasting and gaming, into her teaching.

[REDACTED] has already developed a reputation as an important up and coming scholar who has already had tremendous impact on the discipline through her research and through her work with the DDGC (Diversity and Decolonization in the German curriculum) collective, and with Race B4 Race.

Please attach the unit's updated Inclusive Excellence Narrative.

https://drive.google.com/open?id=1KMiVabqL4W9i7m4cOT6rv_L_Gcisqzhf

Please attach any other documents you feel are relevant to the selection committee.

https://drive.google.com/open?id=1l32_LBmxjmv6gb89tx92As8SJETbnX8

Obtained by the National Association of Scholars

The GSSL Executive Committee is currently leading the collaborative process of GSSL's plan for diversity, inclusion, and equity, with a projected completion date of May 2021

How does your unit define excellence with respect to the activities that it carries out and what values and behaviors are associated with excellence?

Diversity, intercultural understanding, and community engagement should be present across our teaching, research, and service mission, including our outreach to the campus and the community. We seek to attract a diverse faculty and a diverse undergraduate and graduate student body, and to enrich our curriculum and our scholarship through our commitment to inclusive excellence.

How do the efforts within the unit lead to inclusion of all students in achieving academic success, student social development and enhancing the reputation of the unit and the university?

Comprising three distinct cultural disciplines, GSSL is by nature and in its mission diverse and multicultural. As a foreign language and literature department, in all our classes we cultivate students' desire to discover and embrace points of view that are not a part of each person's native experience and teach them to reassess our understanding of our place in the world.

Students' academic success and social development:

1. In the 2014-2015 academic year, a relatively high percentage (33%) of our graduate students were non-US citizens, which makes us *the first-ranked department* of 13 units in our cohort and number four of 49 units overall, according to the PBA "GSSL Unit Profile 2015-16" (p.17). 61% of our graduate students in 2014-15 were female, which puts us in the sixth position in our cohort for female graduate student recruitment and fourteenth among 49 units. This year's cohort of German Studies graduate students includes [REDACTED].
2. Our German program continues to offer essay prizes named after a former student and a former faculty member who each reflect the diversity of our programs: the Lucile Berkeley Buchanan Undergraduate Essay Prize is named after a German major who was the first woman of color to graduate from CU, and the Mary Rippon Graduate Essay Prize in German is named after a CU German professor who was the first female professor to teach at a public university in the United States. We also offer the George Schulz-Behrend Scholarship, an endowed scholarship that supports students with an interest in German studies who have either immigrated to the United States or are children of immigrants and first-generation college students.
3. GSSL enhances diversity and intercultural understanding through its incorporation of diversity across our curriculum. GSSL faculty members incorporate discussion of race, gender, sexuality, disability, and religion into many of their courses. Such popular courses as "Inside Nazi Germany," "Representing the Holocaust," and "Radical Nationalism in Northern Europe" directly address the most horrible consequences of ideologies that reject diversity. In addition, issues of diversity are addressed in such GSSL courses as "The Russian Jewish Experience," "Sex, Love and Marriage in Literature and Philosophy," "Gender, Race, and Immigration in Germany and Europe," "German-Jewish Writers," "Women in Russian Culture from Folklore to 19th Century," "Women in Modern Russian Culture," and "Nordic Colonialisms" among others.
4. GSSL further enhances diversity and intercultural understanding through its promotion and sponsorship of study abroad experiences and academic exchanges, including the GSSL faculty-led study abroad course in St. Petersburg and CU academic year, semester, or summer exchanges to Sweden (Uppsala)

and Germany (Regensburg and Berlin). We also sponsor co-curricular and extracurricular offerings such as student clubs, film series, and language tables.

Enhancing reputation of the unit and university:

5. Faculty research published during the review period includes an award-winning book on women in rural Russia, a book on disability in the Grimms' fairy tales, and numerous articles related to diversity topics. Works in progress include a book on the revival of Islamic folk traditions in the Balkans, and a book on same-sex desire in the letters and poetry of 19th-century women writers. Faculty members have also invited visiting scholars with research interests pertaining to gender studies, disability studies, and Jewish studies to campus to give guest lectures.
6. GSSL faculty members' service duties reveal their commitment to diversity and inclusive excellence. Current faculty members serve or have served on the LGBTQ Certificate Committee, the LGBTQ Scholarship Committee, the Jewish Studies Program Executive Board, the Chancellor's Accessibility Committee, and the CU System Disability Studies Group. Faculty members have also received grants related to diversity, such as the CU System Diversity and Excellence Grant and a Coleman Institute for Cognitive Disabilities Grant. Several of our faculty members are also affiliated with the Women's Studies Program, the Jewish Studies Program, and the Department of Ethnic Studies. In national service, a GSSL faculty member also formally co-chaired the Modern Language Association Committee on Disability Issues in the Profession.
7. In outreach and community engagement, the Russian program offers Russian Culture Week each April, and every other year the German program sponsors German Language Immersion Day, an event at which area middle and high school students of German engage in cultural and language activities related to German and the German-speaking countries. Faculty members have also engaged in community service for organizations including the Russian/Eastern European/Central Asian Heritage Group and InterCambio.

Given the unit's definition of excellence and inclusion, how will the unit attain inclusive excellence?

1. For effective education in the disciplines represented by GSSL, a study abroad experience is vital. However, the cost of study abroad--whether an exchange program or a summer Global Seminar--is restrictively high (up to \$11,000 in addition to regular tuition). The Inclusive Excellence Plan should necessarily include the generation of special funds – sponsored by private donors and the university alike – for need-based full or partial financing of study abroad programs for undergraduate and graduate students. We find it especially important to provide support to undergraduate and graduate students who are veterans, first-generation immigrants, or from low-income families.
2. We would also like to expand our recruitment of a diverse graduate student population, especially as we add the new Russian MA program. Campus or College funding of graduate diversity fellowships and recruitment visits of students with non-traditional backgrounds would help us achieve this goal.
3. We should expand our work with the first-generation émigré communities (such as, for example, Russian-speaking community in Denver), both by recruiting students from these communities to our undergraduate and graduate programs, and by developing outreach activities targeting these communities.
4. In undergraduate teaching, we hope to add more courses pertaining to diversity and intercultural understanding, especially in view of proposed revisions to the Arts & Sciences Core Curriculum.

As we pursue these and other steps, we will look to the Inclusive Excellence Plan, currently in development, for guidance, and we will continue to work to support CU's commitment to inclusive excellence.

Submission 10

College/School/Unit: Education

Dean's ranking of this proposal (if submitting multiple proposals, i.e., 1 of 5): 1 of 1

Dept., program, or institute for which position is requested: Entire School of Education

Name of Requestor: Katherine Schultz

Email Address: kasc7912@colorado.edu

- **Joint Hire?** No
 - **Joint Hire other unit:**
 - **Joint Hire rostering unit (tenure home):**
 - **Faculty rank requested:** Assistant Professor
 - **Faculty salary requested (give approximate range):** \$92-\$105,000
-

How will this hire increase the number of underrepresented faculty members in the unit (e.g., domestic Faculty of Color, women in disciplines where underrepresented)?

This hire will extend the School of Education's successful efforts over the past four years to recruit and retain Faculty of Color (FOC). Since 2017, we have increased the percentage of Faculty of Color among our tenure line faculty from 26% (8) to 40% (15). The School of Education is committed to not only diversifying our faculty, but also building a critical mass of FOC, to transform the culture of the School of Education. A critical mass of FOC is catalytic. These faculty support each other in crucial ways, helping to create an environment where faculty of color are not marginalized, isolated or over-burdened, which are all common patterns. With such a critical mass, faculty of color are the norm, not the exception.

Here, our proposed faculty hire will build on our systematic and thoughtful efforts to cultivate a supportive work environment, allowing new faculty members to pursue their cutting-edge scholarship in ways that leverages their expertise, diverse histories, and perspectives. For instance, we have implemented mentoring programs to foster belonging and intellectual community and undertaken a process to ensure our standards for promotion and tenure reflect the range of rigorous forms of scholarship our faculty engage in, such as public scholarship and civic engagement. In addition, we know that increasing our FOC will help us to meet campus goals for diversifying our student body and offering greater opportunities to a wide range of students. The wide and diverse perspectives that our students, staff, and faculty bring to our school--and university--are invaluable in advancing excellence in scholarship and teaching.

Our goal is to hire a scholar who will deepen our understanding of racial inequality in education, explore the relationship between educational contexts and contemporary movements for racial and linguistic justice, and bring expertise in anti-racist pedagogy and community-based and decolonizing methodologies. This colleague would be someone who spans program areas and teaches courses across the school. We successfully created an analogous position in 2019.

We are excited to pursue this hiring opportunity precisely because of our recent successful hires. We have crucial structures for new scholars of color already in place, as well as a vibrant community of scholars of color who would welcome and support this new colleague. In contrast to other departments who may be at a starting point in hiring BIPOC faculty members, we are able to bring a new FOC colleague into an existing community and infrastructures aimed at supporting FOC. We also know that recruiting and retaining diverse faculty also helps recruit and retain diverse students across the university, a benefit to both our school and to CU Boulder.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship?

No

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire:

N/A (We have never received a STAR hire.)

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body?

Yes

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Our Teacher Education programs go through a state accreditation process every five years. Our program is up for state reauthorization next year. We are in the fourth year of a new undergraduate elementary education program that includes an endorsement in teaching culturally and linguistically diverse students (Colorado CLD endorsement). Students who graduate from our elementary education program have the equivalent of a master's level degree in teaching CLD students, which makes them attractive to our local school districts and districts around the country. In order to teach the required eight courses for this endorsement, we need additional faculty. The proposed scholar would be able to teach courses in this program, while contributing more broadly to our graduate programs and the scholarship in our school and the field.

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

We seek a scholar who would deepen our understanding of racial inequality in education and explore the relationship between educational contexts and contemporary movements for racial and linguistic justice. We particularly seek a scholar who grounds this research expertise in anti-racist teacher education, and who draws on community-based and decolonizing methodologies in their work. We seek a scholar who is embedded in local communities and activist movements, whose work both bridges and challenges boundaries between communities and schools. These areas of expertise build on existing strengths in the School of Education and would contribute to critical teaching needs in our unit and emerging research questions in our field.

As described above, the School of Education recently launched a new elementary education degree program. This program provides a focused path for those interested in becoming critical, anti-racist, culturally- and linguistically-responsive public school elementary teachers. Our program recognizes that U.S. schools have a long and troubled history of perpetuating racial and linguistic inequality and injustice. Through challenging, rigorous coursework, and rich, carefully supported field experiences, our program aims to prepare reflective, ethical, and responsive teachers. As our program has developed, we have identified a number of critical teaching needs around culturally sustaining pedagogies, racial and linguistic diversity, and family and community engagement, particularly in new immigrant and traditionally underserved and racially diverse communities.

While our proposed hire would address critical teaching needs in our growing undergraduate elementary education program, they would also contribute to teaching and research needs in our graduate programs. In our last ARPAC report, our students and faculty identified expertise in social movements as a key gap in our graduate course offerings. This gap has only grown more pronounced, given the broad, powerful movements for racial justice that have re-emerged this year and the commitments our recent students have expressed to study these current movements through an education lens. Many of our graduate students are keenly interested in how education intersects with contemporary movements for racial, social, and linguistic justice. They also seek to develop expertise in decolonizing research methodologies, which disrupt and reimagine how knowledge is generated, often through reciprocal partnerships and participatory methods that prioritize community cultural wealth. This hire could potentially address both of these needs, offering expertise not only to the School of Education, but contributing to campus efforts around racial and linguistic justice more broadly.

Is this request part of a cluster hire?

Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

Yes, although we request a single hire in this proposal, we see this as a cluster hire that would span several years. This hire builds on our success in hiring a number of faculty of color in the last few years, and we see this as connected to future hires. The scholarly areas of research for the faculty in our past and future cluster hire are tightly interconnected. As a result, CU Boulder School of Education is already becoming well-known for its strength in these areas of scholarship broadly related to learning in marginalized communities supported by technology and community-based programs and practices.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

8 people: Jose Lizarraga, Kalonji Nzinga, Arturo Cortez, Tiera Tanksley, Stephanie Toliver, Rebecca Linares, Sara Staley, Bethy Leonardi

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

9: Margaret LeCompte, Phil Langer, Leonard Baca, Anne DiPardo, Kris Gutierrez, Guillermo Solano-Flores, Margaret Eisenhart, Ken Howe, Dan Liston

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

N/A

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

15: Laura Moin (resigned), Gina Cervetti (resigned), Linda Mizell (resigned), Monette McIver (resigned), Edward Wiley (resigned), Finbar Sloane (resigned), Jeffrey Frykholm (resigned), Shelby Wolf (death), Gregory Camilli (resigned), Janette Klingner (death), Andrew Maul (resigned), Eve Manz (resigned), Lucinda Soltero-Gonzalez (resigned), SJ Miller (resigned), Kevin O'Connor (denied tenure),

What has the unit done to ensure the success of previous diverse hires?

Before our recent focused recruitment of faculty of color, we set up several structures to retain our current faculty of color and to provide a supportive context for our new hires from diverse backgrounds. When our current dean began her tenure as dean of the School of Education, she noticed that while the School had successfully hired several faculty of color over the years, very few had remained in the school through the tenure process. Although there were individual stories to explain each case, they added up to a pattern. In response, she asked the four assistant professors if they would like to meet with her each month as a group of assistant professors of color. [REDACTED], a senior Latino scholar and our faculty chair, asked to join Dean Schultz. These monthly meetings have continued and have been a critical space for assistant professors of color to make sense of dynamics in the school and ask for support from the dean and the faculty chair. They have been important venues to support the faculty of color to make significant progress toward tenure.

Our recently hired faculty of color have all been assistant professors. One reason for this is that these faculty are doing the most exciting and cutting-edge research. In addition, given our salaries and the cost of living in Boulder and Denver, as well as the fact that this is a predominantly white state and university, we have had the most success in hiring faculty at this level. The School of Education assigns each assistant professor a mentor who meets regularly and often every month with the new faculty member. In addition, the Associate Dean of Faculty designed and has led a robust mentoring program that meets regularly across the semester in a variety of configurations. Assistant professors of color have reduced service assignments and are protected and supported in many ways to develop strong cases for tenure in promotion. Our Associate Dean of Research provides support in identifying and writing grant proposals. We have several internal outreach grants in the School of Education that have supported several of the faculty of color in their community-based research. Recently, the dean has granted a pre-tenure writing semester for the faculty of color, in part because of the disproportionate burden these faculty have for providing informal advising and support to many students of color.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

In addition to the critical teaching and research needs listed above, this hire will enable the School of Education to contribute to an emerging issue in education research and practice: the increasingly porous boundaries between school, family, and community contexts. While COVID-19 has made these issues more urgent, educators have long recognized the generative interplay between digital, community, after-school, family, and related spaces for learning. A new hire who bridges community and school contexts would not only contribute immeasurably to the School of Education's work in this area in our teacher education programs, but more broadly to scholarship that studies learning and teaching through a more ecological, community-centered framework.

A second compelling factor pertains to graduate student success. The School of Education has been successful in recruiting talented cohorts of graduate students in recent years, including significant percentages of Graduate Students of Color. Currently, one-third of our graduate students are students of color. Among our newly admitted students, 43% of MA and 42% of PhD students are students of color. Adding a new scholar with expertise in racial justice and teacher education would make the School of Education even more appealing to--and potentially more supportive of--students from under-represented groups. Such a scholar will help us foreground the deep knowledge and cultural wealth of communities of color, exploring how innovative, culturally-sustaining pedagogies can transform teacher education. We anticipate that these commitments and expertise will draw experienced teachers of color to our programs.

Attracting--and supporting--graduate students of color is a central priority for our School of Education. These students bring a powerful combination of academic preparation and professional experience to their studies, enriching not only their classes and their cohorts, but other contexts of teaching and learning. They collaborate with faculty on research and scholarship, contribute their expertise to undergraduate teaching and learning, and also deepen conversations about justice and equity across our campus.

Building on our success attracting graduate students of color, we are mindful about not over-burdening our existing faculty of color with disproportionate student advising responsibilities. Graduate students of color often seek out mentoring--both formally and informally--from faculty of color. For this reason, an additional hire in this area will enable students to have access to a greater number of faculty of color, allowing for more collective or distributed responsibility for advising.

School of Education
Inclusive Excellence Plan
March 2016/Updated August 2020

Definition and Values

Inclusive Excellence in higher education requires that both formal structures and social practices enable a campus culture that supports and affirms students', staff's, and faculty's diverse backgrounds and experiences. A focus on diversity enables our community to better serve the university's purposes related to teaching, research, and outreach to the larger world. We must pay particular attention to race, ethnicity, gender identity, sexuality, social class, language proficiency, religion, military status, and differential abilities.

We affirm the importance of CU-Boulder's Inclusive Excellence initiative, and find value in every unit on campus engaging in dialogues around Inclusive Excellence. We are aware, however, of a problematic history of juxtaposing "excellence" and diversity/inclusion. In contrast, we assert that diversity is an integral component of excellence. In other words, it is not possible to achieve real excellence without diversity. As scholars on learning, identity development, and social, historical, and political contexts of education we know that productive learning and work cannot occur unless individuals are invited to participate fully, with head and heart, in varied forms of knowing and learning. We also know that merely proclaiming that we are for equity and diversity is insufficient. In fact, talking the talk but not walking the walk reifies institutionalized oppression. Thus, it is absolutely essential that these conversations and statements be paired with tangible actions and accountability.

At the present time, our focus on increasing the diversity of our faculty, staff, and students has been to increase the racial and ethnic composition of our school community. At the same time, we have paid attention to other forms of diversity, especially gender and sexual diversity. We look at diversity in terms of who we bring into our community, as well as the content of our scholarship and see these components as tightly interwoven.

School of Education Commitments and Plan

In this plan, we begin by outlining what efforts the School of Education (SOE) has made toward inclusive excellence. While we have made some progress, we have much yet to do to approach our own ideals; moreover, this kind of work is never finished. In that spirit, we describe what we pledge to do further. In addition, we make recommendations for what the campus urgently needs to do and we offer particular contributions that might be made by the SOE to these larger efforts.

In 2003, the SOE adopted a conceptual framework, identifying two core themes that guide our work: evidence-based policy and practice and democracy, diversity, and social justice. In 2014, as part of our program review self-study, we identified the following strategic goal, which remains our number one priority:

Examine and enhance the School's diversity and equity mission, related to issues of race, class, gender, language, sexual diversity, disabilities, immigration status, and equality of

educational opportunity, focusing on how to create and build an institution that lives its diversity and equity commitments, monitors progress, and improves its practices.

We also remain committed to the following three sub-goals:

(1) Enhance the climate and culture of the School by providing and promoting school and campus structured learning opportunities to engage students, staff, and faculty in talking about complex issues related to diversity and equity commitments and practices, both inside and outside of the classroom. Our intent is to be proactive rather than reactive.

A standing Climate Task Force has been established to monitor progress and propose on-going improvements. Thus far, the CTF has only been called upon in an ad hoc manner. To ensure greater effectiveness, we commit to regularly scheduled meetings of the CTF as part of the SOE Master Calendar, with August retreat planning, support from the Coordinator of Assessment and Planning, and annual spring reporting.

We have engaged in year-long initiatives that focus on equity for language learners and LGBTQ youth in our teacher education curriculum, but curricular revisions have thus far been uneven. Further conversations and curriculum revisions will be led by the Associate Dean for Teacher Education and program chairs to ensure coherence across courses and depth of practice for teacher candidates.

(2) Consider more explicitly diversity and equity concerns in how we recruit and retain students, staff, and faculty, and how we engage the SOE community.

The SOE has focused specifically on racial, ethnic, and language diversity among faculty, staff, and graduate students and has had moderate success with recruitment and retention of PhD and MA students. Successful strategies with PhD students include an explicit focus on social justice in the recruiting process as well as highly visible Miramontes Scholars PhD funding packages. Diversity among faculty and staff has increased, and we strive to further improve recruitment and retention. This year a faculty position was created specifically focused on Equity, Diversity, and Social Justice in Education.

The SOE has had limited success with improving diversity at the undergraduate level. To recruit undergraduate students interested in social justice and working with historically underserved communities, we have developed two new undergraduate degree proposals with explicit social justice commitments: (a) Elementary Education with an added endorsement in Culturally & Linguistically Diverse education and (b) Leadership and Community Engagement. Financial supports are being pursued through paid-student-teaching partnerships and a local “Grow Your Own” bilingual teacher fundraising effort.

(3) Increase the awareness and visibility of how the School’s diversity and equity mission is manifested in teaching, research, and outreach through the equity-focused curricula in our certification and degree programs, research and scholarship efforts, and work in the creation and support of diverse school and community partnerships and outreach activities.

The SOE has had its greatest and long-term successes in this area through the BUENO Center for Multicultural Education. More recently CU Engage and A Queer Endeavor have made important

contributions to the campus and to the Boulder and Colorado communities. More attention can be paid to making these efforts a more visible and impactful part of our identity.

Since 2016, we have increased our efforts to increase the racial and ethnic diversity of our students, staff, and faculty. Our recent numbers attest to our initial success in this regard, though we are committed to increasing the numbers in each of these categories. This year, 42% of our doctoral students and 43% of our Master's students who have matriculated are students of color. In the past three years, 69% of our newly hired staff has been faculty of color and now 46% of our staff are BIPOC (Black, Indigenous People of Color). After a concerted effort to hire faculty of color over the past few years, we now have 40% of our tenure-line faculty who are scholars of color. We plan to continue to focus on hiring excellent faculty to address our scholarly needs while increasing our numbers of diverse faculty and staff.

Beginning in 2018, the School of Education joined several of our peer institutions across the country to adopt a [Framework for Assessment and Transformation](#) developed by the Education Deans for Justice and Equity. Dean Kathy Schultz was a founding member of the organization and currently serves as its co-chair. The framework contains 13 Priority Areas for examining the work of a School of Education through the lens of equity and justice. The areas include curriculum, budgets, development, leadership, external partnerships and more. As a school, we have made a commitment to focus on two of these areas and to research our work as we implement the plan. Our two areas of focus that both our faculty and staff chose are: Diversifying Faculty and Staff and Supporting Students. Our conversations around the selection and self-study of these areas has been critical to our work on moving toward a more diverse and inclusive community.

In response to the murder of George Floyd that was part of a pattern of senseless killings of people of color and, in particular, Black people around the country, we issued an Anti-Racist statement linked [here](#). As we wrote in this statement: "As a school of education, we are committed to going beyond words to take action. We will change what we are doing in the School of Education so that we can stop anti-Black violence. We commit to change at the interpersonal, the institutional, and the ideological level." We go on to list several commitments to make change and a commitment to do this work together. We conclude by saying "We must allow ourselves to dream and imagine a different future. But we also need to do more than that. We must demand a commitment to racial justice and educational freedom. We must act in ways that acknowledge the horrors of the past and present and work toward a more just future."

We spent our past few August retreats as faculty and staff examining issues of racism in our school. In addition, for the past two years we have introduced our incoming doctoral students to our work as a school to address racism. The opening remarks of this session capture the work we are doing as a school.

As a School of Education, we see the work of organizing for justice as ongoing work that grows out of a space of joy, acknowledgement of human creativity and agency, and our commitment to each other and our communities. This is hard work and doing this work with people from diverse backgrounds is both a gift and something that requires great intentionality. We hope that the

space we are creating together here in our workshop series can support you - and really all of us - in building the collective power needed to live our commitments to equity.

Drawing on scholarship and histories of activism, we start by acknowledging that the hierarchies that exist in our society -- that support the view that some people's lives don't matter and others are much more valued - are deeply etched into our social structure, our day-to-day interactions, our policies, and our habits and dispositions. The violence that is supported through racial, gender, class, sexuality, ability, language, caste hierarchies affects our minds, our spirits, and our bodies. In our School of Education, we are striving to create a world where we can break down these hierarchies so that we can see diversity as a resource for imagining new ways of living together and being in community with each other.

In line with a central principle of organizing for a more just future, we are beginning our process today by privileging our lived, historical experiences and developing our relationships with each other so that we can start to appreciate each other's forms of expertise, experiences, and cultural and community knowledge.

Each of us has had a different set of experiences and no two of us knows what those experiences are and how we've felt them in our bodies. To work together in graduate school for a better future for our children, families, and communities, we must get to know each other. This is the primary goal of today's session.

This session was the beginning of our work with doctoral students, and reflects the on-going work we are doing as a school

Recommendations to the Campus

We respect the campus Inclusive Excellence initiative and especially the request that this be taken up by departmental units, given that generic, top-down mandates are rarely effective. In addition to the steps (outlined above) that we are taking to improve the climate and practices of our School, we also would like to participate in improving the climate for inclusion across the campus in general.

On behalf of groups most affected, however, we have to ask: how is this initiative different from countless prior diversity and equity plans? More than website postings of plans from central administration, campus deans and department chairs should name what specific actions they are taking or will commit to take as a result of the IE initiative.

Students, faculty, and staff of color, members of the LGBTQ community, members of other minoritized groups, and allies value coming together in solidarity, to share their experiences on campus. Yet, these events can be harmful and counterproductive if they are not accompanied by concrete steps that hold campus leaders accountable to address the issues raised by such groups. In effect, talk without action actually risks alienating members of minoritized groups and contributes to the historical amnesia around longstanding issues of injustice on campus.

Overcoming racism, sexism, homophobia, and many other dimensions of marginalization requires holding “difficult” and “courageous” conversations among those who rarely attend so-

called diversity events as well as those who are so tirelessly doing this work. One difficult conversation would be to consider why the Inclusive Excellence Values and Behaviors statement, though laudable, is written from a colorblind perspective. When race is not specifically named, it is easy for conversations to elide or avoid concerns of racial and structural injustice.

Faculty, staff, and students need to participate in anti-bias, bystander/upstander, and safe-zone trainings. While the effort to reach all students through online trainings is commendable, such efforts cannot replace authentic interactions across lines of difference and courageous conversations about diverse forms of discrimination. In the absence of strong programming, hostile voices are effectively empowered by the silence and complicity of the majority of voices who fail to address or engage persistent discrimination across campus. The consequence is to isolate marginalized groups, telling them, in effect, that their concerns are not the responsibility of the entire campus community. Trainings should address issues such as white privilege, micro-aggressions, heteronormativity, and the implications of a color-blind ideology.

Every educated person should understand the history of racism and other dominant ideologies and their powerful and enduring effects in present-day society. Therefore, the larger CU community should have the opportunity to engage in the debate, especially at this time when Arts and Sciences is considering whether to weaken its diversity core requirement. The campus community also needs to understand the *specific* history of race, injustice, and activism, etc. that has happened at CU-Boulder.

The campus should continue its efforts to recruit students from underrepresented groups. This is necessary but not sufficient. In addition, much greater attention needs to be focused on supporting and retaining the underrepresented students who come so they succeed in completing their degrees. This means addressing climate issues and also providing appropriate and necessary material and human resources.

Students from underrepresented groups need and deserve welcoming spaces for both academic and social purposes. For example, the campus took a backward step, when the student-led SORCE was eliminated from the UMC. It also sends a terrible message (for whatever policy reason) when student groups such as the Black Student Alliance are not given regular office space at the UMC. Students need gathering spaces, not just by-appointment counselors; the LEAD Alliance neighborhood spaces are critical in this regard.

School of Education's Contributions Now and in the Future

The School of Education fosters partnerships across campus and in the community addressing issues of diversity as inextricable from a shared definition of excellence. Meaningful work in the community can offer important identity-producing learning experiences for CU students and at the same time help to transform CU's image in Colorado communities of color. CU Engage is a campus-wide center intended "to build relationships with community partners that are mutually beneficial and collaborative ('doing with'), rather than exploitative ('doing to') or paternalistic ('doing for')." A Queer Endeavor is a School of Education initiative focused on supporting teachers and school communities to create schools that are safer and more affirming of LGBTQ

and gender-expansive youth. A Queer Endeavor has also begun offering courses as a campus resource.

The SOE and CU Engage would like to help the campus initiate a speaker series that would make an agenda of Inclusive Excellence a more visible and sustained feature of campus life. We would work with student groups to do this.

The School of Education is strongly situated to provide coursework to students across campus that will deepen their understanding of issues related to diversity, equity, and disparate social and educational impacts on various groups in contemporary US society. Courses such as EDUC 3013 School and Society and EDUC 2125 History of American Public Education are examples of courses offered that can help deepen students' understanding of campus climate and help create more open and collaborative learning spaces for all CU Boulder students. We would be interested in developing additional offerings that could continue to support student development and understanding related to these topics.

With appropriate resources, the School of Education is well positioned to assist departments in thinking through strategies for supporting students, faculty, and staff toward Inclusive Excellence. For instance, scholars in the SoE and CU Engage have refined student-centered research methodologies that foreground student agency and voice for campus improvement. We are prepared to partner with departments that have not heretofore focused on issues of inclusion and equity. For instance, faculty in the SoE could consult with departments in realizing their vision for increasing student belonging, persistence, and success among a greater diversity of students.

Obtained by the National Association of Scholars

FDAH Submission 10 (Spring 2021)

College/School/ Unit: [Arts & Sciences](#)

Dean's ranking of this proposal (if submitting multiple proposals, i.e 1 of 5): [11 of 21](#)

Dept., program, or institute for which position is requested: [Art and Art History](#)

Attestation: [Yumi Janairo Roth \(rothy@colorado.edu\)](#)

- Joint Hire? [No](#)
- Joint Hire other unit:
- Joint Hire rostering unit (tenure home):
- Faculty rank requested: [Assistant Professor](#)
- Faculty salary requested (give approximate range): [\\$73K-\\$80K](#)

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

Currently, CU's art history program has seven faculty members: six TTT instructors and one Teaching Instructor. Of these, 71% are Caucasian/White and 29% are Faculty of Color. 43% are women and the remaining 57% are men. Overall, Faculty of Color comprise ~39% of TTT and instructors in the Department. The addition of a Black/African/African American woman to our faculty would increase our women-to-men ratio within AAH to over 50% and raise our faculty's overall ethnic/racial diversity to

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? [No](#)

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:

[N/A](#)

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? [No](#)

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs? [Yes](#)

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

The position is critical for adding to our program's need for teaching and researching issues in Critical Race Theory, Cultural Theory, Black/African/Diasporic Studies, as well as Postcolonial and Decolonial Studies. The addition of [REDACTED], an art historian who specializes in African and Diasporic visual studies would contribute a sorely needed component to our course offerings in art history and compliment offerings in other units that have already committed to African and Diasporic Studies such as Anthropology, History, and Ethnic Studies. At the undergraduate level this expert would add a crucial component to our current body of art history courses that fulfill the college's Human Diversity requirements and would come into contact with a broad range of students from across the college who enroll in our introductory courses--ARTH 1500: Global Arts and Visual Culture as well at ARTH 1600: U.S. Art Across Cultures--which satisfy the core curriculum's Global and U.S. Diversity requirements. In our 1000-level courses, [REDACTED] would oversee TAs and provide direct mentorship for the next generation of scholars and teachers. At the graduate level, [REDACTED] would mentor the next generation of African/Diasporic Visual Studies specialists. Courses in African/Diasporic art history would draw students from studio practices, art history, as well as those majoring in non-arts disciplines (e.g. Ethnic Studies, History, Anthropology, English, Gender Studies, Museum Studies), and provide a foundation for a diverse and cross-disciplinary student body. Dr. Wilson's courses, ranging from the survey of African art at the 3000-level, to more specialized courses on modern and contemporary African visual culture in the 4000- and 6000-levels, will fulfill the course requirement in the area of African Art, significantly bolstering

the department's curriculum that aim to cultivate students' cultural sensibility, creative thinking, and global vision. Additionally, [REDACTED] [REDACTED] impressive curatorial experiences would add to a current body of AAH courses that focus on museums and add to it the critical issue of representing diverse and historically underrepresented groups in museums. [REDACTED] object-based approach to African art, informed by critical cultural theories, will utilize the collection from the CU Art Museum, Denver Art Museum, and the Museum of Contemporary Art in Denver. Her curriculum would strengthen the University's commitment to inclusivity, diversity, the emphasis on interdisciplinary approaches, and community engagement, besides filling in a much-needed gap in the study of African visual culture at the University as well as the state of Colorado. The Departments of Art and Art History and Ethnic Studies are currently in the process of jointly developing a certificate in Visual Studies and Ethnic Studies, and [REDACTED] courses would create another crucial means to consolidate this certificate program and attract students to it. Finally, [REDACTED] would profoundly strengthen our new art history PhD, the only one in the state of Colorado to train African/Diasporic specialists along with students of Asian, Latin American, and Native North American visual studies.

Is this request part of a cluster hire? No

Describe cluster hire and list any other units participating in cluster hire proposal:

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

Brianne Cohen, Fernando Loffredo, Stephanie Su, Anna Tsouhlarakis, Hanna Rose Shell

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

Claire Farago (retirement), Deborah Haynes (retirement), C. Maxx Stevens (retirement), Marilyn Brown (retirement)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

JP Park (failed retention), Fernando Loffredo (failed retention), Joo Woo (failed retention)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

Michael Bietz (resignation), Kira van Lil (resignation)

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

AAH has ensured the success of diverse faculty hires by assigning them senior faculty mentors and promoting their research and teaching pursuits in diverse, non-Western fields of study.

What is the unit's mentoring and support plan for the new hire?

New hires are assigned a mentor in the program, with whom they meet once a semester, at minimum. Some members of the program are actively involved in the activities organized by the Faculty of Color and LEAP-Women Faculty. Our faculty are committed to introducing new hires to these and other organizations on campus. The interdisciplinary nature of art history espouses networking with scholars from different disciplines and departments on campus and we would assist a new FDAP hire navigate these connections.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

This hire would profoundly strengthen our new PhD in Arts of the Americas, which focuses on cross-cultural issues in the arts and historically underrepresented groups in world history. We currently have specialists in Native American, Latin American, and Asian art history. The addition of a specialist in African American art history would complement our current offerings in extra-European topics and attract students from various and diverse backgrounds who might not otherwise consider applying to our program due to its deficit of a specialist in this field. Among art history programs in Colorado, only CSU-Fort Collins has a dedicated Africanist. In the broader region, only UNM and ASU have dedicated Africanists, for a total of four in the region.

Please attach the unit's updated Inclusive Excellence Narrative.

https://drive.google.com/open?id=1ggFfs33IFa6DO044_0U-ennUCkNlm54k

Please attach any other documents you feel are relevant to the selection committee.

<https://drive.google.com/open?id=1TbNqi52nFvLaztFqu0gepp5Y0tR6cY1->

Obtained by the National Association of Scholars

Art and Art History Statement on Inclusive Excellence

Art and Art History Diversity:

The Department of Art and Art History (AAH) affirms the power of art to transform individuals and society. We are committed to the practice, production, critical and historical study of art within a liberal arts education that encourages experimentation and independence of thought. Our faculty offers a rigorous curriculum that crosses disciplines and invites inquisitive, dedicated students with wide-ranging interests, encouraging creative investigation as an essential skill informed by the highest standards of critical thought. Our diverse faculty, students, and staff are committed to ongoing engagement with communities locally and globally.

Art and Art History Inclusive Excellence:

Our artists embrace a wide range of practices that are informed by multiple cultural traditions. While some art practices faculty exhibit in traditional venues, including galleries and museums, others engage myriad communities by exhibiting in public spaces or alternative venues. Similarly, our art historians engage with multiple cultural perspectives that inform the production and interpretation of art across time and culture. Particular emphasis is given to situating the arts of the Americas within their cultural and historical contexts in addition to a broader global framework.

Our introductory courses in art history and art practices foreground inclusive practices thereby establishing our department's expectations for the foundation of good citizenship as well as introducing students to heterogenous practices domestically and internationally. Our outward facing programs such as the Visiting Artists and Visiting Scholars Programs and the Rural Environments Field School create opportunities for AAH faculty, staff, and students to interact with a broader community. This is especially meaningful when we invite artists and scholars to CU whose works revolve around issues of social justice or when our students have the opportunity to work directly with rural communities in Eastern Colorado and the San Luis Valley through the Rural Environments Field School. In these ways as well as through more direct coursework and exhibitions, our community takes stock in the diversity of ideas, experiences, and practices outside of the confines of the CU Boulder campus. We encourage students to develop challenging intersectional practices that scrutinize social, cultural, ethical and economic norms along with critical thinking skills.

Defining Inclusive Excellence in an Art and Art History Context:

Images and objects dominate our cultural landscape; it is incumbent upon us to be able to understand, interpret, and contextualize them. The Department of Art and Art History is well positioned to create, interpret, and critique images and objects in the broad sense. The research, creative work, and curriculum of AAH fosters inclusive excellence at all levels.

Through our teaching we have reimagined our introductory art history courses--*Global Art and Visual Culture* and *U.S. Art Across Cultures*--so that they provide a critical survey of creative production from Africa, the Americas, Asia, Europe, and Oceania. Our *Foundations* courses in art practices foreground artists of color and socially engaged practices. As students move

through our program, we interrogate dominant voices and conventional historical representations. We encourage students to develop challenging practices that scrutinize social, cultural, and economic norms.

Before students even join CU and AAH, if they have completed AP Art History while in high school, they have done so under a revised curriculum facilitated by Prof. Robert Nauman. Between 2008-2014, Prof. Nauman organized a conference in Chicago with 50 scholars from throughout the US who taught in diverse areas of art history to change the Art History exam to more fully address global art and diversity issues in the exam. He also frequently met with high school teachers throughout the country to discuss how to deliver that content.

The Art Museum Internship class, run continuously for 20 years, places undergraduate students in a number of area institutions including the Denver Art Museum, the Boulder Museum of Contemporary Art, the Longmont Museum, the Kirkland Museum of Fine and Decorative Art, and the Clyfford Still Museum.

The Visiting Artists and Visiting Scholars programs complement coursework, research, and art-historical studies as well as art practices. Since 1978, AAH has been committed to bringing artists and scholars who expand the practice and definition of art, from Lucy Lippard whose foundational work established a more expansive view of contemporary art, to the socially-engaged practice of artist Paul Ramirez Jonas. Together, scholars and artists like these enrich AAH's continued commitment to inclusive excellence.

Faculty are regularly invited by national and international universities, museums, artist spaces, and professional organizations to present talks on their research and creative work as well as conduct workshops with other artists, scholars, and the broader community.

AAH also recognizes that inclusive excellence is a continual work-in-progress. To that end, we are committed to expanding resources and support to students from historically underrepresented communities. The Addison Scholarship supports students from rural communities in Colorado with demonstrated financial need. Working with the CU Foundation, we have prioritized fundraising for scholarships for students who have been historically underrepresented at CU and within AAH. We are committed to diversity in our hiring objectives, as our department's demographics attest. Our department's diverse faculty and staff work to create a climate that demonstrates our commitment to supporting those from varied cultural backgrounds. Since the 1980s, AAH has expanded faculty of color representation at all ranks, which now comprises nearly 50% of our faculty body. This is also reflected in our curriculum's inclusion of global art practices and art history. Moreover, 70% of the AAH staff are female and 25% of the staff are people of color. In addition to faculty, this is critical since staff work directly with students as mentors as well as supervisors. In particular, AAH is known as a flagship state institution that has a long-term commitment to supporting Indigenous art and artists. We currently have an art historian who specializes in this area and have recently begun a PhD program that specializes in the *Arts of the Americas*, including the specialty of Indigenous arts. We have had at least one Indigenous artist teaching in arts practices for the past thirty-three years.

Submission 10.(Spring 2022)

College/School/ Unit: [Arts & Sciences](#)

Electronic signature of college/school/institute dean: [Jim White](#)

Dean's ranking of this proposal (if submitting multiple proposals, i.e. 1 of 5): [1 of 8](#)

Dept., program, or institute for which position is requested: [Integrative Physiology](#)

Attestation: [Marissa A Ehringer \(ehringer@colorado.edu\)](#)

- Joint Hire? [No](#)
- Joint Hire other unit:
- Joint Hire rostering unit (tenure home):
- Faculty rank requested: [Assistant Professor](#)
- Faculty salary requested (give approximate range): [\\$95,000-\\$105,000](#)

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

The NIH has identified multiple groups that are underrepresented in biomedical, clinical, behavioral, and social science, which overlap with similar group definitions by NSF. These include: Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, Native Hawaiians, and other Pacific Islanders. Individuals with disabilities, including physical or mental impairment, are also recognized as underrepresented. Furthermore, individuals from disadvantaged backgrounds may meet two or more criteria related to low socioeconomic status: were/are homeless, were/are in the foster care system, were eligible for federal free and reduced lunches, have/had no parents or legal guardians who completed a bachelor's degree, were/are eligible for federal Pell grants, received support from Special Supplemental Nutrition Program (WIC), grew up in a rural area or low-income/health professional shortage area. As we seek to expand the diversity of faculty in our department, we will keep this broad definition of diversity, and possible intersectionality of some candidates across groups, as we conduct our recruitment and selection. Although there is some representation among our male faculty from different ethnic backgrounds such as Hispanic and Pacific Islander, this number is very low, and female tenured or tenure-track faculty from underrepresented groups are virtually nonexistent.

As the second largest major in A&S, IPHY has the responsibility to lead our ~1,700 students by example in our JEDI efforts. This is accomplished by not only the recruitment and retention of diverse student populations, but also by actively recruiting faculty from non-traditional backgrounds who can be viewed as classroom role models for underrepresented students and who can more easily engage these students in learning and voicing their opinions. We recognize the importance of balancing novel contributions to our unit while protecting untenured Assistant Professors against overburdening of service. We continue to strive toward an environment where open communication about sensitive issues can be held in a safe and comfortable manner for all, so this new hire will be strongly encouraged to speak up about unrecognized biases or other unidentified issues that may need to be addressed. However, they will not be asked to "lead" the effort of implementing change. The current Chair and members of the Executive Committee are fully committed to listening and taking an active role toward establishing a welcoming climate for all in the department.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? [No](#)

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year and name (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:

[N/A](#)

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

Historically, the Department of Integrative Physiology (IPHY) serves ~1700 undergraduate majors and 50-60 graduate students each year. In addition, many of our courses are taken by non-majors seeking pre-health or public health learning opportunities, such as Introduction to Nutrition (IPHY 2420), Human Anatomy (IPHY 3410), and Introduction to Epidemiology (IPHY 3490). IPHY has been struggling to meet high student demand where our department has consistently had a student to faculty ratio well above the average across all the other departments in the Natural Sciences Division of the College of Arts and Sciences. The high SCH/Faculty ratio in IPHY is projected to substantially increase due to the five faculty members that have retired or resigned in the last two years. These retirements and resignations leave IPHY with 17 tenured or tenure track faculty (TTTF), of which only 15 contribute to our undergraduate teaching mission (compared to 21 in 2017-2018). While 11 Teaching Professors are currently rostered in IPHY, only 10 of these individuals are fully committed to teaching within our department.

- We need multiple TT faculty to continue to advance our research mission by replacing faculty who have recently retired or resigned.
- Our targeted recruitment will seek an individual with expertise in Physiology and/or Data Science and Statistics. These areas of expertise will synergize with existing areas of study in our department (e.g., aging, stress, biomechanics, sleep, immunology, neuroscience) while also filling critical teaching needs in IPHY.
- In 2021, IPHY lost two TT Professors who taught Data Science and Statistics (Celine Vetter, Matt McQueen).
- Our teaching needs have been dire for many years and are now even worse due to recent retirements/resignations, including Exercise Physiology, which was taught by recent retirees Drs. Byrnes and Mazzeo.
- Several Teaching Professors have taught overload semesters in exchange for future teaching releases. This is exacerbating our current lack of teaching coverage.

In summary: 1) IPHY is the second-largest major in the College of Arts and Sciences, serving ~1700 students each year; 2) we teach several very popular courses for non-majors (including Introduction to Nutrition); 3) our student to teaching faculty ratio has been above average for the past 10 years; 4) loss of recent TTT faculty due to retirements, resignations, or administrative duties has exacerbated this problem; 5) current faculty are suffering under the high demands, and there is concern this could lead to additional losses; and 6) there are FIVE courses for which we desperately need teaching expertise. Although faculty in our department have demonstrated their continued commitment to students for many years and stepped up to the plate again and again by going above and beyond, we are now at a critical stage where the college must replace the faculty we have lost in order for us to effectively pursue our teaching and research missions.

Is this request part of a cluster hire? No

Describe cluster hire and list any other units participating in cluster hire proposal:

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

1 - Andrew Tan

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Retirement:

3 - William Byrnes, Todd Gleeson, Robert Mazzeo

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Failed Retention Offer(s):

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Other (Please explain): 2 - Alaa Ahmed left our department for Engineering, Tom Johnson is retiring spring 2022

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of and retain diverse faculty?

Please see the response to the next question for a description of our individual faculty mentoring program. We have an active Diversity, Equity, and Inclusion (DEI) Committee, which includes faculty of various ranks as well as undergraduate and graduate student members supported by a unit-based honorarium. This committee is tasked with overseeing IPHY's undergraduate and graduate scholarship awards for female and underrepresented students, the development of web-based resources to guide campus- and system-wide DEI support for underrepresented faculty and students, and collaborating with OIEC to analyze IPHY's climate using the global campus climate survey data scheduled to be released this year. This committee recently updated the Diversity tab of our departmental website: <https://www.colorado.edu/iphy/diversity>.

"Bring Your Whole Self to IPHY

Integrative Physiology is committed to inclusion across race, gender, age, culture, religion, identity, and experience. Our approach to diversity, equity and inclusion ties to our overall IPHY Mission and Vision. We recognize that innovation in everything we do is enhanced by our unique perspectives and viewpoints. Therefore, we dedicate ourselves to (1) providing support and resources to our underrepresented students, faculty, and staff in achieving their career and personal goals, (2) promoting an environment free from systemic racism and other implicit and explicit biases, and (3) offering activities that foster and empower a respectful, cohesive, and strong community. We embrace all members of the IPHY community and encourage their engagement in these processes."

Future efforts by this committee will include working closely with Dr. Patricia Gonzales and others in the Office of Diversity, Equity, and Community Engagement as various opportunities for training and discussion become available, such as the Coursera Anti-Racism courses developed by Jennifer Ho and Shawn O'Neal. The new chair, Marissa Ehringer, participated in the first course offered during Spring 2021, and is motivated to identify ways to best incorporate such training at the department level. Dr. Ehringer has been committed to increasing access and inclusion of underrepresented individuals in science for many years. Her lab has hosted a SMART student every year since 2006, including providing an "unofficial" opportunity during the COVID summers of 2020 and 2021. As the Diversity Chair at the Institute for Behavioral Genetics from 2012-2016, Dr. Ehringer attended the conference "Understanding Interventions That Broaden Participation in Science" for two years to learn what we could do to recruit individuals from diverse backgrounds to the university. In addition, as a Board Member for the Research Society on Alcoholism (RSA), she proposed a new undergraduate travel award for individuals from under-represented populations to attend the conference. Thus, in addition to a vibrant and active DEI Committee, there is a demonstrated track record and commitment to providing faculty support by departmental leadership.

What is the unit's mentoring and retention plan for the new hire?

There are currently 17 TTT faculty in our unit. Of these, six are women [REDACTED] and [REDACTED] of the eleven men are BIPOC/URM faculty [REDACTED]). This is comparable to PSYC and MCDB, and more than current representation in EBIO and the NS Division overall. With the exception of [REDACTED], all BIPOC/underrepresented faculty have served the department for almost 2 decades, attesting to the positive and encouraging unit climate capable of fostering their long-term professional development.

Therefore, we have current faculty who will serve as support and resources for the new hire. All new Assistant Professors are assigned three faculty mentors upon arrival at CU. The Associate Chair for Faculty Affairs ([REDACTED]) serves as one of these mentors, and the other two are selected in discussion with the new hire to provide complementary support in research topic area and professional development from a departmental perspective. Additional support for improving new faculty's classroom performance is provided by structured classroom interviews, peer evaluations, and mentoring on course development by our Teaching Professor of Distinction, Dr. Teresa Foley. Lastly, new faculty will enjoy several benefits in graduate student recruitment and financial flexibility. These include the unconditional support for a doctoral student provided by the department and unrestricted return of a portion of the department's DA-ICR to enhance the new hire's research endeavors.

Although she is not a Chancellor's Postdoctoral Fellow, [REDACTED] is a current Research Assistant Professor in our department who grew up under low socioeconomic status as defined by the NIH (see above and next question). [REDACTED] has an exceptional track record of mentoring students from underrepresented groups, and she is a rising superstar with two recently awarded grants. Given the breadth of research and teaching needs in our unit, we are not proposing a targeted FDAP hire at this time, but we expect [REDACTED] will

apply as a strong candidate for this position. She is already familiar with the departmental environment and procedures, and she really wants to stay in Boulder, which places us in a confident position that our search will be successful.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

A recent review published in Journal of Human Anatomy and Physiology Society by Meyer and Cui discusses the current status of diversity and inclusion in anatomy and physiology education (<https://doi.org/10.21692/haps.2019.012>). The percent increase in female faculty between 2005 and 2016 was three times (32.6% increase) that of male (9.9% increase) faculty, but the total number of male faculty still outnumber females. No data were available to report about transgender, gender non-binary, or gender non-conforming individual. The authors also point out that as all racial and ethnic minority proliferate faster than the Caucasian minority, it is predicted that Caucasians will become slightly less than half of the population, while the majority will include all of the collective minority groups (Hispanics, Blacks, Asians, and multi-racial individuals) (Frey 2018; <https://www.brookings.edu/blog/the-avenue/2018/03/14/the-us-will-become-minority-white-in-2045-census-projects/>). Over the past decade, there has been an increase in diversity in terms of the number of minority students receiving bachelor's, master's, and doctoral degrees in biological and biomedical sciences, but the increase has been small (one-percent between 2014-2015 and 2015-2016 school years) and the rate of increase of Black male students remained lower relative to the Black population. Our department does not include any TTT faculty who are Black.

As part of their review, Meyer and Cui highlight specific strategies for inclusive learning in the classroom, as they define three categories, or themes of diversity: demographic, experiential, and cognitive. These categories map on individual identities related to origins, growth, and aspiration. The ability of faculty to represent and create a classroom environment that embraces differences in cultural awareness to promote sensitivity and inclusion is an important element toward enriching the overall educational experience of our students. Furthermore, there are specific topics directly relevant to physiology for inclusion in our curriculum, such as differences in rates of sickle cell anemia among individuals of African descent, and the benefits with regard to protection against malaria. Other differences in disease prevalence among ethnic minorities will be critical for our pre-health majors in their future careers.

Using the CU ODA information available through Tableau, the number of undergraduate BIPOC students earning an IPHY degree has increased from ~20% in 2011 to nearly 40% in 2021, highlighting the urgent need for our TTT faculty distribution to be similarly diverse. Likewise, BIPOC students participating in our MS and PhD graduate programs have increased over the past 10 years from [REDACTED] to ~25% who are non-white in 2021. This trend highlights our need to enhance mentoring of students from underrepresented backgrounds in the biomedical / biological sciences. Due to our large student population, it is imperative that we expand the diversity of our faculty who can resonate with our students not only on topics involving race, ethnicity and background, but also involving experience and culture, since information is conveyed differently based on a combination of these factors. Increased diversity of our faculty will also bring a broader range of perspectives to bear on solving important scientific challenges. The need to improve IPHY faculty diversity was also detected during our last 2019 program review, and strong recommendations have been made by ARPAC to achieve this goal within the next few years.

Please attach the unit's updated Inclusive Excellence Narrative.

Attached to Request at end of submission.

Please attach any other documents you feel are relevant to the selection committee.

Attached to Request at end of submission.

INTEGRATIVE PHYSIOLOGY INCLUSIVE EXCELLENCE COMMITTEE REPORT

How does IPHY define excellence with respect to its activities and what values and behaviors are associated with excellence?

IPHY views excellence as: (1) faculty achievements in teaching, research, service, and outreach as defined by academic standards, (2) cooperativity and collegiality, (3) undergraduate and graduate student success, and (4) ability and willingness to engage in innovative changes in teaching, research, service, and outreach. IPHY faculty strongly feel resources should be committed by the administration to achieve excellence at the unit level.

How do the efforts within the unit lead to inclusion of all students in achieving academic success, student social development and enhancing the reputation of the unit and the university?

Our survey of current IPHY undergraduates (response rate 414/1679, 24.6%) reveals that they are generally happy with IPHY faculty, their office hours and availability, and the existence of a clear path through the major. Several describe professors as inclusive and kind. They are also happy overall with the quality of IPHY graduate and undergraduate teaching assistants. In addition, many mentioned appreciating the departmental emails and newsletter.

Numerous efforts within the department demonstrate our commitment to encouraging the academic success of our undergraduate students. For example, free tutoring options are offered through the IPHY Club. The availability of teaching assistant positions provides valuable leadership experience to many students (over 200 undergraduates and almost 100 graduate students) each year. Courses are of high quality, with consistently high instructor and course evaluations despite large class sizes and high grading standards. Success is due in part to the department's strong support of science education pedagogy and research through the Science Education Initiative (SEI) from 2006 to 2011. IPHY also collaborates with the Center for STEM Learning on multiple projects including a multi-million dollar NSF proposal to support under-represented/low income students and to advance our understanding of pathways into STEM fields.

The IPHY department is highly committed to involving undergraduate students in research. Currently 146 students are involved in undergraduate research, and among these, 61 students receive funding from UROP, HHMI, BURST, or other competitive research scholarships. Further, 10-15 students graduate with IPHY honors each year. IPHY faculty also participate in the SMART (Summer Multicultural Advanced Research Training) program. Our current recruitment of a DBER faculty aims to provide a better understanding of how undergraduates learn and to decrease the barriers to research that may exist for undergraduate students. Several IPHY faculty are in the process of developing ideas for Course-based Undergraduate Research (CUREs). In fact, the lab of one of our advanced core courses (IPHY 3060) already functions much like a CURE.

Given the unit's definition of excellence and inclusion, how will the unit attain inclusive excellence?

Since we were instructed to focus on student success for this document, we will describe exclusively our proposed efforts in this area. As undergraduate and graduate student populations become more diverse (about 15-20% of IPHY majors are transfer students and an estimated one quarter of undergraduates may be first-generation college students), we recognize the importance of identifying and removing obstacles so that all IPHY majors have the opportunity to experience the benefits of participating in all academic aspects of the department. In particular, we believe that more outreach and providing more detailed (and earlier) information to all students will benefit students with less experience with college and/or CU-Boulder (e.g. transfer, first generation, educationally

disadvantaged, commuters, international students, etc.). Specific areas where we believe more effort will have a substantial impact are:

Building community: outreach and social opportunities that bring faculty and students together in more informal social situations

- Early fall social event with faculty, undergraduate and graduate students, providing IPHY information packets, as well as an IPHY-specific memento; possible repeat in early spring
- More outreach by the IPHY Club to encourage involvement of undergraduates, increase awareness of opportunities, and organization of events, many including faculty
- Some of the surveyed undergraduate students commented on the need for a designated IPHY building to facilitate building community, a goal strongly supported by the faculty

Regularly scheduled information meetings, workshops, and seminars focused on specific topics and student groups (FR/SO, transfers, JR/SR), such as:

- How to be successful in the IPHY major (led by successful SRs and/or grad students)
- How and why to get involved in research, internship, or undergraduate TAship
- What steps to take towards specific careers, when to take them, and why they matter
- For grad students: TA manual, GTP opportunities, graduate information packet, including expectations for exams

Research is at the heart of our department, and familiarity with research is essential for our graduates to function as members of society, whether or not they go on to scientific careers.

- Because many students do not know how to go about looking for research experience or why it is important, we plan more outreach to FR/SO to make them aware of the value of research, the opportunities in IPHY, and the ways to contact potential research mentors
- Due to the number of IPHY majors, it is not possible to offer experience in a research lab to every major. Therefore, we will explore new ways to introduce students to research, including:
 - Developing more CUREs within IPHY and in collaboration with BSI (Biological Sciences Initiative); this effort will require resources for developing, implementing, and sustaining these courses
 - Consider offering courses using primary literature and critical thinking about research

We would also like to gain information on particular subgroups of IPHY majors.

For example, we seek to understand and break barriers faced by first-generation students, transfers, ethnic minorities or international students in accessing the benefits of being an IPHY major. We also wish to identify additional protected classes, such as LGBTQ, students with disabilities, nontraditional students, or low SES, that are challenged by our current climate.

Evaluating the success of these efforts.

- We will survey students and subgroups of students to determine their satisfaction levels
- We will measure the number of students attending workshops, participating in research-relevant courses, attending IPHY community events, joining the IPHY Club
- We would like to survey our graduates to learn how they benefited from their undergraduate education; many of their successes are already chronicled in the IPHY Newsletter

Submission 12.(Spring 2022)

College/School/ Unit: Arts & Sciences

Electronic signature of college/school/institute dean: John-Michael Rivera

Dean's ranking of this proposal (if submitting multiple proposals, i.e. 1 of 5): 3 of 8

Dept., program, or institute for which position is requested: Program for Writing and Rhetoric

Attestation: Linda M. Nicita (nicita@colorado.edu)

- Joint Hire? No
- Joint Hire other unit:
- Joint Hire rostering unit (tenure home):
- Faculty rank requested: Assistant Professor
- Faculty salary requested (give approximate range): \$78,000-\$83,000

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

The PWR is in critical need of underrepresented faculty members.

Under the ten-year lead of our most recent chair, AHUM Dean John Michael Rivera, PWR has made important strides in supporting DEI initiatives at CU Boulder. Among other things, we helped to increase hiring of underrepresented faculty members; implement inclusive pedagogy; enrich the CU-Boulder Diversity Summit; support various CU-Boulder Immigrant Dialogues events in the College of Arts and Sciences; and develop curricula as described in #11 below in relation to a new minor and to pipeline program that works with local and regional K-12 school systems. Nonetheless, we strongly believe that another BIPOC TT hire is critical to meet our curricular and programmatic goals; further diversify both our TT ranks and our faculty more generally; and cultivate a sense of belonging necessary for recruitment and retention of BIPOC students and faculty.

Specifically, we seek to hire a tenure-track candidate who specializes in critical approaches to race, ethnicity, culture, embodiment, and/or decolonialism. This hire will help expand our current upper-division offerings and our growing "Writing and Public Engagement" (WPE) minor—a minor that is housed in English but spearheaded by the WRITE lab and taught by both PWR and English faculty. This hire will also contribute to lower-division offerings that support new PWR pipeline initiatives with local and regional K-12 school systems: these offerings work with students from both the CU-Boulder Pre-Collegiate Bridge Program and the local Boulder Valley School District, and they aim to serve the needs of first-generation students, students of color, and others typically underrepresented on the CU-Boulder campus. We believe that a search with these needs in mind is likely to draw interest from a large pool of diverse scholars, including those with direct ties to campus, local, and regional Latinx, African American, Native American, Asian American, immigrant, LGBTQIA+, and working-class populations.

In making this request, we underscore our most recent ARPAC report suggesting that PWR hire more TT faculty, especially faculty of color, with the goal of eventually arriving at a total of nine. ARPAC explicitly cited the burdens of running such a large program with such a small TTT contingent—and it did so even prior to our recently launched WPE minor and pipeline programs. Currently, PWR has five TT faculty, with two in administrative positions with limited teaching opportunities (Dr. John Michael Rivera, AHUM Divisional Dean; Dr. Steve Lamos, Interim Chair of PWR).

This request further reflects the recently published third DEI goal inspired by the IDEA plan: i.e., that campus units must confront alienation experiences and work harder to generate a sense of belonging for all. We stress that PWR has [REDACTED] diverse faculty members among its 42 total faculty members, inclusive of both the [REDACTED] and the [REDACTED]. PWR still has considerable room to diversify, both for the benefit of our students and for the benefit of our current BIPOC faculty.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? No

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year and name (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:

N/A

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

Hiring a candidate for this position would meet several related critical research, teaching, and administrative needs. (Given the importance of these needs, we frame each need as its own separate 500-word response in 11a, 11b, and 11c below.)

11a. Instructional Needs

The person hired into this position would help to develop PWR upper-division initiatives that investigate Cultural Rhetorics and enhance critical understandings of race, ethnicity, gender, sexual orientation, culture, and power. Despite our varied areas of expertise, PWR's course offerings have fallen short in the Cultural Rhetorics arena. Of the roughly 1929 classes that we offered between Fall 2016 and Fall 2021, only 76 (roughly 3.8%) of these classes have been dedicated primarily to Cultural Rhetorics. (Notably, the collective enrollment of such classes is typically over 96% of capacity, attesting to the popularity of this theme.) This proposed hire would help to increase and diversify course offerings in Cultural Rhetorics areas—content, we believe, that is crucial for inspiring and creating a sense of belonging among the thousands of diverse students we engage each year.

A candidate hired into this position would also contribute directly to our new "Writing and Public Engagement" (WPE) minor. This minor has been specifically designed to help students create a voice for themselves by honing the rhetorical skills needed to generate social change in their local communities and beyond. Through a variety of courses, students learn how to write in diverse genres for diverse purposes and public audiences; leverage a wide variety of digital technologies to design, produce, and distribute multimodal compositions; write in professional settings and with community partners; and write collaboratively for social change. This minor features a number of upper-division courses across its "theory," "practice," and "action" offerings that invite the study of race, culture, bodies, and power: e.g., "Writing and Public Engagement"; "Chicana / x Rhetorics"; "Composing Civic Life." Our ideal candidate will play a major role in delivering this curriculum and further developing the minor so that it attracts, meets the needs, and retains a diverse body of WPE minors.

Finally, this candidate would also have the opportunity to contribute to several pilot programs aimed at expanding the CU-Boulder pipeline to local and regional K-12 school districts in ways that serve first-generation students, students of color, and others typically underrepresented at CU-Boulder. PWR is developing one such set of for-credit writing courses with the CU-Boulder Pre-Collegiate Bridge Program (see Bridge Program | Office of Precollege Outreach and Engagement | University of Colorado Boulder), which serves as both a student-support and community-building program for newly admitted students. We will be piloting two sections of for-credit lower-division WRTG 1150 in Summer 2022 tailored to the interests and needs of Bridge students, and we hope to continue offering these sections yearly in the future. We are simultaneously developing a Dual Enrollment writing program that will give rising juniors in the local Boulder Valley School District (BVSD) a chance to take WRTG 1150 for credit during Summer 2022. If this pilot is successful, we plan to offer additional sections in Summer 2023 in consultation with the Pre-Collegiate Development High School program office, BVSD, and others in the local community. Our ideal FDAP candidate would show strong interest in these campus, local, and regional efforts.

11b. Research Needs

The WRITE Lab constitutes a faculty research space for exploring 21st century writing practices through innovative, inclusive, and interdisciplinary studies at the intersection of writing, rhetoric, information, technology, and ecology. In theory and method, we disclose how various modes of composing and performance engender identities, informatics, publics, policies, literacies, civic participation, and

cultural action in local and globalized settings. We bring together scholars, artists, students, teachers, activists, and community leaders to foster a collective imagination; we further pursue problem-driven projects, events, talks and publications, experiential curriculum, and community advocacy. We also strive to develop the engaged humanities on and beyond campus through curricular development such as the newly spearheaded WPE minor, research grants, and other projects.

The WRITE Lab was invented to address the complex ways in which writing in the 21st century is undergoing significant changes as technological innovations constantly emerge; interconnected social, racial, and ecological crises multiply and intensify; and the digital apparatus shifts how communication unfolds within and across communities and borders. As a collaborative working space that aims to keep pace with such profound changes through innovative research and teaching, the success of WRITE is dependent on a diverse body of faculty collaborating with others to identify and address contemporary issues, many of which disproportionately impact minoritized communities. The WRITE Lab is thus committed to working with students and community on local issues and to generating engaged research and teaching, public outreach, public programming, and transformative justice programming. With research expertise in critical approaches to race, ethnicity, culture, embodiment, and/or decolonialism, the new proposed hire would help to diversify the WRITE Lab's resident faculty and meet these important research and curricular development goals.

11c. Administrative Needs

The administration of DEI initiatives within PWR, the WRITE Lab, and the campus on the whole cannot be met without the recruitment and retention of diverse faculty. As a program with [REDACTED] BIPOC faculty—and with [REDACTED] those faculty members working as a [REDACTED]—the majority of our administrative positions are currently held by white faculty members. Because PWR is responsible for teaching and thus retaining thousands of incoming first-year students each year, its administration needs to be more diverse. A new BIPOC TT hire would help to ensure diverse leadership in PWR such that all students' needs at CU Boulder are being met. This noted, administrative participation would very much depend on rank: a pre-tenure scholar hired into this position could be invited into administrative work gradually in keeping with larger tenure demands; meanwhile, a tenured scholar might wish to contribute to such administrative work more immediately.

Is this request part of a cluster hire? Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

This request is not technically part of a cluster hire. However, we do note that any TT hire in the PWR must choose a tenure home in English, Communication, or Ethnic Studies. This hire would therefore necessarily perform work that reaches beyond the PWR. We also note that, given our new joint development of the WPE minor, this hire seems like an especially good fit for a tenure home in English. Among faculty members whom we would likely invite to apply for such a position include the following:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

Assistant Professor Dr. Gabriela Ríos was hired in 2020

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Retirement:

Dr. Patricia Sullivan, retired (2018)

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Failed Retention Offer(s):

Dr. Eileen Lagman, failed retention (2019)

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Other (Please explain): N/A

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of and retain diverse faculty?

With the hire of Dr. Eileen Lagman, PWR successfully instituted a faculty mentoring program in conjunction with the English Department. This program continues to be used to help mentor Dr. Gabriela Rios, and we are assured by English that this work can continue going forward. We also plan to establish a Diversity Research Initiative of \$20k for this new hire comparable to the one we created for our new Assistant Professor Gabriela Ríos. We would encourage the person whom we hire to use this fund to invite national leaders in their field both to help mentor them as well as to establish a working group encompassing campus and national faculty.

What is the unit's mentoring and retention plan for the new hire?

We will ensure that this new hire participates in the joint PWR-English Department mentoring program as outlined in #15 above. In addition, we will encourage this hire to form explicit mentorship connections with other faculty of color in the WRITE Lab and English departments; other members of the WRITE Lab faculty; English faculty involved in the new WPE minor; and faculty involved in Pre-Collegiate Bridge and other programs. In addition, as described in #15 above, the PWR will provide research funding for this hire to work with national mentors of their choosing.

We suggest, furthermore, that the unique structure of the PWR and its faculty of 37 Teaching Professors might serve as its own unique venue for mentorship—and even potentially co-mentorship. On the one hand, the tenure-track faculty person hired in this position will work closely and regularly alongside a large teaching-track faculty who dedicate their professional lives to serving pedagogical needs of students on an RI campus: working with this unique faculty cohort (especially in the context of the minor, of pipelining activities, and potential administrative work) could provide our new hire with a unique opportunity to engage in novel forms of pedagogy (e.g., sustainability-oriented teaching; translanguaging and codemeshing pedagogies). On the other hand, such close work will simultaneously provide our PWR teaching faculty with a unique opportunity to witness how Cultural Rhetorics topics as researched by this particular scholar can both enhance and improve instruction across the PWR. Our hope is, then, that the unique venue of the PWR and its opportunity for student-based knowledge-making activities will ultimately serve as its own kind of (co-)mentoring milieu. As well, we hope that this work will contribute directly to the long-term retention of the faculty person whom we hire through this FDAP process by creating a more inclusive, cohesive, and supportive PWR faculty community.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

By hiring a tenure-track advanced assistant or associate professor in Cultural Rhetorics with a specific interest in work in our new minor and / or in our new PWR K-12 pipeline efforts, we will diversify PWR's research activities, curricular offerings, the WRITE Lab, pedagogical training, and writing instruction across and beyond the college and the university. This scholar's profile will enable us to establish an even stronger national presence in Cultural Rhetorics work, which operates at the intersection of rhetorical theory, writing studies, culture (including race, ethnicity, language, and literacy), embodiment, and power.

Furthermore, this hire will further enable PWR to better meet its needs as outlined and recommended in ARPAC, Academic Futures, Foundations of Excellence, and elsewhere, by contributing to the achievement of the following goals:

- increase diversity among the PWR undergraduate populations;
- increase diversity among the PWR faculty and the campus;
- increase diversity across PWR curricula, both upper- and lower-division, through a focus on multicultural and critical rhetorics, rhetorics of embodiment, translanguaging, and other related topics;
- expand the nature and scope of WRITE Lab offerings;
- establish a Professional Graduate Certificate;
- train diverse graduate faculty across the campus; and
- diversify the professoriate.

Please attach the unit's updated Inclusive Excellence Narrative.

Attached to Request at end of submission.

Please attach any other documents you feel are relevant to the selection committee.

Attached to Request at end of submission.

Obtained by the National Association of Scholars

Inclusive Excellence in the PWR

(This document reflects discussions held with the Faculty Advisory Committee and the Diversity and Student Services Committee as well as discussion and vote held at a general faculty meeting.)

The Program for Writing and Rhetoric defines excellence as attention to all students, their learning styles, their diverse backgrounds, and their abilities. We strive to combine excellence in teaching and excellence in administration. All opinions are respected and valued; we practice empathy in understanding who our students are and where they come from, and we work to discern what our students' literacy needs are and how to meet those needs. We emphasize student-centered teaching and enjoy high rates of retention.

We encourage faculty to recognize the differences among students and establish relationships with individual students, in the process meeting them where they are and valuing them for who they are. This results in classrooms that are as open and accepting as possible.

In addition to the pedagogy described above, we also encourage inclusivity through our PWR diversity writing awards, the work of the WRITE Lab, support for international students, service learning, work in the RAPS and in our Program's courses. Our small class size allows us to listen to and care about our students.

Our goal is to create a strong community in each classroom, where each student is comfortable taking risks in their writing. In every writing class, students are taught to think critically and inclusively, which includes practicing the art of self-critique. Our workshop-focused classes are characterized by high interaction among students as well as between students and faculty.

By foregrounding inclusive excellence, we hope to over time normalize it as part of our culture. One way to attain this goal is through the sharing of pedagogy within the unit; we welcome the university's support of these efforts.

The PWR's ongoing commitment to inclusive excellence envisions engagement in a multitude of forms: developing coursework in the areas of social justice and implicit bias, conducting outreach to area high schools to offer inclusive excellence workshops, hiring diverse faculty to create role models for students, and rewarding faculty who champion and foster inclusive excellence. We'd like to do more to make inclusive excellence seen, discussed, researched, written about, and presented. We are – and we become – what and how we teach. To this end, we need more faculty development explicitly geared toward addressing these issues—among ourselves and with our students.

Submission 13.(Spring 2022)

College/School/ Unit: Arts & Sciences

Electronic signature of college/school/institute dean: Jim White

Dean's ranking of this proposal (if submitting multiple proposals, i.e. 1 of 5): 4 of 8

Dept., program, or institute for which position is requested: MATH

Attestation: Alexander Gorokhovskiy (gorokhov@colorado.edu)

- Joint Hire? No
- Joint Hire other unit:
- Joint Hire rostering unit (tenure home):
- Faculty rank requested: Assistant Professor
- Faculty salary requested (give approximate range): \$100000-\$110000

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

The Department of Mathematics proposes a TTT search targeted towards hiring [REDACTED], NSF Postdoctoral Fellow at the [REDACTED]. [REDACTED] received her PhD in Mathematics in [REDACTED]. She then held a Lecturer position at [REDACTED] for one year before coming to [REDACTED] as [REDACTED] also for a year. In 2021, she was awarded a prestigious and extremely competitive NSF Postdoctoral Fellowship and is now supported by that fellowship at the [REDACTED].

The Department of Mathematics is presented with a unique and time-sensitive opportunity to pursue [REDACTED] as a TTT candidate. Despite her early career stage she has excellent research, teaching and service records that embody the philosophy of Inclusive Excellence which is at the core of CU's IDEA plan.

The motion to submit an FDAP proposal with [REDACTED] as intended candidate received an overwhelming support in a vote by eligible Mathematics faculty: of the 23 faculty eligible to vote on this motion, 19 voted YES, 1 voted NO and 3 did not vote.

Our chances of success in hiring [REDACTED] are extremely high. As explained below, this proposal is also part of a retention plan for [REDACTED], and because of this unique situation, we are confident we would successfully hire [REDACTED] given the chance.

As a Latina mathematician, [REDACTED] would increase the representation of minorities in STEM both with respect to gender and ethnicity among faculty. She would be the only Hispanic/Latinx faculty (TTT and Instructors) in Mathematics.

Underrepresentation of women in mathematics is a serious institutional problem nationwide. With a recent retirement, Mathematics loses one of its few women faculty. Hiring a woman now is thus critical for maintaining representation of women among our faculty.

According to the Public Tableau, 10.8% of mathematics students on campus identify as Hispanic/Latinx, and 27.9% as female. [REDACTED] intersecting identities will have a positive impact for Hispanic/Latinx and women students, as representation is a known factor in student success, sense of belonging and retention. Mathematics produces the most Student Credit Hours in the College of Arts and Sciences, so this positive impact will be felt across campus. The close interactions of faculty and graduate students will amplify this positive impact for our Hispanic/Latinx and women graduate students. Graduate school is a severe bottleneck for underrepresented minorities in mathematics. Every graduate degree we award to a student from a historically excluded group is a victory in the national struggle to make mathematics more diverse and inclusive.

[REDACTED] active engagement to increase diversity, equity and inclusion in mathematics is phenomenal. [REDACTED] has spearheaded multiple initiatives designed to make mathematics more inclusive for women and Hispanic/Latinx mathematicians.

This includes the creation of multiple mentoring programs, of INTERSECTIONS, an association for women and gender minorities at Yale, and the organization of workshops to increase inclusivity in mathematics.

As an underrepresented minority, we believe [REDACTED] should not be asked to take responsibility for DEI initiatives in our department or on campus. However, it is clear from her record that she will be actively involved. For example, when she joined CU Boulder in Fall 2020, [REDACTED] immediately sought the Diversity Committee. She became an active and vocal member of the committee, co-organizing several initiatives including a workshop on diversity statements, a session on interrupting sexism (hosted by CISC) and the draft for a climate survey. If [REDACTED] joins our faculty, she will be a driving force for concrete positive change across campus.

Retention of Diverse Faculty: In addition to the excellence of [REDACTED] in all areas pertaining to hiring, our proposal is motivated by the retention of [REDACTED] is one of only four faculty of color (TTT and Instructors) in our department and [REDACTED] in our TTT faculty. Even if [REDACTED] are not underrepresented in mathematics (according to the NSF), retaining [REDACTED] a priority for maintaining the diversity of our faculty.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? No

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year and name (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:
N/A

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

Research: [REDACTED] expertise are representation theory, algebraic Lie theory and vertex algebras. She would be joining our Algebra research group, and thus strengthen our reputation in that area. Her research is the closest with that of Dr. Nathaniel Thiem and Dr. Richard Green, but her expertise are different, complementing theirs and expanding the breadth of our department in a significant way. Vertex algebras, in particular, are central to recent advances in mathematical physics and our department does not have anyone specializing in this area.

[REDACTED] research expertise in an area with multidisciplinary connections places her in a unique position to interact with multiple faculty in our department. Her research fits in between representation theory and the research of our faculty in algebraic geometry, topology and mathematical physics, in particular, through her work on tensor categories. This includes connections to the research of many faculty.

As concrete evidence of her interdisciplinary potential, [REDACTED] has already participated in multiple of our research seminars: our [REDACTED]

Her ability to connect with multiple research groups is critical for creating collaborations within our department. There is enthusiasm for research interactions among our faculty and her presence and energy will increase the growing sense of unity among the different research groups in Mathematics.

Teaching: [REDACTED] has demonstrated excellence in teaching. She has received two teaching excellence awards, she has taught classes at all levels, including an advanced graduate course at [REDACTED]. Her FCQ scores in courses she taught at CU are extremely high.

In addition to her excellence in teaching, she would be filling critical teaching needs, both in undergrad and graduate courses. We had recent retirement in algebra and hiring in this area has become critical both to our teaching and research missions. At the undergraduate level we struggle to find suitable instructors for our major/minor courses, and [REDACTED] would be involved with filling critical gaps in Math 2001 (we teach 12 sections a year), Math 2135 (4 sections a year), Math 3170 (1 section a year), Math 3140 (3 sections a year), and Math 4140 (1 section a year).

For our graduate program, she would teach numerous algebra courses including our pillar sequence in this area. She is also qualified to teach courses in topology and mathematical physics, which are also in need. She would help us respond to the great interest in algebra. We have 59 Ph.D. students, the 6 faculty in Algebra have 15 graduate students. Her research will also likely attract students that come to our program interested in topology and mathematical physics, and we also have a very high demand for advisors in those areas.

Is this request part of a cluster hire? No

Describe cluster hire and list any other units participating in cluster hire proposal:

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

1: Kyle Luh, hired with a starting date Fall 2020

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Retirement:

4: Karl Gustafson, Peter Elliott, Agnes Szendrei, Martin Walter

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Failed Retention Offer(s):

N/A

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Other (Please explain): N/A

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of and retain diverse faculty?

Diversity Committee: The Diversity Committee's mission is to create and maintain a welcoming, inclusive, and supportive community. The committee advocates for members of the department, opens dialogues to address issues of equity, diversity, and climate, and promotes initiatives that foster the success of individuals in the department. For example, the Diversity Committee:

- organizes discussions on DEI issues (e.g., challenges of first generation students, racism and sexism in mathematics) and trainings (e.g., Safe Zone (CISC) and Bystander Training (OIEC))
- works with the Colorado Diversity Initiative to increase participation of underrepresented minorities in research (e.g., by participating in SMART).
- recommends departmental sponsorship of national programs that support underrepresented minorities in mathematics (e.g., Edge Foundation, Association for Women in Mathematics, Math Alliance).
- works with national organizations to recruit students from underrepresented minorities for the graduate program and undergraduate research on campus.

Inclusive Pedagogy: To retain diverse faculty it is important for our educational programs to be inclusive and equitable. Our department achieves this through a focus on inclusive pedagogy, active learning, and collaboration with SACS. We received national recognition from the Mathematics Teacher Education Partnership as well as grant funding (from the NSF and Helmsley Foundation) for this work. This year, faculty and instructors developed a new co-seminar for Calculus 1 and are designing a TA position specifically geared towards training graduate students in Inclusive Pedagogy.

A thriving research community: A key component of retention is for [REDACTED] research goals to be supported by the department. Our department is strong in areas neighboring her expertise, and she will join a community of colleagues who are enthusiastic about her work, who are eager to interact with her through seminars and collaboration, and who will support and promote her research on campus and beyond. We have seminars that will allow her to invite collaborators and researchers in her area of interest to CU Boulder.

An important part of a mathematicians' research participation in off campus semester programs at mathematical institutes. The department, jointly with College leadership, recently established an Institute leave program for faculty to allow attendance of thematic research semesters. These new opportunities are crucial to support faculty research.

Climate: In recent years, we made strong efforts to improve departmental climate,

These efforts focused both on the activities and events bringing the faculty together and on explanation of the faculty's rights and responsibilities and discouragement of unacceptable behavior. They resulted in significant improvements in department's climate. We believe that the proposed hire, and in particular the diversity benefits it brings, would also be highly beneficial for the department climate.

What is the unit's mentoring and retention plan for the new hire?

Mentorship program: As part of our retention plan, we will expand our faculty mentorship program by assigning two faculty mentors to [REDACTED].

The first mentor, Dr. Thiem, will support [REDACTED] through the steps leading towards promotion and tenure. This role includes:

- Ensuring that [REDACTED] is being observed regularly teaching.
- Provide grant application guidance. For example, encouraging [REDACTED] to apply for NSF grants, helping her navigate the OCG resources and giving advice on grant writing.
- Meeting regularly with [REDACTED] to monitor progress in research, teaching and service, and other factors central to successful promotion.
- Chairing the [REDACTED] promotion committees.
- Providing a welcoming research environment, for example, by including [REDACTED] in seminar organization.
- Advocating for [REDACTED] to the chair and other faculty when applicable.

The second mentor, Dr. Beaudry, is chosen for her knowledge of diversity, equity and inclusion efforts on campus. The role of this mentor will be:

- Ensure the [REDACTED] has balanced teaching/service/research responsibilities that allow her to progress successfully towards promotion. Ensure her service and teaching preferences are met to the extent possible.
- Guide [REDACTED] through the on-campus resources and support initiatives.
- Meet regularly with [REDACTED] to provide support. If applicable, advocate for her to address concerns.
- Promote and celebrate her success by nominating her for awards on and off campus.

Department Resources: A key part of retention will be for [REDACTED] to feel that her research is valued and supported by the department through an attractive hiring package, which will include:

- A substantial start-up fund to support travel, equipment and summer salary.
- A unique Institute leave program, already mentioned above, which allows faculty to attend thematic programs in various Mathematical research institutes, which is crucial to junior faculty professional development.
- Departmental financial support for seminars would allow [REDACTED] to lead a seminar in her area of research, jointly with other colleagues if desired.

Campus Resources: There are many networks on the CU campus that will support [REDACTED]. Examples include:

- The Inclusivity Network Mailing List, which [REDACTED] has already joined.
- Affinity groups particularly relevant for [REDACTED] are the CU Boulder chapter of the Association for Women in Mathematics and the CU Boulder Latinx Staff and Faculty affinity group.
- The Center for Teaching & Learning offers resources to support teaching of CU Faculty.
- The Center for Inclusion and Social Change and the Office of Institutional Equity and Compliance offer resources that support and advocate for underrepresented minorities on campus.
- The College of Arts and Sciences Be Well initiative provides resources that support and promote student, faculty and staff personal wellness, encompassing mental, physical, financial health and beyond.
- Many on-campus grants support research, teaching and DEI initiatives. Examples include the Research and Innovation Office Seed Grants, Faculty Conference Awards and Advocacy Grants and teaching innovation awards such as the CU Next Grant.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

██████████ has an impressive start to her mathematical career. Her work, in an important and active area of research, has already been fruitful and she has published in a top journal. Her work is building momentum and she already has an impressive list of collaborators, both in quantity and diversity. She was awarded a prestigious and extremely competitive NSF Postdoctoral Fellowship. She has given numerous presentations throughout the country in the last year (including ██████████). These achievements so early after her degree date all point toward a clear trajectory for success in mathematical research. In addition, in view of her already impressive outreach work, she will be a perfect candidate for an NSF-CAREER Award.

Our young faculty has an excellent track record at securing grants, an indicator that the department is successful at creating an environment where faculty can thrive and feel supported. For example, all three assistant professors in the department are PI on individual NSF standard grants. We also currently have three NSF CAREER Award winners, two of which are women. Based on our recent success in mentoring and supporting these young faculty members, we are confident that we will be able to hire and retain ██████████.

Given her personality and the attractive nature of her research at the intersection of algebra, mathematical physics and topology, she is sure to attract a number of excellent Ph. D. students and this will allow us to award degrees in an exciting area of research for which we do not currently have expertise. As mentioned above, her intersecting identities will have an extremely positive impact on our student body, especially in view of the fact that she has demonstrated excellence in teaching and is sure to become a popular and sought after professor with our undergrads.

In summary, the Department of Mathematics and CU Boulder is presented with an excellent opportunity to hire a truly exceptional mathematician. ██████████ are stellar mathematicians with promising careers ahead of them. If CU Boulder does not hire ██████████, the Department of Mathematics has no doubt that ██████████ find excellent ██████████ positions at another institution and will thus leave CU Boulder. This would be an incredible loss of talent and potential for CU Boulder, and a considerable gain for that lucky institution.

Please attach the unit's updated Inclusive Excellence Narrative.

Attached to Request at end of submission.

Please attach any other documents you feel are relevant to the selection committee.

Attached to Request at end of submission.

Obtained by the National Association of Scholars



University of Colorado
Boulder

Department of Mathematics

Campus Box 395, 2300 Colorado Avenue
Boulder, CO 80309-0395
PHONE: (303) 492-3613
FAX: (303) 492-7707

Department of Mathematics Our Commitment to Diversity, Equity, and Inclusion

The Department of Mathematics affirms the core values described in the University of Colorado Boulder's Inclusion, Diversity and Excellence in Academics Plan. Diversity is meant to include, but not be limited to, diversity with respect to cultural differences, race/ethnicity, color, national origin, sex, pregnancy, age, (dis)ability, creed, religious or spiritual beliefs, sexual orientation, socioeconomic status, class, gender identity, gender expression, veteran status, political affiliation, or political philosophy.

The Department of Mathematics decries the historic exclusion and marginalization of groups and of individuals in the mathematical sciences. We recognize that this exclusion and marginalization is not only a thing of the past, but that it continues to happen today, not only on the international and national levels, but also at CU Boulder and in our department. We also acknowledge that exclusion harms students, faculty, and staff from underrepresented groups by denying students opportunities to learn from role models who represent diverse cultural perspectives.

The Department of Mathematics believes that mathematical talent is equally present in people of all backgrounds, identities, and abilities. We have a responsibility to increase structural support to help this diverse talent flourish, thereby making mathematics more just and equitable for all students, faculty, and staff. By including the perspectives and understandings of different cultures, we learn to value different ways of thinking and ways of being that are not necessarily our own. Considering more diverse perspectives will enrich the culture of mathematics as a whole, and lead to new ways of thinking about problems.

The Department of Mathematics is committed to address and assess wrongs by taking concrete actions and implementing programming and initiatives centered on providing equal opportunities for students, faculty, and staff of all identities on campus. Equitable inclusion requires continually questioning our ideas regarding excellence and how we measure it. The Department of Mathematics makes a commitment to question its practices and to educate its members, in particular with regards to issues that impact members of historically excluded groups. We envision an equitable, diverse, inclusive, and supportive mathematical community at CU Boulder, and make a commitment to continue building a welcoming and positive space where faculty, staff, and students of all identities feel safe and thrive.

Submission 14

College/School/Unit: Arts & Sciences

Dean's ranking of this proposal (if submitting multiple proposals, i.e., 1 of 5): 4

Dept., program, or institute for which position is requested: APPM

Name of Requestor: Keith Julien

Email Address: julien@colorado.edu

- **Joint Hire?** No
- **Joint Hire other unit:**
- **Joint Hire rostering unit (tenure home):**
- **Faculty rank requested:** Professor
- **Faculty salary requested (give approximate range):** Search will be open rank with Assistant Professor \$105-115K, Associate Professor \$120-130K & Full Professor \$150-185K.

How will this hire increase the number of underrepresented faculty members in the unit (e.g., domestic Faculty of Color, women in disciplines where underrepresented)?

Institutional and national data for the area of STEMs clearly demonstrate severe challenges in improving faculty diversity in terms of gender, ethnicity and race. An addition in the category of domestic Faculty of Color or women in Applied Mathematics will significantly improve faculty diversity. APPM sees a strong need for improved female representation and leadership at the senior ranks. Success will undoubtedly translate into positive gender and diversity outcomes at all levels in APPM's educational mission. Presently, APPM has twenty-two (22) tenure and tenure-track faculty. This fact is not reflected in the Institutional Research (IR) data due to a recent faculty resignation (see narrative). The following discussion will be based on the 2019 IR data.

The female-to-male gender ratio for APPM stands at 17%-83% (or 4 females and 19 males). This may be juxtaposed to the 39%-61% ratio for the entire College of Arts and Sciences. APPM fairs particularly poorly at the rank of Full Professor with one female member among a total of nine, a representation of 11%. This compares to 27% at the college level.

With regard to ethnicity, specifically BIPOC, APPM's faculty representation stands at six (6) faculty members: [REDACTED] and thus in the retirement zone. Additions to APPM's faculty of color will clearly demonstrate a make up more reflective of the national demographic. Importantly, given the broad contact of mathematics education in all STEM fields, it will also establish a touch point experiences and interactions with students of the engineering and natural sciences very early in their university careers.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship?

No

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire:

N/A

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body?

No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

Applied mathematics is a discipline whose primary focus is the application of mathematics to real world problems. This occurs by the development and investigation of deterministic or statistical models via theory and computation. As such, this is a hiring proposal request to address a mission critical situation that has recently emerged within APPM with the resignation of an Associate Professor in computational mathematics. This is an area of crucial importance to APPM, foundational to both the educational and research mission at all levels. APPM's undergraduate and graduate missions rely critically on computational mathematics being adequately staffed to 1) enable core course offerings that fulfill mandatory degree requirements, and 2) maintain the capacity for mentorship and training. Equally important, is the unit's ability to maintain its national prominence by adapting its curriculum in computational mathematics to the 21st century requirements of operating on high-performance computational platforms and the demands of modeling in an increasingly data-intensive world.

APPM has enjoyed an international, and indeed storied reputation in the area of computational mathematics since the inception of the program. For almost three decades this group consisted of five eminent faculty members; four at the level of full professor (all hired very close to the creation of the Program in Applied Mathematics in 1989) and one Assistant professor hired in 2004 (who rose through the ranks to Full Professor). In the last six years, APPM has seen two retirements, one affirmation of a pending retirement, and the loss of the Full Professor hired in 2004 to an endowed chair at a competitive applied mathematics program. APPM had made partial progress in both mitigating such losses and in advancing state-of-the-art demands on its computational mathematics mission. Specifically, the future of the unit's trajectory was placed squarely on the investment of two recent hires to establish a four-member computational mathematics group: an experienced Associate Professor who served as a strong mentor to a junior but academically mature female Assistant Professor. This partnership was seen as highly important to APPM given the three recent losses and the fact that the two remaining full professors are at the retirement ages of 67 and 75. It is clear that APPM's capacity to simply sustain let alone make the necessary adjustments to its computational mathematics program will not be achieved within its senior ranks. Re-investment is key.

Is this request part of a cluster hire?

No

Describe cluster hire and list any other units participating in cluster hire proposal:

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

4 TTT hired.

Daniel Appelo (Assoc. Prof. 2017)

Nancy Rodriguez-Bunn (Asst. Prof. 2018)

Adrianna Gillman (Asst. Prof. 2019)

Maziar Raissi (Asst. Prof. Jan 1 2020)?

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

4 Retirements:

Prof. Congming Li, (June 2019)

Prof. Thomas Manteuffel, (Jan. 2017)

Prof. Stephen McCormick (Jan. 2014)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

N/A

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

2 Departures:

Assoc. Prof. Daniel Appelo, (Aug. 2020); Logistics of new marriage led to him taking a position in the same Applied Math unit as his spouse.

Prof. Per-Gunnar Martinsson (June 2017); Left for an endowed Chair at UT Austin

What has the unit done to ensure the success of previous diverse hires?

APPM seeks to ensure that the faculty hire fully integrates into the departmental community which is one of the stated observed strengths of the unit in its recent self-evaluation (ARPAC). This will involve promoting the faculty hires visibility and providing opportunities for leadership roles. Two APPM faculty with common ties at the professional and collegial levels will serve as mentors. A multi-year plan will be discussed and implemented with the faculty hire.

The teaching plan will include but not limited to

- APPM's yearlong computational math sequence that is mandatory for first and second year graduate students
- A special topics course of the faculties choice thus providing opportunity to develop sustained relations with the Graduate Program.
- Upper division courses in the area of computational mathematics
- Lower division courses for an APPM teaching experience within the large lecture format

The research plan will include interfaces that promote visibility, for example

- Chairing APPM's Colloquium committee
- Serving on the Executive Committee
- Serving as a Graduate Committee member for broad experiences in recruiting and mentoring

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

In the most recent (2010) National Research Council (NRC) rankings APPM was ranked highly, spanning the top ten in many measures. The rankings can be found here: <http://chronicle.com/article/NRC-Rankings-Overview-Applied/124704/>.

Noteworthy is that APPM's ranking was especially high in i) areas that scholars say are most important, ii) research derived from publications, grants and awards, and iii) programs which have features viewed by faculty as top tier.

In recent 2018-2020 US News and World Reports of Applied Mathematics Graduate Programs, APPM was ranked 14th in the nation. This correlates well with the NRC findings and places APPM as top unit in the nation. APPM seeks to not only sustain these recent national rankings but improve upon them.

The evolution of computational mathematics education: The current standard numerical analysis curriculum in APPM is based on proof-based techniques and the mechanical process of a numerical algorithm. However, from a human resource perspective, there is clear demand from industry and academia for students not only to be advanced practitioners of numerical design but also to be computationally experienced with high performance computing architectures. This demands a necessary overhaul of APPM's curriculum and teaching style. Foundational classes on numerical analysis and numerical methods need to deliver state-of-the-art experiences on high-performance computing platforms. Presently, 75% of graduate applications to APPM indicate computational mathematics as first preference. For reference, APPM's graduate program consists of approximately 90 students (~60 PhD's and ~25 Professional Master's Students).

Inclusive Excellence Statement

Department of Applied Mathematics

Last updated: August 2020

Preamble

This document was developed and endorsed by the Department of Applied Mathematics (APPM) in response to the campus-wide Diversity, Inclusion and Academic Excellence planning process in 2016. At that time, the department created four subcommittees to engage the topic of inclusive excellence (IE). The four individual subcommittees consisted of tenured/tenure track (TTT) faculty across all ranks, instructors, classified staff and graduate students (note: we did not have sufficient time to organize an undergraduate committee). Each committee had a minimum of 2 two-hour long meetings together with individual communiqués by email. The document was updated substantially in 2020 to reflect APPM's efforts to increase diversity and participation of historically underrepresented groups in the mathematical sciences. In both cases discussions and subsequent drafting of this document involved broad representation of members of the APPM community including undergraduate students, graduate students, staff, TTT faculty and instructors.

Definition of Inclusive Excellence

The Department and Inclusive Excellence committees recognize that they hold a traditional definition of excellence. That is, they view the department as a whole or a community member individually as excellent when it/they is/are acknowledged by peers as reaching stature in the areas of research, teaching and service. Excellence is measured by awards, accolades, recognitions, ranking, service, etc. Several values and behaviors were mentioned that were associated with both individual and departmental IE. As individuals, excellent researchers would have several highly-cited publications in high-impact journals, showing that they are at the cutting edge of research in their respective fields. They would also work collaboratively, both within and outside the department and the university. Excellent teachers or teaching assistants would encourage interest and mastery in the subject taught, show students in their courses the relevance of mathematics to fields of interest, and focus on problem-solving skills in order to prepare their students for an ever-changing work environment. Additionally, the ability of graduate alumni being able to successfully transition into the career path of their choice was deemed to be another indicator of excellence for the department. As a department, excellence can be both

measured and motivated by funding for research, undergraduate and graduate retention rates, and the overall sense of community. Many of these behaviors also enhance the reputation of the department and the university as a whole.

The issue of inclusivity is interpreted as the additional pursuit of excellence by the unit from the broader perspective of community, individual satisfaction, and future aspirations. Inclusivity is measured quantitatively through statistics and qualitatively through anecdotes. Specifically, reported statistics on the percentage of the community within a federally defined protected class (e.g. percent of undergraduates who identify as a racial minority, percent of graduate students who identify as LGBTQ+) are used as a proxy to understand how welcome people with diverse identities and backgrounds feel within our community. Statistics on the outcomes of students within the department are used as a proxy to understand satisfaction with future opportunities. Anecdotes from individuals and groups within our community further illuminate the experiences of our community members.

We consider the community to include our faculty, staff, instructors, postdoctoral researchers, graduate students and undergraduate students (both APPM/STAT majors and engineering majors). Individual satisfaction, a key element of inclusivity, includes social interactions and acceptance as well as intellectual progression within the department, and achieving this satisfaction is often related to the individual's identification as part of the departmental community. A major part of IE is in supporting and fostering diversity that includes, but is not limited to, race, ethnicity, gender, disability status, sexual orientation and religious affiliation. A department that supports IE acts with openness, respect, willingness to help and learn, honesty, integrity, and empathy.

Goals and Strategies

The APPM community aspires to fulfill three broad Inclusive Excellence goals. We also list actions that the department has/will taken/take to achieve our goals. These goals will be regularly revisited, and serve to inform our IE efforts in community building, hiring and operations.

1. Increase diversity across the department.
2. Create an environment that fosters and supports Inclusive Excellence amongst all community members.
3. Enhance communication and transparency: keep faculty, students and staff informed and up-to-date on departmental efforts related to diversity and

climate.

To meet the unit's Inclusive Excellence goals we have made the following efforts over the past few years:

1. Make serious efforts to increase diversity in our faculty ranks. In Applied Mathematics and Data Science, there is a historical gender bias against women. In the hiring cycles between 2017-2020, we have hired two female mathematicians, one of whom is from a historically underrepresented race, and an Iranian mathematician.
2. Make efforts to increase diversity and gender balance in our graduate student ranks. Recently the department began welcoming gender-neutral incoming classes. The gender parity in our department leads the national average of women receiving PhDs in the mathematical sciences.
3. The effort to create a community of excellence at the undergraduate level through the activities of the undergraduate SIAM chapter (i.e. applied math club) and its annual participation in the international modeling competition. The unit has gained international standing through its persistent success in this competition.
4. The effort to create a community amongst the graduate students was also noted, beginning with the Teaching Excellence seminar and Research Seminar in the first and second semesters of their first year. Both of these seminars promote weekly interaction among the first year PhD students.
5. Many members of our graduate committee and department are now Math Alliance mentors, a national alliance to support underrepresented and underserved students in the mathematical and statistical sciences. This is a first step towards increasing racial/ethnic diversity among the graduate students. Associated steps are to send faculty and graduate students to Math Alliance conferences to recruit minority students.
6. The introduction of the Rudy Horne fund in 2018, a fellowship designed to support underrepresented students in mathematics and to increase departmental engagement in supporting students from diverse backgrounds.
7. The graduate committee established a subcommittee with the aim of recruiting and supporting minority students. This effort is ongoing.
8. We plan to send faculty and current PhD students to conferences that support undergraduate minority students (Field of Dreams, SACNAS, etc).
9. In 2016 a group of graduate students and faculty started a university chapter of the Association for Women in Mathematics (AWM). This chapter remains active and holds events nearly weekly. These events are aimed at increasing

community within the department, with a special emphasis on the inclusion of historically excluded groups. The department has committed to allowing the AWM chapter to invite one (1) colloquium speaker to campus per semester. The department actively supports the AWM chapter through yearly financial contributions and by allowing AWM to hold events in departmental space.

10. A near-doubling of department-awarded fellowships to the incoming recruits between 2018-2020, much of which is geared toward increasing diversity in our graduate student ranks.
11. The graduate committee now has two graduate student representatives that serve as liaisons between the faculty and graduate student body, where before there were none.
12. The lead TAs of 2019 started a mentoring program for incoming PhD students with the aim of increasing connections across the years and welcoming all PhD students into the department.
13. The graduate committee has removed the requirement of the GRE for PhD and Professional Masters Degree applications in the 2020 cycle. The GRE is known to be biased against students in underrepresented populations, and has been shown to be a poor indicator of graduate school success in STEM fields.

Obstacles

There is a general belief that APPM's quest to improve its community is on a positive trajectory. APPM has made many substantial efforts to support Inclusive Excellence, some of which are listed below. However, a recurring message and theme amongst all IE committees was that the unit's fractious existence on campus has largely generated a feeling of isolation and accessibility that hinders the true development of community. There is a strong overriding sentiment that it is hard to discuss inclusivity when the fabric upon which it is built is not in place – lack of a centralized space. Items discussed about lack of inclusivity due to isolation and accessibility included:

- Isolation between faculty and their graduate students.
- Stratification and isolation of graduate students by year necessitated by the need to prioritize space.
- The inability to build community amongst our lower division students due to inaccessibility and temporal instability of help rooms for advising.

A clear strategy that the university has taken is in devoting a cohesive set of space to APPM in the Engineering Center as other departments move to East campus. These efforts will be ongoing, and space will continue to be a major priority in

achieving our goals for Inclusive Excellence.

The lack of diversity amongst faculty, students and staff is an issue. While the gender ratio in the graduate study body has become respectable with serious efforts (noted below), it is poor with regard to the presence of underrepresented communities. There is general agreement that we have better representation of faculty of color in our department than the national average; however, representation of women in TTT faculty is an area for improvement that we have also been actively working on (noted below). While we have made serious efforts to achieve gender parity in the unit in both faculty and our graduate student body, continuing efforts are ahead. There is general acknowledgement that improvement requires focus in the area of recruitment and dedicated follow through relating to retention. University support both in faculty and graduate student recruitment will be critical to achieving our mission.

Summary

The Department of Applied Mathematics remains dedicated to Inclusive Excellence, including providing an environment that supports, grows and fosters excellence across all community members. We will continue to revise and refer to this document to keep abreast of the latest departmental efforts and visions of Inclusive Excellence.

University of Colorado at Boulder

Keith Julien, Professor and Chair

Department of Applied Mathematics

Campus Box 526

Boulder, Colorado 80309-0526

julien@boulder.colorado.edu

(303) 492-5753 voice

(303) 492-4066 fax

(303) 492-4668 secretary

APPM Hiring Proposal for Computational Mathematics: Mission Critical to Teaching and Research Needs

July 16th, 2020

Dear Committee,

This is a hiring proposal request to address a mission critical situation that has recently emerged within APPM with the resignation of a faculty member (an Associate Professor) in computational mathematics, an area of crucial importance to APPM. We expound on this matter further below, however, it is important to note that computational mathematics is foundational to both the educational and research mission of applied mathematics at all levels. APPM's undergraduate and graduate missions rely critically on computational mathematics being adequately staffed to 1) enable core course offerings that fulfill mandatory degree requirements, and 2) maintain the capacity for mentorship and training. Equally important, is the unit's ability to maintain its national prominence by adapting its curriculum in computational mathematics to the 21st century requirements of operating on high-performance computational platforms and the demands of modeling in an increasingly data-intensive world.

APPM has enjoyed an international, and indeed storied reputation in the area of computational mathematics since the inception of the program. For almost three decades this group consisted of five eminent faculty members; four at the level of full professor, all hired close to the creation of the Program in Applied Mathematics, and one assistant professor hired in 2004 who rose through the ranks to Full Professor. In the last six years APPM has seen two retirements from this group and the loss of the Full Professor hired in 2004 to an endowed chair at a competitive applied mathematics program. APPM had made partial progress in both mitigating such losses and in advancing the aforementioned demands required of its computational mathematics mission. Specifically, the future of the unit's trajectory was placed squarely on the investment of two recent hires to establish a now four-member computational mathematics group: an experienced Associate Professor who served as a strong mentor to a junior but academically mature female Assistant Professor. This partnership was seen as highly important to APPM given the three recent losses and the fact that the two remaining full professors are at the retirement ages of 67 and 74. Indeed, the elder of these two faculty members has already indicated in his

AY19/20 post tenure review that he likely will be seeking phased retirement before the next review cycle. It is clear that APPM's capacity to simply sustain let alone make the necessary adjustments to its computational mathematics program will not be achieved within its senior ranks.

The loss of the promising but recently hired Associate Professor (due to marriage) has substantially destabilized the computational mathematics group calling into question the sustainability of this mission critical area. APPM clearly cannot place this large burden squarely on its recently hired Assistant Professor, a vulnerability to which it is fearful will become a retention issue and further deepen the unit's situation without reinvestment.

APPM therefore respectfully requests permission to replace this lost faculty line in computational mathematics with a faculty search in AY20/21. The preference is for an open search for an experienced scholar at a rank up to Full Professor. With this hire APPM will (i) sustain its computational mathematics group with critical long-term leadership, (ii) continue to highlight its internationally recognized program of scholarly excellence, and (iii) bring new interdisciplinary research and educational offerings with influential mentoring at both the undergraduate and graduate levels.

Unit Strengths. Applied mathematics is a discipline whose primary focus is the application of mathematics to real world problems. This occurs by the development and investigation of deterministic or statistical models via theory and computation. Since its creation in 1989 CU APPM has been devoted to building excellence and recognition in fundamental areas of applied mathematics that promote interdisciplinary collaboration. These areas include physical applied mathematics, computational mathematics, applied probability, the mathematical biosciences, and more recently the statistical and data sciences. With approximately 50 faculty affiliates from the natural, engineering and social sciences, and the nearby, regional laboratories, APPM is truly an interdisciplinary unit with established collaborations at all ranks (professorial, postdoctoral, graduate and undergraduate).

In the most recent (2010) National Research Council (NRC) rankings the Department of Applied Mathematics (APPM) was ranked highly, spanning the top ten in many measures. The rankings can be found here: <http://chronicle.com/article/NRC-Rankings-Overview-Applied/124704/>. Noteworthy is that APPM's ranking was especially high in i) areas that scholars say are most important, ii) research derived from publications, grants and awards, and iii) programs which have features viewed by faculty as top tier.

In recent 2018-2020 US News and World Reports of Applied Mathematics Graduate Programs, APPM was ranked 14th in the nation. This correlates well with the NRC findings. APPM seeks to not only sustain these recent national rankings but improve upon them.

Strategic Aspirations. Beyond APPM's mission statement it has four key strategic goals:

(i) sustain excellence during a transitional phase of numerous faculty retirements, (ii) strengthening critical areas upon which the unit reputation was built, (iii) diversification of faculty, staff and students, and (iv) building a strong reputation in the statistical and data sciences, the latter being a new and fundamental cornerstone of modeling and computation. The new degree program is about to enter its third year and has already grown beyond original projections to 107 majors.

APPM is currently in a transitional phase, both in terms of faculty composition and new missions. In line with APPM's 2012 strategic hiring plan, recent junior hires have greatly diversified and strengthened the unit's foundation for the foreseeable future. Notably, APPM has seen a strong uptick in external funding. Over the past five years extramural funding has grown from \$1.3 million to \$5.4 million. APPM has also seen educational diversification with the introduction of a professional master's degree program in AY2018. The program currently stands at 31 students. Over the past decade APPM has also seen strong growth in the student credit hours it delivers, from approximately 16,000 to 22,000 SCH.

Status at the Senior Ranks. APPM's Strategic Hiring committee has identified the growing instability at the senior ranks as a major concern from the perspective of its impact on unit leadership and reputation. This has resulted in a newly endorsed strategic hiring plan that focuses primarily on the senior rank to anchor the unit. However, APPM realizes that the impact of the on-going COVID-19 pandemic will impact this goal.

Presently, six of nine (66%) full professors are above the age of 65. This includes four over the age of 70, one of whom has entered phased retirement. A second has indicated in a post tenure review report that he will be seeking phased retirement within the next few years. APPM has also seen three retirements of senior faculty in calendar years 2014, 2017 and 2019. It is clear that APPM must further anticipate numerous retirements by eminent faculty in the next few years. These retirements will be among APPM's inaugural faculty class upon which the structure and strong reputation of the unit has been built. They hold many accolades (Guggenheim Fellow, SIAM Fellows, SIAM President, American Mathematical Society Fellows, American Physical Society Fellow, Honorary Degrees, Hazel Barnes Prize winner, Professor of Distinction, Presidential Teaching Scholars, Former President of SIAM).

The evolution of computational mathematics education. The current standard numerical analysis curriculum in APPM is based on proof-based techniques and the mechanical process of a numerical algorithm. However, from a human resource perspective, there is clear demand from industry and academia for students not only to be advanced practitioners of numerical design but also to be computationally experienced with high performance computing architectures. This demands a necessary overhaul of APPM's curriculum and

teaching style. Foundational classes on numerical analysis and numerical methods need to deliver state-of-the-art experiences high-performance computing platforms. Additionally, students need to derive algorithms and then prove fundamental properties about them. This is the process of research in the field and will help give students confidence in doing research and becoming important members of interdisciplinary teams. Topics for advanced classes should integrate state-of-the-art techniques with legacy algorithms. This will provide students a significant advantage in the job market and ensure that their research will be relevant in their postdoctoral fellowships or junior apprenticeships through to the early years of their professional careers.

Evidence of the success of students that come from this background can be seen in the group of our recently hired Assistant Professor, Adrianna Gillman. Her former students have all found employment before defending their Ph.D.'s and had multiple job offers. Most have chosen to pursue careers in industry and are employed at Google, GE Renewable Energy and Lawrence Livermore National Laboratory. Her recently graduated student has decided to stay in academia and is going to be a postdoctoral fellow at the University of Michigan starting in September.

Sustained APPM competitiveness in computational mathematics. Computational mathematics in APPM has been driven by pioneering research from a research group that contributes to fields across applied mathematics and beyond. For much of APPM's existence, this research group worked on the Multigrid method. Indeed, two of APPM recent retirees were instrumental in the introduction of this algorithm to the community which in turn extended deep into the fabric of the national laboratories. This includes populating the national laboratories with many APPM alumni.

The new era of computational mathematics in APPM will focus on algorithmic methods for modeling with integral equation formulations and numerical linear algebra. These fields are at the forefront of applied mathematics that effectively utilizes new computing architectures and uses novel techniques to give accurate solutions. The field of integral equations dates to the foundations of physics such as electrostatics and electromagnetics. Unfortunately, using integral equation formulations to simulate physical phenomena was not possible until recently due both to the advent of fast algorithms and the tremendous growth in memory and computer speed. To give some context, a supercomputer from the 1970's/1980's had 2GB of RAM. Most modern cell phones now have that much memory on them. While most fast algorithms gain their acceleration from observations in physics, it is new developments in numerical linear algebra such as randomized methods that makes them able to utilize computing power. There are many open problems such as quadrature development and new numerical linear algebra tools.

To summarize, APPM requests permission to replace the loss of a mission critical faculty

member in computational mathematics. The preference is for an open search up to the level of Full Professor. A concerted effort will be made to improve the diversity among APM's faculty. Given the field of applied mathematics, this centralizes around women and BIPOC faculty, the latter of which is a national challenge. Despite this challenge APM believes it has demonstrated this as a priority in its most recent hires and will make every attempt to continue in this direction.

Sincerely,



Professor and Chair

Department of Applied Mathematics
University of Colorado at Boulder

Obtained by the National Association of Scholars

Unit, College and National Composition. The compositional make up of APPM's faculty is captured in Table I. APPM displays many characteristic features that haunt many disciplines in the STEM fields. It is by a large margin dominated by males (white males) at all professorial ranks. Presently, out of a total faculty of twenty-one, APPM has two females within its tenure and tenure-track ranks, one full professor and one associate professor. This must be juxtaposed to the US male-female ratio of approximately 50-50. Sorting by race indicates that APPM has [REDACTED] within its ranks, [REDACTED]

[REDACTED] A compilation of APPM's entire faculty indicates a total diversity representation of 29% (6 of 21 faculty).

Faculty rank	# (%)	Male	Female	URM	Overall Diversity
T/TT	22.5	18.5 (82%)	4 (18%)	[REDACTED]	[REDACTED]
Full	8.5 (38%)	7.5 (88%)	1 (12%)	[REDACTED]	[REDACTED]
Associate	8 (35%)	7 (87%)	1 (13%)	[REDACTED]	[REDACTED]
Assistant	6 (27%)	4 (67%)	2 (33%)	[REDACTED]	[REDACTED]

Table I. AY2019 APPM Faculty Demographics. Six Full Professor are [REDACTED] years and older (Four are ages above [REDACTED] years). One Full Professor presently has a split appointment with APPM and the Telecommunications-Cybersecurity Program now housed within the Department of Computer Science.

Table I can be compared to College, Campus and National data appearing in Table II and III below. By comparison, all conclude the paucity in the representation of females and URM in the mathematical sciences.

Obtained by the National Association of Scholars

Institution population, Fall 2016	Total full / assoc / asst professors	% White	Combin ed		Separated						
			% Asian / Native HI / Pacific Isl	% Asian	% Native HI / Pacific Isl	% Amer Ind or Alaska Native	% Black or African American	% Hispanic	% Two or more races	% Non-resident alien	% Unk now n
CU Boulder Arts & Sciences	725	73.24	8.83	8.69	0.14	0.97	2.21	5.10	0.83	2.62	6.21
CU Boulder	1,204	70.85	10.80	10.55	0.25	0.58	2.24	5.40	0.58	2.82	6.73
AAU public peer institutions	49,833	71.05	13.49	NOT AVBL	NOT AVBL	0.34	3.44	4.21	0.59	3.90	2.99
AAU public and private peer institutions	80,321	70.98	13.48	NOT AVBL	NOT AVBL	0.26	3.64	3.85	0.62	3.91	3.26
U.S. schools (degree-granting, bachelors or higher, Title IV partic)	478,418	72.42	11.28	11.16	0.12	0.34	5.11	4.10	0.79	2.44	3.52

Population	Total population	% White	Combin ed		Separated						
			% Asian / Native HI / Pacific Isl	% Asian	% Native HI / Pacific Isl	% Amer Ind or Alaska Native	% Black or African American	% Hispanic	% Two or more races	% Non-resident alien	% Unk now n
United States, 2016 estimate	317,882,159	62.09	5.33	5.17	0.16	0.66	12.30	17.36	2.27	N/A	N/A

Table II. CAS-Boulder, CU and AAU Demographics. AAU public peer institutions in analysis include Arizona, Florida, Illinois, Indiana, Iowa, Kansas, Maryland, Michigan, Michigan State, Minnesota, North Carolina, Ohio State, Pittsburgh, Purdue, SUNY-Stony Brook, Texas, Texas A&M

AAU private peer institutions in analysis include Brown, Caltech, Case Western, Chicago, Columbia, Cornell, Emory, Georgetown, MIT, Northwestern, Penn, Stanford, Syracuse, Vanderbilt, Wash. Univ - St Louis, Yale

Table III. US Demographics.

Obtained by the National Association of...

Submission 14.(Spring 2022)

College/School/ Unit: Arts & Sciences

Electronic signature of college/school/institute dean: Jim White

Dean's ranking of this proposal (if submitting multiple proposals, i.e. 1 of 5): 5 of 8

Dept., program, or institute for which position is requested: Astrophysical & Planetary Sciences (APS)

Attestation: Nils Halverson (nils@colorado.edu)

- Joint Hire? No
- Joint Hire other unit:
- Joint Hire rostering unit (tenure home):
- Faculty rank requested: Assistant Professor
- Faculty salary requested (give approximate range): \$97k - \$102k

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

APS is strongly committed to increasing the diversity of our faculty. Four years ago, we extensively revamped our faculty search process to be more equitable and inclusive. The new process was a resounding success, and is documented here: <https://docs.google.com/document/d/1Lf5JjSnwl12AG-9PO9SHbNTflysLzJQmWoGZmRyIOU>

This year we adopted an "APS hiring principles" policy document that addresses how to apply our inclusive search principles to "non-standard" hiring opportunities through the institutes, etc., that originate outside APS (appended to our included APS Inclusive Excellence Narrative). Other departments, OIEC, campus HR, and CAS have sought guidance from us based on our successful example. However, we have more work to do: out of 27 TTT faculty, only [REDACTED]

Both our teaching and research will benefit immensely from diversifying our faculty. We have a diverse undergraduate and graduate student population, and they have strongly expressed the need for a more diverse faculty to serve as role models in research and teaching. This is a critical mentoring need, and will serve to better recruit, support, and retain students from underrepresented groups. Diverse faculty bring new perspectives to the classroom that improve learning outcomes for a broader range of students. Finally, the best science is achieved by drawing from the full pool of talent, and engaging with a diverse community of scientists to inspire creativity and new insights. As one example, the field of astronomy has not fully engaged with the Indigenous communities that have the largest cultural stake in the places where telescopes are built; this can be remedied, in part, by hiring more astronomy faculty from Indigenous communities.

We will conduct a broad international search in the primary priority areas of our recently adopted faculty hiring strategic plan: astronomical instrumentation, cosmology and extragalactic astrophysics, transient and multi-messenger astrophysics, and exoplanetary/planetary science. To meet our goal of attracting, hiring, retaining, and championing diverse faculty, we will use and expand upon our inclusive hiring practices first adopted four years ago. The process will include: defining a broad search open to many subject areas, crafting a job ad that reflects our equity-minded values, ensuring a diverse pool through energetic recruitment of applicants, training the search committee to reduce implicit bias, adopting a rubric that treats both research excellence and contributions to inclusive excellence as essential, requiring a diversity statement, and structuring our interview process to be inclusive and welcoming.

We believe that not only does a broad open search result in the highest quality hires, it also gives reassurance to the new faculty members that they are here because they are outstanding candidates (as opposed to having a possible stigma associated with being a targeted diversity hire). Emphasizing diversity and inclusion will not be reserved for special "diversity hires" but rather will be the norm for faculty hiring in our department. Aligned with CU's IDEA plan, we are moving diversity from the periphery to the core of our faculty hiring process.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? No

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year and name (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:
2018 (STAR, 0.5 FTE)

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

APS has critical needs in teaching and research.

In the past five years, nine APS faculty have retired, entered into phased retirement, are taking incentivized retirements, or have left CU. All are faculty rostered in the College of Arts and Sciences (CAS). In the same period, we have made four new CAS TTT faculty hires. This has resulted in a large reduction in our faculty overall and especially in astrophysics faculty relative to those in solar and space physics and planetary sciences. "Astrophysics" includes the study of exoplanets, stars, galaxies, black holes, and the Universe as a whole. Research: While recent institute faculty hires in LASP have fulfilled our strategic hiring priorities in space and solar physics, our strategic hiring priorities in astrophysics, including astronomical instrumentation, cosmology and extragalactic astrophysics, transient and multi-messenger astrophysics, and exoplanetary science remain unfulfilled. For example, APS has a long reputation for excellence in astronomical instrumentation, but we have recently lost three faculty members in this area due to retirements and failed retentions. Teaching: The number of astronomy majors has tripled in the past decade, from 169 in 2011 to ~350 majors today, making us the largest astronomy undergraduate major in the country. Yet, our ability to serve as an effective incubator for training the next generation of citizens and scientists has been limited by the fact that we have been unable to meet these students' demand for research experience because our TTT faculty grew by only 23% during the same period (from 22 in 2011 to 27 today, and down to 25 by Fall 2023).

Is this request part of a cluster hire? No

Describe cluster hire and list any other units participating in cluster hire proposal:

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

Total: 5

Blum (F2020), Malaspina (S2020), Nelson (F2020), MacGregor (S2020), Dexter (F2019)

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Retirement:

Total: 8

Retirement (6): Shull (2018), Burns (3-yr phased, ending 2023), Toomre (3-yr phased, ending 2023), Green (incentivized, 2021), Bally (incentivized, 2021), Ellingson (incentivized, 2021).

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Failed Retention Offer(s):

Total: 2

Armitage (2018), Glenn (2019)

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Other (Please explain): N/A

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of and retain diverse faculty?

APS has established a Departmental Action Team to enhance Representation, Recruitment, and Retention (R3DAT) of our students and faculty. This year, The R3DAT was charged with synthesizing and prioritizing APS departmental actions and goals from our APS Diversity, Equity, and Inclusion Action Plan Retreat held on August 18 & 19, 2021, and incorporating the actions into an APS DEI Strategic Plan. More details on this and our priority actions are described in the attached updated APS Inclusive Excellence narrative.

Specific to supporting and retaining diverse faculty, last year our department drafted a policy to address the unequal impact of COVID-19 on APS women faculty, but for legal reasons, CAS required that the policy be gender-neutral. Instead we provided all APS faculty members (tenured and tenure-track faculty and instructors) who are primary caregivers of young children the opportunity to buy out of one course, in addition to taking parental leave. This policy applies retroactively to APS faculty who already have young children, and applies to each child for which parental leave is taken. In addition, whenever possible, we are giving junior tenure-track faculty members who are primary caregivers of young children their first choice in teaching assignments. Finally, we are revising our annual merit review metrics and reappointment, promotion, and tenure metrics to recognize the "hidden service" that many faculty from underrepresented groups are burdened with, and to explicitly value contributions to diversity, equity, and inclusion. To move forward, we are seeking more assistance and guidance from CAS and the Office of Faculty Affairs on how to do this in a way that is legally sound and in keeping with university-level tenure and promotion policies.

What is the unit's mentoring and retention plan for the new hire?

The APS department supports incoming faculty with an array of professional development support and encourages junior faculty to develop independent research programs while promoting an inclusive and supportive climate. APS first matches all incoming faculty with a senior faculty member who serves as a mentor. Faculty mentors provide guidance on navigating the pre-reappointment and pre-tenure periods, including development of a teaching plan, recruiting and retaining graduate students, and balancing teaching and service duties while developing an independent research program. The mentoring process lasts as long as the junior faculty member desires support. Junior faculty are also supported by prioritization of teaching assignments, and the development of a well-rounded teaching portfolio, including opportunities for teaching at the introductory, majors, and graduate level.

Junior faculty are further supported with a guaranteed research semester within the first four semesters to support development of an independent research program free from the immediate duties of teaching. Informal cohorting and mentoring are actively carried out with regular "young at heart" faculty coffee and happy hours.

We are well aware that, particularly for BIPOC faculty, active mentoring and support at multiple levels is key for retention. At the departmental level, we strive to be an inclusive community and to openly discuss and act on DEI issues in a number of settings. As one example, our department held a community meeting on racial justice actions, where Prof. Donna Meijia from Theater and Dance educated APS faculty, staff and students on critical race theory, microaggressions, overcoming hesitation to have uncomfortable conversations on race and inequality through 'fumbling forward' and using diplomacy skills.

Junior faculty regularly take part in the Faculty Teaching Excellence Program and the Leadership Education for Advancement and Promotion programs on campus. Faculty also take advantage of, and actively participate in, university-wide support and retention resources, such as the Faculty Affairs mentoring program and the Faculty Success Grant program.

Finally, we have proposed to CAS for a faculty line, and if awarded, we will pursue a cluster hire of two junior faculty members in combination with this FDAP proposal. In other words, we would like to repeat our successful STAR-supported 2018/2019 cluster hire, with one line supported by FDAP and one by CAS. Hiring a cluster of faculty in one year helps create a cohort of junior faculty who can support each other; such peer groups are especially important for scholars with marginalized identities who often face an outsized burden of hidden labor during their pre-tenure years. These practices have been demonstrated in empirical studies to promote more inclusive hires, and they are aligned with the recommendations in CU's IDEA Plan and from similar programs at other universities (including the successful and long-running ADVANCE Program at the University of Michigan).

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

We have a diverse undergraduate and graduate student population, and they have strongly expressed the need for a more diverse faculty to serve as role models in research and teaching. This is a critical mentoring need, and will serve to better recruit, support, and retain students from underrepresented groups.

Please attach the unit's updated Inclusive Excellence Narrative.

Attached to Request at end of submission.

Please attach any other documents you feel are relevant to the selection committee.

Attached to Request at end of submission.

Obtained by the National Association of Scholars

Inclusive Excellence

Department of Astrophysical and Planetary Sciences

March 22, 2022

Preamble: This document describes the response of the CU Department of Astrophysical and Planetary Sciences (APS) to the Chancellor's call for Inclusive Excellence strategies. This document was first drafted in 2016 with broad participation by the APS community. The document was updated in 2021 by the APS Representation, Recruitment, and Retention Departmental Action Team (R³DAT), with the inclusion of inputs from two department-wide anti-racism APS community meetings in 2020, our department's focus on the 2020 recommendations of the AIP National Task Force to Elevate African American Representation in Undergraduate Physics & Astronomy (TEAM-UP), and CU's Inclusion, Diversity and Excellence in Academics (IDEA) Plan. The current version, updated in March of 2022, also incorporates APS departmental actions and goals from our APS Diversity, Equity, and Inclusion Action Plan Retreat held on August 18 & 19, 2021. Outputs from the retreat were given to the R³DAT, who are incorporating the actions into an APS DEI Strategic Plan, which will detail our short-, mid-, and long-term priority actions and put in place mechanisms to hold ourselves accountable for implementing actions and sustaining departmental change.

Definition of Inclusive Excellence: Inclusive Excellence is the comprehensive practice that values, engages, enhances, and represents rich diversity in our APS community in all of our current and future efforts. The APS community includes undergraduate students, graduate students, postdocs, researchers, staff, faculty of all ranks, lecturers, and visitors to our public facilities (Fiske Planetarium and the Sommers-Bausch Observatory). Diversity includes, but is not limited to, race, ethnicity, gender, sexual orientation, disability status, and religious affiliation. Inclusive Excellence involves a change in climate to accommodate, facilitate, and promote changing demographics, acknowledging that our strength as a scientific community grows from the contributions of diverse perspectives and that everyone deserves the chance to meet their fullest potential.

Process: Over the past several years, we have gathered input from our community on how to improve diversity, equity and inclusion in APS, and have initiated a number of actions. Inputs include a 2018 proposal from graduate students to recruit, support, and retain underrepresented minorities in APS, outputs from two APS community meetings held in summer and fall 2020, proposed actions from our APS TEAM-UP implementation team, and actions from R³DAT, including those articulated in our previous Inclusive Excellence documents. We realized, however, that we needed to improve communication, coordination, and collaboration on our DEI-related actions, put in place mechanisms to prioritize our actions, provide

human and financial resources, and hold ourselves accountable for implementing and sustaining change. On August 18 & 19, 2021 we held an APS DEI action plan retreat with the goals of synthesizing and prioritizing previous APS inputs and actions in the areas of climate & culture, mentoring & support, and recruitment, and passing along retreat outputs to R³DAT to incorporate into a comprehensive strategic plan. The retreat was co-facilitated with external consultants Becca Ciancanelli (CTL), Teresa Hernandez & Monical Carroll (HR), Megan Palacio (STEM Routes), and Amy Moreno-Sherwood (CEAS Director of Inclusive Culture). While our APS DEI Strategic Plan is still in progress, the actions described below represent the highest priority actions decided upon at the retreat.

Priority Actions: The APS community defines and aspires to several goals aimed at enhancing the Inclusive Excellence of our departmental mission. Below, we list the highest-priority actions in the areas of climate & culture, mentoring & support, and recruitment. This is not an exhaustive list of all efforts undertaken in the department, but are instead the actions on which we are focusing the most effort and resources right now.

1. Climate & culture

We strive to foster a sense of belonging for all members of our community, to cultivate one's identity as a scientist, to make everyone feel welcome in the department and give them the tools they need to succeed. We aspire to continuously improve our practices in this area, using current best practices and available resources. To do this, we will more deliberately infuse our classrooms, our informal and formal talk venues, and our departmental conversations with messages and lessons related to inclusion, equity, and justice in academia.

High-priority actions [with current status] include:

- a. Assign a small group of graduate students and faculty to implement specific inclusive pedagogy techniques in the classroom, then have them report back at faculty meetings and graduate student meetings about which techniques were effective. [Status: In Progress. Inclusive pedagogy 5-minute 'flash talks' were given by faculty members at four APS faculty meetings in Fall 2021.]
- b. Create a repository of resources for APS-specific inclusive teaching practices that can be distributed to instructors and TA's, especially new ones who may be teaching a class for the first time. [Status: In Progress. Semesterly inclusive teaching tips sheet distributed in Spring 2021, but more regular systematic dissemination and more extensive repository is needed.]

- c. Develop a graduate seminar course (ASTR 6000) focused on topics of Diversity, Equity, and Inclusion in astronomy and planetary sciences. [Status: In Progress. Approved by APS faculty, instructor assigned. Will be taught in Fall 2022.]

2. Mentoring & Support

We will strengthen the mentoring and intervention safety net for junior scientists at all career stages within the APS department. Offering intentional, inclusive mentorship and support systems for people from underrepresented groups at all academic levels is a crucial component of CU Boulder's commitment to building a richly diverse, inclusive, and equitable climate as detailed by the IDEA plan (Rec. 11). To do this, we will identify and communicate existing mentoring programs across career levels within the department and university, provide more robust financial, academic, and personal support for undergraduate and graduate students in need, and improve existing mentoring programs by providing better guidance and incorporating feedback from students and faculty.

High-priority actions [with current status] include:

- a. Updating and improving the APS website to include information on existing mentorship, peer support, and social groups available to various groups in the APS Department. [Status: In progress. Website revision is nearly complete, will be posted following review by R³DAT.]
- b. Ensure that all APS undergraduate students are informed of the many mentorship opportunities available through the department and on campus.
 - i. Include information about each of the available mentorship programs in the required list of faculty mentor topics that must be discussed with each undergraduate student. [Status: In progress. Changes to the undergraduate-faculty mentorship form have been drafted and are awaiting approval from the UCCC.]
 - ii. Add a question to the undergraduate student exit questionnaire to assess the effectiveness of these mentorship programs. [Status: In progress. Changes to the questionnaire have been drafted and are awaiting approval from the UCCC.]
- c. Ensure that the APS department makes robust financial support available for its undergraduate and graduate students in need:

- i. Create and maintain a student emergency fund to support students with immediate short term financial needs. [Status: In progress. Gift funds committed, APS website and application draft complete, engaged in negotiations with Office of Financial Aid on how to administer and coordinate with student financial aid package.]
 - ii. Provide application fee waivers for graduate students with financial hardship. [Status: Completed. Revised APS website language to state that APS will waive application fees for students with financial hardship if they do not qualify for university fee waiver.]
- d. Provide more guidance to faculty mentors of first-year graduate students by creating an online mentoring form similar to the one currently used for mentoring undergraduate students. [Status: In progress. On the GCCC docket for spring semester.]
 - e. Create an exit survey for their graduate students to evaluate the effectiveness of, and identify gaps in, mentorship opportunities. [Status: In progress. On the GCCC docket for the spring semester.]

3. Recruitment:

Recruiting students, postdoctoral fellows, faculty, and staff from diverse backgrounds is fundamental to creating a community that values diversity, equity and inclusion. Representation in our community from diverse groups fosters a sense of belonging, and provides role models to encourage retention and bolster success. Diverse faculty bring new perspectives to the classroom and improve learning outcomes for a broader range of students. Excellence in our scientific research mission is enhanced through engaging with a diverse community of scientists to inspire creativity and new insights.

High-priority actions [with current status] include:

- a. Use APS Friday seminars to invite/highlight work of scientists from underrepresented groups and network with them. [Status: Completed. APS Friday Lunch Seminars have been running in revised format with travel support since Fall 2021. Will review format and revise as needed.]
- b. Send faculty and grad students to recruit people from underrepresented groups at SACNAS, NSBP, AISES, AAS, and programs that are designed for students who are from underrepresented groups such as the Banneker-Aztlán Institutes at Harvard and the Fisk-Vanderbilt Bridge Program. [Status: In Progress. Funds allocated for

virtual booth at NSBP, booth at winter AAS conference. More systematic participation and review of efficacy are needed.]

- c. Create faculty hiring principles document to reinforce department expectations inclusive search practices and emphasizing contributions to diversity for all faculty searches, including those initiated outside of APS (e.g., through the institutes). [Status: Completed. See appended document.]
- d. Participate in bridge programs such as the American Geophysical Union (AGU) Bridge Program. [Status: In Progress. Application draft under review.]

A Call to Action for the University and the College of Arts and Sciences:

The entire campus must support Inclusive Excellence for a lasting increase in diversity. Some of the needs identified through APS departmental discussions require action from the university level and would have major impacts on improving diversity, equity, and inclusion in the department. In particular, the following recommendations from the campus IDEA plan are high priorities for APS:

1. [IDEA Plan Rec. 17] “Expand the STAR [now FDAP] program to include accommodating dual-career faculty candidates ... Create career liaison services within Faculty Affairs, which would work in collaboration with HR to assist faculty/staff candidate partners with career opportunities both inside CU and in the Boulder/ Denver areas.” APS needs expanded career assistance for spouses and partners of faculty. APS has historically lost (preferentially women) faculty because of lack of partner career assistance from the university.
2. [IDEA Plan Rec. 17] “Encourage acknowledgment and engagement with diversity work, community service, and inclusive student mentoring in annual merit, tenure, and promotion evaluations for all faculty.” and [IDEA Plan Rec. 19] “The Office of Faculty Affairs will develop and distribute guidelines for valuing faculty contributions to equity and inclusive excellence made in research and creative work, teaching, and service.” The APS Executive Committee is revising our annual merit review metrics and reappointment, promotion, and tenure metrics to recognize the “hidden service” that many faculty from underrepresented groups are burdened with, and to explicitly value contributions to diversity, equity, and inclusion. To move forward, we are seeking more assistance and guidance from CAS and the Office of Faculty Affairs on how to do this in a way that is legally sound and in keeping with university-level tenure and promotion policies.

3. [IDEA Plan Rec. 33] “Enhance collaborative structures that aid in capacity building, coordination, assessment, and accountability for making excellence inclusive.” and [IDEA Plan Rec. 34]: “Require decentralized, localized, and tailored efforts to make excellence inclusive within respective departments and units:” APS is making good progress in developing a concrete, sustainable, coherent set actions for which we are holding ourselves accountable, but we would benefit greatly from implementation support, financial assistance, and knowledge resources from the IDEA Council and other entities.

Summary: Through broad community involvement starting in 2016, the APS department developed a definition for Inclusive Excellence and has been steadily working toward crafting a more inclusive environment where all scholars can thrive and bring their whole selves to the fields of astrophysics, planetary science, space physics, and solar physics. This document provides a snapshot of the broad goals and specific strategies we are most actively addressing right now. Our intention is to replace this document with a comprehensive APS DEI Strategic Plan in the near future, which we will use to track progress, sustain change through personnel changes, hold ourselves accountable, and provide a mechanism to revise plans when needed to achieve our goals. APS aspires to be a leader in enhancing Inclusive Excellence and work and learning climates at CU.

APS Hiring Principles Spring 2021

Scope of Document

The purpose of this document is to provide a written statement of principles to guide APS participation in faculty searches and hiring, including “non-standard” hiring opportunities such as those associated with university or institute research initiatives, university or college-wide programs, and targeted hires.

Context

Historically, a significant fraction (as much as 50%, though it is difficult to assess) of APS faculty have been hired through non-standard opportunities, and even more opportunities have been considered by the department. In recent years department-wide discussions and votes about these opportunities have been contentious. There is tension between the goal of considering diverse pools of candidates for faculty positions (thought to be best-achieved through broadly-advertised open searches) and the idea that failure to take advantage of non-standard hiring opportunities at a university where such situations are the norm would make it difficult for the faculty to maintain its current size and range of expertise.

Many of the non-standard opportunities are brought to the faculty with a short fuse for making a decision, and with candidates known to the faculty that make it difficult to decouple general principles about hiring from the specific qualifications of the candidate. Thus, the department agreed to form an ad hoc committee to devise a set of general principles about the department’s consideration of future non-standard hiring opportunities.

Process

- A five person committee was selected by the Chair to represent a variety of opinions and seniority levels within the department.
- The committee solicited the opinions of the entire APS faculty via an electronic survey consisting of a single open-ended question.
- The committee met a total of 7 times, sharing their own opinions and considering those submitted by the larger faculty. They devised an overarching set of principles for hiring as well as a suggested path that the department should consider following for 7 different generic situations inspired by past decisions that have come before the faculty.
- The committee presented a draft set of principles to the department for discussion.
- Feedback from the faculty was considered in creating this document.

Overarching Principles

APS has identified three overarching elements of a desirable faculty hiring process:

- 1. The hire should address the APS Strategic Plan**
- 2. The hiring process should follow best practices for diversity and inclusion**
- 3. The job description should be written to enable applications from a broad pool of candidates, and should be advertised to the community**

We acknowledge that Overarching Principle #3 above is contained in Overarching Principle #2, but have elected to call this out separately for this document to emphasize the importance to the department of broad and open searches.

Additional overarching recommendations include:

- Non-standard hiring opportunities in the APS department should meet as many of the above elements as possible, with #2 (best practices for diversity and inclusion) required for any search.
- The department should always ask how an opportunity could be made more broad while still satisfying any constraints imposed by the opportunity.
- APS should revisit strategic planning frequently and with the full faculty, so that Overarching Principle #1 can be evaluated when opportunities arise. APS should share its strategic plan with other units (e.g. CASA / JILA / LASP), and be apprised of the strategic plans of the units.
- Recognizing that there are likely to be future situations that haven't been considered at the time of writing of this document, the Chair and Executive Committee should use this document as guidance, as well as their own judgment, to choose whether or not to bring future opportunities forward to the full faculty. When possible, the APS faculty will be informed of hiring opportunities that have not been brought forward to the faculty.
- The department values and encourages cluster hires as opportunities that are likely to satisfy all three overarching principles above.

Specific Hiring Situations

Several situations have been presented to the APS faculty in the past that seem likely to come before the department again in the future. Recommendations on how to handle each of these situations are presented below, without the details of specific candidates complicating the picture. Some of these situations can occur in combination (e.g. institute

search joint with another department), and other situations likely haven't been anticipated. The situations below should therefore be used to provide guidance for how to respond to future opportunities.

University-wide or College-wide programs (e.g. STAR, FDAP) - APS should be willing to consider these opportunities if they adhere to at least two of the overarching principles. This means that best practices for diversity and inclusion should be followed, along with either adherence to the Strategic Plan or a broadly advertised search and pool of candidates.

Chancellor's postdoctoral fellowship - APS should be willing to consider these opportunities if there is an internal selection process within APS (i.e. each faculty member has the opportunity to bring forward candidates to be considered) and the opportunity is broadly advertised. It is recognized that this represents a lot of effort for a low probability outcome. This process should be therefore revisited after one or two attempts.

University or institute research-related initiatives - APS should be willing to consider these opportunities. Overarching Principle #1 (adherence to the APS Strategic Plan) is desirable, and Overarching Principle #3 (broadly written advertisement and pool of candidates) is expected. APS should be prepared to work with the university or institute to ensure that Overarching Principle #3 is satisfied.

Joint searches with another department - APS should only consider participating in such searches if APS has adequate representation on the search committee who advocate that our Overarching Principles are followed to the extent possible given the constraints of the search. If another department has conflicting "best practices" or "hiring principles" then we should seek to establish commonly agreed best practices *in advance of a search*. If agreed best practices are not followed during a search then APS should withdraw from the search.

External (to the university) targeted hires - APS should only consider these hiring opportunities (of a single individual without a search) very sparingly. APS may consider these opportunities on a case-by-case basis if a Diversity Statement is obtained.

Internal (to the university) targeted hires - APS should only consider these hiring opportunities very sparingly, with a very high bar for approval and large attention paid to the APS Strategic Plan and diversity goals. Discussing these opportunities on a short fuse (e.g. with initial discussion among the faculty to counter a competing offer, rather than at the time of application for an external offer), without any chance for a search, is not likely to result in a positive outcome for the applicant.

Spousal hires - APS should generally bring all such cases to the full faculty for consideration, in the same way that we would encourage our colleagues in other departments to consider spousal hires to retain our own faculty members. The "current faculty" spouse may either be internal or external to the APS department. While APS should usually consider these opportunities, the APS Strategic Plan and diversity goals should be kept as an important part of the conversation.

Submission 16

College/School/Unit: Arts & Sciences

Dean's ranking of this proposal (if submitting multiple proposals, i.e., 1 of 5): 6

Dept., program, or institute for which position is requested: Ethnic Studies

Name of Requestor: Arturo Aldama

Email Address: aldama@colorado.edu

- **Joint Hire?** No
 - **Joint Hire other unit:**
 - **Joint Hire rostering unit (tenure home):**
 - **Faculty rank requested:** Associate Professor
 - **Faculty salary requested (give approximate range):** 110-140k
-

How will this hire increase the number of underrepresented faculty members in the unit (e.g., domestic Faculty of Color, women in disciplines where underrepresented)?

We have an urgent and qualified need for BIPOC femme/women of color faculty in an Africana Studies focus who will contribute to the social science division thematic cluster hire in racism and racial inequality. Please refer to the IRC and ERC reports of the 2019-20 ARPAC. Without more faculty in Africana Studies we cannot recruit and mentor doctoral students, teach and mentor undergrad students and the undergraduate classes in Africana Studies have a huge demand and generate impressive SCH for our unit. Graduate seminars in Africana Studies have waitlists and sometimes have run with 15-18 doctoral students because of the demand by not only our students but doctoral students in other Departments and Colleges (CMCI and Education, mainly).

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship?

No

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire:

Not sure if this qualifies but we retained [REDACTED] who was a Chancellors Postdoc [REDACTED] and who had several written offers and her desire was to stay and build her career at CU Boulder and in the Department of Ethnic Studies. [REDACTED] starts this Fall 2020 in her tenure track appointment.

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body?

No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

The Department of Ethnic Studies (DES) seeks a tenured scholar (Associate Professor or Professor) whose research and teaching expertise is in the fields of Africana studies with an emphasis on theories of intersectionality. As demonstrated by our statement of need and buttressed by the IRC report and our highly popular classes in Africana Studies we have urgent needs in this area for our department. In addition, we recognize the larger needs of the College of Arts and Sciences (CAS) as well as the university overall for such a scholar to be teaching classes that will touch undergraduate and graduate students across multiple units and colleges. The study of African descent peoples, especially in the context of the United States, is a necessary field of study to understand the nature of systemic racism that has undergirded the founding of the US and that continues to insinuate itself into our society, as evidenced by the anti-black racist attack against two college of engineering students this past fall. Engineering students as much as ethnic studies students benefit from

taking classes that explore the meaning of being black in the world – to understand black history, culture, art, and experiences in the context of the classroom rather than filtered through popular culture and social media.

Furthermore, we seek a scholar of Africana studies who specializes in theories of intersectionality because we recognize that identity is never understood along one axis and, specifically in the context of intersectionality, which is a theory of overlapping oppression, the interplay of various systemic inequities—racism, sexism, homophobia, classism, ableism, anti-Semitism, anti-Muslim sentiments, xenophobia, etc... -- impact individuals, communities, and institutions, compounding and confounding the ability of people to seek equity and inclusion. A scholar who specializes in intersectionality will also be able to have their classes cross listed with a variety of departments. Certainly, we expect a robust relationship with Women and Gender Studies (and, indeed, many scholars who work in Africana studies and who specialize in Intersectional theory are either located in Women and Gender studies departments or work closely with them). We also imagine other potential cross listings with Sociology, Political Science, Theater and Dance, Humanities, History, and English. There are scholars we have identified whose training has been in political science and who teach in Women and Gender studies on topics such as Art and Intersectionality, Intersectional social movements, and Intersectionality and social justice. Here is the URL on Dr. Michele Berger with a political science degree we would like to consider fully if we are given this target associate/full rank FDAP hire line. <https://womensstudies.unc.edu/people/faculty/michele-tracy-berger/>

Beyond Dr. Berger, the committee has identified a small group of tier one cutting edge scholars who do interdisciplinary and intersectional scholarship and teaching in Africana Studies with a focus on gender and sexuality. DES would like to have these scholars come out and do talks and get to know our community. All the faculty we have identified, can offer a range of courses that will be cross-listed with departments across CAS and that they have an impressive record of interdisciplinary and intersectional tier one scholarship that will add to our core needs of DES. Finally, to study both Africana studies and intersectionality is to do research across disciplinary boundaries and to engage in multi-disciplinary teaching and scholarship, particularly since Intersectional theory began through critical legal studies and critical race studies.

Is this request part of a cluster hire?

Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

Racial and Structural Inequality Social Science thematic hiring plan

The COVID-19 crisis has exposed the systematic racism that undergirds the structure of inequality in the United States. Minoritized communities bear the brunt of the pandemic. The effects are coupled with the ongoing acts of police brutality, especially toward African Americans. Appalling acts of violence have propelled racism to the fore in public dialogue. As social scientists, we study the myriad social organizations, institutions, and cultural processes that have been imbued with power and perpetuated inequalities for centuries. We also study the categorization of people by socially constructed racial categories. The social sciences are uniquely positioned to illuminate the origins, structures, and effects of societal inequities. The division of social sciences seeks support for a multi-year hiring initiative to bring top tier scholars at multiple ranks whose research contributes to social knowledge around racial, class and gender inequality. The hires will be phased in such that, each year, the new faculty cohort offers complementary expertise, thereby fueling curricular innovation, including cross-listed courses.

This thematic hiring program will work with a variety of centers in the College. The new Center for Africana Studies is pleased to serve as a host and a nexus to facilitate research and community-building activities for Africana Studies focus scholars. The Center for Native and Indigenous Studies, the Latinx/Latin American Center, and the Institute for Behavioral Studies have also offered to work with this thematic cluster hire program.

To concretize the divisional commitment to attract a cluster of scholars dedicated to issues of systemic racial inequality, each department will contribute a sum of up to \$2500 per academic year (based on the department's size and revenue). This money will fund an ongoing speakers series, provide seed money for working research clusters, assist with external funding applications, and contribute towards an annual symposium that highlights interdisciplinary scholarship on racial inequality to reach across the CU Boulder campus.

Investing in this thematic and ongoing hiring initiative will create sustained synergies among scholars who address structural inequalities of race and racism. It will help build community for scholars at all ranks, speak to those interested in gender, class, and sexuality, and shape graduate and undergraduate communities by promoting recruitment and retention of first-generation Black and Indigenous People of Color students (BIPOC). Finally, this thematic focus allows the development officers for the College and CU to develop fund-raising campaigns to cultivate donors who are concerned about racial inequality.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

Dr. Nishant Updahyay, Assistant Professor 2018-2019, full national search over 115 applications.

*Dr. Natalie Avalos, Assistant Professor, retained Chancellors Post doc in Religious Studies who had several TT offers at other R1, because of her research in Native American and Indigenous Studies—not a national search.

*Jennifer Ho, Professor was hired as director of the Center for Humanities and Arts (CHA). She asked to have her line rostered in Ethnic Studies, not English. The search was run by faculty in the Humanities.

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

Bill King retired no line was returned

Deward Walker retired no line was returned.

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

Emma Perez, Full Professor,

Elisa Facio, Associate Professor

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

Assistant professor, resigned in Dec. 2018 to in upstate New York

What has the unit done to ensure the success of previous diverse hires?

We have paid for manuscript review workshops for assistant professors to get a deep read of their scholarly books before it is sent out for formal peer review. We have set aside an ongoing budget from summer savings to provide mss review workshops for all untenured faculty. We assign at least one mentor to each junior faculty and we also work to create a community of mentors of support and mentorship inside the Department and among our faculty affiliates. The chair meets with junior faculty on a regular basis to offer support and guidance on how to negotiate book contracts, how to build scholarly communities of support inside and outside of CU Boulder and our Department. The mentors, chairs and associate Chairs also assist with faculty who are navigating racist, sexist and homophobic behavior in the classroom, on campus and/ or from other faculty in other Departments. It is important to mention that we provide this mentoring and support not only for our own faculty, but also for BIPoC faculty in other Departments and Colleges. We also have an ongoing works in progress series where faculty can share their work in early stage and get collegial feedback. It is also quite common for chairs and mentors to provide very granular feedback on articles and book manuscripts if it is helpful to junior faculty and at their discretion. We also work really hard to build a collegial, warm and empowering community for our faculty community and provide a safe space-harbor in this PWI that is unfortunately quite hostile for BIPoC faculty, students, staff and community members, especially for femme/women/trans and LGBTQ identified folx.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

DES is one of the smallest departments in the country that offers a doctorate degree in Ethnic Studies, yet we have a higher book count per faculty and higher grant dollars than our peers: UC-Berkeley, UC-San Diego, and UC-Riverside (as evidenced in the Academic Analytics web portal, a table can be provided).

Our medium-term goal is to achieve parity with our peers and have four TT faculty in each of the core areas of DES: African American/Africana Studies, Native American and Indigenous Studies (NAIS), Asian-American Studies, and in Chicax-Latinx Studies.

Our current tenured/ tenure track faculty count in the core areas of DES are: 2.5 faculty in NAIS, 1 full time tenured faculty in African-American/Africana Studies, 4 faculty in Asian American Studies (one is an Associate Dean), 3 faculty in Chicax-Latinx studies, 1 in Critical Sports Studies and Latinx Studies, and 2 faculty in criminology and social justice issues (one of these faculty serves as Associate Dean and does advise doctoral students with an Africana Studies focus and brings an Africana Studies lens to classes and research).

Since the establishment of our doctoral program our SCH production has grown dramatically and now can offer classes with 150 or more seat counts with TA support. We are confident that more faculty in Africana Studies will continue to generate significant SCH growth at the undergraduate level, and that they can teach specialized doctoral seminars that draw graduate students from CAS, CMCI and the School of Education. Our undergraduate SCH growth is also buttressed by the fact that the undergraduate classes of DES have the highest percentage of classes that count for both social sciences and humanities in CAS (over 25) and that most if not all of our classes count for US and global diversity and some classes count for both. The demand for classes in Africana Studies is notably robust at all levels (Dr. Rabaka's classes always have large waiting lists), constant and can grow with more faculty present in DES. A large percentage of our doctoral program applicants seek specialized training in Africana Studies, and those who are in the program are deeply dismayed at the overall lack of support for Africana Studies at CU Boulder. These two hires will add greatly to the thematic cluster hire drive in racism and racial inequality in the division of social sciences of CAS and the new Center for Africana Studies can play an intrinsic role in creating a robust scholarly community.

Our inclusive excellence narrative is actually our mission statement. The Department of Ethnic Studies at the University of Colorado Boulder is dedicated to centering the epistemologies, histories, and lived experiences of marginalized communities of color and Indigenous nations in order to challenge and critique all forms of oppression and to advance emancipatory, self-determining futures for all people. Ethnic Studies is an interdisciplinary field that is built upon four core disciplinary pillars of scholarship: Africana studies, Native American & Indigenous studies, Asian American studies, and Chicanx/Latinx studies. Our department stresses the unique contributions and perspectives of each pillar, while training our students to think and research across them in transdisciplinary and intersectional ways. We draw upon our strengths in engaged scholarship and culturally-sustaining pedagogy to examine how race and the interrelated categories of culture, ethnicity, indigeneity, gender, class, sexuality, religion, dis/ability, and legal status impact the past and present lives of people locally, regionally, and globally.

In addition it is important to mention and it is evidenced in our most recent ARPAC report that DES is considered a “safe space” for first generation BIPOC/Latinx and non-gender conforming faculty, staff and students. Our faculty demographics are almost 100% BIPOC/Latinx and our student demographics, 100% BIPOC at the doctoral level, not to mention the huge concentration of first generation BIPOC femme/women of color as undergraduate majors and minors.

Obtained by the National Association of Black Scholars

**External Review Report
Department of Ethnic Studies
University of Colorado, Boulder
April 6, 2020**

Prepared by the External Review Committee:

Laura E. Pérez
Department of Ethnic Studies
University of California, Berkeley
and
Martin F. Manalansan IV
Department of American Studies
University of Minnesota, Twin Cities

Summary:

The External Review Committee (ERC) met with administrators, the Internal Review Committee (IRC), all thirteen of the core faculty of the Department of Ethnic Studies (DES) and its new incoming assistant professor, currently a postdoctoral fellow, both staff members, graduate students, and undergraduates on March 19 and 20, 2020, via Zoom conferencing. We also reviewed the 2013 ERC report, the 2020 IRC report, the DES response to the IRC, the DES self-study, the “Chairs Narrative Aldama Ethnic Studies Jan. 1, 2019-Jan. 1, 2020” (January 19, 2010),” Divisional Dean David S. Brown’s “College commitment to Graduate Program in ETHN” (December 28, 2018), the “University of Colorado 2018-19 Diversity Report” of June 2019, and requested additional information from the Chair of DES (Aldama) and the Associate Chair of Graduate Studies (Carroll).

The Department of Ethnic Studies (DES) at the University of Colorado, Boulder (CUB), is a strikingly productive, dynamic, innovative, and nationally respected community of scholars. In a campus climate of ongoing subtle and overt forms of racist insensitivity and/or hostility as it exists on the university campus, the city of Boulder, the state of Colorado, and the nation, the importance of the DES cannot be overstated to the transformation of campus and larger community life towards greater respect for the persons, culture, and knowledge of African American, Asian American, Chicana/o and Latina/o, and Indigenous people. Recognition of the foundational importance of the DES and the need to strongly and visibly support it is in keeping with the stated University of Colorado system-wide and University of Colorado, Boulder vision and goals.

According to the “University of Colorado 2018-19 Diversity Report” (June 2019):

“Diversity is a core value of the University of Colorado. CU believes all students--regardless of ethnic, racial, political, gender, religious, intellectual, and geographical background--will have a more enriching college experience when they are exposed to a plurality of ideas, viewpoints, life

experiences, and rapidly evolving perspectives on national identity. The university continually seeks to create a more inclusive university community--one that fosters an academic climate that is productive, positive, safe, and respectful of all viewpoints” (4).

The campus vision, according to the same report with respect to the University of Colorado, Boulder, according to the Office of Diversity, Equity and Community Engagement, regarding “Inclusion, Diversity, and Excellence in Academics 2018-19,” is “to be a leader in addressing the humanitarian, social and technological challenges of the 21st century.” “The shared aspirations guiding...activities and efforts [are] for the University to exemplify excellence through diversity by:

- Creating a welcoming and inclusive environment;
- Deepening our ability to share and to engage with diverse perspectives; and,
- Maximizing the success and inclusion of all students, staff and faculty” (7).

The democratizing intellectual mission of DES is to transform historically received conceptual bias that has rationalized social, cultural, economic, and political bias towards Indigenous and other “people of color” in the U.S. and to expand knowledge for the greater good of campus and of society as a whole. Universities across the nation have been transformed by the study of “race” and racialization, and its intersections with gender, sexuality, class, and ability that the field and areas of specialization in Ethnic Studies have placed at the center of their analysis, theory, and practice. Universities across the globe have studied the concepts and methods developed by Ethnic Studies scholars in order to understand the growing multiculturalism, its benefits and challenges, in their own nations. Today, and with increasing urgency, the pedagogical work of educating the nation’s and globe’s citizenry and leadership of tomorrow must involve the interdisciplinary, comparative, transnational, and diasporic work pioneered in, and central to the field of Ethnic Studies, of which CUB’s department is a key constituent. Institutional support for the Department of Ethnic Studies should be understood as a campus priority and support of new research at the undergraduate, doctoral, and faculty levels should be seen as vital to the wellbeing of the campus and fulfillment of system-wide and campus democratizing diversity goals.

The Department of Ethnic Studies at University of Colorado, Boulder, is a young and extraordinary department. It was established in 1996 in response to campus student demand. In 2014, it established an Ethnic Studies doctoral program, one of only three in the nation. It admits students already holding Master’s degrees. There are currently eleven PhD students, which is a significantly smaller number than that of peer institutions (UCB, 37; UCSD, 42). However, admitting more than two doctoral students per year without a larger faculty that equitably represents each of the areas of specialization (African American, Asian American, Chicana/o Latina/o, and Native American and Indigenous) and funding packages that are competitive at the national level, is not tenable. Because it is desirable to grow the doctorate program and train the next generation of top scholars in this increasingly important field, and because at present CUB’s fellowship support of Ethnic Studies graduate students is not competitive in comparison to other R-1 institutions, a genuine, more fully funded fellowship commitment to the doctoral program needs to be put in place.

There are thirteen faculty members (and one incoming), of which three are full professors (Belknapp, Ho, Rabaka), five associate (Aldama, Carroll, Maeda, Potter, Sohi), and five assistant professors (Lawson, Ordaz, Sepúlveda, Upadhyay, Villanueva). Many of these are poised for promotion to associate or full professor. A second year Postdoctoral Associate will join the faculty next academic year as an assistant professor (Avalos). Since the last departmental review, five faculty members were lost. The university failed to retain two senior faculty (one full, Emma Pérez, and one associate, Elisa Facio) supported by the DES. Three assistant professors were lost, one resigned mid-year (Holmes) and two did not receive tenure (Williams and Medak Saltzman). Of these five losses, only one assistant professor line was returned to the department.

The DES accommodated two spousal hires ([REDACTED]), and accepted two tenured faculty members from the Department of Sociology who wished to fully move their appointments to DES (Belknap and Potter), one a full professor. The DES also replaced some of its ranks through the STAR program, successfully proposing the hire of its Chancellor's Postdoctoral Fellow (Avalos) who will be an incoming assistant professor in fall of 2020. In addition, the new Director for the Center for Humanities and the Arts, a full professor (Ho), is housed in the DES.

In the years since the 2013 External Review Report, the department has witnessed the establishment of the doctoral graduate program in 2014; the development of a highly successful undergraduate certificate program in the Critical Sports Studies program in 2019; the hiring, promotion, and retention of faculty; growth of student enrollment in courses; and, the pursuit of important initiatives, such as replacement hires in African and Native American Studies; 2/1 teaching load; and the Africana Studies Center).

The internal climate of the department as measured by interviews with all faculty and staff, graduate, and undergraduate students is notably positive. There is a high sense of appreciation, collegiality, and respect among its constituents. Students talk with respect and appreciation for the passion of their professors and assistant professors note the generous mentorship of their senior colleagues. However, all expressed concern for an overworked, undervalued faculty and many expressed a sense of inequity towards the department by the university, and of a climate of hostility that beleaguers, demoralizes and overworks students, faculty, and staff--a climate remarked upon in a central way as well in the 2019 External Review Committee report.

The faculty of the DES, from assistant through full professors, has served heavily on administrative committees within and outside the department, in addition to maintaining active professional lives. On the whole, the majority of faculty have regularly published single-author and co-edited books, peer reviewed and other articles and book chapters, presented their work at professional conferences, as article and book reviewers, and hold or have held leadership positions in professional organizations. Three of the faculty are series editors at academic presses (Aldama, Potter, Rabaka), in this way contributing to shaping of the field. They hold numerous book prizes and/or Honorable Mentions from professional organizations and publish and/or hold advance book publishing contracts from prestigious academic and university presses (e.g., Duke University, New York University, Oxford University, Routledge, Rowman & Littlefield, Rutgers University, University of Arizona, University of Colorado, University of Illinois, University of

Minnesota, University of Nebraska). In this respect, the faculty of the DES compare favorably with peer departments of Ethnic Studies that grant undergraduate and doctoral degrees (UC Berkeley, UC San Diego).

The areas of scholarship of the faculty and its teaching postdoctoral hire who will join the tenure-track faculty next year, are intellectually innovative, politically relevant, and socially valuable: African diasporic decolonial critical thought and philosophy, colonial/colonial settler violence, criminal justice, decoloniality and performance, domestic abuse, film, environmental studies, Indigenous philosophies, migration, non-Western religiosity, performance studies, queer studies, racialization and sports, refugee studies, transnational and diasporic studies. The growth of the field of Ethnic Studies nationally is reflected and indeed, led by members of the University of Colorado, Boulder's DES faculty.

Not all Ethnic Studies departments successfully integrate African American studies, but this department works toward doing so, and from African diasporic feminist and/or queer perspective(s), although it must be emphasized that it is currently at less than 50% capacity with the loss of two faculty members and with one of the two remaining faculty serving as Associate Dean for Inclusive Practices in the College of Arts and Sciences (Potter). Studies of the prison industrial complex and of racialized domestic violence are at the forefront of the field of African American and African or Africana diasporic studies. The department's Chicana/o and Latina/o Studies specialization incorporates the diasporic or global through borderlands studies and transnational migration to Spain. The scholarship of the Asian American Studies faculty incorporates diasporic studies in the work of its South Asian feminist and/or queer studies while also contributing to the rethinking of Asian American studies narratives in literature and social movement history. The Native American and Indigenous studies faculty includes important areas of newer study: environmental studies, governance, politics, and Indigenous philosophy and religion, in addition to film and literature.

Together with its unprecedented growth, series of accomplishments, expansive intellectual scope, and over-all intellectual flourishing, there are challenges to the DES which are resolvable at the level of administration and that will contribute decisively to the stabilization of the department and to its greater success. The 2013 ERC report noted some change for the better in CUB administration's support for the DES. DES faculty in the department for a longer length of time noted an ongoing welcome change in administrative leadership from a perceived climate of devaluation, lack of support, and hostility towards DES. Today, faculty note support in the form of faculty appointments to campus administrative positions (Ho, Potter); support for the 2/1 teaching load from Dean David Brown and the College of Arts and Sciences; initial support for the Africana research center in the retention package of a faculty member (Rabaka); and temporary support for graduate student funding through AY 2022-23.

However, there have been no provisions for teaching replacement of departmental faculty who have been appointed to campus-wide administrative positions; faculty have not been successfully retained by the university; requests to replace faculty who have not been retained in African American and Native American Studies have been denied, while DES faculty note much larger departments with less immediate need have been granted faculty lines; the lack of sufficient faculty has stressed, demoralized and exhausted the faculty, hampering assistant and associate

professor time-to-promotion; permanent and competitive fellowship funding has not been provided to the doctoral program; undergraduate and graduate curricula in African American and NAIS, and therefore comparative Ethnic Studies and the doctoral program, have been negatively impacted by insufficient faculty; and the 2/1 teaching load which has long been in effect for larger, less stressed departments has not been authorized at the highest levels, thus promoting inequity for a faculty and department already burdened in various ways by inequity and subtle and overt racialized hostilities.

Given the importance of the interdisciplinary Department of Ethnic Studies to campus, city, and nation, we applaud University of Colorado, Boulder's efforts since the last seven-year review to support the faculty and the DES and to remedy the "relationship of broken trust between the University and the Department of Ethnic Studies" (2013 External Study report). We strongly encourage the university to continue the important work of valorizing, supporting, stabilizing, and growing the DES. We applaud the DES for their persistence in scholarly, teaching, mentoring, and service excellence, and for their compassion with respect to marginalized students and other faculty, and for their commitment to a scholarly mission that is one of the most important and relevant to our world today: a deeper understanding of equity and democracy and the role of racialization in these processes.

We strongly believe that all recommendations made at the departmental level in the 2013 ERC and the current IRC reports, such as better faculty mentoring; retreats and libraries to support faculty; teaching faculty to say "no" to disproportionate administrative loads; discouraging academic leadership roles for junior professors; potential redesign of the undergraduate curriculum; greater incorporation of undergraduate student interests in new courses; growing undergraduate majors; and supporting or creating new research center(s), *all* depend primarily upon extra-departmental factors.

We therefore strongly recommend the following measures.

Recommendations:

1. **Prioritize a proactive, administration-down change in campus climate of respect for all members of the university: students, staff, faculty; little tolerance of racism; and support of campus-wide intersectional diversity research.** The highest levels of university leadership should take the lead in shaping and rewarding a campus culture of respect for cultural, sexual, and other forms of diversity, understanding these as intellectually and democratically necessary. Recommendations in support of strengthening the DES and its faculty directly advance positive transformation of campus and city climate. We recommend development of campus-wide research support to all faculty for intersectional (i.e., racialization and class, gender, sexuality, ability) retraining and for diversity research. We also recommend implementation of a multi-year series of campus cluster hires advancing intersectional diversity research across campus, including the DES, to rapidly transform campus culture over a 5-7 year timeline.

2. **Reduce DES faculty teaching load to 2/1.** Today, far larger departments in the Social Sciences benefit inequitably from a 2/1 teaching load. The Dean of the Social Sciences and the College of Arts & Sciences have approved a 2/1 DES teaching load. We recommend that higher levels of university administration, including the Office of the Provost, finalize approval effective AY 2020-21. Faculty and students in DES view this inequity as further evidence of insufficient understanding of the importance of DES as a field of knowledge and as the campus locus for the practice of multi-racial, gender, and sexual equity and research. The disregard for the inequity of labor from a campus good citizen department model like DES is worrisome. An immediate reduction of the 2/2 load will contribute considerably to reduction in length of time to promotion of faculty; alleviate the burden of heavy administrative work within and outside the department; reduce the inappropriate administrative leadership burden of assistant and new associate professors; alleviate the burden of campus-wide student of color mentoring that faculty now undertake; and, demonstrate the University of Colorado, Boulder's compliance with a system-wide commitment to diversity in research and support of diversity among its faculty and students.
3. **Replace lost FTE in Africana and Native and Indigenous Study faculty immediately and further grow the department.** Administrative, teaching, and mentorship responsibilities and the integrity of undergraduate and graduate degrees are undermined by an insufficient number of faculty members teaching in these areas. The impact on the doctoral program is especially acute. Failure to replace faculty immediately in an already small department increases the burden on faculty in every way: scope of teaching, research, mentorship, and administrative responsibilities. However, we want to make clear that bringing faculty numbers back to four faculty in each of the four areas of specialization, even with a 2/1 teaching load, is still insufficient. This should be a department that is targeted for growth given the task of understanding and promoting respect for cultural, ethnic (or "racial") differences in the United States, and indeed, globally. Furthermore, the minimum number a department with the kind of campus labor CES will continue to perform representing "diversity" on behalf of most of the campus is twenty tenure-track faculty, with the majority of these tenured.

The question has been raised whether the "subfields" of Ethnic Studies--that is, fields such as African American, Asian American, Chicanx and Latinx, and Native and Indigenous Studies, which are each independent departments or programs on other campuses--are necessary. Our response is that they are. It is research into each of these fields that produces the possibility of comparative and interdisciplinary Ethnic Studies. Areas that doctoral students have identified as desirable are visual cultural studies, performance, and queer studies and the social sciences. In addition, admission and recruitment of graduate students should focus on existing faculty expertise. The loss of faculty that leave the university or are unavailable for graduate teaching and mentorship directly impacts the work and progress of students admitted to work with such faculty. Students focusing on Africana Studies for example, spoke of the negative impact on their progress of the loss of two faculty members from the department. We also note that no doctoral students at present are focused on Asian American or diasporic studies, yet the DES faculty includes diasporic and transnational Asian American studies scholars. Until

the department replaces lost faculty lines in Africana and Native and Indigenous Studies, it is prudent to limit or put on hold graduate admissions to these specializations. We further note that replacement of faculty serving in administrative positions by instructors supports undergraduate instruction, but does not resolve losses to the doctoral program. Therefore the urgency of hiring tenure-track faculty is central to the wellbeing of the doctoral program.

4. **Establish the Africana Research Center.** A faculty member of the DES has been retained with the promise of the establishment of an Africana Research Center (Rabaka). This promise should be fulfilled as soon as possible with the establishment of a recognized campus research center focused on African diasporic studies. Faculty should be hired to sustain it, and permanent funding made available to seed campus-wide research and collaborations, and to bring renowned scholars to campus to lecture. Subtle and overt forms of racism against people of color vary, but anti-Black racism is one of the most pernicious and enduring forms of the pseudoscientific assumptions of cultural Darwinism, that is, the belief that the peoples of the world and their cultures are genetically and therefore culturally unequal, with Northern Europe as the ideal and Africa as the most “primitive” or backwards. This discredited form of intellectual racism has been widely popularized, first to justify slavery, and then to justify unequal access to all forms of social, economic, cultural, and political life after slavery’s abolishment. Racism is the product of intellectual work advanced throughout the liberal arts and sciences. The establishment of a university-wide research center in Africana Studies is a crucial part of producing unbiased knowledge about African diasporic cultures and people and bolsters the work of the DES in a central way. It is crucial that the Africana Studies Center (and all possible future research centers focusing on U.S. Latinx and Asian American Studies, in distinction to those currently focusing on Latin America and Asia) are on a campus-wide scale, because the issues, problems, and agenda of research and action are not limited to the College of Arts and Sciences. They are clearly important to the wider university and community.
5. **Promote DES faculty to associate and full professors in a timely fashion.** Review of faculty vitae and our interviews reveal that advanced associate professors that are qualified have not been promoted. The 2013 ERC noted the imbalance and observed that associate professors were poised for promotion, yet today there are only two full professors, one hired recently, a number that has not increased since the last departmental review. In two qualified senior associate professor cases, it is our understanding that these professors have been discouraged by administrators outside the department from presenting themselves for promotion. Associate professors with one or more significant co-edited anthologies and a second single-author monograph, who have served in professional and administrative leadership positions, and who are widely respected in their fields, should be promoted to full. At top universities, and in the physical sciences, promotion is primarily based on significant effect upon a field of study. Particularly when compared to fields that are not book-based, we are disturbed by the impression that the bar to promotion is unjustifiably placed higher for the professoriate of DES. The university should be concerned about having nationally recognized scholars languishing, inequitably, at the level of associate. Mentorship of

departmental faculty by administration should be prioritized to this end. Policies for promotion should be clarified and regularly discussed with the professoriate. Associate professors serving as chairs and in other heavy administrative labor should be carefully mentored and rewarded. In contrast, we commend the current DES Chair, Professor Aldama and senior faculty in DES for careful mentoring and guiding of junior colleagues. We cannot overstate the significance of having more senior faculty on campus who are trained in Ethnic Studies and qualified to judge the conceptual and methodological innovations of African American and African diasporic, Asian American and Asian diasporic, Chicana/o Latina/o, Native American and Indigenous, and comparative Ethnic Studies.

- 6. Provide permanent and sufficient graduate student funding.** The graduate program has been given temporary funding through 2023 that would allow two graduate students a year to be “fully” funded for five years, through guaranteed teaching fellowships. Funding should be made available to better support the current graduate students who, like the DES faculty, are over-extended, delaying their research and filing progress. They are additionally burdened by being underfunded to the point of needing to find housing far beyond Boulder--as far away as Denver, according to our interviews. As a new doctoral program, and one of the few in the country, it is by comparison significantly smaller than UC Berkeley and UC San Diego, and significantly underfunded in comparison to UC Berkeley. To be competitive with other funding patterns in American and Ethnic Studies doctoral programs in other peer institutions, the inclusion of fellowship funding that includes a year or two of non-teaching support to all admitted doctoral students will enable the department to recruit promising students. CUB’s current Diversity Fellowships consist of \$10K supplemental fellowships for one year.

It stands to reason that DES’s focus on diversity research would be awarded with a generous number of these fellowships, but that is not the case. The criteria provided to the Associate Chair of the graduate program (Carroll) regarding how these are disbursed includes consideration of “[h]ow are [incoming graduate students] improving the culture/climate of their department and supporting diversity/inclusion.” This criteria is concerning in that it lends itself to arguments that programs already focusing on diversity are not improved by new diversity-focused research applications, whereas departments that do not focus on diversity are noticeably improved by any such research (Email from Carroll to ARPAC/Manalansan and Pérez, April 1, 2020). The DES is a campus-wide hub for diversity research and teaching and is recognized as a campus haven from Eurocentric bias and/or racism, modeling an environment of respect for people of color. It is logical to award a large number of, rather than a limited number of diversity research fellowships to incoming graduate students who center diversity in their research in a thoroughgoing and sophisticated way.

The amount of support of fellowships is also inadequate. To compare, most incoming graduate students in Comparative Ethnic Studies at UC Berkeley, are in their great majority awarded one of three different five-year scholarships, and all graduate students are eligible for a normative time non-teaching fellowship year provided by the Graduate

Division to write their dissertations. Students who do not receive a campus-wide multi-year fellowship are guaranteed five-year support packages at around \$36K/year, by the DES's graduate program, which includes three years of summer support and two staggered years of graduate student instructor fellowships that, with the normative-time dissertation writing fellowship, amounts to two years of non-teaching support, guaranteed teaching fellowships, and three years of summer support. At CUB, the new Devaney Graduate Fellowship appears promising as an addition to a more committed and permanent program of funding for all or most incoming graduate students.

7. **Provide additional funding for administrative staff and an additional teaching line in the certificate program of Critical Sports Studies.** The study of racialization and sports is innovative and important. Focus on queer sports studies, the DES expertise of its one assistant professor (Villanueva), is even more remarkable and welcome. This innovative certificate program serves the broadest student community with great success. It was conceived, built as a campus-wide program through faculty affiliate teaching, and is administered by an assistant professor who has one published book and is working on another. He and this certificate program deserve greater support: funding for one or more instructors and staff support to administer the program. The certificate program in Critical Sports Studies should not be forced to operate as a one-person show by an untenured, junior faculty member.
8. **Consciously integrate the DES into University of Colorado, Boulder's "brand" as a leader in interdisciplinary humanities and social sciences that prepares students for leadership in an increasingly multicultural local community, nation, and globe; and, train advisers to present the major to incoming freshmen.** Departmental visibility and legibility on campus through the university's web homepage, in its recruitment materials to prospective undergraduates, and in the training of advisers to incoming students, all will contribute to the ongoing creation of a genuinely more knowledgeable and thereby respectful campus and local community. The interdisciplinary field of ES prepares students as well or better than the standard, more traditional fields of humanities and social sciences for leadership in an increasingly multicultural world. The DES's growing campus-wide appeal is suggested by a student body of majors that is composed of 29% non-people of color, according to 2018-19 figures in the IRC. Undergraduate students we interviewed reported that they declared a DES major in their later years because they were unaware of the field until then. They did not get any encouragement or vital information from college advisers. Appropriate training of undergraduate advisers regarding the undergraduate major in Ethnic Studies should be prioritized, which will make the major, and more generally, DES courses, more visible to all undergraduates, and increase the number of majors. We believe that undergraduate education in ethnic studies, for majors, minors, and non-majors, is a major step in transforming campus and eventually local and national cultures.
9. **Expand on alliances and collaboration with other academic units at the university.** The Critical Sports Studies Certificate is the product of successful cross-campus collaboration headed by the DES. The BA-MA combined degree program with the College of Education is another. Because transnational and global comparative work is

part of the work of each of the four DES areas of concentration, dialogues and possible future collaboration with units like the Asian Studies and Latin American Studies research centers to pursue common curricular and research agendas might also be possible. Collaboration with the DES could help to shape transnational research that is inclusive of the U.S. experiences of Asian American and U.S. Latina/os. Given that there was some confusion that the Center for Asian Studies and the Latin American Studies Center were the same as, or inclusive of Asian American and U.S. Latinx Studies centers, it should be clarified that they are not, given that the former do not center the U.S. experience of the latter and they emerge from very different research agendas and intellectual traditions. However, where there is faculty interest, the DES and area studies departments and research centers should be encouraged to create intellectual and programmatic bridges. Several major universities have been at work on these kinds of collaborations that will help bring together resources and expertise particularly around languages and cultures. Possible outcomes to exploring common interests include joint hires, shared language instruction, and/or study abroad programs.

The 2013 ERC noted the promise of the Ethnic Studies-focused CSERA (Center for the Study of Ethnicity and Race in America) as a potentially prestigious research center at the national level and recommended more funding. We agree that such a center would be highly stimulating to new research and raise the national visibility of the DES and CUB, but such a laudable project is not realistic until sufficient numbers of faculty and funding are available. Seemingly as a result of insufficient resources, today, the CSERA project is now, unfortunately, defunct.

Conclusion:

In an otherwise notably collegial and supportive department, we observed minor complaints and tensions among some faculty. These are clearly due to, and/or exacerbated by, remediable factors. These are 1) an ongoing campus and local culture of subtle racist microaggressions and overt racism, with reporting of anti-Black and anti-Latino incidents; 2) lack of sufficient faculty and staff, which directly impact teaching and administrative loads; 3) refusal to replace lost FTE in African American and Native and Indigenous Studies; 4) refusal to replace faculty serving in campus administrative roles with instructors; 5) lack of an extra-departmental culture of support, mentorship, and promotion for faculty at all levels; 6) lack of final support for the otherwise authorized workload of 2/1; 7) lack of fulfillment of a retention promise to establish an Africana Studies Research Center, with appropriate funding for staff, research, and faculty.

Since the last external review of the DES, on the whole, the University has demonstrated its desire to support this young department. The Department of Ethnic Studies at the University of Colorado, Boulder, is a remarkably vibrant, productive, hard-working group of faculty, graduate students, and staff who, in spite of campus and social inequities, are committed to providing students with an excellent education and to producing socially meaningful, conceptually innovative and widely-enriching scholarship. This young and excellent department deserves greater permanent support and an ongoing commitment to growth from the university. Only

through these necessary steps will the DES's pivotal role in the university's future be fully realized.

Respectfully submitted,

Laura E. Pérez and Martin F. Manalansan IV

Obtained by the National Association of Scholars

Submission 16.(Spring 2022)

College/School/ Unit: [Arts & Sciences](#)

Electronic signature of college/school/institute dean: [James White](#)

Dean's ranking of this proposal (if submitting multiple proposals, i.e. 1 of 5): [7 of 8](#)

Dept., program, or institute for which position is requested: [Political Science](#)

Attestation: [Andy Baker \(bakerab@colorado.edu\)](#)

- Joint Hire? [No](#)
- Joint Hire other unit:
- Joint Hire rostering unit (tenure home):
- Faculty rank requested: [Assistant Professor](#)
- Faculty salary requested (give approximate range): [\\$88,000-\\$100,000](#)

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

PSCI requests an FDAP hire of an expert on the politics of race and ethnicity. In doing so, PSCI seeks to build on its existing diversity and on its strengths in the politics of ethnoracial identity. The department also strives to better serve its growing and diversifying student base.

PSCI has 5 (of 24) faculty of color among its TT ranks, and the department has experts on the interplay between race and politics in foreign and international contexts. We seek to further build on this strength and further diversify our faculty ranks, both to bring more persons from nontraditional backgrounds to our pool of teachers and leaders but also to address the desires of our growing number and more diverse set of majors. In 2015 we had 702 majors, with 25% of them nonwhite. Today we have 1,068 majors, of which 34% are nonwhite. Put differently, we had 174 nonwhite majors in 2015, whereas today we have twice that amount: 359. Half of these non-white students are Latinx, twelve percent are Black, and five percent are Native American. In addition, [REDACTED] first-year Ph.D. students are from a BIPoC background, and [REDACTED] we have already recruited for next year's first-year class are also BIPoC.

We recognize that recruiting and retaining students of color enrich our program in a range of professional and academic ways. We have had increasing levels of success in attracting students from underrepresented groups into our program, but we can do better. One way of doing so is to develop a more diverse faculty. We are optimistic that with more faculty from underrepresented groups, we will be able to further diversify our graduate and undergraduate student bodies and to better serve existing students through a more inclusive set of faculty mentors. More diversity will expose students to a wider array of theoretical perspectives, research interests, and role models. It will also grow our menu of course offerings, expanding it into new areas that are of heavy interest to current and future students. In short, receiving an FDAP hire would be instrumental in moving PSCI closer to having a TT faculty that meets the diversity demands and goals of the department's faculty, students, staff, and also of CU's leadership.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? [No](#)

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year and name (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:
[None](#)

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? [No](#)

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

PSCI has identified race and ethnic politics as a critical teaching and research need for several years, but we have not yet been able to fulfill this need. PSCI made this hiring request to the College of A&S in 2019, and it did so again as its FDAP requests in 2020 and 2021. Since these requests were not granted, this research and teaching need remains an important one. The department already has offerings such as Race, Power, and Politics; Theories of Identity; and the Politics of Immigration, but the person we seek to hire would teach at least some of the following new courses: Race and US Politics, Black Politics, Latinx Politics, Indigenous Politics, and Urban Politics. These all require content and expertise on race and ethnicity in areas that we cannot currently cover. Courses on these topics would be highly welcome additions to the curriculum and to the undergraduate and graduate experience at CU.

Similarly, in the broader discipline of political science, research on the interaction among race, ethnicity and politics is experiencing a moment of growth. This new era of scholarship contrasts with a long and troubling history of developing and building on racist theories, dating back to the late 1800s. We as a discipline are reckoning with this history and find ourselves in an academic environment that is excited about and supportive of new scholarship that explores themes of diversity and politics. And we as a department wish to have faculty who are central to this important trend. Expanding our expertise on these topics will clearly enhance the research profile and visibility of the department.

More generally, political science needs additional teaching help because its enrollments are growing. The department introduced a new Learning by Doing curriculum in 2018, a move that has attracted undergraduate students—including many from diverse backgrounds—in droves. As mentioned above, PSCI majors have increased by more than 50% in recent years, making us not only the fastest growing (by far) major in the social science division but one of just two that is growing at all. We are set to grow even further: PSCI has 267 declared majors in the current first-year class, which is almost more than the next three largest units (ECON, IAFS, and SOCY) combined! Almost no PSCI undergraduate classes have fewer than 45 students, and our ratio of majors to TT faculty (~40) is extremely high relative to many cognate units (e.g., Anthropology, English, and History, where it is closer to 10). Meanwhile, the department is experiencing a net loss of TT lines (more on this below), and even many of PSCI's existing TT faculty and teaching commitments are siphoned off because the unit produces people who are desired as academic leaders elsewhere on campus. (Eight PSCI TT professors have leadership positions in other units around campus. See more on this below.) PSCI has fulfilled its ballooning demand by raising class sizes even more and by hiring lecturers.

Is this request part of a cluster hire? Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

Yes. This hire would be part of the Social Science Division's Racial and Structural Inequality thematic hiring plan. Here is an excerpt from the description of this hiring plan, agreed to in 2021 by all the units in the division: "... unspeakable acts of violence have propelled racism to the fore in public dialogue. As social scientists, we study the myriad social organizations, institutions, and cultural processes that have been imbued with power and perpetuated inequalities for centuries. We also study the categorization of people by socially constructed racial categories. The social sciences are uniquely positioned to illuminate the origins, structures and effects of societal inequities. The division of social sciences seeks support for a multi-year hiring initiative to bring top tier scholars at multiple ranks whose research contributes to social knowledge around racial, class and gender inequality." As one sign of the division's commitment to this cluster hire, each unit promises to commit funds each year to help build one of the following interdisciplinary centers: Center for African and African American Studies (CAAAS), Center for Native American and Indigenous Studies (CNAIS), and Latin American and Latinx Studies Center (LALSC). This financial commitment is an important part of this FDAP proposal and is described in greater detail below.

In addition, PSCI may seek to follow up an FDAP hire with subsequent hires in the area of race and politics, both because of our own needs and because of this cluster hire.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

Two: Tamar Malloy (2019), Alexandra Siegel (2020)

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Retirement:

Two: David Mapel (2019), Steve Chan (2021).

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Failed Retention Offer(s):

One: David Bearce (2022).

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Other (Please explain): Two: Jennifer Wolak (2021, resigned), Horst Mewes (2017, death)

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of and retain diverse faculty?

In PSCI, three of the last six TT hires are faculty of color, so our new FDAP hire would have the support of a diverse young cohort. In addition, PSCI has committed to include, as one element of a start-up package and as part of the cluster hire initiative mentioned above, departmental funds in the amount of \$2,000 annually during the new hire's probationary period to support the activities of the Center for African and African American Studies (CAAAS), the Center for Native American and Indigenous Studies (CNAIS), the Latin American and Latinx Studies Center (LALSC), or another multidisciplinary center (as appropriate and desired). This would total \$14,000.

More broadly, PSCI has made other major efforts on DEI work in recent years. Most importantly, the unit established a JEDI committee two years ago and the committee has been extremely active. For example, the committee invited our new Assistant Dean of Inclusive Practice, Patricia Gonzalez, to deliver her "Antiracism & Intersectionality: A Perspective from my View" workshop and training, which she did on February 23, 2022. The committee has also spearheaded an initiative—subsequently agreed to by the entire faculty—to mandate each faculty member to have an anti-racism pedagogical unit in each course. Additionally, the committee has brought in BIPOC scholars for the department's speaker series, and it has allocated extra PSCI funds to support DEI-related research by graduate students. Finally, the department is prepared to support the new hire by encouraging them to take advantage of resources beyond the unit. In particular, we would point FDAP hires toward the many Affinity Groups that exist around campus. These groups form around common interests and identities and thus help to boost morale and retention by creating a sense of belonging. They include the American Indian Staff and Faculty, the Black Women's Alliance, the LGBTQIA+ Affinity Group, and the CU Boulder Black Faculty and Staff Association, among others. We would encourage participation in whichever groups are applicable and even seek to provide direct support to these groups, if asked to do so. Similarly, the College of Arts and Science's Be Well program would be a useful resource to create opportunities for self-care and interpersonal connections.

What is the unit's mentoring and retention plan for the new hire?

All junior faculty in PSCI receive the following mentorship resources and opportunities.

First, each one is paired with a senior faculty mentor, and junior faculty also (per the department code) meet with the chair once per year to receive mentorship. Mentorship from PSCI faculty is extremely valuable because the department has four people who have served on (and two who have chaired) the College's Personnel Committee.

Second, the department provides junior scholars with funds to host a research workshop on a book project or set of papers. The allocation (roughly \$4k-\$5k) permits the junior colleague to invite two or three senior scholars from other universities for a two-day workshop on their work in progress. In year's past, we have brought scholars in from places such as Georgetown, Princeton, MIT, Stanford, and UCLA to provide directed feedback on the work of our assistant professors.

Third, PSCI sets aside funds each year for junior faculty to bring senior scholars to campus for research talks. This creates relationships between the junior member and these outside scholars, many of whom eventually become letter writers for tenure cases.

Fourth, PSCI has a "Political Science Research Grants" program that allocates departmental funds for research projects to faculty members, and it prioritizes junior faculty. These grants are up to \$10,000, so they can make a noticeable difference in an assistant professor's ability to fund a project.

Finally, PSCI takes intentional efforts to lighten the teaching obligations of junior faculty so that they can produce the research needed to get tenure. PSCI courses are large. But the unit is typically able to provide TA and/or grading support for courses of 50-students or more, and some courses in PSCI are large enough to count as 1.5 or even 2.0 toward the faculty members' annual 3.0 load. Junior faculty also usually receive a research semester as part of their offer.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

This academic year, PSCI followed a very intentional and deliberative process to start identifying and getting to know individuals who could fulfill our DEI-related curricular and research needs as well as our goal of further diversifying our faculty ranks. The chair compiled a list of experts on race and ethnic politics who might be hireable/movable, and then the chair discussed this list with the department's Policy Committee. From this list the committee identified the one person in whom we are most interested, ██████████ of ██████████, and we invited ██████████ out to give a talk in January. ██████████ is conducting pathbreaking work on how African-American citizens vote, and the department enjoyed hearing his research presentation and getting to know him. (Also, ██████████ received his ██████████.) The department also reached out to ██████████, an expert on indigenous politics who has given talks in the department in the past, and he also expressed interest in CU. While we fully intend to conduct an open search if awarded an FDAP, we see this effort from this year as an investment in our ability to eventually identify and attract a talented young scholar of race and ethnic politics.

A different point pertains to our staffing challenges. PSCI faculty are in-demand around campus for their leadership skills, but this creates challenges for offering our undergraduate and graduate curricula—challenges that would be partially addressed by an FDAP hire. Many core faculty members in PSCI have taken administrative positions in other units that carry a partial or full teaching release. They are (1) Scott Adler, Dean of the Graduate School; (2) David Brown, Dean of Social Sciences; (3) Joe Jupille, Faculty Athletic Representative; (4) John Griffin, Director of Conference on World Affairs; (5) Krister Andersson, Director of the Center for the Governance of Natural Resources; (6) Carew Boulding, Director of the Program on International Development; (7) Sarah Wilson Sokhey, Director of Graduate Training at IBS and Director of the STUDIO Lab for undergraduate research for the College's Social Science division; and (8) Anand Sokhey, future Director of Diversity, Equity, and Inclusion at IBS. Summed up, this is a loss of about four faculty lines' worth of teaching per academic year. (Note this does NOT include the teaching releases of the chair and two associate chairs, as these exist for all units.) An FDAP hire would thus partially help to alleviate critical advising and teaching needs and, as we see it, somewhat compensate PSCI for producing valued leaders, including some who are asked to provide leadership on DEI concerns.

Two more points, both related to the Chancellor's Postdoc:

PSCI did receive a Chancellor's Postdoctoral Fellowship award in February 2022, but the candidate ██████████ of Duke University, declined because she had already accepted a postdoctoral fellowship and TT position from another university.

Also, PSCI did attempt to hire ██████████, a Chancellor's Postdoc awardee, in spring 2022 as a joint FDAP hire with the School of Education. Unfortunately, Professor ██████████ declined CU's joint offer in favor of a TT offer from ██████████.

Please attach the unit's updated Inclusive Excellence Narrative.

Attached to Request at end of submission.

Please attach any other documents you feel are relevant to the selection committee.

Attached to Request at end of submission.

Political Science Statement of Inclusive Excellence (adopted in 2020)

We define inclusive excellence in terms of (1) descriptive inclusion; (2) substantive inclusion; and (3) inclusive practices.

Descriptive Inclusion. We aspire to attract and retain a diverse undergraduate and graduate student population, staff, and faculty that mirrors the diversity of the populations from which we draw: primarily residents of the United States, but also international students, staff, and faculty. Our focus over the past five years has been on the inclusion of “visible” forms of descriptive diversity, in particular racial and gender diversity. We aspire to recruit and retain a population that is also descriptively diverse in terms of sexual orientation, gender identity and expression, religion, national origin, ability, and socio-economic origins (e.g. first generation).

Substantive Inclusion. We aspire to teach our classes, train our students, and conduct our research in ways that are inclusive of the diverse scholars publishing in political science, and that engage questions and concerns raised by diverse perspectives. This includes taking race, gender, sexual orientation, and other dimensions of diversity into consideration, but it also includes encouraging and respecting methodological diversity within the field of political science.

Inclusive Practices. We aspire to an inclusive culture within our classrooms, offices, and department. An inclusive culture is one in which diverse perspectives are actively included in communication, decision-making, and iterative procedures that aim to reduce barriers to participation and engage respectfully with different voices. An inclusive culture is also one that cultivates a climate in which it is safe to disagree, to admit to blind spots, to point out power inequities, and to identify ways in which bias may operate despite our best intentions.

Also, the department placed the following anti-racism statement on its website in the summer of 2020:

Political Science Department Statement of Anti-Racism

We, the faculty of the University of Colorado Boulder political science department, assert that Black lives matter, and we stand against ongoing acts of oppression and violence toward all Black, Indigenous, and other Peoples of Color. We reaffirm our commitment to nondiscrimination under [Article 8 of the Regent Laws](#) for the University of Colorado. We also reaffirm our commitment to creating an environment where all individuals treat each other with respect and dignity. Racism cannot be tolerated and should have no place in our communities, classrooms, or campus. We commit to fostering antiracism in our department, and we support the efforts of other organizations at CU who share the same vision.

The department of political science, by existing within the racist power structure in this country, participates in systemic racism. We acknowledge the discrimination and racial tension within our department and the campus of CU Boulder. Acts of racism in the department have gone unreported, as affected individuals have been marginalized from speaking out about their experiences. Systemic racism has also allowed the department to overlook racist incidents and behavior.

Going forward, we commit to a continuous process of self-reflection to identify our biases, both individual and systemic. We also commit to a process of open communication and dialogue to identify how we have harmed BIPOC individuals. We commit ourselves to bringing awareness of the history and challenges of racism to our hiring, teaching, and research practices. Finally, we commit to taking steps in our teaching, our research, and in our roles as members of the university community to address racial injustice.

As political scientists, we have the opportunity to reveal and communicate the systemic and structural injustices that occur in the United States. Black men are [2.5 times more likely](#) to be killed by police officers than White men in the United States. Black people face disadvantages in [schooling opportunities](#), in [health outcomes](#), and in [employment](#). We urge university administrators, local and state governments, and the federal government to enact [evidence-based](#) improvements to policing in America, including measures that would reverse the militarization of police forces and hold police offenders more accountable.

Actions We Are Taking to Combat Racism

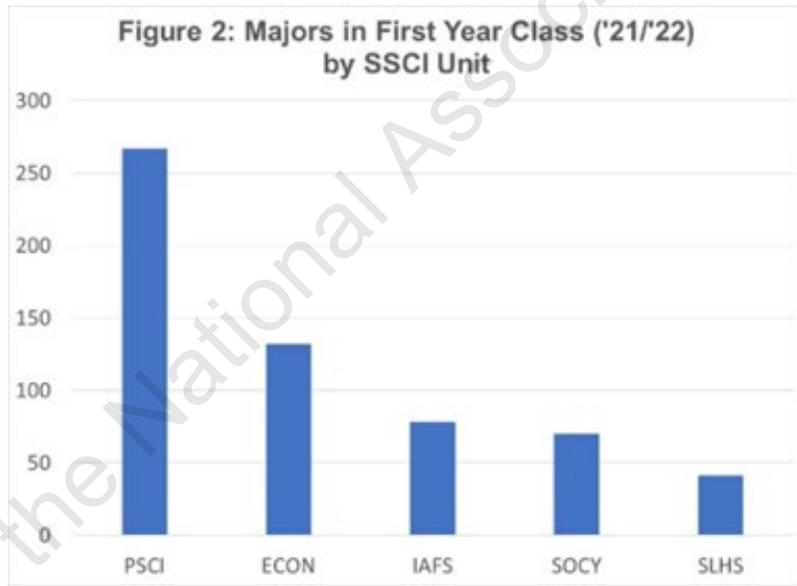
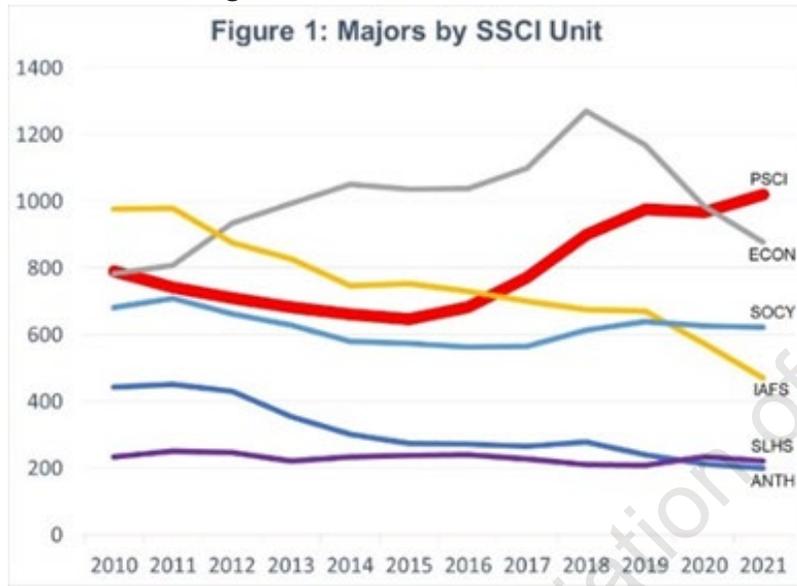
The following are measures that the department has implemented or is pursuing to combat racism in all its forms.

- We have formed a Justice, Equity, Diversity, and Inclusion (JEDI) committee, and have given it standing (permanent) committee status within the department.
- We have adopted a commitment by all faculty to include at least one unit/class on anti-racism in every political science class.
- We have conducted a survey of graduate students to gain more information about their experiences, so as to foster a more inclusive department climate.
- We have made hiring a faculty member in race and ethnic politics our top hiring priority.

- We will increase the number of BIPoC scholars who present their work to the department in the Van Ek speaker series.
- We are working to improve our outreach to underrepresented groups in high schools to provide information about the political science department at CU.
- We have adopted a statement of inclusive excellence as part of the department's ARPAC review process.

Obtained by the National Association of Scholars

Growing Enrollments in Political Science



Obtained by the National Association of Scholars

Submission 17

College/School/Unit: Arts & Sciences

Dean's ranking of this proposal (if submitting multiple proposals, i.e., 1 of 5): 7

Dept., program, or institute for which position is requested: Cinema Studies & Moving Image Arts

Name of Requestor: Ernesto R. Acevedo-Muñoz

Email Address: acevedoe@colorado.edu

- **Joint Hire?** No
- **Joint Hire other unit:**
- **Joint Hire rostering unit (tenure home):**
- **Faculty rank requested:** Associate Professor
- **Faculty salary requested (give approximate range):** \$90,000-\$99,000

How will this hire increase the number of underrepresented faculty members in the unit (e.g., domestic Faculty of Color, women in disciplines where underrepresented)?

The CU CINE Department currently has a rising number of majors in all demographics, but not one African American in all of its faculty. We request the targeted hire of [REDACTED] of the [REDACTED]

[REDACTED] With a rising number of students of color and minorities (see our most recent Dashboard report) we simply need to meet the realities of our changing demographics state and nationwide, and we must start by attracting and retaining more faculty of color, especially African American artists and scholars.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship?

No

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire:

N/A

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body?

No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

We have zero courses on African American topics. Besides the critical need of adding more faculty of color and particularly African American faculty, we are in desperate need of offering Black-centric historical, theoretical, and aesthetic approaches to filmmaking. With the rise of "Black Lives Matter" as both a political movement and a channel of artistic expression, our need has become more critical than ever. The last few years have seen an unprecedented and long over-due rise in the presence of African Americans in film and television, never enough, though. Films like Moonlight, Get Out, BlackKkKlansman, Us, The Hate U Give, Black Panther, Queen & Slim, The Last Black Man in San Francisco, and TV shows like Blak-ish, Scandal, When They See Us, and Watchmen (set around the 1921 "Black Wall Street" massacre in Tulsa) are evidence that more and more doors will be opening for the young Black film artists of the future. CU-Boulder would be in a most advantageous position to attract them by combining our rising national profile (with "Best School/Program" listings in MovieMaker Magazine, Filmmaker, NoFilmSchool, and The Hollywood Reporter since 2017), with the addition of more African American filmmakers and scholars to our ranks, particularly [REDACTED]. At [REDACTED] teaches an extensive range of classes on fiction, experimental documentary, sound design, and advanced 16MM production. Among them are, "Documenting the Civil Rights Era in Central Florida" and "Slavery in the Artistic Imagination" plus courses on "Black Cinema" and "World Cinemas." We currently have no course offerings in any of these areas. And while we have made strides with gender equity among our faculty, CINE needs to move forward with more racial diversity and engendering better racial equity and climate. Moreover, our number of majors and minors continues to rise, especially in the studio tracks (BA in cinema production and BFA), making us one of the few growing units in AHUM. More Faculty of Color is critical for the continued success of our strategy for attracting and retaining a more diverse student body. From 2008 to 2018 (last data available in Tableau Public) our number of minority students went up from 12% to 30%, with underrepresented minorities (of which African American students are our most critical area) went up from 9% to 22%. We need to further encourage this momentum now.

Is this request part of a cluster hire?

No

Describe cluster hire and list any other units participating in cluster hire proposal:

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

In the last three years we have hired two faculty members in the tenure-stream: Sabrina Negri (assistant professor) and Hanna Shell (associate professor). Dr. Shell has a joint appointment with the Department of Art & Art History, so she is only .50 FTE in Cinema Studies.

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

Since 2010 we've seen the departures of the following TTT faculty: James Palmer (retirement), Philip Solomon (retirement).

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

N/A

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

Travis Wilkerson (resigned for personal reasons; family in California). Paradoxically, in 2010, Reece Auguiste was our last hire under the old "Special Opportunity" initiative. Reece Auguiste (moved his line 100% to CMCI in 2015). Dan Boord (moved his line 100% to CMCI in 2015). We have not had another chance to target a diversity hire since then.

What has the unit done to ensure the success of previous diverse hires?

The Department has an active mentorship program that has resulted in all positive reappointment for all assistant professors since. We have not seen a single unsuccessful tenure case since 2002. As mentioned before, we now have more women in the faculty than any comparable academic unit in our discipline, including [REDACTED]. Our last "Special Opportunity" hire, as specified above, moved his line to CMCI in 2015, but went through a successful reappointment with direct senior faculty mentorship in the (former) Film Studies Program. We have also set up mandatory OIEC workshops to all faculty and staff, particularly on bias and micro-aggressions, in an active effort to foster a more inclusive practice as a matter of Department policy. We have cross-listed courses with ETHN, and look forward to opening more of these options, discussing collaborating with THDN and ETHN on a hip-hop culture set of courses, for instance. Our new FDAP hire would be integral to developing new curriculum with other units (ETHN, THDN, ENCW, etc.) in these areas. Professor Harris would join a faculty that not only includes mostly women, but also other Faculty of Color ([REDACTED]) who have had long, successful careers at CU from Assistant to Full professors.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

As mentioned in item # 10, since 2017 we have been listed among the best in the nation by MovieMaker Magazine, NoFilmSchool, Filmmaker, and The Hollywood Reporter, which is the most important trade publication in our area. Our MFA track (joint with A&AH, ranked #23 in the nation by US News) has itself been singled out by Filmmaker (published by IFC), particularly in terms of the positive

climate we have created for women and minorities (our recent MFA graduates include [REDACTED] Millennium Film Journal, one of the most distinguished for experimental film studies, and the Film Society at Lincoln Center have singled out members of our faculty (including the late Stan Brakhage and Phil Solomon, as well as current faculty David Gatten and Jeanne Liotta) among the most important experimental filmmakers in the nation. In terms of growth and future directions, the Department has been in conversations with University Libraries and the Graduate College about an initiative to launch a new Graduate Certificate, or Professional Masters degree in Film Preservation and Archiving. Along with the hiring of Sabrina Negri in 2017, a certified preservation expert and Film Historian, [REDACTED] also has vast experience in the practice of preservation. Besides his national reputation as a Black filmmaker-activist, [REDACTED]' visibility and experience in the area of film preservation would be an immediate asset to this burgeoning program and expanding field, adding prestige and breadth to our possibilities in this area.

Obtained by the National Association of Scholars

Cinema Studies & Moving Image Arts (CINE) Department
Statement on Inclusive Excellence

Diversity

The University of Colorado Boulder stands firmly committed to creating a campus that is diverse and inclusive, inherently in its composition, as well as in being welcoming and accepting of all people regardless of race, ethnicity, gender, sexual orientation, gender identity or expression, ability, socio-economic class, age or spirituality. A direct reflection of the University's core values, multi-faceted diversity brings an array of perspectives to our community; cultivates the exchange and the challenge of new ideas; and honors varied traditions, cultures, points of view and perspectives.

Inclusive Excellence

Inclusive Excellence, as defined by AACU, is the “active, intentional and ongoing engagement with diversity” in ways that increase our personal and social “awareness, content knowledge, cognitive sophistication and empathetic understanding” of one another.¹ Our Department looks to enact these principles in our teaching, our hiring, our public programming, and our overall community engagement.

At the University of Colorado CINE Department, we recognize and emphasize our responsibility to prepare students to live and work in an increasingly media-dependent and screen-seeking society. We believe our students must understand the political nature and inequities embedded in technology, as well as in its content and global dissemination patterns. We believe in supporting the advancement of cultural sensitivity and global awareness across the unit and the campus and to build a community that inspires diversity as a ripple effect here and throughout society. Inclusive Excellence is central to our role as a teaching institution, and as an academic and artistic community, providing opportunities for greater learning, understanding and growth for all of our students, faculty, and staff within local and global contexts. We value creative communities that are reflective of and responsive to the intellectual potential of colleagues, faculty, students, staff, and community who will enrich the Department and the University through their differences in approach.

Defining Inclusive Excellence in a CINE Context

We live in a world where moving images dominate our lives, and where the making, distribution, contextualization, interpretation, and interrogation of visual media in all its forms is an everyday reality. The University of Colorado CINE Department has the great opportunity and the tremendous responsibility, of fostering an environment in which the creation, interpretation, analysis and engagement with the history of cinema and the moving

¹ *Adapted from the core principles of Inclusive Excellence as published by the Association of American Colleges and Universities at website: http://aacu.org/compass/inclusive_excellence.cfm*

image arts will open the doors of multicultural understanding, diversity and inclusivity with every step and at every level. The unit calls for integrating inclusive excellence into its day-to-day practices of teaching and learning, researching, creating art and serving the discipline, the institution, and public. Since its inception, Cinema Studies has been fully committed to diversity and anti-racism in all its forms.

The program offers a wide range of courses that address gender and social issues along with multiple approaches to international cinemas and marginalized traditions. In our specific academic and artistic field, this entails the active incorporation into our teaching and learning of a wide variety of cultural, ethnic and social contexts, multiple approaches to cinema art and media practices from as many diverse perspectives as possible, and the social, political, and historical contextualization of cinema history and media practices from around the globe and across the entire cultural spectrum to which we have access. We supplement this commitment to inclusive learning with diverse screenings in our International Film Series, and by inviting an equally wide range of filmmakers, often ones that are underrepresented in the filmmaking canon, to present their work in our First Person Cinema series, the longest running experimental film program of its kind in the country.

Some specific examples of our commitment include holding workshops hosted by the Office of Institutional Equity and Compliance for faculty, staff, and graduate students to reflect on inherent biases and non-inclusive practices in academic departments. Our faculty has also attended bias training for graduate admission processes, also hosted by OIEC.

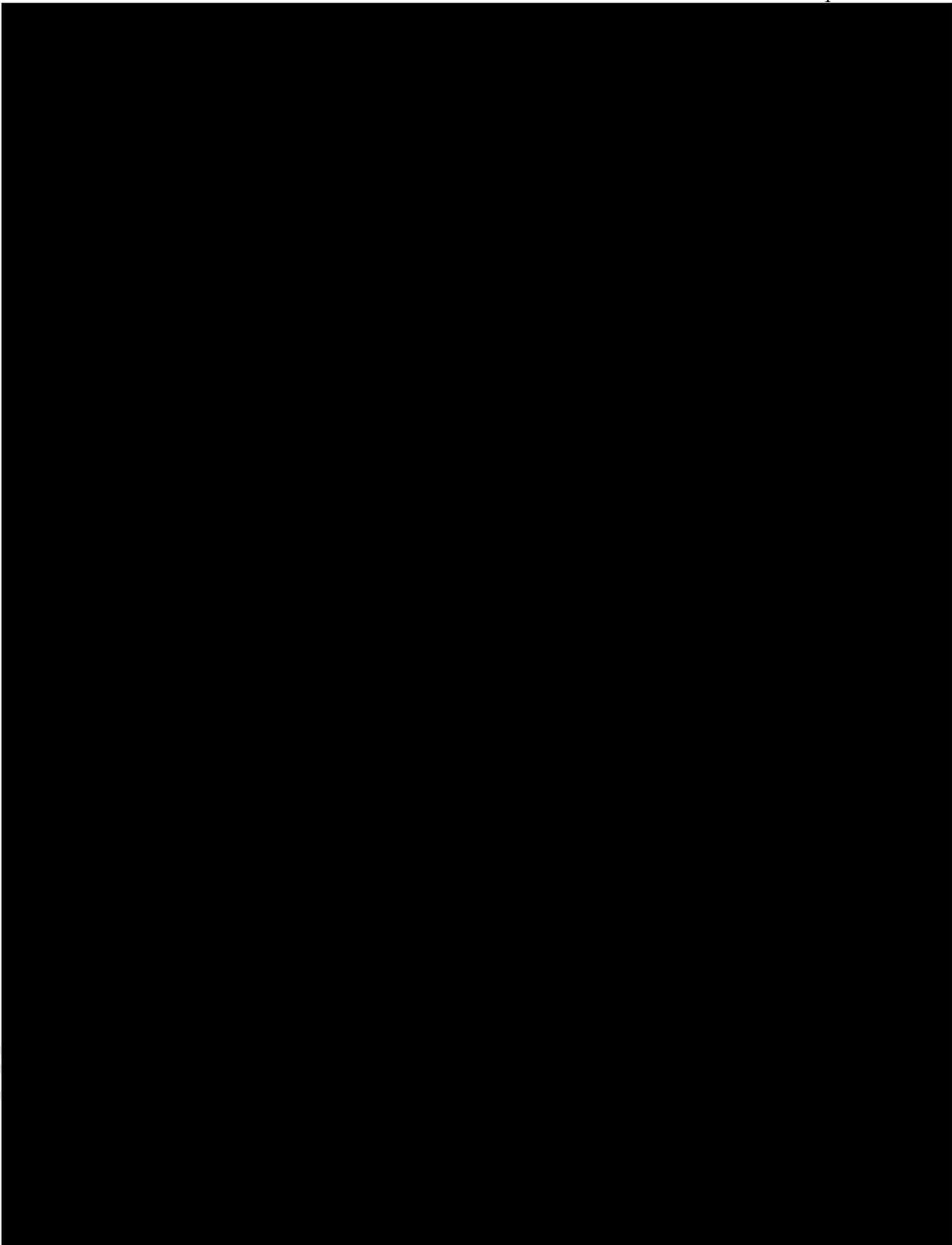
CINE offers a critical studies award that is in the scholarship database for students who demonstrate inclusive excellence in critical studies for an award of \$1,000.00 for the academic year and directly applied to tuition. CINE is committed to supporting students with a commitment to research/creative interests and/or critical film analysis focusing on understanding issues of racial or gender inequalities are strongly encouraged to apply. We will be expanding this award for creative production students this year.

As we continually reflect and refine our curriculum, our department has been greatly inspired by EDIT Media (Equity, Diversity, and Inclusion in Teaching Media), an initiative that developed out of the Gender Caucus and Diversity and Inclusion Caucus of the University Film and Video Association. EDIT Media has culled in incredible trove of teaching resources on best practices for inclusive teaching in media production that we have implemented in curricular revisions in our production courses.

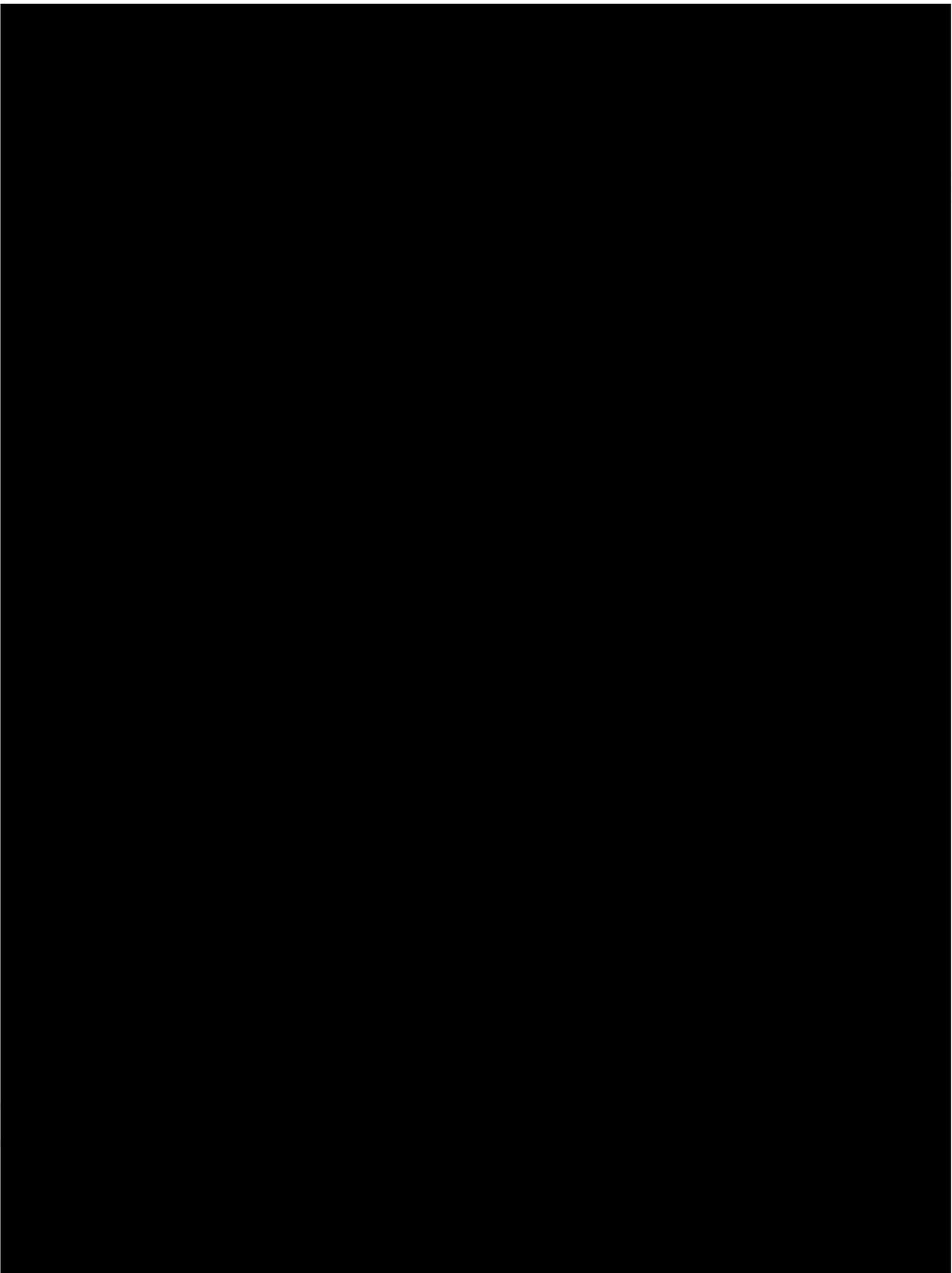
As we move forward with creating inclusive pedagogies and department climate, will be looking toward additional departmental workshops from OIEC and other campus offices, expanding our BFA application essay to address inclusivity and equity in our program, and request and design faculty lines that build needed representation in our department.

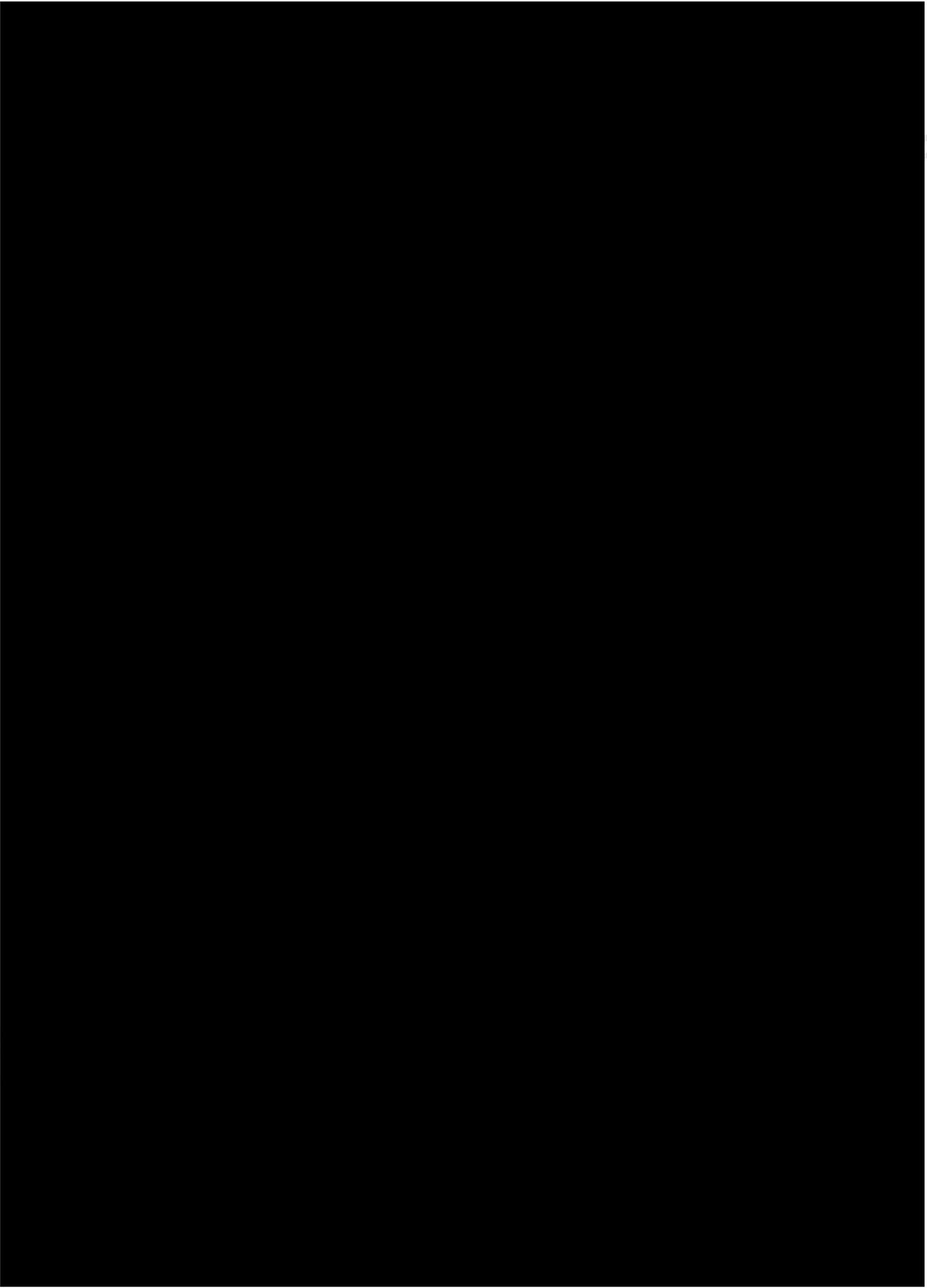
In all their manifestations, cinema studies and the moving image arts offer a literal “window on the world” (or many worlds). Cinema and media are among the most present and far reaching of cultural manifestations. This includes portraits of and investigations into ethnicity, gender identity or expression, social class or group, and spiritual manifestations. In short, cinema and media are vehicles through which humanity can be seen, heard, understood, and interrogated. Just as readily, society may be misrepresented, repressed, and misunderstood by the same means.

By definition then, our discipline must constantly evolve to respond to changing dynamics in film, television, alternative media, experimental media, social media, and integrative media art forms. For us, inclusive excellence begins by contextualizing and interrogating dominant forms of representation, exploring and defining alternative, marginalized, and resistant cultural and social media practices, and offering a space where the rigorous discussion, exploration, practice and understanding various representations is welcomed, encouraged, and facilitated. We foster inclusivity by opening the eyes, minds and hearts of our students and faculty to the richness and impact of cinema culture and moving image arts in a multitude of forms, and by making them aware of the responsibilities that every image-maker and scholar has towards the creation and advancement of an educated, tolerant, anti-racist, and inclusive society.

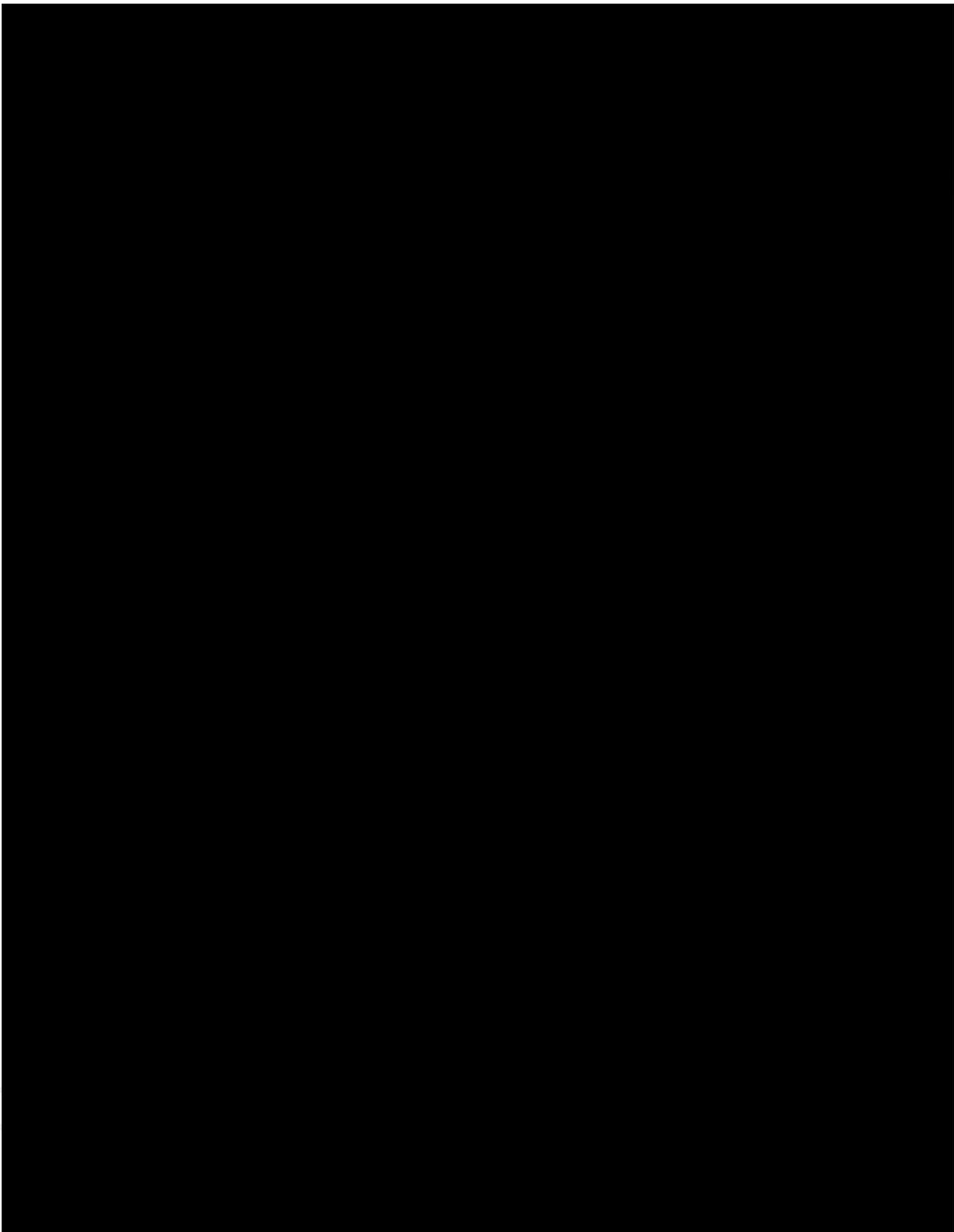


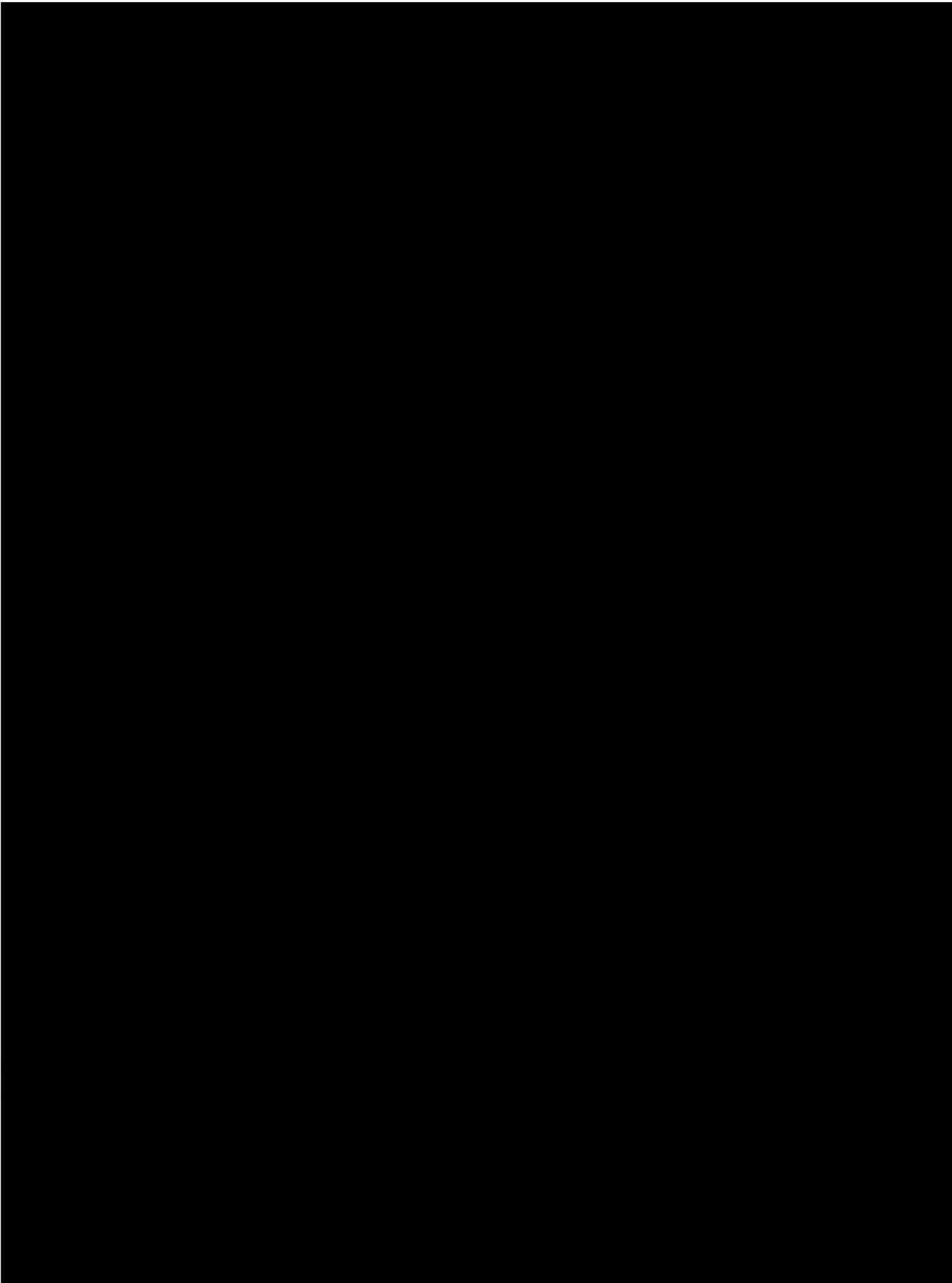
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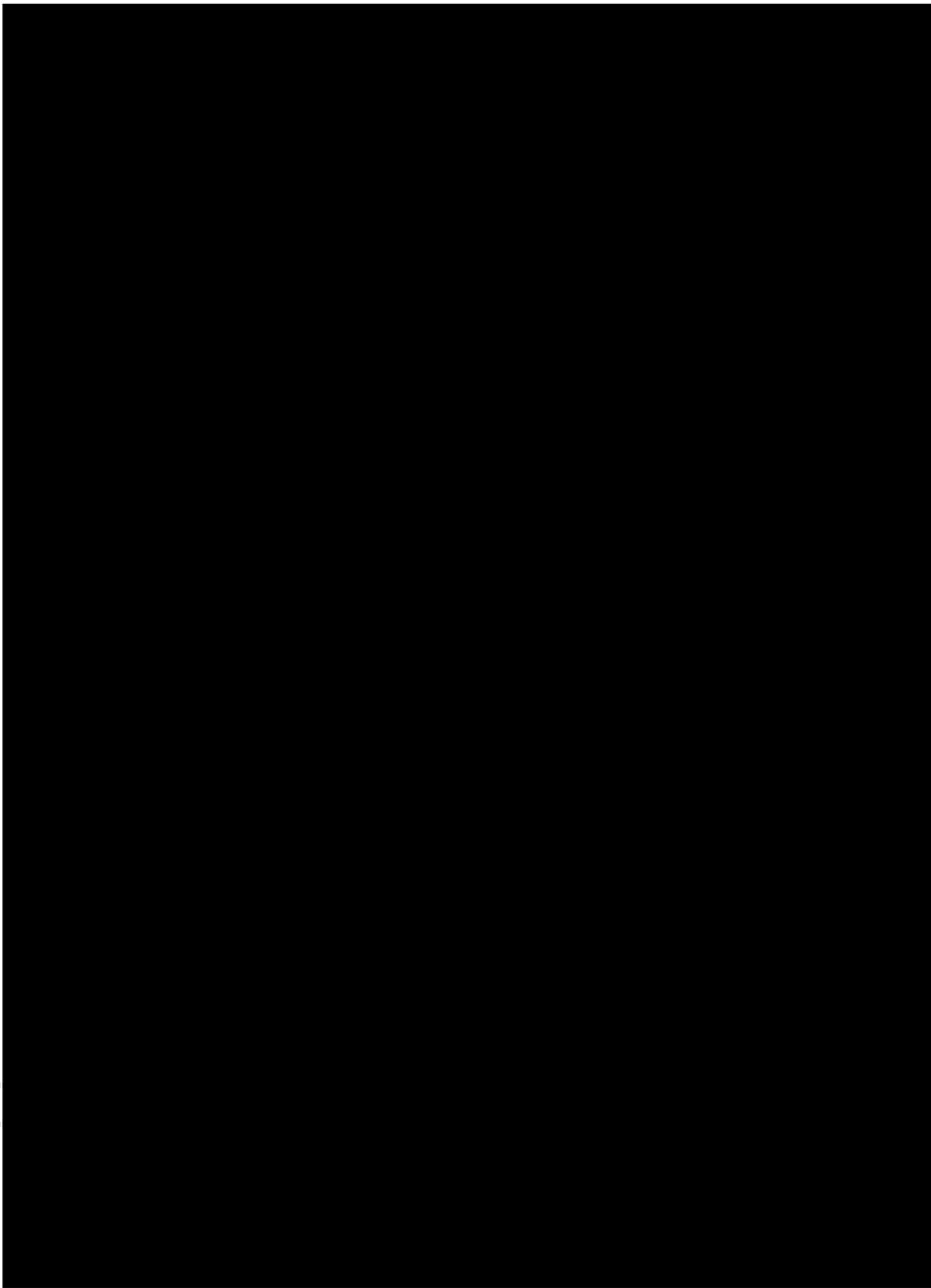


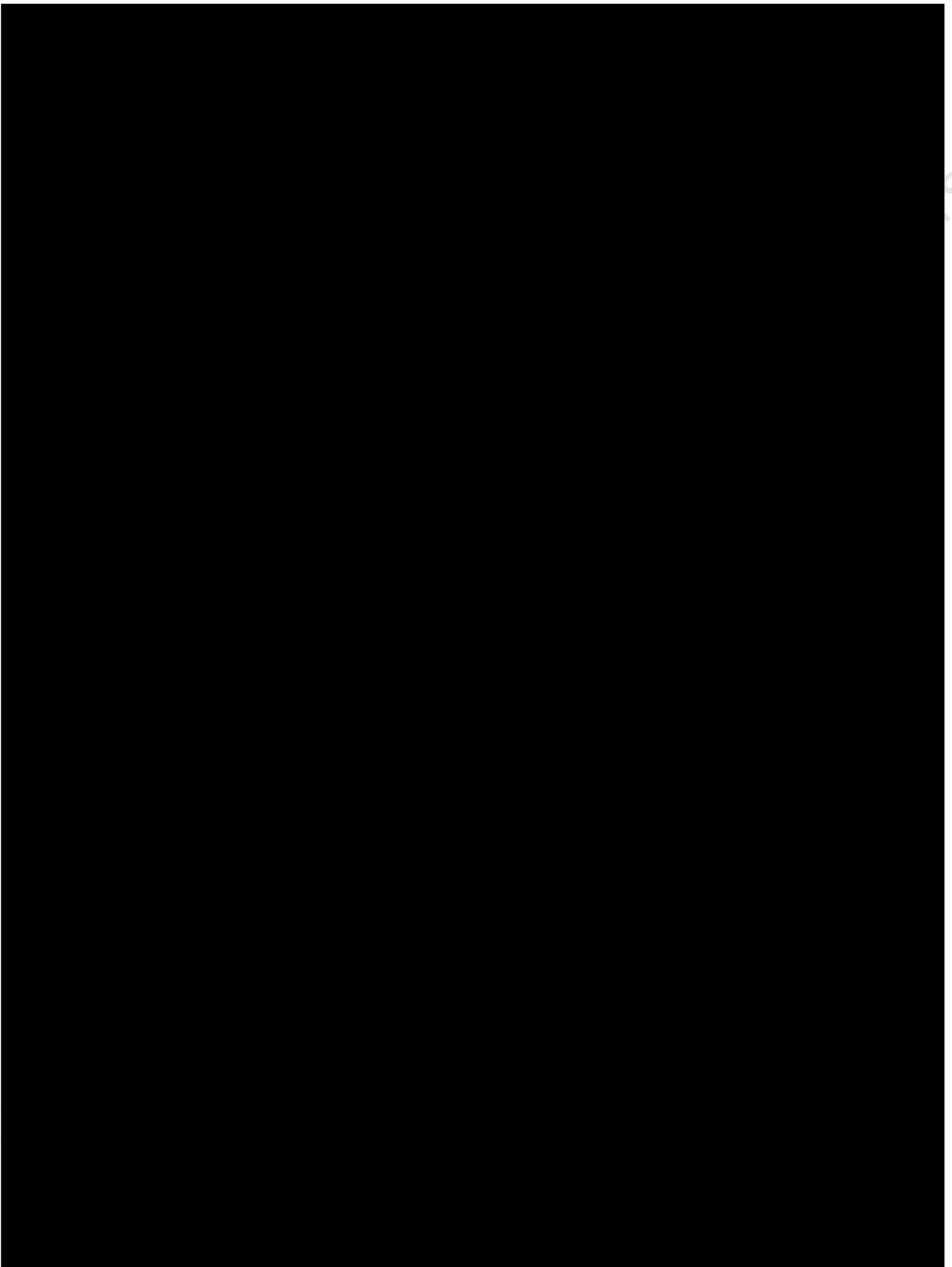
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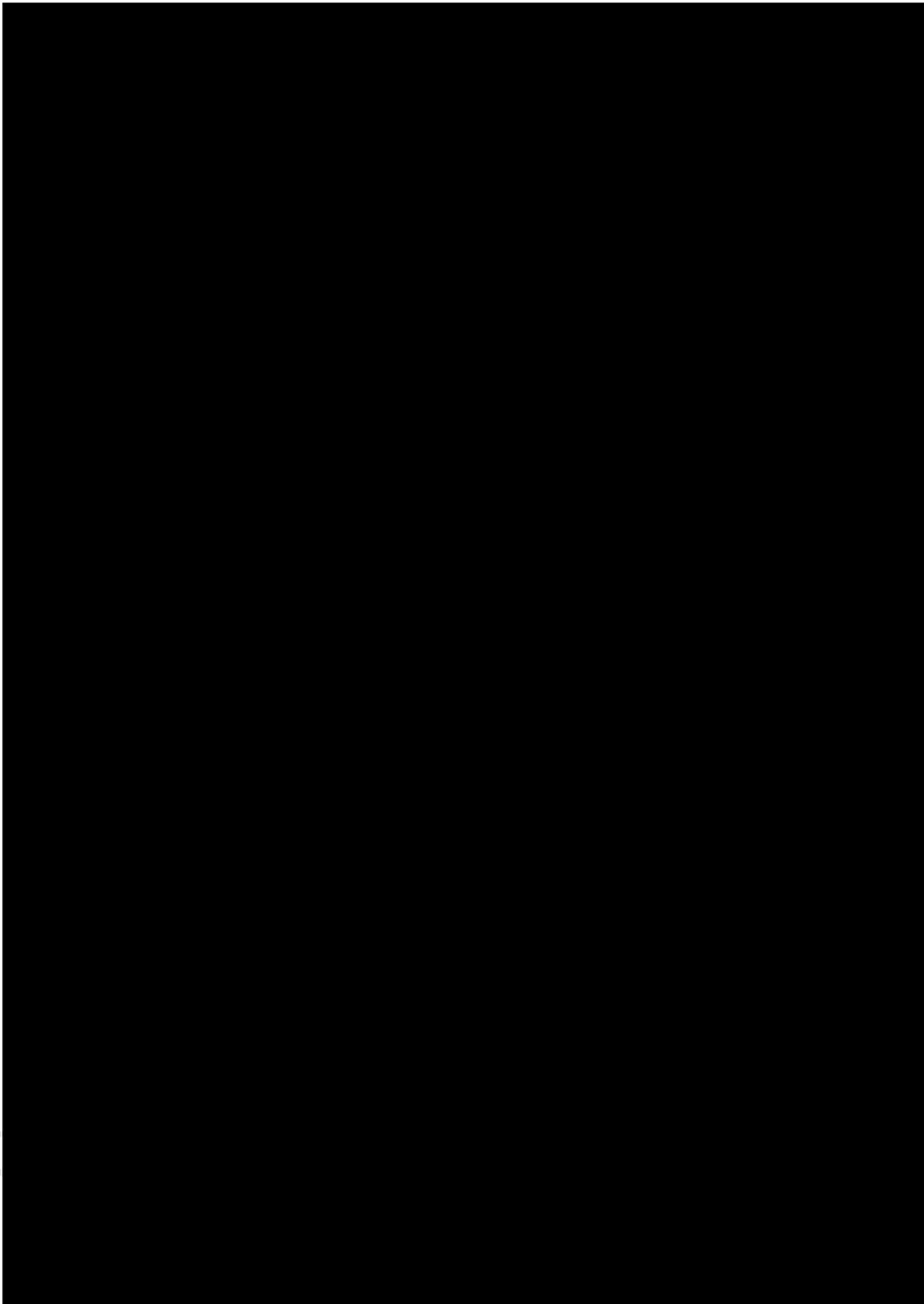




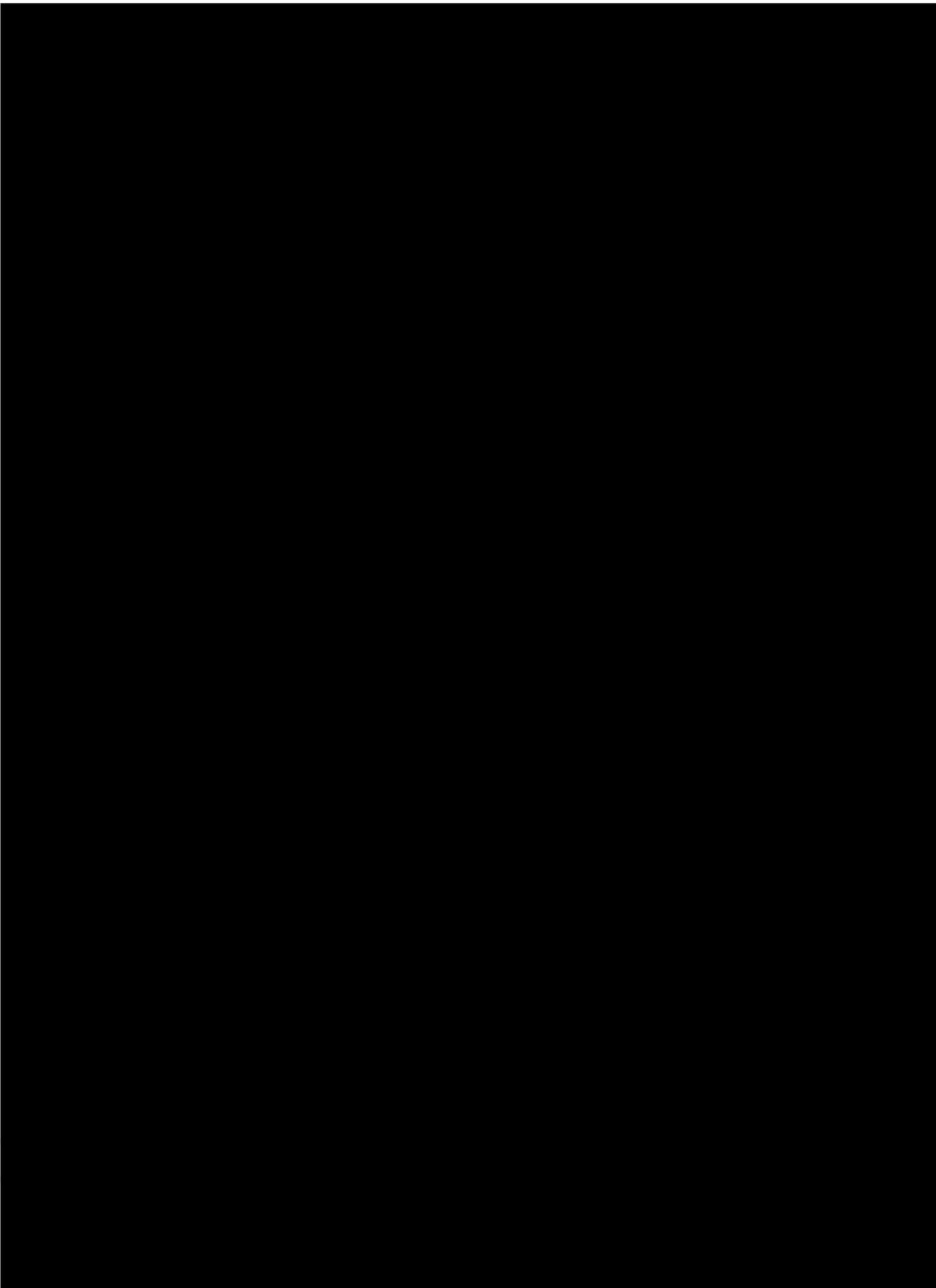
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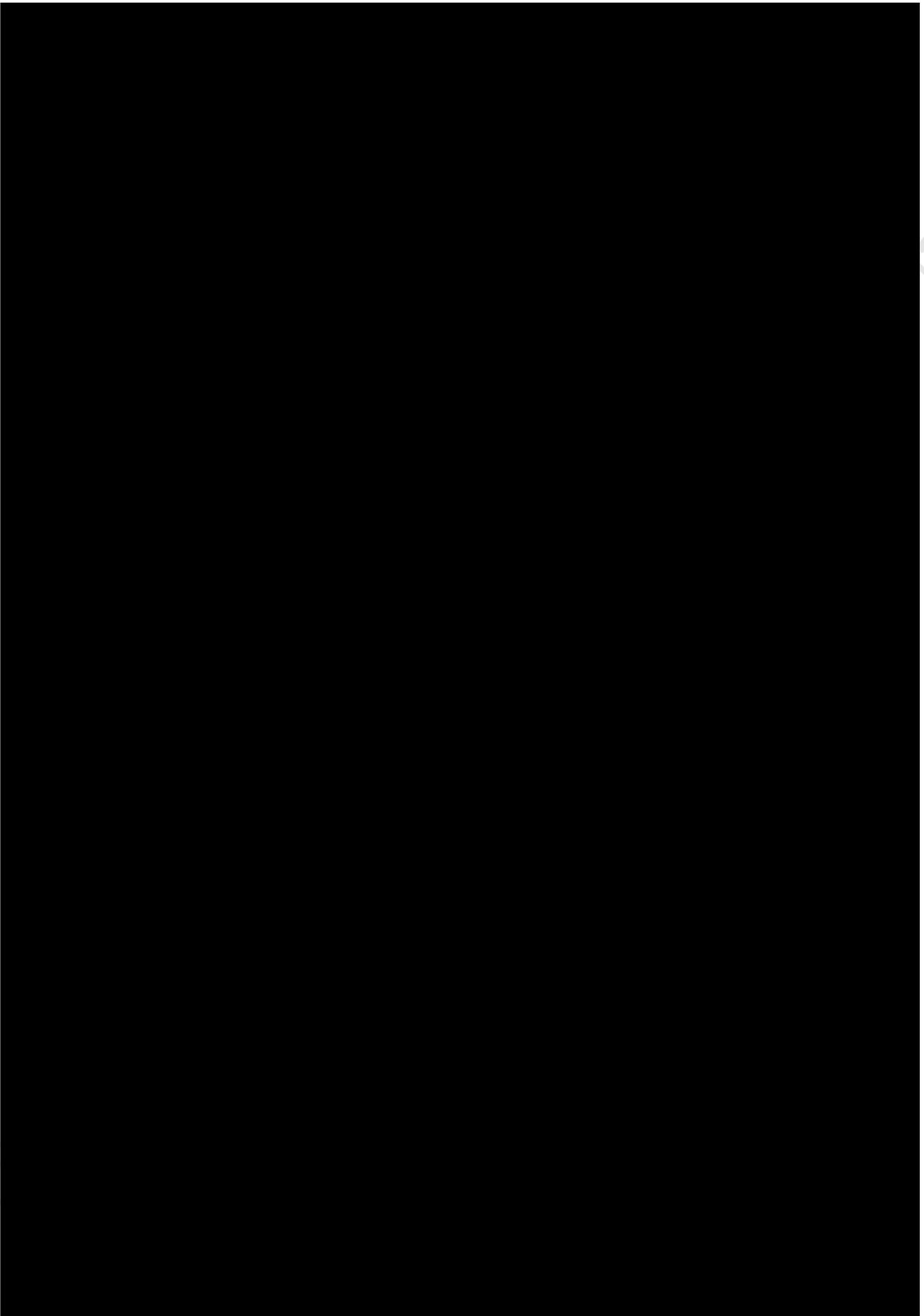






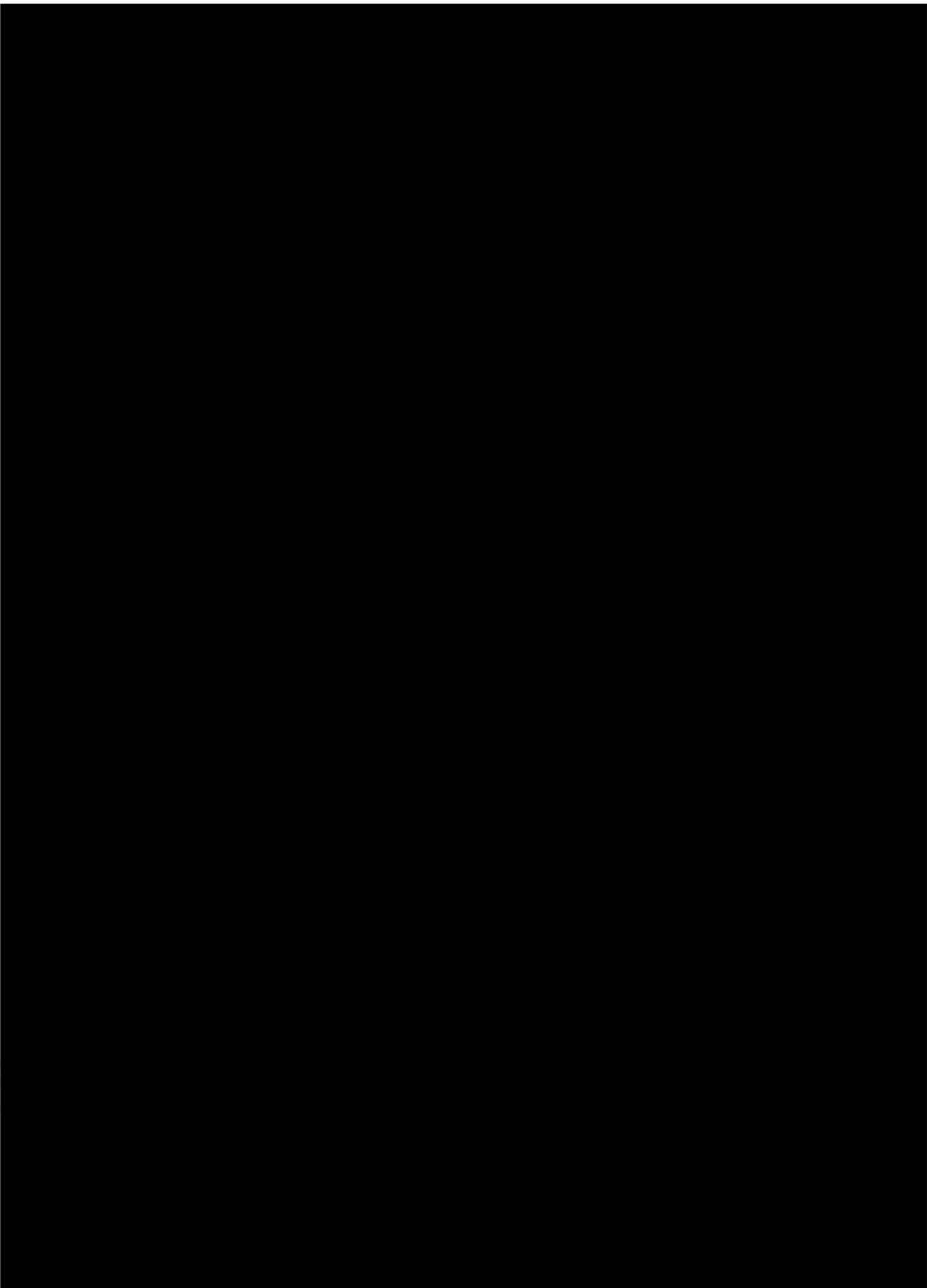
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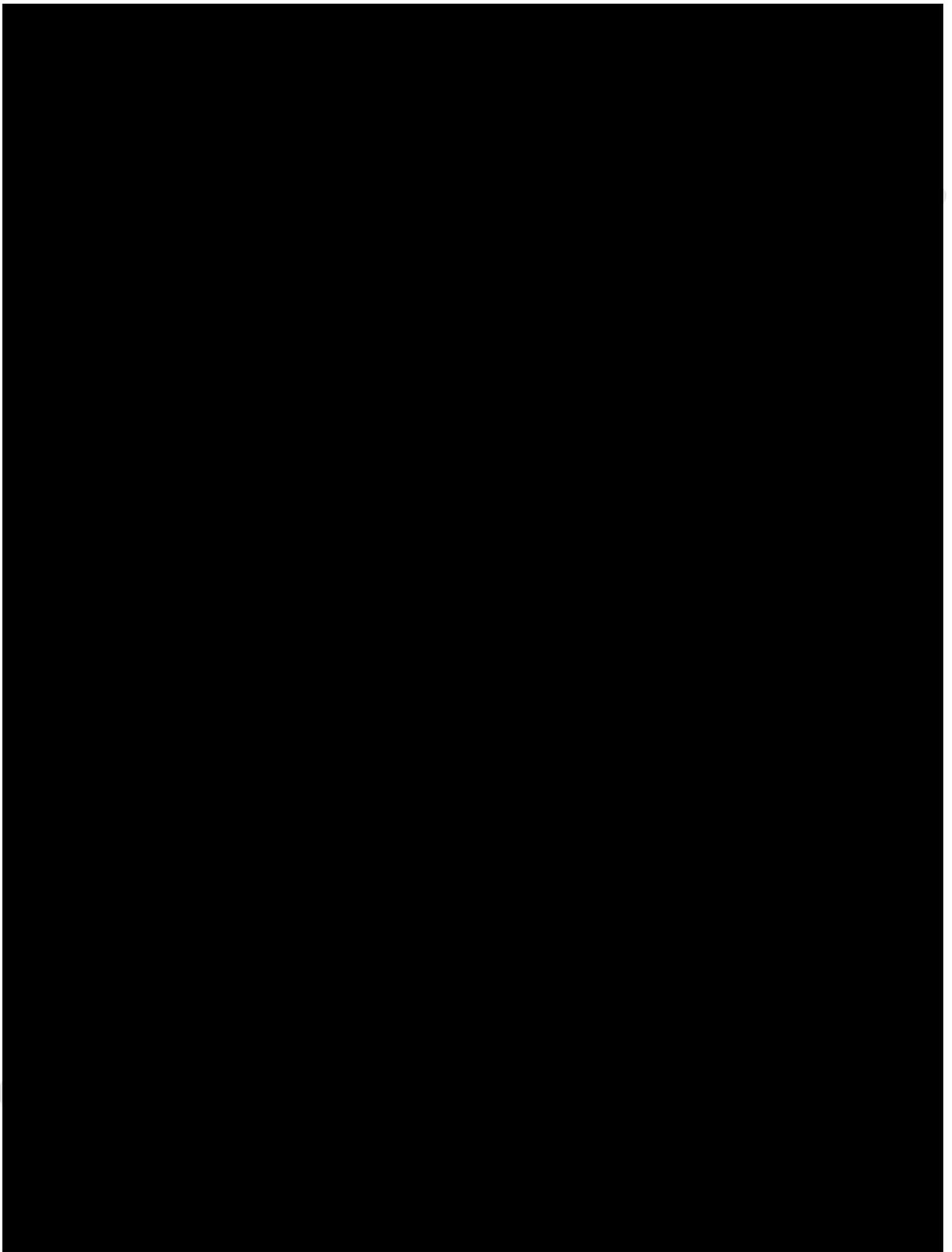
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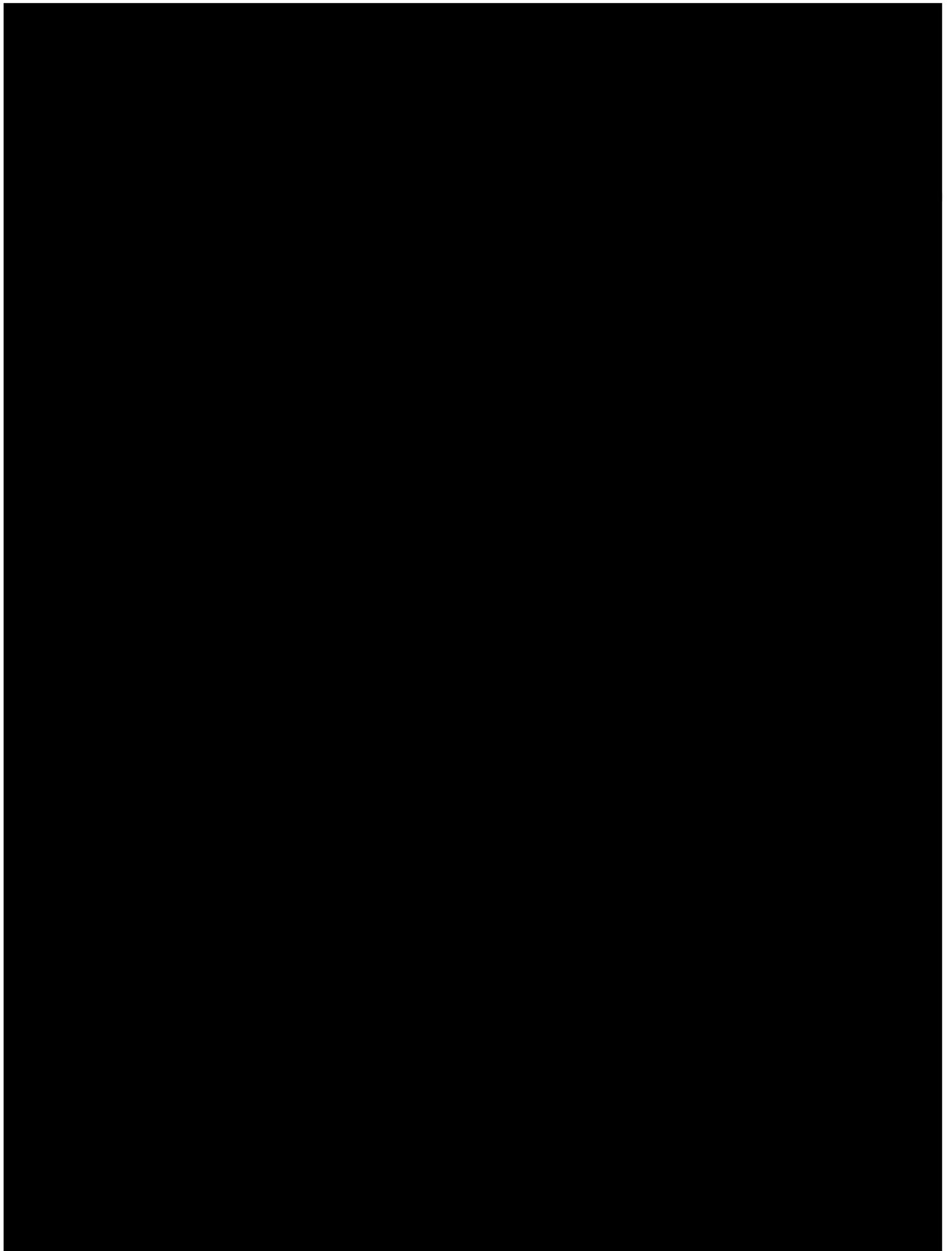


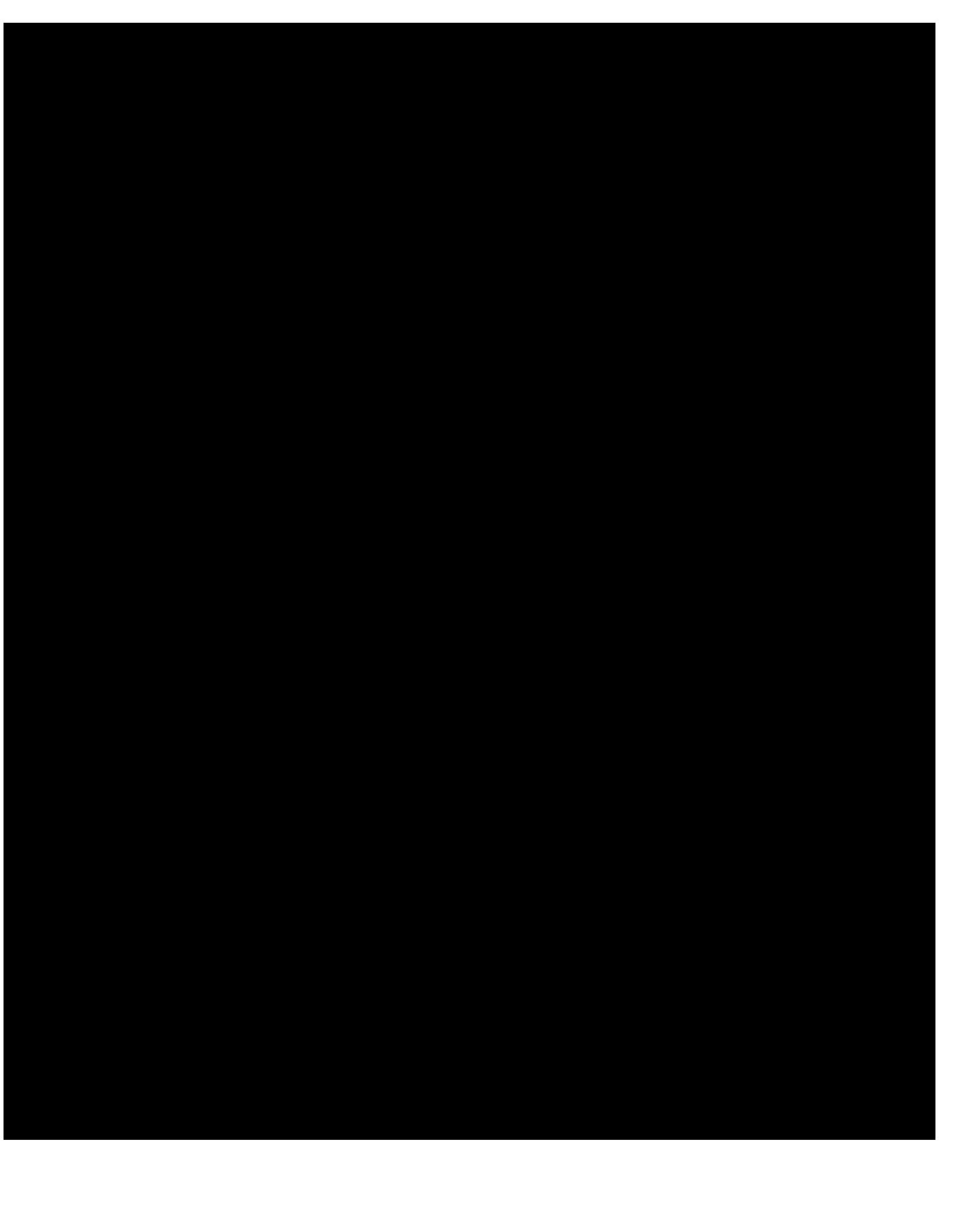
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FDAH Submission 18 (Spring 2021)

College/School/ Unit: [Arts & Sciences](#)

Dean's ranking of this proposal (if submitting multiple proposals, i.e 1 of 5): [11 of 21](#)

Dept., program, or institute for which position is requested: [Women and Gender Studies](#)

Attestation: DEEPTI MISRI (misri@colorado.edu)

- Joint Hire? [No](#)
 - Joint Hire other unit:
 - Joint Hire rostering unit (tenure home):
 - Faculty rank requested: [Assistant Professor](#)
 - Faculty salary requested (give approximate range): [85-90,000](#)
-

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

Our proposed hire, [REDACTED] is as a Black trans femme scholar, and is a PhD candidate in Women's, Gender, and Sexuality Studies at [REDACTED]. They are a rising star in the field of intersectional Black Studies, with a number of well received and highly cited publications already under their name. Notably, this hire is targeted at a scholar who stands at the intersection of several underrepresented groups (Black, queer, trans/nonbinary) in WGST, at CU, and in the academy more broadly. If [REDACTED] were to join

CU, they would not only fulfill a crucial curricular and research gap in our department and on campus, but would also help us retain the cohort of WGST scholars of color we have built through careful and deliberate hires over the past three years.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? [No](#)

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:

[AY 17-18 Kristie Soares \(STAR\)](#)

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? [No](#)

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs? [Yes](#)

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

Black feminist, queer, and trans scholarship is foundational to Women and Gender Studies, which is increasingly focusing on intersectional trans and non-binary issues. Yet, WGST lacks a scholar specializing in these areas, severely impeding efforts to serve and retain Black and trans students, and placing us at a disadvantage among our peer institutions.

WGST has tried to fill this gap for a while. In 2019, we named Black feminisms as our top hiring priority, and proposed [REDACTED] as a targeted hire.

We did not receive that position, and [REDACTED] accepted a position elsewhere. We have now identified [REDACTED], a Black transfeminist scholar whose research sits at the rare intersection of Black and abolitionist feminisms, trans of color critique, and settler colonial studies. These are three areas of critical need in WGST, reflecting new directions in the field that were evidenced by the number of trans of color scholars on the "Future of Gender" plenary session at the 2018 National Women's Studies Association conference.

██████████ would teach a new course in “Black Feminisms”--a critical gap for a gender studies department--as well as a popular existing course in “Transgender Studies”. Crucially, they would be the first Black and trans scholar teaching these undergraduate WGST courses. They would also expand course offerings in our thriving Graduate Certificate program, which currently has over 25 graduate students from disciplines across campus. Finally, ██████████ hire would contribute to our popular LGBTQ Studies Certificate and to a new undergraduate certificate in Race/Ethnicity under development, with the strategic goal of diversifying our majors and minors (overwhelmingly white at present). As noted earlier, WGST plays a central role in educating A&S and CU students in general about diversity and in supporting institutional visions for inclusive excellence.

To our delight, ██████████ has expressed enthusiasm for joining CU Boulder. We note with pleasure that colleagues in Ethnic Studies are currently running a search for a tenured scholar in African American studies, with an interest in candidates who work on gender/sexuality. This means that ██████████ might have a tenured colleague with a close research interest at CU, creating a cohort that will hopefully foster the retention of both scholars.

In our observation it is not always easy to recruit queer and trans faculty of color to Boulder, and empirical research demonstrates that cluster hiring around shared research interests is an effective strategy to build faculty diversity.

CANDIDATE BIO: ██████████

██████████ Their work represents the cutting-edge of scholarship in our discipline and best fulfills WGST’s goal of training students to challenge one-dimensional representations of gender, sexuality, and race and contributing to innovative projects for social change.

Is this request part of a cluster hire? No

Describe cluster hire and list any other units participating in cluster hire proposal:

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

Kristie Soares (AY 17-18)

Maisam Alomar (AY18-19)

Samira Mehta (AY19-20) - joint hire with Program in Jewish Studies (50% of Dr. Mehta's teaching is in PJS)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

Retirement: Alison Jaggar (retired AY 19-20)

Our colleague Rob Buffington has also announced his retirement next year.

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

None

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

None.

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

WGST has been a campus leader in DEI efforts at CU Boulder. Over the past five years, we have steadily recruited faculty of color (see #13) to the department. In 2020 we recruited an ██████████, a Black womanist anthropologist, ██████████, to ██████████. In addition, we have taken the following specific steps to directly foster faculty of color success, and to build a racial climate where they feel supported.

1) Junior faculty of color have a WGST-funded writing group. Faculty of color from across campus are welcome.

2) Book manuscript workshops for junior scholars of color, where they can invite two external scholars to review their manuscripts (WGST-funded).

- 3) Successful retention of faculty of color ([REDACTED]).
 - 4) WGST Chair organized a faculty of color group to address faculty of color concerns and wellness.
 - 5) Junior faculty of color have been invited to choose mentors in WGST, including senior faculty of color.
 - 6) We have written and issued anti-racism statements and participated in events in solidarity and support of campus members of color.
 - 7) Last year, we organized well-attended events challenging anti-blackness, foregrounding prison-abolition, and examining the significance of race in the nomination of Kamala Harris. [https://www.colorado.edu/wgst/news-events]
 - 8) WGST constituted an FDAP committee of 4 members to work on this proposal, including two junior faculty of color.
 - 9) Prior to availability of campus grants for NCFDD, WGST has funded the faculty bootcamp for associate faculty of color, towards full.
 - 10) Since 2017-18 we have made a concerted effort to recruit faculty of color.
- Without having done all of the above groundwork, we do not believe it would be possible to attract a scholar like Gossett. We consider this hire urgent in the retention of our existing faculty of color, who have been actively involved in this application.

What is the unit's mentoring and support plan for the new hire?

[REDACTED] scholarship is anchored in activist communities organizing around the feminist abolitionist visions of Black feminists like Angela Davis and Ruth Wilson Gilmore. We plan to connect [REDACTED] to organizations doing this kind of work in the Boulder-Denver area. [REDACTED] would also benefit from the book manuscript workshops for junior scholars, as well as by being mentored by senior faculty of color in the department.

We would continue all the efforts mentioned above.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

Our top priority is to serve Black and other students of color, and trans/non-binary/queer students. We are seeing increased interest in transgender studies at both undergraduate and graduate levels; and BIPOC students have repeatedly expressed their desire for courses taught by Black faculty.

In addition to filling the critical gap in Black feminisms in WGST, this hire would also help us expand TT-taught course offerings within our increasingly popular LGBTQ Studies Certificate, which has been impacted substantially by the loss of lecturer-funding post-March. [REDACTED] hire would also contribute to our proposed MA in Gender & Sexuality, a program that would be the first of its kind in the state of Colorado.

We are gravely concerned that the impact of recently canceled TA and lecturer positions on a small department like ours will be to challenge our ability to maintain our SCH while serving marginalized student populations. Fortunately, our minors and majors show continued growth despite drastically reduced course offerings this Fall (as a loss of lecturers). Our classes are fully enrolled.

The hire of this extraordinary young scholar would accelerate our national ranking, topping off several years of our work towards intersectional racial justice and inclusivity at CU. CU Boulder is currently recognized as one of the "Best LGBTQ Friendly Colleges & Universities" in the United States, according to the 2020 Campus Pride Index ranking. Because LGBT Academic life is a key assessment measure, [REDACTED] hire would help ensure that CU continues to remain a leader in these national rankings that "assess LGBTQ-inclusion efforts from academics, to student life, to housing, to recruitment and retention activities." CU's WGST department is relatively small, and many among our faculty have joint appointments. This Critical Needs hire would add to the number of faculty in a deliberately interdisciplinary department whose line would be 100% in WGST.

Please attach the unit's updated Inclusive Excellence Narrative.

<https://drive.google.com/open?id=1A2cmuZv-HzRR7KyygOdBnlxXF17xLD>

Please attach any other documents you feel are relevant to the selection committee.

https://drive.google.com/open?id=1Ffkg33aFo1T-V_ItoHBYKbQrKUSXulql

Excellence without Inclusion Is Not Excellence

The Department of Women and Gender Studies' approach to excellence is informed by our field's understanding of knowledge as *produced* from particular social locations, rather than delivered from a position of omniscience. Accordingly, the inclusion of multiple perspectives in research has always been a standard for excellence in research in Women and Gender Studies. Rather than view excellence as a fixed standard, we analyze ways in which power disparities have shaped what counts as knowledge in the first place. Among other advantages, including people from historically marginalized groups in our student, staff and faculty body helps us all to see ways in which accepted standards of excellence may be biased and existing rules of engagement may be unfair. Embracing this reflexive model means that there is always more to be done by way of inclusion.

We caution that the language of "inclusive excellence" risks reiterating a dominant but largely unspoken understanding that one is at CU because one is either excellent or "diverse." In our view, a zero-sum approach that assumes a tradeoff between excellence and diversity will serve to secure neither excellence nor inclusion at CU. We would argue instead that excellence without inclusion is not excellence.

Our priority is to provide an environment that is welcoming to members of historically marginalized groups whose access to the university has been barred by unjust structural exclusions. We have in mind members of devalued racialized groups, differently abled people, and those whose sexual and gender expressions are stigmatized. These examples are not intended as an exhaustive list, but our selection of them is guided by our study of recent data concerning the campus climate, which reveal a few of the ways in which the campus environment is hostile to specific groups. For instance, it is clear that sexual and racial harassment and violence impede the academic success of those groups that are disproportionately subjected to it. The efforts outlined below reflect our attempts to build a campus environment that allows members from marginalized groups to succeed and thereby fosters overall excellence at CU. CU and WGST cannot achieve excellence without inclusion.

WGST has emerged as a leader on issues of inclusion at the campus level, and has put in place various initiatives to continue to lead in this area. Apart from the hiring of diverse faculty doing innovative research on gender and race, the department has also developed guidelines for current faculty to emphasize inclusivity and intersectionality in their courses. WGST has been active in supporting students of color on CU campus, including through the creation of the Lucille Berkeley Buchanan scholarship and the [Excellence in Inclusion Award](#) for undergraduate student projects that explore issues pertaining to diversity. The unit also regularly organizes public talks and workshops on issues of race/ethnicity for undergraduates and graduates, as can be seen [here](#).

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Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire:

Geography has not had any STAR hires. In spring 2017, GEOG applied to recruit Professor [REDACTED], a biogeographer and soil scientist, and an NSF CAREER award recipient, who is a leader in women in science networks and has documented service and scholarship on diversity, inclusivity and outreach in science. This proposal was not selected by the College. In spring 2018, GEOG applied to recruit [REDACTED], a [REDACTED] associate professor at [REDACTED] who specializes in soil biogeochemistry, also an NSF CAREER award recipient. She was turned down on the first round by the College, but selected after another awardee declined. The department pursued the hire but a spousal hire greatly complicated the situation and eventually the hire was not successful. In spring 2020, GEOG applied to recruit Professor [REDACTED], a [REDACTED] associate professor at the [REDACTED] who specializes in mountain watershed science, hydrology, and soil science. He is an NSF CAREER award recipient. He was not selected by the College. Despite having been recently named a distinguished professor at [REDACTED] for his excellence in teaching, he has confirmed an interest in moving to CU Boulder and if successful, we will invite him along with others (see above) to apply.

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body?

No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

In addition to having lost a number of physical geography lines (from 11 TTT in physical geography in 2012 to 7 at the present time), we have identified four specific priority hiring areas in which the department and campus have critical research and/or teaching (particularly in soils) needs.

Biogeography - With the retirement of Distinguished Professor Tom Veblen, CU risks losing its reputation as a center for internationally influential research on the spatial and temporal landscapes of forest systems. Locally, our forests continue to be susceptible to fire, disease, and drought; thus the continuation of our long-standing tradition of world-class research in this area is important not only for CU, but for the Boulder community as a whole. This position also serves and connects to students and faculty across other campus units including EEB, for example.

Soil science The absence of a strong soil science offering at CU Boulder is a glaring deficiency in an otherwise strong interdisciplinary program in environmental, ecological, and Earth sciences. Soil science is integral to food, water, and energy sustainability, climate stability, biodiversity, and ecosystem service delivery. Soil science encompasses the social, economic and biophysical sciences and is fundamentally linked to vegetation, hydrology, and climate.

Climatology: Once a foundation of the department, there are now only two climatologists. Climate change remains the greatest threat to humanity, and student demand for our courses and graduate program continue to increase. We need to replace losses of faculty in the area of the cryosphere, as the Polar Regions are changing rapidly and the department's close ties to INSTAAR and CIRES need to be maintained. Emerging climate-related issues such as decreasing water resources in the Western US, and the connection between climate change and human health, require increasing faculty strength so the department does not lose research and teaching momentum in these areas.

Mountain Watershed Science: The department has played a foundational role in the formation of INSTAAR, the Mountain Research Station, and the Niwot Ridge LTER. We have steadily lost senior faculty in the study of water and chemistry in our own watershed, and are at a critical point where the department risks no longer being at the forefront of watershed science in our own community. Hires in biogeochemical cycling, and additional faculty support to build on the momentum of the 22-year-long AmeriFlux Niwot Ridge Core Site, are urgently required.

Is this request part of a cluster hire?

Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

This is part of the large, "parallel" STRIDE (Strength through Increasing Diversity in the Environment) cluster hire. Other units: ENVS, ATOC, Classics, EEB, Engineering. The Geography department is committed to devoting resources to bringing together and creating a community for BIPOC faculty within and beyond Geography.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

2019-2020: 1: Cao Guofeng (replacement for Carson Farmer, who resigned pre-tenure to leave academia)

2018-2019: 2: Azita Ranjbar, Morteza Karimzadeh (spousal) (Azita was a replacement hire for Najeeb Jan who did not receive tenure)

2017-2018: 1: Katherine Lininger (replacement for retirement of John Pitlick)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

1. May 2010, Distinguished Professor Roger Barry, retirement
2. May 2011, Prof. Susan Beatty, retirement
3. May 2012, Prof. Konrad Steffen, retirement
4. May 2013, Prof. Ken Foote, retirement (not replaced)
5. May 2018, Prof Mark Williams, retirement (not replaced)
6. May 2018, Prof. John Pitlick, retirement
7. May 2020, Distinguished Professor Thomas Veblen, retirement (not replaced)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

1. May 2014, Associate Prof. Elizabeth Dunn, failed retention, left for higher salary at Indiana University
2. May 2015, Asst. Professor Elisabeth Root, failed retention, left for higher salary at Ohio State University

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

1. May 2018, Asst. Prof Najeeb Jan, denied tenure and left academia (Jan started as an instructor through a grant from the Center for Asian Studies, converted to tenure-track line with 2 additional years on clock, never published anything)
2. Dec 2018, Asst Prof Carson Farmer, resigned to leave academia for personal reasons
3. May 2019, Prof. Suzanne Anderson, abruptly moved to Geology

What has the unit done to ensure the success of previous diverse hires?

Over at least the past two decades, the department has only had one diversity hire: the hiring of [REDACTED] in [REDACTED] Professor [REDACTED] was successfully retained after an outside offer in June 2016 and was tenured and promoted [REDACTED]. Her career has been very successful, including a stint at the National Science Foundation as a rotating program officer. She is also affiliated with INSTAAR and has been very active in trying to advance diversity in that unit.

The department assigns faculty mentors to junior faculty, with regularly scheduled meetings to review progress, provide guidance in navigating the university and academia, and answer questions about teaching and research. The department also deliberately keeps departmental service to a minimum for junior faculty while prioritizing junior faculty for TA funding to allow them to bring in graduate students. These practices, used for all faculty, are particularly relevant for diverse hires. Departmental leadership is conscious of not assuming that diverse hires should be the ones to do work on diversity and inclusivity. Other supportive practices include nomination for faculty for awards to recognize their achievements (e.g. the department nominated Dr. Barnard for a Provost's Achievement Award, though she did not receive it).

Looking to future hires, there is now a group of faculty members of color who, even if not from US under-represented backgrounds (e.g. Chinese-American, Iranian-American) experience the whiteness of Boulder in ways that white faculty do not. These faculty members have been and will be proactive about sharing experiences about navigating the experiences of living in the area and the experiences of simultaneous hypervisibility and invisibility that come with it. Finally, several faculty members are involved in anti-racist trainings and other initiatives on campus. As a department we have made an effort over the past several years to be much more proactive about fostering an inclusive climate.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

1. The department has long maintained an outstanding reputation as one of the top Geography departments in the country. As two external reviewers wrote in 2019 during the ARPAC review, "The Department has highly regarded faculty and is very highly ranked in national and international surveys of research and educational excellence. It is clearly one of the top geography departments in the nation and a jewel in the crown of the University of Colorado." The last comprehensive survey of doctoral programs by the National Research Council ranked the department as tied for 2nd place in both ranking methodologies employed, the highest ranked department at CU. In 2020, Shanghai Global Rankings placed the department first amongst Geography departments in the US.

2. The department has worked actively on an inclusive climate and anti-racist practice, for example in a current project, "Decolonizing Geography: Transforming pedagogy, teaching and curriculum at CU" in which we have invited outside experts to conduct seminars and workshops towards decolonizing and transforming our curriculum and syllabi.

3. The department has taken the need to diversify seriously. Of the last 7 TTT hires, 5 are female and 3 are POC. Among TTT faculty as of Fall 2020, 43% (10 out of 23) are women, which is higher than the national average. 6 out of 23 TTT faculty are Chicano or non-White.

4. It is crucial to hire diverse scholars in physical geography because geosciences (which includes physical geography) are the least diverse of all the STEM fields in the US. Of 8 physical geographers in the department currently (including an instructor), 4 are women but only 1 is BIPOC (Black).

5. The department needs to hire physical geographers due to recent departures who have not been replaced: Tom Veblen (retirement), Mark Williams (retirement), Suzanne Anderson (moved to another department). The 2019 ARPAC report noted losses in physical geography – a principal strength of the department (3 recent Distinguished Professors – Roger Barry, Tom Veblen, Mark Serreze – are/were all physical geographers) – from 11 TTT lines in 2012 to 7 TTT lines at the present time.

Obtained by the National Association of Scholars

**INCLUSIVE EXCELLENCE:
DEPARTMENT OF GEOGRAPHY
AUGUST 2020 – VERSION 2**

This document updates the Geography department's 2016 Inclusive Excellence statement. It reflects on progress made since 2016 as well as laying out future work to be done. This update was written by a group of faculty and based on feedback gathered from all faculty.

I. How does the unit define inclusive excellence and what values and behaviors are associated with it?

Inclusive excellence as a concept presupposes a fair degree of diversity, i.e. where the composition of a department roughly reflects the composition of the broader population. While numbers and recruitment are not adequate to address inclusive excellence, they are a necessary prerequisite to its achievement. Thus, we hold that inclusive excellence requires active efforts to recruit and provide opportunities for groups that otherwise remain under-represented and underserved, given well-documented, historically rooted structural inequalities, such as institutional discrimination and implicit bias. Specifically, because prioritization is a necessary prerequisite for action, we prioritize the need to increase racial/ethnic diversity in the department.

We define inclusive excellence as a situation in which students, faculty, and staff can achieve excellence at comparable rates regardless of social identity, and a recognition that excellence can only truly be achieved through inclusion. It requires awareness of and proactive efforts to address unconscious bias based on race/ethnicity and gender, as well as other forms of social identity.

Examples of behaviors associated with inclusive excellence include the following: treating everyone with respect regardless of ethnicity/race, gender, sexual orientation, employment (or student) status and rank, etc.; addressing instances of (micro)aggressions in the classroom, meetings, and other interactions at the point of occurrence; decolonizing our curriculum by including work by a broader array of scientists and authors; accommodating a variety of learning styles; designing courses that address colonial and racist roots of the discipline; and actively guarding against implicit bias in the hiring process through faculty training and new recruitment and interviewing procedures.

II. How do efforts within the unit lead to inclusion of all students in achieving academic success, student social development and enhancing the reputation of the unit and university?

A. Curriculum and department community

- In Spring 2020, the department applied for and received a University of Colorado Diversity and Inclusive Excellence Grant, “Decolonizing Geography: Transforming pedagogy, teaching and curriculum at CU.” This pilot initiative seeks to transform curriculum and pedagogy within the Department of Geography and broader learning community at CU through department seminars, a workshop, and an accompanying week-long visiting residency. These will be led by leading geographers who offer innovative approaches to decolonial pedagogies. This project has been delayed for a semester by COVID19 but the decolonial seminars will begin in Spring 2021 and continue into Fall 2021, with visiting

scholars giving public lectures, meeting students, and conducting class visits, as well as giving workshops for faculty and graduate teaching assistants.

- In 2014, the department hosted the 20th Annual Critical Geography Conference, an international event centered on the theme of “Difference, Diversity, Critique: A People’s Geography for the Future,” and focused on diversity and anti-racism in Geography as a discipline.
- In 2017, the department participated in a national effort to focus on civil rights during Geography Awareness Week. Highlighted events included screening a film about Chicana activism in Colorado during the 1970s with a panel including several people profiled in the film, and a pop-up exhibit with the Earth Sciences and Map Library featuring maps addressing the history of racism in Colorado and the western U.S.
- In the 2020-2021 academic year, Geography is participating in a joint colloquium series with INSTAAR, ATOC and GEOL that will feature BIPOC earth scientists.
- A number of Geography faculty continue to work with Ethnic Studies, the Latin American Studies Center, the Center for Native American and Indigenous Studies, Women and Gender Studies, and the Center for Asian Studies to build interdisciplinary research focused on issues of racism. This work includes advising undergraduate and graduate students, hosting talks and workshops, and developing curriculum.
- Beyond the campus, a significant amount of faculty and graduate student research is focused on positively impacting the lives of marginalized communities in the United States as well as elsewhere in the world (with a special focus on indigenous peoples).

B. Undergraduate student specific issues

- Data suggests very slow progress towards increasing student diversity. As of 2019, 40.6% were female, basically unchanged from 38% in 2012. In Spring 2000, only 8% of undergraduate degrees in Geography were awarded to students from historically underrepresented populations. In Spring 2012, that number rose to 14%; in 2018 it was 18% and in 2019 it was reported (OFA) as 16.6%. Also in 2019, 13.8% of undergraduate Geography degree recipients were international.

●

As of Fall 2020, the department has worked with advising to hire another advisor of color for Geography (with ENV5).

- Undergraduate representatives point to the positive social environment of the department fostered by “Tuesday bagels,” field trips, and the relatively small size of the major. COVID-19 is a challenge for many of these community-building spaces and activities.

Current coursework in the fields of human geography and environment-society actively focus on questions of diversity and inequality. Current majors feel there is a strong sense of inclusiveness. Students reported through student representatives on the undergraduate committee and through a survey that faculty often lead by example and that human geography and environment-society coursework encourage inclusive excellence through inclusion of a range of sources and knowledge from beyond the US.

C. Graduate student specific issues

As reflected in a climate survey conducted in 2018, as well as through town halls/open forums, and discussion with graduate representatives, graduate students in the department generally feel that diversity and inclusion issues are not a block to their success in the program. Since 2016, the department has taken a number of additional steps towards inclusive excellence based on graduate student input.

- After conducting a climate survey in 2018, we held a graduate student forum in 2019 specifically focused on diversity and inclusive excellence.
- Elected graduate representatives (four at a time) actively participate in the new graduate student orientation.
- A formal graduate student mentoring program commenced in fall 2019. Graduate representatives request current students to volunteer as mentors for the incoming class each fall and then pair the current students with the new students.
- Ongoing dialogue among students and between students and faculty have been implemented not only through a graduate student forum, but also annual faculty panel Q&A from graduate students.
- The department supports regular graduate student participation and input into departmental issues. Graduate representatives participate in all faculty meetings. Their suggestions are regularly sought. For example, before the department posted a public statement condemning racist police violence in the wake of the killing of George Floyd, graduate students were canvassed for input on the statement.
- The department frequently loses BIPOC graduate applicants to other universities where costs of living are less and/or compensation is much more generous. In 2019-20, the department partnered with Tribal Climate Leaders Program to recruit its first native American doctoral student. In 2020, we recruited another student through this program though they did not accept our offer due to lack of funding.

D. Faculty and Reputation of the unit

- The department has long had and maintained an outstanding reputation as one of the top Geography departments in the country. As two external reviewers wrote in 2019 during the ARPAC review, “The Department has highly regarded faculty and is very highly ranked in national and international surveys of research and educational excellence. It is clearly one of the top geography departments in the nation and a jewel in the crown of the University of Colorado.” Most recently, Shanghai Ranking of Academic Subjects [put the department first amongst Geography departments in the US](#) (and 13th globally).
- According to data from the American Association of Geographers, the discipline of Geography in the United States is predominantly male and Euro-American. Amongst 837 geography faculty surveyed in 2016, 65% of faculty were male and 35% female. Furthermore, 71% of respondents self-identified as white, non-Hispanic. Of minority groups, Asian was the largest with 8%, although 15% of respondents were non-US citizens whose race/ethnicity was not noted.
- Within this context, the department has made good progress, particularly in terms of gender. In 2000, there were 4 TTT female faculty; in 2012 there were 8, and as of Fall 2020, there are 10 (out of 23). The department thus is better than the national average in terms of women in TTT positions. In 2012, there were three ethnic/racial minority TTT faculty; currently there are 6. Of the last 7 hires currently in the department, 5 were

female and 3 were POC; none were white men. Currently, among 23 faculty, 1 is Black (biracial), 1 Chicano and 4 other ethnic/racial minorities. Nevertheless, there is still considerable work to be done especially in terms of hiring Black, indigenous and Latinx faculty.

- The department has applied on multiple occasions to recruit BIPOC faculty through the STAR program. We have found candidates three times, recruiting stellar and widely recognized faculty who have won multiple accolades for their scholarship as well as their efforts at diversifying the discipline. Specifically, we have sought unsuccessfully through the STAR program to recruit through targeted searches: [REDACTED]

[REDACTED] Unfortunately, we have yet to successfully hire any of these candidates. These were all lost opportunities to improve the inclusive excellence of, and reputation of, both the department and the university.

III. How will the unit achieve inclusive excellence? (future steps)

Faculty

- The department will continue to seek to recruit and hire BIPOC faculty whether through the FVR program or regular hiring (such as may or may not exist in a COVID19 world). We will address implicit bias and inclusivity in the hiring process through faculty training and new recruitment and interviewing procedures that will help us to recruit, hire, and retain BIPOC faculty.
- As more diverse faculty, as well as a new cohort of faculty who are particularly attentive to issues of anti-racism and marginalization, move into senior and leadership positions in the department, the department leadership can and will be more proactive in not just addressing negative aspects of climate but also positively fostering a healthy and welcoming environment. Specifically, this includes bystander interventions in everyday interactions.

Undergraduates

- As a department, we have the least direct control over our undergraduate population. We plan to continue to offer classes that will appeal to a diverse student body. For example, faculty would like to develop classes on indigenous geographies, in addition to current classes that meet US and Global Diversity requirements such as Place, Power and Culture, Global Public Health, etc. We plan to work more closely with Advising to actively recruit students from under-represented groups, and to prevent further problems related to intersectional race and gender for advisors. We also want to support the Advising Center's efforts to hire more advisors from diverse backgrounds, something that we see as imperative to improving the diversity of undergraduate students.

Graduates

- a. Open forums for graduate students focused on diversity, inclusive excellence, and departmental climate with graduate advisor once per year (or more frequently); anonymous survey every two years.
- b. Continue to schedule faculty Q&A panels once a year.

c. While we have a significant number of international students in our graduate program (20-30%), we have very few underrepresented ethnic minority students and first-generation college students among the domestic students in our graduate program. We will continue to partner with the Tribal Climate Leaders Program, as well as to work with CDI to make use of the National Name Exchange and the McNair Scholarship Program for recruitment of more diverse graduate students. We will also continue to prioritize minority students for small recruitment travel grants for accepted students to visit the university.

Obtained by the National Association of Scholars

The Department of **Geography** proposes to hire a **Black, Indigenous, or Latinx Physical Geographer** at the assistant or associate professor rank. While the research specialty is open, we will prioritize candidates in the subfields of soil science, biogeography, climatology, or mountain watershed science, all identified by the department's Strategic Hiring Priorities document and needed due to recent retirements.

What follows is mostly in the FDAP form but organized differently.

Why physical geography?

It is crucial to hire diverse scholars in physical geography because **geosciences are the least diverse of all the STEM fields** in the US.¹ Of 7 TTT physical geographers in the department currently, 3 are women but only 1 is BIPOC (Black).

The department also needs to hire physical geographers due to recent departures who have not been replaced: Tom Veblen (retirement), Mark Williams (retirement), Suzanne Anderson (abruptly moved to Geology).

Hiring plan

Our hiring plan will ensure the successful recruitment of a Black/Indigenous/Latinx faculty member. It combines an open search at the assistant professor rank with a targeted invitation to apply to a number of promising geographers from under-represented and historically marginalized groups. The open search will call for a physical geographer (with priority subfields) with a preference for those who have used their research to directly benefit marginalized communities (something many scholars from under-represented communities prioritize). The call will be circulated to the following listservs: Minorities Striving and Pursuing Higher Degrees; Ford Foundation Fellows; National Association of Black Geoscientists (NABG) Critical Zone Research Coordination Network (one focused on bringing diverse scholars to critical zone science); Society for Advancement of Chicanos and Native Americans in Science (SACNAS); American Indians in Science and Engineering Society (AISES); Black Geographies Open Forum; Indigenous Geography specialty group; the AmeriFlux Network - Early Career Group; Texas Tech University's National Registry of Diverse and Strategic Faculty; GeogFem; and AAG (American Association of Geographers) enhancing diversity committee.

Even more importantly than the open search, we will specifically invite the geographers listed below to apply for the position. These scholars, all Black, Indigenous, or Latinx, have been identified (1) through personal networks of minority faculty in the department and (2) through a voluntary, self-identified Person of Color Geoscientist public google document.²

We briefly describe each of these identified candidates below:

i. 

¹ "No progress on diversity in 40 years." *Nature Geoscience* <https://www.nature.com/articles/s41561-018-0116-6>

² https://docs.google.com/spreadsheets/d/1RQH8G1qkugdbV02_FnUkn27W7dzKITK33F-Rc5st54w/edit#gid=0

Professor Riveros-Iregui's CV as we know he is interested in the position. However, we are



Subdisciplinary needs – brief explanations of preference/need

Biogeography - With the retirement of Distinguished Professor Tom Veblen, CU risks losing its reputation as a center for internationally influential research on the spatial and temporal landscapes of forest systems. Locally, our forests continue to be susceptible to fire, disease, and drought, thus the continuation of our long-standing tradition of world-class research in this area is important not only for CU, but for the Boulder community as a whole. This position also serves and connects to students and faculty across other campus units including EEB, for example.

Soil science The absence of a strong soil science offering at CU Boulder is a glaring deficiency in an otherwise strong program in environmental, ecological, and Earth sciences. Soil science is integral to food, water, and energy sustainability, climate stability, biodiversity, and ecosystem service delivery. Soil science encompasses the social, economic and biophysical sciences and is fundamentally linked to vegetation, hydrology, and climate.

Climatology: Once a foundation of the department, there are now only two climatologists. Climate change remains the greatest threat to humanity, and student demand for our courses and graduate program continue to increase. We need to replace losses of faculty in the area of the cryosphere, as the Polar Regions are changing rapidly and the department's close ties to INSTAAR and CIRES need to be maintained. Emerging climate-related issues such as decreasing water resources in the Western US, and the connection between climate change and human health, require increasing faculty strength so the department does not lose research and teaching momentum in these areas.

Mountain Watershed Science: The department has played a foundational role in the formation of INSTAAR, the Mountain Research Station, and the Niwot Ridge LTER. We have steadily lost senior faculty in the study of water and chemistry in our own watershed, and are at a critical point where the department risks no longer being at the forefront of watershed science in our own community. Hires in biogeochemical cycling, and additional faculty support to build on the momentum of the 22-year-long AmeriFlux Niwot Ridge Core Site, are urgently required.

Why the Geography department?

1. The department has worked actively on diversity and anti-racist practice, for example through a project to bring in outside experts to assist in the decolonization of the curriculum. Of the last 7 TTT hires, 5 are female and [REDACTED].
2. The department has consistently maintained an outstanding reputation as one of the top Geography departments in the country (eg see 2019 ARPAC reviews). This year, Academic Subjects [put the department first amongst Geography departments in the US](#). The continued loss of senior faculty (Veblen, Barry, Pitlick, Anderson, Williams...) in physical geography required that we replace these individuals to stop this erosion.

[REDACTED]

Submission 19.(Spring 2022)

College/School/ Unit: CMCI

Electronic signature of college/school/institute dean: Lori Bergen

Dean's ranking of this proposal (if submitting multiple proposals, i.e. 1 of 5): 1 of 1

Dept., program, or institute for which position is requested: Journalism

Attestation: Errol Hughes (errohugh@colorado.edu)

- Joint Hire? No
- Joint Hire other unit:
- Joint Hire rostering unit (tenure home):
- Faculty rank requested: Professor
- Faculty salary requested (give approximate range): 100,000 - 110,000

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

The Department of Journalism currently has 14 full-time faculty members -- five instructors, two assistant professors, five associate professors and two full professors. We have [REDACTED]

[REDACTED]. Three years ago, we applied for a Chancellor's Postdoctoral Fellowship to bring a young Latinx scholar – a stellar candidate who focused her work on documentaries and video storytelling about environmental disasters – into our ranks. However, we were unsuccessful with that application.

We are seeking a Faculty Diversity Action Plan hire in this cycle to advance our department's ability to explore and engage with cutting edge technologies, and to do so in a way that also acknowledges the weaknesses of technological determinism, which values efficiency and assumes that social progress will advance through technology.

In considering who might be a good candidate for this position, should we be fortunate enough to be awarded a line in this application cycle, our plan is to cast a very wide net and to favorably consider applicants with a range educational and professional backgrounds. Were he to be available, for example, we would be very open to an application from [REDACTED], currently on the faculty at the [REDACTED] and a leading innovator in the area of journalism and technology. [REDACTED] was the director of development for [REDACTED], and since joining [REDACTED] he has distinguished himself for his work in augmented and virtual reality. [REDACTED] – he and his students create work on topics including the foster care system and environmental justice for media outlets ranging from [REDACTED] [REDACTED] [REDACTED] does not have a traditional academic background, but his experiences in the profession and in the academy would be very welcome in our unit.

The faculty in the Journalism Department understand that in our field, a person's professional credentials and their life experiences in the field may be as informative and important as their academic credentials. Our commitment, should we be successful with this application, is to hire someone from the BIPOC community who can advance our programs and who we can support through mentoring and with research and creative work resources so that they can be successful at CU Boulder.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? No

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year and name (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:

N/A

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? Yes

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Yes. The Journalism Department will be seeking reaccreditation by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) in 2023-24, and the lack of diversity on our faculty will again be an issue for ACEJMC. We have been able to address this in the past through our curricular efforts to highlight issues related to race, ethnicity and gender in journalism, but the ability to hire a TTT faculty member ahead of that reaccreditation process would be a significant step forward in addressing the concerns that ACEJMC expressed in our last review.

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

Yes. The Journalism Department offers a range of courses that focus squarely on issues of diversity, equity and inclusion, both in the production of news and in how it is presented to audiences. Among these are:

- JRNL 2014: Race and Sports Journalism
- JRNL 2401: Media and Diverse Populations
- JRNL 3904: Sports Journalism and Gender
- JRNL 4402: Journalism and Social Identity
- JRNL 4411: International Media and Global Crises

While this is a start, we want to add courses that examine diversity, equity and inclusion within news organizations since research shows that having a diverse group of journalists in media outlet results in coverage that is more representative of the issues that concern the public. This shows up in the types of stories that get told and even in the questions that get asked. In addition to courses that explore diversity as it relates to news gathering, we also want to build our curriculum to provide coursework that examines how the implicit biases of those in newsrooms, which still are predominantly white, can result in choices that marginalize others. This problem is exacerbated by the audience fragmentation, the clickbait nature of some news organizations, and the need for journalists to have a story out on Twitter or Instagram within minutes, or even seconds. The result can be a headline like “A Chink in the Armor” on a story about Jeremy Lin’s role in the New York Knick’s loss to the New Orleans Hornets in 2012, or the tagline “Something’s not white” on a 2018 story about Serena Williams having to change out of a pink bra into a white one to comply with Wimbledon’s dress code.

It also is increasingly important to provide our students with classes that explore social justice issues, particularly stories about race in America, through the lens of the journalistic storyteller. The power of story – whether a long-form narrative that takes a deep look into someone else’s life or an Instagram post that reveals a brief but important truth about a challenge faced by a person of color – is that the story can provide a powerful connection for the audience and start to build a bridge. Of course, this power is challenged by the increasing polarization in our media coverage and in the country, so we have a need to better understand how our digital news silos are driving deeper divides and, more importantly, what journalism might be able to do to mitigate those divides. An FDAP hire in the area of race, media and technology would be invaluable in helping us develop that area of our curriculum.

The Journalism Department is fortunate to have two faculty members, one an associate professor and one an instructor, who focus their creative work on these questions, and these colleagues could create an intellectual home for an FDAP hire in the department. However, the ability to have a scholar who would put race and technology at the forefront of their research and teaching would be a welcome addition.

Is this request part of a cluster hire? Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

Yes, this would be part of the Race, Technology and the Media cluster hire that the CMCI is committed to across the college. The CMCI was fortunate to get a hire for that cluster in the Information Science Department for AY2021-22. This year, in addition to this proposal, the following CMCI departments are submitting proposals in the same cluster: Advertising, Public Relations and Media Design; Communication; and Media Studies.

The cluster's focus on Race, Technology and the Media is essential in the current environment, where technological determinism can supplant more humanistic approaches to education and understanding. Yet in our news production and news consumption, we are more reliant on technology than ever, with 18 percent of Americans saying that social media is their primary source of information, according to a July 2020 study from the Pew Research Center. That number is higher among younger people, reaching 48 percent for 18- to 29-year-olds, and 57 percent for people with less political knowledge. All of this points to the need to better understand the intersection of technology and journalism, particularly the algorithms that send some stories our way and omits others, leading to the reinforcement – for some – of racist systems and beliefs.

CMCI is pursuing this next hire or set of hires as part of a commitment to bring in a minimum of seven BIPOC faculty – one for each academic unit in the department – over the next several years. The focus for most of these hires will be in digital culture and how it contributes to or reproduces various forms of racism and exclusion, from questions of access and representation to issues of algorithmic culture and inherent bias. By pursuing a cluster over several years, CMCI hopes to build a strong intellectual cohort that puts issues of diversity and inclusion at the forefront of their work and who find the college to be a place where their work is valued for the impact it has on others.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

N/A

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Retirement:

Paul Voakes, Professor; Jan Whitt, Professor

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Failed Retention Offer(s):

N/A

Number and names of TTT faculty (or N/A) who have departed over the last five years due to Other (Please explain): Mei-Ling

McNamara, Asst. Professor - Resigned

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of and retain diverse faculty?

Currently, the CMCI has been putting in place formal structures and informal practices designed to make CMCI an inclusive space of equitable belonging. These include a required college syllabus statement, an expansive inclusive pedagogy workshop series that many of our faculty attend, and a series of formal and informal conversations, such as panels and speakers, that create space for intellectual and social conversation on systemic privilege and disadvantage.

In Journalism, all new assistant professors are now given one course release prior to comprehensive review and one after a successful comprehensive review to provide them with additional time to focus on their research and creative work ahead of tenure. Our most recent associate hire was given one semester at a reduced course load – so teaching one course instead of two – and one research semester this past academic year with no teaching obligation to provide her with time to pursue her creative work in preparation to seek promotion to full professor.

In addition to the reduced teaching loads, new faculty now are given a start-up fund of \$12,000 to spend in their first three years of employment in support of their research and/or creative work. Additionally, new faculty – and particularly junior faculty – are provided with a designated mentor within the department who meets with them at least once a semester to provide guidance on their trajectory and to provide advice on navigating the university system. This is an informal process, and junior faculty are free to change mentors if they choose to. We are working on a process that would provide them with a mentor from outside of the department as well since we believe that would give them a chance to talk about some issues more freely.

We also are attentive to issues concerning workload and particularly the invisible labor that can fall to diverse faculty. Faculty are largely allowed to select the courses they would like to teach so that they can determine if they want to take on news courses that might

involve more preparation or if they want to teach the same course in multiple semesters. New faculty also are given reduced service loads, and for BIPOC faculty in particular, service to regional and national organizations that focus on diversity concerns is especially valued.

What is the unit's mentoring and retention plan for the new hire?

This hire will be a part of a cluster of BIPOC faculty that the CMCI is committed to bringing to campus over the next several years. The college's Information Science Department is currently interviewing for a diversity hire focused on race, technology and the media in its unit, and a new hire in journalism focused on race and technology would likely find intellectual kinship with the Information Science hire. We would provide a new hire with a designated mentor in the department to assist them in navigating any issues or concerns at the local level, and we would connect them with a mentor in the college who could provide a different perspective on the Journalism Department and on how to be successful in the college.

We also would consult with the Office of Diversity, Equity and Community Engagement and with the Center for Teaching and Learning to determine how best to involve the new faculty member with the broader campus community. We would provide regular and ongoing peer evaluations of teaching to build a steady and sustained record of those to support a tenure case for an assistant professor hire or a promotion case for an associate professor hire.

As noted above, we would be open to evaluating this person's research and/or creative work based not just on measures of quantity or journal acceptance rates or h-factors, but instead by engaging with and reviewing the work ourselves and by listening to those who understand the person's area of expertise to help situate their impact on the field. Perhaps most importantly, we would listen carefully to the person hired into this role as they move through their CU career to be sure we are, to the best of our ability, providing them with the resources, mentoring and other forms of support that they say they need.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

The Journalism Department has several reasons for seeking this Faculty Diversity Action Plan hire. First, we recognize the need to support and elevate BIPOC faculty, who can provide us and our students with an important lens on our own work and make us more cognizant of how we can better support anti-racism on campus and in the world. The department also has specific needs that can be addressed by this hire.

As mentioned above, we will be going through reaccreditation in 2023-24. While we have worked with our curriculum to address diversity issues – both in news production courses and in courses that examine how the media shape public opinion – there is more to be done. National events have shown just how influential the media can be. News outlets that shared video from George Floyd's murder by police or that spotlighted the stories of the murders by police of Breonna Taylor in her own home and Elijah McClain by the use of a chokehold and a dose of ketamine have changed the national conversation about the violence that African Americans face each day. The power of storytelling, whether in legacy media outlets, online or on social media platforms, is transformative. By hiring a BIPOC scholar who is focused on how technology and storytelling intertwine to tell important stories, we can enhance our curriculum even further ahead of reaccreditation. The addition of a BIPOC scholar for Fall 2022 also will, for ACEJMC, provide solid evidence of the commitment of the CU and the CMCI to diversity, equity and inclusion.

Additionally, this new hire would be valuable in connecting the department and the college to new networks to expand our diversity efforts. The person could potentially assist with programs to do more outreach in Denver schools with higher proportions of BIPOC students. Once we are largely past COVID concerns, we want to work with journalism programs in several Denver high schools to create storytelling partnerships and to create a clearer path to CU for those high school students. Expanding the number of BIPOC faculty also will help with recruiting a more diverse body of graduate students at the MA and PhD levels, and this person's focus on race and technology will let those students engage in research and creative work that is at the leading edge of our field.

If we are awarded this new hire, we will expand recruiting efforts. We have historically advertised with the National Association of Black Journalists, the National Association of Hispanic Journalists, the Asian American Journalists Association and the Native American Journalists Association. We also have asked our faculty to reach out to potential candidates who come from diverse backgrounds. We need to be more intentional and send invitations to people, like Professor Robert Hernandez who was noted above, to apply for the position. We need to, and will, actively recruit for this position by contacting BIPOC scholars and professionals who work in the area of race, media and technology.

Please attach the unit's updated Inclusive Excellence Narrative.

Attached to Request at end of submission.

Please attach any other documents you feel are relevant to the selection committee.

Attached to Request at end of submission.

Obtained by the National Association of Scholars

Making Excellence Inclusive

Inclusive Excellence has been a guiding principle of the College of Media, Communication, and Information (CMCI) since our inception in 2015. CMCI brings students, staff, and faculty together around a constellation of teaching, research, and co- and extra-curricular programming that recognizes, anticipates, and responds to what Dean Lori Bergen names “times of revolutionary change” in the ways people communicate today. As the first new college at CU Boulder in 53 years, we are creating our college—our curriculum, departments & programs, policies & procedures, and our CMCI community—as we define and integrate our principles and practices at the intersections of excellence and inclusivity.

In CMCI, we define inclusive excellence as the commitment to excellence guided by intentional and evolving practices of inclusivity, equity-mindedness, and cultural change. Measures of excellence are simultaneously measures of inclusion—promoted by faculty, staff, and students across teaching, research and creative work, and service. We maintain that the cultivation of an inclusive college community requires the active engagement and full integration of all our diversity, which we name as the fact of our differences—race/ethnicity, socioeconomic status, gender, sexuality, ability, nationality, religion, age, veteran status, geography, intellect, and perspective. We challenge ourselves to think broadly around inclusion *and* to prioritize our efforts around historic patterns of university underrepresentation, particularly racial/ethnic and socioeconomic. We push ourselves constantly to transform our values and practices such that the “we” of CMCI is a truly diverse, equitable, inclusive, excellent “we.” Doing so requires the intentional work of infusing our aspirations to excellence with the very real issues of equity, access, inclusion, diversity, culture, climate, and community across all facets of the college.

Our goals in CMCI are to build a student, staff, and faculty community that reflects and learns from and with the diversity of our state, regional, and national populations so that we can provide informed and inclusive pedagogical, research, and workplace cultures; establish equitable policies, principles, and practices so as to help us close the opportunity gap that impacts minoritized members across our college; and undo historic privileges, such as whiteness, wealth, and heteronormativity, particularly as they inform our policies and practices, ensuring that our college commitment to inclusive excellence informs all that we do.

We pursue inclusive excellence in a holistic and fluid manner. Our holistic approach means that we see the work of diversity, equity, and inclusion as foundational to all of our efforts. Though some individuals will take on greater leadership and formal accountability roles, as a unit we do this work in constant collaboration and conversation; each of us is asked and expected to participate. With fluidity, we mark our understanding of this work as necessarily processual and reflexive. It is work that we are always doing and that we must constantly reflect upon, asking, for instance, how our existing practices and future initiatives are based in equity-mindedness and/or in normative systems of hierarchy and exclusion. Our commitments to a holistic frame for diversity, equity, and inclusion mean that we attend to the entirety of our college. We organize this work into three primary poles: climates & relationships, teaching & learning, and structures & systems.

We believe that a unit invested in inclusive excellence must build a diverse and inclusive climate. A critical part of this effort is to increase the diversity of our college. To that end, we are developing new recruitment and retention strategies and revising existing ones, particularly around student and faculty populations. Some of our work here has crystallized around “Connections,” our summer academy for rising high school juniors and seniors. Initially intended to launch in summer 2020, Connections will bring high school students recruited from select

Denver-metro schools, such as Martin Luther King Early College and Empower Community high school, for a five-day residential campus experience. We are building a strategic plan for graduate recruitment that will involve building new relationships with relevant academic units at historically Black colleges and universities as well as at schools designated in some way as minority serving. We complement this work with intentional strategies aimed at cultivating a climate in which all of us belong and can thrive. As we move toward a more diverse CMCI, we recognize that efforts at increased diversity will likely fail if they are not established alongside culture change. Thus, our efforts at building diversity are but one piece of our larger mission.

Our efforts in teaching & learning are varied. They include building support systems for CMCI instructors that enable us to pursue our teaching mission, in both formal and informal settings, with a frame of inclusion. We foster scholarly research and creative projects along with intellectual conversation, among faculty and students, that explore DEI dynamics. Four college initiatives provide some sense of our work here. First, we have established a college inclusive pedagogy ambassadors program that aligns with a year-long series of inclusive pedagogy workshops. Offered for the first time in the 19/20 academic year (AY), our plan is to revise the workshop series constantly so that it can be available to all CMCI instructors regardless of rank each AY. Next, in the 18/19 AY we developed a CMCI required syllabus statement which announces our commitment to diversity, equity, and inclusion and invites students to connect with us around DEI questions or concerns. Third, in the 20/21 AY, we will offer an undergraduate course, open to all CMCI students, on anti-black racism. Finally, we foster intellectual community around DEI questions with annual programming that brings the college together in scholarly conversation.

Alongside the DEI work that we do in support of teaching and learning, we also see progress toward inclusive excellence as tied to the structures and systems that comprise CMCI. Our assumption here is that founding structures and systems of CMCI, as an institution of higher education, are premised in hierarchies of privilege that are mostly invisible. We task ourselves with the careful work of making visible those latent hierarchies so as to undo them. Our goals are to build equitable and accessible structures and systems. As part of this effort, we have begun to change practices and to rewrite policies. For instance, in AY 19/20, we conducted an inventory of faculty service with an eye toward differential service loads. We named the often invisible and emotionally intense service that typically falls on racial and ethnic minorities and white women, and we made a college commitment to name and count this DEI service. In addition, we revised protocols for faculty hiring, including adding college language naming our commitments to inclusive excellence and formalizing faculty search committee trainings in DEI issues as they intersect with faculty hires. We have begun to develop DEI related orientations for incoming graduate students, and we installed a graduate student advisory board to help inform and guide the college on missteps and opportunities around DEI in our graduate student community.

As we hope is clear across this narrative, we see the work of inclusive excellence as expansive. It encapsulates all members of our community and all facets of our college. We remain consistent in that premise as we also name the centrality of anti-racism efforts broadly and anti-Black racism work specifically. Aware that moves toward DEI can easily enable individuals and institutions to eclipse race and racism, we call upon ourselves to keep anti-Black racism and anti-racism work at the center of our mission. To that end, we devote our energies in the 20/21 AY to anti-racist conversations, programs, and curricular development.

Submission 20

College/School/Unit: Arts & Sciences

Dean's ranking of this proposal (if submitting multiple proposals, i.e., 1 of 5): 10

Dept., program, or institute for which position is requested: History Department

Name of Requestor: Paul Sutter

Email Address: sutterp@colorado.edu

- **Joint Hire?** No
- **Joint Hire other unit:**
- **Joint Hire rostering unit (tenure home):**
- **Faculty rank requested:** Assistant Professor
- **Faculty salary requested (give approximate range):** \$80,000-100,000 (\$80,000-85,000 for assistant professor only, though we would like be to able to do Assistant or Associate if possible)

How will this hire increase the number of underrepresented faculty members in the unit (e.g., domestic Faculty of Color, women in disciplines where underrepresented)?

HIST currently has 32 TTT faculty members (not including Patty Limerick who is TBE and does no teaching or service for HIST), 7 of whom identify as members of underrepresented groups (22%) and 15 of whom are women (47%). Of our seven most recent TTT hires, five have been women and [REDACTED] have been scholars of color ([REDACTED]). Despite these current diversity levels, HIST does not have any African American faculty, which is a major shortcoming. Our commitment to hiring an African American historian is long-standing (see below); it is partly about building a more diverse faculty, not only in total numbers but also in the life experiences and identities our faculty bring to the classroom. Our commitment to hiring additional diverse faculty, including additional African American faculty, will be ongoing, but this hire is particularly critical to the department's diversification, and to the role faculty diversity plays in fulfilling our teaching and research missions.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship?

Yes

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

My answer to the previous question was not entirely accurate, but it was the only way to get to this section for providing explanation. While this hiring request is not directly related to a Chancellor's Postdoctoral Fellowship (CPDF) per se, it is related to a postdoctoral fellowship awarded to the department several years ago, just as CU was becoming involved in the CPDF program, that was expressly modeled on CPDF program and its goals. We hired a postdoctoral fellow in African American history, Dr. Samanthis Smalls, who served in that position for three years (2015-18). Dr. Smalls was hired with the idea that her position would be converted to tenure track. Indeed, HIST executed an MOU with the Dean of CAS and the Vice Chancellor for Faculty Affairs that allowed us to either convert Dr. Smalls to a TT line, if the department and Dr. Smalls were interested in that prospect, or to conduct a targeted search in African American history if Dr. Smalls or the department chose not to pursue a TT position for her. In 2018, Dr. Smalls opted not to pursue the TT position for family reasons, and so we requested, per the MOU's promise, to be able to conduct a search in African American history. For three years running now, that search has not been authorized, despite the MOU (which has been revised multiple times) and the department's ongoing commitment to this position as our top hiring priority. Our request is thus directly related to the stipulations of this fellowship arrangement, and College and campus commitments to allowing us to make this hire.

Academic year (or N/A) in which the unit last received a STAR hire:

N/A. History hired [REDACTED] as a strategic diversity hire through the College of Arts and Sciences. To my knowledge, her hire was not a part of the STAR program. I am not aware of any previous STAR hires made in the History Department.

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body?

No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

Yes, this hire is critical both to the department's curricular needs and to its research profile. At this moment of broad cultural reckoning with the history of racism and racial oppression in the United States, an understanding of the history of the African American experience is critical to training the next generation of American citizens. CU's commitment to an anti-racism CU 101 module is recognition of the importance of this moment. CU's History faculty have long been committed to addressing the histories of racism and racial injustice throughout our curriculum, but without an expert (let alone several experts) in African American history, we cannot do this as effectively as we might. Moreover, bringing African American faculty into the department will be critical to diversifying our students, both in the department and campus-wide, and a diverse student body is essential to student learning. When we teach about the history of race, racism, and racial injustice, our students need to hear diverse voices among both the faculty and students.

This hire is also critical to the research profile of CU's History Department, and to the university as a whole. It is the rare R-1 History department that does not have at least one, if not several, African American historians, so this is a major research shortcoming of the department – one that I have been repeatedly reminded of recently when campus communications reaches out to ask who among our colleagues are best equipped to provide public comments on issues such as the Black Lives Matter movement or the selection of Kamala Harris as the first African American (and Asian American) Vice Presidential candidate. The diversity challenges faced by CU are not just a matter of hiring a more diverse faculty and staff or attracting a more diverse student body; they are also a matter of recruiting subject matter experts who speak to these campus and societal issues in their scholarly research. At this moment, CU needs to have at least one historian of the African American experience on its faculty.

Is this request part of a cluster hire?

Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

This request is part of an AHUM proposal that centers on hiring diverse scholars whose work focuses on the African American experience. This hiring focus is a critical curricular need across the division, and building such a strength within the division is critical to the anti-racism work across the campus. We also believe that successful recruitment and retention of African American scholars/artists will rely on increasing their numbers on campus substantially. AHUM is dedicated to devising a robust mentoring environment to facilitate community building and professional development.

The AHUM Cluster addresses a curricular weakness within the division, namely the relative lack of scholarly investigations in the African American experience, specifically in history, cinema, art history, and cultural rhetorics. This cohort proposal includes two open searches (AAH and HIST) and two targeted hires (CINE and PWR). Associate Professor [REDACTED] is a productive and decorated filmmaker, consistently invited to prestigious film festivals and solo exhibitions around the world. Assistant Professor of Communication [REDACTED] has published two books, establishing him as a leading scholar who explores the intersections between African and Afro-diasporic rhetorical theory and history. AAH seeks an open search for an African Americanist/Diasporist, to augment their current faculty who are specialists in Native American, Latin American, and Asian art history. HIST seeks an open search for an African American historian as they currently have no one in their ranks with such a focus.

All four hires are essential to ensuring the College of Arts & Sciences is able to provide coursework in Critical Race Theory, Cultural Theory, Black/African/Diasporic Studies, Postcolonial and Decolonial Studies, and historical approaches to the African American experience. These courses will have broad appeal to students not only in the College of Arts & Sciences, as well as across the campus.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

Over the last three years History has hired FOUR new faculty members. They are listed below. During that same period, however, we have lost eight faculty and will lose two more to retirements this year (see next answer). Without additional hiring, we will thus be down six TTT faculty in only four years.

- Erin Hutchinson, Russia, 2020
- Natalie Mendoza, Mexican America/Latinx, 2019
- Hilary Kalisman, Israel/Palestine Chair, 2018
- Honor Sachs, Early America, 2018

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

Since 2011, SEVEN History faculty have retired, with five of those retirements in the past two years and this coming year. We have another 6-7 faculty likely to retire in the next 3-5 years.

Virginia Anderson, Early America – retiring June 2021

Mark Pittenger, Modern U.S. – retiring December 2020

Lee Chambers, 19th Century U.S. – retired June 2019

Fred Anderson, Early America – retired June 2018

David Gross, Modern Europe – retired June 2018

Ralph Mann, 19th Century U.S. – retired 2013

Barbara Engel, Russia – retired 2011

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

We have lost FIVE faculty to failed retentions coming in the last three years.

Fredy González, Latin America – failed retention 2018

Scott Bruce, Medieval Europe – failed retention 2018

Anne Lester, Medieval Europe – failed retention 2018

Liora Halperin, Israel/Palestine Chair – failed retention 2017

Mary Ann Villareal, Latinx/Borderlands – failed retention 2011

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

Samanthis Smalls, African American – departed 2018. Was postdoctoral fellow in African American History for whom we had the options to convert to TT. She chose to depart for family reasons (see MOU)

Francisco Barbosa, Latin America – resigned 2012 - not at liberty to discuss reasons

What has the unit done to ensure the success of previous diverse hires?

The History Department has a robust faculty mentoring program aimed at all junior faculty, though with additional aspects geared towards supporting diverse faculty. Not only is every junior faculty member assigned an individual faculty mentor, but our colleague Martha Hanna (currently also the LEAP Director) runs a mentoring group in the department that brings together assistant professors (and sometimes their mentors) to discuss various dimensions of life as a junior faculty member, including all aspects of the promotion and tenure process, teaching and pedagogy, adjustment to life as a faculty member, strategies for research success, and how to navigate the institution.

In recent years, the department has encouraged diverse faculty to participate in the “Faculty Success Program” organized by the National Center for Faculty Development and Diversity. (CU-Boulder is an Institutional Member in the NCFDD, so we already have a campus commitment to the program.) This program creates virtual mentoring groups which allow underrepresented faculty to connect with and be mentored by other, more senior diverse faculty. LEAP has run a program over the past few years to fund faculty members’ participation in the program, the cost of which is about \$4000 per person, and three members of the History faculty have recently participated, two of them with LEAP support. But since LEAP funds are limited, the History Department commits to funding participation in the Faculty Success Program, when LEAP cannot, for all interested pre-tenure underrepresented faculty hires in our department. Participation in this program provides critical cohort mentoring for underrepresented faculty and thus supports faculty success and retention.

The History Department has worked to connect diverse faculty in the department with other diverse faculty around campus so that they can build necessary support networks.

Finally, we are acutely aware of the distinctive service burdens that fall on diverse faculty, and we work closely with those faculty and their mentors to make sure such service is manageable in relation to other departmental service assigned, adjusting departmental service demands accordingly.

What other factors are relevant to the department’s situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

HIST is one of the strongest AHUM departments – in the most recent ARPAC review cycle it ranked third among sixteen units reviewed in terms of research productivity – but declining TTT numbers threaten the department’s campus and national reputation for excellence. Beyond diversifying our faculty and helping our department to recruit more diverse cohorts of undergraduate and graduate students, this hire will shore up the department’s superb Americanist caucus (which will see two retirements this year alone) at a time when its numbers are thinned. This hire also will be particularly critical to the future of our graduate program at a moment when graduate students are

showing a strong interest in studying African American history and the absence of an African Americanist threatens our ability to compete for the best applicants. Finally, while HIST major numbers declined substantially in the wake of the recession of a decade ago (as they did in other AHUM departments, and in History departments nationally), we are now seeing a rebound in majors, with major numbers up 15% over the last two years. But declining full-time faculty numbers mean we are growing more reliant on contingent faculty to meet the department's teaching needs. This hire would help us to at least stall that trend.

Obtained by the National Association of Scholars

Inclusive Excellence Committee Report

Guided by the University's "Inclusive Excellence Planning Process Guide," the History Department's Inclusive Excellence Committee (IEC) has prepared this report with the active participation of faculty, staff, and students. Several meetings were held to discuss relevant issues and to make recommendations for creating a conducive environment for inclusive excellence. The IEC believes that in a global community the pursuit of excellence is intimately and inseparably bound with inclusiveness; excellence requires learning to engage with the diversity of views, perspectives, and people of different backgrounds in both work and social settings. The IEC therefore defines inclusive excellence as: "Learning to embrace diversity as a lifelong value. By recognizing cultural, racial, ethnic, national, religious, gender, sexual, and other differences as an essential element of their education, students will be prepared to become active members of the global community."

To make the report as objective and representative as possible, the committee agreed to conduct a survey on relevant issues amongst the various constituents of the department. Using the above definition, the IEC developed a survey for faculty/staff, graduate students, and undergraduate students. The purpose was to create a database to determine the current state of affairs in the department against which future progress can be measured. (The survey and its results have been posted on the department website for your information.) The IEC was pleased with the high rate of response to the survey. Apart from answering the specific questions of the survey, the respondents also submitted insightful comments and suggestions. (For reasons of confidentiality, these comments have been put aside, leaving only the statistical data.)

Below are the salient results of the surveys as well as the IEC's recommendations for attaining inclusive excellence in the department. Forty-six surveys were sent out to faculty/staff, including tenured faculty and adjunct faculty. Forty of them (86 percent) were completed, which is a very high return rate and indicates a concern over the issue of inclusive excellence in the department.

- The most telling statistic is that 35 percent of the respondents do not believe that they are adequately trained to teach diverse audiences, including international students. This figure jumps to 78 percent if the 43 percent who responded "yes, with reservations" are included. The IEC considers this to be a major problem that needs to be addressed.
- Equally telling is that 74 percent of the respondents have reservations about addressing offensive comments in the classroom. This correlates with the university-wide survey which found that only 8 percent of CU students thought that their professors addressed offensive comments in the classroom.
- The survey also reveals that while 67 percent of the respondents feel "welcome and valued" in the department, 33 percent experience some degree of isolation and exclusion.
- This sense of isolation and exclusion may in part be due to a widely held perception that there is cliquish behavior in the department. Forty-eight percent of the respondents feel that there is cliquish behavior; a further 20 percent are ambivalent about it.
- Finally, there are concerns expressed about the efficacy of current FCQ evaluations as a primary tool to measure the teaching skills and effectiveness of minority/international faculty given the unique set of challenges they face. This mode of evaluation often works to their disadvantage at the time of their tenure and promotion. This is an issue that has also been raised in the department's self-study report (November 30, 2015).

Sixty surveys were sent to graduate students; 28 of them (46 percent) were completed.

- The most telling statistic is that none of those who self-identified as minority students feel they are absolutely valued within the department in comparison to 32 percent of total responses.
- Equally revealing is that all of those who identified as minority students feel excluded because of their background as compared to the 61 percent who did not feel that way.
- Both of the above statistics indicate that our minority graduate students feel isolated and that an atmosphere of inclusivity has yet to be attained.

Three hundred fifty-one surveys were sent to history majors and minors; 98 were returned (27 percent), which was significantly lower than for the faculty/staff and graduate students.

- Statistically speaking, the department's majors and minors, including those who self-identified as minority students, feel welcomed in the department and that the department encourages inclusivity in both course content and classroom environment.
- Paradoxically, they also feel the need for a community that they can belong to, one in which they feel they are part of a student cohort that interacts and communicates with the faculty/staff on a sustained basis.

After evaluating the surveys, the IEC makes the following recommendations:

- Bring in experts to advise faculty/staff on how to function more effectively in classes with diverse students, including international students, and to deal with offensive comments inside and outside the classroom.
- Reassess the weight of FCQs as a major mode of evaluating the teaching effectiveness of faculty to take into account the unique set of challenges faced by those with diverse backgrounds.
- Priority needs to be given to the recruitment of faculty with diverse backgrounds who can enrich the classroom by bringing different perspectives, worldviews, experiences, and voices, as well as to attract minority/international students. Reviving the Special Opportunity Position program would be one way to partially address this concern.
- Offer pedagogical-oriented courses to prepare graduate students on how to teach diverse students and offer classes with inclusive course content.
- Establish a fellowship program for the recruitment and retention of graduate students of diverse backgrounds.
- Foster a sense of community through the establishment of a physical space where all members (faculty/staff and students) of the department can gather to interact and socialize. In this designated space, monthly social events, such as social hours with refreshments would be very useful in this regard.
- Award an annual prize for undergraduate research papers that deal directly with the question of diversity.
- Employ a full-time staff person with the specific responsibility of improving inclusive excellence, including pro-actively reaching out to all members of the History Department to address the above-mentioned issues as a way to nurture a sense of community.

Respectfully submitted by the Inclusive Excellence Committee: William Wei and Sanjay Kumar Gautam, Co-Chairs; Celine Dauverd, Evan Fernandez, Kellie Matthews, David Paradis, Sherri Sheu, Samantha Small, and Nancy Vavra.

History Department – Addendum to Inclusive Excellence Statement

I have attached our original Inclusive Excellence statement, as the department has not had the chance to revise it and I do not feel comfortable revising it on my own. But I would like to address how, and how well, the department has addressed the recommendations that our Inclusive Excellence Committee included in their report. We plan on revising our statement this coming year.

The History Department has actively addressed some of the main recommendations of the IE Committee. We have brought in experts to faculty meetings and retreats to discuss various issues raised by the report, including inclusive pedagogy and how to address unconscious bias in departmental policies and procedures. Recognizing the demonstrable biases in CU's current FCQ system, we also have adjusted how we use FCQs in merit review, reappointment, promotion, and tenure decisions, and we have been a member of the Teaching Quality Framework Initiative to rethink not only FCQs but how we evaluate departmental teaching as a whole. We have also focused on recruiting diverse faculty, as is reflected in recent hiring in the department – including a special opportunity diversity hire and our ongoing commitment to hiring in African American history. We have also developed inclusive pedagogy coursework for graduate students; we participated in developing and offering a multi-departmental inclusive pedagogy grad course (with ENVIS and EBIO) and we will be offering a HIST-specific graduate pedagogy course this Spring with substantial inclusive pedagogy content. Finally, we were able to hire a new staff person who has a substantial portion of her job focused on outreach work with a focus on diversity and inclusivity. In particular, we have revived an outreach project with students from the San Luis Valley, an underserved and historically Hispano region of the state.

We still have to make good on several of the recommendations. We will be working with Dean Adler and the Graduate School to work on a diversity graduate student recruitment plan this coming year, which I hope will include redirecting some of our current fellowship funds to diversifying our graduate student population. Physical space remains a huge challenge for the department, and particularly for our graduate students and for creating inclusive and interactive space for the department. Until Hellems is renovated, our options here are limited. As part of the department's anti-racism work this year, we will be looking at our curriculum and considering undergraduate prizes that reward historical engagement with issues of diversity, equity, and inclusion. We may also explore an idea that emerged out of a workshop with Dean Potter: an Associate Chair for Inclusive Practice, a position that hopefully could come with a course release to compensate for the work involved.

MEMORANDUM OF UNDERSTANDING REGARDING HIRE IN AFRICAN AMERICAN HISTORY BETWEEN THE DEPARTMENT OF HISTORY AND COLLEGE OF ARTS AND SCIENCES

As per the MOUs dated December 8, 2016 and revised April 24, 2018 (see attached), the Department of History had the option to convert its 2015-2018 postdoctoral fellow, Samanthis Smalls, into a tenure-track faculty member in African American History following the third year of her term, which ended June 30, 2018. Those MOUs also stipulated that, if the Department of History decided not to appoint Dr. Smalls as a tenure-track faculty member (which it did), and if African American History remained the Department's hiring priority (which it has), the College of Arts and Sciences agreed to approve a targeted search for a tenure-track faculty member at the assistant professor rank in African American History. The 2016 MOU stipulated that that search would occur in 2018-2019, and the 2018 revised MOU delayed the search until 2019-2020. In order to accommodate another postponement, this additional revision stipulates the following:

- 1) The College of Arts and Sciences agrees to approve a targeted search for a tenure-track faculty member at the assistant professor rank in African American History in academic year 2020-2021. The College of Arts and Sciences will include the search on its faculty recruiting plan for Fiscal Year 2021, for approval by the Provost. If the search fails in 2020-2021, and the position remains a departmental priority, the College of Arts and Sciences agrees to approve the search again for 2021-2022.
- 2) The History Department Chair will include this position in the department's annual hiring request along with a copy of this MOU. This will serve to remind the College of Arts and Sciences of their commitment to approve this search.
- 3) If this search fails to yield a candidate at the assistant professor level after two years of searching, then the Department is authorized to hire another postdoctoral scholar in African American history. In this event, the Department will first submit its chosen candidate to the Chancellor's Postdoctoral Program. Should the program not select the Department's candidate to receive a Chancellor's Postdoctoral Fellowship, the College of Arts and Sciences will fund the postdoc on the same terms as the Chancellor's Postdoctoral Program. The Department of History will have the option to convert this postdoctoral fellow into a tenure-track hire, pending appropriate departmental review and Provost approval, at the end of the postdoctoral fellowship term.
- 4) This memorandum of understanding is in effect until December 31, 2025. This agreement may be revised with the approval of all appropriate parties.

DocuSigned by:

Paul Sutter

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Paul S. Sutter, Chair, Department of History

9/23/2019

Date

DocuSigned by:

Ruth Ellen Kocher

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Ruth Ellen Kocher, Divisional Dean, College of Arts and Sciences

9/25/2019

Date

DocuSigned by:

James White

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James White, Dean, College of Arts and Sciences

9/25/2019

Date

DocuSigned by:

Michele

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Michele Moses, Vice Provost and Associate Vice
Chancellor for Academic Affairs

9/26/2019

Date

Obtained by the National Association of Scholars

April 24, 2018

MEMORANDUM OF UNDERSTANDING REGARDING HIRE IN AFRICAN AMERICAN HISTORY BETWEEN THE DEPARTMENT OF HISTORY AND COLLEGE OF ARTS AND SCIENCES

- 1) The Department of History will have the option to convert its 2015-2018 postdoc, Samanthis Smalls, into a tenure-track faculty member in African American History, pending appropriate departmental review and Provost approval, following the third year of her term, which ends June 30, 2018. The funding from Smalls' postdoctoral position will be applied towards the tenure-track faculty position. The College of Arts and Sciences will cover all funding for the tenure-track faculty position.
- 2) If the Department of History decides not to appoint Smalls as a tenure-track faculty member, and if African American History remains the Department's hiring priority, the College of Arts and Sciences agrees to approve a targeted search for a tenure-track faculty member at the assistant professor rank in African American History in academic year 2019-2020. The College of Arts and Sciences will include the search on its faculty recruiting plan for Fiscal Year 2020, for approval by the Provost.
- 3) If this search fails to yield a candidate at the assistant professor level, then the Department is authorized to hire another postdoctoral scholar in this area. In this event, the Department will first submit its chosen candidate to the Chancellor's Postdoctoral Program. Should the program not select the Department's candidate to receive a Chancellor's Postdoctoral Fellowship, the College of Arts and Sciences will fund the postdoc on the same terms as the Chancellor's Postdoctoral Program.
- 4) This memorandum of understanding is in effect until December 31, 2020.

This agreement may be revised with the approval of all appropriate parties.

DocuSigned by:

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 Paul S. Sutter, Chair, Department of History

6/20/2018

Date

DocuSigned by:

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 James White, Dean, College of Arts and Sciences

6/20/2018

Date

DocuSigned by:

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 Jeffrey Cox, Vice Provost and Associate Vice Chancellor
 For Academic Affairs

6/21/2018

Date

DS




University of Colorado
Boulder

College of Arts & Sciences
Department of History
Hellems 204
234 UCB
Boulder, Colorado 80309-0234

t 303 492 6683
f 303 492 1868
elizabeth.fenn@colorado.edu

December 8, 2016

**MEMORANDUM OF UNDERSTANDING REGARDING HIRE IN AFRICAN AMERICAN HISTORY
BETWEEN THE DEPARTMENT OF HISTORY AND COLLEGE OF ARTS AND SCIENCES**

- 1) The Department of History will have the option to convert its 2015-2018 postdoc, Samanthis Smalls, into a tenure-track faculty member in African American History, pending appropriate departmental review and Provost approval, following the third year of her term, which ends June 30, 2018. The funding from Smalls' postdoctoral position will be applied towards the tenure-track faculty position. The College of Arts and Sciences will cover all funding for the tenure-track faculty position.
- 2) If the Department of History decides not to appoint Smalls as a tenure-track faculty member, and if African American History remains the Department's hiring priority, the College of Arts and Sciences agrees to approve a targeted search for a tenure-track faculty member at the assistant professor rank in African American History in academic year 2018-2019. The College of Arts and Sciences will include the search on its faculty recruiting plan for Fiscal Year 2019, for approval by the Provost.
- 3) If this search fails to yield a candidate at the assistant professor level, then the Department is authorized to hire another postdoctoral scholar in this area. In this event, the Department will first submit its chosen candidate to the Chancellor's Postdoctoral Program. Should the program not select the Department's candidate to receive a Chancellor's Postdoctoral Fellowship, the College of Arts and Sciences will fund the postdoc on the same terms as the Chancellor's Postdoctoral Program.
- 4) This memorandum of understanding is in effect until December 31, 2019.

This agreement may be revised with the approval of all appropriate parties.

We agree to the above.

DocuSigned by:

Elizabeth Fenn

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12/8/2016

Elizabeth Fenn, Chair, Department of History

Date

DocuSigned by:

Steven R. Leigh, Dean

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Steven Leigh, Dean, College of Arts and Sciences

12/15/2016

Date

DocuSigned by:

Jeffrey N. Cox

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Jeffrey Cox, Vice Provost and Associate Vice Chancellor
Faculty Affairs

12/15/2016

Date

DS
RP

Obtained by the National Association of Scholars

FDAH Submission 25 (Spring 2021)

College/School/ Unit: [Engineering](#)

Dean's ranking of this proposal (if submitting multiple proposals, i.e 1 of 5): 1 of 1

Dept., program, or institute for which position is requested: [College of Engineering and Applied Science](#) - positions to be made available on a competitive basis to every department/program in the college

Attestation: [Robyn E. Sandekian](#) (CEAS Director of Faculty Advancement) (sandekia@colorado.edu)

- Joint Hire? [No](#)
- Joint Hire other unit:
- Joint Hire rostering unit (tenure home):
- Faculty rank requested: [Assistant Professor](#)
- Faculty salary requested (give approximate range): [\\$95,000-\\$160,000](#) (depending on rank)

How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

At the moment, the College of Engineering and Applied Science (CEAS) faculty pool lags behind that of our student body. For example, approximately 25% of our ~275 tenured/tenure-track faculty identify as women (of all races/ethnicities, although almost exclusively white and Asian-American). From a racial/ethnic diversity standpoint, 76% identify as white and 19% identify as Asian/Asian American, while only 5% combined identify as Black, Indigenous, Hispanic, or multiracial among those categories. In contrast, our undergraduate student body has expanded to include 29% women (of all races/ethnicities but with percentages varying broadly across departments), 16% first-generation college students, 11% each Asian-American and Hispanic students, 3% African-American/Black or American Indian/Alaska Natives, 60% white students, and 13% international students.

To help close this gap over the next several years, the CEAS intends to continue using a collaborative, interdisciplinary search process that was developed this year to further increase our yield of domestic BIPOC applicants (and hopefully finalists) on an ongoing basis. In 2019-2020, our department chairs unanimously agreed to support a college-wide search that placed diversity, equity, and inclusion at the forefront by asking each applicant to demonstrate their experience with and commitment to incorporating a thread of DEI throughout their research, teaching, and service activities. Most chairs have explicitly noted how pleased they are with the pool of finalists. Our outcomes of the still-in-progress search show significant improvement across the percentage of women and underrepresented minorities represented in the interview pool and hence likely to be offered a faculty position.

Whereas the typical modus operandi has been for departments to compete against each other (and sometimes even amongst internal segments within the same department) to earn the opportunity to hire tenure-track faculty, the search in 2020-2021 brought out a collegial environment where all department chairs and a cross-cutting faculty search committee were willing to work as a college-wide team to identify the most outstanding candidates across a pool of more than 1,200 applicants - irrespective of their intended home departments.

As we observed during our college-wide search in 2020-2021, expanding selection criteria to explicitly incorporate the advancement of diversity, equity and inclusion as an integral part of faculty research, teaching and service can broaden the pool of applicants. Specifically, our current FDAP applicant pool included 25% women (compared to the prior three-year college-wide search average of 17%); the final interview pool includes 60% women (compared to the prior three-year average of 28%), and we expect that our offers to hire women will be approximate that percentage (compared to our recent average of 29%). Similarly, the representation of ethnic/racial diversity in our pool increased from a three-year-average of 5.7% to 10.5% this year and our interview pool includes 87% representation of URM applicants. The greater diversity of the applicants in last year's search is consistent with research which suggests that broadly defined positions and explicit incorporation of institutional values of diversity, equity and inclusion are effective means of increasing applicants from underrepresented groups" (Stewart, A. and Virginia Valian, V., 2018).

Scholarship explicitly in diversity has not been a primary focus for faculty in our college. Therefore, in 2021-2022, we will further refine the FDAP-based search selection criteria to include college aspirations for hiring faculty whose research and teaching focus on broad societal challenges, impactful applications, and/or engage colleagues from marginalized communities. These types of scholarship are gaining recognition as vital to the future of engineering professions and humanity in general, and have been frequently noted to attract a more diverse pool of scholars.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? [No](#)

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire, or your unit's last hire under the FDAP program:

No known underrepresented minority or BIPOC faculty have been hired into the college through the STAR program in the past 10 years. In fall 2019, the Herbst Program of Humanities hired [REDACTED] through the dual-career track of the STAR program.

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs? Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

Our college's most critical teaching and research needs involve improving the retention of students of color at both the undergraduate and graduate levels. Persistence is a complex phenomenon [Roland, Frenay & Boudrenghien, 2016] that will require changes in curriculum, more inclusive classrooms and teaching methods, and mentoring by and engagement with faculty who more closely mirror the population of Colorado and our student body. The literature on student persistence has shown the importance of developing supportive and validating relationships with faculty advisors [Laird, Chen, and Kuh, 2008; Lew, 2020; Lovitts, 2001; Pascarella & Terenzini, 2005; Schreiner et. al, 2011; Tinto, 1993/2012]. As quoted in Roland, Frenay & Boudrenghien, according to Cabrera, Nora, & Staneda (1993) and Kahn & Nauta (2001) "a student enters college with a set of predispositions consisting of his personal, familial, and educational characteristics...and these features influence the experiences that the student will live through and determine his degree of academic and social integration" [2016, p. 175]. Although our college has successfully increased the number of domestic students of color at both the undergraduate and graduate levels, we have failed to expand the representation of those groups across the tenure-track faculty -- this is a lost opportunity both for students of color and all students who benefit from the teaching, research and mentoring benefits of a multi-racial faculty.

This cluster hire request for multiple open-discipline positions would supplement our college's multi-year effort to hire more domestic Black, Indigenous, and People of Color (BIPOC) faculty across our college. The intent is to hire outstanding junior faculty who are interested in advancing equity and inclusion throughout their research, teaching, and service and prioritizing those who engage with marginalized communities through multiple aspects of their work -- not just as a service activity.

Is this request part of a cluster hire? Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

In a sense, it is a college-wide cluster hire. This is a request for an open-discipline, college-wide search. Based on the success of the 2020-2021 search (to date), we believe that using an equity and inclusion lens as a primary screen of applicants will provide our departments with the most diverse pool of potential candidates. This is a radical change from our traditional approach, which focuses on technical sub-disciplines within departments that narrow the pools to a point where diverse candidates are challenging to find.

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

2019-20 (6) =

ChemBio: Toney;

Comp Sci: Dig, Gurari & Kaki;

Electrical, Comp, Energy: Corradini & Gyenis

2018-19 (19) =

Aerospace: Boyd, MacDonald & Sunberg

ChemBio: Hind, Gupta, Smith & Sprenger;

Civil, Env, Architectural: Madabhushi & Mansfeldt;

Computer Science: Scaife

Electrical, Computer, Energy Engr: Combes, Izraelevitz & Lehman

Mechanical: Ban, Bottenus, Calve, Jayaram, Michelson, & Ruzzene
2017-18 (17) =

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

N = 27

Byrd, Richard
Brown, Thompson
Kompala, Dhinakar
Park, KC
Brandemuehl, Michael
Koster, Jean
Ambler, Wayne
King, Roger
Meyer, David
10. Sture, Stein
Kuester, Edward
Born, George
Pleszkun, Andrew
Noble, Richard
Clough, David
Forbes, Jeffrey
Emery, Bill
Larson, Kristine
Falconer, John
20. Bennett, John
Znidarcic, Dobroslav
Jessup, Liz
Rajaram, Harihar
Felippa, Carlos
Biringen, Sedat
Daily, John
27. Hauser, John - 12/2020

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

N = 7

Scott Bunch, ME 2013
Jason Marden, ECEE 2013
Jeremy Siek, ECEN 2013
Katie Siek, CSEN 2013
Doug Sicker, CSEN 2014
Behrouz Touri, ECEN 2017
Jason Ren, CEAE 2018

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

N = 4 since 2016
M. Stoykovich, ChBE
M. Sivaselvan, CEAE
R. Starkey, AES
L. Montoya, CEAE

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

The college has enacted processes for the 2020-21 recruitment cycle that will continue, including the requirement for department chairs to include a mentoring plan for each individual whom they request to hire. These mentoring plans are intended to clarify how the would-be hiring department faculty will welcome and promote the success of new and more diverse hires into their department in their teaching, research, and service duties by helping them meet their professional needs at the time of those needs (Rockquemore, K. A., 2011). In addition, departments are expected to demonstrate how they will acknowledge and reward their current faculty members for the mentoring that they do so that it does not continue to be an unacknowledged and unrewarded additional duty for a subset of the faculty. This may require departments to change their existing policies and procedures for annual merit review and/or promotion and tenure.

Additional process changes at the college-level have returned primary control of the comprehensive review, promotion, and tenure guidelines to the departments over the past several years to ensure that those closest to the faculty member's work are the ones with the most influence over their evaluations and professional progress.

Our college's Director of Inclusive Community has worked closely with faculty in all departments to develop inclusive excellence plans and to evaluate their progress towards meeting their departmental-specific goals for inclusive excellence.

Our college's faculty advancement processes and procedures have been changed so these interdisciplinary and multi-focused individuals (with a clear passion for research and teaching) can thrive here.

The college has partnered with the Teaching Quality Framework of the Center for STEM Learning to promote new and more inclusive methods of evaluating teaching including the elimination of implicit bias in measures of teaching and fostering innovative engineering curriculum which incorporates concepts of ethics, social justice, and historic racism.

What is the unit's mentoring and support plan for the new hire?

As described above, the college is requiring department chairs to include a mentoring plan for each individual whom they request to hire. These mentoring plans are intended to clarify how the would-be hiring department faculty will welcome and promote the success of new and more diverse hires into their department in their teaching, research, and service duties by helping them meet their professional needs at the time of those needs (Rockquemore, K. A., 2011). In addition, departments are expected to demonstrate how they will acknowledge and reward their current faculty members for the mentoring that they do so that it does not continue to be an unacknowledged and unrewarded additional duty for a subset of the faculty. This may require departments to change their existing policies and procedures for annual merit review and/or promotion and tenure.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

The impact of faculty diversity cannot be overstated. Our college serves over 10,000 students and our faculty teach approximately 80% of every student's total credit hours required by their degree. Simply stated, what is good for the College of Engineering and Applied Science is good for the campus, the State of Colorado, and for the engineering professions. We have demonstrated success in our search for the one FDAP position provided to the college in 2020-2021 and have matched that position on a 3-to-1 basis. We have documented and refined our process along the way so that we can be even more successful in the future and be an exemplar for the campus and the nation - should we be provided with the opportunity to hire a cohort within a short time-frame. Finally, we have created a reward structure for those departments that demonstrate that they will support a diverse new hiring pool and will change annual review criteria, as needed, to ensure that current faculty who provide mentoring will receive the acknowledgment and rewards that they should have always received for those efforts. Like all efforts that accompany institutional change, our experimental approach to diverse faculty hiring this year cannot be a "one-off" action. New FDAP positions will enable us to continue and to refine our faculty recruiting and hiring processes and embed them in the college's culture. In turn, this will serve to improve the retention of diverse faculty and students.

As stated by Schreiner (2011), "often the primary selection factor is a faculty member's credentials or list of publications...Although these skills and credentials are necessary qualifications, they are not sufficient...institutions must take the next step to hire faculty and staff who display the characteristics that impact students' ability to succeed and persist" (p. 335).

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Rockquemore, K. A. (2018). Don't talk about mentoring, Inside Higher Education, October 3, 2011.
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Roland, N., Frenay, M., and Boudrenghien, G. (2016). Towards a Better Understanding of Academic Persistence among Fresh-men: A Qualitative Approach. Journal of Education and Training Studies, 4(12), pp. 175-188. Redfame Publishing, Inc., URL:
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Stewart, A. J. and Valian, V. (2018) "Recruiting Diverse and Excellent New Faculty," Inside Higher Education, July 19, 2018.
<https://www.insidehighered.com/advice/2018/07/19/advice-deans-department-heads-and-search-committees-recruiting-diverse-faculty>

Please attach the unit's updated Inclusive Excellence Narrative.

<https://drive.google.com/open?id=10uK-rmWkrdm06RQDNjFCoTWuZuvJOcUT>

Please attach any other documents you feel are relevant to the selection committee.

https://drive.google.com/open?id=1Mi_L_NOKBv6zHzjUIHTw953anhSHPLQ9

Obtained by the National Association of Scholars

Inclusive Excellence Narrative

College of Engineering and Applied Science

The College of Engineering and Applied Science (CEAS) is committed to creating a welcoming, diverse and inclusive education and working environment. Together and in collaboration with campus partners, we are continuously working to maximize the success and inclusion of all students, staff, and faculty. The experiences of the global pandemic and social movements have heightened our focus and momentum towards *making excellence inclusive*. FY21 is an opportunity for CEAS to continue demonstrating our leadership, innovation and commitment to diversity, equity, and inclusion.

College Priorities

CEAS continues to build upon the four pillars of [the college's strategic vision](#) to: accelerate our research impact, embrace our public education mission, increase our global engagement, and enrich our professional environment. CEAS is transforming its mission to focus on societal impact, engineering solutions for major state, national and global challenges, grow its national leadership role in engineering education and research, and improve the economic competitiveness, security and quality of life for all. To support excellence that is inclusive of all in our college, especially during this extraordinary time, the following outlines CEAS' FY21 priorities:

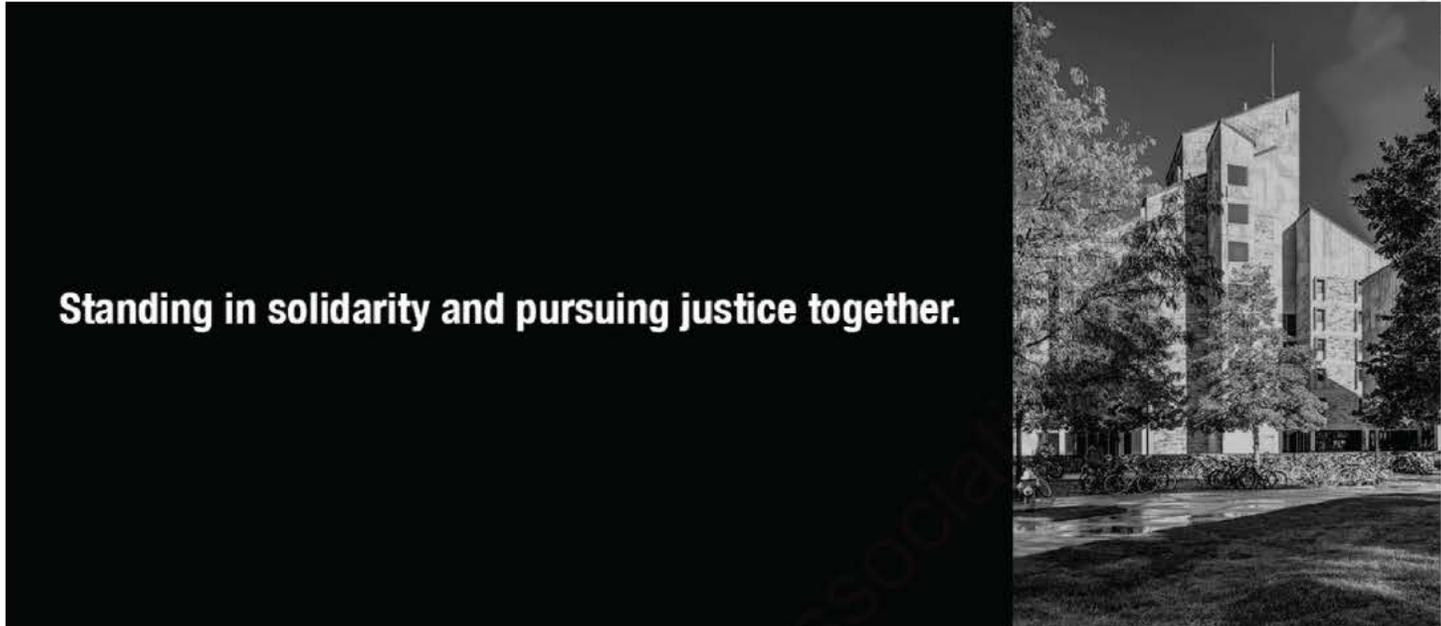
1. **Increase diversity in the faculty** through inclusive and innovative recruitment mechanisms (i.e. cluster hiring, targeted recruitment, pathway programs, etc.)
2. **Implement a college-wide IDEA Plan strategy for each department and program** to share their goals, strategies and impact metrics annually.
3. **Develop infrastructures at the college and department/program levels** to focus efforts on diversity, inclusion and equity (i.e. inclusive culture committees, incorporating diversity, equity and inclusion into orientation opportunities, engaging in ongoing professional development, community building opportunities, etc.).
4. **Collaborate with campus partners and inclusion thought leaders** to enhance access, resources and services, belongingness, professional development, and skill-building opportunities for students, staff and faculty.
5. **Create an assessment strategy** to identify, prioritize, and act upon climate and culture needs.
 - a. **Provide recommendation reporting to departments and programs** based on climate and culture data.

Building Blocks

Building on progress made in the past decade, CEAS continues to pursue accountability, infrastructure, incentives and resources that support an inclusive culture. FY21 will enable our college to enhance our efforts virtually and in-person. In addition to our most recent [Strategic Vision Update](#) that outlines a range of accomplishments, CEAS will leverage a variety resources and strategies to maintain momentum. Highlights include:

- Dedicated positions to focus diversity, inclusion and equity efforts for students, staff and faculty
- Continuation of our [ACTIVE: Faculty Development and Leadership Intensive](#)
- Implementing a student activism response strategy
- Active management of our [College Action website](#)
- Inclusive Leadership Coaching Program for all senior leadership
- Creating a strategy for greater focus on inclusive pedagogy
- BOLD Center renovation and technological updates

Diversity & Inclusion Actions and Resources



Standing in solidarity and pursuing justice together.

Message from Interim Dean Keith Molenaar and Associate Dean Terri Wright

The year of 2020 presented a broad array of challenges that confronted us head-on, from a plethora of social injustices in the country and in Colorado to the unacceptable inequities magnified by the COVID-19 pandemic. As we transition into this new semester, we will continue our efforts to build a more inclusive culture, guided by our strategic mission and vision.

[Read the full message](#)

Campus Update

Actions for change in advancing anti-racism, diversity, equity and inclusion

[Read Announcement](#) [Campus Actions](#)

Don't ignore it.

If you are considering reporting a concern, visit the Office of Institutional Equity resource site to report incidents of racism, discrimination or bias.

[Explore your options](#)

Diversity and Inclusion Events

15
FEB



Valentine's Day Self Love and Community Love Grab-and-Go

The Center for Inclusion and Social Change is celebrating Valentine's Day with a self love and community love grab-and-go. Come pick up a bag of self-care goodies February...

15
FEB



Distinguished Lectureship in Music, Diversity and Inclusion: Featuring Wynton Marsalis

The fourth annual Distinguished Lectureship in Music, Diversity and Inclusion will feature a stirring conversation between Jazz at Lincoln Center Orchestra Managing and...

15
FEB



Bridging Perspectives: Evolving Attitudes about Race and Teaching

Facilitated by Becca Ciancanelli, CTL Inclusive Pedagogy Lead, Jason Lagapa, CTL Professional Development Lead, and Becca Safran, Associate Professor, Ecology and Evolutionary...

15
FEB

Extractivism, Oil, & Environmental Justice: How Powerlessness and Uncertainty Diminish Daily Life

Environmental Justice Seminar

This spring seminar series on environmental justice is hosted by the Environmental Engineering department. The webinar features Dr. Stephanie Malin, assistant professor at...

15
FEB

Spring 2021 Environmental Justice Seminars - Stephanie Malin

Speaker: Stephanie Malin, Assistant Professor, Colorado State University Title: Extractivism, Oil, & Environmental Justice: How Powerlessness and Uncertainty Diminish Daily Life

[More Diversity and Inclusion Events >>](#)

Messages from Departments and Programs



[Equity, Inclusion and Diversity in Engineering: Why They Matter](#)

Jan. 25, 2021: Jessica Rush Leeker, director of undergraduate education and Stephen Dunn Professor of Engineering Management, [Engineering Management Program](#)



[Supporting Equity, Diversity, and Inclusion](#)

July 28: The staff of the Engineering Plus Program



[Working together for equity and justice](#)

July 24: [Chris Myers](#), Chair, Department of Electrical, Computer & Energy Engineering



[A call to action to the computer science community](#)

June 23, 2020: [Ken Anderson](#), Chair, Department of Computer Science



[A message to the members of the EVEN community](#)

June 17, 2020: [Fernando Rosario-Ortiz](#), Director of the EVEN Program



[BOLD Center Statement on the longstanding racial crisis](#)

June 11, 2020: [Tanya Ennis](#), BOLD Center director



[Open letter from ATLAS leadership on building a more inclusive community and defeating racism](#)

June 10, 2020: [Mark D. Gross](#), ATLAS Director; [Jill Dupré](#), ATLAS Associate Director



[A commitment from the Mortenson Center](#)

June 10, 2020: Representatives of the student, staff and faculty community from the [Mortenson Center in Global Engineering](#)



[A message from the chair](#)

June 8, 2020: [Brian Argrow](#), Chair, Ann and H.J. Smead Aerospace Engineering Sciences



[A message to our community—standing against racism](#)

June 5, 2020: [Mary Spirio](#), Assistant Director, GoldShirt Program; [Philip Courey](#), Assistant Director, GoldShirt Program



[Message from the chair regarding George Floyd and recent events](#)

June 5, 2020: [Charles B. Musgrave](#), Chair, Chemical and Biological Engineering



[Taking collective community action](#)

June 3, 2020: [Amy E. Moreno](#), Director of Inclusive Culture, CEAS



[Addressing racism and inequity in engineering](#)

June 3, 2020: [Nick Stites](#), Director, Integrated Teaching and Learning Program



[Standing in solidarity and pursuing justice together](#)

June 2, 2020: [Keith Molenaar](#), Interim Dean



Get Involved

Connect with Amy Moreno, Director of Inclusive Culture to share ideas and get more involved with our efforts.

Get Involved

CU Boulder Resources

[Read. Watch. Listen. Act. Teach.](#)

University Libraries offer these anti-racism resources.

[Cultural Competence Guide](#)

University Libraries

[Campus Actions, Trainings & Resources](#)

Office of Diversity, Equity & Community Engagement

[How to be an ally to the Black Community and Communities of Color](#)

CU Boulder Today article

[Bystander Strategies and Resources](#)

Office of Institutional Equity

[Inclusive Pedagogy](#)

Center for Teaching and Learning

[Virtual Support Resources](#)

CU Boulder Today

[Policies & Processes FAQs](#)

FAQs on CU Boulder's policies and processes regarding racist speech by student

Announcements



[50 Ways to Fight Gender Bias at Work, from LeanIn.org](#)



[Theodosia Cook on her role as systemwide chief diversity officer](#)



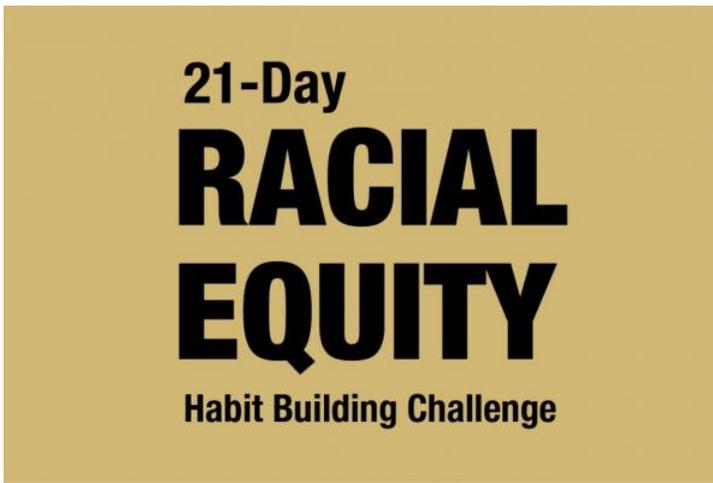
CU Boulder CTL
Writing an Inclusive S



[Writing an Inclusive Syllabus: A Conversation](#)



[CU Boulder and the City of Boulder engage with the same One Read book](#)



[College participates in 21-day racial equity challenge](#)



[How Recording Your Lectures Means Less Work for You and Helps Your Students](#)



[Intersectional Identities and how this Influences Black Women's Success in STEM fields](#)



Anti-Racism I

[Course: Anti-Racism I: an intro to the topic of race and racism in the U.S.](#)

The NeuroLeadership Institute logo is on the left, and the "Your BRAIN at WORK LIVE" logo is on the right. The background is blue with a network of white dots and lines.

NeuroLeadership
INSTITUTE

Science of Empathy
Allyship and Why it
Matters Now

Khalil Smith
NeuroLeadership Institute

Jamil Zaki, Ph.D.
Stanford

[The Science of Empathy and Allyship and Why it Matters](#)



[From Vice Chancellor Boswell: An update on 8 actions for change](#)

**Joint Regents Governance
and University Affairs Committees**
Recorded Tuesday, August 4, 2020

1. Update on current initiatives for diversity, equity and inclusion – President Kennedy
2. Plans and goals on diversity, equity and inclusion – ODO, Chancellors

[Update on current initiatives for diversity, equity, and inclusion](#)



[TEDx: The Mental Tuition of Marginalization](#)



[LinkedIn Learning: The need for inclusive conversations](#)



[TED: How racial bias works – and how to disrupt it](#)



[CU faculty and staff can now update their preferred first name](#)



[NCWIT Conversations for Change: Fostering a Culture of Respect, Inclusion, and Engagement](#)



[NCWIT Conversations for Change: Learning About Intersectionality: Videos That Spark Discussion](#)

[University of Colorado Boulder](#)

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Faculty Diversity Action Plan Request - CEAS

1. College/school/institute: College of Engineering and Applied Science (submitter: Keith Molenaar - drop-down selection)

2. Dean's ranking of this proposal (if submitting multiple proposals): No. 1 of 1 proposals submitted by the college.

3. Dept., program, or institute for which position is requested

College of Engineering and Applied Science - to broaden the pool of applicants, the college is searching across every department/program in the college who did not have an FDAP hire in the first cycle:

Departments (tenure home)

Aerospace Engineering Sciences;
Chemical and Biological Engineering;
Civil, Environmental, and Arch Engineering;
Computer Science;
Electrical, Computer and Energy Engineering;
Mechanical Engineering;

Programs

ATLAS Institute
Biomedical Engineering
Engineering Plus
Environmental Engineering
Material Science and Engineering

a. **If joint hire, other unit** N/A (unknown at this time)

b. **If joint hire: rostering unit (tenure home)** N/A

4. Faculty rank requested (assistant/associate/full) - Assistant (or open if this changes)

5. Faculty salary requested (approximate range) \$95,000 - \$150,000 depending on rank

6. How will this hire increase the number of underrepresented faculty members in the unit (e.g. domestic Faculty of Color, women in disciplines where underrepresented)?

Increasing the diversity of our faculty, and the inclusiveness and equity of our faculty culture is a critical component of our educational and research goals. It is core to our mission as a public college of engineering. Hiring new faculty within the theme of the FDAP program serves three important objectives of the College of Engineering and Applied Science (CEAS).

1. Embracing Our Public Education Mission. Providing educational opportunities for a diverse student population is part of our mission as a public university and contributes to the national capacity of the engineering professions. A diverse faculty will support the recruitment and retention of a more diverse student community, a primary goal of CEAS (Fox, 2010; Sonnert et al., 2007). The increasing diversity of CEAS undergraduate students will be reinforced by hiring more diverse tenured/tenure track faculty.

Faculty Diversity Action Plan Request - CEAS

Identity (self-identified)	Students (%)	T/TT Faculty (%)
White (US)	60	76
Women (all racial/ethnic identities)	29	25
LatinX and Black, Indigenous People of Color (BIPOC)	14%	5%
Asian/Asian American	11%	19%

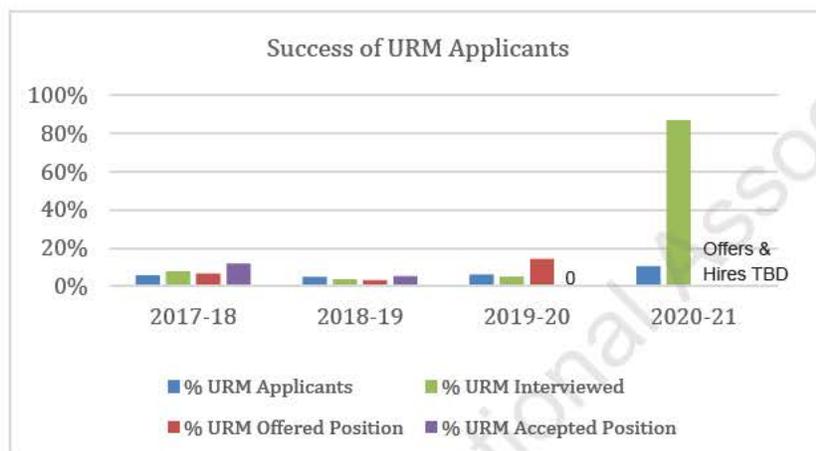
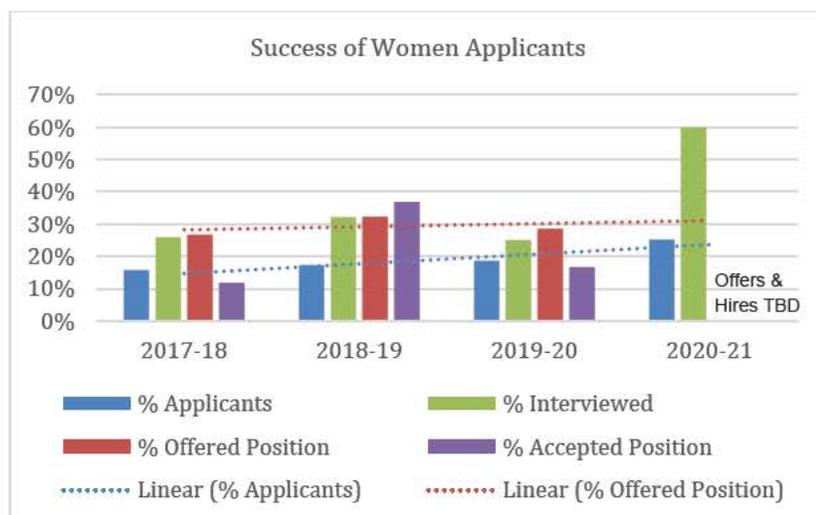
2. Increasing our Global Engagement. Preparing our students for professional careers in a global and multicultural environment, one of the CEAS strategic goals (<https://www.colorado.edu/engineering/vision>), will be enhanced by increasing the diversity of our faculty (Hurtado et al., 2003).
3. Accelerating our Research Excellence. A diverse faculty will increase the innovation, relevance, and impact of our research (Rock and Grant, 2016; Campbell et al, 2013). Federal funding agencies like the National Science Foundation explicitly consider broader impacts of proposed research in award decisions, and prominent among those impacts is broadening participation in STEM by efforts to include people from underrepresented populations in research activities. We estimate that as much as one-half of our NSF grants involve collaboration with our BOLD Center (Broadening Opportunities through Leadership and Diversity).

For 2021-2022, we request support from FDAP for a college-wide search that supports a hire within any of the 11 departments and programs in CEAS. The continuation of our search approach is based on the success of the search currently in progress. In this year's search, we:

1. advertised for college-wide positions that included the criterion of each candidate's potential contributions to diversity, equity, and inclusion in the college;
2. convened a college-wide committee that made the initial recommendations based upon how equity and inclusion were threaded throughout the candidate's diversity, research, and teaching statements and how they meet our college goals; and
3. asked departments to select candidates and provide mentoring plans that will enable faculty to be successful in all aspects of their research, teaching and diversity goals.

There is now significant literature on factors that improve the prospect of greater diversity in faculty hiring. One consistent practice is avoiding narrow descriptions of the search area (Stewart and Valian, 2018). Below are comparisons of the diversity outcomes of CEAS traditional faculty searches between 2017 and 2019 with the current college-wide faculty search in 2020.

Faculty Diversity Action Plan Request - CEAS



It is laudable that prior to this year, both women and domestic underrepresented minority faculty applicants were selected for interviews and received offers at a rate equal to or greater than their representation in the applicant pool. However, the overall representation of URM and women among the applicants was actually lower than their current representation in the college's T/TT faculty, so their selection had little effect on the overall diversity of CEAS faculty.

Researchers have suggested that two factors in addition to narrowly defined searches contribute to the challenge of recruiting URM and women applicants: low diversity in the current faculty ranks and no explicit valuation of diversity in the position description and advertisements (Stewart and Valian, 2018; Fine and Handelsman, 2010). The results of the 2020 search suggest that our broadly-defined college-wide search, with explicit requirements for statements on candidate experience and plans for contributing to the college's diversity, equity, and inclusion (DEI) characteristics overcame the low-diversity challenge. Women applicants increased from around 16% of applicants to 25%; their representation in the group selected for interviews increased from between 25% and 30% to over 60%; and for the first time, many of these were women of color. The impact on the overall representation of URM candidates as applicant screening proceeded was profound. The proportion of URM applicants

Faculty Diversity Action Plan Request - CEAS

doubled from 5 to 10% prior to 2020 and URM representation in the select interview group increased from < 10% to 87%.

This year in addition to the college-wide search, there was a second, much more narrowly defined department search to fill a research and teaching need. The comparison of the diversity of candidates in the applicant and screened groups in the table below offers additional support for a college-wide search using an explicit DEI screening criterion. Moreover, we note that the candidates in the college-wide search have been selected after two levels of screening, first from the college search committee and second in the individual tenure home departments, confirming that the college-wide search has produced candidates who will make outstanding contributions to research and teaching within their departments.

2020-2021 SEARCHES	APPLICANTS	WOMEN	URM	VIDEO INTERVIEW	WOMEN	URM	LONG INTERVIEW	WOMEN	URM
College-wide DEI	1188	25%	11%	38	69%	62%	15	60%	87%
Department Traditional	165	13%	6%	10	10%	0	4	0	0

We understand that the FDAP program has focused on more targeted and narrowly defined searches. However, the positive outcome of the 2020-2021 college-wide search in engineering makes a strong case for the continuation of our college-wide search approach, especially while the overall representation of women and underrepresented minorities in the college's faculty is still well below the levels needed to achieve our goals for excellence in research, education, and service to the State of Colorado and the engineering profession. Also, the strong interdisciplinary programs in biomedical engineering, material science, environmental engineering, quantum sensing, and the ATLAS Institute complement the college-wide FDAP-based search process.

7. Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? No

8. Academic year and name of your unit's last STAR hire?

No known underrepresented minority or BIPOC faculty have been hired into the college through the STAR program in the past 10 years. In fall 2019, the Herbst Program of Humanities (now known as the Herbst Program for Engineering, Ethics & Society) hired Sarah Stanford-McIntyre through the dual-career track of the STAR program.

9. Is this TTT hire needed for accreditation by an external accrediting body? No

10. Is this TTT hire needed for critical teaching or research needs? Yes.

Our college's most critical teaching and research needs involve improving the retention of students of color at both the undergraduate and graduate levels. Persistence is a complex phenomenon ([Roland, Frenay & Boudrenghien, 2016](#)) that will require changes in curriculum, more inclusive classrooms and

Faculty Diversity Action Plan Request - CEAS

teaching methods, and mentoring by and engagement with faculty who more closely mirror the population of Colorado and our student body. The literature on student persistence has shown the importance of developing supportive and validating relationships with faculty advisors ([Laird, Chen, and Kuh, 2008](#); [Lew, 2020](#); Lovitts, 2001; Pascarella & Terenzini, 2005; [Schreiner et. al, 2011](#); Tinto, 1993/2012). As quoted in [Roland, Frenay & Boudrenghien](#), according to Cabrera, Nora, & Staneda (1993) and Kahn & Nauta (2001) “a student enters college with a set of predispositions consisting of his personal, familial, and educational characteristics...and these features influence the experiences that the student will live through and determine his degree of academic and social integration” ([2016, p. 175](#)). Although our college has successfully increased the number of domestic students of color at both the undergraduate and graduate levels, we have failed to expand the representation of those groups across the tenure-track faculty -- this is a lost opportunity both for students of color and all students who benefit from the teaching, research and mentoring benefits of a multi-racial faculty.

This college-wide hire request for multiple open-discipline positions would supplement our college’s multi-year effort to hire more domestic Black, Indigenous, and People of Color (BIPOC) faculty across our college. The intent is to hire outstanding junior faculty who are interested in advancing equity and inclusion throughout their research, teaching, and service and prioritizing those who engage with marginalized communities through multiple aspects of their work -- not just as a service activity.

11. Is this request part of a cluster hire? In a sense, it is a college-wide cluster hire. This is a request for an open-discipline, college-wide search. Based on the success of the 2020-2021 search (to date), we believe that using equity and inclusion as a primary lens to screen applicants will provide our departments with the most diverse pool of potential candidates. This is a radical change from our traditional approach, which focuses on technical sub-disciplines within departments that narrow the pools to a point where diverse candidates are challenging to find.

12. Number and names of TTT faculty hired in this unit over the last three academic years?

2020-2021: 3 expected

1 approved FDAP plus 1 FDAP college match

1 Electrical, Comp, Energy

2019-2020: 9

Aerospace: **Tim Minton**

Electrical, Comp, Energy: **Luca Corradini, Chris Myers**

Comp Sci: **Gowtham Kaki, Danny Dig, Danna Gurari, Danielle Szafir (transferred from CMCI)**

ChemBio: **Michael Toney, Ryan Hayward**

2018-2019: 25

Aerospace: **Iain Boyd, Robyn MacDonald, Zachary Sunberg**

ChemBio: **Laurel Hind, Ankur Gupta, Wyatt Shields, Wilson Smith, Kala Sprenger;**

Faculty Diversity Action Plan Request - CEAS

Civil, Env, Architectural: **Cresten Mansfeldt, SriKanth Madabhushi** ;

Computer Science: **Nolen Scaife (resigned spring 2021), Majid Zamani**;

Electrical, Computer, Energy Engr: **Joshua Combes, Bri-Matthias Hodge, Joe Izraelevitz, Tamara Lehman**;

Herbst: **Sarah Stanford-McIntyre**

Mechanical: **Chunmei Ban, Francois Barthelat, Nick Bottenus, Sarah Calve, Kaushik Jayaram, Hope Michelson, Massimo Ruzzene, Nathalie Vriend (starting fall 2021)**

13. Number and names of TTT faculty who have departed over the last ten years due to the following: Retirement, failed retention offer, other?

Retirements (2012-2021): N = 26 plus 3 in Fall 2021

Aerospace (8): **Sedat Biringen, George Born, Bill Emery, Carlos Felippa, Jeffrey Forbes, Jean Koster, Kristine Larson, KC Park**

ChemBio (4): **David Clough, John Falconer, Dhinakar Kompala, Richard Noble**

Civil, Env, Architectural (4+2): **Michael Brandemuehl, Harihar Rajaram, Stein Sture, Dobroslav Znidarci, plus R. Scott Summers & Ross Corotis (Dec 2021),**

Computer Science (4): **John Bennett, Richard Bird, Liz Jessup, Roger King**

Electrical, Computer, Energy Engr (4+1): **Thompson Brown, Edward Kuester, David Meyer, Andrew Pleszkun, John Hauser (Dec 2021)**

Herbst (1): **Wayne Ambler**

Mechanical (1): **John Daily**

Failed Retention Offers (2012-2020): N = 7

Civil, Env, Architectural: **Jason Ren (2018)**

Computer Science: **Katie Siek, 2013 and Doug Sicker, CSEN 2014**

Electrical, Computer, Energy Engr: **Jason Marden and Jeremy Siek (2013), Behrouz Touri (2017)**

Mechanical: **Scott Bunch (2013)**

Denied Tenure since 2016: N = 4

Aerospace: **Ryan Starkey**

ChemBio: **Mark Stoykovich (2017), Prashant Nagpal (2020)**

Civil, Env, Architectural: **Lupita Montoya (2016)**

Other (Resignations) in FY 2019 - FY 2021: N = 13

(7 in Comp Sci, 2 in ECEE, and 1 each in AES, CEAE, CHBE, ME)

Aerospace (1): **Bobby Braun (2020)**

ChemBio (1): **Ryan Gill (2020)**

Civil, Env, Architectural (1): **Paul Goodrum (2020)**

Computer Science (7): **Pavol Cerny, Matthew Hammer, Didem Onat and Doug Sicker (2019), Abtrin Rahimian (2020), Nolen Scaife and Chenhao Tan (2021)**

Faculty Diversity Action Plan Request - CEAS

Electrical, Computer, Energy Engr (2) **Shang Li and Jae-Woong Jeong (2020)**
Mechanical (1): **Christopher Keplinger (2020)**

14. What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

The following are highlights of our programs. More information can be found on our [College dashboard of IDEA Plan Actions](#).

- a. The college has enacted processes for the 2020-21 recruitment cycle that will continue, including the requirement for department chairs to include a mentoring plan for each individual whom they request to hire. These mentoring plans are intended to clarify how the would-be hiring department faculty will welcome and promote the success of new and more diverse hires into their department in their teaching, research, and service duties by helping them *meet their professional needs* at the time of those needs ([Rockquemore, K. A., 2011](#)). In addition, departments are expected to demonstrate how they will acknowledge and reward their *current* faculty members for the mentoring that they do so that it does not continue to be an unacknowledged and unrewarded additional duty for a subset of the faculty. This may require departments to change their existing policies and procedures for annual merit review and/or promotion and tenure.
- b. Additional process changes at the college-level have returned primary control of the comprehensive review, promotion, and tenure guidelines to the departments over the past several years to ensure that those closest to the faculty member's work are the ones with the most influence over their evaluations and professional progress.
- c. Our college's Director of Inclusive Community has worked closely with faculty in all departments to develop inclusive excellence plans and to evaluate their progress towards meeting their departmental-specific goals for inclusive excellence.
- d. Our college's faculty advancement processes and procedures have been changed so interdisciplinary and multi-focused individuals (with a clear passion for research and teaching) can thrive here.
- e. The college has partnered with the Teaching Quality Framework of the Center for STEM Learning to promote new and more inclusive methods of evaluating teaching including the elimination of implicit bias in measures of teaching and fostering innovative engineering curriculum which incorporates concepts of ethics, social justice, and historic racism.

What is the unit's mentoring and support plan for the new hire?

As described above, the college is requiring department chairs to clarify mentoring expectations for all of their faculty and to include a mentoring plan specific to each individual whom they request to hire. These mentoring plans are intended to clarify how the would-be hiring department faculty will welcome

Faculty Diversity Action Plan Request - CEAS

and promote the success of new and more diverse hires into their department in their teaching, research, and service duties by helping them meet their professional needs at the time of those needs (Rockquemore, K. A., 2011). The plans include names of multiple mentors for each new hire, as well as identifying campus-wide faculty mentoring opportunities as appropriate (such as the new CU Boulder faculty Mentoring Program hosted by Faculty Relations in the Office of Faculty Affairs). As required by the FDAP, the college or tenure home department will cover the cost of the National Center for Faculty Development and Diversity's Faculty Success Program for the new hire when they are ready to participate in the program. In addition, these department mentoring plans will provide information to support mentors who may not be familiar with all of the types of support available to junior faculty.

15. What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

The impact of faculty diversity cannot be overstated. We have demonstrated success in our search for the one FDAP position provided to the college in 2020-2021 and have matched that position on a 1-to-1 basis. We have documented and refined our process along the way so that we can be even more successful in the future and be an exemplar for the campus and the nation - should we be provided with the opportunity to hire a cohort within a short time-frame. Finally, we have created a reward structure for those departments that demonstrate that they will support a diverse new hiring pool and will change annual review criteria, as needed, to ensure that current faculty who provide mentoring will receive the acknowledgment and rewards that they should have always received for those efforts. Like all efforts that accompany institutional change, our experimental approach to diverse faculty hiring this year cannot be a "one-off" action. New FDAP positions will enable us to continue to refine our faculty recruiting and hiring processes and embed them in the college's culture. In turn, this will serve to improve the retention of diverse faculty and students.

As stated by Schreiner (2011), "often the primary selection factor is a faculty member's credentials or list of publications...Although these skills and credentials are necessary qualifications, they are not sufficient...institutions must take the next step to hire faculty and staff who display the characteristics that impact students' ability to succeed and persist" (p. 335).

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Submission 29

College/School/Unit: Arts & Sciences

Dean's ranking of this proposal (if submitting multiple proposals, i.e., 1 of 5): 19

Dept., program, or institute for which position is requested: LING

Name of Requestor: Laura Michaelis

Email Address: michaeli@colorado.edu

- **Joint Hire?** No
 - **Joint Hire other unit:**
 - **Joint Hire rostering unit (tenure home):**
 - **Faculty rank requested:** Assistant Professor
 - **Faculty salary requested (give approximate range):** 80,000-90,000
-

How will this hire increase the number of underrepresented faculty members in the unit (e.g., domestic Faculty of Color, women in disciplines where underrepresented)?

The Department of Linguistics currently employs two faculty members who identify as Faculty of Color ([REDACTED]), one of whom is a member of a traditionally underrepresented minority group ([REDACTED]). We currently have 14 rostered faculty, 12 of whom are tenure-track. We intend to hire a scholar of color to fill the proposed position, which would raise the percentage of faculty of color in our full roster from 14.3% to 20%. Should the new hire come from a traditionally underrepresented minority group, as we expect, we will raise the underrepresented minority percentage from 7.1% to 13.3%. We believe that it is imperative for us to raise the proportion of BIPOC scholars in our department, especially when so many of our courses, research projects, and community-based learning initiatives focus on questions of language and inequality. Our department now finds itself in the uncomfortable and indefensible situation in which our faculty members are much less diverse than our students (especially our undergraduate students, as shown in our inclusive excellence narrative). This must change.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship?

No

Please provide name and year postdoctoral fellow(s) began at CU Boulder:

Academic year (or N/A) in which the unit last received a STAR hire:

019 STAR hire, [REDACTED] (Chancellor's Postdoctoral Fellow 2017-2019)

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body?

No

Explain why this Tenure/Tenure Track hire is needed for accreditation:

Is this Tenure/Tenure Track hire needed for critical teaching or research needs?

Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs.

The Department of Linguistics currently lacks a scholar in African American language, an area of study that has been foundational to sociolinguistics since the start of the subfield in the 1960s. African American English is one of the most researched and widely discussed language varieties in linguistics, especially in terms of its relation to the prejudicial treatment of its speakers. The prominence of African American scholars in the field is reflected in the rosters of top-tier linguistic programs around the country: John Rickford at Stanford; Nicole Holliday at University of Pennsylvania; Sharese King at University of Chicago; Anne Charity Hudley at UCSB; Tracey Conner at Northwestern University; Renee Blake at NYU; Sonja Lanehart at University of Arizona; Alicia Wassink at University of Washington. Hiring

a TTT faculty member in African American language at CU would bring our department into this critical line of research, increasing our national visibility as a center for research on language and social inequality.

A recent editorial in the LA times written by African American language scholars Sharese King and Katherine Kinsler stresses how bias against the language of African Americans is a “pillar of systemic racism.” In this respect, many scholars of AAE examine the manner in which linguistic prejudices affect access and equality under the law. An example of this research stream is Rickford and King’s 2016 exploration of the reasons that jurors may have discounted Rachel Jeantel’s testimony in the George Zimmerman murder trial. Newer generations of AAE scholars are using statistical, ethnographic, geospatial, and psycholinguistic methods to explore language attitudes at the intersection of race, place, and language variation. This work is advancing the conversation on language, social justice, and institutional racism.

Recruiting such a scholar would place CU on the map in this critical area, as well as provide an invaluable form of training to CU Linguistics students: analytic skills that can be used to explore the linguistic construction of race and the ways in which language is associated with racial identities. There is already strong student interest at CU in the link between African American language and structural racism. Our newly established course “Race, Ethnicity, and Language” (Ling 2500) reached full enrollment two years in a row. The colloquium we hosted in Fall 2019 featuring Sharese King drew over 150 in attendance (with standing room only in the lecture hall). Given recent political events around police brutality and #Blacklivesmatter, together with growing instances of hate speech targeting Black Americans and their language practices, we feel the time is long overdue for CU Boulder Linguistics to be part of this important political and intellectual movement.

Is this request part of a cluster hire?

Yes

Describe cluster hire and list any other units participating in cluster hire proposal:

Yes. This position is part of the proposed phased cluster hire in the Social Sciences

on the topic of “Racial and Structural Inequality,” to be hosted by the new Center for Africana Studies. As expressed in the cluster description, this hiring initiative is designed to create sustained synergies among top-tier scholars who address structural inequalities of race/racism, gender, class, and sexuality. It will help build community for scholars at all ranks, and impact graduate and undergraduate communities by promoting recruitment and retention of first-generation BIPoC students. Finally, this thematic focus allows the development officers for the College and CU to develop fund-raising campaigns, and cultivate donors who are concerned about racism, and racial inequality. The description of the thematic hiring plan is as follows:

“The COVID-19 crisis has exposed the structural and systematic racism and inequality that undergird the US nation-state. Minoritized communities and tribal nations bear the brunt of the pandemic. The effects of the pandemic are coupled with the ongoing acts of police brutality directed at BIPoC communities, especially African Americans. These unspeakable acts of violence have propelled racism to the fore in public dialogue. As social scientists, we study the myriad social organizations, institutions, and cultural processes that have been imbued with power and perpetuated inequalities for centuries. We also study the categorization of people by socially constructed racial categories. The social sciences are uniquely positioned to illuminate the origins, structures and effects of societal inequities. The division of social sciences seeks support for a multi-year hiring initiative to bring top tier scholars at multiple ranks whose research contributes to social knowledge around racial, class and gender inequality. The hires will be phased in such that, each year, the new faculty cohort offers complementary expertise, thereby fueling curricular innovation, including cross-listed courses.”

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

Three: Jeremy Calder, Hannah Haynie and Alexis Palmer.

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

Recent retirements: David Rood (2016); Retirement commitments: Zygmunt Frajzngier, Barbara Fox, Martha Palmer (25 percent of our TTT faculty)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

NA

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

NA

What has the unit done to ensure the success of previous diverse hires?

The Department of Linguistics offers a strong faculty mentoring program. We have worked especially closely with Assistant Professor [redacted] to ensure his academic success, beginning with his arrival here as a [redacted] and

continuing through his transition to a tenure-track position in [REDACTED]. All new faculty members in our department are assigned a senior faculty mentor; in [REDACTED] case, Prof. Kira Hall aided in his acclimation to the department at CU and provided him with numerous networking and publication opportunities to ensure his success in the wider field of linguistics. The Department has likewise facilitated connections between [REDACTED] and the Research and Innovation Office, who have provided valuable information and assistance with respect to a forthcoming grant proposal for the National Science Foundation. Associate Professor [REDACTED] has also received excellent mentorship and support in the Department. For example, despite all the COVID disruptions, the Chair and her PUEC have ensured that she will go up for promotion to full next year.

In addition to our mentoring program, the Department also has a strong teaching mission that connects linguistics to questions about social justice, equity, and diversity. We offer award-winning community-based learning programs that promote social equity through language teaching; these include a literacy program and TESOL program focused on building the English literacy skills of immigrant and refugee learners. In addition, we have a vibrant sociocultural research group (CLASP) that targets, among other topics, language discrimination and the linguistic construction of race. Finally, we have a robust tradition of creating courses that focus on the lived experiences of minoritized groups (e.g., Language in US Society; Language, Gender and Sexuality; Language, Race, and Ethnicity; American Indian Languages in their Social and Cultural Context; Linguistic Anthropology).

We are always striving to find ways to ensure the comfort, engagement, and success of our new faculty members. We are aware of the special challenges faced by minority faculty at CU Boulder, and we will most certainly continue this quest when welcoming a second diversity hire.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

The proposed position will contribute expertise to the Department in an area of scholarship that has been critical to the development of the field of linguistics in the United States: African American language. This area of research is now critically important not merely to our understanding of linguistic variation, but also to the much broader investigation of the role played by language in racial and social inequality.

It is now the case that the highest ranked linguistic departments in the country have at least one scholar representing this area of expertise. According to the Department's AA Scholarly Research Index for 2013-2018 (the period relevant to our last ARPAC cycle), CU Boulder Linguistics is tied for 9th place among the 29 AAU public linguistics departments. The tie is with UC Davis and UC Santa Barbara. Among the many departments ranked below us are Arizona, Washington, Illinois, Indiana, North Carolina, Michigan, Wisconsin, UCLA and UC Berkeley. We believe that the proposed hire will make us even more competitive among our peer institutions, extending and advancing the Department's hard-won reputation as a leading world center for the study of language in sociocultural context.

CU Linguistics: Inclusive Excellence

The Department defines inclusive excellence as success through access: as we develop a more pluralistic and equitable learning community, and as we articulate the associated values, we enhance our interconnectedness and our mutual support relationships, driving innovation and achievement. The discipline of linguistics is centrally concerned with diversity: linguists study linguistic diversity across the globe; the differentiation, over historic time, of dialects into distinct languages; the maintenance of linguistic diversity in the face of accelerating language loss and the use of distinctive linguistic features and usage habits to project a wide array of social identities. Of our faculty, 62 percent identify as women, [REDACTED]. Below are tables showing, respectively, the composition of our faculty, graduate student body and undergraduate student body, as of Fall 2019 (data collected by LING staff).

Linguistics Faculty, Fall 2019	Value	% of faculty
Total Faculty	13	
Female	8	62%
International	[REDACTED]	
Minority Race/Ethnic Status	[REDACTED]	
Underrepresented Minority	[REDACTED]	

LING Graduate Students, Fall 2019	Value	%
Total # MA Students	26	50%
Total # Ph.D. Students	26	50%
Total # of Graduate Students	52	
Female	33	63%
International	10	19%
Minority/Ethnic Status	[REDACTED]	
Underrepresented Minority Status	[REDACTED]	

LING Undergrad Students, Fall 2019	Value	%
Total Undergraduate Majors	131	
Female	72	55%
International	12	9%
Minority/ethnic status	38	29%
Underrepresented minority status	29	22%

We are pleased that in the current fall semester, the percentage of undergraduate majors with ethnic minority identification is quite high (29%); the majority of these students identify as belonging to an underrepresented minority group. We believe many of these undergraduate students are attracted to the opportunities for community-based learning that CU Linguistics

offers: the Literacy Practicum, a community-based literacy program and the TESOL BA certificate (soon to become a track within the LING major). The Undergraduate Certificate in Teaching English to Speakers of Other Languages, launched in January 2017. With this TESOL certification, a CU graduate is equipped to teach adult learners abroad and immigrants in the US. The 18-credit certificate is open to students across campus. It is popular (over 200 CU students have enrolled in TESOL BA courses) and has attracted students from social science, humanities, speech/language, foreign language, international affairs and communication programs. Students in both the TESOL practicum and the Literacy Practicum are able to put linguistic training into practice by participating in a range of community teaching initiatives, including the [CU-Boulder Student-Worker Alliance Program](#), a student-led organization at CU Boulder that pairs CU student volunteers with campus employees seeking assistance speaking, reading, and writing English. As Literacy Practicum faculty director and undergraduate associate chair Prof. Kira Hall puts it, these programs often open students' eyes to marginalization and hierarchies within their own communities. There is no question that this outward-looking focus has helped us to attract a more diverse undergraduate population. But we can further diversify both our faculty and our student body. We feel these two goals are connected. As linguist Gretchen McCulloch said in a recent blog post:

[P]eople of various races and ethnicities often speak the languages and language varieties we study in linguistics so we're ripe for intellectual and social inclusion. [...] We need to stop thinking of ourselves as working "in the field" and "doing fieldwork" and figure out how we can get the people we're learning about language with in communities to be our classmates and colleagues.

In other words, rather than treating speakers of non-Indo-European languages as objects of study, we can engage these speakers as teachers and learners. No non-native speaker of a language, however proficient, will ever have the insights about that language that a native speaker has— from word-meaning nuances to the social significance of formulaic utterances. Thus, as we enhance the ethnic diversity of our faculty and student body, we broaden our collective linguistic expertise.

CU Linguistics takes faculty inclusive excellence seriously. We recently converted our outstanding Chancellor's postdoctoral fellow, sociophoneticist [REDACTED], to a tenure-track position through the Strategic, Targeted, and Accelerated Recruitment Program (STAR), a program that provides funds to recruit to faculty positions scholars "with the potential to bring to their academic careers the critical perspective that comes from their non-traditional educational background or understanding of the experiences of groups historically underrepresented in higher education". One of [REDACTED] first efforts was to further enhance the diversity of perspectives represented in our undergraduate electives. [REDACTED] created an undergraduate recitation-based course, Race, Ethnicity and Language (LING 2500), cross-listed with ETHN, that we now intend to offer each academic year. This course had its first (successful run) in Fall 2019. Further contributing to our slate of new sociocultural courses is Talk at Work, a new upper-division undergraduate course being piloted in Spring 2020 by Dr. Chase Raymond, a specialist in Spanish in the US and the role of bilingualism in institutional communication. These courses, which demonstrate the critical role of language in societal equity and access, will attract students with interests in social justice, who might not otherwise have seen linguistics courses as a vital part of that scholarship.

We recognize that for both students and faculty from underrepresented groups, a major driver of both attainment and retention is faculty diversity. This year we have targeted an outstanding scholar of Navajo, Jalon Begay. Jalon is a specialist in and native speaker of Navajo, a Southern Dene (Apachean) language spoken in the American Southwest. Jalon is an ABD PhD student in Linguistics at the University of New Mexico. He plans to defend his dissertation in early spring 2020. We are strongly endorsing Jalon's application for a Chancellor's Postdoctoral Fellowship for Diversity at CU for AY 20-21. We have simultaneously submitted a College of Arts and Sciences Strategic Hire proposal to hire Jalon this fall at the Assistant Professor level. Attracting Jalon to CU through either of these mechanisms could further diversify the LING faculty and encourage the academic aspirations of students from underrepresented groups. As an exceptionally gifted teacher and scholar, Jalon's hire would make CU Linguistics an attractive academic home for the many potential undergraduate majors and graduate students with a passion for preservation and documentation of indigenous languages, including Native students. In these efforts, we are building on a traditional department strength in the study of indigenous language of the Plains and Southwest, now expanded to indigenous languages of the Americas, as several past and present PhD students undertake research in Uto-Aztecan languages. Our department houses the Center for the Study of Indigenous Languages (CSIL), which now focuses on Arapaho language preservation and revitalization efforts, and the director of CSIL, Prof. Andy Cowell, also directs the revitalized Center for Native American and Indigenous Studies. As retirements of CU Native faculty¹ have diminished Native contributions to our campus community, LING faculty hope that Jalon's hire would catalyze a broader movement in CAS and other colleges to recruit and retain top tier scholars in Native American and Indigenous Studies, and propel CU to national prominence in this area, enhancing our regional focus within the Mountain West. The LING strategic hire is designed to align with the five-year theme of CNAIS, an interdisciplinary center in which the Provost has recently made a large investment. The theme is *resilient societies*. According to the CNAIS conception, resilient societies are based on three interlocking strengths: 1) cultural and linguistic vitality; 2) political and legal sovereignty; 3) effective responses to ecological stresses. The proposed hire would address (1), through efforts to teach, document and preserve the Navajo language, and the conceptual system for which it provides a vehicle. It is worth noting that three of our recent PhD graduates now lead professional lives devoted to the preservation of Native American languages: one is curriculum director at a Cherokee immersion school in North Carolina, another is an assistant professor of Linguistics who teaches Lakota at the University of South Dakota, and the third, a [REDACTED], is an assistant professor of American Indian Studies and Anthropology at University of Illinois Urbana-Champaign.

Our University sits on land within the traditional territories of the Ute, Cheyenne, and Arapaho peoples. It is therefore fitting that CU Linguistics should continue to lead in the study of indigenous languages of the Plains and West. By expanding such programs through the proposed targeted hire,

¹ [REDACTED] (Anishnaabe/Ojibwe) was in Ethnic Studies, but left for [REDACTED] (did not get tenure here, but was offered a job there). She has not been replaced. [REDACTED] (Muskogee/Creek) was in Art and Art History, and retired last year. She will be replaced next year by a Navajo artist who was hired last year, but delayed coming for a year. [REDACTED], who identifies as Hispano/Native, retired last year from Ethnomusicology. [REDACTED] (former director of CNAIS) is not indigenous, but specialized in indigenous studies in Religious Studies; he is leaving for UC Santa Barbara. [REDACTED], who is in the second year of her Chancellor's post-doctoral fellowship in Ethnic Studies, identifies as Chicana-Apache.

we can graduate students willing to engage with diverse perspectives and creatively address the problems that face Native communities, as ecological and societal stressors threaten not only their linguistic heritages but also their organized survival, and place them quite literally on the frontlines of recent protest movements. By expanding our focus on preservation, documentation and revitalization of Native languages, we can create avenues of scholarship that enfranchise Native scholars and that have tangible societal impacts.

If there is anything our COVID debacle has illuminated, it is what Dr. Martin Luther King, Jr., in his 1963 “Letter from a Birmingham Jail”, called our inescapable network of mutuality. The CU Department of Linguistics recognizes its responsibility to use the tools of our field to expose social injustice and social disparities. We express our collective support for Black members of our CU and broader communities, for whom the recent episodes of police and vigilante violence are deeply traumatizing reminders of historic suffering—suffering compounded by the racial disparities that the epidemic has laid bare, as well as the violent suppression of peaceful dissent. Language is not the cause of these ordeals, or of social inequities, but language and language ideology play major roles in discriminatory practices in healthcare, law and education, and language can be weaponized in hateful speech, disinformation and propaganda. In sociolinguistics, African American English (AAE) has been one of the most researched and widely discussed language varieties since the 1960s, especially in terms of its relation to the myth of standard English and the prejudicial treatment of its speakers. Thus, CU Linguistics faculty have expressed strong interest in recruiting, in addition to our Native American linguistic scholar, a faculty member who researches African American English, possibly in the context of Afro-Caribbean studies. A number of scholars of AAE examine the manner in which linguistic prejudices affect access and equality under the law. A recent example of this research stream is John Rickford’s and Sharese King’s 2016 exploration of the reasons that jurors may have discounted [Rachel Jeantel’s prosecution testimony](#) in the George Zimmerman murder trial. A new generation of AAE scholars, like Sharese King (currently at U Chicago), are using statistical, ethnographic, geospatial and psycholinguistic methods to explore language attitudes at the intersection of “race, place and language variation”. This work is advancing the conversation on language, social justice and institutional racism. Recruiting such a scholar could help place CU on the map in this critical area, as well as providing an invaluable form of training to CU Linguistics students: analytic skills that can be used to explore the linguistic construction of race and the ways in which language is associated with racial identities.

The Department’s vision is to provide a supportive environment for research and learning by fostering diversity across the areas of curriculum, student body demographics, and faculty demographics. We have had reasonable success in all of these areas.

The Department’s undergraduate curriculum is centrally engaged with diversity: LING 1020 (Languages of the World) fulfills the College’s Gen Ed Global Perspective Diversity requirement, while LING 1000 (Language in US Society), LING 2400 (Language and Gender) and LING/ETHN 2500 (Race, Ethnicity and Language) and LING 3220 (Native American Languages in the Social and Cultural Context) fulfill the United States Perspective Diversity requirement. The majority of courses include significant discussion of linguistic diversity across the world’s languages and cultures. And, as mentioned, the Department also engages over 100 undergraduates a year in a highly successful service learning outreach program, LING 1900: The

Literacy Practicum, which pairs undergraduate students with at-risk readers in our community who face socioeconomic and other obstacles.

In line with the recently released IDEA (Inclusion, Diversity and Excellence in Academics) plan, a campus blueprint for enhancing inclusive excellence at CU, we note that resources are critical to any diversity plan. How can we get the resources we need to, for example, attract more diverse BA, MS, MA and PhD students to CU Linguistics and ensure their success? Funds offered by the Graduate School for recruitment of outstanding minority applicants are simply insufficient, and we have lost many excellent applicants because fellowships for minority students at other AAU public linguistics programs are simply more generous. By the same token, the strategic hire program, the Chancellor's Postdoctoral Fellowship for Diversity and the STAR program offer so few positions that even excellent dossiers are declined. We hope that with the launch of the IDEA initiatives, the College and campus will better incentivize departments like Linguistics to expand inclusive pedagogy and inclusive working environments.

Obtained by the National Association of Public Scholars

Position Description

As part of the proposed CU Boulder Social Sciences cluster hire on the topic of “Racial and Social Inequality,” the Department of Linguistics seeks to hire a scholar of African American Language at the tenure-track rank of Assistant Professor. We invite applications from researchers specializing in any of the linguistic varieties of Africa and the African diaspora that are spoken within the United States. Applications from scholars who work on Black language elsewhere in the Americas are also welcome, particularly if their research has a connection to the U.S. context. Priority will be given to candidates whose work addresses the relationship between one or more of these linguistic varieties and the social construction of racial inequality.

Language specialization is open and may include African American English; Gullah/Geechee; Louisiana Creole; Caribbean creole and post-creole varieties in the U.S. and the Caribbean; African immigrant languages and varieties of English in the United States; language varieties spoken by Afro-Latinx speech communities in the Americas; and African American Sign Language or other Black sign languages. The research specialization may likewise focus on any level of language structure (e.g., phonetics, phonology, morphology, syntax, semantics, pragmatics, discourse) as well as any dimension of Black language, including language and identity; language and racism; language contact and change; language and social interaction; language acquisition and development; language and culture; language use across modalities; language and embodiment; language and political economy; and/or language and systemic racism in institutions such as education, media, and the criminal justice system.

We seek candidates whose research has the potential to engage with the departmental focus on usage-based approaches to language and who can interact with colleagues and students in one or more core areas of our department, including sociocultural linguistics, interactional linguistics, syntax and semantics, phonetics and phonology, psycholinguistics, computational linguistics, and/or language documentation and revitalization. The position involves teaching a range of graduate and undergraduate courses in linguistics and contributing to the department's four-track major in Linguistics. For more information about the department's program and initiatives, see <https://www.colorado.edu/linguistics/>.

FACULTY DIVERSITY ACTION PROGRAM

College/School/Unit: Arts & Sciences

Dean's ranking of this proposal (if submitting multiple proposals, i.e., 1 of 5):

Dept., program, or institute for which position is requested: English

Name of Requestor: Jeffrey N. Cox, Professor and Chair, Department of English

Email Address: jeffrey.cox@colorado.edu

- **Joint Hire?** No
- **Joint Hire other unit:** N/A
- **Joint Hire rostering unit (tenure home):** N/A
- **Faculty rank requested:** Associate Professor
- **Faculty salary requested (give approximate range):** \$90,000 - \$100,000

How will this hire increase the number of underrepresented faculty members in the unit (e.g., domestic Faculty of Color, women in disciplines where underrepresented)? [REDACTED], an African-American, LGBTQ faculty member raised in foster homes, brings a lifetime of experiences that will add to the diversity of the campus, enriching our educational, research, and public engagement. Specifically, her multiple and intersectional perspectives on race, class, gender, and sexual identity inform and enrich her teaching and mentoring, and her scholarship. An accomplished scholar and a highly regarded teacher, [REDACTED] also has the makings of a true leader in the Department of English and on the campus as a whole.

[REDACTED] is a successful scholar of African-American literature and culture. She does work in a range of related fields, including African American literary movements, Black Girlhood Studies, African American Literature for Children, Black Feminist Theory, Women and Gender Studies, and Film and Popular Culture. She completed her doctoral degree in African American Studies in [REDACTED] where her dissertation project was awarded the honor of distinction and was a finalist for the Esther M. Terry Distinguished Dissertation Award. She has completed her first book, [REDACTED] published by University of North Carolina Press, arguably the top press in Black Studies. While the book is too new to have received reviews in scholarly journals, it has already been featured on the [REDACTED]. She has just received tenure at [REDACTED] on the basis of that book and a gathering of scholarly articles.

She has already moved forward with her research agenda. She has two new articles accepted for publication, one a free-standing piece and the other a first take on her new project, tentatively-titled [REDACTED], which will bring to the public eye a too-often neglected giant within the Black culture of the first half of the twentieth century. She has already received a W.E.B. Du Bois Visiting Scholar's Postdoctoral Fellowship to begin the research necessary for this project.

Professor Charles' teaching will contribute greatly to diversifying the curriculum in the Department of English and for the college as a whole. At Auburn she has taught a series of foundational courses in Black Studies, including "Introduction to Black Studies," "Introduction to the New Negro/Harlem Renaissance," and "Introduction to The Black Arts and Black Power Movements"; she is clearly prepared to take over offerings left vacant by the departure, for example, of Adam Bradley. She has also already designed and taught a number of other courses, some drawing on her research and some designed to bring students to the study of culture by meeting them with cultural objects with which they are familiar, such as "Sneakerheads: Kicks and Culture in the Academy and Beyond." We have curricular needs at the graduate level as well: we have a gathering of both doctoral and MFA students who draw upon Black Studies even when they are, say, studying slavery and rebellion in the eighteenth century or writing novels.

Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? No

Please provide name and year postdoctoral fellow(s) began at CU Boulder: Academic year (or N/A) in which the unit last received a STAR/FDAP hire: N/A

Is this Tenure/Tenure Track hire needed for accreditation by an external accrediting body? No

Explain why this Tenure/Tenure Track hire is needed for accreditation: N/A

Is this Tenure/Tenure Track hire needed for critical teaching or research needs? Yes

Explain why this Tenure/Tenure Track hire is needed for critical teaching or research needs: We have addressed Professor [REDACTED] research profile in #7 above; she clearly will strengthen our research in the vital area of Black Studies. Given the issues facing our society and the state of scholarship in English departments, we cannot compete without such a scholar.

The hire of Professor [REDACTED] is also crucial to the English Department's aims to diversify our undergraduate and graduate curriculum, since we lack adequate faculty expertise in African American literary and cultural studies, a lack exacerbated by the recent departure of Professor Adam Bradley for UCLA. This has negatively impacted our ability to offer classes in this field. For instance, ENGL2737 Introduction to African American Literature has been taught only once in the past six years; we simply do not have the staffing to offer this on a regular basis. This is a course which Professor [REDACTED] is clearly ready to step into. Furthermore, beyond a range of special topic courses, we do not have any courses on the books specifically on African American cultural production besides that introductory 2000-level course, which speaks to a serious intellectual absence in our curriculum and, more broadly, on campus as a whole. Professor [REDACTED] has already developed at [REDACTED] the courses we could introduce into our curriculum that would provide us with a set of new and exciting classes that would attract students to our major. She has expressed interest in teaching in Black popular culture—for instance, a class on African American sitcoms, or on the cultural significance of clothing—and her field of research also means she will be able to teach courses on the New Negro Renaissance, Afropessimism and Afrofuturism, and Black cultural biographies. One of the key recommendations in the 2016 ARPAC report was for the English Department to address our falling student enrollments by creating “courses that may increase undergraduate student diversity.” Professor [REDACTED] has indicated that part of her philosophy of teaching her courses is to begin with something the students know in order to get them to understand things they do not know; she also told us that one of her aims with any course at [REDACTED] is to bring new majors into English. Professor [REDACTED] strategic hire will go a long way to improving not just our mission of diversity, equity, and inclusion, but also to bolstering our student credit hours in English, particularly through her ability to develop new course offerings that will fulfill Arts and Sciences General Education diversity requirements for both majors and non-majors alike. Professor [REDACTED] would have a similar impact on our graduate program and would contribute greatly to the recruitment, retention, and *placement* of graduate students contributing to diversity.

Finally, Professor [REDACTED] has an impressive track record of thinking about modes of inclusive pedagogy: she has given workshops on these, and they are a serious component of her pedagogical practice. We need teachers and educators who can speak to a diverse student body to help them navigate the complexities of race, class, and gender, and Professor [REDACTED] record is exemplary in that respect.

Is this request part of a cluster hire? No

Describe cluster hire and list any other units participating in cluster hire proposal: N/A

Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

ODA's dashboard indicates that English dropped from 47 faculty in 2009 to 38 faculty in 2020; we will lose another 6 positions by the end of 2021. That is a drop of a third of our TTT faculty in a department that is key to the university's success as a comprehensive research university.

Dianne Mitchell, 8/19/2019 (replacement for a tenure denial)

Khadijah Queen, 8/20/2018

Ben Robertson, promoted from Instructor to Assistant Professor 8/20/2018 (part of a partner retention)

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Retirement:

Paul Youngquist, 12/31/2021
Sue Zemka, 12/31/2021
Ed Rivers, 12/31/2021
Mark Winokur, 8/1/2020
Teresa Toulouse, 5/31/2017

Bruce Kawin, 5/31/2015
Paul Levitt, 12/31/2014
Ann Kibbey, 5/31/2014
R. L. Widmann, 12/31/2013
Michael Preston, 12/31/2012

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Failed Retention Offer(s):

Khadijah Queen, 2021
Adam Bradley, 2020
Joshua Guzman, 2017

Number and names of TTT faculty (or N/A) who have departed over the last ten years due to Other (Please explain):

Penelope Kelsey, 12/31/2020 (Leaving field)
██████████ 8/22/2019 (Death)
Richelle Munkhoff, 5/12/2017 (Denied Tenure)

What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty? The Department of English has recently recommitted itself to diversity, equity, and inclusion by creating a Justice, Equity, Diversity, and Inclusion committee that is made up the chairs of the key standing committees (salary, faculty affairs, undergraduate program, graduate program), three elected at-large faculty members, two or more faculty members rotating on to the committee for brief periods of time (to involve everyone in these efforts), and the chair. This committee is charged with updating our inclusive excellence narrative and with applying JEDI principles to all facets of the department's work—recruitment, retention, compensation, mentoring, promotion and tenure, curriculum, etc. A key goal is fostering the success of BIPOC faculty.

The Department is also home to a self-organized English Department Faculty and Graduate Student of Color Committee, currently co-chaired by Marcia Douglas and Cheryl Higashida. They meet three to four times each semester to focus on social and professional support as well as other related needs. They bring important issues before the chair and the faculty; for example, the chair met with this group multiple times this past fall to discuss both local and global issues of anti-racism. Faculty are also engaged with college efforts lead by Associate Dean Hillary Potter and with campus efforts.

The Department has committed significant amounts of its meeting time to working on diversity, inclusion, equity, and climate. For example, the entire faculty went through Crucial Conversations training together in an effort to change the climate. About half of faculty meeting time in fall 2020 was devoted to discussions of justice, equity, diversity, inclusion, and anti-racism. We have worked to share resources, particularly around anti-racism efforts in the classroom and inclusive pedagogy.

The Department has both formal and informal mentoring programs. The chair meets each year one-on-one with any faculty member who wishes to meet; assistant and associate professors are urged to have a meeting to discuss professional development. The chair also holds open office hours and seeks to meet with any and all groups that wish to. We have a lead mentor who connects faculty with appropriate mentors across their work, so one might meet with one person on scholarship, another on teaching. Where needed, the Department draws upon the Office of Faculty Affairs' program to identify mentors outside the unit.

What is the unit's mentoring and support plan for the new hire? Professor ██████████ will join an excellent group of scholars in allied fields, including John-Michael Rivera and Cheryl Higashida who have helped support this recruitment and are ready to provide professional advice and mentorship. One of the real strengths of the department—in scholarship, in teaching, in the placement of graduate students—revolves around the faculty who work in ethnic literatures and cultures and who promote creative work by BIPOC writers. We will work to connect Professor ██████████ with a range of scholar/teachers who might help her as she moves forward. For example, her next book will be ██████████, and one of her new colleagues, Paul Youngquist, has recently written a biography of the Afro-Futurist jazz musician Sun Ra; he can help her negotiate this new form of scholarly writing.

The chair, in consultation with people in the field and the larger BIPOC community within the department, will find Professor ██████████ an appropriate mentor for her scholarship. She is already an accomplished teacher, but the chair will work with her on seeking out any necessary support from top teachers within the department as well as from the CTL. The chair, as a former Vice Provost and Associate Vice Chancellor for Faculty Affairs, has knowledge of faculty development and leadership programs and will help Professor ██████████ to find the programs that enable her to pursue her goals. While the Department is fully committed to protecting Professor ██████████ from too much service, particularly invisible diversity work, we believe she is a potential future leader within the Department and beyond, and the chair can help her think through leadership possibilities if she so desires.

Of course, Professor [REDACTED] must focus on her scholarship and teaching to move forward in a timely manner to being promoted to full professor. Beyond providing necessary startup and funding to support Professor [REDACTED] archival work on the biography she is writing, the Department pledges to fund Professor [REDACTED] participation in the National Center for Faculty Development and Diversity. Professor [REDACTED] has a strong track record of regular publication (with, for example, two post-tenure articles accepted), but this program can help her move forward on her second book, necessary for her promotion to full. The Department has a number of internal grants to support faculty work, including an Associate Professor Book Completion grant. The chair (the current chair is also a Distinguished Professor with the attendant record in scholarship) commits to working with her on applying for departmental, campus, and, where appropriate, external grants.

What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)? English departments across the country are recommitting themselves to diversity and inclusion, justice and equity. For example, the department at the University of Chicago restricted Ph.D. applicants this year to students working in Black Studies. The few departments seeking hires of new faculty are looking for scholars working in Black Studies, or slavery and empire, or the Black Atlantic, and so on. At this point, our main successes in placing doctoral students involve young scholars who show their interest in such areas. The Department of English at CU already has strengths in these fields, and more broadly in ethnic literatures and cultures, but the recent losses of Adam Bradley and Khadijah Queen threaten our standing. We are fortunate that Professor [REDACTED] is moving to Colorado; if we are permitted to take advantage of this incredible opportunity, she would reassert our strength in this area, which would in turn help our rankings and our recruitment and placement of graduate students. We are also looking to revise our doctoral program to emphasize the work in material culture and in public scholarship that are also areas of expertise for Professor [REDACTED]. The faculty agrees that she can be a transformative figure for our graduate programs.

THE DEPARTMENT IS IN THE PROCESS OF UPDATING THIS DOCUMENT. AFTER SEVERAL DISCUSSIONS IN THE FALL, THE DEPARTMENT CREATED A NEW JEDI COMMITTEE WHICH IS CHARGED, AMONG OTHER THINGS, WITH REWRITING OUR INCLUSIVE EXCELLENCE NARRATIVE BELOW. WE ARE COMMITTED TO TAKING CONCRETE STEPS TO ACT UPON OUR IDEAS.

**Department of English
Inclusive Excellence Response
March 15, 2016**

The Department of English welcomes this opportunity to outline our planned contributions to the University of Colorado's Diversity, Inclusion and Academic Excellence planning process. At the outset, we feel it important to indicate our enthusiasm for this campus-level commitment to addressing ongoing issues of diversity and inclusiveness at CU Boulder. Though there has been some confusion about the Inclusive Excellence project, the process, the terminology, and the imagined next steps, we recognize that—if all parties involved follow through on the commitment—this initiative represents an important opportunity for CU. To that end, we sincerely hope that this report, along with the reports you will be receiving from units across campus, will form the basis for sustained efforts to create an equitable, inclusive, welcoming and supportive university community.

In particular, we urge the university administration to follow through with a significant commitment of resources to the ideas and initiatives that emerge through this campus-wide process. A few specific action items for the university as a whole include:

- significant financial investment in target of opportunity hiring;
- significant resources made available to improve graduate stipends and continued efforts to offer additional undergraduate fellowships to help attract more diverse students to the university;
- a Chancellor's Grand Challenge centered on inquiry into diversity and inclusiveness, on the order of the current Grand Challenge centered on space, the goal being to facilitate a campus-wide commitment to supporting initiatives in research, creative work, and teaching on this vital matter;
- university-wide implicit bias training for faculty serving on personnel committees;
- a thorough review of ostensibly neutral standards for promotion and tenure, especially faculty course questionnaires (FCQs);
- increased resources for mentoring and support of both faculty and students from diverse backgrounds.

The Department of English is undergoing program review this year, and last semester a special committee appointed for the task completed a comprehensive self-study. The self-study received input from faculty at all ranks, both tenure and non-tenure track, as well as staff and undergraduate and graduate students; the study was approved by the faculty by a vote of 26 yes votes, no negative votes, and two abstentions. As part of that

self-study, we addressed ARPAC's required question about diversity. We feel that the material in this report provides answers to the questions in the Inclusive Excellence initiative charge, and offers an account of the department's activities, its record, its needs, and its own commitments toward inclusive excellence. That section of our self-study is attached to this letter. Please note in particular the last page of that report, which lists a set of action items we have begun to address and will continue to address in the semesters ahead.

We look forward to working with the committee and our colleagues across campus on developing a more diverse and inclusive community. In particular, we look forward to news about the next steps in this process.

Obtained by the National Association of Scholars

Department of English Self-Study (AY 2015-16)

Q.13: Diversity. Task: Address enhanced diversity as a unit goal.

The Department of English has a strong tradition of diversity on the CU Boulder campus through its recruitment and promotion of women faculty and faculty of color. As a result, it has been able to offer a range of courses in ethnic, postcolonial, and women's literary studies, and its members have engaged in notable institution building, administrative and leadership positions, and community outreach that foster intercultural understanding. The department can build on its considerable strengths in faculty diversity by hiring in underrepresented fields. The department also recognizes the continued need to increase student diversity at all levels, undergraduate and graduate, at least to meet campus and state demographics. Student diversity broadens and invigorates research and teaching irrespective of one's areas of specialization. This requires funding priorities and commitments beyond as well as within the department to support fellowships and faculty outreach and mentoring—another reason for further hiring of faculty who will enhance diversity.

Achieving diversity is not solely about bodies and numbers; it entails recruiting underrepresented faculty and students *and* making diversity integral to literary studies and indeed campus life as a whole. Nonetheless, we will not substantially realize the latter in the absence of the former. Working toward both will involve strengthening our collaborations with cognate units like Ethnic Studies, Women and Gender Studies, and LGBTQ Studies. Achieving diversity further requires thinking carefully about biases of race, gender, sexuality, class, and nationality that affect all areas of departmental culture including research, teaching, service, and promotion and tenure within a majority white campus. This responsibility belongs to all, not only those who identify or are identified as members of "underrepresented" groups. Finally, the meaning and ends of diversity themselves continue to be contested: is it fundamentally about pluralism and inclusion, the equitable distribution of resources, or something else? Should certain identities (e.g., race) matter more than others (e.g., class)? Are the means and ends of diversity contingent on specific contexts?

With its strengths in ethnic and postcolonial literatures and women and gender studies, English can and should take part in leading discussion and implementation of diversity and equity on the Boulder campus. CU Boulder's impending Diversity, Inclusion and Academic Excellence planning process will be a prime opportunity for English faculty, staff, and students to share the department's achievements in "inclusive excellence," to reflect further on how English can substantiate this goal, and to press for the resources necessary to diversify the student body and enhance critical reflection on the political, social, and economic structures that stand in the way of meaningful inclusivity.

Faculty

The Department of English has been a leader in recruiting diverse faculty. Our current tenured and tenure-track faculty, numbering 44 persons, includes 27 women faculty (61%) and 11 faculty of color (25%). In recent years we have been successful in recruiting not only ethnically diverse faculty who specialize in teaching Ethnic American and postcolonial literature, but ethnically diverse faculty in other fields, as well—in particular, in British literature and in creative writing. Of the 7 faculty in the Creative Writing program, [REDACTED] are members of ethnic minorities. Women faculty and faculty of color are also noteworthy for their success in achieving the highest rank in the professoriate. A notable shift in the department since the last program review is the

increased number of women who are full professors: from 3 of 13 (23%) in 2008 to 8 of 16 (50%) in 2015. Of four full professors at CU Boulder who are Native American, two are in the English department, Stephen Graham Jones and Penny Kelsey. Upon her promotion in 2014, Ruth Ellen Kocher became the first black woman on the CU Boulder faculty promoted from associate to full professor. A number of faculty identify as being part of the LGBTQ community, although we note that our numbers are slightly down in this regard from the 2008-09 review process (previously more than 10%, now somewhat less than 10%) due to both departures and retirement.

Since the 2008-09 review process, we have increased the numbers of our women faculty from 24 [52%] to 27 [61%] and faculty of color (from 9 [20%] to 11 [25%]). Of the 22 tenured and tenure-track faculty hired in the last ten years, 8 are from diverse racial or ethnic backgrounds (36%); 15 are women (68%). If we factor in the two TTT faculty who have been hired but will not start until Fall 2016, [REDACTED], the numbers shift slightly: 10 of 24 hires since 2006 (or 42%) are of faculty from diverse racial or ethnic backgrounds; 15 of 24 (62%) are women. We continue to foster interdisciplinarity through diversity, and vice versa, by hiring candidates who cover multiple fields. To cite three most recent examples, Guzmán researches and teaches Chicano/a and queer studies; Eileen Lagman, literacy, ethnography, and Asian studies; and Mallipeddi, eighteenth-century British and postcolonial literatures.

This hiring speaks to the department's recognition of the importance of diversity to the study of literature and the humanities. Our critical mass of ethnically, racially, nationally, and sexually diverse faculty enables us to teach a range of classes on the intersections of the global and the local, the role of culture in producing social norms and identities, and the means and ends of diversity—subjects of study that are integral to becoming engaged world as well as national citizens. English faculty of color have also founded or co-founded and are directing two of the institutions at the forefront of fostering cross-disciplinary scholarship, intercultural understanding, and community engagement on campus: Adam Bradley's Laboratory for Race & Popular Culture (RAP Lab), and the Center for Native American and Indigenous Studies (CNAIS) directed by Kelsey. These goals are further supported through the leadership of English faculty like Nan Goodman, director of the Jewish Studies Program, and Laura Winkiel, who as the editor of *English Language Notes* has brought a new global focus to the journal.

As graduate teachers and mentors, faculty have strongly conveyed sensitivity to biases of sex, gender, sexual orientation, race, and ethnicity. In the graduate student survey conducted for this Self-Study, graduate students were overwhelmingly positive that their instructors and mentors were sensitive to these biases.

That said, our strengths in faculty diversity should not result in complacency but rather should inspire further recruitment in field areas that are as yet unfilled—e.g., South Asian, African, and Asian American literature, as noted in our 2008 Self-Study—or underrepresented (LGBTQI and Caribbean literature; disability studies). Even in areas where we have coverage, the rostering of minority faculty in major administrative positions — John-Michael Rivera at the Program for Writing and Rhetoric; Bradley at the RAP Lab; Kelsey at CNAIS —means that teaching and advising in these areas are often underserved. This circumstance negatively affects our student demographics, as we will see below. In particular, a senior hire could consolidate departmental strengths in ethnic and postcolonial studies and strengthen areas like queer and disability studies. More tenure-track hires in these intellectual fields are needed to shoulder the burdens of

program building, research, teaching, mentoring, and advising. In addition, the department should compete for opportunities such as the Chancellor's Postdoctoral Fellowship Program, which aims to bring potential future faculty from underrepresented groups to campus.

MFA students in particular express a desire for more literature course options that integrate ethnic and postcolonial studies. Of the 22 MFA responses to underrepresented coursework (not counting responses like "Not sure" or "n/a"), 7 indicate a desire for topics such as "LGBTQ writers," "Non-Eurocentric lit courses," "Modern writers of color (especially poets)," "Literature that is not Western, European, male and largely white integrated into all classes rather than offered in their own silos," etc. Of 13 MFA survey respondents, 6 disagreed that literature courses in the MFA track offered the opportunity to study a diverse range of authors and genres. MA student responses to underrepresented coursework in "diversity" fields were primarily concerned with having more options in queer and sexuality studies (4 of 25 responses). By far, PhD students expressed the least desire for more coursework in "diversity" fields (2 of 40 responses to the question of desired coursework were "Third World literature" and "More race and gender courses").

Along with recruitment, the department has worked to retain, support, and promote faculty of color and women faculty—not only its own but also in cognate departments like Women and Gender Studies. However, recent experiences with promotion and tenure have made clear the need for university-wide training on bias against women and faculty of color for anyone serving on promotion and tenure committees, and the need for renewed discussion of ostensibly neutral standards of promotion and tenure for women faculty and faculty of color. In particular, the use of teaching evaluations (faculty course questionnaires or FCQs) in assessing merit and promotion and tenure has been the subject of recent debate. Faculty have expressed the desire for further discussion of the reliability of FCQs in measuring teaching effectiveness when the teacher and/or the subject matter challenges students' notions of authority, identity, and privilege. This issue is especially pressing on a campus in which minority faculty have to navigate a largely homogenous student body that can be occasionally insensitive. The department's Salary Committee is aware of this issue and is revising its use of FCQs in annual merit evaluation to account for the difficulties of teaching diversity at CU Boulder.

The department also needs to attend to criticisms of sexism, ageism, and the marginalization of conservative points of view. Debates over gendered hierarchies and divisions of labor—claims that women faculty have been silenced or mistreated by male colleagues in positions of power, and that women faculty have taken on the bulk of mentoring, advising, and other kinds of service work—are especially charged issues that must be addressed. For some, these claims are complicated by the fact that women comprise the majority of English faculty. However, micro-aggressions in everyday interactions can still lead to feelings of alienation among women, faculty and students of color, and faculty and students in other positions that may make them targets of discrimination.

Course offerings and programmatic contributions

The department's contributions to campus diversity include significant course offerings in ethnic and women and gender studies at various levels: non-major/core curriculum, major, and graduate offerings. Examples of such courses from Fall 2015 are American

Ethnic Literatures (ENGL 1800, core), sections of Modern/Contemporary Literature (ENGL 3060, core), Contemporary Caribbean Literature (ENGL 3060, core), 20th and 21st Century Literature (ENGL 2058, major), Developments in the Chicana/o Canon (ENGL 3377, major), and Israel/Palestine in Global Culture (ENGL 4018, major). Many other courses not specifically designed for our “multicultural” and “gender” rubrics include large amounts of material devoted to ethnic studies, transnationalism, and gender and sexuality studies. Indeed, it is fairly safe to say that there is not a single course in the Department of English that does not devote at least some attention to these topics. In addition, we are heavily invested in crosslisting our courses with other departments including Women and Gender Studies, Ethnic Studies, and Jewish Studies. However, English’s core curriculum offerings could be reformulated to attract a more diverse range of students and to affirm the TTT faculty’s contribution to diverse offerings. The rubrics of “Masterpieces” of British and American Literature and Shakespeare for Nonmajors are preponderate, and core classes are taught primarily by graduate students and instructors.

Diversity in undergraduate and graduate education is supported inside and outside the classroom by English faculty-led programs and initiatives including the Laboratory for Race & Popular Culture (RAP Lab) directed by Adam Bradley, the Center for Native American and Indigenous Studies (CNAIS) directed by Penelope Kelsey, the Program in Jewish Studies directed by Nan Goodman, English online teaching through Continuing Education coordinated by Rachael Deagman, and campus-wide online development projects. As described in Question 4, “Interdisciplinary Research and Teaching,” and Question 11, “Outreach,” the RAP Lab offers undergraduate and graduate research assistantships in areas such as prison education, hip-hop journalism, and the poetics of popular songs, in addition to sponsoring talks, community dialogues, and visiting speakers. CNAIS offers graduate and undergraduate certificates and sponsors a wealth of talks and events in its research series and works in progress series. Jewish Studies provides undergraduates and graduates with a range of programming, events, and coursework including an undergraduate major and minor in Jewish Studies and graduate research, teaching, and professional development. Finally, online courses make a wide range of the department’s curricular offerings more available to nontraditional students who work full time, have childcare or eldercare responsibilities, have health limitations or disabilities, have delayed college enrollment, or have a GED rather than a high school diploma. English faculty can thus reach a more socio-economically and potentially racially diverse student body through online education.

Students

At the time of our last program review, we expressed the hope that our faculty recruiting and course offerings would help with recruiting diverse student populations to the English major and the graduate program. These hopes have been partially fulfilled, but there is still much to be done to create a student body that reflects state and national demographics. In 2014, 19% of undergraduate English majors were members of U.S. ethnic groups, an increase over 2008 figures, when our undergraduate student population included 12% who were members of U.S. ethnic groups. In 2014, 13% of our undergraduate majors were members of underrepresented minority groups, versus 8% in 2008. However, the department’s undergraduate diversity remains below that of the campus as a whole, where, as of Fall 2014, 22% of undergraduates were of ethnic minority groups, and 16% were of underrepresented ethnic minority groups. Also, actual numbers of undergraduate English majors of ethnic minority groups and of

underrepresented minority groups have fallen (from 118 in 2008 to 111 in 2014, and from 79 to 76, respectively) as the number of undergraduate English majors as a whole has fallen. In contrast, the student population in English has been more than 50% female for some time.

The period since the 2008-09 program review has shown a gain in the diversity of our Ph.D. students. In 2014, 14% of Ph.D. students were members of U.S. ethnic groups, versus 7% in 2008. Our percentage of MA students of color has remained the same: 18% of total MA students in both 2008 and 2015. In the case of both the PhD and the MA programs, our percentages of minority students are above the campus numbers for all graduate students of color, who make up 13% of the graduate student population at CU Boulder. Of our 26 creative writing MFA students in 2015, 11.5% are ethnic minorities. This percentage is approximately the same as in 2008.

Increasing student diversity requires better advertising of our course options, more visible and active links to Ethnic Studies, and more student events on issues of race and ethnicity. Faculty can make a concerted effort to reach out to underrepresented students on campus to tell them about the English major, and to mentor them once they declare. Faculty can also recruit from high schools and local community colleges serving underrepresented groups. Such work should count towards departmental service or should be supported with course release or otherwise funded. Graduate recruiting depends heavily on fellowship funding generally, but particularly so for diverse student populations, since such students are hotly recruited for graduate programs across the U.S. Due to limited funding resources, the Creative Writing Program, for instance, loses a number of potential recruits to MFA programs of lower ranking. While English faculty recognize their role in diversifying the undergraduate and graduate student body through recruitment, mentoring, and fundraising, attracting a student population that better reflects state and national demographics will importantly entail campus- and system-wide commitments of funding towards such efforts.

Outreach efforts

As described in Question 11, "Outreach," the RAP Lab has multiple outreach initiatives that involve diverse populations of graduate and undergraduate students, including Hip Hop in the Classroom, Pop Lyrics in the Classroom, and the Lab's prison program at the Arkansas Valley Correctional Facility in Ordway, Colorado. Additionally, the RAP Lab sponsors fora for the campus and community on local and national issues involving diversity, such as a discussion of campus diversity featuring Denver's award-winning slam poet Dominique Christina, and conversations on policing and race led by faculty, graduate students, and activists. RAP Lab Director Bradley also regularly gives talks in community venues on literature, music, culture, and race. Similarly, and as also described in Question 11, the Center for Native American and Indigenous Studies (CNAIS) regularly sponsors readings, talks, and other events both on and off campus that involve members of the American Indian community both on and off campus, as well as various Native American community organizations. CNAIS also participates in and recruits at the events of organizations like the Rocky Mountain Indian Chamber of Commerce, the Native American Rights Fund, and the International Institute for Indigenous Resource Management. Penny Kelsey, Director of CNAIS, speaks regularly at events hosted by national organizations such as American Indian College Fund.

Other English faculty have also presented and sponsored community talks on issues relating to ethnic and postcolonial studies (such as, for example, academic freedom or the struggle for Palestinian rights), have presented in the Scholars series at the Boulder Jewish Community Center, and have participated in Front Range arts and cultural events highlighting the contributions of women and people of color.

The Creative Writing Reading Series actively sponsors readings by visiting writers of diverse backgrounds. Recent visitors have included, for example, Opal Palmer Adisa, Percival Everett, M. NourbeSe Philip, Terrance Hayes, Karen Tei Yamashita, and Ross Gay. The Creative Writing Graduate Student Association has been similarly active in bringing a diversity of voices to our campus. Writers they have sponsored include Claudia Rankine, as well as a Cave Canem panel comprising Duriel Harris, Adrian Matejka, and Khadijah Queen. These well-attended events are free and open to both the campus and wider community.

Action items

- Develop a faculty hiring plan that addresses gaps in underrepresented fields and/or fields that target underrepresented groups, such as LGBTQI/queer studies, disability studies, and area-specific studies (South Asian, Black Atlantic, Caribbean).
- Support mentoring of women and gay and lesbian faculty and faculty of color.
- Support faculty outreach to high school and community college students, and to undergraduate from minority groups on campus. Support faculty mentoring of undergraduate majors from minority groups.
- Develop funding for English graduate and postdoctoral fellowships.
- Increase collaboration with Ethnic Studies, Women and Gender Studies, LGBTQ Studies, and other cognate units on hiring, curricular development, diverse student recruitment, and promoting, tenuring, and retaining diverse faculty.
- As mentioned in Question 5, "Undergraduate Education," redesign core class rubrics (e.g., Masterpieces of British and American Literature) to be more appealing to a diverse student body.
- Develop mandatory training about bias against women and people of color for faculty and graduate students who teach, and for faculty serving on promotion and tenure committees.
- Foster productive departmental discussion of gendered hierarchies and divisions of labor in English.
- Develop greater awareness among English faculty of the resources and events offered by the RAP Lab and CNAIS. There is discrepancy between English faculty who are unclear on what these institutions do, and these institutions' varied and vigorous programming.

Targeted Hire of ██████████

The possible hire of ██████████ is a pure example of a targeted hire. She contacted the Department of English in the fall, ██████████ and that ██████████ was thus contacting all potential departments in the greater Denver-Boulder area; ██████████

Upon receipt of her information, the chair of the department met first with the Executive Committee which voted to put the potential hire before the whole department. Two department meetings were devoted to discussing ██████████' record, and a decision was made to ask her to visit with the department in January. She met with a variety of individuals and groups on January 26, 2021. The department met again to discuss her case on January 29 and then voted 23 Yes, 4 No on attempting to make an offer; the smaller group of tenured faculty voted 19 Yes, 3 No to request that the offer be as an associate professor with tenure. (The chair believes, based on the discussion, that the no votes were the result of concerns about this hire blocking other potential hires rather than any concerns about the candidate.) Professor ██████████ had also informed us that she had applied for a position in Ethnic Studies. We consulted with the chair of Ethnic Studies, who indicated that, while Professor ██████████ did not make their final set of applicants do to a lack of fit with their needs, he was excited about the prospect of joining us and having a relationship with his unit. There is a possibility of creating a cohort next year with Professor ██████████ the new hire in Ethnic Studies, and such colleagues as Stephanie Toliver in Education who studies Black girlhood and literature.

██████████ will be tenured at ██████████ this month. She is tenurable by the criteria of the Department of English, the college, and the campus. As we have indicated in answering the questions in the application process, she will contribute in many ways to the diversity of the university. She will, we are certain, join the faculty at CU if offered the position at this time. She will, of course, move on to other options if we fail to act.

V. FACULTY DIVERSITY ACTION CRITICAL NEEDS HIRE REQUEST (each response should be a maximum of 500 words)

A. Note: The application form and the supplementary dashboard are meant to provide a holistic overview of the request and the unit(s) submitting it. Because units and disciplines vary, no one factor or data point will supersede others.

1.College/school/institute: __RIO/RASEI_____

2.Electronic signature of college/school/institute dean: _____

3. Dean's ranking of this proposal (if dean is submitting multiple proposals):

No. _____ of _____ proposals submitted

4. Dept., program, or institute for which position is requested: __RASEI_____

4a. If joint hire, other unit: __PHYS_____

4b. If joint hire, rostering unit: _RASEI_____ and tenure home: _____PHYS_____

5. Faculty rank requested (assistant, associate, full): __Assoc/Full_____

6. Faculty salary requested (give approximate range): __\$140-180K_____

7. How will this hire help contribute to diversity consistent with the University of Colorado's commitment to nondiscrimination, equal opportunity, and affirmative action by, for example, bringing a critical perspective that comes from a non-traditional educational background or an understanding of the experiences of groups historically underrepresented in higher education?

_____ is an outstanding BIPOC scholar in physics and materials science and engineering, has been a RASEI affiliate for seven years, and was appointed a _____. Our proposed hiring of _____ as Associate/Full Professor would increase RASEI's domestic Faculty of Color from _____. The distribution of ethnicity at CU research institutes has remained static at ~75% white from 2009 to 2019 with little change in other categories, while the total number of faculty has approximately doubled. In the fall of 2019, CU had 33 Black/African American faculty (1.2% of faculty) with none in Physics or RASEI. As a Professor at CU, _____ will have a strong positive impact on inclusive culture across campus, helping pave the road for a more diverse faculty.

Furthermore, hiring _____ would enhance diversity in CU's perovskite research program, which is highly regarded internationally for its productivity and scope. This broader contribution is important because the physics program at CU has a comparable ethnic diversity to other physics programs in the US. As reported recently (Forbes, 'This is why there are so few black physicists and astronomers (and how to fix it)', 2020) across all STEM fields, representation of Black Americans is second lowest in physics (3%, down from 5% in 1999).

Importantly [REDACTED] hiring will help support our black students in these fields by having a mentor and leader who is also black. The American Institute of Physics National Task Force Team-Up released a report titled "The Time is Now: Systemic Changes to Increase African American with Bachelor's Degrees in Physics and Astronomy" in January 2020. Two important factors leading to the underrepresentation of Black American students in physics and astronomy were identified as 1) the lack of a supportive environment in their departments, and 2) the financial/economic support and means for these students. Further, the report emphasized "fostering a sense of belonging is essential for African American student persistence and success".

The role of faculty in this fostering is emphasized in this report; the hiring of [REDACTED] will immediately help create a supportive environment for all students and specifically Black American students at CU Boulder. The report notes that students mentored by someone of the same race and ethnicity have a better sense of belonging, identity, and persistence, in direct correlation to a supportive environment. [REDACTED] will have strong and positive impacts on inclusive culture across the CU campus. Although CU had a record number of Black/African Americans students enroll in 2019, numbers are still less than 2% across the board for degrees and enrollment -- 1.2% of graduate degrees and 1.4% of baccalaureate degrees were Black/African American, while graduate enrollment was 1.4% and undergraduate enrollment was 1.6%. Out of 309 physics graduate students, [REDACTED] identify as Black/African American, while in the 2020 census 2.9% of physics undergraduates were Black/African American.

8. Is this request related to a previously awarded Chancellor's Postdoctoral Fellowship? (Y/N)

No, this request is not related to a previously awarded Chancellor's Postdoctoral Fellowship.

If yes, provide name and year postdoctoral fellow began at CU Boulder: _____

9. Academic year and name (or N/A) of your unit's last hire under the FDAP program:

N/A

10. Is this TTT hire needed for accreditation by an external accrediting body? (Y/N) If yes, explain.

No, this TTT hire is not needed for accreditation by an external accrediting body.

11. Is this TTT hire needed for critical teaching or research needs? (Y/N) If yes, explain.

This appointment will serve to strengthen a critical interface between the Department of Physics and NREL, using RASEI to facilitate the interaction. Such an appointment will be critical to both teaching and research and will enable a connection for CU Physics students to gain insights into the science of present-day energy research, and the identification of new and promising areas of research in condensed matter physics.

The position will target a candidate with expertise in the development of energy conversion, using new thin film materials technologies where understanding the film formation and interfaces are critical to understanding and controlling the basic physics and operational properties of the materials. While some expertise exists on campus in this regard, the area of interfacial physics is central to our ability to advance the field. By hiring [REDACTED] at CU, we would bring a new person to campus who can take full advantage of the new Kratos XPS/UPS system coming online, and who can seamlessly collaborate with other members of RASEI to form a strong core for team proposals, which is essential and a critical research need.

In addition to [REDACTED] fulfilling important teaching needs in introductory physics, he will also develop courses that introduce both undergraduate and graduate students to the physics of materials for energy applications, in particular those involving the physics required for the design of new materials.

The candidate could teach large general introductory physics courses (e.g., PHYS 1000 and 2000 level courses) and also PHYS 3070 Energy and the Environment, PHYS 3310, PHYS 3320 Principles of Electricity and Magnetism, and graduate courses (e.g., PHYS 7440, 7450 Theory of the Solid State I & II). Furthermore, [REDACTED] could develop a physics course on hybrid materials, highlighting unique quantum, spintronic and metastable behaviors. Addressing heterostructure interfaces in these and other material systems along with the experimental challenges of investigating these systems. [REDACTED] will be key to the development of both the teaching and research aspects for probing the physics of functional interfaces that will impact energy research and lead to new areas of basic interfacial physics.

[REDACTED] s previous positions in metrology at NIST, as well as his current research background in energy materials science at NREL uniquely position him to make significant contributions to addressing educational issues pertaining to measurement and characterization challenges in hybrid materials. Through these personal connections, he is well positioned to help students interact with researchers at both NREL and NIST. This ability, for [REDACTED] to facilitate these kind of research interactions with two different Federal laboratories is an opportunity afforded by but a handful of universities across the country and is an opportunity that should not be missed.

12. Is this request part of a cluster hire? (Y/N)

No, while this hire is not part of a cluster hire, it is part of a strategic initiative as described below.

12a. If yes, describe cluster hire and list any other units participating in cluster hire

proposal: ___Chemistry, Chemical and Biological Engineering, Materials Science, Physics, and RASEI___

While this is not a cluster hire, the hiring of [REDACTED] is part of a strategic initiative to bring high-level energy researchers to CU Boulder and will add to the hires of Michael McGehee, Michael Toney, and Seth Marder. These faculty constitute a significant part of a strong cluster in the design, synthesis, and characterization of organic and hybrid electronic and optoelectronic materials and devices. This new position will target a candidate that would round out this cluster by bringing expertise in the development of energy conversion, using new thin-film materials technologies where understanding the film formation and interfaces are critical to understanding and controlling the basic physics and operational properties of the materials. While some expertise exists on campus in this regard, the area of interfacial physics is so central to our ability to advance the field, that bringing a new person to campus who can take full advantage of the new Kratos XPS/UPS system coming online, and who can seamlessly collaborate with other members of RASEI to form a strong core for team proposals, is essential.

13. Number and names of TTT faculty (or N/A) hired in this unit over the last three academic years:

RASEI has hired 3 TTT faculty in the past 3 years, one with a start date of June 2021:

8/2017 *Tanja Cuk*

8/2018 *Bri-Mathias Hodge*

6/2021 *Seth Marder*

14. Number and names of TTT faculty who have departed over the last ten years due to the following:

In the past 10 years RASEI has had zero faculty depart.

Retirement ___0___

Failed retention offer ___0___

Other (please explain) ___0___

15. What programs (e.g., mentoring, professional development, etc.) does the unit have in place to foster diversity, equity, and inclusion to support the success of diverse faculty?

Details of our Justice, Equality, Diversity and Inclusion (JEDI) efforts and plans are outlined in the RASEI inclusive excellence narrative. RASEI has committed to mandatory implicit bias training for all institute members serving on search committees for faculty and staff hires. As part of our plan RASEI created a JEDI committee that includes faculty and staff. Three of the committee members also serve on the JEDI Committee for Institutes, where the research institutes have come together to identify best practices, support, and also prepare and give recommendations to RIO and all of the Institute Directors. As a RASEI priority, we have committed financial resources to support this effort.

In March of 2021, RASEI will join several other institutes in the 2021 Racial Equity Challenge, which includes a three-week course (CU Boulder Course [Anti-Racism 1](#)) and weekly discussion and debriefing meetings led by facilitators. In addition, since the initiation of our ARPAC review, we have made an effort to build community in several ways. The Wednesday RASEI Collider, where all RASEI members are invited to attend, occurs once a week and has had up to 40 people in attendance. Pre-pandemic we met from 1-3 pm in our common area and provided coffee, tea and light snacks. Now during pandemic, we meet once a week for an hour for coffee and tea via Zoom. We recognize the importance of community and belonging and include our neighboring institutes and departments.

Another important area that we are now focusing on is the effort to improve and support social justice efforts. Although in the very nascent stages, our policy, law and societal research thrust area are keen to address this area with a focus on environmental justice. We are refining our policies and practices to reward, encourage, and celebrate justice and engagement activities, not only under the auspices of service but also as a foundational component of our research and teaching. In doing so, we are nurturing a RASEI culture to include justice-based questions and issues that appeal to a broader range of scholars.

We are also paving the way to enable their success as BIPOC scholars, and to ensure that they are promoted and seek leadership positions in our Institute and across campus. Our efforts to ensure the success of hires that will enhance RASEI's diversity will rely on transparency, accountability, and long-term commitment as guiding principles that are inherent in everyday practices and become intrinsic values to our entire community. In addition, we will work with RASEI members at all levels to enhance people's understanding of and commitment to delivering culturally responsive mentoring, which is itself facilitated by a diverse faculty.

In addition, with the hiring of a new Institute Director, Seth Marder (arriving July 1, 2021) for whom this issue is an extremely high priority, all of these efforts are supported by and will be expanded by focusing substantial time and resources on developing and implementing additional strategic plans to redefine its metrics of excellence to be more just and equitable.

16. What is the unit's mentoring and support plan for the new hire?

While [REDACTED] is well established in the community, we recognize having strong mentoring is valuable throughout one's entire career. The incoming Director of RASEI, Prof. Seth Marder, has served in the past as a mentor for the proposed candidate in an unofficial capacity and will continue to do so very actively moving forward. While at Georgia Tech, Prof. Marder served as a mentor for several Black American faculty including the current chair of Mechanical Engineering at GT, who was first hired as an Assistant Professor at Georgia Tech. He has also served as a mentor to Black American faculty throughout the nation, who have provided him with some insight into the unique challenges Black American faculty face.

In addition to investing his own time, Dr. Marder plans to build a team of people, from both within CU and more broadly around the world, who will not only serve as mentors, but also as advocates for the candidate. In this regard we will seek participation from Mike McGehee and Garry Rumbles (both RASEI Fellows), Margaret Murnane at CU Boulder, Peter Green at NREL, Antoine Kahn (Associate Dean of Engineering at Princeton University), Henry Snaith at the University of Oxford, and Lynn Loo at Princeton University. Dr. Marder plans to meet with [REDACTED] (outside of technical meetings) on a biweekly basis for the first year or two to assist with his transition to an academic setting and will continue with such meetings with a periodicity agreed upon by [REDACTED] and Marder. RASEI will also provide necessary resources for professional development and other related activities.

Finally, RASEI is in the process of establishing a number of new committees, and mentoring is one of them. We look forward to [REDACTED] participation in this venue as both a mentor and mentee.

17. What other factors are relevant to the department's situation in requesting this hire (for example, national or international rankings, disciplinary trends, graduate student outcomes)?

We feel that it is important to hire [REDACTED] at the Associate/Full Professor level in physics to bring in a new faculty member who will be in a position to continue to build their career by forming collaborations across campus. Our proposal for a target-of-opportunity hire of [REDACTED] will increase faculty diversity, collaborative ties, and innovation in 1) RASEI, 2) our participating sister departments including PHYS, ChBE and MSE where [REDACTED] research, teaching, and mentoring would likely be most strongly associated, and 3) the internationally recognized CU physics and perovskite program. Given the extremely low representation of Black Americans in the faculty of both RASEI and physics, it is particularly important for CU to hire a BIPOC scholar in physics at this time through the Faculty Diversity Action Plan.

Here are a few of [REDACTED] accomplishments in only the past two years that identify his national rankings, funding and publications:

1.

4. *His funding is solid and with an appointment on CU, he will have a chance to expand this quite considerable research portfolio through participation in NSF grants as well as with other agencies.*
5. *He recently accepted a position on the Board of Reviewing Editors of Science, widely considered the premier publication for the entire scientific community.*

18. Please attach the unit's updated Inclusive Excellence Narrative.

The Renewable and Sustainable Energy Institute (RASEI) at University of Colorado Boulder is a joint institute with the National Renewable Energy Laboratory. Our mission is to expedite solutions that transform society by advancing renewable energy science, engineering, and analysis through research, education, and industry partnerships. RASEI's commitment to attracting, retaining and supporting students, faculty, researchers, staff, and collaborators to build the requisite culture and community of inclusion is integral to this mission. Technical excellence requires RASEI to foster an environment where all are able to grow, thrive and be successful by engaging with diverse perspectives through a growth mindset.

In our pursuit of a more diverse and inclusive community, the institute is committed to efforts in the following four key areas: Justice, Equality, Diversity, Inclusion (JEDI)

J- We commit to challenging both the historical roots and the existing framework of oppression and injustice in order to enhance the intellectual, social, and emotional functioning of the individual regardless of gender, ethnicity, race, nationality, age, religious or spiritual beliefs, sexual orientation, education, and experiences.

E- We aim to promote fairness, empowerment, and advocacy for each individual because we believe that each individual has the right to civil liberties, to equal opportunity, to be treated fairly, to belong to a community and to enjoy a sense of safety and security.

D- We believe that diversity drives innovation and builds a sense of community and belonging. We celebrate all points of view and thrive on different perspectives. ensure the successes that will enhance RASEI's diversity we will rely on transparency, accountability, and long-term commitments as guiding principles that are inherent in everyday practices and become intrinsic values to our entire community.

I- We welcome all at the table and everyone will be respected and heard. We encourage and empower contributions from individuals and groups within the institutes, at all levels, with a key focus on minimizing barriers and building a sense of belonging.

RASEI aspires to be an Institute that pursues excellence and this demands that diversity in all of its forms be embraced and celebrated. We will recruit, develop, retain, and engage a constituency of students, faculty, and staff with heterogeneous backgrounds, perspectives, interests, and talents. By creating such a community we will enable excellence across RASEI activities and form a foundation for transforming energy, the environment and society.