

Year 1 Public Description of Work for
Action Collaborative on Preventing Sexual Harassment in Higher Education

City College of New York

Integrating Diversity, Equity and Inclusion-related work (including recognizing, addressing and preventing sexual/gender-based bias, harassment and misconduct) into tenure/advancement criteria

This Action Applies to Rubric Item(s):

1. Embedding the Values of Diversity, Inclusion, and Respect into Hiring, Promotion, Advancement, and Admissions.
 - 1.a. Develop processes for promotion/advancement and performance reviews to recognize and reward an individual's contributions to promoting equity, diversity, and inclusion.

Description of Work:

The President of CCNY convened a Diversity, Equity & Inclusion Working Group (DEI working group, henceforth) in 2018 to conduct a comprehensive environmental scan and develop recommendations to promote and support a safe, respectful, diverse, and equitable environment. The DEI working group presented a report in the spring of 2019 with various recommendations. The NASEM/AC team at CCNY is working synergistically with the leadership of the DEI working group on specific initiatives. Thus, the leaders of the DEI working group (Prof. Gonzalez-Cruz and VP Urena) and the Faculty Senate DEI Committee (chaired by Prof. Thangaraj) are focusing on the recommendation that criteria for reappointment, tenure, and promotion align with the mission of each school and/or division. For example, in the School of Medicine, increasing representation of historically underrepresented in medicine groups is part of the school's mission. Based on this recommendation and taking an intersectional approach to DEI-related work, the NASEM/AC leads are working with these two groups (the Presidential DEI working group and the Faculty Senate DEI Committee) to develop guidance around inclusion of DEI in research, pedagogy and service in evaluations for tenure and promotion at CCNY. The stakeholders involved include these three representative groups and the work is being advanced through committee work, which includes a study of how other institutions have integrated these criteria into evaluation processes, as well as the types of resistance or opposition they have faced in their efforts to integrate such considerations.

To date, these groups have scanned the published environment for reports on similar efforts at different institutions, as well as begun an internal analysis of the results of various prior efforts to integrate DEI-related activities into the tenure and promotion process. Next steps in these efforts are to summarize "best practices" and the conduct of a survey of faculty to assess support for this recommendation. In addition, we will present various models in a series of presentations at the Faculty Senate and in other fora for consideration by the faculty. Finally, as informed by

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these processes, we will develop guidance that may be adapted by schools and divisions for integration of DEI-related criteria into tenure and promotion evaluations.

Website for further information (if applicable): www.ccny.cuny.edu/

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