



Faculty Diversity Strategic Plan Borough of Manhattan Community College

Introduction

BMCC is dedicated to promoting diversity and maintaining a discrimination free environment. This commitment is exemplified not only through the college's goals, policies and procedures, but also in its student and workforce composition. Indeed, the college has students from 160 different countries of which 57.2% are women and 88.5% are ethnic minorities. Meanwhile, the college's workforce is comprised of approximately 1029 full time employees of which, 51% are female and 61% are ethnic minorities.¹

In light of the above, it is important that the college's faculty members reflect the diversity of New York City, are provided with the tools to succeed, and have an understanding and appreciation of the variety of people that make up the college community.

The purpose of this faculty diversity strategic plan is to implement actions and strategies which embody the college's commitment towards diversity and maintain an environment in which everyone can thrive. This plan is focused on three major areas of particular interest for faculty: recruitment, retention and climate. It is also in effect from Fall 2013 to Fall 2018.²

Recruitment

Objective: Ensure diverse faculty members are actively recruited and retained.

BMCC is committed to recruiting faculty members who reflect the pluralistic diversity of our student body. Research shows that having a diverse faculty contributes to the quality of education provided by a college.³ At BMCC, 45% of full time faculty are ethnic minorities. Approximately, 57% are female.⁴ Although those numbers are positive, better representation of underrepresented groups is still warranted. This is especially the case where minorities are absent in certain academic departments.

¹ Information based upon the 2012 Affirmative Action Plan.

² The college would like to thank the following persons who served as committee members for the Faculty Diversity Strategic Plan: Sheldon Applewhite, Jane Delgado, Brahmadeo Dewprashad, Kristin Elliott-Hood, Maria Enrico, Harvey Man, Tom Means, Kanu Nagra, Ben O'Loughlin, Jennifer Pastor, Abramane Serme, June Soto, Iyana Titus and Rosario Torres.

³ *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms*; American Council on Education & American Association of University Professors (2000).

⁴ Information based upon the 2012 Affirmative Action Plan.

To achieve better ethnic minority/female representation among faculty, the College will expand its recruitment efforts to include the use of social media, targeted publications and listserves and enhanced relationships with ethnic institutes. Furthermore, the college will augment its support of search committees to ensure fairness and equality in its recruitment process.

Actions / Strategies:

- 1. Expand our recruitment activities beyond passive advertising through the use of social media such as LinkedIn, Facebook, Twitter etc., to market the college and its job opportunities and engage in targeted digital recruitment efforts.**

To achieve this goal, the College will hire an employee who is primarily responsible for managing and maintaining the College's presence on social media websites. In addition, this employee will serve as a recruiter on those sites. Funds will be allocated to ensure that the position is filled.

Measurable Indicators

Number of hits on social media websites in response to job announcements
Number of applicants from underrepresented groups for faculty positions

Time Frame

Fall 2013 to Fall 2015

- 2. Extend outreach efforts to a wider variety of venues, targeted publications and list serves by discipline.**

To achieve this goal, Human Resources, the Chief Diversity Officer and each academic department will work together to develop a recruitment plan which will identify the appropriate venues to reach faculty by discipline. From there, job postings will be placed in targeted publications.

Measurable Indicators

Number of minority and female applicants for faculty positions
Number of applicants who heard about the job vacancy through the targeted outreach

Time Frame

Fall 2013 to Fall 2015

- 3. Enhance support of search committees by providing information on the following topics: best practices and legal regulations in recruitment, research on**

hidden biases, updated university/campus search guidelines and other available resources.

To complete this action, the Chief Diversity Officer will first conduct research on best practices in recruitment and on other search related topics. Those results will then be used to enhance search committee resources provided during charge sessions.

Measurable Indicators

Number of minority and female applicants for faculty positions

Time Frame

Fall 2013 to Spring 2014

4. Establish a relationship with university ethnic institutes and centers to broaden the applicant pools of underrepresented groups.

To accomplish this goal, the Chief Diversity Officer will first identify ethnic institutes affiliated with CUNY. The Chief Diversity Officer will then engage in conversations with these institutes as to how to best reach their constituents.

Measurable Indicators

The number of applicants from underrepresented groups for faculty positions
The number of applicants who were informed about job vacancies through these institutes

Time Frame

Fall 2013 to Fall 2016

Retention

Objective: Design a mentoring program that could be used throughout the college.

In addition to recruiting diverse faculty members, it is of vital importance that underrepresented groups, once recruited, stay at the college. Some research suggests that a person's willingness to remain at a college and earn tenure is partly dependent on the ability to interact with senior mentors.⁵ Therefore, in order to build upon its retention efforts, the college will create a mentorship program that would assist faculty in developing connections with the college and enhance their professional development.

⁵ Collaborative on Academic Careers in Higher Education [COACHE]. (2008). *COACHE highlights report 2008*. Cambridge, MA: Author.

Currently, the college conducts mentoring on an informal basis. However, a demand exists to have a more formal structured program to assist junior faculty. The college envisions that by creating and implementing a successful mentoring program, measurable impact will be seen in retention, scholarship, innovation, years of service, publications, grants and pedagogy.

Action/Strategies:

1. Research and develop a faculty mentoring proposal for the college.

To start this action, first, research will be conducted which will include a review of literature on professional mentoring and a cost/benefit analysis of mentoring. Faculty will also be surveyed to determine the needs of a mentorship program. Finally, a proposal will be developed and institutional support will be garnished.

Measurable Indicators

An actual mentorship proposal will be developed, implemented and assessed

Time Frame

Fall 2013 to Fall 2016

Objective: To enhance department chair and faculty professional development.

In addition to mentoring, the college values providing professional development opportunities as an effective retention strategy. Although the college offers or sponsors a variety of trainings, improvement is still warranted. As such, the college will create a professional development program for department chairs, augment its use of the Center for Excellence, Teaching, Learning and Scholarship and examine funding sources to support faculty research.

Action/Strategies:

1. Create a professional development program for Department Chairs that will assist them in carrying out their duties and responsibilities, particularly related to nurturing a diverse workforce.

To realize this action, a Needs Survey will be conducted with Department Chairs to identify their priorities for information and support related to the strategic priorities. Multiple workshop sessions will be developed, reviewed, implemented and assessed.

Measurable Indicators

Needs Survey completed and analyzed

Workshop curricula determined

Workshop program implemented

Workshops evaluated by participants, adjustments made

Long-term efficacy of the workshops measured through program evaluation

Time Frame

Fall 2013 to Fall 2016

2. Enhance utilization of the Center for Excellence, Teaching, Learning, & Scholarship as a resource for faculty, research, collaboration and development.

To achieve this goal, steps will be taken to revitalize the current Center for Excellence Teaching Learning & Scholarship. A full time director will be identified, who will then plan and create professional development programs for faculty.

Measurable Indicators

Feedback from faculty

Feedback from Academic Affairs

Time Frame

Fall 2013 to Fall 2015

3. Research and examine various funding sources to support faculty professional development.

To accomplish this goal, a committee will be formed who will be responsible for researching funding sources. The results of their efforts will then be communicated to all faculty.

Measurable Indicators

Feedback from faculty

Time Frame

Fall 2013 to Fall 2015

Climate

Objective: To promote an inclusive environment that brings faculty together and builds a stronger understanding of diversity.

The college values an inclusive environment which is open and accepting where all can thrive. An inclusive environment must have a welcoming climate that does not isolate, devalue or marginalize underrepresented groups.

Through its heritage months and other awareness programs, the college celebrates the uniqueness that each person brings to the campus. However, many of these programs do not

address the issues that confront faculty. In an effort to address this lack in programming, the college will sponsor various cultural events and encourage faculty to incorporate diversity in their course materials.

In addition, the college will provide quality of life programs or resources through the Corporate Counseling Associates and the Department of Citywide Administrative Services. As it stands, the current quality of life programs offered are usually poorly attended by faculty. As such, improvements are warranted in this area.

Action/Strategies:

- 1. Sponsor cultural literacy, social and academic events, roundtable discussions, workshops, and outside speakers, to facilitate dialogue and engagement among faculty.**

To complete this action, a committee comprised of faculty from various departments will be formed. From there, the needs of faculty will be identified and programs will then be created in response to the demand.

Measurable Indicators

The number of attendees at events

Feedback from attendees

Time Frame

Fall 2013 to Fall 2016

- 2. Encourage faculty to incorporate teaching materials that reflect diversity.**

Action Goal

To accomplish this goal, the college, through the Center for Excellence Teaching Learning & Scholarship will reinstitute the seminar entitled "*Balancing the Curriculum: Gender, Race, and Class.*"

Measurable Indicator

Number of attendees

Changes in the curriculum

Time Frame

Fall 2013 to Fall 2016

- 3. Provide and assess quality of life and quality of work life trainings presented by Corporate Counseling Associates and the Department of Citywide Administrative Services.**

Action Goal

To address this issue, the college will identify quality of life issues facing faculty. From that information, the college will create programs or provide resources through Corporate Counseling Associates and the Department of Citywide Administrative Services. These programs and or resources will then be communicated to faculty.

Measurable Indicator

The number of attendees at events

Feedback from attendees

Time Frame

Fall 2013 to Fall 2016