

The City University of New York
Office of Recruitment and Diversity
 Annual Report 2016-2017
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 Recruitment and Diversity

Executive Overview

CUNY's experience demonstrates that diversity, equity and inclusion transform life at the University. New York City has recognized the University's importance to the public good. Aligning the University's mission with diversity, equity and inclusion requires an intentional strategic direction. The Office of Recruitment and Diversity (ORD) is responsible for planning and implementing this transformative vision.

The University has charged ORD with achieving its goal of augmenting our diverse workforce; fortifying our institutional infrastructures through strong, visible leadership, broadened outreach and recruitment. This charge includes but is not limited to:

- Promoting diversity as a core value of the institution and as a critical component of knowledge creation and excellence;
- Fostering the hiring and development of a diverse workforce through broad and meaningful recruitment and outreach to the University's protected groups;
- Overseeing and providing guidance for compliance activities;
- Providing reports to internal and external stakeholders;
- Engaging faculty, staff, and academic leaders in creating innovative programs to support and retain members of the University's protected classes; and developing measurable diversity goals and assess results within the University's accountability systems.

The 2016-2017 ORD Annual Report documents these engagements, opportunities, and challenges.

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Introduction

The Office of Recruitment and Diversity's (ORD) mission and practice is to leverage the power of human resources to promote diversity, equity and inclusion at CUNY and in the broader society. Our staff provides a supportive organizational structure and the administrative know-how to allow for the implementation of University-wide goals as delineated in the CUNY Strategic Framework and Master Plan 2016-2020. By focusing on three key areas – diversity and inclusion, recruitment and retention, and compliance – we work to ensure that CUNY is hailed as a model institution of urban higher education that supports accessibility, affordability, accountability, sustainability and excellence for our workforce and students.

ORD established one overarching goal for 2015-2016: to conduct a comprehensive self-assessment of our services, policies, procedures, and protocols. This goal inspired us to think about how to tailor models of shared duties and responsibilities for cross-training our staff and how to respectfully and effectively achieve professional growth across a unit. Our partnerships, dialogues, and committee work with other units in the Central Office and on academic campuses revealed opportunities for streamlining recruitment and compliance processes affecting our mutual goals and responsibilities.

In 2016-2017, ORD sought to:

- Implement and build upon University-wide diversity programming (e.g., *Biennial Faculty Diversity and Inclusion Conference, Faculty Fellowship Publication Program, the Mellon Foundation Faculty Diversity Career Enhancement Grant, Diversity Projects Development Fund, Campus Climate Task Force*)
- Review and improve metrics that assess strategic initiatives and outcomes in collaboration with the campuses (e.g., assess *Faculty Diversity Strategic Plans*, streamline the Search Process, bolster Recruitment and Exit Surveys)
- Refine compliance business practices, procedures and documentation (AAP, Quarterly Reports on the Status of the Faculty and Staff, among others)

Unit Role & Purpose

The emergent OHRM Strategic Plan and the Strategic Planning Committee helped us articulate and execute the vision for diversity, equity, and inclusion expressed in CUNY's Master Plan and Strategic Framework. Key components of the University-wide *Diversity Action Plan (2012)* continue to guide our proactive approaches to diversity and inclusion. Our assessment of ORD's role at CUNY prompted an examination of how we utilize of resources for promoting effective practices, enhancing our visibility, and strengthening unit operations.

Diversity Programming

The Chancellor's Diversity Fund not only signals the value of diversity at CUNY, but also enables ORD to support campus diversity efforts. It provides foundational resources for the

Faculty Fellowship Publication Program (FFPP), Diversity Projects Development Fund (DPDF), and Biennial Faculty Diversity and Inclusion Conference. These initiatives tangibly demonstrate that we are committed to transformational excellence and the production of insightful knowledge engendered through diversity. We underscore the University's commitment to diversity and inclusion, and indicate the need to continue our collaborative efforts to maintain current programming as we undertake new initiatives that broaden outreach to underrepresented groups and augment programs to retain and advance all faculty, students, and members of the CUNY staff.

The Faculty Fellowship Publication Program (FFPP) supports the efforts of new faculty to achieve reappointment, tenure and promotion by pairing them with Mentors who provide customized guidance and support on the writing and publication process. The Office of Human Resources Management has offered this signature program to CUNY faculty for over 19 years. In the spring of 2017, 54 faculty fellows participated in FFPP led by nine Mentors. The program is supported by the Chancellor's Diversity Fund, an allocation provided to the Office of Recruitment and Diversity to support CUNY's commitment to the benefits a diverse professoriate brings to CUNY, the city and the state. Dr. Shelly Eversley, Associate Professor of English at Baruch College, serves as the Academic Director.

FFPP Demographic Profile

Gender:

Female 70%; Male 30%

Race & Ethnicity:

Asian 18%; Black 24%; Hispanic 11%;
Italian American 4%; White 43%

An integral part of the Program is the Publishers Roundtable. This year's Roundtable was expanded to include a keynote lecture and conversation about the increasing significance of digital visibility and publishing for scholars. Megan Wacha, CUNY's Scholarly Communications Librarian, presented on the subject. She also offered instruction on using CUNY Academic Works and Google Scholar as efficient means to use digital tools to enhance a professional profile. Editors from NYU Press (Ilene Kalish) and from Rutgers University Press (Kimberly

Guinta), joined Professor Kelly Baker Josephs (York), editor of *sx salon: a small axe literary platform*, to discuss academic publishing, including the details of the author query, book proposal, and publishing processes. Fellows had an opportunity to ask questions and to make personal contact with the editors. For the first time, and in response to Fellows' feedback and requests, CUNY faculty and former FFPP Fellows, Professor Mary Phillips (Lehman College) and Professor Keridiana Chez (BMCC), presented on their personal experience with publishing, reappointment and tenure preparations. The presentations helped dispel some of the mystery new faculty often feel about this process. FFPP is one example that demonstrates the University's commitment to faculty success.

The FFPP Publication Showcase initiated in 2016 is a culminating event that celebrates scholarly achievement. The 2017 Publication Showcase celebrated the books and scholarly articles recently published by FFPP Alumni; it provided an opportunity for faculty recognition and commendation for their work as public servants and as critical assets to the research and development that drives the University's mission to educate the City of New York.

This past year, FFPP expanded its digital community on CUNY's Academic Commons to include an FFPP blog, with professional advice, academic news and professional announcements. The blog is maintained by FFPP's Academic Director, and FFPP Mentors create an expanding database of content.

FFPP's sustainability and innovation depends on secure funding and institutionalization. The record number of applications to participate in FFPP proves its vital need among CUNY faculty, and the consistent request from Fellows for more dedicated time to meet and to write among peer groups is another indication of the necessary investment in faculty development and retention. As we continue to promote FFPP's successes as an effective model of faculty development, we will create collaborative opportunities between Mentors and Fellows, past and present, thereby creating an engaged community of scholars. (Appendix I)

The Diversity Projects Development Fund (DPDF) provides funding for educational projects, scholarly research, creative activities and other programmatic initiatives that promote diversity, equity and inclusion, affirmative action and nondiscrimination for the benefit of the University community. Grants are awarded on a competitive basis and proposals are selected based on impact on the University community, new curricular models, dissemination and assessment of results, and potential for successful continuation past the grant period. Current full and part-time members of the University Instructional Staff may apply for grants. It is administered by ORD and the University Advisory Council on Diversity (UACD) who provides guidance and oversees DPDF operating guidelines, and review and selection of DPDF proposals. During the academic year 2016-2017, a total of 116 proposals were received. Following the review process, 28 projects were funded, representing 16 campuses, for a total DPDF allocation of \$85,625.10. Limited budgetary resources reduced the overall funding allocation and the award level for each recipient. (Appendix II)

The Biennial Faculty Diversity and Inclusion Conference has been recognized as a signature event for the University. The third conference, "*CUNY at the Crossroads: Diversity and Intersectionality in Action*" was spearheaded by Maryann McKenzie and a University-wide Faculty Planning Committee. The conference addressed a range of topics and created meaningful opportunities to seriously address challenges faced by the University and the nation. This daylong event offered faculty and staff an opportunity to share and discuss research findings, experiences, and concerted actions that can be taken to increase diversity and foster inclusion in the academy. Nearly 375 attended this University-wide event. In addition to opening speaker Marybeth Gasman from the University of Pennsylvania and a midday panel of nationally-recognized scholars, the conference offered 27 concurrent sessions led by CUNY faculty and a series of student poster sessions. Nearly 3,000 people either watched CUNY TV's live stream of the midday panel discussion or have accessed the video online. Video link: <https://youtu.be/gqxlMWnue6A> (Appendix III)

CUNY Mellon Faculty Diversity Career Enhancement Initiative

ORD models best practices and offers collaborative programs that promote faculty and staff development. To this end, the University Dean submitted a successful proposal to the Mellon Foundation in support of a faculty diversity career enhancement initiative at four senior colleges that aim to mentor, retain and advance faculty through the ranks of the professoriate. The \$540,000 Mellon Foundation grant supports CUNY in this endeavor. The project will last just over three years. Four campuses serve as the sites for its implementation – Brooklyn, CCNY, Hunter and Queens – the four Mellon Mays Undergraduate Fellows (MMUF)-serving institutions at CUNY. The project administered by Dr. Victoria Stone-Cadena with the support of ORD and OAA focuses on the development of sustained faculty mentorship via research/writing seminars on each MMUF campus followed by a series of professionalization workshops over 18 months to increase the retention of a diverse professoriate. The office developed a website to showcase the CFDI and can be accessed via the following link: <http://www1.cuny.edu/sites/cfdi/>.

In the 2016-2017 inaugural year, 28 fellows participated. Their work is interdisciplinary, and strongly aligned with scholarship in the social sciences and humanities. The grant is intended to bolster the advancement of a diverse professoriate in these areas of scholarly inquiry. The research/writing seminars yielded very exciting outcomes. For example, Linda Villarosa's article, *"America's Hidden H.I.V. Epidemic: Why do America's black gay and bisexual men have a higher rate than any other country in the world?"* was published in *New York Times Magazine* on June 6, 2017 and speaks to one of the urban foci on health and well-being where CUNY has demonstrated exemplary leadership nationally.

Mellon Demographic Profile

| | |
|-------------------------------|----|
| <i>Gender:</i> | |
| Male | 8 |
| Female | 19 |
| <i>Ethnicity:</i> | |
| Asian/ Asian American | 3 |
| Black/ African American | 5 |
| Hispanic/ Latino | 4 |
| White, non-Hispanic | 6 |
| North African/ Middle Eastern | 1 |
| Multiple Ethnicities | 2 |
| Unreported | 6 |

In addition to their commitment to a research/writing seminar, the fellows participated in two workshops this past spring. "The Nuts and Bolts of the Annual Review" workshop, was the first in a series of professional development workshops. Guest speakers, Dr. Sherri-Ann Butterfield, Executive Vice Chancellor of Rutgers University-Newark, and Dr. Rosamond King of Brooklyn College, shared their insight and practical advice on the annual review process. The second workshop, "The Book Prospectus: Peer-Reviewed Work and the Publishing Industry" with guest speaker Ken Wissoker, Editorial Director of Duke University Press, and Director of Intellectual Publics at the CUNY Graduate Center, covered a broad range of publication strategies, asking pointed questions to prompt the fellows to think about the key objectives and arguments in their emergent scholarship. (Appendix IV)

Partnerships with OAA in Support of Leadership and Administrative Development OHRM and ORD are also collaborating with the Office of Academic Affairs (OAA) on a new initiative to train and encourage faculty and administrative leaders to advance their careers. The CUNY Leadership Development Program is a professional development program intended to cultivate a diverse group of future leaders. The program aims to provide training, support, development and networking opportunities to CUNY faculty and staff who are interested in a career in higher education leadership – with a particular emphasis on those interested in leadership positions within CUNY. The program will support and celebrate the University's commitment to a diverse community that is inclusive of all groups and individuals with a generous grant from the Harvard Foundation of New York and matching funds from CUNY's Office of Academic Affairs. During the summer of 2018, program participants will begin their training by attending one of the academic leadership programs offered by the Harvard Institutes for Higher Education (HIHE), shadow CUNY leaders in 2018-2019, attend workshops, and work on a project the addresses CUNY's commitment to diversity and inclusion for the benefit of their department, college or the University. The program will be announced in the fall of 2017.

ORD in concert with OAA and other members of the Central Office is also working on the Strategic Framework Planning and Implementation Group on Knowledge Creation to support diversity and innovative research. The University Dean is serving as the co-lead on this extremely important endeavor.

Recruitment

In 2015-2016, as part of an ongoing process of self-assessment, we reviewed our recruitment

and advertising practices to improve efficiencies that support broad outreach. We developed and introduced a new recruitment policy statement, and a search planning template to further support outreach. A task force composed of campus recruiters and diversity officers provided recommendations to enhance technologies and recruiting outlets. New hire and exit surveys are helping us to develop databases, posts, and guides regarding employment opportunities and workforce practices at CUNY. Spearheaded by Anne Chamberlain and Jenny Hua, ORD continues to revise search processes to improve upon our recruiting efforts at the Central Office and on the campuses. Additionally, ORD facilitated a number of webinars, workshops, and training exercises to augment campus recruiting efforts. HR Recruiters Network meetings are held three times a year (Fall, Winter, Spring) and enable HR and CDOs to come together to discuss and share best practices. Programs administered centrally, such as the new hire and exit surveys, are helping us to measure the effectiveness of our hiring process. All campuses are provided administrative and reporting access to the centralized exit survey system. ORD continues to offer training and assistance in navigating the system and interpreting the reports. We understand the need to remove barriers and roadblocks as we continue to provide more training and resources to guide campuses in creating a positive recruitment experience for prospective applicants and future hires. Our office manages the University accounts on LinkedIn and Twitter and has implemented internet approaches to maximize the exposure of CUNY jobs throughout the web. These include the use of the DirectEmployers distribution options to help attract a larger audience to our jobs. We understand that recruiting is relational and as such we continue to provide support to the campuses. CUNY is poised to actively recruit faculty and staff by building upon best practices. Our goal is to maximize our most important resource, human capital.

CUNY Workforce Data

Fall 2016 data at CUNY indicates that the percentage of full-time faculty from underrepresented groups is 34.5%. The total number of women increased slightly even though the percentage remained steady at 48.4% among the ranks of the faculty. Italian Americans declined by 10 or 0.1%, of the total Italian American faculty representation of 5.1%. Less than 1% of our faculty identify as either Individuals with Disabilities or Veterans. Among the full-time staff including classified staff (excluding faculty), there are a total of 12,450 employees: 65.2% from federally protected groups, 30.3% are White, and 4.5% are Italian American.

Cognizant of the need to seize opportunities to build a world-class faculty and staff to support the education of CUNY students, ORD collaborated with other units in OHRM, the Human Resources Directors, and the Chief Diversity Officers to streamline the application and review process for search waivers and to encourage full-fledged searches whenever possible. A careful and systematic reading and assessment of each case allows for consistency in policy and practice. This past year, 63 search waivers were approved system-wide, excluding waivers granted for CUNY CLIP and CUNY Start instructors.

Diversity Data Procurement and Presentation

ORD's commitment to improve outcomes is bolstered by the challenges and expectations of students and external stakeholders in the City and State of New York. The unit provides CUNY data indicative of transformative change in the workforce longitudinally to the following offices: the Office of the Chancellor, the Council of Presidents, the Board of Trustees, the New York State Legislature and New York City Council committees and task forces on diversity and higher education. Data also allow various constituencies to work in concert to critically assess how current efforts might be augmented to enhance diversity and improve upon our overall outcomes.

ORD staff is committed to providing comprehensive datasets that reflect CUNY's diversity by engaging in assessments of data systems available internally and externally to achieve our goals. In partnership with Computer Information Systems (CIS) we are making strides that will further improve the reporting process. Quantitative as well as qualitative data sources are employed that allows for the development of talking points, reports, and presentations to varied constituencies. For example, our annual, three-year, and ten-year workforce assessments produced by Jean Chen in collaboration with HRIS facilitated dialogue with AAARI, the Dominican community, and the Italian American/Calandra Institute task force, the New York City Council Task Forces on Higher Education, and the Board of Trustees.

To this end, the unit has painstakingly developed Quarterly Reports that have deeply mined data sources across CUNY. The new Quarterly Reports on Employee Diversity, submitted to the Chancellor and the CUNY Board of the Trustees (2016-2017), provided a thorough overview of the 2015 and 2016 Affirmative Action Plans (AAPs) submitted by the Central Office and campuses. The comprehensive Reports presented this past year to the Board Committee on Faculty and Staff (COPs FSA) delineated the objectives of the AAP and CUNY's ongoing commitment to address underutilization. The Reports address how CUNY seeks to achieve representation of protected groups by addressing market availability and underutilization for faculty and staff. Workforce data includes gender, race/ethnicity, veteran status, and the disability status organized by job group for the Central Office and each CUNY campus. The separate plan for Italian Americans as per a settlement agreement is also utilized to report on the status of this ethnic group in the CUNY workforce. The Quarterly Reports point to areas of growth over time and highlight areas for improvement. Key dialogues ensued in 2016-2017 prompting: 1) An assessment of AAP data procurement and processes; 2) Training of search committees, faculty, and CDOs to improve outcomes; and 3) The Chancellor's Faculty Diversity Working Group supported by the VC for Human Resources Management and the University Dean of Recruitment and Diversity.

This year we planned to evaluate how Affirmative Action plans were developed. The production of the Quarterly Reports on Employee Diversity prompted us to prioritize this review which included analyzing the results of two years of AAP reports. We then developed methods to facilitate the reporting process. This year's goals were modified to enable an accelerated schedule for the AAP that permitted timely summary reporting; to resolve data consistency issues; and to manage data centrally so that data outputs were consistent. An additional goal was to lay the groundwork for future automation by documenting and simplifying business rules so that CUNYfirst could more reliably provide datasets required for the Affirmative Action Plans and Italian American Affirmative Action Plans. Spearheaded by Anne Chamberlain, we reversed the process from one where the campuses created detailed plans, reviewed and summarized centrally, to one where ORD personnel created and supplied the detailed datasets following campus review of raw data. Instead of the traditional multi-day technical training program, we held a one-day orientation for campus personnel with extensive documentation followed by telephone support and weekly conference calls; we also investigated data issues reported by campuses, assisting them in working with their Human Resources departments to resolve problems. Additional changes with the support of HRIS still need to be implemented and we expect these to be addressed this coming year. We believe these changes have improved the process and will reduce the burden for all concerned, and enable campuses to focus on the analysis and on the design of effective Affirmative Action programs in support of diversity and inclusion.

The University-wide *Diversity Action Plan* (2012) clearly articulated and supported the development of Faculty Diversity Strategic Plans (FDSPs) for each campus. The campus plans

should be aligned with the University's diversity vision and mission; be consistent with CUNY policies and college governance rules; be tailored to address the specific needs of the campus; and specify a timetable and evaluation measures for each strategy proposed to enhance recruitment, retention, and climate. The University Dean and Roselby Sosa spearheaded the development and implementation of a workbook to facilitate the reporting process and to encourage the campuses to actively engage in assessment. The project is underway and it is our expectation that this will allow for strategic campus visits in support of diversity initiatives with demonstrable outcomes.

Diversity Enhancements: Training and Dialogue

At ORD, we are encouraging outreach and fostering communication and collaboration with the Chief Diversity Officers, HR, campus-level administrators, and the faculty. University-wide Diversity Dialogues are important stepping stones that support recruitment, retention and the overall CUNY climate. The first of these Dialogues was launched in May of 2017. Presenters provided relevant insight into the realities that faculty from underrepresented groups face in the academy. ORD also provided CUNY resources that many of our colleagues do not access or review regularly. By doing so, we are intentionally providing accessible information on effective policy and practice in support of diversity and inclusion on a regular basis and in a variety of formats.

The University Dean serves on the Chancellor's Campus Climate Working Group. A number of positive outcomes have resulted from this endeavor. Of particular note is the development of a video project where CUNY faculty share their expertise on race/ethnicity, sexuality, religious tolerance, and the like. They powerfully articulate how we might productively engage one another as an intellectual community and as global citizens. User guides are being developed by Dr. John Vogelsang at Queens College. The University Dean is working with Dr. Vogelsang to make the information available to CUNY faculty, students, and staff in a host of venues.

The Chancellor's Faculty Diversity Working Group met on several occasions in the spring term to develop a plan for the implementation of the Chancellor's charge. To this end, the Chancellor charged the working group to: 1) Identify innovative, evidence-based recruitment and retention policies and practices that can be adapted for and adopted by CUNY; 2) Develop recommendations for short/long-term faculty diversity goals; and 3) Develop recommendations for short/long-term evaluation and accountability for CUNY's success in meeting its commitment to faculty equity. We continue to support the Working Group in this endeavor.

Compliance Activities

The Central Office CDO, who also serves as Title IX Coordinator and ADA/504 Coordinator, helps ensure that the Central Office is in compliance with its legal employment-related requirements and advises the staff on various University-wide legal and policy matters. Michael Valente participates in the CUNY-wide Title IX Working Group and has provided input regarding the implementation of federal, state and city mandates. Through its involvement with the Title IX Campus Climate Advisory Board, ORD provided assistance with the design of a campus climate survey pursuant to "Enough is Enough." In spite of administrative changes and reporting of the University Title IX Officer to the Office of Student Affairs this past year, ORD continues to play a supporting role.

The unit continues to effectively engage in the development and assessment of policy, procedure and practice related to discrimination, gender identity, individuals with disabilities and veterans. We have strengthened partnerships with the Office of General Counsel and the Office of Student Affairs by revising manuals and protocols to further streamline investigations and

reporting mechanisms. Opportunities have been provided to solicit feedback from various stakeholders at the Central Office and on the campuses. We have supported and provided extensive training in response to the implementation of new policies and procedures and expect that these collaborative efforts will facilitate workload and the reporting process for various constituencies.

The CDO also created and implemented a comprehensive live, interactive training program for all Central Office employees regarding CUNY's policies against discrimination and sexual misconduct. Over the past year, the CDO provided this training to nearly 200 employees in numerous Central Office units with overall training to 1000 employees CUNY-wide. Also, during this same time period, discrimination and sexual misconduct complaints were investigated and Central Office employees and others throughout the University (CDOs, LADs, OGC, etc.) were advised about matters related to their equal employment opportunity concerns. Ongoing meetings and calls with the CDOs help to support our compliance efforts.

In 2016-2017 we successfully concluded six audits of the diversity practices at our community colleges (conducted by the NYC Office of Equal Employment Practices Commission). These newly-expanded audits were highly comprehensive and required a great deal of support for the campuses over a sustained period of time.

Leadership and Professional Staff Development at ORD

OHRM and ORD are committed to the professional advancement and training of staff. Maryann McKenzie and Dr. Shelley Eversley, Academic Director of FFPP, presented a joint paper with the University Dean at the National Conference on Race and Ethnicity (NCORE). The presentation focused on the range of strategies that support diversity and inclusion at CUNY. The staff were provided with the opportunity to engage with and learn from other higher education officers and administrators. Anne Chamberlain attended HERC and Direct Employers conferences and webinars in support of our recruitment efforts. She also completed an eight-month certificate program at the Center for Social Impact Strategy at the University of Pennsylvania, Jenny Hua participated in the annual meeting of TIAA/CREF Emerging Leaders Conference, and other staff members (Meggin Brown, Jean Chen, Jenny Hua, Roselby Sosa, Victoria Stone-Cadena) attended training sessions to increase their proficiency with compliance, outreach to persons with disabilities, data mining, database development, budgets and procurement.

Budget

The ORD budget supports personnel, unit operations (OTPS) and diversity programming. As with all OHRM units, ORD funding has been reduced for FY2017-2018. As we work to maximize resources and engage in a range of efficiencies, we anticipate that successes can be achieved. We have redirected and curtailed expenses focusing on recruitment to maximize outreach by enhancing our digital presence and working with vendors that have clearly defined metrics to assess impact and we are prepared to help us develop strategies for improved recruitment outcomes.

Endorsed by the Chancellor, the *Diversity Action Plan* recommended various activities to support a vision for diversity and inclusion. For example, for FY 2016-2017, \$450,000 had been requested for diversity programming, but \$400,000 had been allocated resulting in a 12% cut. We requested \$390,000 for FY 2017-2018 and are still awaiting final word on the allocation and transfer of funds. Without this allocation, the signature Faculty Fellowship Publication Program (FFPP) and other initiatives in support of faculty and staff recruitment, retention and

development cannot be fully realized. Following a reassessment of funding priorities, recommendations follow to achieve a range of goals.

Challenges: Workforce Management, Workload, Staff Development, and Budgetary Processes & Constraints

A confluence of events brought about a series of challenges for ORD:

1. Two ORD administrative staff resigned to pursue career opportunities elsewhere, leaving a labor gap. Other ORD staffers managed their tasks.
2. New members joined the Board of Trustees in June 2016. New Quarterly diversity Reports on the CUNY workforce were required by the Chancellor and the Board of Trustees. Data was reviewed, and manually entered to create 120-page+ reports.
3. The development of strategic planning processes and frameworks coupled with increasing budgetary constraints prompted further evaluation of programmatic efforts.

This resulted in a reevaluation of ORD staff competencies which revealed the need for a new hire to facilitate assessment-related tasks, with expertise in quantitative data and analysis. In order to assist the work of the campuses, it is also projected that new assessments of AAPs, FDSPs and other datasets will now become an added feature of the unit's portfolio, further justification for these competencies. An interest in quantitative data and the practices that undergird our e-reporting structure required the review and reformulation of workforce data, AAP data as well as the articulation of our methodology to produce Quarterly Reports on Faculty and Staff Diversity. This foundational project on report production also reinforced the need for cross training of current staff. Anne Chamberlain managed much of this owing to her expertise with CUNYfirst, Access and programming. Jean Chen took an active role in production of workforce data to allow for longitudinal interpretations and assessments. The Dean's expanding portfolio required a higher level of administrative skill and support that allowed for the review, interpretation, and presentation of quantitative and qualitative data to various stakeholders.

Workload

ORD was also dependent on the accuracy of data presented in the AAPs. Our review yielded a host of inconsistencies in reporting that needed to be remedied by the CDOs and other personnel on the campuses. Templates were developed by ORD and refined with each iteration of the Quarterly Report. However, problems continue to persist. Staff need to be trained on the development of the templates, and on the retrieval, input and production of quantitative data to support the collective and timely production of these reports. The reliance on the expertise of one person versus training several staff members to effectively produce Quarterly Reports remains a formidable challenge. That said, a total of four Quarterly Reports have been produced, but it has been demonstrated that the hours devoted to this are not sustainable over the longer term. Therefore, ORD is developing frameworks of standard operating procedures (SOPs) moving forward for the AAPs, Quarterly Reports, and other workforce data to facilitate project management. Staff will be further assessed in the future based on their ability to work collectively to achieve unit goals.

Portions of the AAP continue to be dependent on data mined from CUNYfirst. For example, applicant data and analyses remain a challenge. We expect this will be resolved in the near term with the support of HRIS and CIS. Increased workload demands by CDOs who also serve as Title IX Officers continue to impact ORD's ability to further support training, timely feedback on required reports, and initiatives to improve AAP reporting processes, the Faculty Diversity

Strategic Plans, and audits. In concert, these documents and audits are meant to help us clearly articulate plans and assess campus activities related to CUNY faculty and staff diversity.

Collaborative efforts with OAA have yielded new initiatives in support of faculty diversity. As these initiatives are solidified, an increased attention to the leadership development of a highly diverse staff must be addressed. Projected retirements and the changing face of the CUNY workforce is of concern. Efforts need to be made to further engage the campuses in succession planning and the advancement of CUNY staff.

Staff Development

The University Dean in collaboration with the Deputy and Executive Assistant keep track of multiple projects and tasks undertaken and assigned to the unit. Regularly scheduled bi-monthly staff meetings have been implemented. Staff members have been encouraged to work collaboratively on a number of projects. Positive strides have been made, however, there is still much room for improvement. Supervisors are being strongly encouraged to teach, mentor, and delegate responsibility to others in the unit. Attempts to encourage the development of standard operating procedures and the documentation of tasks to enhance communication, educate, and improve outcomes have been met with some resistance. Human nature is typically risk averse to change and so introducing new ways of managing projects remains a challenge. We are still working to change customary practice in support of collaborative learning opportunities for professional growth as projects and tasks are fulfilled in ORD and OHRM. Staff are also being encouraged to take advantage of the various trainings offered by PDLM to further advance their professional skills. As has been demonstrated, ORD staff will be cross trained as required in order to more effectively manage the increased workload. We can all benefit from professional development opportunities so that the unit works 'smarter' and increases ORD's positive impact on the University community.

Budgetary Processes & Constraints

Fiscal constraints and an increased level of oversight notwithstanding, ORD effectively managed a wide-ranging portfolio of compliance, diversity, and recruitment activities, most all achieved through hard work, dedication and collaborative efforts of our committee volunteers. Challenges related to the procurement process and honoraria for our external speakers resulted in untimely reimbursements in spite of ORD's due diligence. We hope to develop an improved partnership with UBO moving forward.

While ORD supported the training of new and continuing staff members on CUNYfirst, the budget, the procurement process, and Concur, problems persist that impact our ability to plan and execute ongoing programs in support of diversity. We expect that additional training undertaken by new staff members will improve upon business processes within their control.

The spatial configuration of the office and its staff needs to be addressed to fully maximize the space and to ensure that confidentiality is maintained. With the departure of staff, the office space has not been reconfigured to optimize its use.

As noted in the Budget for 2017-2018, ORD and OHRM continue to experience cuts that prohibit the advancement of recruiting initiatives and programming in support of our vision, mission, and values. In spite of these challenges, the staff at ORD has creatively and persistently accomplished goals set forth last year and are poised to fulfill projected goals for FY 2017-2018.

ORD Goals 2017-2018

- **Develop a culture of accountability to improve programmatic outcomes in support of diversity and inclusion (qualitative, quantitative assessments and audits)**
 1. Diversity programming (ongoing – FFPP, Mellon)
 2. Chancellor’s Faculty Diversity Working Group (ongoing)
 3. Strategic Framework Planning Committee & Task Force on Knowledge Creation & Innovative Research (ongoing)
 4. Leadership Development Initiatives ORD and OAA (ongoing)
 5. Diversity Dialogues (ongoing)
 6. Campus Climate Working Group
 7. UACD Diversity Recognition

- **Enhance recruitment activities**
 1. Develop career web portal
 2. Revise Search Committee Manual & Technical Appendix
 3. Assess Vendor commitments & advertising standards (ongoing)

- **Refine business processes and reports to support compliance requirements**
 1. Audit AAP reports (ongoing)
 2. Develop & improve on data reporting in collaboration with HRIS (ongoing)
 3. Continue to develop infrastructure to facilitate reports (e.g., Annual Reports, Compensation Data, FDSPs, Quarterly Reports, Self-Identification, etc.)

- **Communications**
 1. Launch new ORD website (underway with the support of the CUNY Office of Communications and Marketing)

Conclusion

As a public good, CUNY has the power to transform our students and to create better informed and engaged citizens of the world. New demographic shifts, cultural changes and technological advances do impact our objectives, accomplishments, and goals in the Office of Recruitment and Diversity and the Office of Human Resources Management. ORD continues to play a lead role in the articulation, promotion, and support of CUNY’s core mission and values. Recognizing that aligning diversity, equity and inclusion with the University’s Strategic Framework mission requires an intentional plan of implementation that is infused with new modes of thought and bold initiatives. How we manage the new challenges and opportunities engendered is reflected in OHRM’s vision and strategic planning process, and this continues to undergird our collective mission.

Appendix

- I. Faculty Fellowship Publication Program Executive Summary
- II. Diversity Projects Development Fund Executive Summary
- III. Biennial Faculty Diversity Conference Summary
- IV. CUNY Mellon Faculty Diversity Career Enhancement Initiative Executive Summary
- V. ORD Organizational Chart

Contributors to this report: Anne Chamberlain, Meggin Brown, Jean Chen, Jenny Hua, Maryann McKenzie, Roselby Sosa, Victoria Stone-Cadena, Arlene Torres, Michael Valente



Faculty Fellowship Publication Program (FFPP)

Executive Summary

June 22, 2017

University Dean, Arlene Torres, PhD

Shelly Eversley, PhD

In the spring of 2017, fifty-four faculty fellows participated in the Faculty Fellows Publication Program led by nine mentors. The program is supported by the Chancellor’s Diversity Fund, an allocation provided to the Office of Recruitment and Diversity to support CUNY’s commitment to a diverse professoriate. Dr. Shelly Eversley, Associate Professor of English at Baruch College serves as the Academic Director. The Office of Human Resources Management has offered this signature program to CUNY faculty for over 19 years.



Shelly Eversley, PhD

Working groups met throughout the term for three-hour sessions to critically engage in-progress research projects that included scholarly articles, creative writing, and book chapters, as well as grant, fellowship, and book proposals. Faculty

participants, including the Faculty Mentor as group facilitator, produced written and oral responses to these works-in-progress with the objective of assisting their colleagues, and FFPP Fellows, to refine the work for publication to support tenure and promotion. While other opportunities exist for mentorship and professional development, FFPP is unique; it is the only professional development opportunity available to all tenure track faculty across the CUNY system.

This year’s Publisher Roundtable expanded to include a keynote lecture and conversation about the increasing significance of digital visibility and publishing for scholars. Megan Wacha, CUNY’s Scholarly Communications Librarian, presented on the subject. She also offered instruction on using CUNY Academic Works and Google Scholar as efficient means to use digital tools to enhance a

professional profile. Editors from NYU Press (Ilene Kalish) and from Rutgers University Press (Kimberly Guinta), joined Professor Kelly Baker Josephs (York), editor of *sx salon: a small axe* literary platform, to discuss academic publishing, including the details of the author query, book proposal, and publishing processes. Fellows had an opportunity to ask questions and to make personal contact with the editors. For the first time, and in response to Fellows’ feedback and requests, CUNY faculty and former FFPP Fellows, Professor Mary Phillips (Lehman College) and Professor Keridiana Chez (BMCC), presented on their personal experience with publishing, reappointment and tenure preparations. They shared personal advice about how they are achieving their professional goals while they balance work-life issues. Acting University Provost for Research Mark Hauber spoke to the group about research and fellowship opportunities for CUNY faculty as they continue to build their careers beyond the experience with FFPP. All FFPP Fellows left the Publishers Roundtable with and the FFPP Tool Kit, a collection of successful book, grant, and fellowship proposals, tenure candidate and reappointment statements, and “best practice” guides that can serve as future reference in the years to come.

FFPP’s Publication Showcase celebrated the books and scholarly articles recently published by FFPP Alum; it provided an opportunity for faculty recognition and commendation for their work as public servants and as critical assets to the research and development that drives the university’s mission to educate the City of New York.



Tyehimba Jess, 2017 Pulitzer Prize Winner in Poetry
Associate Professor, English, College of Staten Island

FFPP expanded its digital community on CUNY’s Academic Commons to include an FFPP blog, with professional advice, academic news and professional announcements. The blog is maintained by FFPP’s Academic Director, and FFPP Mentors create an expanding database of content. FFPP also maintains a professional group on LinkedIn. Everyone is

welcome and encouraged to participate. CUNY faculty can join the FFPP discussion group through CUNY Academic Commons:

<https://commons.gc.cuny.edu/groups/faculty-fellowship-publication-program-ffpp/>

FFPP not only protects and fosters a diverse professoriate, but it also facilitates the kinds of research and development that has unpredictable and un-measurable influence. While the journal articles, scholarly books, and cultural productions that emerge from the FFPP offer quantifiable proof of the program's success, they reflect only a small if important record of the impact mentoring groups have on CUNY's faculty.

The full index of mentoring's influence includes the qualitatively invaluable professional and personal relationships that not only sustain its working groups but frequently result in collaborative ventures that feed back into the classroom and student learning. These pedagogical collaborations include assigning an FFPP colleague's article or book as a classroom text; inviting the author to guest lecture on her publication; and observing each other's teaching and offering feedback that is all the more resonant because it is undergirded by the trust earned during peer review in FFPP writing groups.

Dr. Moustafa Bayoumi, Professor, English, Brooklyn College
Dr. Katherine Chen, Associate Professor, Sociology, City College of New York
Dr. Bridgett Davis, Associate Professor, Journalism and Creative Writing, Baruch College
Dr. Shelly Eversley, Associate Professor, English, Baruch College
Dr. Carrie Hintz, Associate Professor, English, Queens College
Dr. Lina Newton, Associate Professor, Political Science, Hunter College
Dr. Debbie Sonu, Associate Professor, Curriculum and Teaching, Hunter College
Dr. Stephen Steinberg, Distinguished Professor, Urban Studies, Queens College
Dr. Ani Viladrich, Professor, Sociology, Queens College

FFPP Mentors are tenured advanced associate or full professors with appointments at one of CUNY's undergraduate campuses. Importantly, they offer a model of intellectual generosity for the writing groups they facilitate. They maintain the atmosphere of collegiality and rigor for the Fellows groups they

supervise; they offer scholarly advice for publishing, and they share insights on tenure, reappointment, and other professional concerns specific to the CUNY faculty experience.

Demographic Profile

Gender:

Female 70%; Male 30%

Race & Ethnicity:

Asian 18%; Black 24%; Hispanic 11%; Italian American 4%; White 43%

Our cohort of faculty fellows are engaged in critical and innovative scholarship. Below is a sample of current writing projects.

Sarah Ohmer, Latin American, Latino and Puerto Rican Studies & Africana Studies. Lehman College
When Spiritual Healing Meets Text: New Approaches to Literature by Black Women in Cuba, U.S. & Brazil

Kirsten Cole, Teacher Education, Borough of Manhattan Community College
Talking about Race and Racism with Young Children: Teachers & Families Learning Together

Régine Joseph, European Languages & Literatures, Queens College
Culture & Duvalierism: The Haitian Renaissance of the Turbulent Sixties

A. Lavelle Porter, English, New York City College of Technology
The Blackademic Life: Academic Fiction, Higher Education & the Black Intellectual

Sohomjit Ray, College of Staten Island, English
The Spectacle and the Specter: Same-Sex Desire in Neoliberal India

The Program's sustainability and innovation depends on secure funding and institutionalization. The record number of applications to participate in FFPP proves its vital need among CUNY faculty, and the consistent request from Fellows for more dedicated time to meet and to write among peer groups is another indication of the necessary investment in faculty development and faculty retention. As we continue to develop FFPP's successes, we will invite even more opportunity for collaborations among Mentors and Fellows, past and present.



Diversity Projects Development Fund (DPDF)

2017 Executive Summary

Maryann McKenzie

The Diversity Projects Development Fund (DPDF) was established by the Office of the Vice Chancellor for Human Resources Management to support educational projects, scholarly research, creative activities and other programmatic initiatives that promote multiculturalism, diversity and inclusion, affirmative action and nondiscrimination for the benefit of the University community. Administered by the University Advisory Council on Diversity (UACD) who was responsible for oversight of DPDF operating guidelines, and review and selection of DPDF proposals. During the academic year 2016-2017, a total of 116 proposals were received. Following the review process, 28 projects were funded, representing 16 campuses, for a total DPDF allocation of \$85,625.10.

Interim Reports are due on April 30 and the Final Reports are due on August 30. Thus far, Interim Reports have been received from all, with the exception of Bronx Community College. This project titled *Thank You for Your Service: Addressing the Military-Civilian Divide within the CUNY Community*, submitted by Betsy Montañez and Mark Lennerton, had hoped to secure the guest speaker, General James Mattis, USMC (Ret.) author of *Warriors and Citizens: American Views of Our Military*, to share his research. BCC is now securing on an alternate speaker who will present during veterans' week in the fall. Other projects were also deferred to the fall 2017 semester (Elliott, Ferrari-Bridgers, Milless, Niwa, Trinch), with the necessary arrangements made with the campus budget office. A particularly successful project was presented to UACD at its March 3 meeting by Professor Lourdes Follins: *Construction of Inequity & Illegitimacy: Experiences of Underrepresented Community College Faculty*.

Since DPDF will not be funded in the 2017-2018 academic year due to newly emerging fiscal priorities, the following series demonstrates the broad reach of DPDF projects throughout the University for faculty and staff, full-and part-time. These represent a total of \$667,110.20 over the course of the past eight academic years, averaging approximately \$83,000 annually. DPDF will be missed!

DPDF 2016-2017, 28 funded

Baruch College

Fostering a Cross-Campus Undoing Racism Organizing Team

Bronx Community College

Thank You for Your Service: Addressing the Military-Civilian Divide within the CUNY Community

Borough of Manhattan Community College

BMCC Service-Learning Leadership Student Conference

Spring Forum: The Wellness Movement Among Women of Color

Brooklyn College

The Home and the World: Cross-cultural Explorations of Gender, Family, and Nation

The State of Hip Hop in Brooklyn

Community Stories: A Public Event Series of Diverse Voices

Restaurants and Hispanic Caribbean Cuisines in New York City: A Qualitative Study and Fieldwork Experience

(Re)Imagining District 15: Adolescents' Experiences and Perceptions of Economic Disparities across Changing Neighborhoods in Brooklyn

City College of New York

Leading Women: Across Communities

Women's History Month Celebration – Honoring Trans Women of Color Performers

College of Staten Island

Violence against College Students with Disabilities

Graduate Center

Assessing Sense of Belonging for Underrepresented Students in STEM

Guttman Community College

Building Momentum: The Community College Women's Empowerment Summit

Guttman Community College Inaugural Safe Zone Initiative

Hostos Community College

A Road Map to Multicultural Awareness on a College Campus

STEM-ucate Initiative for Reentry

John Jay College

Hip Hop Literacies Conference

LGBTQ Scholars of Color Conference

Acting for Justice: Staging Rape

Young Urban Muslims Speaking for Themselves

Kingsborough Community College

Experiences and Perceptions of Underrepresented Faculty at Three CUNY Community Colleges

LaGuardia Community College

Latinx Deaf Project

Lehman College

Global Lehman Seminar

Activism in Academia

New York City College of Technology

Spring Forum: The Wellness Movement Among Women of Color

Queensborough Community College

High School Equivalency and College Preparatory Workshops for NYC Incarcerated Students

Queens College (AAARI)

Coalescing a Pan Asian Identity, and Coalition Building



Conference Summary

Introduction

The third biennial CUNY Faculty Diversity and Inclusion Conference occurred on March 31, 2017 at the Graduate Center. Nearly 375 attended this University-wide event. In addition to opening speaker Marybeth Gasman from the University of Pennsylvania and a midday panel of nationally-recognized scholars*, the 2017 conference offered 27 concurrent sessions led by CUNY faculty.

Keynote Presentation

Our Nation's Professoriate, Diversity & Racism: The five truths we don't want to confront

Marybeth Gasman, Professor of Education and Director of the Penn Center for Minority Serving Institutions, at the University of Pennsylvania

1. We invoke “quality” as a strategy for dismissal of applicants of color (as if diversity and excellence are diametrically opposed).
2. We claim faculty of color are missing from the pipeline but HBCUs, HSIs, APIs, as well as foundations have cohorts. We have not developed relationships to tap those pool (600 faculty of color with Ph.Ds responded to Gasman’s Washington Post article indicating they were not interviewed and in some cases not even given the courtesy of a response as job applicants.)
3. Exceptions are the rule in academia... for some.
These are granted for whites and less often do we see TOP for faculty of color.
4. Search committees reproduce the status quo.
The search committees need training, tools, and awareness of unconscious and deliberate biases that maintain sameness and devalue difference.
5. We have the answers to diversify the faculty, but we choose to ignore them.
There are strategies and we need the will to adopt them. Suggested we look are the work of Caroline Sotello Turner, including “Diversifying the Faculty: A Guidebook for Search Committees.”

Midday Panel

No Longer at the Margins: Black Women's Practice and Performance of Social Justice

Video link: <https://youtu.be/qgxIMWnue6A>

Cally L. Waite, Ed.D, Program Director, Mellon Mays Graduate Initiatives Program at the Social Science Research Council. Associate Professor of History and Education at Teachers College, Columbia University. (moderator)

1. Dr. Waite noted the historical importance of the moment, of hosting a panel of black women scholars who work on social justice, but it was equally important to note that the

group of panelists have expertise and experiences with social justice that are wide-ranging and diverse. She cautioned against the tendency to homogenize black women scholars' experience.

2. "All kinds of different activism, all different kinds of social justice."
3. As a historian of education, she stated that her work shows that institutions are intractable. Her research suggests that nothing changes and yet her work is all about changing the university, what it looks like, who are in positions of decision-making power. Pleased to be able to talk about those tensions.
4. "We cannot be excellent without Diversity."
5. She highlighted the clear gap between the number of African American women earning PhDs (referencing the Survey of Earned Doctorates) and the number of African American women holding tenure track positions, at 4.7 of the 29% of women who are tenured faculty. Paradoxically, black women are the largest group of doctoral recipients.

Gina Athena Ulysse, PhD, Professor of Anthropology, Wesleyan University

1. In December of 2015, wrote a piece, "[Pedagogies of Belonging](#)," in the Huffington Post to address the historical issue of non-inclusion.
2. Many institutions still have a more diverse student body, a diversity that is not reflected in the staff and faculty.
3. "We cannot keep asking students to do something that we are unwilling and unable to do ourselves."
4. At the request of the college president, Dr. Ulysse convened a Task Force and produced a report, "An intervention in 132 years of Wesleyan History." She made it a point to attach all previous reports, in order to document what they produce and in effect act upon the recommendation.
5. "The institutions we work in were not made in our image."
6. "A verbal commitment to diversity and inclusion should not be read as a commitment to transformation"
7. "Ultimately, this is about labor....some of us are perceived to be genetically coded for service."
8. Institutions must have the will to face the challenges.

Getting the Mentoring YOU Need through Team Mentoring and Cohort Work Groups

"Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare." – Audre Lorde

Regina Dixon-Reeves, Assistant Vice Provost for Diversity and Inclusion at University of Chicago

1. Building upon the structure of the previous presentations that analyzed the role of the institutions in building faculty diversity, Dr. Dixon-Reeves also offered strategies that faculty have developed to navigate the academy.

2. Faculty of marginalized identities intentionally find or establish intellectual communities to secure the mentorship they need.
3. Faculty of marginalized identities need mentorship to combat their unique career development challenges, such as isolation and harassment from students or other faculty members.
4. Faculty of marginalized identities often lack traditional mentors—peers who would independently advise them in a dyadic relationship.
5. Non-traditional faculty are also more likely to perceive any action they take to secure mentorship for these challenges as self-indulgent or selfish, rather than as self-preserving.
6. “Not having is not an excuse for not getting...I have always said that it is your responsibility to get what you need...Don’t hesitate to ask for help.”
7. Faculty of marginalized identities must challenge these learned assumptions and acknowledge their mentorship needs. With this initiative, they can then substitute absent traditional mentors with team mentoring and cohort work groups.
8. “You’ve got to get out of this notion that you’ve got to look like me to support me.”

Janice Johnson Dias, Associate Professor of Sociology at John Jay College of Criminal Justice

1. Encouraged minority faculty to promote social justice through their scholarship and interactions with non-academics.
2. “We need to think about the institutions with which we are going to move to a new dawn.”
3. Representation among institutions’ leadership is not enough to protect minorities against systemic discrimination. Marginalized groups must also change the underlying ideology that supports those biased systems.
4. Scholarship informs how individuals and institutions make decisions affecting social justice. Therefore, faculty members should prioritize scholarship as they do pursuing leadership positions.
5. “Scholarship is the foundation of social justice. It isn’t what you get to do on the side.”
6. However, our publications are often inaccessible, obtuse, or uninteresting to non-academics. Faculty members must translate these ideas into language that other advocates of social justice can understand.
7. Aside from editorials and punditry, faculty members can use their time teaching students to translate academic works. They should also find or establish forums where they and other academics can translate scholarship for legislators and other authorities.

The panel presentation was followed by a Q & A session in which the panelists responded to audience questions.

Examples of Concurrent Sessions

A Conversation with Male Faculty of Color

Samuel R. Aymer, Associate Professor, Silberman School of Social Work, Hunter College
 Mark Christian, Professor & Chair, African & African-American Studies, Lehman College
 Stanley Thangaraj, Assistant Professor, Anthropology, City College of New York

Faculty from three CUNY campuses will provide their experiences as they unpack the challenges inherent in their roles as academic leaders, teachers and learners tasked with facilitating a nuanced understanding of diversity, equity and inclusion for the next generation of CUNY students. How to be most effective when discrimination in race and gender continues, despite 50+ years of civil rights struggles, how to move beyond a neoliberal view of diversity in order to effect concrete change? As global worldviews become more complex, personal experience continues to inform judgment, be this through stereotypes derived from entertainment and social media, so how to best separate fact from fiction? And what is the professional and personal cost for male faculty of color?

Diversifying the Survey: Centering Multiple Histories in an American History Course

Kate Culkin, Associate Professor, History, Bronx Community College

Stephen Duncan, Assistant Professor, History, Bronx Community College

Prathibha Kanakamedala, Assistant Professor, History, Bronx Community College

In this workshop, history professors at Bronx Community College—Kate Culkin, Stephen Duncan, and Prathibha Kanakamedala—will address integrating race, gender, and class histories into a broad American history survey. The American Experience (HIS 20) is the primary BCC American history course, stretching from first contact through the Obama era. After a brief overview of how they have centered race, class, and gender issues in their sections and the larger restructuring of HIS 20, they will introduce the online primary source reader BCC HIS 20 professors developed in 2016. Working in groups, the audience members will analyze the American history topics the documents introduce and develop assignments based on the documents. Workshop leaders ask to collect the assignments for an ePortfolio to serve as a resource. In a concluding conversation, participants will discuss these assignments and how they might engage students who think history courses are irrelevant to their lives.

Faculty Mentorship as Intersectionality in Action

Shelly Eversley, Academic Director, Faculty Fellowship Publication Program (FFPP) & Associate Professor, English, Baruch College

Matt Brim, FFPP Mentor & Associate Professor, Queer Studies, College of Staten Island

Nivedita Majumdar, FFPP Mentor & Associate Professor, English, John Jay College of Criminal Justice

Mary Phillips, FFPP Fellow & Assistant Professor, African & African American Studies, Lehman College

Anahí Viladrich, FFPP Mentor & Professor, Sociology, Queens College

As the nation's first public university established to foster the various publics of New York City's population, the work we do is a cornerstone of the City's sustainable future. This panel will focus on the intersectional practice of faculty mentoring and the scholarship it produces,

particularly as this work informs excellence in teaching. At CUNY, students not only develop the kinds of critical thinking and communication skills that are essential to the evolving requirements of a sustainable workforce, they also acquire the kinds of knowledge that are crucial to citizenship and the civic engagement that comprehends the intersectional thinking on which this City thrives. Our panel will make the case for faculty mentoring as intersectionality in action, a practice that responds to the diversity of attentions and the diversity of impacts which inform the fundamental tenets on which CUNY was built.

Preparing Students to Address Issues of Race and Privilege after Graduation

K. Babe Howell, Professor, CUNY School of Law

Donna H. Lee, Professor & Associate Dean for Clinical Programs, CUNY School of Law

Lynn D. Lu, Clinical Law Professor, CUNY School of Law

Faculty designing experiential learning courses will describe techniques used in teaching students to collaborate and strategize with clients from diverse backgrounds (including people of color, immigrants, public benefit recipients, people with disabilities, and seniors). While situated in a law school context, we will focus on transferability to other graduate and undergraduate educational contexts. Faculty will share experiences and methods to equip and empower students to interact respectfully and communicate effectively with people whose identities differ from their own. We also will discuss the process of developing curriculum to address issues of diversity and inclusion. Explicit classroom and case supervision conversations with students—focusing on the lawyer client relationship—require them to grapple candidly and constructively with concepts of personal and professional responsibility and judgment. We additionally strive to inculcate the value of infusing their relationships with colleagues and clients with empathy, respect, and inclusion regardless of background, status, or other factors.

Preliminary Survey Results

A total of 27 responses have been received to date, with several *verbatim*s below:

Q17. Any concluding thoughts you would like to share with the Conference Planning Committee?

“...include a special session for presidents, deans, chairs--with training and action plan. provide a confessional/safe space for junior faculty to communicate confidentially with the director of diversity and recruitment. Thank you for the amazing conference, that really revived me. I hope they keep going CUNY MUST continue to fund this!”

“This is a very valuable conference, it should continue, hopefully over two days or in another way where we can participate in more presentations. Department chairs and deans should be strongly encouraged to attend and stay.”

“This might be nice as either an annual event or an event that occurs at twice a year. It may also be nice to have it rotate campuses to provide a potentially broader catchment as well as address some concerns around capacity issues.”

“The conference is very helpful for anyone thinking about issues of diversity. I think Marybeth Gasman's presentation was truly excellent. I would want every chairperson and administrator at CUNY to hear it.””

“I was impressed by the exceptional quality of the presentations and the level of professionalism exhibited by the Conference personnel.”

“The planning was done very well and collection of questions was done well also. I was only sorry that there wasn't enough time left over to answer most of them. Picking the presenters was also done with care, and that was obvious based on the sessions which I attended.”

* <https://youtu.be/qgxIMWnue6A>

The CUNY Mellon Faculty Diversity Career Enhancement Initiative

Executive Summary

June 20, 2017

University Dean Arlene Torres, PhD
Victoria Stone-Cadena, PhD

With the generous support from the Andrew W. Mellon Foundation, the Office of Recruitment and Diversity (ORD) of the Office of Human Resources Management at the City University of New York launched an exciting initiative to support the professoriate. The *CUNY Mellon Faculty Diversity Career Enhancement Initiative* (CFDI) started on June 1, 2016 and will run through May 30, 2020. With additional support from the Office of Academic Affairs, Dr. Victoria Stone-Cadena serves as the Assistant Project Administrator spearheading the implementation of our collective vision for the initiative.



CFDI Faculty Fellows from Brooklyn College
Dr. Melissa Fuster (l.) and Dr. Erika Niwa (r.)

The Mellon grant supports eight tenure-track faculty annually on each of the four Mellon Mays Undergraduate Fellowship (MMUF) campuses. The focus is on new hires and

those who are pre-tenure. Under the direction of a faculty mentor, faculty fellows participate in monthly research/writing seminars as well as professional development workshops. In 2016-2017 inaugural year, twenty-eight fellows participated. Their work is interdisciplinary, and strongly aligned with scholarship in the social sciences and humanities. The grant is intended to bolster the advancement of a diverse professoriate in these areas of scholarly inquiry.

The research/writing seminars yielded very exciting outcomes. For example,

Linda Villarosa's article, "[America's Hidden H.I.V. Epidemic: Why do America's black gay and bisexual men have a higher rate than any other country in the world?](#)" was published in New York Times Magazine on June 6, 2017. (CCNY)

Terri Watson, in collaboration with Erica Friedman, was awarded \$50,000 from the West Harlem Development Corporation for the [G.O.O.D Project](#). (CCNY)

Brian Sowers was a recipient of [Feliks Gross Award](#). The Feliks Gross award for assistant faculty is given to six recipients across CUNY campuses each year. (Brooklyn)

Katherine Lu Hsu was named to a six-month [2017 Career Enhancement Fellowship for Junior Faculty](#) award from the Woodrow Wilson/Mellon Foundation. (Brooklyn)

The fellows will be working throughout the summer on their research and publications. They are poised to participate in reading/writing seminars in the fall and in additional professional development workshops.

Demographic Profile

Gender:

| | |
|--------|----|
| Male | 8 |
| Female | 19 |

Ethnicity:

| | |
|-------------------------------|---|
| Asian/ Asian American | 3 |
| Black/ African American | 5 |
| Hispanic/ Latino | 4 |
| White, non-Hispanic | 6 |
| North African/ Middle Eastern | 1 |
| Multiple Ethnicities | 2 |
| Unreported | 6 |

Year of CUNY Tenure-Track Appointment

Ranges are between 2012-2016, with the highest concentrations in 2014 and 2015.
2012 (2); 2013 (4); 2014(10); 2015 (10); 2016 (2)

In addition to their commitment to a research/writing seminar, the fellows participated in two workshops this past spring.

The Nuts and Bolts of the Annual Review workshop, was the first in a series of professional development workshops. Guest speakers, Dr. Sherri-Ann Butterfield, Executive Vice Chancellor of Rutgers University-Newark, and Dr. Rosamond King of Brooklyn College shared their insight and practical advice on the annual review process.

“The annual review process is challenging because it has been so unclear. Today’s workshop speakers removed the veil and I feel more prepared to engage proactively in the process.” CDFI fellow

The Book Prospectus: Peer-reviewed work and the Publishing Industry with guest speaker Ken Wissoker, Editorial Director of Duke University Press, and Director of Intellectual Publics at the Graduate Center, CUNY covered a broad range of publication strategies, asking pointed questions to prompt the fellows to think about the key objectives and arguments in their emergent scholarship.

“The workshop worked so well for me because it perfectly balanced detailed and generalized advice. I found myself inspired to think (and rethink) my own approaches.” CDFI fellow

We are pleased to report that they are supported by an outstanding cohort of **faculty mentors** from the four MMUF campuses at CUNY:

Dr. Liv Yarrow, Associate Professor, Classics, Brooklyn College

Dr. Adrienne Petty, Associate Professor, History, City College of New York, Spring 2017

Dr. Cheryl Sterling, Associate Professor, English, City College of New York, Fall 2017

Dr. Milagros Denis-Rosario, Associate Professor, Africana and Puerto Rican/Latino Studies, Hunter College

Dr. Richard McCoy, Distinguished Professor, English, Queens College

To further support our partnership with the campuses an Advisory Committee with broad representation and levels of administrative and faculty expertise has been appointed. Their enthusiastic participation exemplifies their strong commitment to scaffolding mentorship and the career development of CUNY students and our faculty through the professoriate.

Follow us on Twitter: https://twitter.com/CUNY_ORD

Advisory Committee Members

Dr. Isabel Estrada, City College of New York

Dr. Effie Maclachlan, Office of Research, CUNY Central Office

Dr. Paula Massood, Brooklyn College

Dr. Martin Ruck, The Graduate Center

Dr. Michael Wolfe, Queens College

Dr. Victoria Stone-Cadena (ex-officio), Office of Recruitment and Diversity, CUNY Central Office

After a highly successful launch of the program, we are gaining momentum and looking forward to a robust schedule of activities this fall. The positive feedback on the seminar, the workshops and the record of productivity by the fellows demonstrate the success of the initiative. The Mellon grant and CUNY’s commitment helped this inaugural cohort of faculty to establish an academic support network. As they increased the visibility of junior scholars on their respective campuses they have advanced their careers at CUNY and in the broader academy. We look forward to our engagement with this cohort as we prepare to welcome a new cohort next year.



Dr. Victoria Stone-Cadena and Vice Chancellor Ginger Waters

For more information:

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Appendix V: ORD Organizational Chart

