Creating a Culture that Embraces Diversity, Equity, and Inclusion
Report from the COACHE Subcommittee on Diversity and Equity
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Quantitative Data

There was not a section of the COACHE survey dedicated to equity and diversity at Borough of Manhattan Community College (BMCC). All measures are disaggregated by gender and race/ethnicity, so we present a brief summary of those results here. However, we note that no results were disaggregated by other identities (e.g., LGBTQIA+, disability, etc.) or based on intersectionality (i.e., those with multiple marginalized identities), so this presents only a very partial picture of what is needed to understand the experiences of faculty with marginalized identities. More detailed information groups not disaggregated in quantitative data, and for intersectional groups can be better found in the qualitative responses (see next section).

First, we note that there have been improvements since the last report. While in 2015 there were numerous areas where faculty of color or urm faculty rated BMCC lower than faculty from other racial/ethnic groups, in 2019 and 2023, these discrepancies have been reversed. So, while faculty from marginalized racial and ethnic groups still experience discrimination and marginalization (see qualitative responses for details), there has been improvement in discrepancies by race/ethnicity on the specific scales measured by the COACHE survey.

Patterns by gender, however, have remained consistently problematic for the last eight years, similar to the 2015 and 2018 reports. See Table 0 for details.

Table 0. Gender Discrepancy in "Nature of Work" Ratings at BMCC, sorted from greatest to least discrepancy

short name	Men mean	Women mean	gender discrepancy*
Time spent on research	**3.15**	**2.6**	**-0.55**
Time spent on teaching	**4.02**	**3.51**	**-0.51**
Ability to balance teaching/research/service	**3.18**	**2.74**	**-0.44**
Support for teaching diverse learning styles	**3.81**	**3.43**	**-0.38**
Support for faculty in leadership roles	2.73	2.39	-0.34
Support for assessing student learning	**3.92**	**3.59**	**-0.33**

Equity of the distribution of advising responsibilities	3.27	2.98	-0.29
Number of courses taught	3.54	3.25	-0.29
Level of courses taught	3.76	3.47	-0.29
Number of students in classes taught	3.69	3.41	-0.28
Equitability of committee assignments	3.07	2.81	-0.26
Time spent on administrative tasks	3.15	2.9	-0.25
Nature of Work: Teaching	3.71	3.47	-0.24
Teaching schedule	4.23	4	-0.23
Support for travel to present/conduct research	2.45	2.23	-0.22
Nature of Work: Research	2.92	2.72	-0.20
Discretion over course content	4.23	4.05	-0.18
Availability of course release for research	2.37	2.2	-0.17
Support for maintaining grants (post-award)	2.82	2.67	-0.15
Time spent on service	3.37	3.22	-0.15
Support for being a good advisor	2.78	2.63	-0.15
Support for developing online/hybrid courses	3.88	3.74	-0.14
Support for obtaining grants (pre-award)	2.86	2.74	-0.12
Number of student advisees	3.54	3.44	-0.10
Support for research	2.53	2.43	-0.10
Equitability of distribution of teaching load	3.57	3.48	-0.09
Nature of Work: Service	3.24	3.16	-0.08
Influence over focus of research	3.91	3.84	-0.07
Expectations for finding external funding	2.8	2.74	-0.06
Discretion to choose committees	3.6	3.57	-0.03
Quality of students taught	3.13	3.11	-0.02
Number of committees	3.43	3.44	0.01
Support for teaching online/hybrid courses	3.67	3.7	0.03
Attractiveness of committees	3.26	3.42	0.16

* Negative values represent lower ratings by Women than Men and positive values the reverse
Bold indicates differences with medium to large effect size. Grey shading indicates large effect size.

Specifically, women rated all categories under "nature of work" (except for number and attractiveness of committees; and support for teaching online/hybrid courses) lower than men. The categories with the largest discrepancies were "Time spent on research", "Time spent on teaching", and "Ability to balance teaching/research/service", suggesting **critical gender gaps in faculty experiences of workload and time for research/scholarship**. COACHE also calculated effect sizes for these categories and found that gender disparities in ratings of "Time spent on teaching" had a large effect size; and gender disparities in ratings of "Time spent on research", "Ability to balance teaching/research/service", "Support for teaching diverse learning styles", and "Support for assessing student learning" had a medium effect size. This provides additional evidence of the critical importance of address gender equity for these categories. Thus, improving gender equity should be a major priority for the college moving forward.

Few items on the COACHE survey expressly ask about equity and diversity on campus, but the subcommittee identified a few questions that could allude to concerns related to equity and diversity on campus (Tables 1 and 2).

Table 1. Survey items relevant to diversity and equity.

Item	Mean	Standard Deviation
Q212b. Please rate your level of *agreement or disagreement* with the following statement: **There is visible leadership at my institution for the support and promotion of diversity on campus.**	3.92	1.1
Q205c. Please rate your level of *satisfaction or dissatisfaction* with the following: **How well you fit in your department (e.g., your sense of belonging in your department).**	3.67	1.19

Note. Agreement scale (Q212b) is as follows: 1 = strongly disagree, 2 = somewhat disagree, 3 = neither agree nor disagree, 4 = somewhat agree, 5 = strongly agree. *Satisfaction scale* (Q205c) is as follows: 1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied.

Both equity-and-diversity-related items in Table 1 were below satisfactory (mean scores below 4): *visible leadership for support of diversity* and *faculty sense of fit.* This suggests a need for improvement. Table 2 contains more information about reporting on microaggressions or implicit bias, broken down by group.

Table 2. CQ2. In the last 3 - 5 years at BMCC, please indicate if, at least some of the time, you have felt:

Response	Overall	Men	Women	White	URM
Exposed to microaggressions or implicit bias	26.2%	18.8%	30.8%	25.4%	33.3%

Table 2 shows that roughly a third of respondents that identified as underrepresented minorities (URM; 33%) and women (30.8%) have been *exposed to microaggressions or implicit bias* at BMCC in the past 3 to 5 years. This reveals a critical issue that needs to be a priority moving forward.

Qualitative Data
Qualitative data provides more detail about the experiences of members of marginalized groups at the college. When asked about their experiences with micro-aggressions, blatant hostility, exclusion, marginalization, and discrimination at the college, either as personal experiences or witness, faculty responses indicate both broad and specific patterns of discrimination and exclusion at BMCC. A number of

faculty shared that they had experienced some degree of discrimination or harassment while at the college, but they did not share those experiences on the survey because they either did not feel comfortable, did not feel safe doing so, or did not have enough time and space to fully discuss the experience. The majority of responses, however, indicated that faculty have experienced some level of discrimination and marginalization on campus, ranging from a general sense of hostility or bullying to more specific reports of racism, sexism, ableism, classism, and homophobia.

Gender

One notable pattern that emerged in the data was the prevalence of sexism in hiring, leadership, and the division of labor on campus. While some faculty noted a disparity in hiring, leading to a gender imbalance in departments, other responses cited the distribution of service and committee assignments, with this work falling disproportionately on women. Faculty named gender as a barrier to equitable class scheduling practices and identified gendered practices within the grants office as well. Faculty responses revealed a gender wage gap, both in general, and specifically as it relates to raises related to promotion. Finally, faculty report feeling as though women's voices are not heard in meetings.

"[...] the misogyny in my discipline for years and a gender imbalance (in a field where there are plenty of women) has only grown."

"Men seem to be recognized for doing very little, while women do the majority of the actually work (not just sitting on committees) as well as the majority of student advising."

"As a working mother and person of color I have often felt dismissed and my lived experience considered irrelevant. When I tried to join a teaching program my assigned mentor openly stated that faculty included diverse content in their curriculum because they felt "guilted" into doing so and that the "greats" of a given field should not be questioned. I had to recuse myself from the teaching program."

"I had a male instructor whom I was observing mansplain to me why my criticisms were "not correct", stating facts that were incorrect in an area that is the focus of my own research (and not his own). In my department, the upper-level courses are more often taught by men. I was hired at a much lower salary than male peers, and then was promoted quickly while they were not promoted, but my salary was never adjusted for this prior inequity, even though I brought it up with a former provost."

"I have been dismissed as a female academic who studies 'fluffy' topics, yes. I have a colleague who tried to 'help' another colleague by making comments that her persona was too sexy. I have seen a department chair ignore a faculty of color trying to speak in faculty meetings."

"I have witnessed a female colleague who was menaced and stalked by a student have her concerns dismissed by security and her safety was ignored by Facilities who refused a reasonable request for help."

Parental Roles

Faculty voiced concerns about how they are treated as parents at the college. While this is a concern for all genders, quantitative and qualitative responses suggested that it more strongly impacts women. Faculty responses revealed they do not feel like parental leave is respected and reported discrimination in promotion due to parental leave time.

"I had a problematic prior chair who tried to call me back early from maternity leave (luckily I know my rights so I was able to firmly tell him that I was still on leave, but this made me worry that he would later retaliate—I never reported this for fear of retaliation)."

"My department chair discouraged me from applying for promotion to full professor because I had not had 2 contiguous semesters of teaching evaluations since my last promotion (because of maternity leaves)."

The "no children on campus" was also referenced in responses, as an example of a policy that is discriminatory toward both faculty and students.

Race, Ethnicity, Language and Religion

Racism emerged in faculty responses in a number of different ways and at all levels of the college; from racially disparate leadership to microaggressions between faculty. Faculty identified a lack of racial diversity in both campus leadership and faculty, with an overrepresentation of white faculty in both tenure-track lines and adjunct positions due to racism within hiring and adjunct contracts. Aside from representation, faculty shared that the distribution of service work is racialized, as faculty of color are overburdened with this type of labor. Several other responses pointed to racism in curricular materials and the need for educational materials to be more equity centered. Some faculty shared specific experiences of microaggressions on the basis of spoken language.

"I have witnessed racism and microaggressions and mansplaining in meetings."

"The leadership in my department is fairly white and has been since I have been here despite there being POC who are available to serve in such leadership position. In fact, there is currently only one African American member of the department serving in a leadership role to my knowledge."

"Given the dominance of model minority racialization, the college is failing at supporting their AAPI students in concrete ways… When high ranking administrators support and embrace racist representations AND actively disrupt attempts to reframe and educate students at a public college wide forum, it is not surprising to me that I've had AAPI students share that they do not feel seen at BMCC."

Other reports of discrimination arose around religion, with specific references to Islamophobia and antisemitism and faculty pointing to the lack of Islamic holidays observed in the BMCC academic calendar.

"The leadership in my department is fairly white and has been since I have been here despite there being POC who are available to serve in such leadership positions."

"Our hiring has been in the past (and still, in that the full time lines are all lecturer lines, not tenure track) has discriminated against racial minorities, making a faculty that does not reflect our student population. [...] Our adjunct system reinforces these problems as well."

"I have seen a lot of Islamophobia from faculty and staff, especially toward Muslim women - of all races - who practice some form of veiling"

"There is a growing sense of antisemitism across CUNY"

Accessibility

Faculty with disabilities reported experiencing ableism, particularly as it relates to receiving accommodations.

"I have a severe but hidden disability. The way in which disability accommodations were handled by HR was humiliating. They … repeatedly asked inappropriately personal questions…, demanded to know in detail what medical treatments I had undergone (irrelevant for accommodations), and kept questioning whether my condition was "real". When my doctor wrote a very detailed letter … they granted the accommodations without further question, but the phone call to "assess" my need for accommodations was traumatic and humiliating.

"I have had colleagues make derogatory statements about people with disabilities who have remote accommodations, clearly implying that they think they are not real."

"It should be easier to take medical leave (I speak as someone who recently was on medical leave and had to negotiate that while physically in the hospital) AND mental health leave should be prioritized as well instead of relegated to "wellness" videos and links through the college website."

"[I experienced] delays in processing and approving ADA reasonable accommodations requests."

"As a person with a disability, I have not registered with HR. I do not feel comfortable doing so, which should not be the case."

The data also revealed a number of concerns around accessibility on campus, impacting both faculty and students. Responses indicated that there were not enough accommodations made for those who need to teach online due to accessibility concerns, and some responses shared experiences of ableism in the Office of Human Relations in handling accommodations. In addition, faculty expressed that students who need accommodations are not offered sufficient support and that in general, there is a lack of accommodations around COVID. In terms of physical space, the Harrison Street entrance to campus was named explicitly as an inaccessible entrance.

"People with physical disabilities have a really hard time navigating the buildings"

"I have seen students who use mobility devices [...] but chose not to be registered with the Office Accessibility- denied entrance on Harrison Street and told to go to the main entrance."

"I found the flexible classroom modallities helpful. Also, as a disabled person, I appreciated how the pandemic opened up a discourse about sickness and disability."

"I would like to see the choice of remote and flexible work arrangements stay permanently. These allowed me to work around a chronic disability that I had not disclosed prior to COVID. This allowed me to be much more productive at work because I wasn't harming myself by forcing myself to come in in person."

LGBTQIA+ Community

Faculty stated feeling as if there was a lack of support from college administration and around the college, in general, for the LGBTQIA+ community, citing the limiting of certain programs, policies or initiatives to Pride Month celebrations. More specifically, some faculty reported LGBTQIA+ specific discrimination over promotion.

"Administration mostly ignores LGBTQIA+ concerns except for stereotypical celebrations during pride month"

General Hostility

Along with general mistreatment among faculty by rank and hostility and microaggressions from the department chair, delays in promotion, withholding of sabbatical leave, and unfair assignment of service work and course schedules according to rank were a few of the specific status-based discrimination practices

identified in these data. Additionally, faculty reported classism toward students, with specific reference to the discriminatory and exclusionary nature of academic programs that require students to be enrolled on a full-time status.

"Senior faculty occupying administrative positions have used their power to retaliate against junior faculty by withholding required service opportunities and negatively impacting scheduling."

There were a variety of responses that pointed to the lack of support, trust, and transparency in the college. Faculty feel that the college administration is bloated, largely unsupportive in addressing discrimination issues, and primarily concerned with protecting the college against legal recourse, rather than creating truly inclusive spaces. Additionally, some faculty noted that there was a sense of isolation among groups, limited mentoring on campus, and that both students and faculty alike should take anti-bias training.

"Bullying is fairly rampant, unfortunately most of it is perpetrated by chairs, deputies, and other power faculty, and the administration. Since the administration does not treat faculty with respect, chairs and other managerial faculty follow that example."

"During a period of reform and changes to curriculum and requirements for tenure and promotion, departmental politics and a lack of transparency about reforms and changes led to the exclusion and marginalization of faculty who had questions"

"I was excited when the college hired a Chief Diversity Officer, but I have been disappointed in the lack of proactive leadership from this role [...] it feels that the person in that role is primarily concerned with making sure that the college does not get sued, not in creating a more equitable and safe environment for all."

When asked to identify any individual, cultural or structural factors at the college (e.g., college/dept policies, climate, practices, virtual or physical spaces, etc.) that have contributed to marginalization or oppression, and describe actions that the college could take to create a more inclusive and supportive environment for all BMCC community members, faculty responses point to a number of structural, institutional, departmental and interpersonal factors that require an investment of resources, time, and energy in order to effect the changes needed.

Structurally, faculty felt that the college should work to make the physical space of BMCC more conducive for community gathering and collaboration, by including more spaces for congregating and resting, and adding bulletin boards in the hallways, while also re-designing teaching spaces to support collaborative work. Responses also identified the need for additional space for in-person meetings and increased dedicated space for adjuncts. Faculty also noted that physical spaces should be

accommodating, suggesting that BMCC should ensure that classroom desks are able to accommodate all bodies and that the campus environment is one that is physically safe for trans people. Finally, some responses expressed ways that BMCC could make the overall campus environment more welcoming by removing security at the entrance, noting that public safety should be more compassionate in their interactions with the college community and ensure they are treating everyone equally.

"Fiterman Hall desperately needs benches and more student gathering spaces."

"We could have more planning and discussion around physical spaces that was cross-departmental and looking for interdepartmental and collaborative use."

"Bring back bulletin boards; the space is sterile and uninviting without them."

"There is also work to be done on the adjunct spaces as the adjuncts have complained about the adequacy of them for years with no real response."

"Students and visitors enter the building as if they are suspects, too much 'policing' in the buildings and not enough open and inviting spaces."

"The public safety officers who work at the entrance of the campus buildings should treat everyone with the same level all respect, both students and faculty, and in particular students and faculty of color."

Faculty felt that BMCC needs to financially invest in diversity, equity and inclusion efforts, offering some specific recommendations for how to do so, including gender and race based pay equity, investing in hiring more black men faculty and faculty that mirror students, increasing gender diversity across the college by status, rank and position, providing more resources and staffing to support LGBQTIA+ communities, and more support for faculty of color who are tasked with increased student needs. The investment in DEI needs to also be reflected in institutional language, pedagogy, and curriculum, which should be trauma informed and center equity and inclusion. Some faculty indicate that the college needs to allow for increased freedom of thought and idea, and hold space for differing social and political viewpoints, and some recommended that the college remain a politically neutral space. Responses also indicated that ageism is a concern at the college and prevents an employee's credentials from receiving their full value.

"Investing in a real way in equity work. [...] This lack of financial investment communicates that the college sees REI work as a priority only when faculty are expected to invest their time and labor for free. Often this labor is taken up disproportionally by faculty of color, especially women of color. The lack of respect for their time and labor is profoundly demoralizing and feels like the institution's commitment to these issues is inauthentic."

"BMCC should publish anonymized data about various diversity stats for all the higher-level administrative positions, if they are truly committed to equity, and this should be an ongoing conversation every time we hire someone.[...] BMCC needs to be committed to being held accountable to addressing inequities in a real way, not just a surface way."

"There is a sense of invisibility on campus around the LGBTQIA+ community. We need a more inclusive community, which includes training and conversations for faculty and staff, and a more robust Pride Center and Women's Resources Center."

"I would like to see a college-wide emphasis placed on issues of inclusion, diversity, equity, and access in our curriculum and in the individual faculty members' syllabi."

The ways in which faculty are hired, on-boarded, and supported received some attention in the data, and faculty generally felt as if the orientation could be stronger, that a more formal mentorship program could be established, that more clarity around promotion is needed, and that the college needs to increase its diverse hires. Faculty expressed a need for increased anti-bias, cultural sensitivity, and accessibility training for faculty, staff, administration, and others while also noting that the mandatory workplace violence prevention and sexual harassment trainings are disrespectful of faculty time and ineffective. The college should increase efforts to collect data on the faculty experience, through surveys, according to some faculty. Further, faculty cited that the restructuring of the administration has made it difficult to find assistance at the college and made several recommendations around the need for increased support, to address issues including the racial and gender imbalance in service work, research support and work/family balance. Hiring an ombudsperson or an anonymous reporting practice was another recommendation made to better support faculty, while other responses suggested the children on campus policy be revised.

"There could be more work done to support, formally, mentorship at the college"

"Promotion processes are unclear. No mentorship is provided and it feels like a general "free for all" at the college."

"We need an Ombudsperson, as well as places to anonymously report issues—we don't currently have this. [...] There needs to be a way in which if one person who is very powerful is systematically discriminating against a particular group that people have a way to report anonymously."

According to faculty, BMCC could help create a more supportive environment by increasing the remote work accommodations available for faculty, increasing the availability of flex work options, and continuing to offer online options for department meetings. Faculty felt as if BMCC does not consider faculty disabilities, yet

recommended the college avoid requesting personal information on disabilities. Maintaining equity in policies around being on campus was also recommended.

Faculty expressed some concern over course scheduling and location, and the current practice of scheduling courses by rank and status and recommended that courses be assigned by a different practice with increased gender diversity within course scheduling and assignments. In addition, when scheduling programs and events, religious schedules should be kept in mind. Faculty felt course caps should not continue to increase and there should be more opportunities for senior faculty to earn course release. In terms of location, faculty seem to prefer that classes should be held in the same building as offices and recommended that college offices have longer hours to accommodate the hours of our student population.

A number of concerns and recommendations arose around the college culture and the ways in which it does not promote transparency and/or make faculty feel supported. In general, faculty report not feeling a culture of care at the college, and offered some recommendations on how to make that happen including increased empathy, increased oversight of academic success staff, more transparency around hiring committees and department personnel and budget committees, rotating of chairs, increased opportunities to consult with faculty, more open discussions around college policies, increased respect and trust across the college, more academic and financial support for students and more autonomy for faculty. Further, faculty responses affirmed the importance of centering lived experiences and student needs in the classroom.

"There's very little trust or respect across organs of the college."

"Things would get better if the faculty were listened to, respected, or consulted about on anything. There is a wall between admin and faculty here so no concerns get addressed properly whether it's the temperature of the rooms or a security issue."

"Treat the faculty with respect and trust. We know what we are doing - better than the administration - we are the experts! But this means you would have to genuinely relinquish power and trust us."

Recommendations

The data indicates the need for a cultural shift to embrace diversity, equity, and inclusion at BMCC because of the microaggressions, hostilities and discrimination repeatedly experienced by respondents. Beginning this cultural shift should involve the institution, college, and departments; recommendations are outlined below.

Institutional Recommendations
1. **Demonstrate the college's commitment to diversity, equity, and inclusion**
   - The commitment should be financial and all institutional language should center equity and be trauma-informed.
   - This change should occur because faculty who completed the COACHE survey described:
     - Segregation still exists among groups
     - The college is an institution of white supremacy
     - Sexism, misogyny and ableism throughout college
     - Freedom of ideas is restricted for privileged people
     - Remote work enables people to not be around racist faculty, staff, and administration, can provide better avenues of interaction for neurodiverse faculty/staff/students, and provides better access to faculty/staff/students with disabilities
     - Racism, sexism, ableism, discrimination, microaggression, and hostility across administration and faculty
     - LGBTQIA+ initiatives limited to pride month celebrations
     - Department chairs are mostly white men
     - Main priority of college is protecting against legal recourse, not creating inclusive space

2. **Conduct an Accessibility and Inclusivity Audit by an independent organization**
   - The audit should ensure that our online and physical space more than complies with regulations and is welcoming to all.
   - Based on the data, BMCC is not accessible for all members of our community. For example, the data indicated:
     - Chairs and desks do not fit all bodies
     - Inadequate space for large meetings
     - More places to sit, rest, and congregate on campus and the streets between all campus buildings
     - More space was needed adjunct faculty
     - Disabled entrance at Harrison Street is frequently broken and not fixed in a timely manner
     - Physical space unsafe for transgender and other marginalized
     - Teaching spaces not conducive to collaborative work
     - Classes should be held in the same building as offices
     - Difficulties getting remote accommodations for disabilities

3. **Dedicate a staff person in Human Resources to focus on work-life**
   - The position should be robust and well-resourced, modeled after programs at other NYC universities that view faculty holistically and in the context of their families (i.e., Columbia University: https://worklife.columbia.edu/, New York University: https://www.nyu.edu/about/leadership-university-administration/office-of- the-president/office-of-the-provost/work-life.html)
   - Faculty indicated the environment does not support faculty well-being, calling for:
     - Increased empathy and a culture of care
     - Support faculty work-life balance
     - Observe and/or not schedule events on non-Judeo-Christian holidays
     - Offer Opportunities for faculty to de-stress similar to those hosted by Students Affairs for students during finals
     - Provide access to mental health care because finding providers that take insurance or accept new patients is very difficult
     - Parental leave not respected

4. **All faculty, staff, and administration should participate in diversity, equity, inclusion professional development, such as the training being developed by the Race, Equity, and Inclusion Professional Development Committee**
   - Faculty who completed the COACHE survey indicated the need for all members of the college community to center diversity, equity, and inclusion as demonstrated in the following:
     - Provide anti-bias and culturally responsive trainings for faculty, staff, administration and others
     - Curriculum and syllabi need to reflect equity and inclusion
     - More support needed for faculty of color, LGBTQIA+, Muslim, Jewish, disabled and aging faculty
   - Faculty reported that Public Safety should be re/trained to:
     - Treat all members of the community equally, respectfully, and compassionately
     - Keep campus safe, not harass members of the community

College-wide Recommendations
1. **Hire an Ombudsperson to support those who have been aggrieved.**
   - Modeled after other CUNY colleges, such as LaGuardia

Community College or Medgar Evers College
(https://www.laguardia.edu/students/ombuds-office,
https://www.mec.cuny.edu/academic-affairs/ombudsman/).

- Respondents indicated that:
    - Anonymous reporting practices should be in place
    - College unsupportive in addressing discrimination issues
    - Include faculty in decision making and discussions around college policies
    - Less tension between administration and faculty so that issues may be resolved
    - Concerns or issues should be handled with mediation

2. **Embed diversity, equity and inclusion in college-wide hiring practices**
    - Search committees should:
        - Require diversity statements with CV's or applications
        - Include questions as to how diversity, equity and inclusion is embedded into the candidates' work
        - Membership should be made public
        - Provide bias training for search/ hiring committees
    - Faculty stated they would like BMCC to:
        - Hire more diverse staff, faculty, and administration
        - Change existing racist/sexist hiring practices that has led to homogenous departments and departmental leadership

Departmental Recommendations
1. **Increased transparency for tenure, promotion, and sabbatical process**
    - Clearly established requirements for tenure, promotion and sabbatical leave should be developed and made readily available to faculty via the department, the department website and/or faculty handbook.
    - Faculty indicated the need for:
        - Clearer departmental expectations for tenure and promotion
        - Gender and race pay equity
        - Lack of respect for time and labor of women of color

2. **Create departmental system of service based on time demands**
    - The distribution of service work should be consistent throughout all members of the department, regardless of status, race, and gender.
    - Chair or designated department member should be responsible for overseeing the process.
    - Faculty responses expressed concerns over:

- ■ Equitable distribution of service
- ■ Current overburdening of women faculty and faculty of color with service

3. **Implement formal mentoring that embeds diversity, equity, and inclusion**
   - A formal faculty mentorship program should be established in which a new or junior faculty member is paired with one or more senior faculty member(s) in order to (a) increase sense of belonging as well as retention for all faculty, especially minoritized faculty, and (b) prepare faculty for the requirements of tenure and promotion.
   - Respondents indicated mentoring should be provided for:
     - ■ For newly hired faculty
     - ■ For faculty preparing for tenure and promotion

4. **Emphasize asset-based/equity-centered pedagogy in teaching and curriculum**
   - Ensure that historically under-included perspectives and voices are centered.
   - Establish departmental recommendations for syllabus review (such as: Syllabus Review Guide for Equity-Minded Practice).
   - Faculty cited need for investment in diversity, equity, and inclusion:
     - ■ Extended to pedagogy and syllabi
     - ■ Institutional language reflect an equity centered lens

5. **Collaborate with faculty on course scheduling and modality**
   - Enable faculty to have input on their schedule that does not prioritize status, tenure, or title.
   - Respect faculty autonomy over course location and modality.
   - Faculty reported:
     - ■ Courses assigned based on seniority
     - ■ Gender diversity should be involved in course scheduling assignments
     - ■ Maintain equity and consider faculty neurodiversity and disabilities in policies around being on campus
     - ■ Continue online options for department meetings for accessibility
     - ■ Offer more remote accommodations
     - ■ Increase availability of flex work options
     - ■ Avoid requiring personal information on disabilities as a condition to receiving accommodations