Ad hoc committee on tenure, promotion and the pandemic
Recommendations

Background
Provost Liss convened this cross-campus committee to investigate issues and brainstorm solutions related to tenure and promotion in light of the interruption in people's lives and careers due to the COVID-19 pandemic. Tenure clock extensions can be helpful, but they don't necessarily support faculty members who don't want to put their lives and careers on hold; further, such delays have long-term effects on job security and earnings potential. The committee paid particular attention to the impact on faculty who are women and caregivers and took into account the double burden on faculty of color, who have been disproportionately affected by COVID-19 and continued manifestations of systemic racism.

To provide just two examples from our research, the National Academy of Sciences, Engineering and Medicine (NASEM) conducted a survey of 763 tenure-track or tenured women faculty in STEM fields from 202 U.S. institutions of higher education on the impact of COVID-19 between March and October 2020 on women faculty and found that respondents reported a 28% increase in workload and 25% decrease in scholarly/research productivity. The impact is even greater for women faculty of color, who have experienced the COVID-19 pandemic in the context of the ongoing epidemic of anti-Black racism manifest in numerous incidents of police brutality. At CCNY, an internal survey conducted by Prof. Victoria Frye and the Faculty Senate Executive Committee, with 130+ CCNY faculty participating, showed that over half of the faculty reported being extremely or very concerned about the negative impact of COVID-19 on their career progression and nearly a third reported that the pandemic had a very negative impact on their research and scholarship.

Further, our recommendations are based on the following:
- Results of the Faculty Senate Executive Committee Survey on the Impacts of COVID-19 Pandemic and Systemic Racism Epidemic on CCNY Faculty (see attached)
- Empirical analyses documenting that parents/caregivers, women, and faculty of color have been experiencing worse effects (see attached)
- Research into best practices at other colleges and universities (see attached)
- Feedback from a survey sent to Deans and P&B Committees to discuss with their faculty
- Interviews with individual faculty members

These recommendations take as a starting point that the COVID-19 pandemic has
- Negatively affected the physical and mental health of the CCNY community
- Interrupted instructional, research, service, and other community engagement activities
- Delayed research/scholarly/creative productivity and career progress
- Occurred during an ongoing epidemic of systemic racism and police brutality

- Reminded us of the importance of community and the shared need to support our colleagues during this crisis and beyond.

These recommendations also take into account the following:
- While all faculty have been affected, the impact has been significant and distressing on junior faculty, caregivers, women, and faculty of color.
- Across academia, women and faculty of color are already denied tenure and promotion at higher rates, make up a disproportionally low number of Full and Distinguished Professors, and face disparities in peer review in both publication and funding. At CCNY, the faculty members denied tenure in the past ten years have all been women and/or people of color. The pandemic and its aftermath will deepen these inequities if they are not addressed.
- The repercussions of the pandemic will be felt for years.

Recommendations:
1.) Provide guidance to department chairs and faculty coming up for annual evaluations, 3rd year reviews, and tenure and promotion regarding how to account for the impact of the COVID-19 pandemic and the systemic racism epidemic:
   a. Allow faculty coming up for annual evaluations and 3rd year reviews to write an impact statement that describes specifically and concretely how their research, teaching, and service were impacted both during the pandemic and in the aftermath, as well as additional work they took on for the College, their students, and their colleagues during the pandemic, particularly regarding contributions to the campus climate through diversity, equity, and inclusion work. Departments should identify senior faculty members who can mentor faculty who need support to tell their story.
   b. Allow candidates for tenure and promotion to write their own account of how their trajectory and productivity were impacted by the pandemic and in the aftermath, as well as additional work they took on for the College, their students, and their colleagues during the pandemic, either as a separate 2-3 page impact statement, or an additional 2-3 pages included in the candidate's statement. Candidates should also be encouraged to include contributions to the campus climate through diversity, equity, and inclusion work. Chairs should provide support in this process or identify other senior faculty members who can mentor faculty who need support to tell their story.
   c. Create a memo for chairs detailing the evidence on the impact of the pandemic on faculty, with an emphasis on the disparate impact on women, caregivers and faculty of color, and guidance on how to account for this impact in their presentations to ECs and P&Bs and in the Chair's Report for tenure and promotion.

d. The Provost's Office should provide guidance to chairs and deans in this process, to ensure that these policies are adopted college wide.

2.) Revise the cover letter to external reviewers for tenure and promotion, to account for the impact of the pandemic on faculty at CCNY and in NYC. Also remove the line "Would this person receive tenure at your institution?" CCNY faculty do not have the same resources as faculty at private or even other public institutions and have had to deal with budget cuts and larger class sizes that private institutions have not experienced. Faculty at institutions located in areas that have not been hit as hard by COVID-19 may not have had their work and lives interrupted in the same ways as CCNY faculty have.

3.) The Review Committee should adjust its expectations for the number, length, and quality of letters from external reviewers, as faculty at other institutions may be challenged to take on additional work during the pandemic and may be struggling to catch up with their own research once the pandemic is over.

4.) ECs, P&Bs, and Review Committee should be given explicit instruction to adjust expectations for annual reappointments, 3rd year reviews, and tenure and promotion, taking into account faculty adaptability, ingenuity, and community-mindedness during this crisis, particularly regarding the following areas:

    a. Extensive time was required to transition to online teaching (training, course redesign, etc.) and to maintain educational continuity for students during the period of remote teaching. Additionally, course load for many faculty members has increased during this time, due to the loss of unsponsored research and the hiring freeze. Class sizes have also increased. Consequently, negative teaching evaluations and/or observations during the pandemic semesters should be considered in this context.

    b. Many faculty members, particularly women and faculty of color, have spent considerable time advising and supporting students in crisis during and after the pandemic.

    c. The College should recognize the significant value and important service of the labor of faculty, especially women and people of color, to support students of color and contribute to the campus climate through work for diversity, equity, and inclusion prior to, during, and after the pandemic.

    d. Many faculty members have taken on additional service work to sustain the college during this crisis, including (but not limited to) efforts to provide training in online teaching and technology, to move meetings and events online, to help develop safety and closing/reopening plans, and to mentor junior faculty and adjuncts remotely.

e. Many faculty members have been burdened with additional caregiving responsibilities and are managing remote school for their children, often in small living spaces with limited technology and office resources and no childcare. Documenting these responsibilities in an impact statement lays bare the disparate impact that the pandemic had had on faculty member's available time for academic work.

f. Many faculty members have contracted COVID-19 and/or have family members who have fallen ill, and/or have underlying conditions that make them high risk, often limiting access to babysitters or other family members who can provide assistance with child or elder care.

g. Commitment to a faculty member's field and scholarship can be shown through a range of contributions, including popular press articles, blog posts, essays, innovative teaching, curricular development, reworking of departmental offerings, grants submitted, and collaborative projects.

h. Delayed publications or works in progress that were interrupted during the pandemic should be considered as evidence of professional and scholarly potential and promise.

i. Faculty contributions to understanding and responding to the pandemic should be considered important service to the College and the community.

5.) Consider post-pandemic sabbaticals, to allow faculty to get back on track with their research and creative work. While fellowship leaves may be governed by the contract, the following could be useful:

a. Allow untenured faculty to bundle contractual release time to have a semester off from teaching. During this time, the faculty member should be relieved of service obligations and committee work. Chairs and Deans should advertise this option to their faculty,

b. Allow other faculty members to spread teaching load over several years and include summer teaching, so that they could have a semester where they teach one or no courses. During this time, the faculty member should be relieved of service obligations and committee work. Chairs and Deans should advertise this option to their faculty and work with them to develop a plan.

c. Adjust service expectations and demands, taking into account that faculty members in smaller departments take on a disproportionate share of service and committee work. Conduct an equity analysis of workload by title, department, race, and gender.

d. Reinstate unsponsored release time as soon as possible.

e. Provide retroactive unsponsored release time so that faculty can have additional time to restart their research and creative work

6.) Communicate clear guidelines regarding the process for requesting a tenure extension. Faculty should be able to request the extension "due to the COVID-19 pandemic" and not have to justify the need beyond that, as the impacts are widely known and well documented. Additionally, faculty members who request and receive a tenure extension should not be held to higher standards.

7.) Implement anti-bias training for tenure and promotion review committees (departmental, divisional/school, and collegewide)

8.) Form another committee to explore making adjustments to the tenure and promotion process beyond the pandemic, as the pandemic has exposed the inequities that have existed before COVID-19, particularly for women and faculty of color.

Best practices for supporting faculty during and after the pandemic

Caregiving Task Force at the University of Wisconsin-Madison:
https://consortium.gws.wisc.edu/caregiving-task-force/

Other national caregiving initiatives (compiled by U of Wisconsin-Madison):
https://consortium.gws.wisc.edu/other-national-caregiving-initiatives/

Supporting Faculty During and After COVID-19: Don't Let Go of Equity (ASPIRE: The National Alliance for Inclusive & Diverse STEM Faculty):
https://drive.google.com/file/d/1WQrIG6LsR04jGASfF6Z8WVxl4RIRpsMj/view

Documenting Pandemic Impacts: Best Practices
by UMass Amherst ADVANCE program
https://www.umass.edu/advance/sites/default/files/inline-files/UMass%20ADVANCE%20COVID-19%20Tool%20July%2022%202020%20Final.pdf

Inclusive Departments Best Practices
by UMass Amherst ADVANCE program
https://www.umass.edu/advance/sites/default/files/inline-files/UMass%20ADVANCE%20Inclusion%20Best-Practices.pdf

Provost's Guidance regarding pandemic impacts on tenure and promotion
UMass Amherst
https://www.umass.edu/provost/sites/default/files/2020-05/Provost%20Annual%20Promotion%20and%20Tenure%20Memo%202020%20200520f_0.pdf

Tenure and Promotion after the Pandemic, *Science* **journal**
https://science.sciencemag.org/content/368/6495/1075

Caregiver Campaign, University of Oregon
https://csws.uoregon.edu/caregiver-campaign/

Gendered COVID-19 Faculty Experiences, Stanford University
https://facultydevelopment.stanford.edu/diversity-engagement/faculty-networks/faculty-womens-forum/gendered-covid-19-faculty-experiences

Indiana University Sabbatical Recovery Program
https://csws.uoregon.edu/wp-content/uploads/2020/11/Sabbatical-Recovery-Program-Fall-2020.pdf

SUNY Stony Brook Tenure Clock Extension resolution and Tenure Guideline Revisions
https://www.stonybrook.edu/commcms/provost/faculty/handbook/faculty_appointments/academic_review_covid_19.php

SUNY Buffalo Tenure Clock Extension Policy
http://www.buffalo.edu/provost/messages/covid19-clock-stop.html and Provost's guidelines on Tenure Clock Extension http://www.buffalo.edu/provost/admin-units/faculty-affairs/presidents-review-board/supporting-guidelines.html

SUNY/UUP MOU re: Covid Tenure Extensions
https://www.brockport.edu/daily_eagle/doc/2020-05/item_17640_977.pdf

Northwestern University Covid Tenure Clock FAQ
https://www.northwestern.edu/provost/policies/faculty-promotion-and-tenure/covid19-extensions.html

Pandemic Sabbaticals and Faculty Inequality
https://www.insidehighered.com/advice/2020/07/28/sabbaticals-are-career-opportunity-everyone-should-have-despite-pandemic-opinion

Procedures for Online Teaching Observation (NYU SPS)
https://www.sps.nyu.edu/homepage/academics/office-of-academic-and-faculty-affairs/policies-and-documents/online-class-observation-process-and-procedures.html

Articles on impact of COVID-19 pandemic on work and career success/progress for women and faculty of color

COVID-19 and Beyond: Solutions for Academic Mothers
By Colleen Flaherty
https://www.insidehighered.com/news/2021/03/11/covid-19-and-beyond-solutions-academic-mothers

In the wake of COVID-19, academia needs new solutions to ensure gender equity.
J.L Malisch et al
https://www.pnas.org/content/117/27/15378

The Virus Moved Female Faculty to the Brink: Will Universities Help?
by Jillian Kramer
https://www.nytimes.com/2020/10/06/science/covid-universities-women.html?action=click&module=Top%20Stories&pgtype=Homepage

How Women are Getting Squeezed by the Pandemic
by Francesca Donner
https://www.nytimes.com/2020/05/20/us/women-economy-jobs-coronavirus-gender.html

COVID-19's unequal toll on black Americans: A Q&A with Tina Sacks
By Gretchen Kell
https://news.berkeley.edu/2020/04/10/qa-with-tina-sacks/

Challenges for the Female Academic During the Pandemic
by Gabster, van Daalen, Dhatt, and Barry
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7302767/

Gender Differences in Couples' Division of Childcare, Work and Mental Health during COVID-19
by Gema Zamarro and Maria J. Prados
https://dornsife.usc.edu/assets/sites/1283/docs/Zamarro_Prados_Gender_Differences_in_the_Impact_of_COVID_July_Final_WP.pdf

Preventing a Secondary Epidemic of Lost Early Career Scientists: Effects of COVID-19 Pandemic on Women with Children
By Michelle I. Cardel, Natalie Dean, and Diana Montoya-Williams
https://www.atsjournals.org/doi/pdf/10.1513/AnnalsATS.202006-589IP

No Room of One's Own: Early Journal Submissions Data Suggest COVID-19 is taking women's research productivity
by Colleen Flaherty
https://www.insidehighered.com/news/2020/04/21/early-journal-submission-data-suggest-covid-19-tanking-womens-research-productivity

Gender Inequality in Research Productivity During the COVID-19 Pandemic
by Ruomeng Cui, Hao Ding, Feng Zhu
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3623492

'On the verge of a breakdown.' Report highlights women academics' pandemic challenges
https://www.sciencemag.org/careers/2021/03/verge-breakdown-report-highlights-women-academics-pandemic-challenges

Impact of COVID-19 on the Careers of Women in Academic Sciences, Engineering, and Medicine
https://www.nap.edu/catalog/26061/impact-of-covid-19-on-the-careers-of-women-in-academic-sciences-engineering-and-medicine

Voices from the Field: The Impact of COVID-19 on Early Career Scholars and Doctoral Students
https://www.aera.net/Education-Research/Voices-from-the-Field-The-Impact-of-COVID-19-on-Early-Career-Scholars-and-Doctoral-Students

The Covid-19 Cohort and Tenure Expectations in Academia
by Daisy Verduzco Reyes and Yung-Yi Diana Pan
https://medium.com/the-covid-19-cohort-and-tenure-expectations-in/the-covid-19-cohort-and-tenure-expectations-in-academia-3b3e26fc4693

The pandemic is hitting scientist parents hard, and some solutions may backfire

By Katie Langin

https://www.sciencemag.org/careers/2020/07/pandemic-hitting-scientist-parents-hard-and-some-solutions-may-backfire

Yes, balancing work and parenting is impossible. Here's the data.

By Suzanne M. Edwards and Larry Snyder
https://www.washingtonpost.com/outlook/interruptions-parenting-pandemic-work-home/2020/07/09/599032e6-b4ca-11ea-aca5-ebb63d27e1ff_story.html?fbclid=IwAR1_hWrsnIFP0NMBWDcOpY4SpQz1ercCOEx_lb5uPJRL8Z1yeOBouDsiBfo

Recession With a Difference: Women Face Special Burden

By Patricia Cohen
https://www.nytimes.com/2020/11/17/business/economy/women-jobs-economy-recession.html?referringSource=articleShare&fbclid=IwAR3JPFjKy5bxlgM4L5wc3HftewETzI2EpYxvT5fnumfSKxGuPUSEAkVx8XQ

Report on the Impacts of COVID-19 Pandemic & Systemic Racism Epidemic on CCNY Faculty, 2020

Faculty Senate Executive Committee:
Victoria Frye, Ellen Handy, Robert Higney, David Jeruzalmi, Matt Reilly, David Rumschitzki, Jan Valle

The City College
of New York

Survey Rationale

The COVID-19 pandemic has:

- Negatively affected the health and well-being of CCNY community.

- Interrupted instructional, research, service and other community engagement activities.

- Occurred during an ongoing systemic anti-Black systemic racism and police brutality (e.g. police shootings/killings of Black people).

- Reminded us of the importance of community and shared need to support each other during crises.
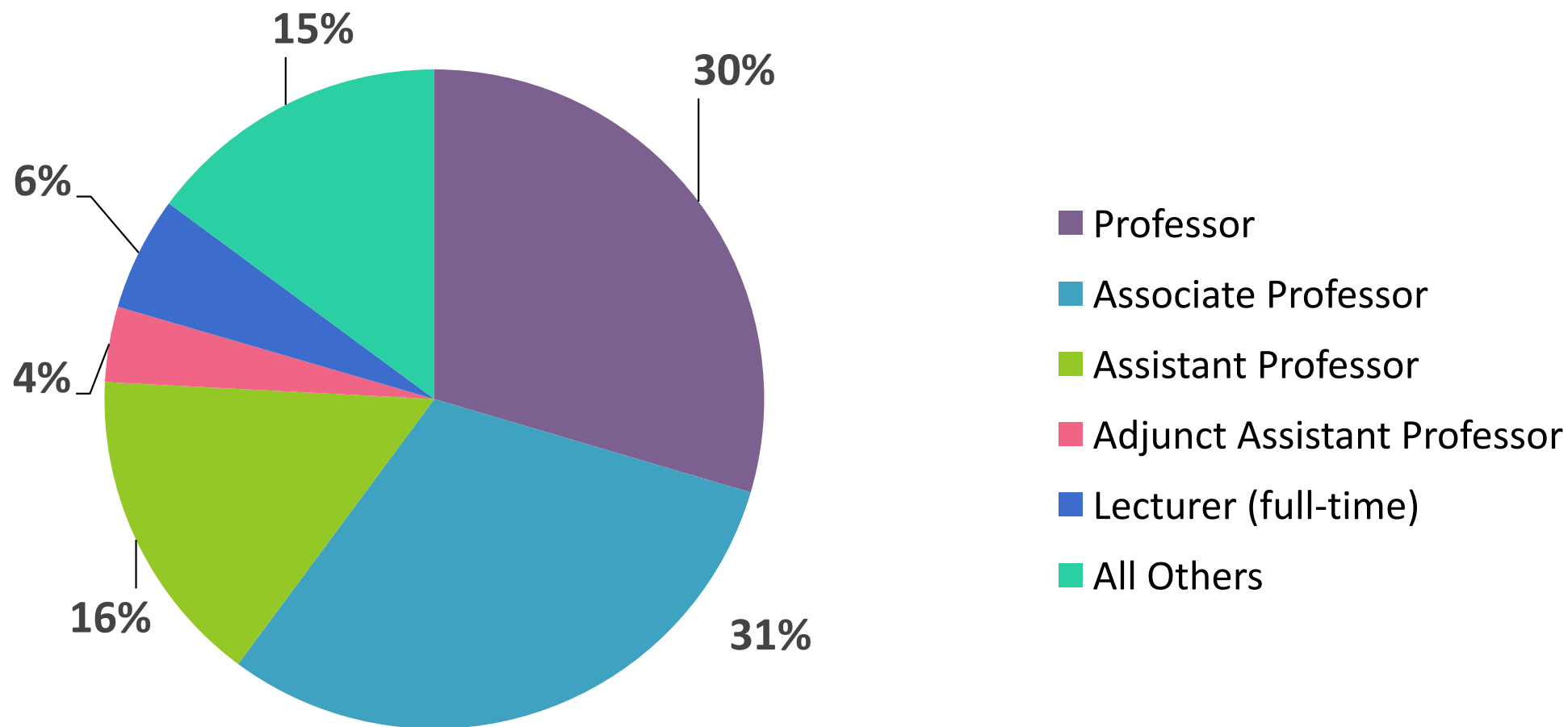
Survey Rationale

- Emerging evidence that negative social and health effects of COVID-19 pandemic not evenly distributed in higher education.

- Empirical reports and first-person accounts that parents/care-givers, women, and faculty of color experiencing worse effects.

- Particularly negative impact on research/ scholarly/creative productivity and career progress.

- Goal of our survey was to assess the condition and needs of CCNY faculty and identify potential supports and solutions.

Survey Design Process & Procedures

- Domains of inquiry identified

- Existing assessments examined

- Survey drafted and piloted

- Eligible: FT/PT faculty of any rank/PSC title

- Launched: 10/16/2020

- Reminder sent: 10/30/2020

- Survey closed: 11/06/2020

- Preliminary descriptive analysis

Current Instructional Staff Title (PSC titles; N=216)

- 30%
- 31%
- 16%
- 4%
- 6%
- 15%

Legend:
- Professor
- Associate Professor
- Assistant Professor
- Adjunct Assistant Professor
- Lecturer (full-time)
- All Others

Tenure/Certificate of Continuous Employment (CCE) Status (N=209)

- 69% tenured/CCE
- 16% not tenured/CCE, but on the tenure/CCE track
- 14% not eligible for tenure/CCE
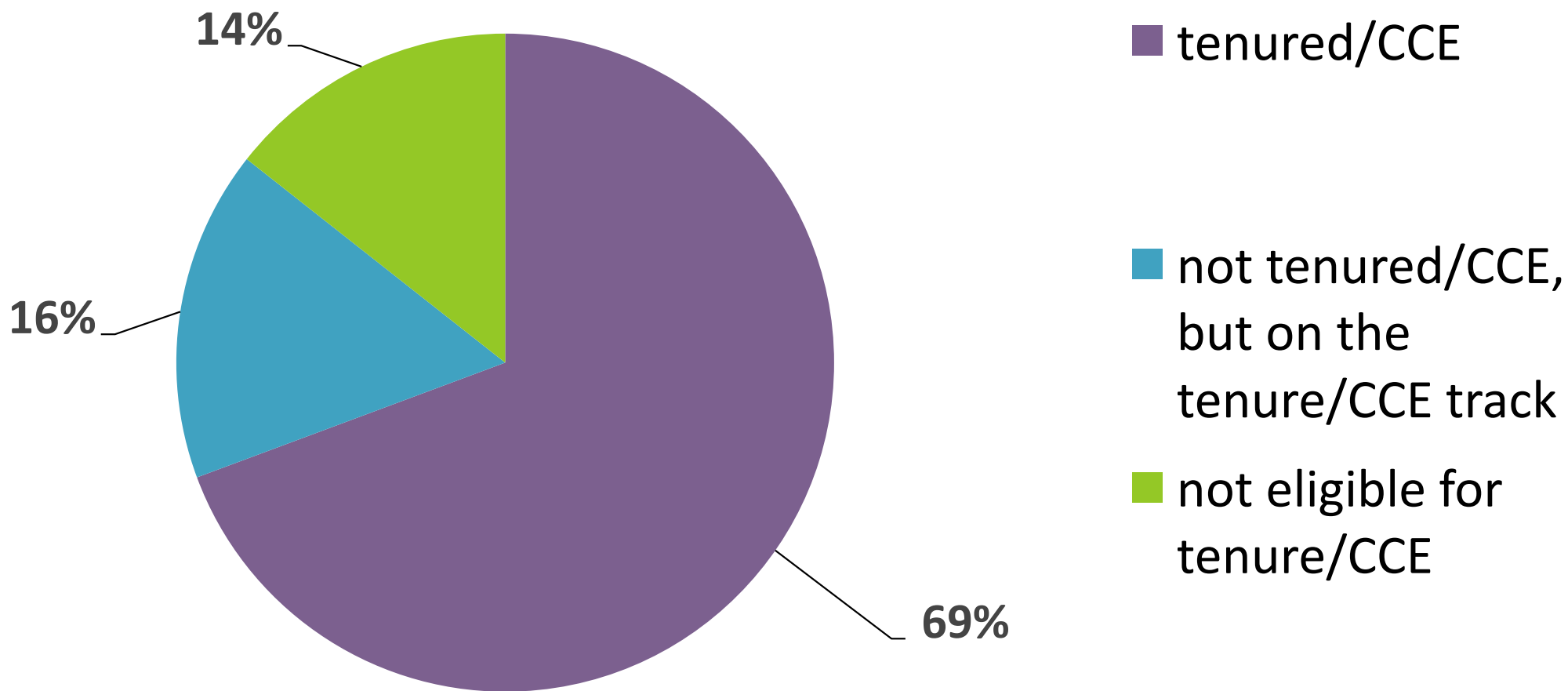
Sociodemographics (N=206)

Sex/Gender Identity:

- 50% female/woman
- 44% male/man
- 2% non-binary, gender fluid
- 4% other or prefer not to answer

Black, African-American, Latinx/Hispanic, Indigenous and/or Native American Indian, and/or a Person of Color Identity:
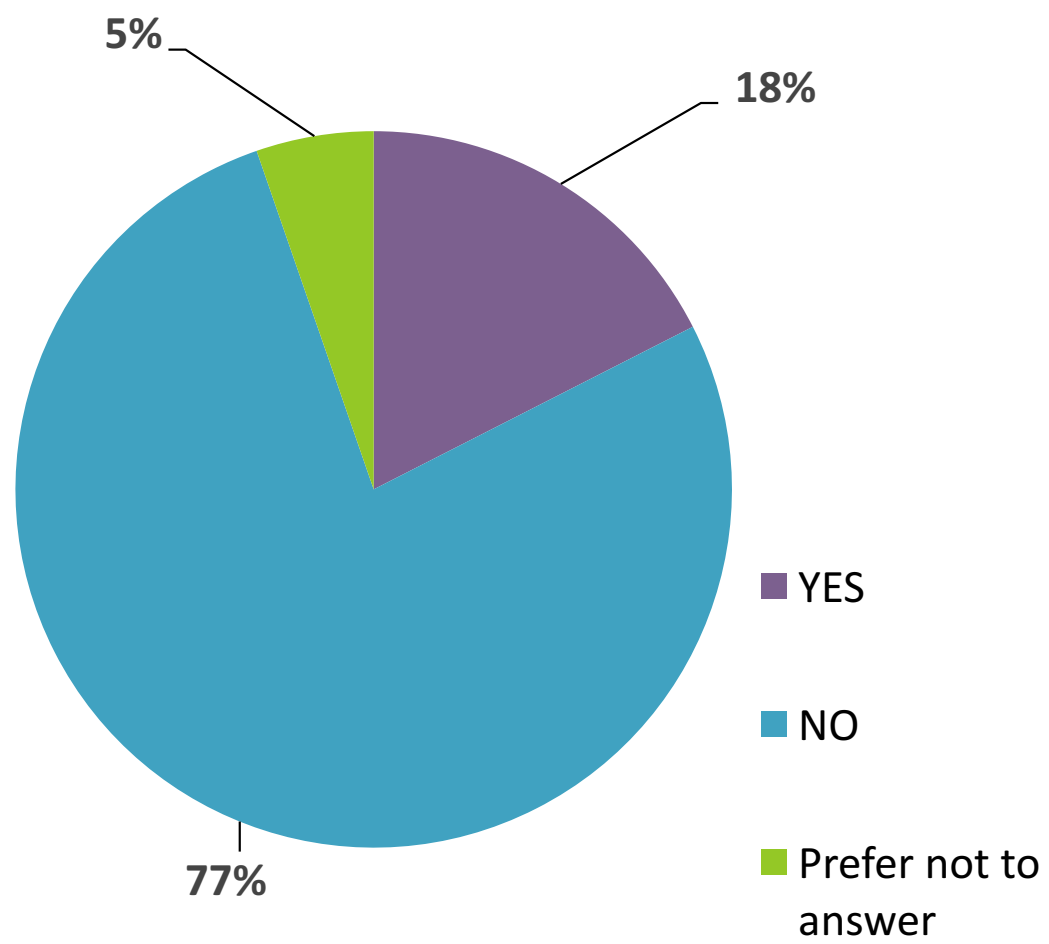
- 26% YES
- 65% NO
- 9% prefer not to answer

Primary responsibility for [] who live with you full- or part-time (N=206)

CHILDREN

4%

33%

63%

- YES
- NO
- Prefer not to answer

ADULTS

5%

18%

77%

- YES
- NO
- Prefer not to answer
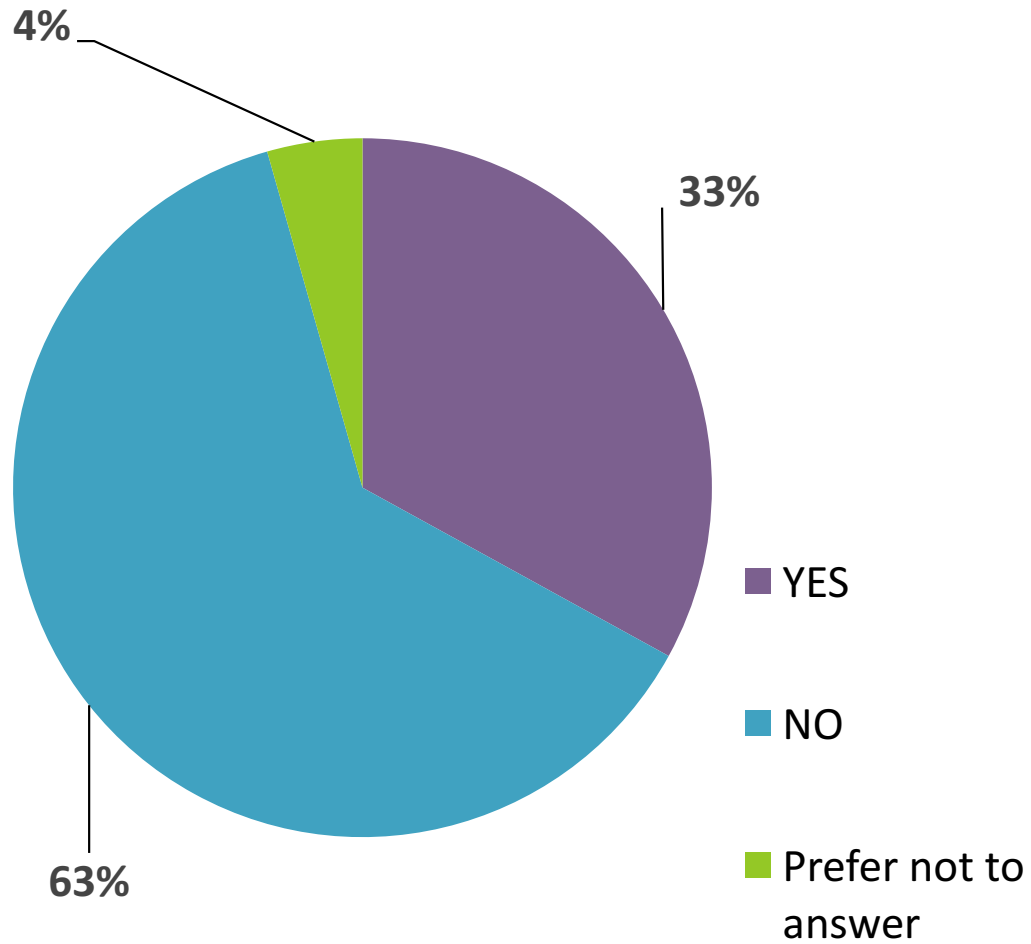
Have you had SARS-CoV-2/COVID-19? (N=204)

Value		Percent	Count
Yes, I tested+ SARS-CoV-2/COVID-19 infection		4.0%	8
Yes, I tested+ SARS-CoV-2/COVID-19 antibodies		1.5%	3
Yes, but never tested/ received result for SARS-CoV-2/COVID-19 infection or antibodies		2.9%	6
No/Not tested		88.2%	180
Other - Write In (Required)		2.9%	6

Statistics	
Total Responses	204.0
Skipped	3.0

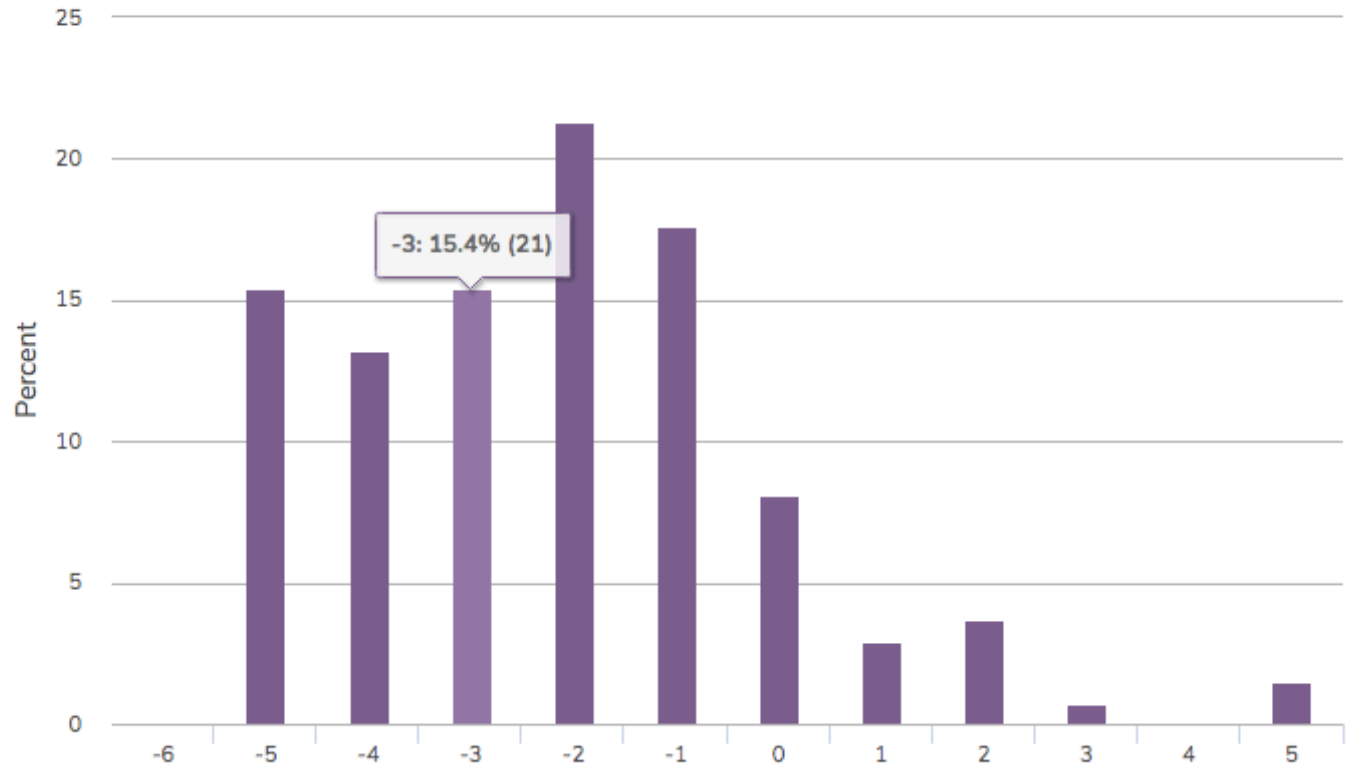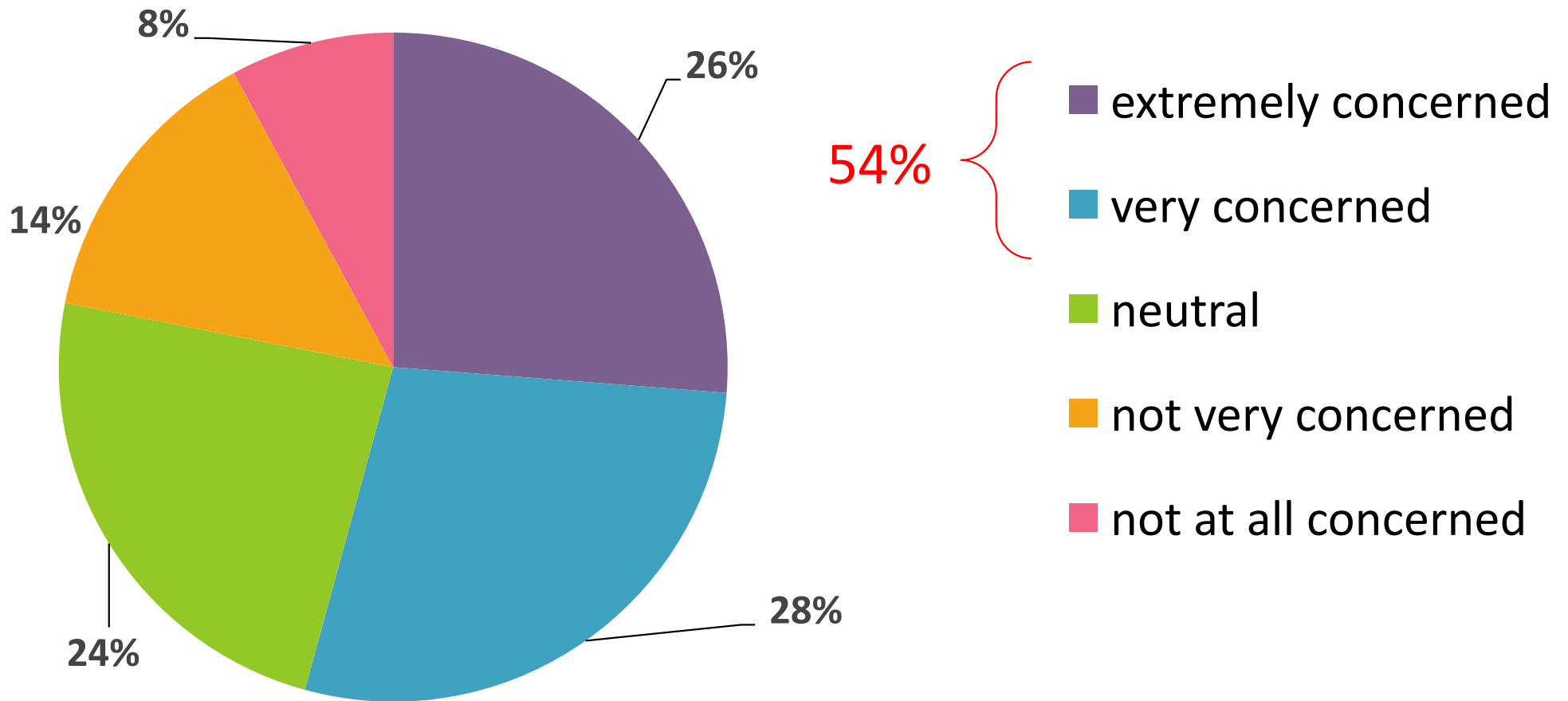**Since the onset of COVID-19/ campus closing, how has career/vo-cational health changed? (N=129)**

career/vocational health

Min	Max	Sum	Average	StdDev	Skipped	Total Responses
-5	5	-295.0	-2.2	2.1	50	136

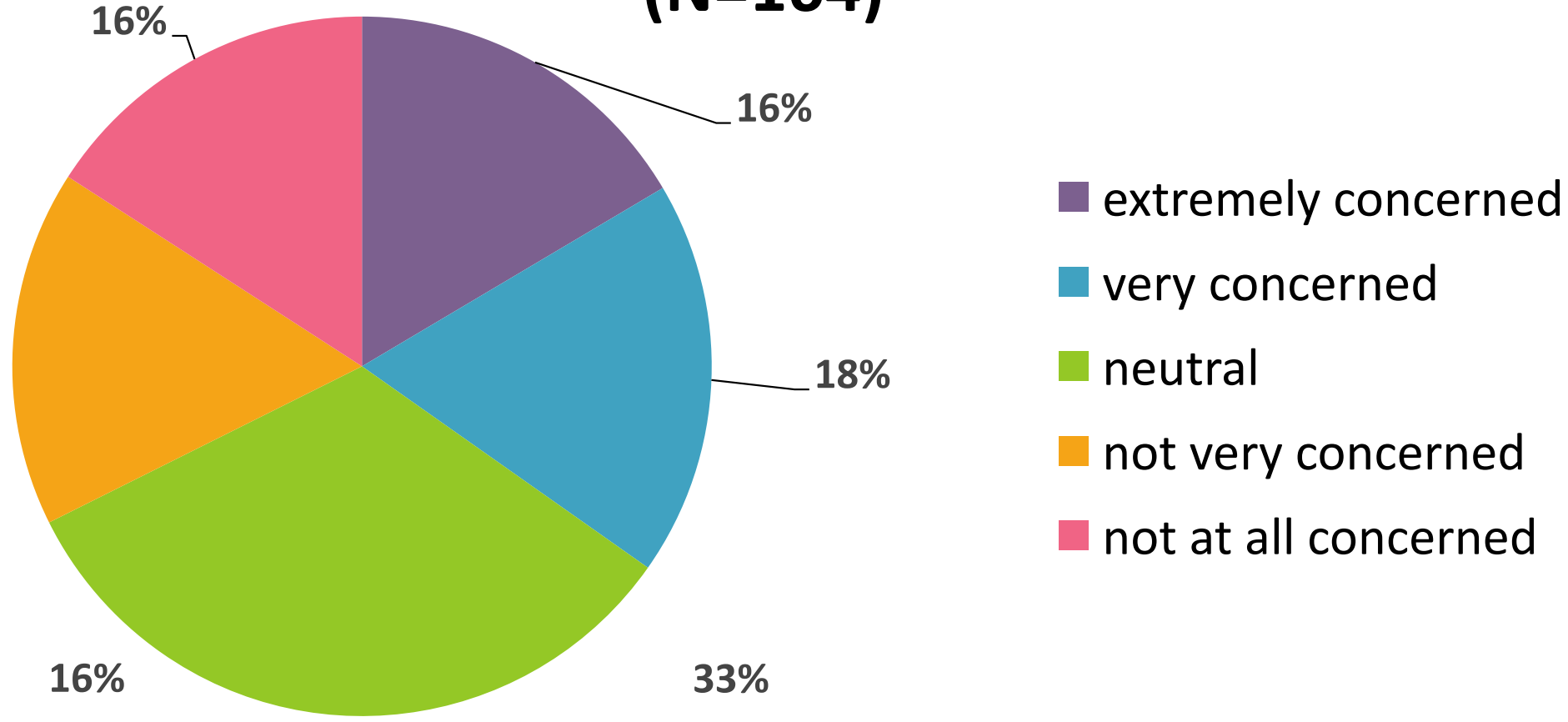# Concern about the negative impact of COVID-19 on career progression, trajectory and promise (N=164)

Desired changes to tenure and/or promotion review process, given the current context

1) Further extension of tenure clock, **with clear support from chair, deans**, etc.
2) Guidance to review committees to review applications **in light of constraints** related to COVID-19 pandemic and/or systemic racism epidemic.
3) Credit for:
   a. Extra work performed due to COVID-19/distance education,
   b. Rapid migration to online teaching
   c. Complete revamping of course and course materials
   d. Training and continuing education during spring and summer for distance ed
   e. Increased responsibilities for students' well-being
   f. Continued teaching, research, and service during a period of incredible uncertainty, fear, and confusion
   g. Social and emotional support provided staff and colleagues (esp. faculty of color)
   h. Conference papers accepted but not presented
   i. Research and work to de-whiten [de-colonize] course materials

Desired changes to tenure and/or promotion review process, given the current context

1) Material support in the form of childcare/homeschool support, for parents whose children are either attending school remotely (and now need previously unbudgeted in-home childcare) or whose childcare centers closed (but they did not receive reimbursement, etc.), so young, junior faculty who are parents can stay on schedule.

2) Adjusting tenure expectations (e.g. peer-reviewed manuscripts, book publications, grant awards, etc.) to value "demonstrated commitment to field and research, which can include popular press articles, essays, blog posts, innovative teaching, curricular development, grants submitted, collaborative projects *including reworking of departmental offerings*."

3) Acknowledge that more time is being "spent during the pandemic dealing with teaching, service work (committees), and advising."

4) Because of the "inability to conduct on-site research, publications will be significantly delayed" at all stages; do not "ding" applicants and provide space for them to explain it.

5) *Guidance for review committees* on "how COVID has impacted research activities - specifically for individuals, but also more broadly in the College."

Concern about the negative impact of SYSTEMIC RACISM on career progression, trajectory and promise (N=164)

- 16%
- 16%
- 18%
- 33%
- 16%

Legend:
- extremely concerned
- very concerned
- neutral
- not very concerned
- not at all concerned

Comments regarding faculty affected by systemic racism

- Recognize and value the *labor of faculty*, especially caretakers and POC, specifically Black women, *to support students of color.*
- See creating a more equitable environment as "concrete markers of accomplishment."
- Women faculty of color have "already endured plenty of scrutiny, discrimination and racial violence to make it this far."
- Some participants noted that "service to the community" related to anti-racism or equity work is not rewarded, and may be punished
- "Systemic racism has and will continue to permeate all institutions. How will the college/university correct these biases? How will the college define and manage systemic racism in all of its insidious forms? What changes in policy, leadership, etc. must be made in the short- and long-term?"

Impact on productivity/effectiveness between campus closure and start fall:

	very negative impact		negative impact		neither negative nor positive impact		positive impact		very positive impact		Res-ponses
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
Research/scholar-ship	43	30.3%	61	43.0%	26	18.3%	10	7.0%	2	1.4%	142
Pedagogy/instruct-ion	14	9.9%	58	41.1%	55	39.0%	14	9.9%	0	%	141
Service/profession-al engagement	17	12.1%	51	36.4%	62	44.3%	9	6.4%	1	0.7%	140
Formal mentor-ship/student support	18	12.8%	53	37.6%	65	46.1%	5	3.5%	0	%	141
Informal mentor-ship/student support	22	15.8%	59	42.4%	49	35.3%	8	5.8%	1	0.7%	139

COVID-19 Factors with Greatest Negative Impacts on Productivity/Effectiveness

	Very great		Great		Some		No/minimal		DNA		N
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row%	Count
physical, emotional or social effects of COVID-19	29	20.6%	33	23.4%	52	36.9%	7	5.0%	20	14.2%	141
less time due to increased pandemic-related labor	46	32.6%	44	31.2%	38	27.0%	11	7.8%	2	1.4%	141
resources located on campus	29	20.4%	28	19.7%	49	34.5%	29	20.4%	7	4.9%	142
lack of time or focus because working from home	41	29.5%	25	18.0%	29	20.9%	24	17.3%	20	14.4%	139
depleted energy due to caregiving/responsibilities	35	24.8%	28	19.9%	29	20.6%	25	17.7%	24	17.0%	141
loss of income/material support	9	6.3%	11	7.7%	36	25.4%	41	28.9%	45	31.7%	142
stress of being alone, loneliness, lack of social support	20	14.1%	26	18.3%	51	35.9%	34	23.9%	11	7.7%	142
inability to communicate with colleagues or needed staff	12	8.6%	30	21.4%	60	42.9%	35	25.0%	3	2.1%	140

SYSTEMIC RACISM Factors with Greatest Negative Impacts on Productivity/Effectiveness

	very great		great		some		No/minimal		DNA		N
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
Psychological or emotional effects	12	8.6%	21	15.0%	56	40.0%	25	17.9%	26	18.6%	140
Less time due to increased labor to address systemic racism	11	7.9%	19	13.7%	37	26.6%	41	29.5%	31	22.3%	139
Lack of time or focus because student or colleague needs	10	7.2%	19	13.7%	30	21.6%	45	32.4%	35	25.2%	139
Depleted energy	13	9.4%	18	13.0%	34	24.6%	36	26.1%	37	26.8%	138
loss of income or material support	5	3.6%	6	4.3%	13	9.4%	50	36.2%	64	46.4%	138
stress of feeling alone or lack of institutional support to cope	13	9.4%	9	6.5%	24	17.4%	55	39.9%	37	26.8%	138
inability to communicate with colleagues about	11	7.9%	13	9.4%	31	22.3%	47	33.8%	37	26.6%	139

Degree to which Department, Program, Division, School, CCNY or CUNY response supported or resolved COVID-related problems in key areas:

	Completely		Mostly		Somewhat		Did not		DNA/PNA		N
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
Research/ Scholarship	3	2.2%	4	2.9%	25	18.2%	68	49.6%	37	27.0%	137
Pedagogy/teaching/ instruction	10	7.2%	30	21.7%	63	45.7%	23	16.7%	12	8.7%	138
Service/community engagement	3	2.2%	4	2.9%	24	17.6%	59	43.4%	46	33.8%	136
Student mentoring, student advisement, student engagement, etc.	7	5.1%	15	10.9%	28	20.4%	57	41.6%	30	21.9%	137

Degree to which Department, Program, Division, School, CCNY or CUNY response supported or resolved SYSTEMIC RACISM-related problems in key areas:

	Completely		Mostly		Somewhat		Did not		DNA/PNA		N
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
Research/ Scholarship	2	1.5%	0	%	11	8.3%	46	34.6%	74	55.6%	133
Pedagogy/teach-ing/instruction	4	3.0%	6	4.5%	25	18.7%	46	34.3%	53	39.6%	134
Service/community engagement	2	1.5%	4	3.0%	16	12.0%	46	34.6%	65	48.9%	133
Student mentoring, student advisement, student engagement, etc.	3	2.3%	6	4.6%	20	15.3%	46	35.1%	56	42.7%	131

Programs, policies or practices in higher education or similar settings have been helpful to faculty affected by the COVID-19 pandemic

SCHOOLS & CHILDCARE:

- *Advocate* that "NYC public schools adopt practices so that CUNY faculty's children, particularly K-5, can attend in-person five days a week."
- "*Provide space and supervision for our children*, where they can take their electronic devices on which they learn."
- "*Subsidize* out-of-apartment childcare options, such as day care, pods, babysitters"
- "Arrange for empty classrooms to be used by children while we work; this could be cooperative arrangements with students, faculty and staff act as caregivers."
- Encourage faculty who have been "benched" by COVID and are tenured, caregiving responsibility-free to do this work as service to the institution.
- *Reallocate travel funding to childcare for faculty and staff who need to work*

Programs, policies or practices in higher education or similar settings have been helpful to faculty affected by the COVID-19 pandemic

TECH & INSTRUCTIONAL SUPPORT & CONTINUING EDUCATION:
- TLC (formerly CETL) online courses and ongoing support have been VERY helpful
- more "home tech support"
- transfer of college devices to faculty homes for the duration
- non-ideological instruction in online pedagogy
- *reduction of class sizes to recognize increased labor of online teaching*
- *organization of faculty support groups*
- training with follow-up seminars dealing with various techniques, methods and technology for teaching on-line.
- *Canvas as an online teaching platform*

COMMUNICATION
- Communication from the administration needs to be much, much more frequent

Programs, policies or practices in higher education or similar settings have been helpful to faculty affected by systemic racism

- *Black Studies, Indigenous Studies , Ethnic Studies must become departments.*
- *Workshops on "decolonizing syllabi"*
- *We need "outside experts providing anti-bias training for school leadership and tenure and promotion review committees" and to evaluate impact on tenure and promotion reviews.*
- "Significant shifts in hiring and labor practices for full and part time faculty" toward "livable wages, health care, mentorship, professional development, recognition, pipelines for people of color, specifically Black women and men, required ongoing EDI trainings for all faculty, and major diversification of leadership and full-time faculty."

Programs, policies or practices in higher education or similar settings have been helpful to faculty affected by systemic racism

- Panels and interventions with public safety and NYPD
- Adopt best practices from peer institutions (e.g. Rutgers' English dept., USC Equity Institutes)
- "CCNY needs to take serious steps to *hire and retain diverse faculty*, implement required anti-bias and anti-racism training for all, especially those in leadership roles, and improve its handling of a wide range of other diversity factors: such as *needed improvements for LGBTQ faculty, staff, and students and all those with accessibility needs*."
- Abolition reading groups, for example Emergent Strategy by adrienne marree brown

Conclusions

- Significant & distressing effects of COVID-19 and systemic racism on junior faculty, caregivers (often women) and faculty of color in particular

- Faculty going up for tenure & promotion are VERY anxious; they worry that their ingenuity and adaptability, as well as prior, but delayed, accomplishments, will not "count" and ought to be valued.

- Addressing systemic racism at CCNY should involve education/training, curricular innovation, recognition and representation and advancement of faculty of color.

- Parenting people are suffering and there are concrete CCNY-based and support systems solutions that could help.

- Stratified and bivariate analyses will be conducted and used by Faculty Senate Executive Committee and the Diversity Committee

Community is Created & Creative

- "Thank you for creating this survey. It's the first time since the beginning of the pandemic that I feel my voice is being heard."
- "Thanks for doing this survey."
- "Thank you for doing this!"