

**MARXE SCHOOL OF
PUBLIC AND INTERNATIONAL AFFAIRS**

**DIVERSITY COMMITTEE
REPORT 2017-2020**

Completed: September 2020

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I. INTRODUCTION

As a sign of our commitment to diversity, equity, and inclusion, the Marxe School Diversity Committee annually reports on progress made within the school and aspirations for the coming years. The Marxe Diversity Strategic Plan was created in 2015 with a focus on recruiting and hiring more members of underrepresented groups on our faculty and staff, creating policy and programming that focuses on inclusivity, and a school climate that is inclusive. This standing committee was created that same year with the purpose of overseeing these processes, particularly focusing on:

- 1) creating more diverse and inclusive leadership;
- 2) generating research and measurements to assess progress;
- 3) educating faculty, staff, and students on efforts and opportunities created for this purpose;
- 4) performing a cultural audit of how recruitment, orientation, performance evaluation, promotion, training and development are done and alignment of management systems to weed out any issues; and
- 5) follow-up on any school or committee initiatives.

This document is a record of the progress made between fall 2017 and spring 2020, as well as an indication of three recommendations and four requests for improving diversity, equity, and inclusion (DEI) in the coming year (see Appendix 1 for summary). While the contents of this report span three years, it is important to note the significance of events since March 2020. In the past few months, our globe has been fighting the COVID-19 pandemic, which has required social distancing. In the broadest sense, this distancing has shut down economic activity, creating economic stress to all New Yorkers and making the most vulnerable among us even more so. For all universities, this has meant immediately converting all of our courses to a remote learning format, which has exacerbated inequality among students, creating dividing lines between those familiar with online learning and those who are not; between those who are front-line, essential workers and those able to stay home; between those with technological and other resources (bandwidth, computers, a quiet space at home to work) and those without. We will not know the full impact of this pandemic for a while – and it will require much study. While it is not the purview of this report to examine the effects of this phenomenon, it is important to acknowledge this change here.

Moreover, the May 25, 2020 murder of George Floyd ignited a righteous upheaval, inspiring protests across the U.S. against police brutality, systemic racism, and anti-Black violence. On June 5, 2020, our committee published a [statement](#) of solidarity and purpose, condemning the same things these protests condemn, and focusing on how we as a school of public and international affairs must address these issues within our own community.

Over 70 faculty and staff signed this statement, as a sign of our dedication and responsibility to do more given our mandate, to provide leadership on how we may

eliminate overt and subtle institutional biases in our policies and practices. We acknowledge that we must “approach this work unapologetically as the status quo in academia is no longer acceptable.” While this statement demonstrates a growing interest in creating equitable policies and a more inclusive climate at Marxe, we are very much at the beginning of our work.

The first step in this work is acknowledging and understanding our current situation, by assessing our demographic data and current efforts to foster DEI. While we have attempted to organize this report into categories of recruitment, retention, and climate, we understand that many of these efforts span categories. This report is a beginning point of this work as the city, state, nation, and the world change in light of the previously mentioned dramatic events.

We understand that there are multiple axes of inclusion beyond race and gender that are important to our school – including national origin, linguistic background, socioeconomic status, sexual orientation, religion, military service history, disability, age, and immigration status. Unfortunately, the data we have access to at this point only assess racial/ethnic identity and gender identity (as a binary). So, while our data focus on these two categories of inclusion, our focus as a school must be broader. We recommend (**Recommendation 1**) that those offices at Baruch and CUNY which collect this data find a way to inform us on ways more demographic categories can be added to help in this cause.

II. COLLEGE AND UNIVERSITY EFFORTS ON DIVERSITY, EQUITY, AND INCLUSION (DEI)

These past years, at the college and university level there has been considerable discussion and debate on how best to support diversity and inclusion at our school.

- A. University Advisory Council on Diversity (UACD):** The University Advisory Council on Diversity (UACD) is charged with advising the Chancellery on ways to deepen the University's commitment to creating and sustaining an inclusive workforce. UACD is comprised of 15 members with University-wide representation to provide policy and programmatic direction for the University. Six to seven meetings are held during the academic year. Marxe Faculty Michael Seltzer serves as a member of the Council. See Appendix 2 of this report for the UACD 2019-2020 Progress Report.

- B. President's Advisory Council on Diversity and Inclusion:** In January 2020, The President's Advisory Council on Diversity and Inclusion was created to “serve as a consultative body to the president on issues of diversity and inclusion and is charged with supporting Baruch in assessing and enhancing a diverse and respectful campus community.” This group includes faculty, staff, and student representatives from all schools, including Associate Dean Patria de Lancer Julnes and Associate Professor and Marxe Diversity Committee Chair Cristina Balboa. Still at the

beginning of its work, this council is currently focused on creating an inventory of DEI programs, offices, and initiatives. The council is also planning and implementing multiple “listening sessions” throughout the college to hear how various groups of community members (e.g. essential workers and staff, international students, various cohorts of students, etc.) experience diversity and inclusion to inform the new President on DEI issues.

C. Coalition to Undo Racism at Baruch (CURB): The Coalition to Undo Racism at Baruch (CURB) is a group of staff and faculty who meet monthly to discuss and implement anti-racist work into their professional activities and to organize anti-racist programming. All members have participated in the Undoing Racism Workshop developed by the People’s Institute for Survival and Beyond (thus far, approximately 60 Baruch faculty and staff have attended the workshop).

D. Baruch College 2018 Strategic Planning Process: During the 2018 college strategic planning process, Professor Michael Seltzer participated in several meetings with the consulting team. Through his and others’ efforts, the final plan included this goal and plan: Elevate and embed the principles of diversity, equity, inclusion, and cultural competency throughout the College. The full plan can be found [here](#) and the Goal V focused on Diversity in Appendix 3 of this report (with pages 11 – 13 focused on diversity).

E. The Office of Diversity, Compliance, and Equity Initiatives: The Office of Diversity, Compliance and Equity Initiatives oversees programs and initiatives designed to foster a climate that respects pluralism and diversity, and is charged with accepting and processing complaints of discrimination and sexual harassment, as well as reasonable accommodation requests. This office disseminates newsletters with information on upcoming diversity and inclusion events held at Baruch College and across CUNY. The Office has sponsored several events throughout the year, including book lectures and film screenings. The office collects and analyzes data for the college’s annual affirmative action plan and oversees compliance with the search process. It will be coordinating efforts with the newly constituted President’s Advisory Council for Diversity and Inclusion to fulfill the strategic goal V of the college’s mandate to “elevate and embed the principles of diversity, equity, inclusion, and cultural competency throughout the College.”

This report includes an overview of our current diversity at the Marxe School, offers details on our recruitment, retention and climate efforts, and offers some recommendations.

III. MARXE DATA ON FACULTY, STAFF, AND STUDENT DIVERSITY

There are many offices at CUNY that keep track of demographic data of faculty, staff, and students. This section attempts to use that data – with its varying timelines and categories – to present a picture of the Marxe School community from 2017-2020. As noted above,

the only categories of data collected for our school are racial/ethnic and gender (as a binary category). Moreover, all this data is self-reported. That is, each individual must select the categories with which they most closely identify and some may choose not to identify with any category at all. Thus, our demographic data and understanding are limited by how and whether people identify their membership in multiple groups.

Table 1 shows data from several sources across campus (see Appendix 4 for full listing). Using their categories, there are small fluctuations in the size of our faculty. Looking at the most recent year’s data, underrepresented groups (categorized as “minority” by the data source) make up 28% of the professorial level; 17% of the Lecturer level; 25% of the part time faculty; and 59% of the staff and administration. While male and female lecturers are equally represented, at the Professorial level females make up only 36%; and part-time faculty is comprised of only 18% women. Staff and administrators, on the other hand, are 75% female.

A. Table 1. Demographic Characteristics (#) 2017-2020, by year and position

Demographic Characteristics (#) 2017-2020, by Year and Position									
	Total Minority	Black/ African American	Asian, Pacific Islander, other	Native American	Latinx	White	Female	Male	Total
Faculty - Professorial									
2017-2018	8	2	4	0	2	27	13	22	35
2018-2019	10	1	5	0	4	28	14	24	38
2019-2020	11	1	5	0	5	28	14	25	39
Faculty - Lecturer									
2017-2018	3	2	1	0	0	8	5	6	11
2018-2019	1	1	0	0	0	10	6	5	11
2019-2020	1	1	0	0	0	8	5	4	9
Faculty - Part-time									
2017-2018 *	3	1	2	1		16	12	9	21
2018-2019	4	2	1	0	1	5	2	7	9
2019-2020 *	4	3	0	0	1	12	3	13	16
Staff and Administrators									
2019-2020 **	15	2	6	0	7	9	17	9	26
2019-2020 **	19	3	8	0	8	9	22	8	30
2019-2020 **	17	2	7	0	8	10	22	7	29

* One person with race unspecified; ** One person with race unspecified; one person with two or more races.

Note: Professorial includes all tenure-track faculty; Lecturer includes full-time non-tenure track faculty; Part-time includes adjunct faculty; and the staff and administrator’s category includes both full- and part-time staff and administration in order to keep the data unidentifiable.

Of note in Table 1, is the annual increase of underrepresented groups in the Marxe Faculty (labelled in the table as “minority”). Between 2017 and 2020, our total faculty has

increased by four members, three of whom identify as part of an underrepresented group. **Also of note is the consistent lack of Black and African American faculty at Marxe. Moreover, between 2017 and 2020, the percentage of female faculty has reduced two percentage points.** Comparing our faculty demographics to other NASPAA-accredited programs, our faculty is comprised of proportionately more Asian/Pacific Islander faculty, and proportionately fewer Black/African American faculty and Native American Faculty. As our goal is to have a faculty as diverse as the city we serve, our numbers are very far from that goal.

B. Table 2. Marxe student demographics

Undergraduate - BSPA Only													
Subgroup	American Indian or Native		Asian or Pacific Islander		Black, Non-Hispanic		Hispanic, Other		White, Non-Hispanic		Total	Female %	Male %
	Number of students	% of program	Number of students	% of program	Number of students	% of program	Number of students	% of program	Number of students	% of program			
Fall 2017	0	0.0%	30	15.2%	42	21.2%	60	30.3%	66	33.3%	198	*	*
Fall 2018	1	0.6%	29	17.8%	28	17.2%	52	31.9%	53	32.5%	163	55.8%	44.2%
Fall 2019	0	0.0%	28	17.3%	30	18.5%	53	32.7%	51	31.5%	162	63.0%	37.0%
Graduate Level													
MPA Only													
Fall 2017	2	0.4%	87	15.4%	126	22.3%	111	19.7%	238	42.2%	564	*	*
Fall 2018	0	0.0%	92	16.4%	128	22.8%	119	21.2%	223	39.7%	562	65.3%	34.7%
Fall 2019	0	0.0%	85	16.7%	121	23.8%	128	25.2%	174	34.3%	508	66.0%	34.0%
M HEA Only													
Fall 2017	1	0.8%	18	14.1%	31	24.2%	40	31.3%	38	29.7%	128	*	*
Fall 2018	1	0.7%	27	20.0%	24	17.8%	42	31.1%	41	30.4%	135	*	*
Fall 2019	0	0.0%	14	11.8%	30	25.2%	42	35.3%	33	27.7%	119	74.8%	25.2%
MIA Only													
Fall 2017	0	0.0%	9	20.9%	9	20.9%	10	23.3%	15	34.9%	43	*	*
Fall 2018	0	0.0%	16	19.5%	14	17.1%	22	26.8%	30	36.6%	82	*	*
Fall 2019	0	0.0%	19	16.4%	19	16.4%	23	19.8%	55	47.4%	116	65.5%	34.5%
All Marxe Graduate Students													
Fall 2017	3	0.4%	116	15.2%	171	22.5%	165	21.7%	306	40.2%	761	*	*
Fall 2018	1	0.1%	135	17.3%	166	21.3%	183	23.5%	294	37.7%	779	*	*
Fall 2019	0	0.0%	118	15.9%	171	23.0%	193	25.9%	262	35.2%	744	67.5%	32.5%
All Marxe students													
Fall 2017	3	0.3%	146	15.2%	213	22.2%	225	23.5%	372	38.8%	959		
Fall 2018	2	0.2%	164	17.4%	194	20.6%	235	24.9%	347	36.8%	942	64.3%	35.7%
Fall 2019	0	0.0%	146	16.1%	201	22.2%	246	27.2%	313	34.5%	906	66.7%	33.3%
All Baruch Students													
Fall 2017												*	*
Fall 2018		0.1%		41.0%		10.9%		17.2%		30.8%		48.6%	51.4%
Fall 2019		0.1%		41.5%		11.0%		17.6%		29.8%		48.4%	51.6%
New York City (July 2019)		0.4%		13.9%		24.3%		29.1%		32.1%		52.3%	
												* data not given	

The percentage of our students from underrepresented groups has increased over this time period as well. The Marxe School student population has a higher proportion of Black/African American, and Latinx students than the college as a whole, but our proportion of Asian/Pacific Islander students - 16.1% - is far below the Baruch proportion of the population at 41.5%. The MIA program seems to be the only program that has increased its proportion of white, non-Hispanic students in 2019. Our student body is 66.7% female, compared to Baruch in general which is 48.4% female. With the exception of

our percentage of Native American students, which only occasionally meets city percentages, our student body much more closely reflects the diversity of the city we serve for each affinity group.

C. Table 3. Faculty – Professorial and Students

Faculty - Professorial									
	Total Minority	Black / African American	Asian, Pacific Islander, other	Native American	Latinx	White	Female	Male	Total
2017-2018									
Marxe Faculty (#)	8	2	4	0	2	27	13	22	35
Actual utilization %	22.9%	5.7%	11.4%	0.0%	5.7%	-	37.1%	-	
Labor mkt %	32.3%	21.5%	4.1%	0.0%	4.9%	-	67.3%	-	
2018-2019									
Marxe Faculty	10	1	5	0	4	28	14	24	38
Actual utilization %	26.3%	2.6%	13.2%	0.0%	10.5%	-	36.8%	-	
Labor mkt %	32.3%	21.5%	4.1%	0.0%	4.9%	-	67.3%	-	
Baruch Faculty (%)		5.3%	18.2%	0.0%	5.5%	70.6%			
Marxe BSPA Students (%)	-	17.2%	17.8%	0.6%	31.9%	32.5%	55.8%	44.2%	
Marxe Graduate Students (%)	-	21.3%	17.3%	0.1%	23.5%	37.7%	65.3%	34.7%	
Marxe Students (%)	-	20.6%	17.4%	0.2%	24.9%	36.8%	64.3%	35.7%	
Baruch Students (%) (Fall 2018)	-	10.9%	41.0%	0.1%	17.2%	30.8%	48.6%	51.4%	
2019-2020									
Marxe Faculty (#)	11	1	5	0	5	28	14	25	39
Actual utilization %	28.2%	2.6%	12.8%	0.0%	12.8%	-	35.9%	-	
Labor mkt %	31.4%	18.1%	7.3%	0.0%	4.9%	-	62.7%	-	
Baruch Faculty (%)		5.5%	18.0%	0.2%	6.7%	69.2%			
Marxe BSPA Students (%)	-	18.5%	17.3%	0.0%	32.7%	31.5%	63.0%	37.0%	
Marxe Graduate Students (%)	-	23.0%	15.9%	0.0%	25.9%	35.2%	66.0%	34.0%	
Marxe Students (%)	-	22.2%	16.1%	0.0%	27.2%	34.5%	66.7%	33.3%	
Baruch Students (%) (Fall 2019)	-	11.0%	41.5%	0.1%	17.6%	29.8%	48.4%	51.6%	
Comparisons									
NASPAA-accredited Program Faculty (%) (2017-2018) *	-	13.0%	9.0%	1.0%	6.0%	-	62.0%	-	
New York City (%) (July 2019) **	-	24.3%	13.9%	0.4%	29.1%	32.1%	52.3%	-	

* Data also include 1% Native Hawaiian/Pacific Islander; 1% 2+ races; 2% unknown

** Census Bureau data also include 3.5 % Two or more races; 0.1% Native Hawaiian / Pacific Islander

According to our Utilization reports for 2017-2020 (see Table 3), Black/African American faculty are grossly underrepresented on our faculty. While currently 2.6% of our tenure track professors identify under this category, the utilization report indicates 18.1% of the labor market in Public Administration and Social Service Professions falls under this category. In contrast, 12.8% of our current faculty identifies as Latinx, which is higher than the market availability of 4.9%. Moreover, the Asian/Hawaiian/Other Pacific Islander represents 12.8% of our faculty but only 7.3% of the labor force. Thus, while the percentage of Latinx and Asian/Hawaiian/Pacific Islander faculty is higher than the labor market in our field, Black/African American representation is startlingly low. Moreover,

our percentage of female faculty at 36.8% is concerning as it is almost half that of the market.

D. Table 4. Faculty – Lecturer

Faculty - Lecturer									
	Total Minority	Black/ African American	Asian, Pacific Islander, other	Native American	Latinx	White	Female	Male	Total
2017-2018									
Marxe Faculty (#)	3	2	1	-	0	8	5	6	11
Actual utilization %	27.3%	18.2%	9.1%	-	0.0%	-	45.5%	-	
Labor mkt %	36.3%	18.2%	4.8%	-	10.9%	-	76.6%	-	
2018-2019									
Marxe Faculty (#)	1	1	0	-	0	10	6	5	11
Actual utilization %	9.1%	9.1%	0.0%	-	0.0%	-	54.5%	-	
Labor mkt %	36.3%	18.2%	4.8%	-	10.9%	-	76.6%	-	
2019-2020									
Marxe Faculty (#)	1	1	0	-	0	8	5	4	9
Actual utilization %	11.1%	11.1%	0.0%	-	0.0%	-	55.6%	-	
Labor mkt %	48.0%	21.0%	8.9%	-	15.8%	-	58.4%	-	

The same utilization report on non-tenure track full time faculty indicates in the past year, there were no Latinx, Asian/Hawaiian/Other Pacific Islander, or Native American faculty at Marxe and only 11.1% of this group are Black/African American (less than one quarter of what the Utilization report suggests is appropriate for our school). We must do better in recruiting and retaining faculty from underrepresented groups at Marxe.

E. Table 5. Faculty – Part Time

Faculty - Part-time									
	Total Minority	Black/ African American	Asian, Pacific Islander, other	Native American	Latinx	White	Female	Male	Total
2017-2018									
Marxe Faculty (#) *	3	1	2	1		16	12	9	21
Marxe Faculty (%) *	14.3%	4.8%	9.5%	4.8%	0.0%	76.2%	57.1%	42.9%	
2018-2019									
Marxe Faculty (#)	4	2	1	0	1	5	2	7	9
Marxe Faculty (%) *	44.4%	22.2%	11.1%	0.0%	11.1%	55.6%	22.2%	77.8%	
2019-2020									
Marxe Faculty (#) *	4	3	0	0	1	12	3	13	16
Marxe Faculty (%) *	25.0%	18.8%	0.0%	0.0%	6.3%	75.0%	18.8%	81.3%	
* One person with race unknown.									

There are no labor market data for part-time faculty but our data show that Marxe part-time faculty has become more male in recent years and has fluctuated considerably in the percentage of white faculty. And the majority of our part-time faculty is white.

F. Table 6. Staff and Administrators

Staff and Administrators									
	Total Minority	Black/African American	Asian, Pacific Islander, other	Native American	Latinx	White	Female	Male	Total
2017-2018									
Marxe Staff (#) *	15	2	6	0	7	9	17	9	26
Marxe Staff (%) *	57.7%	7.7%	23.1%	0.0%	26.9%	34.6%	65.4%	34.6%	
2018-2019									
Marxe Staff (#) *	19	3	8	0	8	9	22	7	30
Marxe Staff (%) *	63.3%	10.0%	26.7%	0.0%	26.7%	30.0%	73.3%	23.3%	
2019-2020									
Marxe Staff (#) *	17	2	7	0	8	10	22	7	29
Marxe Staff (%) *	58.6%	6.9%	24.1%	0.0%	27.6%	34.5%	75.9%	24.1%	

* One person with unspecified race and unknown gender. One person with two or more races.

To keep this data untraceable to individuals within our staff and administrators as the Marxe School is the smallest one on campus, this category combines part-time and full-time staff, as well as staff and administrators. The demographic composition of our staff and administrators demonstrates a higher percentage of underrepresented groups than white staff and administrators; and is majority female. Within these numbers, however, there is a low percentage of Black/African American people. Also of note, the executive and managerial levels of leadership is comprised of 11 individuals, 55% identify as a member of an underrepresented group while at all other levels of staff combined, the total percentage of staff identifying as from this group is 72.2%.

IV. EFFORTS AND PROGRAMS THAT FOCUSED ON RECRUITMENT

Between 2017 and 2020, the Marxe School recruited¹ 18 new full time faculty: two as lecturer, seven as assistant professors, two as associate professors, and 5 as full professors; three of these positions were hired as Marxe Chairs. The school also hired 12 new staff. As the data above indicates, in some areas these hires have increased our diversity. In other areas – like the part-time staff designation – our diversity fluctuates annually.

- A. Affirmative Action Plan:** In September 2017, the Chancellor and Executive Vice Chancellor for Academic Affairs requested that departments with under-representative numbers of minorities and/or women among their full-time faculty

¹Data source: Marxe Office of Finance and Administration.

present an affirmative action plan for the CUNY Board's review prior to receiving approval to conclude searches underway in this academic year. This plan laid out several strategies for hiring candidates from underrepresented groups: those included requiring a diversity advocate be a part of each search committee; requiring the dean to advocate both for additional funds to make our salary offers more competitive; and providing additional authority to hire candidates beyond the available line of hire, should candidates from those underrepresented groups apply for the position. The compressed deadline for this plan required a quick turnaround and a small team of David Birdsell, Sonia Jarvis, Don Waisanen, and Anna D'Souza drafted the plan and presented it to Marxe faculty for its approval on October 2, 2017. The Faculty approved the report which can be found in Appendix 5).

B. CUNY Salaries and their Impact on Faculty Recruitment and Retention:

CUNY faculty salaries are significantly lower than those at many private universities in the NYC area, and cost of living remains high. The salary discrepancy between CUNY and other universities has grown in recent years. Our low salaries are often cited as a reason why we have difficulty hiring and retaining faculty of color. This may be a valid reason, but there are still many appealing qualities about CUNY, and academic jobs are in short supply. Moreover, faculty can and do receive salaries greater than the typical scale, for example due to holding an endowed chair, or as the result of a retention offer. Since salary negotiations are critical points in the recruitment and retention of faculty and staff of color, we request that the Dean collaborate with the Deans of both the Weissman and the Zicklin Schools to conduct research on our recent recruitment efforts and departures to create a strategy of best practices for the deployment of additional funding to recruit and retain faculty of color. We also request that the College's Chief Diversity Officer conduct a full equity study of salaries at Baruch, as a first step to address any potential equity issues at the college level.

C. Improving Recruitment: In the last Diversity Committee report, our committee recommended a clear outreach plan that would reach multiple underrepresented groups. This resulted in a comprehensive list of association websites and networks, where each job posting is advertised (see appendix 6 for a complete list).

We recommend that the office of the Associate Dean, which identifies search chairs, further institutionalize two steps of this process: 1) Search chairs should submit the list of venues to the Diversity chair on an annual basis so that the Diversity Committee can develop a master list of resources for potential searches; and 2) Search chairs should also create a clear process of informing current faculty and staff when a position search has been approved. To date, there is no standard announcement to our own faculty and staff about approved job descriptions and searches. This has reduced the amount of advertising for positions that faculty can share with their own disciplinary networks. (**Recommendation 2**)

Moreover, we also request that the office of the Associate Dean research potential programs within Historically Black Colleges and Universities; Hispanic Serving Institutions and/or schools from the Hispanic Association of Colleges and Universities; and Native-American Serving, Non-tribal institutions where we might directly advertise job searches to recruit faculty of color, particular black tenure track faculty. Once this information is compiled, we can share it with search chairs so that they can send individual emails to faculty and graduate students in those institutions.

Lastly, since the data demonstrate that we are not successful at recruiting more diverse and particularly Black faculty, we will survey search chairs and diversity point-people of each search committee in the last three years to gather lessons learned on the opportunities and roadblocks these committees and candidates experienced in the recruitment process. Any identifying data will remain confidential, but the lessons learned will be incorporated in training faculty for future committees, to overcome any difficulties in recruiting and hiring diverse faculty. We will also create a “Diverse Hire Brief,” consistent with our mandate, to offer advice and best practices for hiring committees.

V. EFFORTS AND PROGRAMS FOCUSED ON RETENTION

Between 2017 and 2020, several faculty and staff have left the Marxe School, including 9 faculty: four lecturers, three assistant professors, zero associate professors, and two full professors. Four of these faculty left to work elsewhere while four retired. Eighteen staff also left the school. Of the faculty who left at the assistant professor rank, one identified as Black/African American and another as a woman. One Black/African American woman at the distinguished lecturer rank also left our faculty. Because our data indicate that our proportion of Black/African American faculty and staff is the least representative of the field, the city, or the school, this loss of African American and women faculty is particularly important to note here.

A. Mentoring and Belonging

One of the recommendations from previous Diversity Committee Reports is for the school to create more opportunities for junior faculty to be mentored by senior faculty. Marxe School senior faculty do engage in informal mentoring with new faculty, which take place through our research seminar, through informal lunches with senior and junior faculty, and other efforts by senior faculty. However, these informal opportunities are ad-hoc and are thus not uniform across the institution. We request that the Marxe Executive Committee implement a formal mentoring program in the 2020-2021 academic year. Given the robust multi-disciplinary nature of Marxe, these mentor-mentee relationships should primarily be based on matches by discipline, so that junior faculty members have a mentor who is a leader in their discipline. As an incentive, and given the importance of this relationship to support belonging, research progress, and to ensure the retention of junior faculty, this

committee urges the Executive Committee to include one-course release per semester for senior faculty as part of its design of the mentoring program.

1. **Research Seminar:** Since the fall of 2017, 66 different seminars were planned and 7 of these were presented by junior faculty. The coordinators of this seminar actively invite junior faculty to present and participate in these seminars, which are formatted to solicit peer feedback on works in progress.
2. **Mentoring Lunches:** Our school also offers to pay for lunches where senior faculty can informally create mentoring relationships and a welcoming climate for new and junior faculty. Very few faculty members have made use of these funds and all faculty are encouraged to do so. These mentoring lunches will be more difficult this semester as COVID-19 has converted our campus to a remote campus.

B. Support for Faculty

1. **Early Career Research Support:** The Marxe endowment also established a faculty research fund, to which faculty can apply for grants of up to \$4,999 to cover research expenses. The Research Committee has prioritized funding to tenure-track, untenured faculty, most of whom have applied. Prior to the current budget crisis, the Research Committee was successful in converting a portion of this funding into “summer research stipends” that went to faculty who needed time and funding more than anything else. These stipends were prioritized for early career faculty. Unfortunately, due to COVID-19 financial limitation, these stipends were not available in Summer 2020.

VI. EFFORTS AND PROGRAMS FOCUSED ON CREATING AN INCLUSIVE CLIMATE

While the quantitative data on the demography of the Marxe Community informs our efforts on diversity, equity, and inclusion, these numbers only tell part of the story. Just as important are the efforts to create a cultural shift to create a more inclusive climate at our school. This section highlights these efforts between 2017 and 2020.

A. Cultural Taxation

Cultural taxation refers to the unique burden placed on faculty and staff of color and women faculty and staff. Since the COVID-19 crisis requires our teaching and work to go online, this cultural tax has been experienced acutely. We have experienced and heard from colleagues who have spent countless hours helping students navigate physical and mental health issues, bereavement, unemployment, financial

instability, and more. No one resents this work, but it is largely unnoticed and unrewarded.

B. Student-led Initiatives

The Marxe community has [several active student groups](#), some of which have been in direct contact with the Marxe Diversity Committee. We hope to have a broader engagement with them in coming years.

1. MPA, HEA & MIA Clubs

Shortly after the tragic murder of George Floyd, the MPA Club engaged Dean Birdsell to inquire about the Marxe School's responses to this tragedy. The Club proposed a series, "I Can't Breathe: A Conversation on Race, Police Brutality, and Systemic Racism in America," to discuss and develop solutions to systemic racism. The dean supported the proposal. The first forum was held on June 16, 2020. This series is intended to be co-led by the Club and the School. It should be noted that the Diversity Committee provided the Club with assistance; Sonia Jarvis served as co-moderator of this conversation.

On August 13th a second forum was held, "Allyship 101: How to Create More Inclusive Institutions." It was coordinated with other Marxe student organizations: the HEA and MIA clubs. The MPA Club officers include President Jael Henry, Vice President Kelly Brosnan, Treasurer Kelsey Wheeler, Secretary Michael Cruz, and Event Coordinator Joanna Green. The HEA Club officers include President Rosmery Hidalgo, who co-moderated the second event, Vice President Nicole Wright, Treasurer Brian Aguilar Avila, Secretary Sandra Cortez, Executive Board Member Hafsa Tahir, and Executive Board Member Rene Hernandez. The MIA Club officers include President Laura Arenas, Vice President Javaria Inam, and Treasurer Ogo Sylla.

2. Baruch Grad Pride Society

It promotes the representation of "Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex and Straight-allied graduate students in and around Baruch College, and raises awareness about issues affecting the community through professional development, civic engagement, and advocacy programming". Their activities include organizing the annual LGBTQ+ History Month, job-hunting events, internships, and mental health programs. It also connects to similar groups on other CUNY campuses. For a number of years, Marxe Faculty Michael Seltzer conducted a walking tour of Greenwich Village for the Grad Pride Society highlighting women's and LGBTQ+ historical sites. They have included the homes of Larry Kramer, Mabel Dodge, bell hooks, James Baldwin, and locations such as the LGBT Center, the New York City AIDS Memorial, Stonewall Inn and Park, the original art school established by Gertrude Vanderbilt Whitney (the precursor to the museum), and the Triangle

Shirtwaist Factory. Since the leadership of the club is no longer from the Marx community, our interaction with the club has diminished.

C. Public and Scholarly Initiatives

1. Ackerman Chair and Lecture Series

The Ackerman Lecture is another Baruch commitment to ensuring racial and ethnic inclusion and equality. Ackerman Chair Professor Rob Smith's own research and public work focus on analyzing and fighting systemic inequality, especially based on legal status and race or ethnicity, and in exclusions in American democracy and voting rights, and finding strategic sites to fight such inequalities. Those invited to give Ackerman lectures reflect both Baruch's recognition of the systemic nature of these problems, and its commitment to social justice and equality.

Three Ackerman Lecturers have focused on voting rights and voter disenfranchisement. Two were lawyers who led national organizations and litigation using the Voting Rights Act to challenge discrimination in voting systems and practices: Janai Nelson, Associate Director-Counsel, NAACP Legal Defense and Education Fund, and Juan Cartagena, the President and General Counsel of LatinoJustice PRLDEF. The third lecture planned for Spring 2020 was New York Times columnist Thomas Edsall, who was to speak about voter disenfranchisement and the dangers to American democracy through the 2020 elections. His talk was canceled due to the pandemic.

Four Ackerman Lectures have focused on how legal status has come to function as a driving cause of intergenerational disadvantage and inequality in America. The first Ackerman Lecturer on this was Professor Roberto Gonzales (invited by Rob Smith but presented under the prior Ackerman Chair), then a professor at Harvard who studies how lack of legal status harms the life chances of Dreamers most as they come of age. The second academic speaker was Professor Caitlin Patler of the University of California, who analyzed how Dreamers' mental health is harmed by lack of legal status, but helped by getting DACA.

The final two Ackerman Lecturers have been perhaps the ones of which Baruch is rightly most proud: Baruch MPA graduates Manuel Castro and Cristina Jimenez. After getting his MPA, Manuel Castro worked in several immigrants' rights organizations, and is now the Executive Director of New Immigrant Community Empowerment (NICE), which advocates for workers' rights and safety, and most recently, for worker protections for a safe reopening of New York City during the next phase of the pandemic. After getting her MPA, Cristina Jimenez (among other things) cofounded United We Dream, a nonprofit organization that advocates for policies that open a road to legal status for

America's millions of Dreamers. Cristina Jimenez was awarded a MacArthur Genius grant for her work, which has helped to fundamentally reshape the debate on Dreamers in America.

2. Public Affairs Week

Since 2004, Public Affairs Week has provided an opportunity for the Marxe community to learn more about relevant issues in public affairs. While it is not explicitly focused on diversity issues, many sessions have addressed relevant topics. In 2017, Public Affairs Week included a session on "Safety and Justice in NYC." In 2018, sessions included one on sexual harassment moderated by Hilary Botein. In 2019, Public Affairs Week was dedicated to the anniversary of the Marxe School and did not include an event related to diversity. In 2020, unfortunately, Public Affairs Week was cancelled due to the COVID-19 pandemic.

3. The New York Community Trust Leadership Fellowship

Over the last five years, The New York Community Trust Leadership Fellows program under the aegis of the Marxe School has had 284 participants. It is an executive certificate program for mid-career nonprofit professionals who are deemed as emerging leaders by their executive directors. Overall, in each of the last five years, fellows of color and immigrants have averaged between 50% and 60% of the total. The faculty for the two 2019 cohorts were 50% of color. Professor Michael Seltzer directs this program.

VII. TEACHING AND LEARNING

Another essential path in which the Marxe School engages in the work of diversity, equity, and public service perspectives is through teaching and student learning. In the core curriculum as well as myriad electives, the School is working to ensure that these themes continue to increase in prevalence across the programs, interwoven within the content of the courses. Through initiatives implemented by academic program assessment as well as the Diversity Committee, the School was able to identify areas that needed improvement as well as take collaborative and proactive steps to establish a pedagogical foundation focused on learning expectations as well as efforts that would solidify a united voice in support of diversity, equity, and inclusion.

A. Inclusive Pedagogy Workshop

In the 2016-2017 academic year, the Marxe Diversity Committee requested the help of the Schwartz Communication Institute to create and implement a semester-long inclusive pedagogy workshop specifically for our faculty. The first cohort for this workshop met intensively for several days during the January 2017 term and then for monthly follow-up meetings throughout the semester. This was a compensated learning opportunity so that our adjunct faculty could also take advantage of it. The first intensive part of the course focused on various issues and strategies for creating a more inclusive course, syllabus, classroom activities, and evaluation

materials. Participants also learned about managing difficult conversations in the classroom. The follow-up meetings were intended to check in with participants as they implemented the skills and strategies in their courses. A second cohort followed the same program in January 2018.

This course was offered to Marxe faculty for two years (2017-2018). Seventeen faculty (approximately 31%) participated in the course. In 2019 the Schwartz Institute focused on creating similar training programs for the other schools at Baruch. Our committee is currently working with Schwartz to create an ongoing pedagogy discussion at the Marxe School, so that those faculty who did not take the course could still benefit from it, and those who did participate can continue their learning and act as a learning network on inclusive pedagogy at Marxe.

B. Public Service Perspective Program Learning Goal

Over the past several years, the Assessment Team and the Learning Assessment Committee brought the Marxe faculty together in a series of conversations to discuss the meaning of public service perspectives (a core competency under NASPAA standards) and values such as diversity, equity, and ethics resonated within our curriculum. The Marxe faculty engaged in a comprehensive effort – including ongoing meetings, brainstorming sessions, individual discussions - to deduce the multiple meanings of public service perspective as well as identify the extent to which this concept is addressed within the core curriculum. Questions that were addressed in the focus groups and discussions included:

- What role should values of inclusion and diversity have within our programs?
- How do we/should we define public service perspective at Marxe and more specifically within our MPA curriculum?
- Based on that definition(s), what should our students know and be able to demonstrate upon graduation as a result?
- How often are these concepts being addressed currently?

To provide additional support, guides that focused on developing learning goals for complex constructs were also created and disseminated to the faculty. After over a year of thorough discourse and review, a final goal was developed and went before the full faculty for approval in Spring 2020. Marxe will also begin assessing *Competency #4: Public Service Perspectives* using the newly developed program learning goal to now examine how we teach policy and management in the context of conflicting values and needs, as well as the resulting impacts of those conflicts on underserved communities. Through continued conversations, future assessment results, and more focus on incorporating diversity goals, the faculty will be able to continue to address and enhance the curriculum in this regard.

C. Definition of Diversity, Inclusion, and Equity

Based on the ongoing assessment conversations with faculty related to public service perspectives, in the Fall of 2017 the Assessment Team and Marxe School

Learning Assessment Committee raised concerns about assessing student learning related to goals addressing diversity and inclusion if there wasn't an acknowledged and unified definition of diversity, inclusion, and equity. As a result, the Learning Assessment and Diversity Committees collaborated and an initiative was developed to take an intentional step to strengthen the foundation of this work by defining what these terms meant within the context of the programs and community at Marxe. The Diversity Committee has since taken on the task of crafting a statement that defines these terms for our school: IDEA – Statement on Inclusion, Diversity, and Equity in Academia. Starting with extensive research undertaken by Melissa Sultana's assessment team, which collected similar statements in 40 different colleges and universities, our committee drafted a statement.

This statement was then circulated to all the members of the Learning Assessment committee (14 faculty and staff) and an additional 27 faculty and 11 staff. We received substantial feedback from a total of 26 people and have incorporated this to create a document we hope will be inspiring and aspirational for our school. We are in the process of getting and incorporating feedback from our students. This document is not the strategic plan but rather our foundational statement of commitment and understanding of the issues of diversity, equity, and inclusion at Marxe. When completed, it will be a guiding document for our programs and policies focused on diversity, equity, and inclusion in the future. The next phase of the IDEA Statement initiative is to obtain input from Marxe students with the goal of finalizing the Statement by the end of academic year 2020-2021. We have already held one feedback session for students and have three more planned for early fall 2020.

D. Next Steps for Teaching and Learning

In 2019, the Marxe School began the process of reviewing our MPA core courses. As part of that process, the curriculum committee surveyed current students and alumni, and reviewed the market for our graduates. Their findings point to the importance of DEI in our curriculum:

- 82% of students surveyed say working with people from diverse backgrounds was “very important” for the work they hoped to be doing in the future, and another 16% said “moderately important”. It was the third most important skills/knowledge areas.
- 71% of alumni surveyed said that working with people from diverse backgrounds was “very important” to their work, and another 23% said moderately important. It was again the 3rd most important skill of the 20 or so listed. About three-quarters of alumni (77%) reported that they felt they were very or moderately well prepared by MSPIA to work with people from diverse backgrounds.
- When the committee asked alumni about their attitudes towards requiring students to take a course on equity and diversity from among different courses, like “strategies for leading diverse organizations” and “health

equity”, over half (53%) strongly recommended doing so and another 19% moderately recommended it. Moreover, in their assessment of competitor programs, several MPA programs list this type of equity elective requirement.

- In the review of 119 public service job listings, 19% explicitly listed ability to communicate with diverse groups as part of the skills desired.

In line with Dean Birdsell’s August 7th letter to include DEI in a core course, the Diversity Committee will complement the work of the Curriculum Committee, as well as faculty program directors, by supporting such a proposal in 2020-2021. This committee sees this effort as only an initial step. We will continue to work with colleagues—faculty, staff, students, and administrators—to reimagine our curriculum and determine the most effective way to equip our students with both the historic and policy knowledge of inequality and discrimination, and the skills to address these issues. We will engage, through the new student representative(s) of our committee, the Marxe student leaders as they share an interest in such a curriculum as expressed in their August 12th [letter](#).

E. New Classes at Marxe

Our faculty’s interest in diversity, equity, and inclusion is reflected in the new courses being offered at the Marxe School.

1. **Intergroup Dialogue:** According to this course syllabus “This highly interactive course brings together students to examine the roles that race, ethnicity, and other intersecting identities play in their lives. Course work includes an interdisciplinary blend of scholarly readings, in-class dialogue, experiential learning activities, reflective writing, and an intergroup collaborative action project aimed at bettering relationships and communication patterns outside the class itself.” The instructors of the course – Professors Nancy Aries and Sonia Jarvis – were trained at the National Institute for Intergroup Dialog at the University of Michigan. This course has been taught to Marxe students in Spring 2019 and Spring 2020 semesters as a special topics course. It has been offered as a Feit Seminar in Fall 2020. The first two iterations included graduates, primarily, and undergraduates.
2. **Communicating for Equity and Social Change:** In Spring 2020, a new course designed by Professor Tiffany Lewis was approved by Marxe Faculty. The syllabus states that the course “(...) examines the communication strategies of activists, social movement leaders, and politicians who have worked for the equity and inclusion of groups marginalized according to race, gender, class, ethnicity, citizenship, sexuality, or ability.”
3. **Race Policy Matters:** This course has been offered as a selected topics course for graduate students and will be proposed as a permanent course for Marxe faculty approval in the next academic year. Professor Michael Seltzer designed the

course to “discuss and analyze strategies, practices and policies that engaged organizations in the nonprofit and government sectors can employ to advance racial equity.”

4. **Immigrant Cities:** In Spring 2020, the Marxe Faculty approved a new undergraduate course entitled “Immigrant cities” designed by Professor Els de Grauw. This course examines both policy and activism focused on immigration and immigrant communities in cities.

VIII. MARXE CONTRIBUTIONS TO DIVERSIFYING THE FIELD

In the previous report from this committee, our committee acknowledged the importance of growing and maintaining a pipeline of academics from underrepresented groups and seeks to increase the diversity of scholars in our field. We encouraged the Dean, who was newly elected as president of NASPAA, to lead that organization in creating opportunities for underrepresented groups. We are happy to announce progress on those efforts and two additional programs.

A. NASPAA Programs

A preliminary analysis of data from reporting APPAM doctoral programs showed that institutions offering degrees in public policy do a relatively good job of attracting people of color to enroll as students, but a poor job of either retaining those students through graduation or placing them in academic positions after graduation. These data suggest that models such as the KPMG-funded Pipeline Project recruiting mid-career people to return for doctoral study to jump from business per se to academic business programs may not be appropriate for public policy and administration as a diverse pool is already being recruited.

The committees established to explore funding opportunities and to deepen research efforts into the field’s diversity have been combined, recognizing the need to spend time and other resources on improving our understanding of why students of color are disproportionately likely to separate from doctoral programs prior to graduation and disproportionately unlikely to choose careers in the academy upon graduation. A round of letters seeking funding was sent over then NASPAA President Palmira Rios’ signature late in 2019, but have produced no response as of this writing. NASPAA continues to work with its membership and with APPAM to improve data about the candidate pipeline and to use those data to enable programs to address retention, graduation and academic placement issues. We encourage NASPAA to continue pursuing this work.

B. Public Policy and International Affairs (PPIA)

The Marxe School became members of the Public Policy and International Affairs program in 2017. This program aims “*To promote the inclusion and full participation of underrepresented groups in public service and to advance their leadership roles throughout our civic institutions serving domestic and international affairs.*” Our

membership gives us access to recruit at PPIA gatherings, and to apply to host weekend or summer development programs, which we intend to do this year under Angelina Delgado's leadership.

C. Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)

In 2017 ARNOVA began its Undergraduate Diversity Scholars Initiative to bring undergrads from underrepresented groups to their annual conference for a professional development workshop to discuss pathways and barriers to graduate school, academic, and practitioner careers; to network with scholars and practitioners in ARNOVA's membership; and to have an opportunity to present a research poster at the event. The first three years of this effort was led by Marxe Professor Cristina Balboa; ARNOVA is currently recruiting its fourth cohort.

IX. MOVING FORWARD

This report focuses on the period between 2017 and 2020. It illustrates our current demographic and programmatic status and, offers three recommendations on ways to move forward with our current initiatives. As we develop a climate where diversity, equity, and inclusion are central in the thoughts of Marxe students, staff, and faculty, this committee invites the community at large to join our work. We are in the process of prioritizing work for the coming year – and there is a lot of work to do. Some initiatives that are already gaining momentum within the Marxe community are the series of discussions spearheaded by the MPA Club, faculty training on inclusive pedagogy, revisiting our graduate and undergraduate core courses to ensure we are equipping our students to embrace the possibilities of diversity in the workplace, and filling the demographic gaps in our faculty and staff.

In our June 5th statement of solidarity and purpose, we committed to “redoubling our efforts:

- 1) to increase tenure track faculty and staff diversity at the Marxe School, with a focus on recruiting and retaining historically underrepresented minorities – and particularly Black people – in decision-making positions;
- 2) to remove barriers to entry for students of color, so we can truly prepare the next generation of change agents;
- 3) to develop and implement curricula grounded in principles of racial equity; and
- 4) to actively work with marginalized and historically underrepresented minority groups, in New York City and beyond, to achieve social justice and equal justice under the law.”

These four points will guide our efforts in the coming year. To do this work, we have recently expanded our committee membership. Our elected faculty members include professors Cristina Balboa, Hilary Botein, Neil Hernandez, Sonia Jarvis, and Ideen Riahi. Faculty members Michael Seltzer and Anna D'souza have been active in our work as ad hoc members. During the drafting of our June 5 statement condemning the killing of George

Floyd, several faculty and staff stepped forward to act as ad hoc members, including Nancy Aries and Rahul Pathak.

Since our committee's purview reaches beyond faculty to both staff and students, we recommend adding representatives from students, staff, and part-time professors (**Recommendation 3**). Melissa Sultana joined our committee in 2018; Julia Goldstein briefly joined the committee prior to ending her Marx-liaison role in 2019. In summer 2020, Professor Jeremy Block and Leora Johnson (Associate Director of Graduate Admissions and Enrollment Services) have agreed to join the committee. We are currently recruiting two student representatives, one at the graduate level and one at the undergraduate level. As of July 2020, we have requested and received additional administrative support (a staff member who will contribute 20 percent of their work time to the committee) help to support our programming.

It is our intention to include as many of the Marx community as possible in creating and implementing programs and policies that foster inclusion and equity for staff, faculty, and students alike. We look forward to a fruitful discussion and an active programmatic agenda, engaging the entire Marx community.

X. APPENDICES

Appendix 1: Recommendations and Requests of this Report

- Recommendation 1: We recommend that those offices at Baruch and CUNY which collect this data find a way to inform us on more demographic categories to help in this cause. Page 5
- Recommendation 2: We recommend that the office of the Associate Dean, which identifies search chairs, further institutionalize two steps of this process: 1) Search chairs should submit the list of venues to the Diversity chair on an annual basis so that the Diversity Committee can develop a master list of resources for potential searches. 2) Search chairs should also create a clear process of informing current faculty and staff when a position search has been approved. Page 12
- Recommendation 3: we recommend adding representatives from students, staff, and part-time professors. Page 22
- Request 1: we request that the Dean collaborate with the Deans of both the Weissman and the Zicklin Schools to conduct research on our recent recruitments and departures to create a strategy of best practices for the deployment of additional funding to recruit and retain faculty of color. Page 1

- Request 2: We also request that the College’s Chief Diversity Officer conduct a full equity study of salaries at Baruch, as a first step to address any potential equity issues at the college level. Page 12
- Request 3: we also request that the office of the Associate Dean research potential programs within Historically Black Colleges and Universities; Hispanic Serving Institutions and/or schools from the Hispanic Association of Colleges and Universities; and Native-American Serving, Non-tribal institutions; where we might directly advertise job searches to recruit faculty of color, particular black tenure track faculty. Page 12
- Request 4: we request that the Marxe Executive Committee implement a formal mentoring program in the 2020-2021 academic year. Page 13

Appendix 2: University Advisory Council on Diversity (UACD): Academic Year 2019-2020 Progress Report

Background

The University Advisory Council on Diversity (UACD) is charged with advising the Chancellery on ways to deepen the University’s commitment to creating and sustaining an inclusive workforce. UACD is comprised of 15 members with University-wide representation to provide policy and programmatic direction for the University. Six to seven meetings are held during the academic year. Michael Seltzer serves as a member of the Council.

AY 2019-2020

Transitioning from last year’s deliberative work that produced the assessment of the 2012 Diversity Action Plan (DAP), discussion revolved around the UACD’s direction for the 2019-2020 academic year, with the first focus on UACD structure and governance. It was determined that attention be devoted to addressing the following questions:

1. What are the procedures by which the Council operates?
2. Who is responsible for appointing members? Electing or deciding upon a chair?
3. Since the initial charge, how has the Chancellor been involved with the Council?
4. When or how often does the Council report to the Chancellor?

Based on deliberative discussions, UACD produced a new governance document (*UACD Governance Plan*) designed for review by the Chancellor.

The second focus is to prepare for the next cycle of diversity strategic planning, building on the ‘lessons learned’ from 2012 Diversity Action Plan (DAP).

Call to Action

UACD produced and posted two documents on anti-racism:

- Anti-Asian Discrimination Statement
 - Killing of George Floyd Statement

Diversity Programming, AY 2020-2021

Based on an assessment of past outcomes, UACD recommended that the following initiatives be funded:

- Diversity Projects Development Fund (DPDF) \$100K
- Faculty Fellowship Publication Program (FFPP) \$325K
- Faculty Diversity & Inclusion Conference \$ 60K

Appendix 3: Baruch College Strategic Plan 2018- 2023 Goal V regarding DEI

Goal V: Elevate and embed the principles of diversity, equity, inclusion, and cultural competency throughout the College.

Baruch College enjoys the benefit of tremendous diversity because of its location in the heart of one of the most diverse cities in the world and because of its long-standing commitment to providing an affordable education to the students of New York City. The College now commits to harness and build on the strengths of that diversity by engaging in intentional conversations about diversity, equity, and inclusion; striving to hire a broadly diverse faculty and staff; promoting an inclusive and supportive environment for all members of the College community; and developing the cultural competencies of its students, faculty, staff, and administration.

5.1. Create and coordinate campus wide programming, resources, and educational opportunities regarding issues of diversity, inclusion, and cultural competence.

5.1.1. Designate functions that will be responsible and accountable for coordinating strategies and disseminating information about diversity and inclusion initiatives and events on campus.

5.1.2. Create opportunities for collaboration on diversity and inclusion efforts and projects among the offices of student affairs, academic affairs, and enrollment management and strategic academic initiatives.

5.1.3. Create workshops, lecture series, forums, and training opportunities on diversity, inclusion, equity, and equality to increase cultural competence, recognizing and showcasing the expertise and talent of faculty and staff.

5.2. Integrate diversity, inclusion, and cultural competency into the curriculum, infuse cultural competency in pedagogy, and support diversity- focused research.

5.2.1. Establish program and learning goals that include diversity, inclusion, and equity.

5.2.2. Create and fund fellowships and scholarly incentives for diversity and inclusion projects and initiatives.

5.2.3. Encourage cross-disciplinary collaborations around diversity and inclusion-related topics

5.2.4. Provide support to faculty and departments in meeting the learning needs of a diverse, multilingual, global student body.

5.3. Cultivate a College-wide value system that is respectful and mindful of the expansive diversity of the College community members.

5.3.1. Establish operational and behavioral standards for conducting the work of the College with collegiality and respect.

5.3.2. Create a College-wide diversity and inclusion statement, as well as a common language for respectful discussions of diversity on campus.

- 5.3.3. Form a Presidential Advisory Council on Diversity and Inclusion, the members of which will be representative of the faculty, staff, students, and administration and appointed by the president. Charge this Council with supporting Baruch in assessing and enhancing a diverse and respectful campus community.
- 5.3.4. Protect long-standing academic principles of freedom of thought and expression in all aspects of Baruch's curriculum, pedagogy, and activities.
- 5.4. Increase efforts to recruit and retain a diverse faculty, staff, and student body.
 - 5.4.1. Develop specific goals for increasing diversity and support mechanisms designed to facilitate and promote the academic success and retention of underrepresented faculty, staff, and students at Baruch College.
 - 5.4.2. Develop pipelines for faculty, administrators, and students from underrepresented groups.
 - 5.4.3. Recognize as service to the College the activities of those who work to foster Collegewide diversity and inclusion through committee leadership, program development, and mentoring and advising of students from underrepresented groups.
 - 5.4.4. Develop mentorship opportunities for faculty and staff from underrepresented groups to improve their success in teaching, research, service, and advancement.
 - 5.4.5. Develop a peer-mentorship program for students from underrepresented groups to improve academic and career success, group cohesion, and affinity.
 - 5.4.6. Explore the creation of a Diversity and Inclusion Innovation Award for faculty and staff

Appendix 4: Appendix to Tables for Marxe Diversity Report 2017-2020

The tables draw on the following data sources:

1. Faculty-Professorial and Faculty-Lecturer: Appendix Table E-3 Faculty Utilization by Discipline/Program (Public Administration and Social Service Professions) from the Baruch College Affirmative Action Plans, 2017, 2018, 2019.
(Available: <https://president.baruch.cuny.edu/office-of-diversity/strategic-initiatives/>)
2. Part-time Faculty; Administrators and Staff: Baruch College Office of Diversity, Compliance, and Equity Initiatives. (2017-2018; 2018-2019; 2019-2020)
3. Students: Baruch College Factsheet Fall 2018 (accessed in June 2020) and Fall 2019 (accessed in July 2020 using CUNY Central ethnicity identifiers).
(Available: <https://irdata.baruch.cuny.edu/Factbook/> and <https://irdata.baruch.cuny.edu/Factsheet/>)
4. Faculty in NASPAA-affiliated programs: NASPAA Annual Data Report 2017-2018
(Available: <https://www.naspaa.org/sites/default/files/docs/2019-10/2019%20NASPAA%20Annual%20Data%20Report.pdf>)

5. New York City: US Census Bureau Quick Facts on New York City, New York (As of July 1, 2019)
(Available: <https://www.census.gov/quickfacts/newyorkcitynewyork>)

The tables below show the different categories for ethnicity and race, which may make comparisons across data sources difficult. Also, none of the sources include data on LGBTQ+ self-identification, immigration status, first generation college status, religion, language, or many other categories of diversity that are important to our mission.

	Black	Asian	LatinX	Native American	Pac Islander	Two or more races	White	Unknown race
Baruch College Affirmative Action Plan	Black / African-American	Asian, Hawaiian, other Pacific Islanders	Hispanic / Latino in Puerto Rico	NA	NA	NA	NA	NA
Office of Diversity, Compliance, and Equity Initiatives	Black / African-American	Asian	Hispanic / Latino	American Indian / Alaskan Native	NA	Two or more races	White	Unknown race
Baruch College Factsheet	Black, Non-Hispanic	Asian or Pacific Islander	Hispanic, Other	American Indian or Native	NA	NA	White, Non-Hispanic	NA
NASPAA	Black / African-America	Asian	Hispanic / LatinX	American Indian / Alaska Native	Native Hawaiian or Other Pacific Islander	2+ Races	White	NA
US Census Bureau	Black or African-America alone	Asian alone	Hispanic or Latino	American Indian or Alaskan Native alone	Native Hawaiian or other Pacific Islander alone	Two or more races	White alone; White alone, not Hispanic or Latino	NA

Appendix 5: Affirmative Action Plan of 2017

**DRAFT: Marxe School Affirmative Action Plan, 2017-18
 Developed Pursuant to “Guidance on 2017-18 Faculty Recruitment in Departments
 with Underutilization of Minorities and Females,” September 15, 2017
 Approved by Vote of the Marxe School Faculty, October 3, 2017 (pending)**

Introduction

The Marxe School adopted by unanimous vote of the faculty in April 2015, a “Diversity Strategic Plan” that details the School’s commitment “to recruiting and hiring . . . faculty and staff from under-represented minority groups, especially Blacks/African-Americans and Latinx/Hispanics, to ensure that the faculty and staff represent the diversity of the city we serve.” That document (Appendix One) addresses hiring strategies but includes much more, such as retention and promotion, organizational climate, and student recruitment; it guides our thinking about diversity. The purpose of this document is to respond more narrowly and precisely to the Chancellor’s and Executive Vice Chancellor’s guidance memorandum of September 15, 2017, which requests short-term affirmative action hiring plans for any “department with an underutilization of underrepresented women or minorities that seeks to hire fulltime, tenure-track faculty during the 2017-18 academic year.”

The Marxe School does not have departments, functioning instead as a department-of-the-whole. The School is therefore the unit of analysis for utilization reports. The most recent report shows that the Marxe School is underutilized as follows:

Professorial					
	Female	Total Minority	Asian, Hawaiian, Other Pacific Islander	Black/African American	Hispanic/Latino including Puerto Rican
Faculty	13	8	4	2	2
Underutilized?	Y	Y		Y	
#Underutilized	11	3		6	
Actual Util%	37.1%	22.9%	11.4%	5.7%	5.7%
Labor Market%	63.3%	32.3%	4.1%	21.5%	4.9%
Lecturer					
Faculty	5	3	1	2	0
Underutilized?	Y	Y			Y
#Underutilized	3	1			1
Actual Util%	45.5%	27.3%	9.1%	18.2%	0%
Labor Market%	76.6%	36.3%	4.8%	18.2%	10.9%

We note briefly a serious problem in the way these numbers are calculated for public affairs programs. The “Labor Market” figures combine public policy/administration faculty with social work faculty. The social work pool is overwhelmingly female and has much higher proportions of professorial- and lecturer-level minorities than does public policy/administration, which draw from a pool that is majority male and has substantially smaller percentages of African American and Latino candidates. A more detailed analysis, including a recommendation to

revise the pool, is contained in the “Diversity Committee Report 2016-2017,” included as Appendix Two.

While we believe in getting the numbers right, we embrace no less fervently our commitment to diversity as outlined in our Diversity Strategic Plan. We almost certainly still have some distance to go, and no one at the Marxe School would be troubled were we to exceed the percentages of women and minority available in the overall pool of public policy and administration scholars. The balance of this document details our plan to reach or exceed that goal.

The Marxe Affirmative Action Plan

General Strategies

Every hiring committee will have at least one “Diversity Advocate.” The Diversity Advocate will function as a normal member of the hiring committee with regard to voice and vote, but will be charged to advise the committee on ways that diversity may be legally and effectively pursued at all phases of the search. In most cases, the Diversity Advocate will be one and the same as the “Equity Advocate” provided for at the college level, and thus will also confer with the college’s CDO. To make sure that the Diversity Advocate can do an effective job in searches that focus on different academic disciplines, there should be at least one Diversity Advocate from each academic discipline represented at Marxe.

The Diversity Committee (recommended in the Diversity Strategic Plan and established as a standing committee by a subsequent amendment of the Marxe School Bylaws), in consultation with the dean and the FDC, will develop and continually update a Diverse Hiring Brief containing advice on how legally and effectively to pursue the goal of faculty diversity when conducting faculty searches (the spring 2017 report is included as Appendix Two). All committee members functioning as Diversity Advocates will make themselves thoroughly familiar with the contents of the most current version of the Diverse Hiring Brief. The Diverse Hiring Brief will contain information on how and where searches should be advertised, on how to write job descriptions likely of interest to members of underrepresented minorities on how to combat unconscious bias by use of a structured, uniform set of questions for each candidate, on outreach to “minority” caucuses within disciplinary organizations and directors of graduate programs, language that chairs can use in discussing the issue of diversity with search committees, and other such material. The Diversity Committee will develop workshops for chairs and Diversity Advocates to review the material in the Diverse Hiring Brief. Search committee chairs will also be tasked with gathering any relevant data from MSPIA exit interviews to understand how diverse faculty might better be recruited in new searches.

The Dean will advocate for a pool of money to be set aside within the College budget process to augment the salaries and other benefits of potential faculty members from underrepresented minorities so we can make competitive initial and retention offers. From recent searches at Marxe, it is clear to all who have been involved that CUNY salaries are uncompetitive, impeding the recruitment and hiring of minority or women candidates. In two recent searches, Marxe made offers to excellent candidates who wanted to come to Baruch, but adherence to our salary schedule meant the offers were significantly below their current salaries at their home institutions. Neither accepted our offer. We also lost, on economic grounds, a prominent

woman scholar who had worked happily at Baruch for nearly a decade. Baruch's response to outside offers has sometimes been slow and cumbersome, hampering diversity efforts. While we develop general and specific strategies, it's worth mentioning that CUNY must allocate funding to hire diverse candidates to fit with its research profile, and offer more flexibility in making offers to recruit and retain targeted faculty members.

The Dean will advocate for additional hiring authority so that talented candidates brought in for interviews might be hired in addition to candidates hired to fill advertised positions. The Dean will also seek fellowships as well as outside donors willing to augment the salaries and enhance the working conditions of certain categories of newly hired diverse persons. The Diversity Committee will provide assistance and recommendations to support this task. The Dean will seek ways, both inside and outside CUNY, to facilitate partner hires, to ease faculty relocation and housing issues, and to make it more likely that diverse candidates will accept positions at Marxe. The Diversity Committee will aid these efforts however possible.

Strategies Specific to Searches in AY 2017-18

During this academic year, the Marxe School is conducting four searches for tenure-track faculty. Two are for endowed professorships in different aspects of international affairs to support our newly launched Master of International Affairs (MIA) at the tenured associate or full professor level. One is a tenure-track appointment in our Master of Science in Higher Education Administration at the assistant or associate level. The final search is for a tenure-track appointment in public or nonprofit management at the assistant or associate level.

- Searches will be phrased in the broadest possible terms that are consistent with the academic and/or professional expertise the School requires to staff its courses and better ensure that narrow descriptions do not exclude diverse candidates.
- All search committee chairs and diversity advocates will have been trained by the Office of Diversity, Compliance and Equity Initiatives before review of applications begins, especially to reduce bias in the search process.
- Consistent with the CUNY "Faculty Diversity Dialogue" document, administrators will "create a diverse search committee," but also with an eye toward the "cultural tax" and "tokenism" that can place a burden on minority faculty or search personnel in service assignments. Fewer full time minority faculty members can result in those members having to serve on every search committee, becoming an additional burden to them.
- In addition to advertising in mainstream disciplinary and professional journals, we will target the following venues: diverseeducation.com; hispanicoutlook.com; and *The Journal of Blacks in Higher Education*. Vacancy notices will be circulated among the leadership of minority and/or women's caucuses of relevant disciplinary/professional organizations. We will also use the list provided in the CUNY "Faculty Diversity Dialogue" document of "Targeted Recruitment Strategies by Discipline and Professional Organizations" to market positions to field-specific associations.
- Consistent with the CUNY "Faculty Diversity Dialogue" document, we will establish a vita bank of candidates for additional positions that may arise.
- Consistent with the CUNY "Faculty Diversity Dialogue" document, for each new position, we will "initiate recruitment trips to universities" or conferences "which prepare a significant number of minority Ph.D. graduates".

- Initial interviews will be conducted via Skype to reduce the cost of examining a larger pool of first-round prospects than would be possible in face-to-face meetings requiring domestic or even international travel.
- Consistent with the CUNY “Faculty Diversity Dialogue” document, we will “establish a pool of potential minority candidates through a Visiting Scholars, Faculty Fellows, and/or ABD Fellowship programs.”
- Consistent with the CUNY “Faculty Diversity Dialogue” document, we will advise candidates “of any incentives that might be negotiable in the salary package (reduced workloads, grant-funded opportunities, etc.).”
- We will pool results at every level – overall response, short-list selection, and finalist selection –informed by review from Baruch’s Chief Diversity Officer.
- Where time and budget permit, we will make every effort to interview all candidates we believe to meet the minimum requirements of research, service and teaching germane to each position.
- We will encourage all faculty to leverage professional relationships (e.g., with individual scholars, graduate program directors, etc.) to diversify the pool.

Conclusion

The Marxe School is committed to hiring, retaining, and promoting a more diverse faculty. Our 2016-17 searches provided proof of the value of the approaches outlined above. We anticipate equal success in the current hiring cycle.

Note

In November 2016, the US Department of Education released a report entitled Advancing Diversity and Inclusion in Higher Education: Key Data Highlights Focusing on Race and Ethnicity and Promising Practices." <https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>

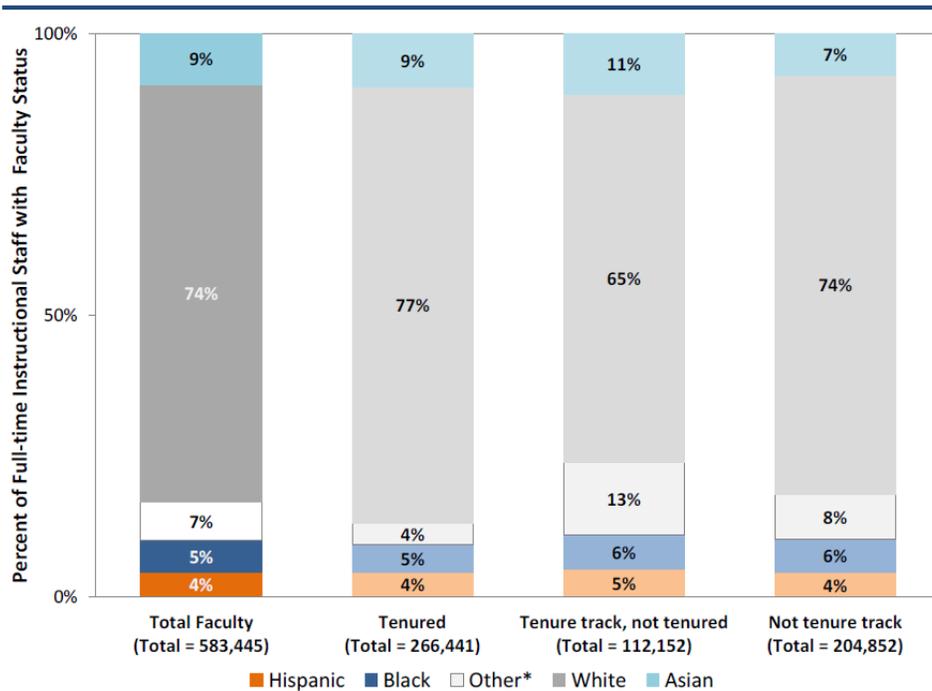
The Education Department noted that diversity across all levels of an institution is critical in fostering an environment of diversity and inclusion: "Research shows that campus leadership, including a diverse faculty, plays an important role in achieving inclusive institutions. For example, faculty members’ curricular decisions and pedagogy, including their individual interactions with students, can foster inclusive climates. Also, students report that it is important for them to see themselves reflected in the faculty and curriculum to which they are exposed to create a sense of belonging and inclusiveness" (see pages 38-39).

Moreover, the report further noted the effect of an Inclusive Campus Climate: "Students report less discrimination and bias at institutions where they perceive a stronger institutional commitment to diversity. Institutions are encouraged to develop and facilitate programming to increase the cultural competency of leadership, faculty, staff, and students. Institutions are also encouraged to perform an assessment of their campus climate related to diversity in order to identify areas for improvement" (see pages 41-44).

Finally, in Appendix C, The Education Department’s report noted the latest statistics concerning Faculty Diversity: "In addition to student diversity and opportunity, the Department also collects data on tenure and nontenure track faculty by race and ethnicity.

Disparities in the percentage of faculty of color versus white are similar to disparities among postsecondary students. In 2013–14, fewer than one in 10 instructional faculty were either black or Hispanic. Figure C.1 shows the racial and ethnic diversity of full-time instructional faculty by tenure status. In 2013–14, 74 percent of the faculty members were white, but only 4 percent and 5 percent were Hispanic and black, respectively. Trends were similar across other faculty status categories. For instance, among the professors who were tenure track but had not yet gained tenure, 65 percent were white, 5 percent were Hispanic, 6 percent were black, 11 percent were Asian, and 13 percent fell in another category. Moreover, already tenured faculty members were even more predominantly white at 77 percent." (see page 73).

Exhibit C.1: Percentage of higher education full-time instructional staff, by race and ethnicity and tenure status, and total number of faculty by status: 2013–14



NOTE: The data are based on degree-granting postsecondary institutions, which are institutions that grant associate degrees or higher and participate in Title IV federal financial aid programs. *The other category includes American Indian/Alaska Native, Native Hawaiian/Pacific Islander, two or more races, nonresidents, and unknown. Asian category excludes Native Hawaiian/Other Pacific Islander. Percentages may not add to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS),

Appendix 6: Websites where we currently advertise faculty and staff positions

(Note: a complete list by disciplines can be found [here](#))

CUNY Human Resources
Baruch Human Resources
InsideHigherEdJobs.com
DiverseEducation.com
HispanicOutlook.com
Chronicle of Higher Education
Higheredjobs.com
Linked.com
Public Service Careers (APPAM)
American Economics Association Jobs for Economists
International Studies Association
American Political Science Association
Indeed
Black Issues in Higher Education
American Sociological Association Section on Organizations
Occupations and Work
Academy of Management Section on Public and Nonprofit Organizations
Associations for Research on Nonprofit Organizations and Voluntary Action
Organization
The PhD Project
American Educational Research Association
Association for the Study of Higher Education
NASPA - Student Affairs Administrators in Higher Education American College
Personnel Association
ASHE--Association for the Study of Higher Education