

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3533-22/FA (Rev)  
March 17-18, 2022

**CULTURAL TAXATION, ISSUES AND FACULTY INPUT**

- RESOLVED:** That the Academic Senate of the California State University (ASCSU) recommend that CSU campus Senates address faculty experiences of cultural taxation, and its long-term negative effects especially on faculty who identify as BIPOC (Black, Indigenous, and People of Color), women, LGBTQIA+, other-abled people, and aging faculty; and be it further
- RESOLVED:** That the Executive Committee of the ASCSU form a task force comprised of experts from within the ASCSU to create, in concert with the California Faculty Association (CFA), an anonymous web-based questionnaire with open-ended questions (feedback form) so that faculty on all 23 campuses may use the form to describe their experiences of cultural taxation; and be it further
- RESOLVED:** That the feedback form provide a long-term opportunity for faculty who identify as BIPOC (Black, Indigenous, and People of Color), women, LGBTQIA+, other-abled people, and aging faculty to share the challenges, obstacles, and experiences of cultural taxation as an ongoing impediment to full professional growth and development in academia; and be it further
- RESOLVED:** That the feedback form allows for faculty to illustrate the difficulty of navigating work-life balance, such as racial and intersectional inequalities, gender inequalities, cisheteronormative obstacles, the myriad challenges of aging faculty and/or being other-abled; and be it further
- RESOLVED:** That each semester the ASCSU publicize this instrument to campus faculty and urge participation of all faculty members; and be it further
- RESOLVED:** That the ASCSU task force develop a maintenance and access plan to this feedback form; and be it further
- RESOLVED:** That these faculty experiences of cultural taxation remain confidential; and be it further

**RESOLVED:** That these faculty experiences are collected in tandem with any actions taken by campus senates with regards to cultural taxation through assigned time to understand if the actions match the need; and be it further

**RESOLVED:** That the task force prepare an annual report from the data; and be it further

**RESOLVED:** That this annual report be shared with high respect for the faculty and the difficulties they face with decision makers, e.g., the Board of Trustees, governor, and legislators such that they become educated on the effects of these faculty experiences with regard to cultural taxation; and be it further

**RESOLVED:** That the ASCSU distribute this resolution to Governor Gavin Newsom, the CSU Board of Trustees, California Faculty association (CFA), California State Student Association (CSSA), CSU campus Presidents, CSU campus Provosts/Vice Presidents of Academic Affairs, CSU campus division vice presidents of: Student Affairs, Administration and Finance, Information Technology, University Advancement, Human Resources, Diversity and Inclusion, CSU College Deans, CSU campus Senate Chairs, and the CSU Emeritus Retired Faculty & Staff Association (CSU-ERFSA).

***RATIONALE:*** *The voices of over 29,000 faculty members are critical in decision making from the Governor, Legislators, Board of Trustees, University presidents, and other leaders.*

*Cultural taxation (CT), or the expectations placed on BIPOC (Black, Indigenous, and People of Color), women and, LGBTQIA+, and other-abled people to attend to diversity-related work and the extra burden experienced due to their commitment to equity issues linked to their race (Joseph & Hirshfield, 2010; Padilla, 1994). Padilla (1994) defined CT as “situations imposed ... by the administration, which assume that we are best suited for specific tasks because of our race/ethnicity or our presumed knowledge of cultural differences” (p. 26). Padilla (1994) notes six spheres of cultural taxation experienced by underrepresented faculty:*

*1 - Being the “expert” on matters of diversity; 2 - Being called upon to educate majority group about diversity; 3 - Serving on affirmative action task committees; 4 - Serving as liaison between the institution and ethnic communities; 5 - Sacrificing time from one’s work to serve as “solver, troubleshooter, or negotiator” for conflicts*

*among administration, students, and community; and 6 - Serving as translators for non-English speaking visitors to the campus. (p. 26).*

*Cultural taxation has been, and continues to be, an issue for BIPOC (Black, Indigenous, and People of Color), women, LGBTQIA+, and other-abled people. The pandemic exacerbated and highlighted the burden that is already acknowledged by some.*

*The data in form of narratives will be gathered through feedback forms. These data will be kept separate from the participants profiles.*

*Data in the form of statistics are critical, but not as influential as hearing the experiences of faculty, from their beginning and especially through the ongoing pandemic. For many, there have been sacrifices during virtual, home teaching because of family responsibilities, technical skills and stability, lack of administrative support, and the stress from the unpredictable future. Furthermore, our multilingual competent faculty continue to be asked to serve as translators for documents, campus visitors, campus services, and to conduct non-English media interviews, work that is not considered a part of the Retention Tenure and Promotion process.*

*Additionally, the uncertainty of employment, as evidenced by the Bureau of Labor Statistics, February 2021, estimated that 650,000 jobs were lost by colleges and universities from the pandemic's start to the end of 2020. It is estimated that 90 minutes are lost each day of the pandemic by female faculty members with children (Deryugina, T., Shurchkov, O. & J. Stearns, 2021).*

*Challenges attend BIPOC, women, and LGBTQIA+ faculty on a routine and predictable basis in terms of mentoring, childcare, elder care, and other demands. Societal perceptions and expectations of BIPOC, women, and LGBTQIA+ faculty are not commensurate with those applied to heterosexual, white males. The need to support BIPOC, women, and LGBTQIA+ faculty, and address these challenges has only been made more evident throughout the COVID-19 pandemic.*

*Our recently negotiated contract recognizes and names cultural taxation. However, many faculty members who are experiencing cultural taxation are not aware of the program for reassigned time. Thus, we resolve that collection of data should also concentrate on how academic senates in our campuses deal with cultural taxation through reassigned time. We resolve to do this in order to understand if this reassigned time addresses the needs of faculty experiencing cultural taxation.*

*Further, experiences of cultural taxation are also inclusive of faculty experiences and extra pressures during the COVID-19 pandemic. The feedback form provides an opportunity for faculty to share their professional challenges, many of which were exacerbated by the ongoing COVID-19 pandemic, such as transitioning to teaching online, hybrid teaching, policing mask wearing in the classroom and labs, increased mentoring, advising, substandard or inadequate technology (forcing faculty to pay out of pocket for supplies), and additional committees.*

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*Sources:*

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*Deryugina, T., Shurchkov, O. & Stearns, J. (2021). Public school access or stay-at-home partner: Factors mitigating the adverse effects of the COVID-19 pandemic on academic parents. National Bureau of Economic Research, Working Paper Series, No. 29668. <https://www.nber.org/papers/w29668>*

*Joseph, T. D., & Hirshfield, L. E. (2010). "Why don't you get somebody new to do it?" Race and cultural taxation in the academy. Ethnic and Racial Studies, 34(1), 121-141. <https://doi.org/10.1080/01419870.2010.496489>*

*June, A. W. & Elias, J. (2021). What higher education has endured for the past year. The Chronicle of Higher Education 67, (14) 48-49.*

*Padilla, A. M. (1994). Ethnic minority scholars, research, and mentoring: Current and future issues. Educational Researcher, 23(4), 24-27.*

**Approved – May 19-20, 2022**