Faculty Diversity Strategic Plan

Progress Report
August 1, 2013 to May 1, 2014

The recruitment, hiring, and retention of diverse faculty remain to present opportunities for improvement. Efforts to impact these areas continue through the Faculty Diversity Strategic Plan (FDSP) developed in Spring 2013. The objectives of the plan include: strengthening outreach to diverse candidates, retaining faculty, maximizing the likelihood of tenure and promotion, and fostering a welcoming and inclusive environment.

In 2012 – 2013 there were a total of 28 new full-time faculty hires; 12 were minority and 11 were female. This was an increase from the previous year (2011 – 2012 23 new hires; 9 minority and 11 female).

On July 1, 2013 Minorities represented 27.4 % of all the faculty (full and part-time); Women represented 48.7 %. Minorities represented 28.3 % of the full-time faculty; Women represented 52.2 %.

Efforts to strengthen the establishment of diversity as a core value at Queensborough Community College and to move towards achieving the objectives which have been set include:

Objective 1: Increase the diversity of the faculty to better reflect the diversity of the student population.

Strategy: Expand diversity recruitment efforts and outreach to increase awareness of available teaching opportunities to as many people as possible from diverse backgrounds.

Action Items:
In collaboration with Human Resources and the Academic Departments, the Diversity Office will identify and duplicate where possible successful efforts made to increase the pools of diverse candidates for teaching opportunities. These diverse sources will be used for permanent and sub hiring.

During charge meetings search chairs and committee members will receive search best practice information and available resources on how to identify and manage possible hidden biases that may impact search selection decisions.

Human Resources and the Diversity Office will identify, establish and expand partnerships with potential sourcing pipelines for recruitment.
Outcomes:
The intended outcomes from these efforts will include an increased use of best practices in the search process, the identification of sources for diversity recruitment and an increased representation of diverse groups in the applicant pools and hires.

Progress Towards Outcomes:
The comparison of the campus workforce with the availability of the individuals in the areas recruited from who have the required skills to effectively provide instruction at the college is reviewed to provide an understanding of current underutilization of women and minorities. In addition to this information being shared with the search committee, the outreach done for the position is also provided, including recommendations for advertising in discipline specific journals.

The search charge process includes committee members being advised of the equal employment nondiscrimination policy, the search process and their role and responsibilities as search committee members. In addition to the use of diverse recruitment sources, the criteria for evaluating applications are established in advance of search committee members receiving resumes, and the complete application for each candidate is given the same amount of review and attention.

Search committee members are also advised of the existence and importance of managing unconscious bias and the benefits and challenges of diversity in the academic setting. They are provided with research material developed to understand the benefits and challenges, as well as how to manage bias and assumptions in the application review process (W I S E L I - Women in Science & Engineering Leaders – Benefits and Challenges of Diversity and Reviewing Applicants Research on Bias and Assumptions brochures - http://wiseli.engr.wisc.edu/docs/Benefits_Challenges.pdf and http://wiseli.engr.wisc.edu/docs/BiasBrochure_3rdEd.pdf).

From July 1, 2013 to May 15, 2014 there were twenty-two (22) searches for faculty in fourteen (14) departments. The academic departments included Biological Sciences & Geology, Business, Chemistry, Engineering Technology, English, Health/Physical Education & Dance, History, Library, Mathematics & Computer Sciences, Music, Nursing, Physics, Social Sciences, and Speech Communications & Theatre Arts.

Seven of the academic departments which conducted searches had underutilization of women or minorities. The hiring from the search for the English department addressed the underutilization of women. Additional faculty searches are anticipated in the fall semester for additional full time faculty lines.

Four of the searches failed, two after offers were declined. Eight of the searches were successful in hiring full-time faculty and the others are still underway.

On July 1, 2013 Minorities represented 27.4 % of all the faculty (full and part-time); Women represented 48.7 %. Minorities represented 28.3 % of the full-time faculty; Women represented 52.2 %.
As of May 1, 2014 Minorities represented 28.5% of all the faculty (full and part-time); Women represented 49.5%. Minorities also represented 28.5% of the full-time faculty; Women represented 51.8%.

**Objective 2:** Create an inclusive working environment and campus culture to assist with increasing the retention of individuals hired to teach at the college.

**Strategy:** Create a supportive environment for faculty development.

**Action Items**

In collaboration with the Office of Academic Affairs, Department Chairs and the Center for Excellence in Teaching and Learning, the Diversity Office will work to establish and sustain opportunities to facilitate dialogue and engagement among faculty. Faculty members who are interested in developing interest/support groups for themselves and their colleagues will be engaged and supported by Department Chairs, Academic Affairs and Human Resources.

The Diversity Office will also work with Academic Affairs, Student Affairs Disability and Human Resources to develop initiatives that expand and support collaboration on diversity issues, such as everyone’s role and responsibility in maintaining a respectful work and learning environment.

Faculty members will be encouraged to develop diversity initiatives and programs designed to improve the campus climate to increase opportunities for them to share their expertise and best practices across the campus.

Efforts by the Diversity Office to increase diversity awareness and knowledge of the campus community will include connecting with CUNY Resources, including the Center for Lesbian and Gay Studies, the Asian American/Asian Research Institute, the John Calandra Italian American Institute, the Dominican Studies Institute, the Women’s Center, and the CUNY Office of Veterans Affairs to learn about and address issues impacting the diverse groups.

**Progress Towards Outcomes:**

The Office of Academic Affairs provides financial support (up to $1000) to faculty members presenting at conferences. The total dollars for support of faculty presentations of research is almost $200,000 a year.

The New Faculty Institute is a four day, voluntary experience intended to familiarize new faculty with essential support resources and pedagogical innovations offered at Queensborough Community College to ensure successful academic careers. In January 2014 27 faculty participated. Presentations and hands-on activities were offered by each of the following campus offices:

- Academic Computing Center Services
  - Classroom technology
  - Blackboard
  - Emerging Technologies and the Library
- Center for Excellence in Teaching and Learning
  - High Impact Practices
  - Scholarship of Teaching and Learning
- Faculty Governance
• Strategic Planning, Assessment and Institutional Effectiveness

Diversity initiatives and programs designed to improve the campus climate to increase opportunities for faculty to share their expertise and best practices across the campus included the Common Read Common Intellectual Experience in which 38 faculty members in 7 disciplines engaged more than 1300 students in 53 courses, in addition to participation by the campus community at large. All were engaged in large scale discussions about the issues challenging community colleges in general and Queensborough in particular led by the reading of The Road of Lost Innocence by Somaly Mam.

The Common Read is a Common Intellectual Experience that promotes integrative learning across the curriculum. Faculty volunteer to participate by introducing the text to their students and support the reading with co-curricular events. These events provide an opportunity for increased social and academic engagement while enhancing student learning outside of the classroom.

The mission of the Harriet and Kenneth Kupferberg Holocaust Resource Center & Archives is to use the lessons of the Holocaust to educate current and future generations about the ramifications of unbridled prejudice, racism and stereotyping. More than 1400 college and community members participated in events which included films, lectures, internships and survivor group “bagels and talk” sessions.

Full and part-time faculty may apply for the intensive training under a peer faculty mentor and online instructional design staff in the QCC eLearning Institute: Online Course Development Initiative. The training emphasizes partly online (blended) courses but is also available to those who wish to develop fully online (asynchronous) courses.

The Agenda for 2013-2014 for the eLearning institute is to provide input:
- on technological and pedagogical support for faculty developing online classes;
- on the college’s adopted standards for effective eLearning programs;
- on the curriculum of the e-Learning Institute;
- on the Student e-Learning Readiness Program (eLRP), including developing outlines for student videos highlighting the curriculum of this program;
- regarding learning outcomes assessment for eLearning Courses;

Participants in the eLearning Institute will also monitor issues of Blackboard course management system and other programs related to eLearning, such as Epsilen and ePortfolio, and advise the college community when needed. They will also work to develop protocols of departmental evaluation such as peer observations for online classes.

The WISELI - Women in Science & Engineering Leaders- Enhancing Department Climate brochure was shared with some department chairs. It provides a guide and defines how the Campus Climate, behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.

Communications received from CUNY Resources including the John Calandra Italian American Institute were distributed to the college community.
**Strategy:** Further develop Faculty towards their maximum potential.

**Action Items:**

Academic Affairs in collaboration with the department chairs will establish/expand upon and promote mentoring opportunities for new diverse faculty through the Center for Excellence in Teaching and Learning (CETL). CETL will continue to provide support and communicate opportunities for faculty development including high impact strategies for engaging our diverse students.

Research and service projects of historically underrepresented faculty that develop their expertise, teaching skills and academic leadership will all be supported. Faculty will be encouraged to participate in University programs designed to support professional development, e.g. Diversity Project Development Fund and Faculty Fellowship Publication Program.

**Progress Towards Outcomes:**

The mission of the Center for Excellence in Teaching and Learning (CETL) is to develop and enhance the innovation and effectiveness of faculty. By promoting teaching grounded in evidence-based best practices and publication grounded in the Scholarship of Teaching and Learning, CETL facilitates both faculty excellence and student success. A collaborative approach, building on faculty strengths, focusing on the tasks of instruction and learning, and bringing faculty in contact with excellent instructional practices and technology, enables CETL to support a campus culture that recognizes and values faculty.

Through a variety of activities and services, CETL provides environments for faculty to come together to share teaching experiences and expertise. CETL supports faculty and staff who utilize both proven traditional and progressive student-centered learning approaches, and encourages the effective collaborative, problem solving approach to the art and science of teaching.

The Center for Excellence in Teaching and Learning continued to provide support and to communicate opportunities for faculty development. One collaboration with the Academic Development Committee provided a workshop which bought together 12 faculty from across the disciplines (English, Art, Biology, Health, Physical Education and Dance, Nursing, Chemistry, Speech and Foreign Language) to share their curricular innovations and pedagogical practices that address the opportunities for Global & Diversity Learning in exploring multiple perspectives on viewing the interdependent world. 80 faculty participated in the professional development initiative on course design and reflection activities for High Impact Practices. Another collaboration focused on the presentation and publishing of the scholarship of teaching and learning (SoTL) which could be some of the most important outcomes of faculty teaching and students’ learning.

Faculty were informed of the opportunity to submit proposals for the Pedagogical Research Challenge Awards, a program to support research projects on community college pedagogy; to participate in a Library Workshop to assist them in turning their conference presentation, research or teaching project into a published article; and a campus-wide conversation series to encourage cross-disciplinary questions, pedagogical research and scholarly publications.
Additional faculty participation in CETL activities include:

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Number of Participants</th>
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<tbody>
<tr>
<td>Oct 2, 2013</td>
<td>Publishing your project on community college pedagogy</td>
<td>29</td>
</tr>
<tr>
<td>Oct 23, 2013</td>
<td>Campus-based partnerships in pedagogical research</td>
<td>24</td>
</tr>
<tr>
<td>Nov 20, 2013</td>
<td>CUNY-based partnerships in pedagogical research</td>
<td>31</td>
</tr>
<tr>
<td>Dec 11, 2013</td>
<td>Exploring Global Diversity</td>
<td>30</td>
</tr>
<tr>
<td>April 2, 2014</td>
<td>Faculty presentations of pedagogical research projects</td>
<td>32</td>
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The Vice Chancellor for Human Resources Management established the Diversity Projects Development Fund to support scholarly research projects and other educational activities about populations that are traditionally under-represented within higher education. The purpose of the Fund is to assist in the development of educational projects, scholarly research, creative endeavors, and professional activities which promote diversity, multiculturalism, affirmative action, and non-discrimination on the basis of the following categories: race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender status, disability, genetic predisposition or carrier status, alienage or citizenship, veteran or marital status. Projects that are sustainable, replicable, or with potential for University-wide impact are particularly encouraged.

The recipients of the Diversity Projects Development Fund from Queensborough Community College for 2012-2013 were:

- Dr. Amy Traver, Assistant Professor, with collaboration from: Mavis Hall, Chief Diversity Officer, Office of Compliance and Diversity; and Ben Freier, Director, Services for Students with Disabilities Office, on the Project: “Engaging Faculty and Tutors in the Success of Community-College Students with Disabilities: A Series of Workshop and Campus Presentations”;

- John Buoncora, Instructor, Stuart Asser, Professor, Hamid Namdar, Associate Professor, Belle Birchfield, Associate Professor, Vincent Stigliano, Assistant Professor, Marvin Gayle, Associate Professor, Danny Mangra, Assistant Professor, Jeffrey L. Schwartz, Instructor, on the Project: "Robotics as a Motivational Tool to Encourage Underrepresented Groups of Students to Enter the CSTEM Fields."

The Faculty Fellowship Publication Program (FFPP), sponsored by the Office of the Dean for Recruitment and Diversity, focuses on advancing CUNY’s institutional goal of a diverse professoriate. The University-wide initiative assists full-time untenured faculty in the design and execution of writing projects essential to progress toward tenure. Discipline-based writing groups of peers from across the University, facilitated by senior faculty members, provide fellows with feedback on their work, which may include scholarly articles for juried journals, books for academic presses, or, in some instances, creative writing.

The following Queensborough faculty participated in the Faculty Fellowship Publication Program in 2012-2013:
Larisa Honey, Assistant Professor, Department of Social Sciences, on “Transforming Selves and Society: Women and Spiritual Health in Post-Soviet Moscow; and

Diana Rickard, Assistant Professor, Department of Social Sciences, on “Managing Stigmatized Identity: Severed Social Bonds and the Narratives of Sex Offenders”; “Constructing & Deconstructing the Child Molester: Problems in Theory and Practice”.

The Faculty Fellowship Publication Program participant for 2013-2014 is Kathleen Wentrack, Assistant Professor, Department of Art & Design, on the topic of Collaboration, Empowerment, and Change: Women’s Art Collectives.

**Strategy:** Assess current environment to identify areas to strengthen

**Action Items:**

In collaboration with Academic Affairs and the Diversity Office, Human Resources will:

- Conduct exit interviews to identify issues contributing to attrition
- Conduct culture survey to gauge climate and potential diversity issues
- Conduct focus groups to facilitate discussions about current campus climate

**Progress Towards Outcomes:**

Some exit interviews have been conducted at the time of employee separations from the college. The process has been reviewed and will be revamped to be more consistent in its application. It will be used to identify the underlying factors behind an employee’s decision to leave. There were 22 faculty separations from July 1, 2012 to June 30, 2013. No data has been compiled from the survey given out by the Office of Faculty and Staff Relations.

The exit interview process will be audited to review the questions asked to determine quantitative or qualitative revisions, culture and distribution methods.

Queensborough’s *Community Dialogue* provides an open email forum for campus members to express their viewpoints on topics of all types. A recent conversation focused on the creation of a bullying policy and led to the request by the President that campus leadership support the reframing of the focus. The requested redirection is on “building community to place the emphasis on ways each member of our campus community could contribute to creating and sustaining a positive and respectful environment. This offers opportunities for our colleagues to share small or significant strategies of support and would reduce defensiveness provoked by the word “bullying” by individuals who, rightly or incorrectly, have been identified as interacting with such behavior.

The planning of the “Building Community” initiative will include representation from each of the stakeholders groups on campus and will welcome all faculty and staff through emphasizing the ‘positive’ to encourage the sharing of ideas and set an example for positive behavior. Individuals will be identified this month (May 2014) to begin the discussions and planning of events.
**Strategy:** Incorporate and strengthen diversity awareness of campus community.

**Action Items:**

In collaboration with Academic Affairs and Human Resources, the Diversity Office will:

- Plan and execute diversity awareness events/activities to provide forums for diversity discussions.
- Increase awareness of diversity achievements by communicating major milestones achieved by diversity initiatives.

**Progress Towards Outcomes:**

Campus community members participated in the diversity events which included:

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Number of Participants</th>
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<tbody>
<tr>
<td>Sept 8, 2013</td>
<td>Community Project Lecture – Henry Ford &amp; The Jews</td>
<td>150</td>
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<tr>
<td>Oct 23, 2013</td>
<td>Introduction to the Comfort Women</td>
<td>23</td>
</tr>
<tr>
<td>Oct 29, 2013</td>
<td>Introduction to the Holocaust</td>
<td>54</td>
</tr>
<tr>
<td>Nov 18, 2013</td>
<td>Comfort Women Exhibit</td>
<td>150</td>
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<tr>
<td>Feb 19, 2014</td>
<td>Being Other in America Today</td>
<td>75</td>
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<tr>
<td>Mar 16, 2014</td>
<td>The Soap Myth</td>
<td>50</td>
</tr>
<tr>
<td>April 2, 2014</td>
<td>Mentally Ill as Unfit for Society</td>
<td>75</td>
</tr>
<tr>
<td>April 6, 2014</td>
<td>Annual Holocaust Freedom Seder</td>
<td>200</td>
</tr>
<tr>
<td>April 23, 2014</td>
<td>Developing Cultural Sensitivity and Awareness</td>
<td>25</td>
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Diversity events hosted on campus included a discussion of the historical intersections of legal, medical and racial discourses in the U.S. The forum on “Being Other” in America Today included a discussion of the prison population and the challenges facing the LGBT community. A workshop was also held on “Bullying in the Workplace”; and the Annual Holocaust Freedom Seder recreation was held to honor the Holocaust survivors of our community.

The “Building Community” initiative is expected to provide a series of speakers and events to facilitate discussions about, and address the current campus climate.