

**President's Advisory Committee for Inclusivity
2016-2017 Report
Marymount Manhattan College
August 2017**

2016-2017 Committee Members

Chair: Christine Gregory, Chief Diversity Officer

Faculty:

Lauren Brown, History, Philosophy and Religious Studies

Diertra Hunter-Romangoli, Sciences

Peter Naccarato, English and World Literature

Sarah Nelson Wright, Communication & Media Arts

Surinder Singh, Business

Antonio Suarez, Fine & Performing Arts

Staff:

Bree Bullingham, Human resources

Olivia Des Chenes, Student Development and Activities

Briana Fitzpatrick, Student Development and Activities

Karl Hinze, Institutional Advancement

Paul Maniaci, Career Services

Erica Pepe, Admissions

Rebecca Pinard, Higher Ed Opportunity Program

Kanny Rodriguez, Human Resources

Michael Salmon, Academic Advisement

Students:

Ryanna Brown, Black and Latino Student Association

Cody Gambino, Gender Sexuality Studies

Taishae Haughton, Student Government Association

Jillann Mahmoud, Muslim Student Association

Dana Rand, Student Government Association

Guadalupe Robledo, Marymount Christian Fellowship

Dalton Young, Resident Advisor

Charge:

- Advise and make recommendations to the President on issues of diversity and inclusion.
- Facilitate partnership and collaboration opportunities for students, faculty and staff with diversity related leadership roles, scholarly interests and administrative responsibilities.
- Create a forum for students, faculty and staff to raise concerns about campus inclusivity.
- Coordinate and publicize diversity-related events and programming on campus.

The Inclusivity Committee includes students, faculty, and staff at the College. Students who are selected for the Committee serve as the diversity chair for their student organization or as the president of an identity-based club. Faculty and staff on the Committee have social justice related administrative responsibilities or interests, and represent various departments and divisions within the College.

The Committee meets monthly by sub-committee. Any member of the MMC community may submit their concerns about the campus climate for diversity directly to Christine Gregory, Chief Diversity Officer and Committee Chair (cgregory@mmm.edu), or to any other member of the Committee.

The Report

The Inclusivity Committee was organized into three sub-committees: (1) Professional Development; (2) Campus Climate; and (3) Educational Experiences. Overall, the Committee set 15 goals for the academic year. I'm

pleased to report that we have made significant progress on each of them. Below is a summary report of our work. In addition, the Educational Experiences Sub-Committee has prepared a special report on faculty recruitment and retention, as well as recommendations for steps going forward. I have included it in the section following the Sub-Committee Reports.

Sub-Committee Reports:

- I. **Professional Development**- Charged with increasing inclusivity training opportunities for the College community, with special emphasis on staff development.

Goals	Status on Goal Completion	Time Frame for Implementation	Cost to Implement
1. Create “onboarding” materials for new employees that will provide information and resources about diversity at MMC	New onboarding materials were created. Will be provided to all new hires.	Short term - Spring 2017	None
2. Create new staff professional development training that covers diversity	Two new diversity themed trainings will be offered every year to staff: “Communication to Build Team Cultures and Managing for Inclusivity.	Short-term Spring 2017	No new costs. The training will be folded into the general slate of professional develop workshops offered through the HR Department.
	Implicit bias training for hiring committees and managers	Short term - Summer 2017	No new costs. Christine Gregory will lead these sessions.
3. Bring Intergroup Dialogue to MMC	This goal is being taken up by the Educational Experiences Sub-Committee as it requires faculty approval	Transferred to Educational Experiences Sub-Committee	N/A

- II. **Campus Climate** - charged with identifying ways to better serve underrepresented groups on campus, with emphasis on political, ethnic, racial, religious identities as well as physical and learning disabilities in our community.

Goals	Status on Goal Completion	Time Frame for Implementation	Cost to Implement
Political Identity 4. Increase constructive political discourse on campus	There is increased involvement in the Every Wednesday program series.	Immediate – Spring 2017	None
	Student and Academic Affairs are working to develop more and ongoing forums for diverse political discourse on campus.	Ongoing	None
Racial and National Identity 5. Raise the importance of the Black Lives Matter Movement	Student Development and Activities (SDA) hosted the Annual Leadership Summit in February 2017 which focused on protests and movements, including Black Lives Matter.	Immediate – Spring 2017	Medium
	Additionally, SDA is hosting a Black Lives Matter documentary film screening April 19 th 2017.	Immediate – Spring 2017	Medium
6. Provide a forum for international students to share their experiences on campus	Student and Academic Affairs held an International Student Talk Back in March 2017, as well as a Global Citizens Salon at the President’s house.	Immediate – Spring 2017	Medium
Religious Identity 7. Highlight the religious diversity at MMC	Student Development Activities has sponsored and co-sponsored numerous religious programs this academic year, including Shabbat Dinner, Diwali, Eid, Sukkot, Easter, Passover Seder, Lunar New Year, National Hijab Day, and Islamic Awareness Week.	Immediate and Ongoing – Spring 2017	Medium
Physical and Learning Difficulties 8. Develop workshops on ability for the community	Student Development and Activities and Academic Access and Disability Services developed Ability 101, an interactive workshop on ableism and stigma. This will be piloted during Ally Week in April 2017.	Spring 2017	Medium

III. Educational Experiences - Assess and improve student and faculty experiences with inclusivity, diversity and equity in the classroom, with the following long-term goals:

- (a) Continually assess students’ experiences around inclusivity, diversity and equity in the classroom
- (b) Facilitate faculty trainings and provide resources that equip professors with inclusivity and diversity pedagogical skills
- (c) Recommend best practices to adopt in order to increase full-time faculty diversity
- (d) Keep better data about faculty diversity at MMC
- (e) Bring Intergroup Dialogue to Marymount

Goal	Status on Goal Completion	Timeframe for Implementation	Cost to Implement
9. Define Inclusivity at Marymount so we can better work towards and assess inclusivity goals	Completed. Christine Gregory took leadership. A new, revised diversity statement is now on the Colleges website. It was co-authored by Inclusivity Committee members.	NA	NA
10. Assess experience of international students at Marymount	Drafting a survey for international students and faculty that teach international students.	Fall 2017	Low Cost
11. Host C-TIE training on inclusivity	Completed. We held a successful session led by Christine Gregory, Rebecca Sperling, Surinder Singh and Sarah Nelson Wright.	NA	Low Cost
12. Facilitate session at Faculty Development Day that addresses experience of International students at Marymount	We will present on the data from our survey of International students and have a faculty working group brainstorm ways to improve the international student experience at Marymount in preparation for the January training	Immediate – Spring 2017	Low Cost
13. Prepare a report on faculty diversity at Marymount to establish a baseline for recruitment	An outline of recommendations and research is included in this report.	Immediate – Spring 2017	Low cost

and retention.			
14. Identify regular opportunities for Marymount faculty to receive support for inclusive pedagogy	Implement a short training before each semester with Christine Gregory to discuss best practices for fostering an inclusive classroom at the beginning of the semester (work with Faculty Development Committee)	Fall 2017	Low Cost
	Start a once or twice a semester Inclusivity drop in training, facilitated by Christine Gregory, to discuss issue that come up in the class room (work with Faculty Development Committee)	Fall 2017	Low Cost
	Provide One-to-World training at end of January 2018 (Carol Jackson and Faculty Development Committee)	Spring 2018	Medium Cost
	Work with C-TIE to offer a mid-semester inclusivity assessment (voluntary), using the survey piloted last year	Spring 2018	Low Cost
15. Bring Intergroup Dialogue to Marymount	Write a grant to send a team to the University of Michigan Intergroup Dialogue Institute in June 2018; pilot a group with faculty in fall 2018; and offer a course at Marymount in Spring 2019	Short and Long Term – Spring 2017-Spring 2019	High Cost
16. Keep better data about faculty diversity	HR should continue to work with the subcommittee to get the remaining faculty to report race and ethnicity on ADP. For all new hires, they will collect and enter this data on orientation day.	Immediate	Low
	Start collecting data on faculty retention and achievement of tenure and/or promotion in terms of race and ethnicity to track if there are structural disparities.	Immediate	Low
	Assess racial/ethnic data on part time faculty	Immediate	Low
	Keep longitudinal data on full-time faculty diversity starting in the 2017-2018 school year and make measurable improvement goals we can work towards and track.	Fall 2017	Low

	Collect data on other types of diversity in all faculty members, perhaps through a regular and mandatory climate survey (with providing any identity information is always optional, per law).	Fall 2017	Low
17. Keep data about diversity of hiring pools	HR should work with inclusivity to design and implement a streamlined, legal, digital way to track the diversity of job applicants for full time faculty positions, completely untied to their employment application. Many schools do this.	Immediate	Low
	If searches are not recruiting diverse pools, faculty charged with recruiting will devise new strategies.	2017-2018	Possibly Medium to High
18. Improve search process	One member of each search committee should be trained in best practices for inclusivity for hiring and should take leadership on these issues during the search.	Implemented	Low
	All search committee members should be briefed on implicit bias.	Implemented	Low
	During on campus visits, every candidate should be given a meeting to discuss inclusivity and diversity topics, questions or concerns at Marymount	2017-2018	Low
	Open full time faculty lines that have focus on scholarship on race and ethnicity. This would particular benefit the new Racial and Ethnic Perspectives AIP requirement in the Gen Ed	2018-2019	High
	A major issue we found in our information gathering is the timeline of Marymount's search is behind most other schools due to the way the budgeting process is structured. Marymount should restructure the timeline of approval for new fulltime faculty lines to be competitive with other schools.	2017-2018	Possibly High
	Offer more competitive salaries.	2018-2019	High
	Devise a system to assess and improve mentoring and retention of diverse faculty.	2017-2018	Medium to High

**Diversifying Marymount's Faculty: Recommendations
From Educational Experiences Subcommittee
President's Advisory Committee on Inclusivity**

Prepared by Subcommittee Leader Sarah Nelson Wright in June 2017

Committee Members: Peter Naccarato, Michael Salmon, Surinder Singh, Antonio Suarez, Deitra Hunter, (student) Ryanna Brown, (student) Guadalupe Robledo

"We recognize the regrettable role that higher education has played in reinforcing inequality in our society, and we believe that our College has a special responsibility to prevent those same inequalities from being perpetuated in our campus community."

- Marymount Manhattan College Inclusivity Statement

In service of Marymount Manhattan's commitment to inclusivity, the Educational Experiences Subcommittee on the President's Advisory Committee on Inclusivity has prepared a list of initial recommendations for addressing disparities in faculty racial and ethnic diversity.

As of May 2017, Marymount Manhattan College employs 94 full time faculty members. Of these, 61 are women and 33 are men. With the help of HR, the subcommittee worked to get a more complete picture of the racial and ethnic diversity of Marymount's fulltime faculty. While 22 have not yet reported, of those who reported, 63 reported White, 8 reported Asian, and one reported "two or more races." Therefore, of those reporting, 87.5% report White as their racial and ethnic category. Given the diversity of the globalized world, our country and in particular our home in New York City, Marymount should take active steps to increase the racial and ethnic diversity of its fulltime faculty.

The committee recognized that race and ethnicity is only one type of many diversities and that fulltime faculty do not comprise all faculty at the college. However, given our position as an U.S. college, operating in the context of U.S. history and structural inequality in U.S. higher education, we would like to begin improving faculty diversity by making recommendations to assess and increase racial and ethnic diversity on the fulltime faculty. In addition to research that shows that (a) there are barriers to obtaining tenure track positions for faculty who are not white, and (b) educational outcomes improve as schools' communities become more diverse, there is also an ongoing call from Marymount students and eagerness from most faculty and administration to address this issue.