

Diversity & Inclusion on Barnard's Campus: FDD Plan of Action

A commitment to diversity in student body, faculty and staff as well as in our curriculum is one of Barnard's stated core values. As articulated in our mission statement, the College aims to prepare "graduates to flourish in different cultural surroundings in an increasingly inter-connected world." Barnard sees the ability and desire to engage profoundly with radically different ways of analyzing the world as a key value in the students it takes pride in graduating: engaged world citizens possessed of a discerning intelligence, an understanding of inequality and power, and moral courage.

After several years of consultation, research, and discussion, the Faculty Diversity and Development Committee (FDD) offers this integrated set of proposals with the goal of making Barnard College more accountable to its mission statement and to achieve a faculty body that, in accurately representing the diversity of our student body, our New York City context and the global intellectual communities in which we work, will ensure that the research and education we cultivate in the Barnard community responds to and meet the needs of twenty-first century scholarship and teaching.

We advocate for a broad definition of diversity that encompasses the positive value of social and intellectual differences so as to provide a richer intellectual environment for our faculty and therefore a better education for our students. Diversity is a multidimensional concept, referring to differences in structurally unequal social categories such as race, ethnicity, gender, socioeconomic class, ability and sexuality, as well as differences in social and intellectual backgrounds and experiences. This diversity has the positive potential to disrupt entrenched practices and ways of thinking. The success of our mission depends on the extent to which our community is representative, inclusive, and equitable in providing everyone with what they need to thrive and succeed via multiple pathways. Furthermore, true excellence requires diversity and the unique perspectives, ideas, approaches, methods, and contributions that diversity affords.

While it is important to identify many kinds of difference in order to achieve these goals, the current makeup of the faculty reveals a lack of diversity in particular areas. Barnard's faculty body has gender balance and strong representation of international faculty, LGBTQ faculty, and faculty from a range of economic backgrounds, including many first-generation college graduates. It is all the more frustrating that there continues to be an underrepresentation of faculty of color, especially compared to our students and given our location in New York City. In addition, Barnard battles broader challenges for achieving inclusivity in specific fields, for example, for women in STEM-related fields.

To that end, we recommend the following plan of action to promote and broaden faculty diversity and inclusion:

- Prioritizing diversity in Barnard's Capital Campaign to demonstrate our commitment to diversity as a core value and to provide critical resources to institutionalize an ongoing and long-term investment in diversity and equity (e.g., through endowed chairs, new faculty lines, funds for faculty retention, post-doctoral fellowships, professional development workshops).

- Creating a position for a Chief Diversity Officer with a campus-wide mandate (https://www.uc.edu/content/dam/uc/diversity/docs/What_is_a_Chief_Diversity_Officer.pdf).
- Directing Barnard's Institutional Funding and Sponsored Research Office to proactively identify and secure funding opportunities that promote, directly or indirectly, diversity and equity across the College.
- Setting specific goals for the hiring of underrepresented faculty by adopting some or all of the following: (1) the creation of new faculty lines and endowed Chairs; (2) allocating a fixed percentage of available lines in any given year to the hiring of underrepresented faculty, as referenced above (e.g., 30% per year for the next 5 years); (3) cluster hiring initiatives within and across divisions; (4) other programs that prioritize hiring initiatives that promote and broaden representation such as specifying a desire for a specific percentage of faculty from underrepresented groups (ex. 20% by 2020) or a competitive process for new lines based on college-wide diversity needs.
- Creating a discretionary fund specifically for promoting the success and the retention of diverse faculty through, e.g., salary enhancements, research support, course releases, publication subventions.
- Expanding existing faculty diversity and development workshops and mentorship programs in order to support and promote the success of all faculty, including best practices for the success of faculty from diverse backgrounds (see, e.g., the National Center for Faculty Diversity and Development at <http://www.facultydiversity.org/?page=CampusWorkshops>).
- Creating post-doctoral fellowships for emerging scholars, along the lines of the C3 Post-Doctoral Fellowship model (<http://c3transformhighered.org/c3-programs/postdoctoral-fellowships/#sthash.SeiX0GCF.dpbs>).
- Creating a series of workshops and other resources for faculty to develop strategies for curricular innovation around issues of diversity, for example, developing more inclusive and diverse syllabi and classroom practices or creating curricular rubrics for integrative courses.
- Creating structures of departmental/program accountability, for example, by adding a discussion of departmental/program diversity goals with respect to hiring and retention, curriculum, and requirements and incentives to achieve them to the annual Chair's report and requiring the assessment of departmental diversity and inclusion plans in regularly scheduled Academic Program Reviews or as stand-alone assessments.
- Mandating campus-wide diversity trainings for faculty (especially Chairs), students, and staff.
- Developing a plan to study and promote the place of diverse peoples in Barnard's history, for example, creating courses, public events and physical markers on the campus that record the presence of notable figures and moments of challenge and transformation that Barnard has experienced in its longstanding drive toward being an excellent and inclusive academic institution.

Endorsed unanimously by the Barnard Faculty at the May 2, 2016 Faculty Meeting.