

# “I, TOO, AM SIPA!”

A DEI Audit of the Columbia School of International and Public Affairs | April 2021



prepared by Iere Strategies, LLC  
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## ACRONYMS

As is customary in reports, we have tried to spell out the first-time usage of these acronyms. This is a compilation of the acronyms used throughout this report

AAC&U:	Association of American Colleges and Universities
ANOVA:	Analysis of Variance
CAQDAS:	Computer-assisted (or aided) qualitative data analysis software
DEI:	Diversity, Equity, and Inclusion
EOAA:	Equal Opportunity and Affirmative Action
FGLI:	First Generation Low Income
GRC:	Gender Report Card
GRE:	Graduate Record Examination
GPWG:	Gender Policy Working Group
HBCUs:	Historically Black Colleges and Universities
HR:	Human Resources (Office at SIPA)
LGBTQ:	Lesbian, Gay, Bisexual, Transgender, Queer
MSIs:	Minority Serving Institutions
OPIR:	Provost's Office of Planning and Institutional Research
OSA:	Office of Student Affairs (at SIPA)
POC:	People of Color
SES:	Socio-economic Status
SSOC:	SIPA Students of Color
TCUs:	Tribal Colleges and Universities
U.N.:	United Nations
URMs:	Underrepresented Minorities (among domestic USA students)



**“I, TOO, AM  
SIPA!”**

**Exclamation of SIPA student during an interview with Iere Strategies team.**



# Executive Summary

## Context

In the spring of the 2020/2021 Academic Year, Iere Strategies was retained by the School of International and Public Affairs (SIPA) at Columbia University to undertake a Diversity, Equity, and Inclusion (DEI) Audit of the institution. It ought to be noted that this audit and the accompanying preparatory work within SIPA occurred in the context of a pandemic; that perhaps has curtailed the pace and scale of data collection. More specifically, responses by the constituents to the climate surveys may have been impacted by the remote nature of school activities due to the pandemic. A major strength at SIPA has been the incredibly dedicated, hard-working, and passionate students, staff, and individual faculty who have been extremely vocal in their call for meaningful and substantive progress toward diversity, equity, and inclusion. Over the years, SIPA has undertaken numerous diversity initiatives, reports and committees, but these efforts have led to limited substantive DEI change at the institution.

## Primary goals of the audit

1. To collect and analyze data from students, faculty, staff, and alumni so as to discern community perception of the climate at SIPA
2. To issue a report with recommendations to the DEI Steering Committee

## Methodology

To launch the project, SIPA undertook surveys of its student, faculty, staff and alumni constituencies, with consultation from Iere. Our work consisted of focus groups with students, staff, faculty, alumni and student affinity groups, together with interviews of senior leadership and members of the SIPA DEI Steering Committee, and analyses of the SIPA website and a host of other artifacts sought from or provided by SIPA. While this work did not include a curricular analysis, topics of course content, teaching, and faculty engagement surfaced in the data collection.

In sum, data were sourced from

- Quantitative Survey data from a total of 1136 respondents (145 Faculty, 72 Staff, 455 Alumni, and 464 Students)
- Qualitative Survey data
- Focus Groups with a total of 136 individuals (21 Faculty, 15 Staff, 45 Alumni, 55 Students)
- Focus Groups with 7 Student Affinity Groups
- Interviews with members of Senior Administration and the DEI Steering Committee. 17 Individuals
- Analysis of SIPA Website and SIPA Public Statements on major crises (e.g. George Floyd, Anti-Asian Hate)
- Over 70 Artifacts:
  - Admissions data, organizational charts;
  - Details of 2 anti-bias trainings; report from a faculty working group on race and social justice; 9 Gender Report Cards; 7 files related to Administrative Unit Inventories and Self Assessments; Summary report of Directors' responses to race and policy in courses; 6 files related to DEI Reports, Strategies & Tools of Other Universities; 2 files related to DEI Strategies of SIPA Academic Programs and Centers; 16 files related to Diversity Committee Documents; 3 files related to Faculty Recruitment and Retention; 15 files related to Other Columbia University & School Reports & Resources on DEI Issues; 2 files related to Past Faculty & Administration Reports on DEI Issues;
  - Emails, petitions, and equity assessment assignments, provided by specific constituent groups

## DEI Definition

The definition of DEI, as presented below by Iere Strategies, is by no means exhaustive, since, by its very nature, DEI work must be necessarily expansive and constantly evolving.

Definition: In an environment that is dedicated to diversity, equity, and inclusion (DEI), all three domains are inextricably linked. **Diversity** is insufficient, if the environment is inequitable and not inclusive. In defining diversity in an expansive way, Iere views it as the substantive representation of myriad differences, including, but not limited to race/ethnicity, disability, gender identity, sexual orientation, age, ideology/worldview/political perspective, religion/spirituality/faith traditions, socio-economic status, language, nationality/geography, education, and citizenship status. **Equity** is the intentional and systematic culture (both interpersonal and institutional), process and procedure by which people are treated fairly and equitably. **Inclusion**, as both action and outcome, encapsulates the sense of belonging among constituents wherein they have the space to be their fully authentic selves in an environment where everyone has ongoing opportunities to make positive contributions to the development and trajectory of the organization. Taken together, DEI aims to unearth and address the root causes of and persistence of under-representation, tokenization, marginalization, and injustice; an entire community should feel and be empowered as vital enactors of this co-constructed vision.

## Structure of the Report

This report is divided into the following general sections:

- Executive Summary
- Introduction: A terse literature review on DEI
- Context: Description of past DEI work at SIPA
- Methodology
- Findings
- Recommendations
- Appendices: Including Research on Diversity Training Efficacy, a SWOT Chart, Survey Instruments

## Findings: Main themes

SIPA is celebrated for its student diversity, as evinced by the number of represented countries and the percentage of international students within the SIPA community. While SIPA's student body is indeed geographically diverse, Black and African American students remain largely underrepresented. The lack of racial diversity is more pronounced within the faculty, where minority populations are underrepresented especially in tenured and tenure-line positions.

The main themes presented below were generated from both quantitative and qualitative analyses of the four surveys, focus groups, and interviews conducted for this audit. While the sample size for the focus groups and interviews were small and not intended to be representative of the entire SIPA population, they still provide valuable insight. It should be noted that an over-reliance on quantitative data analyses to ascertain a culture around diversity, equity and inclusion may obscure the voices of marginalized and underrepresented community members who by the very nature of their minoritized status would appear as small subsets in the larger data set.

These 7 major themes emerged from the analyses:

1. Tension in how diversity is marketed versus how it is experienced
2. DEI as an individual rather than a collaborative endeavor
3. Curricular Representation: Thick versus thin forms of inclusion
4. Transparency in decision-making
5. Rigid hierarchies and a perceived culture of impunity/ lack of accountability
6. Student perceptions of lack of support and empathy from SIPA's leadership and faculty
7. Disconnect between the speed of institutional change and students' demands for immediate responses

## Key Recommendations

Here has generated an extensive list of recommendations; it is divided by constituent groups. We have also offered a few charts that suggest which of these recommendations can/should be tackled in the short, medium, and long term. Of course, these are mere suggestions, and SIPA should indeed customize the trajectory that best suits its community's needs, resources and energies.

This is not the entire list of recommendations (in no particular order):

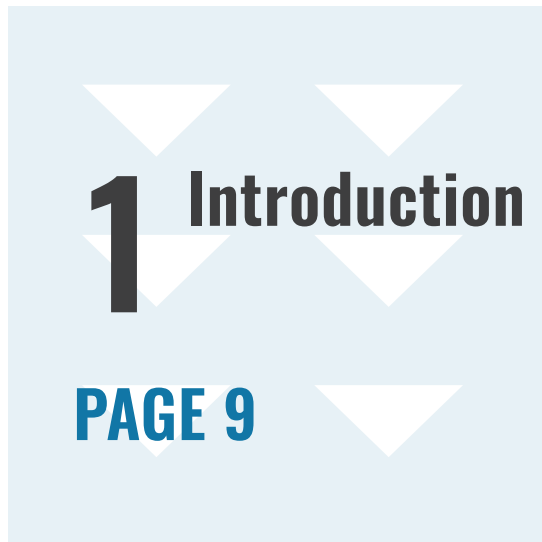
1. Ongoing DEI training for the entire community, with efficacy assessment;
2. Restructure the Diversity Committee to oversee implementation of our recommendations;
3. Hire a Director of DEI and Community Engagement;
4. Improve transparency in decision making, and communication about it;
5. Make SIPA website more accessible;
6. Issue an annual bias/discrimination report;
7. Conduct a regular climate assessment, and issue an annual DEI progress report;
8. Increase need-based financial aid;
9. Create a DEI consortium among peer institutions;

10. Offer more courses that center the intersection of international relations, public policy and DEI related issues;
11. DEI audit of the curriculum to identify strengths, deficiencies, and opportunities for improvement;
12. Faculty searches having a DEI advisor, and using a rubric;
13. Include students more directly in faculty searches and review of admissions applications
14. Incentivize DEI innovations (among faculty, staff and students);
15. Increase funding to student affinity groups;
16. Create a mentorship program for underrepresented minority students (URMs);
17. More resources for the Office of Student Affairs to augment their DEI work and student support;
18. Increase international student support;
19. Eliminate the GRE as an admissions requirement;
20. Develop a pipeline program for URMs;
21. More intentional and ongoing team/community building;
22. Audit existing hiring processes/practices/structures;
23. Create diverse ways for alumni to give back to SIPA;
24. Create alumni affinity groups, and link those to current mentoring structures.

## Conclusion

It was found throughout this engagement, that there are initiatives at SIPA that are working well and offer great promise; our recommendations seek to build on those. The recommendations contained herein are based on Iere's data analyses, as well as, best practices and research in diversity, equity and inclusion. The recommendations should be operationalized and implemented in a systematic fashion, and with community-wide participation and ample resources. It should be noted that no one recommendation is a silver bullet, and that sustained DEI change will be the result of deep reflection and principled action. In other words, no one report or list of recommendations (including these) can guarantee change within an organization; it all depends on internalizing the will to create a climate where diversity, equity, and inclusion thrive.

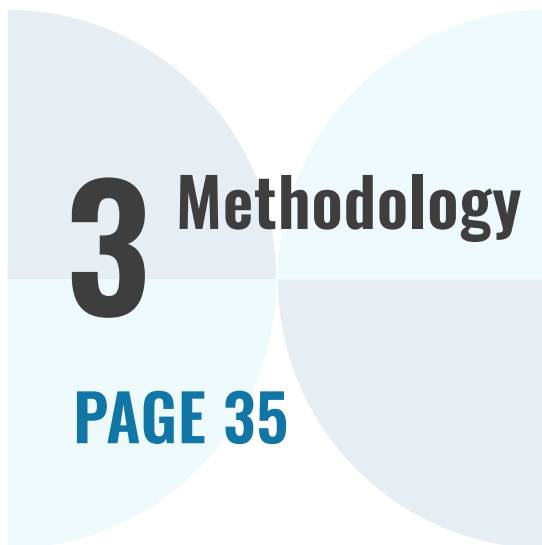
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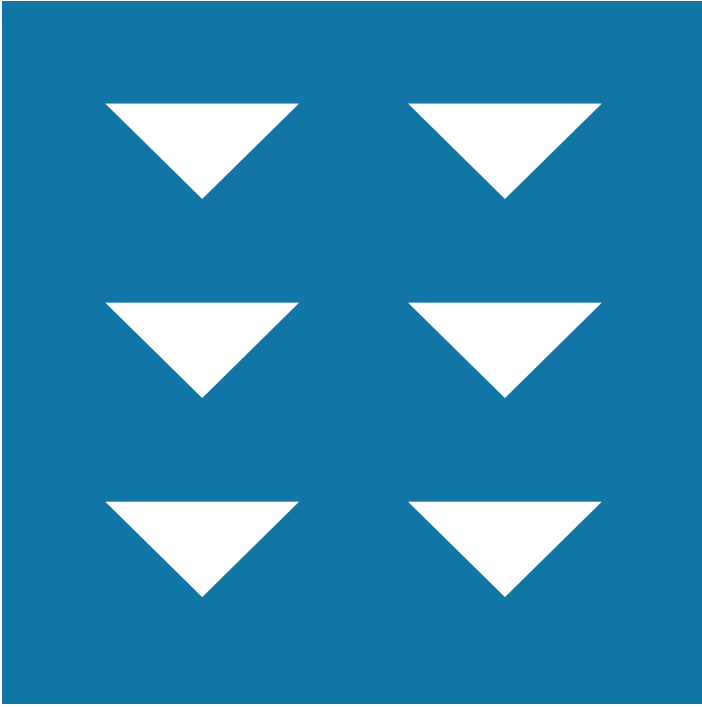


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# 1



# Introduction

## DEI in Higher Education

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The discussion about how to address the diversity in higher education needs to occur within a global and national context.

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## Introduction

In an environment that is dedicated to diversity, equity, and inclusion (DEI), all three domains are inextricably linked. **Diversity** is insufficient, if the environment is inequitable and not inclusive. In defining diversity in an expansive way, here views it as the substantive representation of myriad differences, including, but not limited to race/ethnicity, disability, gender identity, sexual orientation, age, ideology/worldview/political perspective, religion/spirituality/faith traditions, socio-economic status, language, nationality/geography, education, and citizenship status. **Equity** is the intentional and systematic culture (both interpersonal and institutional), process and procedure by which people are treated fairly and equitably. **Inclusion**, as both action and outcome, encapsulates the sense of belonging among constituents wherein they have the space to be their fully authentic selves in an environment where everyone has ongoing opportunities to make positive contributions to the development and trajectory of the organization. Taken together, DEI aims to unearth and address the root causes of and persistence of under-representation, tokenization, marginalization, and injustice; an entire community should feel and be empowered as vital enactors of this co-constructed vision.

The question of diversity in higher education is no longer whether American universities want diversity or whether they should accommodate individuals from diversified cultural backgrounds, diversity is clearly the present and the future (Smith, 2009). Diversity is inextricably linked to equity and inclusion and addressing diversity in higher education needs to occur within a global and national context. Diversity, equity, and inclusion are essential to public policy leadership and fostering an environment that nurtures rigorous inquiry and effective public policy practices requires the integration of diverse viewpoints and experiences. Unfortunately, historical issues of race, gender, social class, and continuing concerns about access to higher education for underrepresented minorities and low-income students are still a challenge for higher education. Therefore, addressing diversity in a higher education context, particularly one in public policy, plays a critical role in helping “build resources through scholarship and policy that will effectively address inequities that keep the world off balance” (Smith, 2009).

Institutions are grappling with the gravity of the Black Lives Matter movement sparked by the deaths of many Black Americans from Trayvon Martin (2012) to George Floyd and Breonna Taylor (2020). In light of the increasing social justice movements, academic institutions recognize that they bear a responsibility to create more diverse, inclusive, and equitable environments. In 2012, a survey of 80 university mission statements revealed that 75 percent mentioned diversity as a guiding value (Wilson, Meyer, & McNeal, 2012). While higher education institutions have demonstrated a willingness to champion diversity and include it in their mission statements, they fail in reimagining and transforming systems that uphold the existing status quo. Institutional

commitments to diversity, equity, and inclusion (DEI) can appear inauthentic given the extensive research that illustrate the negative experiences of students of color (Barnett, 2020; Robertson et al., 2014). This review will attempt to add clarity to conversations and help explain the extensive focus on diversity that has saturated the institutional cultures of higher education. The topics explicitly addressed include a brief history of diversity in institutions of higher education, main diversity issues, recommendations and improvements in regard to diversity, the efficacy and impact of diversity initiatives, and current innovations in diversity.

The Association of American Colleges and Universities define diversity as “the variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning which generally flow from the influence of different cultural and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, developed ability, etc.” (The Association of American Colleges and Universities (AAC&U). Therefore, diversity includes a spectrum of variation including race, ethnicity, gender, age, sexual orientation, class, physical and mental ability, family composition, social economic status, spiritual practice, educational attainment, and citizenship, all of which directly and indirectly shape an individual’s perspectives and lived experiences. Diversity appears in four categories: diversity in representation, diversity in climate and intergroup relations, diversity in curriculum and scholarship, and diversity in institutional values and structures (Swain, 2013).

## History

There are several historic events that can represent the beginning of the development of diversity and its urgency in universities. In *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954), the Supreme Court declared state laws establishing separate public schools for black and white students to be unconstitutional. Then, Congress enacted the Civil Rights Act of 1964 (Public Law No. 88-352, 78 Stat. 241), which prohibited discrimination based on race, color, religion, sex, or national origin; unequal application of voter registration requirements; and racial segregation in schools, employment, or public accommodations. In 1965, Johnson signed Executive Order 11246 “mandating government contractors to ‘take affirmative action’ in all aspects of hiring and employing minorities,” which would set the stage for university affirmative action policies (Ortiz, 2013). In addition, Congress passed the Higher Education Act of 1965 to “strengthen the educational resources of our colleges and universities and to provide financial assistance for students in post-secondary education,” which enhanced federal involvement in higher education (Ortiz, 2013). The Higher Education Amendments of 1972 (Public Law No. 92-318, 86 Stat. 235) was passed and included an important subsection, Title IX, which prohibited discrimination on the basis of sex in educational institutions receiving federal aid. Affirmative action started as a mandate for equal

opportunity for minority populations. It was evident that to achieve equal opportunity, society would need to address a troubling history of discrimination and segregation that produced unequal beginnings. This involved granting special considerations to historically marginalized groups, primarily racial minorities and women, to counteract the privileges of the dominant group. As affirmative action policies were created and implemented, there were many disputes over meeting quotas or targeting specific groups. Through many court cases, the U.S. Supreme Court introduced five criteria that would be used to review university admissions policies: individualized consideration for each applicant; the absence of a quota system; serious consideration of race-neutral alternatives; lack of harm to members of other racial groups; and time limitations on the program (Ortiz, 2013)

Title IX stated that “[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance” (Melnick2018). The Department of Education (DoE) published interpretations to Title IX in the form of Dear Colleague Letters (DCLs). DCLs were not new rulings but represented non-binding guidance documents. The courts then issued rulings on these documents when they heard litigation cases about alleged violations. Although the primary way to enforce Title IX has been through a withdrawal of federal funds, this enforcement has rarely been used. The courts agreed that an implied right of private action empowered individuals to bring cases directly against universities, which allowed the DoE to use the threat of litigation to pressure universities to reach binding agreements. All of these historical changes created a framework for diversity to address segregation, discrimination, and integration. There is still much work to do to remove the systemic barriers that intentionally marginalize people based on race, gender, abilities, class, and so forth.

Social movements such as Black Lives Matter have prompted renewed focus on broad questions of systemic oppression, and highlighted the urgency for institutional responses. Within this socio-political moment, higher education institutions have been both compelled and pressured to address a broad array of questions including the lack of diversity among faculty and staff; insufficient funding; the eradication of ethnic studies programs; campus police budgets; and racist iconography. Universities are urged to examine the ways in which higher education is complicit in the perpetuation of structural racism, misogyny, and abuses of power. As for government actions and student pressure, hundreds of years of inequality in America would require much more than court decisions, legislative acts or policy changes to eradicate.

## Main Diversity Issues

The diversity promise of higher education is to offer significant opportunities to enhance students’ and faculty’s capacity to function in a pluralistic society (Smith, 2009). Higher education as a sector has the fundamental mandate to play critical roles in

transforming a country primarily via the training of the workforce (Harrison, 2017), generation of relevant innovation, and production or reproduction of new knowledge (Lucchesi, 2005). Universities have been playing pertinent roles in producing competent individuals, shaping the values and norms of the society, as well as transforming its socio-economic structure. While much of their activities lead to great outcomes that help societies to respond to the increasingly changing milieus, the internalization of the university agenda also requires it to be culturally ready (Agnew & VanBalkom, 2009). Diversity extends beyond the students, faculty, and staff at the institution. It includes how universities approach teaching, what types of programs are well-funded, and more. The main issues of diversity can be delineated into two main buckets: diversity of composition and diversity of curriculum.

### Diversity as Composition

Multiple forms of discrimination continue to impact diverse students from marginalized communities in higher education. Diversity as composition is primarily focused on providing equal opportunity and access for marginalized communities with the desired goal being representation proportional to population, and includes methods of improving recruitment and retention of students, faculty, and staff. In recent discussions, #BlackInIvory and #BlackInTheIvory, speak truth to power about the systemic discrimination and racism that exists in academia and scientific research. The reality of the situation is that universities have various statements declaring their commitment to diversity but the diversity of students, faculty, and staff fail to meet the gravitas of these statements. According to data collected by The Journal of Blacks in Higher Education, only five percent of full-time faculty in universities and colleges in the United States are Black, a number presumably lower in high-ranking universities. This underrepresentation has important implications for feelings of belongingness of marginalized students and faculty (Hurtado & Alvarado, 2015). Indeed, multiple studies have showcased instances of exclusion and discrimination marginalized students and faculty experiences within higher education institutions (Hussain & Jones, 2021; Bouattia, 2015). Many of the barriers to higher education are well-documented including a “the leaky pipeline; the highly unequal K-12 feeder system; the lack of information about college costs; spotty counseling and weak college-going cultures at under-resourced schools; and soaring college costs” (Tienda, 2013).

Along with barriers to recruitment, the retention of a diverse student body, faculty and staff is a major challenge to diversity. Misra (2006) found many problems such as the lack of social infrastructure on campus to support diversity goals, the “tokenization”(i.e., the practice of including a person from an underrepresented group to give the appearance of diversity and avoid criticism) and bullying of students of color, the difficulty faced by those who prefer to date outside of the binaries, unique financial obstacles such as sending remittances, lack of diverse role models, the tendency for

students to worry if their identity is a factor in every situation, and the ever-present threat of violence. Valverde (2003) eloquently describes the emotional labor and tokenism for faculty and staff in *Leaders of Color in Higher Education: Unrecognized Triumphs in Harsh Institutions*. Valverde describes faculty as the mannequins of university culture as “persons hired for show, with arms and legs arranged so as to depict a certain pose, used to appease racial and ethnic communities but with weak authority.”

Lastly, as Burrell, Fleming, Fredericks, & Burrell (2015) highlight, the growing presence of international students at universities in the United States provides an added layer of complexity and nuance for institutional engagements with diversity. The enrollment of international students - a key strategy in institutional efforts to “internationalize” - has led to the presence of diverse culture, values, language, and lifestyle in a learning environment, enabling a greater engagement with questions related to cultural awareness and appreciation (Andrade, 2006). While many international students seek employment opportunities in the United States upon graduating, there is an underlying assumption and expectation that the knowledge and skills acquired throughout their enrollment are relevant and leverageable in their country of origins (Padlee, Kamaruddin & Baharun, 2010). To fulfill this expectation, higher education institutions are required to provide curricular materials and support services that reflect the varying needs of international students.

## Diversity as Curriculum

Diversity as curriculum focuses on interweaving diversity into the values, purpose and pedagogy of the university. Beyond simply diversifying an institution's student body and faculty body, diversity as curriculum reviews diversity dogma and provides ways of thinking about and operationalizing all aspects of diversity. This is accomplished by implementing diversity into learning and instruction; mandatory diversity-type training for all students, faculty, and staff; mentorship and mental health resources; and first-year experience or transition programs.

Diversity as curriculum is “much more than simply the achievement of an adequate representation among staff and the student body, but a more encompassing conceptualization of diversity and the impetus for meaningful actions; ones that move beyond surface solutions that do not disturb the underlying assumptions and perceptions that define the status quo” (Brown 2004). In order for diversity efforts to be maximized, diversity “has to be actively pursued, put in place and constantly analyzed, nurtured, and supported during and after implementation” (Brown 2004). In this sense, it is helpful to think of diversity as an ongoing process, one that demands consistent reevaluation and adaptation.

Diversity as curriculum provides not only a way to offer diverse perspectives and subvert dominant norms, but also an opportunity to reimagine culture and society. Because universities are tasked with preparing students to become the future leaders,

the knowledge produced and disseminated at universities informs every facet of society. Krishnamurthi (2003) describes three forms that diversity as curriculum can take: additive places some multicultural options in the curriculum; integrative makes multiculturalism a fixed subsection of curricular requirements; and transformative positions multiculturalism as the central curricular tenet. Diversity as curriculum is a pedagogical approach to facilitate connections between diversity and an “always incomplete, always in-the-making process of working toward democratization, that continues to morph as more diverse perspectives are included” (Ross, 2014).

Curriculum as a pedagogical tool is core to how universities understand and execute their institutional mission. In exploring “the societal meanings and intents, the discursive positioning, of diversity objectives in curriculum,” Swain (2013) uncovered the following themes: equal opportunity, student development, social justice, and curricular transformation. The diversity embedded curriculum is important because the university has become a driving force of societal understanding and values.

### Critical Self Support

Studies have suggested that through the extent of their higher education, students are able to develop more appreciation for other worldviews and experience modest growth in their critical reflection of their own worldviews (Rockenbach & Mayhew, 2013). Yet, students may not be adequately prepared to enter and engage with critical dialogue about topics such as race, gender, sexuality and religion. Often within higher education institutions, the onus is placed on people of color to establish spaces and support needed for meaningful conversations about topics such as race. There is, however, a growing need for white faculty, staff, and students to initiate and engage with deep conversations about race, power and privilege, regardless of whether non-Whites are present. A similar trend occurs with other identities, including men, heterosexual folks, non-disabled people, and so on.

### Diversifying Diversity

Existing framings of diversity often fragment individual identities into discrete categories with an overt focus on race and gender (Jack, 2019). While helpful in providing a glance of the demographic makeup of a community, these approaches reduce individual experiences within existing systems of power to a singular identity category. In response, there is a growing call for an intersectional approach to discussion of marginalization at institutions of higher education. Intersectionality, as Collins (2015) describes, is “the critical insight that race, class, gender, sexuality, ethnicity, nation, ability, and age operate not as unitary, mutually exclusive entities, but as reciprocally constructing phenomena that in turn shape complex social inequalities”. In other words, intersectionality acknowledges that individuals’ social and political identities are not discrete, but rather overlap, creating different experiences of discrimination and relationships to systems of

power. Intersectionality calls for institutions to nuance their initiatives in the effort to recognize the multiple identities that can affect peoples' lives, both positively and negatively. It also requires an acknowledgement of other identity categories that can be formative for students' experiences, such as gender, religion, disability and nationality.

One often overlooked identity category is social class. There is a growing and robust literature that examines social class as both an economic and cultural phenomena, noting how students' social backgrounds inform their abilities to navigate the sociolinguistic requirements and bureaucratic realities of higher education (White, 2005). As Armstrong and Hamilton (2013) convincingly argue, "students from similar social backgrounds share financial, cultural, and social resources, as well as lived experiences, that shape their orientation to higher education and the agendas they can readily pursue". Indeed, there is robust evidence that working class and first-generation students have restricted access to previous experience that directly informs success in higher education, often leading to lower academic performances in their courses and a higher likelihood of drop-out.

## Diverse Hiring Practices and Retainment

Despite diversity statements and initiatives from universities and colleges, the diversity of faculty has not seen significant boosts in many years. According to the US Department of Education (2020):

Of all full-time faculty in degree-granting postsecondary institutions in fall 2018, some 40 percent were White males; 35 percent were White females; 7 percent were Asian/Pacific Islander males; 5 percent were Asian/Pacific Islander females; and 3 percent each were Black males, Black females, Hispanic males, and Hispanic females. Those who were American Indian/Alaska Native and those who were of two or more races each made up 1 percent or less of full-time faculty.

Additionally, the numbers of minority faculty and leaders remain disproportionately low in comparison to White faculty (Snyder & Hoffman, 2007). Researchers, educators, and practitioners generally believe that leaders from minority groups play a critical role in bridging achievement gaps among students from minority groups. A case study by Nieto and Bode (2008) reported that minority students talked at length about teachers who made a difference in their attitude about school and their engagement with learning because "these teachers are from the same racial or ethnic background as students themselves" (Jackson & O'Callaghan, 2009). Diversifying faculty and staff is ultimately also diversifying the student body as well, because minority faculty attract and help retain diverse students. A diverse university allows for students to have a broader range of perspectives, helping them become better problem solvers and introducing them to new ways of critical thinking.



## Social Justice as a Lens

Across the academy, there are diverse calls for a concomitant substantive commitment to DEI and social justice to match the increase in statements that colleges and universities have been issuing. If universities wish to actualize social justice in policy creation, professional development, curriculum, and hiring processes, then current and aspiring university leaders, faculty, and staff need to develop a corresponding skill set, including culturally responsive training (Caldwell, Davis, Du Bois, Echo-Hawk, & Goins, 2005) so as to foster and deepen cultural awareness, knowledge and competency. Intentionally surfacing DEI concerns among different stakeholders and addressing those concerns in a systematic and transparent way is itself a social justice approach to DEI.

## General Recommendations

The Department of Education (2016) published a list of what they consider to be evidence-based best practices regarding diversity. They recommend that most universities apply a combination of the following five approaches:

1. Universities should make an institutional commitment to promoting diversity and inclusion by incorporating diversity into their core mission, formulating strategic plans to establish priorities and ensure adequate resource allocation, and developing the capacity to collect data and track progress.
2. Diversity should be integrated into every facet of the university – the student body, faculty, curriculum, and pedagogy – to foster inclusiveness by ensuring that students see themselves reflected in their environment.
3. Emphasis should be placed on outreach and recruitment by developing relationships with prospective students, providing support in the local community, and offering ongoing and targeted assistance during each critical step – preparing for tests, applying for admission, and securing financial aid.
4. Support services should continue after enrollment and include strategic course placement to mitigate remedial needs, individual mentorship and coaching, and programs to increase success and retention.
5. Universities should create an inclusive climate, which can entail: programs to increase cultural competency; campus climate assessments; mandatory training and coursework in diversity; cultural and emotional support systems; student participation in decisions about campus climate and diversity; and extra financial assistance for the most disadvantaged.

With a focus on international students and alumni, Cummings & Worley (2015) suggest making several interventions at the student, human resource, techno-structural, and strategic level:

1. Student level: Engaging international students to identify and assess their needs and expectations. Outreach to alumni to evaluate the relevance of their academic program and coursework in relation to their career and life activities after graduation;
2. Human resource level: Training curriculum developers to seek and include input from students (domestic and international), alumni, and stakeholders when developing curriculum;
3. Techno-Structural level: Conducting periodical curricular reviews to gauge international relevance; creating a curricular board with international students and alumni;
4. Strategic level: Engaging various parties from multinational organizations, and foreign missions (diplomats from foreign embassies).

The above measures are not foolproof and should be conducted in a strategic and systematic fashion; regular efficacy assessment of interventions is paramount.

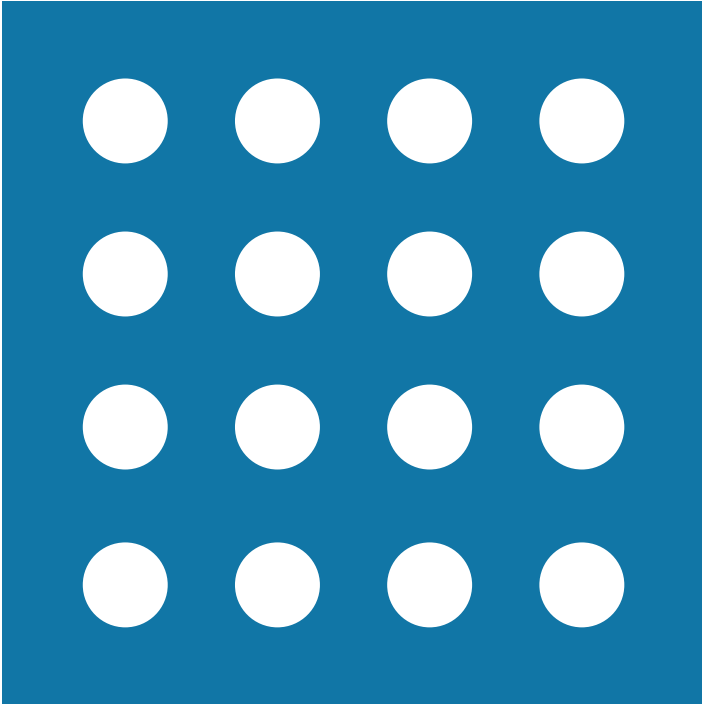
## Equity Audits

Without a diverse community that creates meaningful and intentional inclusion and equitable pathways to succeed, organizations may simply be maintaining inequity. Equity audits have a significant history in education and other professional fields (Skrla et al., 2009); they are employed to identify and address persistent inequities that have been, sometimes, rarely discussed on campuses. They can surface systems, policies, and procedures that entrench inequity and hinder all constituent groups from maximizing their potential at the university.

## Conclusion

Diversity, equity and inclusion are linked; e.g. it is not helpful to boost diversity among the faculty, staff and students, but not address a climate and culture that is deeply hierarchical, inequitable and exclusionary. Admittedly, no quick fixes exist to ameliorate the lack of diversity, equity and inclusion in higher education; it requires a methodical, iterative, and ongoing approach. DEI work also does not belong to any one individual at an institution (such as a Chief Diversity Officer); it is the collective responsibility, will and effort of the community. Bold, creative, and adaptive leadership plays a major role here in modeling DEI, and marshalling the commitment and diligence of a community to make their space a sustainably and maximally one, where everyone can thrive.

***A bibliography of the literature referenced in this section of the report is contained in Appendix B.***



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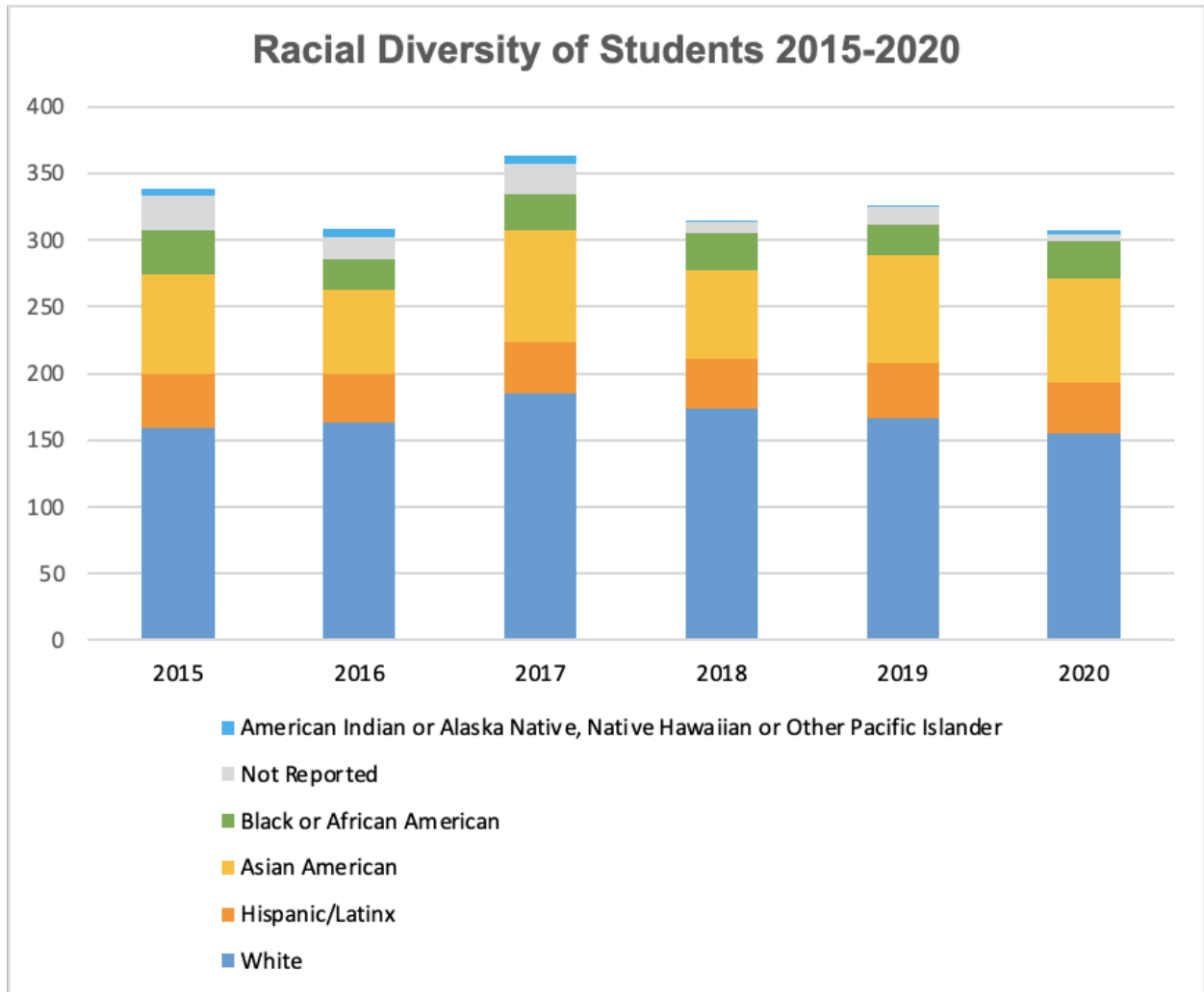
## The SIPA Diversity Landscape

SIPA is celebrated for its student diversity, as evinced by the number of represented countries and the percentage of international students within the SIPA community. While SIPA's student body is indeed geographically diverse, Black and African American students remain largely underrepresented. The lack of racial diversity is more pronounced within the faculty, where minority populations are underrepresented especially in tenured and tenure-line positions. For instance, currently less than 10% of SIPA's tenured faculty are underrepresented minorities. The following figures, obtained from the Columbia University Office of Planning and Institutional Research and gathered from various SIPA records, illustrate the ongoing underrepresentation of minority populations within both the student and faculty body. Figure 1 shows the racial demographics of U.S. and Puerto Rican students admitted to SIPA between 2015 and 2020. As of 2020, White students comprise 50% of SIPA students from the U.S. and Puerto Rico, while Black and Hispanic/Latinx students are underrepresented at 9% and 12% respectively, and Asian-American students are overrepresented at 25% of this cohort, compared to the U.S. population as a whole (See Table 1). Figure 2 shows the representation of women and underrepresented minorities (URM) among students and faculty from 2009 to 2019. SIPA defines URMs as domestic students who identify as Black, Hispanic, and American Indians. Figure 3 displays the representation of women and URMs among different faculty positions from 2009-2019. Figures 2 and 3 were provided by SIPA.

**N.B.** *When we discuss/analyze data collected and provided by SIPA, we use the terminology utilized in those data sets. As regards gender, more specifically, it is our preference to use terms such as men and women, versus male and female which refer to biological sex and are often erroneously used as a proxy for gender.*

Figure 1

Racial demographics of Admitted Students at SIPA from 2015 to 2020\*



**\*Note.** Data from SIPA Records. Data only include students admitted from the U.S. and Puerto Rico.

Table 1

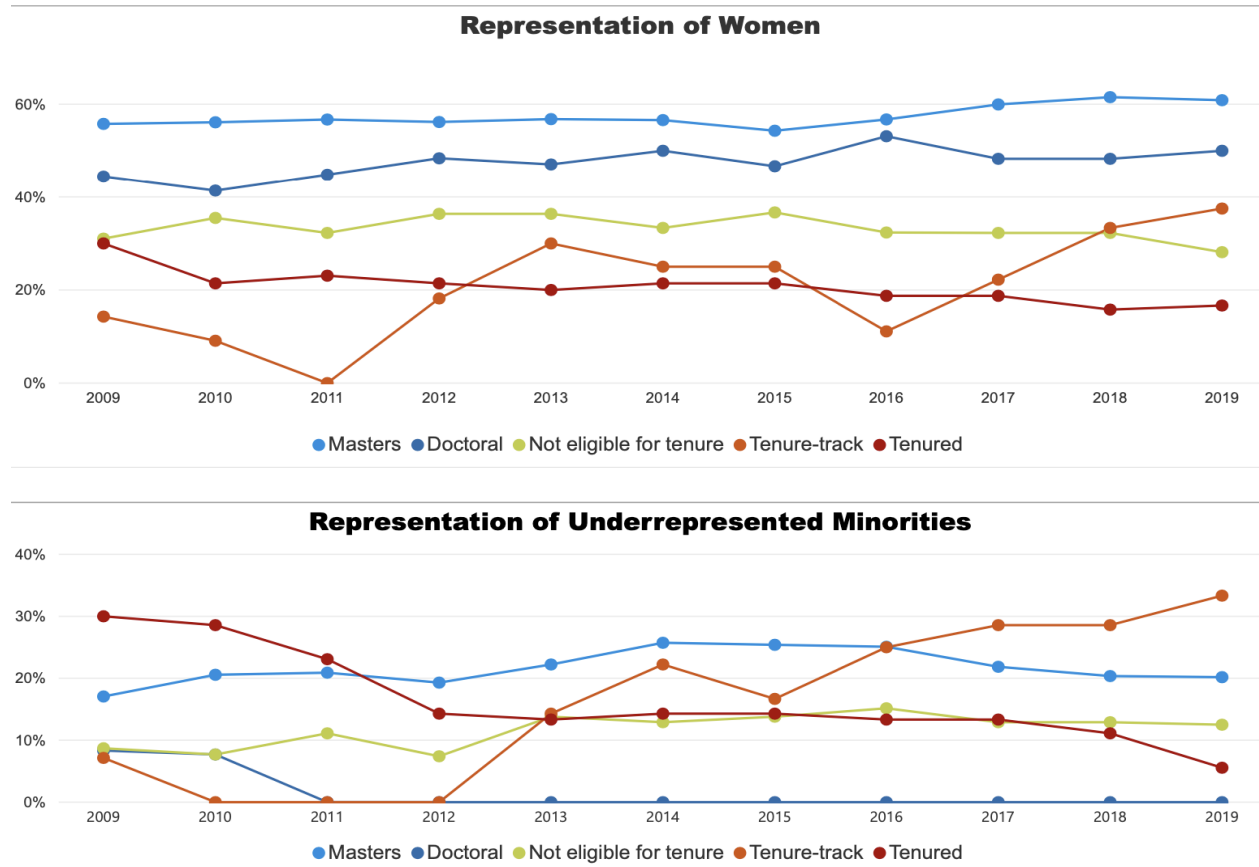
Racial Demographics of Accepted Students from the United States and Puerto Rico

Race	2015		2016		2017		2018		2019		2020	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
White	15	47%	16	53%	18	51%	17	55%	16	51%	15	50%
Hispanic/Latin x	9	12%	3	12%	5	10%	4	12%	6	13%	5	12%
Asian American	41	22%	37	20%	38	23%	37	21%	42	25%	38	25%
Black or African American	74	10%	63	7%	84	7%	66	9%	81	7%	78	9%
Not Reported American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander	26	8%	16	5%	23	6%	9	3%	14	4%	5	2%
	5	1%	6	2%	6	2%	1	0%	1	0%	3	1%

**Note.** Data from SIPA Records

Figure 2

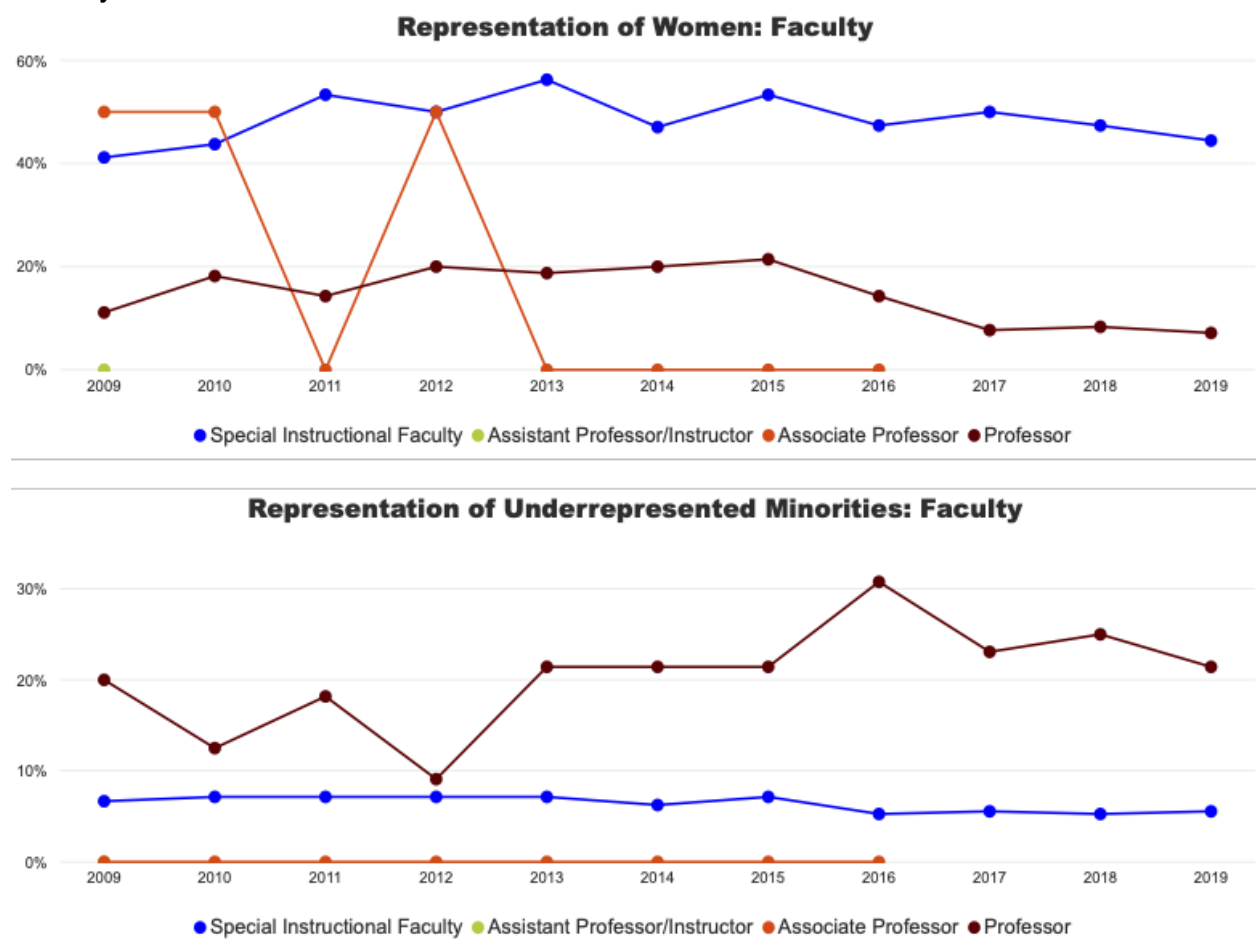
Representation of Women and Underrepresented Minorities Over Time for Students and Faculty



**Note.** Data from SIPA Records. This data does not reflect joint appointments.

Figure 3

Representation of Women and Underrepresented Minorities Over Time in Different Faculty Positions



**Note.** Data from SIPA Records. This data does not reflect joint appointments.

SIPA’s administration consists of the following: 56.6% of the administrative staff are White, 22.1% are Hispanic/Latino, 8.8% are Black, 6.2% are Asian, 5.3% are N/D, and 0.9% are multiracial. Moreover, of the 113 members, women account for 65% of the administration. These figures, however, do not capture varying levels of authority and leadership within different administrative positions. Figures 4 and 5 capture the racial and gender diversity among administrative staff.



Figure 4  
Racial and Gender Diversity within the Administrative Staff

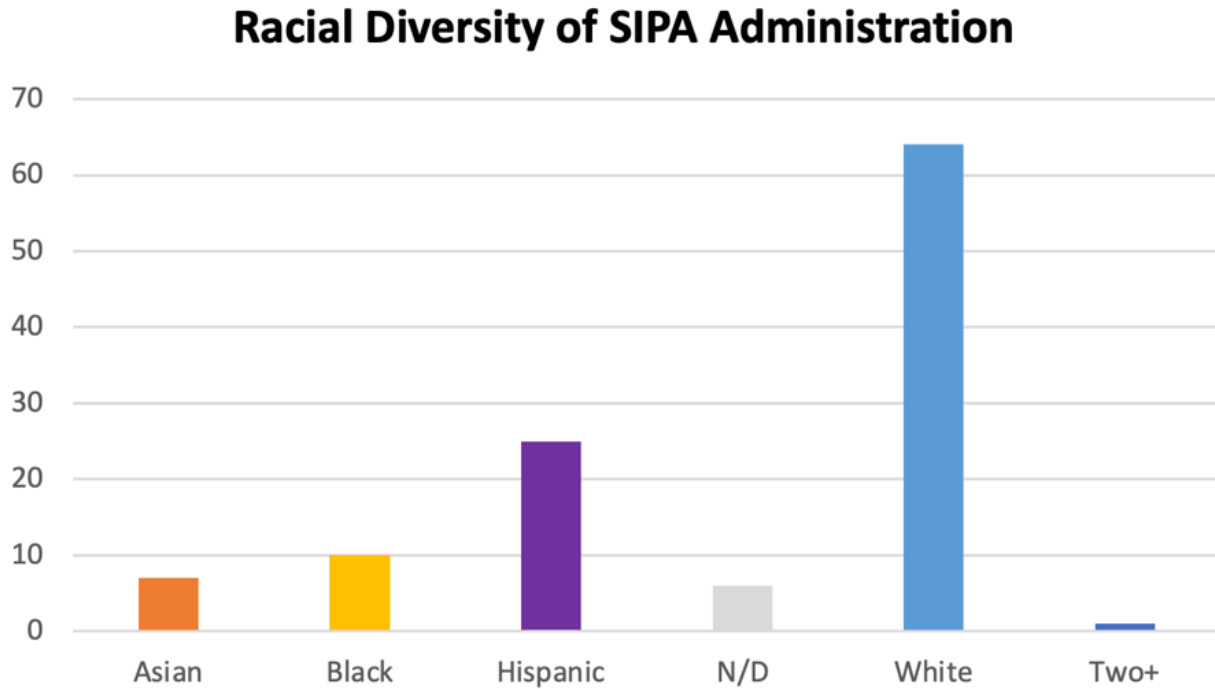
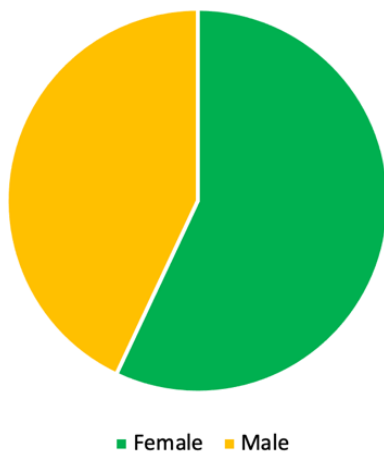


Figure 5  
Gender Diversity within the Administrative Staff

### Gender Breakdown Among Administration



**Note.** Data from SIPA Records

## Historical Context of Diversity at SIPA

A major strength at SIPA has been the incredibly dedicated and hard-working students, staff, and individual faculty who have been extremely vocal in their call for meaningful and substantive progress or active in implementing changes toward more diversity, equity, and inclusion. While enrolled for short durations, SIPA students have successfully built important alumni networks aimed at communicating and creating awareness amongst prospective and incoming students about the ongoing efforts to improve DEI at the school. This network is a way for students to hold SIPA accountable to its mission and stated commitment to DEI. Additionally, student organizations have been instrumental in proposing initiatives and collaborating with faculty on improving SIPA's engagement with issues related to DEI. While there have been numerous efforts and initiatives to improve DEI at SIPA which have been documented but perhaps not broadly communicated, there remains much work to be done.

One such notable example is the advocacy amongst students aimed at incorporating gender into SIPA's core curriculum, highlighted by the Gender Policy Working Group's (GPWG) call for the creation of a Gender and Public Policy Specialization at SIPA. In 2011, the GPWG conducted student surveys as well as canvassing other public policy schools, and then submitted a proposal to the deans for the establishment of a new gender policy specialization. The faculty approved the proposal in the spring of 2013 and appointed a new director in the spring of 2014. As a direct result of student advocacy by the GPWG, two new gender courses were created in the Fall of 2012 and Spring of 2013. One of those courses, Gender Mainstreaming in Global Affairs, taught by adjunct Professor Kristy Kelly, introduced the Gender Report Card (GRC): an action-based research project that would articulate how gender imbalances manifest at SIPA, as a final student group assignment. The Gender Report Card has been conducted each year since.

The GRC addresses how gender imbalances manifested in faculty, administration, student life, professional development, curriculum, scholarship, and the gendered use of space. Subsequent reports have expanded to address issues related to diversity training for faculty, improved communications amongst different stakeholders within SIPA's community, and increased support for students with children. In more recent years, the report has included calls for better representation of LGBTQ+ and the Global South, although only to a limited extent. This is just one example of student advocacy, together with faculty innovation, that undertakes DEI challenges at SIPA.

## Student Diversity

In 2013, Interim Dean Urquiola presented a Progress Report for SIPA's Three-year (2011-2014) Strategic Plan to enhance diversity at SIPA. The report outlined a vision to raise SIPA's standing as a public policy school, measured in part by its ability to recruit

and retain top faculty, international students, and contribute to public debates on global issues. The report included diversity statistics from the SIPA pipeline report:

- 2003-2013 – Women students enrolled in master’s programs were approximately 50%.
- 2003-2011 – Underrepresented minorities in master’s programs increased from 14.1% to 20.7%. In 2012, there was a slight decline to 19.2%. The number of underrepresented minority doctorate students has wavered between 0-1 throughout the years. Underrepresented refers to domestic populations.
- 2004 – There were 3 (50%) women students in the doctoral program in Sustainable Development in the first entering class which increased to 15 (48.4%) in 2012.
- 2012 – International students enrolled in doctoral programs equaled 71%.

In 2013, SIPA's Office of Student Affairs (OSA) developed a student diversity plan which recommended that the Dean appoint a Diversity Task Force to serve in an advisory role on diversity issues. Later that year, Dean Merit Janow established SIPA's Diversity Task Force. Dr. Urbano Garza served as chair of the Task Force for several years. The Task Force comprised faculty, students and staff, and worked with the Dean’s Office to provide a wide variety of diversity programming, including symposia, panel discussions, multicultural competence workshops, film screenings, and a school-wide Race and Policy Seminar Series.

In 2016, the Dean appointed former Philadelphia Mayor Michael Nutter, the David N. Dinkins Professor of Professional Practice in Urban and Public Affairs, as Chair of the Diversity Task Force. The Task Force was subsequently formalized as a permanent committee at SIPA. In 2017 at SIPA, the Diversity Task Force changed to the Diversity Committee (faculty, students, administrators) with a formalized budget to support efforts to institutionalize the committee’s work and representation.

The Diversity Committee consists of 3 subcommittees: Student Diversity and Campus Climate, Faculty Diversity and Curriculum, and Events and Programming. The Diversity Committee also advises the Dean and her leadership team on efforts to support greater diversity at SIPA on a range of topics: programming, academic affairs, recruitment, campus/school climate for students, faculty, and administration on diversity, inclusion, and social justice issues.

Challenges to moving forward include: (1) the Diversity Committee budget cannot sustain the level of speakers required of the Race and Policy series and similar programming and events; (2) increased faculty engagement in the Diversity Committee’s work, including school-wide curricular enhancements with greater DE&I emphasis, and more engagement with the Committee on Instruction (COI).

OSA's 2012 report, which led to the student diversity plan developed in 2013, was based on interviews with students on the Executive Board of SIPA's Students of Color (SSOC), representatives of four peer public policy schools as well as six graduate schools at Columbia University. Beyond basic demographic data, very little quantitative data existed concerning SIPA's underrepresented student populations. What little qualitative data the OSA had was anecdotal and may not have represented the community at large. At the time of this report in 2013, no information was available on the experiences of SIPA's LGBTQ+ community, nor much about women. The report concluded with recommendations for next steps.

The interviews conducted with the SSOC included six students (2 Hispanic, 3 African-American/Black, 1 Asian-American) and discovered three core themes: 1) the lack of "palpable signs" that represent SIPA's commitment to diversity, 2) a "culture of silence" and related fear of retribution if students submitted complaints, and 3) the lack of exposure to social issues and social justice education, especially to domestic social issues. The interviews with four peer public policy schools (Harvard, Princeton, Syracuse, and Johns Hopkins) revealed that all schools faced the challenge of building capacity for diversity. Among the Ivy League schools, SIPA was considered behind in its existing efforts. At the time of the interviews, Harvard had their own Chief Diversity Officer and both Harvard and Princeton had dedicated diversity committees. Princeton was at the lead in terms of allotted financial and material resources in support of increasing diversity. The interviews with Columbia's six graduate schools (Business School, Law School, GSAS, Public Health, Physicians & Surgeons, Teachers College) showed that 4 out of the 6 have their own Chief Diversity Officer with expressed responsibility of intentionally coordinating activities to improve diversity. All 6 had diversity-related infrastructure such as programs, internships, and meetings that were institutionally funded.

## Faculty Diversity

Interim Dean Urquiola's 2013 Progress Report also included diversity statistics for SIPA faculty:

- 2003 – There was an increased number of tenure-track women from 0 to 2, as well as an increased number of tenure-track minorities from 0 to one Hispanic tenure-track faculty member.
- 2003-2013 – Women tenured faculty increased from 1 to 3. However, with the addition of more tenured faculty, the proportion of women decreased from 37.5% (2006) to 21.4% (2012).
- 2013 – Of the 31 full-time, non-tenured/non-tenure track faculty, 11 (35%) were women and 2 (15.79%) were minorities.
- 2013 – Of the 255 part-time faculty, 91 (36%) were women and 13 (5%) were underrepresented minorities (10 Hispanic; 3 Black; 16 Asian).

Beginning in 2011, search committees have been required to include at least one woman or under-represented minority in the short list of candidates reviewed, otherwise, a justification to the Vice Dean was required.

### Recent Context in Diversity at SIPA

In the fall of 2019, a series of emails was sent between students, alumni, and the MPA-DP program leadership. Students and alumni expressed serious concerns regarding instances of offensive comments, microaggressions, and blatant tokenism from both faculty and the administration. Multiple Black women shared their stories of being told they were admitted because of their “urban” background to being advised to use their “diversity card” to their advantage. Issues were also raised concerning the display of Black and brown people on the SIPA Diversity website as a way of “showing diversity” when in fact, very few Black students attend SIPA. Moreover, other students mentioned the lack of appropriate course material and presence of Africans in the SIPA community, despite African youth expressing interest in attending SIPA and continued class discussion on African development. The alumni in the email chain noted that these were not isolated incidents, but rather a pattern of continual lack of representation despite a long history of student advocacy and calls for change. Utilizing Columbia’s process for investigating complaints of discrimination and harassment, these complaints were made to EEOA and despite investigations, EEOA determined that nothing actionable was found in the allegations. The MPA-DP program responded to the fall 2019 complaints by developing a draft diversity, equity and inclusion strategy and action plan with input from a DEI consultant, which was shared and discussed with MPA-DP students in fall 2020. Coincidentally, SIPA’s Center on Global Energy Policy has also developed a draft Diversity, Equity, Inclusion and Anti-Racism Action Plan which is being implemented in 2021.

Demands for improvement on DEI have been made for years by students. These calls have intensified in the aftermath of the 2020 nation-wide protests against police brutality and the police murders of George Floyd, Breonna Taylor, and countless others. A wide collective of students and alumni pressed the administration to move beyond seemingly superficial ways that SIPA has approached its commitment to DEI. These calls urge for a critical reckoning with SIPA’s responsibility as a leading public policy school, whose actions (or inactions) have far-reaching implications.

Calls for substantive changes were further amplified following Dean Janow’s letter sent to the student body responding to the murder of George Floyd and subsequent protests. Days later, students collectively sent a response which included 224 student signatures that denounced the “institutional hypocrisy, performative allyship, and inauthenticity” of the statement. This response included a list of demands requesting a

more proper response acknowledging the gravity of the moment and the importance of the language used in discourse around police brutality and the direct targeting of Black and brown bodies. Demands included a revision of course syllabi and the creation of new courses focused on tackling issues around social justice and policy; greater transparency in faculty and student recruitment; a shift in financial aid towards a focus on need-based aid; an expansion of the Diversity Committee; and a commitment to support local Black and People of Color (POC) owned businesses.

In an immediate response, Dean Janow apologized for failing to communicate her sentiments properly. This time, the dean explicitly named the violent police murders and the systemic racism deeply embedded within law enforcement and our society. In response to the student demands, Dean Janow announced that faculty would lead an initiative to establish what reforms would be possible and steps should be taken. In July of 2020, the Dean's Race and Social Justice Faculty Working Group provided a list of short-term and long-term recommendations on changes to curriculum, programming, and research to increase SIPA's commitment to social justice, racial inequity, and civic and community engagement. The working group recommended an assessment of existing courses and the creation of new courses that address DEI. The working group began to focus on: hiring of POC adjuncts to teach short-term courses; a greater commitment in hiring diverse full-time faculty both in lecturer and tenure-lined positions; an improved course search engine on the website; the creation of a Center for Race & Policy to be run by Mayor Nutter; increased number of student fellowships; the creation of community engagement opportunities; and further engagement by student organizations in programming. In November of 2020, Dean Janow announced the SIPA Adjunct Faculty Diversity Initiative and the creation of 5 new courses directly related to issues of race, policy, inequality, and social justice for the spring 2021 semester. Moreover, SIPA began a DEI assessment of several SIPA offices as well as MPA and MIA offerings. SIPA also created a DEI Steering Committee of faculty, students, and staff to oversee a SIPA-wide DEI assessment. Among many stakeholders groups at SIPA, the relationship between the Diversity Committee and the DEI Steering Committee is unclear and which will lead the charge on future DEI efforts.

In November, 2020, the Office of Academic Affairs submitted a Faculty Recruitment and Retention Report to SIPA leadership with metrics from the Provost's Office of Planning & Institutional Research (OPIR). Despite efforts made, SIPA achieved very limited progress in the past ten years in faculty recruitment and retention. Women have remained about 25% of the total faculty and underrepresented minorities (Black, Hispanic, and American Indian) remain about 11-12% of the total faculty. Asian Americans average about 8% of the total faculty. This report acknowledged that although progress was disappointing, the statistics at SIPA were not very different from other Columbia graduate and professional schools. For example, the proportion of women at other CU schools were about 29% and the number of minorities at SIPA in fall 2020 (22%)

was only somewhat lower than all other graduate and professional schools (27%).

In the context of the steadily expanding number and enhancing the quality of its faculty, SIPA has consistently prioritized the recruitment of women and minorities. Over the past 10 years, SIPA has made a total of 32 offers to professorial faculty (tenured, tenure-track and professors of practice). Of these, 14 offers (44%) were to women, 6 were to URM (19%) and 6 were to Asian- or Arab-Americans (19%). The reason that SIPA has achieved little success in diversity is due to the fact that a “small but critical number” have left SIPA before securing tenure or have been promoted. The report recommended that if future funds exist for a senior search, it would be worth considering a target of opportunity search for a woman or URM rather than an open search which would more likely recruit white men.

To improve the recruitment of URM students, SIPA’s Admissions team has significantly increased its participation in diversity-specific recruitment events (22 events in 2019/20), including the Diversity Forum of the Association of Professional Schools of International Affairs (APSIA), which SIPA helped to organize. The Admissions team also visits several historically black colleges and universities (HBCUs) annually and partners with federal and nonprofit organizations committed to increase diversity in public service and international affairs (such as the Public Policy and International Affairs Program, Payne Fellowship Program, Pickering Fellowship Program, Rangel Fellowship Program, and Truman Scholarship Program). SIPA Admissions and the SIPA Diversity Committee also co-host a Diversity Symposium, and Admissions works with student groups and alumni to reach out to applicants of color and to host events for admitted students of color. Despite these efforts, Black and Hispanic/Latinx students continue to be underrepresented at SIPA. SIPA recognizes that its tuition, which is lower than Columbia’s other professional schools but higher than its peer schools, and limited financial aid are major barriers to recruiting more URM students.

Increasing financial aid continues to be a top priority for SIPA in its fundraising efforts, including its 70 by 70 campaign (which created 70 new fellowships), its annual fund and current capital campaign, and a recent initiative focused on increasing financial aid for URM students. Since 2013, SIPA’s overall student financial aid budget grew from about \$8.4 million in FY2014 to \$14.6 million in FY2020, an increase of 74%. Financial aid packages are based on a combination of merit (defined as academic preparation and professional potential) and need. Two recent changes have allowed SIPA to provide more two-year financial aid packages to incoming students, with greater consideration of student need. First, SIPA decoupled scholarships from student assistantships (which are now SIPA, compensated by salary), and shifted most of the scholarship funds to financial aid packages for incoming students. Second, the Financial Aid team with faculty input created a tool to assess the financial need of international students (comparable to the tools already available to assess financial need of U.S. students). However, SIPA students’ need for tuition support far outstrips SIPA’s current financial aid resources. In

response to the COVID-19 pandemic, SIPA also increased its Student Emergency Relief Fund by \$400,000, to provide more emergency aid grants to students, but not all of students' emergency needs could be met.

## OSA Efforts and Initiatives

In October 2020, SIPA's OSA released a DEI Efforts and Inventory memo that detailed efforts, initiatives, and challenges to best support the SIPA community. This memo also referenced a letter sent from the OSA on June 10, 2020 to the Dean after the student uproar at the Dean's initial message. The OSA expressed their strong desire to be actively involved in the conversations as SIPA works to foster a more diverse and inclusive environment for its community and highlighted that there had been a "consistent cycle of requests - spanning several years! - for a more diverse and inclusive SIPA". This report highlighted the recruitment of two assistant deans to lead their DEI work: the Assistant Dean for Student Affairs, a position that was redefined to formally include a focus on DEI student support and the Assistant Dean leading SIPA's Wellness program, including disability services and support for students with caregiving responsibilities. The demands on these positions continue to grow, especially given the COVID-19 pandemic, and additional financial and human resources are required to support the DEI work for both roles, as well as the work of the Diversity Committee. The OSA also recommended the school consider: (1) the appointment of a senior level DE&I officer who can focus solely on DE&I support and programming with the proper resources and support to successfully complete that role's mission; (2) paid summer DE&I internships and wellness internships for SIPA students; (3) fellowships or two-year student positions for incoming SIPA students to provide OSA and the Diversity Committee DE&I and OSA Wellness support; and (4) doctoral-level diversity and wellness internships/fellowships for Columbia graduate students to provide OSA and the Diversity Committee DE&I as well as the OSA Wellness support.

In addition to reporting the OSA efforts and initiatives, this report documented the accomplishments of the Diversity Committee since its transformation from the Diversity Task Force in 2017. The Diversity Committee has supported programming, including: Intersectionality Conference; a faculty lunch and learn 'Diversity Dinealogue'; Student Diversity Initiative Grant; Inclusive Film Series; 'SIPA Story Slam', an interactive evening of music and stories; Identity@SIPA Roundtable; and faculty led Critical Conversations. The Diversity Committee achieved a number of accomplishments in recent years despite its many challenges: solidified university partnerships for initiatives and events, weaved DEI throughout SIPA's Orientation program, and developed a course for fall 2020 titled "Navigating Diversity and Inclusion in International and Public Affairs". The Diversity Committee has achieved all this despite facing numerous challenges: students are not compensated and student turnover is high, inconsistent faculty participation, there are no



tenured faculty on the committee, the Diversity Committee has no institutional power, has limited administrative support, and the committee attracts those who are already interested in DEI and so it's a challenge to reach those who do not prioritize DEI initiatives. To make more concerted progress, both the OSA and the Diversity Committee have been advocating for a Diversity Officer (first proposed in the OSA's 2012 report) or an Associate Dean of Inclusion and Engagement.

As part of the OSA efforts, several school-wide and university-wide workshops and trainings focused on anti-racism as well as identity and inclusion. Numerous efforts were launched such as: 1) "Wellness at SIPA Newsletter" that features wellness tips to manage remote working/studying, 2) Wellness Zoom chats, 3) peer support initiatives, 4) Diversiteas - virtual gatherings to build community amongst diverse SIPA population, 5) Group Wellness Sessions, 6) virtual guided meditations, and 7) having a Columbia Psychological Services (CPS) clinically trained psychologist present at OSA to provide students with weekly support.

The OSA is also actively advertising CPS virtual support groups, community forums and workshops. OSA Deans continue to serve on SIPA's Emergency Fund Selection Committee which provides support for students encountering unanticipated financial hardship while enrolled at SIPA; and have served on Columbia University task forces on gender violence prevention and diversity, inclusion and belonging. They also meet bi-weekly with the student body leadership to address a variety of issues, many of which overlap with DEI support and programming. The OSA also supports local community businesses and forged partnerships with Harlem-based organizations to support students interested in performing public service. When SIPA students created a student organization (SIPA Community Engagement and Resource Volunteers "CERV") with a focus on service, OSA re-focused on supporting student-led service opportunities. CERV's mission is to "promote a sustainable mutually beneficial relationship between the SIPA community and the Harlem/Morningside neighborhood" and "SIPA CERV works closely with the Harlem community, student body and the Office of Student Affairs to understand programming needs."

### Diversity Committee Role Needs Assessment

The Diversity Committee identified the need to develop a position designed to address both opportunities and gaps surrounding diversity and inclusion work at SIPA. As mentioned in previous reports, peer public policy institutions have already invested in designated DEI roles and adopted tiered strategic plans. Building on OSA's earlier proposals, the Committee recommended the creation of the Associate Dean of Inclusion and Engagement role to bring into fruition several initiatives that would position SIPA as a leader in diversity and inclusion and recruit competitive students, faculty, and staff. The committee emphasized that inclusion and engagement are inextricably woven,

and infusing student engagement programs with diversity and inclusion would achieve a tangible difference in campus climate. The Associate Dean position would proactively work to further diversity and inclusion at SIPA by identifying areas of concern to address, assist in course correction, and develop and leverage relationships with key university partners. An Associate Dean of Inclusion and Engagement would work to enhance communication with the SIPA community, specifically with students, thereby increasing SIPA's level of transparency, increasing student satisfaction and decreasing protests and demonstrations against the institution. Allocating additional resources to diversity and inclusion would also allow for SIPA to expand and define diversity and inclusion within a global context. This would assist in facilitating cross-cultural learning opportunities and experiences.

### Fall 2020 Curriculum Audit

The Office of Academic Affairs summarized the results of the curriculum audits that each of SIPA's academic concentrations and specializations conducted in fall 2020. Directors responded to two questions regarding race and policy in curricula. Question 1 asked directors to follow up with faculty in their program/concentration/specialization and report any actions taken, as well as reactions to the invitation. Faculty across programs at SIPA reported which courses (existing or new) address issues of race and policy. There was quite a range from some programs that state race is a key theme ( $M= 1.15$ , range= 0-3) that cuts across curriculum offerings such as the Urban and Social Policy (USP) and International Conflict Resolution (ICR) programs to some programs listing only one course such as the International Security Policy (ISP) program. USP responded that "All existing courses address race and policy in a myriad of ways". USP also sponsored 4 of the new courses offered in spring 2021 under the Dean's Adjunct Diversity Initiative. ISP responded with some potential areas where race and policy could be integrated but stated that they had neither the "resources or prospective level of student interest to consider trying to add an adjunct course on those subjects". Some reactions to the invitation included prompting some faculty to review their syllabi and welcomed such input. Directors also reported that some courses ( $M= 3.5$ , range 0-12) introduced race and policy and/or texts by diverse authors and there were also new courses offered ( $M=.7$ , range 0-4) that would have a strong race and policy focus.

Question 2 prompted that directors work with their program assistants or coordinators to identify courses that they believed could be appropriately counted toward their concentration or specialization. They were also asked to identify any obstacles that may prevent SIPA students from gaining access to these courses. Directors were also asked to suggest ways in which SIPA could increase access. No faculty member stated obstacles or suggestions in ways to increase access. They did identify courses that could appropriately be counted toward concentrations.



# 3



## Methodology

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In addition to conducting focus groups, interviews, website analysis and discourse analysis of public statements, over 70 artifacts were considered in the analysis for this report.

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## DEI Audit

### Purpose of Audit

In order to examine existing efforts, underline effective practices and identify gaps which may exist in policies, practices and the institutional climate at the School of International and Public Affairs (SIPA) at Columbia University, Iere Strategies, LLC was retained to conduct a comprehensive audit of diversity, equity and inclusion practices and attitudes at the institution.

### Timeline

- January 22, 2021: Iere Strategies, LLC Principals met with co-chairs of SIPA DEI Steering Committee
- January 29, 2021: Iere engaged as consultant to conduct SIPA DEI Audit
- February 5, 2021: Iere met with full SIPA DEI Steering Committee to launch project
- February 19, 2021: SIPA launched surveys to constituent groups (*See Appendices C, D, E and F for survey instruments*)
- March 15, 2021: SIPA Focus Groups began
- March 29, 2021: Individual interviews with SIPA Administrators and members of DEI Steering Committee began
- April 16, 2021: Iere Strategies met with SIPA DEI Steering Committee to preview major findings and recommendations
- April 24, 2021: Preliminary Draft of DEI Audit submitted for consideration to SIPA DEI Steering Committee

### Scope of Audit

- Gather data on the perceptions and experiences of faculty, staff, students, administration and alumni around diversity, equity and inclusion;
- Explore the recent history of diversity, equity and inclusion initiatives at SIPA;
- Evaluate beliefs and attitudes around diversity, equity and inclusion by faculty, staff, students, administration and alumni of SIPA;
- Review policies, procedures and practices;
- Examine the interface between administrative action and community expectations around matters of diversity, equity and inclusion at SIPA;
- Provide recommendations on a way forward.

### DEI Audit Process

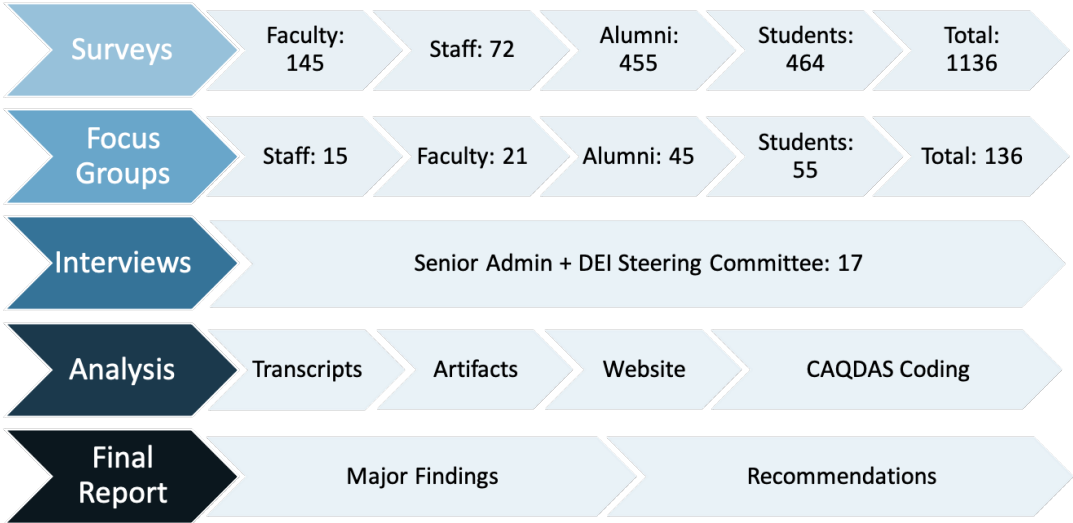
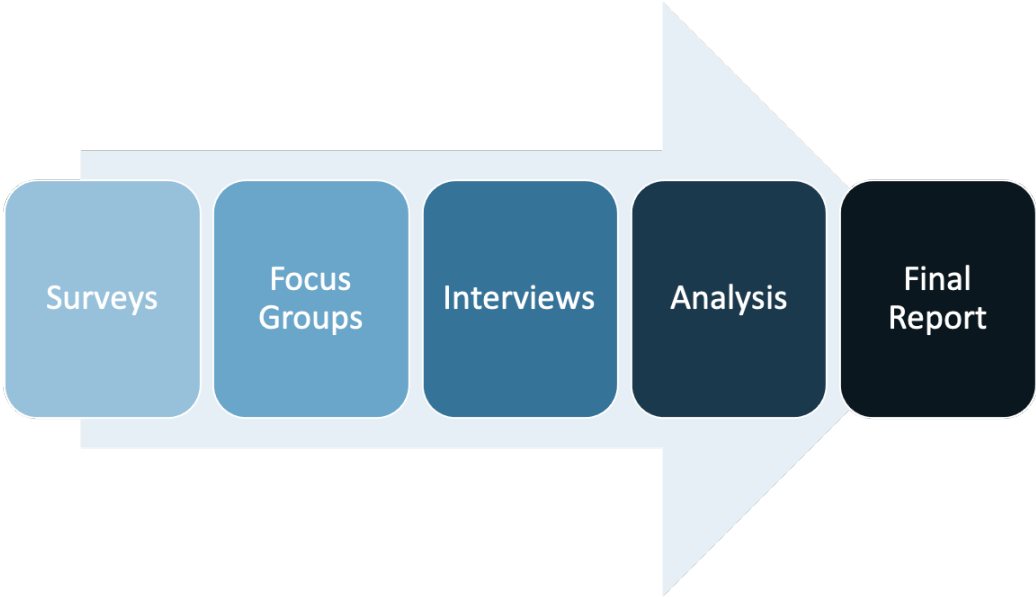
The DEI audit is robust despite limited time constraints amidst the COVID-19 pandemic. Using data supplied by the SIPA DEI Steering Committee after conducting four (4) surveys of students, alumni, faculty and staff, Iere Strategies, LLC undertook focus groups of students, student groups, faculty, staff and alumni of SIPA. These focus groups were supplemented with individual interviews of members of the SIPA DEI Steering Committee and the SIPA Senior Administration. To triangulate these findings, data analysis of focus groups and interviews were combined with analysis of relevant artifacts

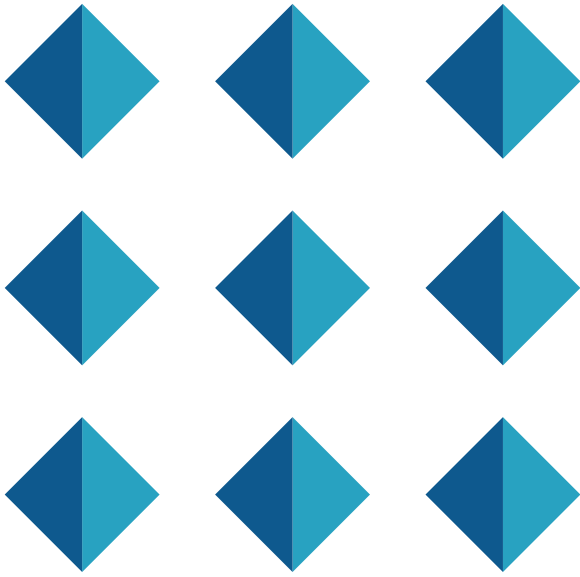
and the SIPA website. Qualitative data analysis was done using Computer-assisted (or aided) qualitative data analysis software (CAQDAS) tools – NVivo and MAXQDA.

The following sources were used for data analysis in this DEI audit:

- Quantitative Survey data
- Qualitative Survey data
- Focus Groups with Students, Faculty, Staff and Alumni. 136 Individuals
- Focus Groups with 7 Student Affinity Groups
- Interviews with members of Senior Administration and the DEI Steering Committee. 17 Individuals
- Analysis of SIPA Website and SIPA Public Statements on major crises (e.g. George Floyd, Anti-Asian Hate)
- Over 70 Artifacts: these are divided into 3 categories: Sought from SIPA; Provided by SIPA; Provided by specific SIPA constituent groups
  - Sought from SIPA: Admissions data, organizational charts,
  - Provided by SIPA: details of 2 anti-bias trainings; report from a faculty working group on race and social justice; 9 Gender Report Cards; 7 files related to Administrative Unit Inventories and Self Assessments; Summary report of Directors' responses to race and policy in courses; 6 files related to DEI Reports, Strategies & Tools of Other Universities; 2 files related to DEI Strategies of SIPA Academic Programs and Centers; 16 files related to Diversity Committee Documents; 3 files related to Faculty Recruitment and Retention; 15 files related to Other Columbia University & School Reports & Resources on DEI Issues; 2 files related to Past Faculty & Administration Reports on DEI Issues.
  - Provided by specific constituent groups: emails, petitions, equity assessment assignments

# SIPA DEI Audit Process





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# Findings

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This section draws on numerous data sources, including SIPA's previous assessments of diversity, equity and inclusion, along with our own data collected throughout the DEI audit. Examples of these data sources include SIPA's administrator and student reports, committee reports, public statements, and internal communications, as well as SIPA's DEI Steering Committee's survey, and our own interviews and focus groups. The following sections draw on these data sources to both contextualize the landscape of diversity, equity, and inclusion at SIPA, as well as assess how existing efforts are experienced and perceived by SIPA's many stakeholders. We have organized our findings in major themes, presented at the end of this section. Through these findings, our goal is to provide actionable recommendations aimed at improving campus climate and SIPA's engagement with broad issues of DEI within its community and beyond.

### Survey Sample Characteristics

As part of the 2021 DEI self-assessment, SIPA administered four separate surveys for each of their constituencies: students, faculty, staff, and alumni. 1136 members of the SIPA community responded to the survey, which is the first to include information on alumni and SIPA's LGBTQ+ community. The demographics of the survey respondents are presented in Table 2. Table 3 represents sexual orientation across stakeholders, and shows variation among staff that isn't there among faculty. The data and figures below reflect SIPA's survey data.

Data was collected from 1136 respondents: 464(40.8%) students, 145(12.8%) faculty, 72(6.3%) staff, and 455(40.1%) alumni. Of the underlying SIPA population, survey respondents reflect 45% of all current SIPA students, 27% of all faculty, and .02% of all alumni. The average age of students was 28.72 years ( $SD= 5.72$ ), faculty was 56.55 years ( $SD= 12.44$ ), staff was 41.82 years ( $SD= 14.95$ ), and alumni was 42.07 years ( $SD= 12.52$ ). Because SIPA has a substantial international presence on campus, respondents were given the ability to mark several choices regarding their racial, ethnic, and regional identities. For the purpose of some analyses, racial, ethnic, and regional categories from the survey were collapsed. 'Black' included respondents who identified as African-American, Caribbean, Middle Eastern or North African, and Sub-Saharan African; 'Asian' included those who identified as Asian-American, Central Asian, East Asian, South Asian, and Southeast Asian; 'Hispanic' included those who identified as Hispanic or Latinx, Central American, and South American; 'Native' included those who identified as Native American or Alaskan Native and Native Hawaiian or Other Pacific Islander; and 'White' included those who identified as Australian or New Zealander, European, and North American. Respondents who chose more than one racial identity were categorized as 'Multiracial'.

Figure 6 displays sexual orientation across stakeholder groups. To date, there has been minimal data collected on the sexual orientation of SIPA community members.



Table 2

<i>Demographics</i>		Sample	
Characteristic	Subgroup	<i>n</i>	%
Position status	Alumni	455	40.1%
	Faculty	145	12.8%
	Staff	72	6.3%
	Student	464	40.8%
Gender identity	Man (cisgender)	425	37.4%
	Gender non-conforming	5	0.4%
	Genderqueer	5	0.4%
	Prefer not to say	22	1.9%
	Prefer to identify as..	6	0.5%
	Transgender	0	0.0%
	Woman (cisgender)	616	54.2%
	Missing	57	5.0%
Race/Ethnicity/Region	African American	7	0.6%
	Asian American	48	4.2%
	Australian or New Zealander	1	0.1%
	Black	12	1.1%
	Caribbean	0	0.0%
	Caribbean American	4	0.4%
	Central American	1	0.1%
	Central Asian	7	0.6%
	East Asian	47	4.1%
	European	37	3.3%
	Hispanic or Latinx	64	5.6%
	Middle Eastern or North African	19	1.7%
	Native American or Alaskan Native	1	0.1%
	Native Hawaiian or Other Pacific Islander	0	0.0%

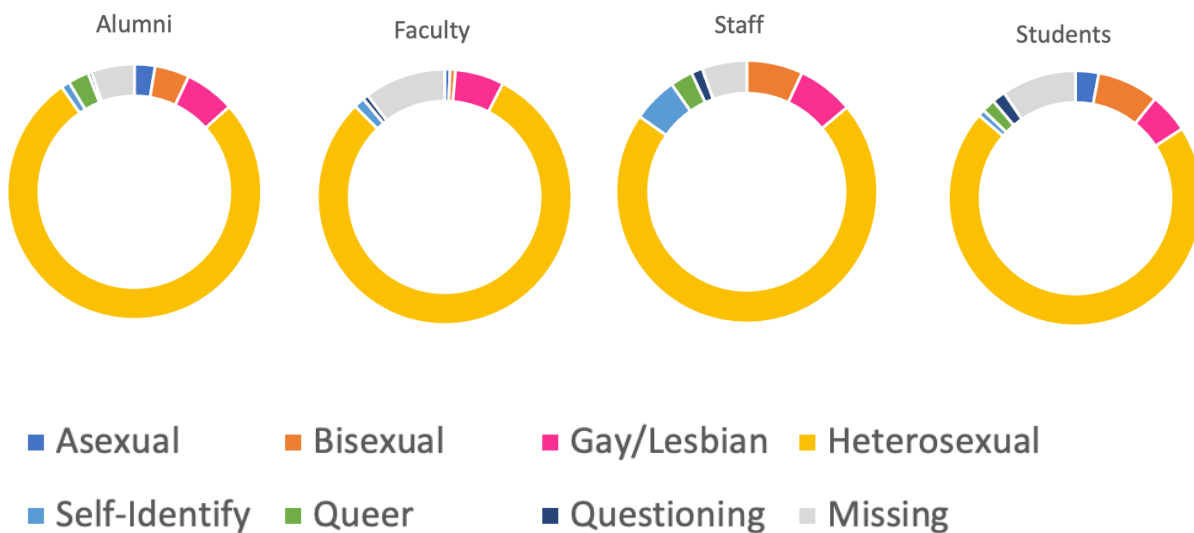
	North American	10	0.9%
	South American	15	1.3%
	South Asian	72	6.3%
	Southeast Asian	21	1.8%
	Sub-Saharan African	2	0.2%
	White	320	28.2%
	Multiracial	335	29.5%
	Missing	104	9.2%
Sexual Orientation	Asexual	27	2.4%
	Bisexual	63	5.5%
	Gay/Lesbian	67	5.9%
	Heterosexual	851	74.9%
	Self-Identify	15	1.3%
	Queer	22	1.9%
	Questioning	12	1.1%
	Missing	79	7.0%
Citizenship Status (Students and Alumni Only)	U.S. Citizen	536	58.3%
	Non-U.S. Citizen + Green Card Holder	25	2.7%
	Non-U.S. Citizen + Student Visa Holder	273	29.7%
	Prefer Not to Say	7	0.8%
	Other	15	1.6%
	Missing	63	6.9%
Disabilities	Have Apparent/Visible Disabilities	7	0.6%
	Do Not Have Apparent or Non- Apparent Disabilities	903	79.5%
	Have Non- Apparent/Not Visible Disabilities	101	8.9%
	Prefer Not to State	39	3.4%

	Missing	86	7.6%
Veteran Status	Yes, Active Duty	10	0.9%
	Yes, Veteran	37	3.3%
	No, Never Served	999	87.9%
	Missing	90	7.9%

**Table 3**  
Sexual Orientation Across Stakeholder Groups

Sexual Orientation	Students		Faculty		Staff		Alumni	
Asexual	14	3.0%	1	0.7%	0	0.0%	12	2.6%
Bisexual	37	8.0%	1	0.7%	5	6.9%	20	4.4%
Gay/Lesbian	24	5.2%	9	6.2%	5	6.9%	29	6.4%
Heterosexual	334	72.0%	116	80.0%	51	70.8%	350	76.9%
Self-Identify	4	0.9%	2	1.4%	4	5.6%	5	1.1%
Queer	8	1.7%	0	0.0%	2	2.8%	12	2.6%
Questioning	8	1.7%	1	0.7%	1	1.4%	2	0.4%
Missing	35	7.5%	15	10.3%	4	5.6%	25	5.5%
total	464		145		72		455	

**Figure 6**  
Representation of Sexual Orientation Across Stakeholder Groups



Note: Data sourced from surveys

## Diversity, Equity, Inclusion at SIPA: Findings

This section presents the major findings from both quantitative and qualitative analyses of the four surveys, focus groups, and interviews conducted for this audit. For focus groups and interviews, we spoke with a total of 153 persons: Staff (n=15), Faculty (n=21), Alumni (n=45), Students (n=55), Senior Administrators & DEI Committee Members (n=17). While the sample size for the focus groups and interviews were small and not intended to be representative of the entire SIPA population, they still provide valuable insight. It should be noted that an over-reliance on quantitative data analyses to ascertain a culture around diversity, equity and inclusion may obscure the voices of marginalized and underrepresented community members who by the very nature of their minoritized status would appear as small subsets in the larger data set.

This DEI evaluation explored the landscape of diversity, equity, and inclusion at SIPA by exploring how SIPA community members conceptualized DEI, and their perceptions and experiences of DEI as reflected in the campus climate, curricula, and institutional policies and initiatives. Each sub-heading in bold represents major themes that emerged from the analyses.

Focus group participants and interviewees were asked how they defined DEI. Across stakeholders, diversity was conceptualized as having diversity in race, ethnicity, nationality, class, gender, sexual orientation, as well as having a diversity of ideas, opinions, viewpoints, and world views. Students remarked that diversity also included seeing professors that reflected their identities or challenged them intellectually. Diversity was also envisioned in more expansive ways as folks elaborated on the intricate ways in which diversity is inextricably linked to equity and inclusion. Some people remarked that if increasing diversity was an institutional goal, institutional and structural support was integral to ensuring that folks from historically excluded groups were able to succeed. Many defined equity, then, as acknowledging the impacts of historical oppression and enduring systemic barriers and “leveling the playing field”. One student remarked that “I don’t need equal treatment, I need preferential treatment to ensure that there’s space for me”. Equity could be achieved by offering additional support (e.g., grants, not loans) for folks from historically marginalized communities. Inclusion was conceptualized as proactive efforts to bring people into discussions or decision-making processes, especially those who might be impacted by the decisions made. Inclusion was also defined as valuing a person’s contribution and conveying a sense of belonging. One alumni participant quoted a Black woman ambassador, “Diversity is being asked to come to the cocktail party. Inclusion is being asked to dance”.

## The Tension in How Diversity is Marketed Versus How It is Experienced

Throughout the qualitative survey responses and interviews/focus groups, there is an evident tension between how diversity is marketed and how it is experienced. SIPA is indeed a world-renowned institution, but aside from the prestige of attending SIPA at Columbia University and the appeal of living in New York City, students reported widely that SIPA's student diversity was the main draw for enrolling at SIPA. Despite SIPA's student population being 55% international, some students interrogated this statistic for what it might conceal, in terms of different kinds of representation. For example, respondents noted the very small numbers of African and African-American students, with one student aptly stating "If you are going to teach and study Africa, there needs to be more Africans present at the table to contribute to the discourse."

The notion of elitism also surfaced across the data. Students were more likely to comment on the elitism at SIPA, with survey results showing that 53.28% of students and 55.2% of the alumni rated SIPA as more elitist than non-elitist. While SIPA prides itself on the geographical diversity of its student body (and rightfully markets this), it was highlighted that there is a lack of diversity in socioeconomic status or class, and among some racially-minoritized groups, whether domestic or international. One student wrote:

The current diversity efforts are aimed to replace Whiteness with similar power structures from other parts of the globe. SIPA has representation from over 90 nationalities, but can't get a single student from its adjacent neighborhood of Harlem. We are 60% international but we have about 10 Black students. SIPA is international but not diverse. If anything, SIPA is a place for elites from across the world who may not necessarily be White but represent the same power structures in their own countries.

This sentiment was additionally expressed by an alumnus, who stated that "SIPA is diverse in terms of country representation, but not in terms or socioeconomic status - it's a very elite school with wealthy students."

Even with the acknowledgment of the diversity in countries represented among the student body, 31.35% of student survey respondents rated SIPA as more U.S. centric than Globalist, while 43.25% of students rated SIPA as more Globalist. This data reveals the tension that international students experienced as faculty taught about their countries, sometimes making disparaging and stereotypical remarks, and not recognizing that their students were from those very countries. Many interviewed mentioned that there was a Western focus and that professors spoke of countries "in generalized ways as if they're experts even though they've never been there and have a Western lens." Despite SIPA's prestigious pool of faculty, SIPA students have long called for more faculty diversity, yet, the institution remains predominantly white and male. Research shows that having teachers who reflect the same racial or ethnic background as the students plays a critical role in how students learn and engage in school (Nieto & Bode, 2008).

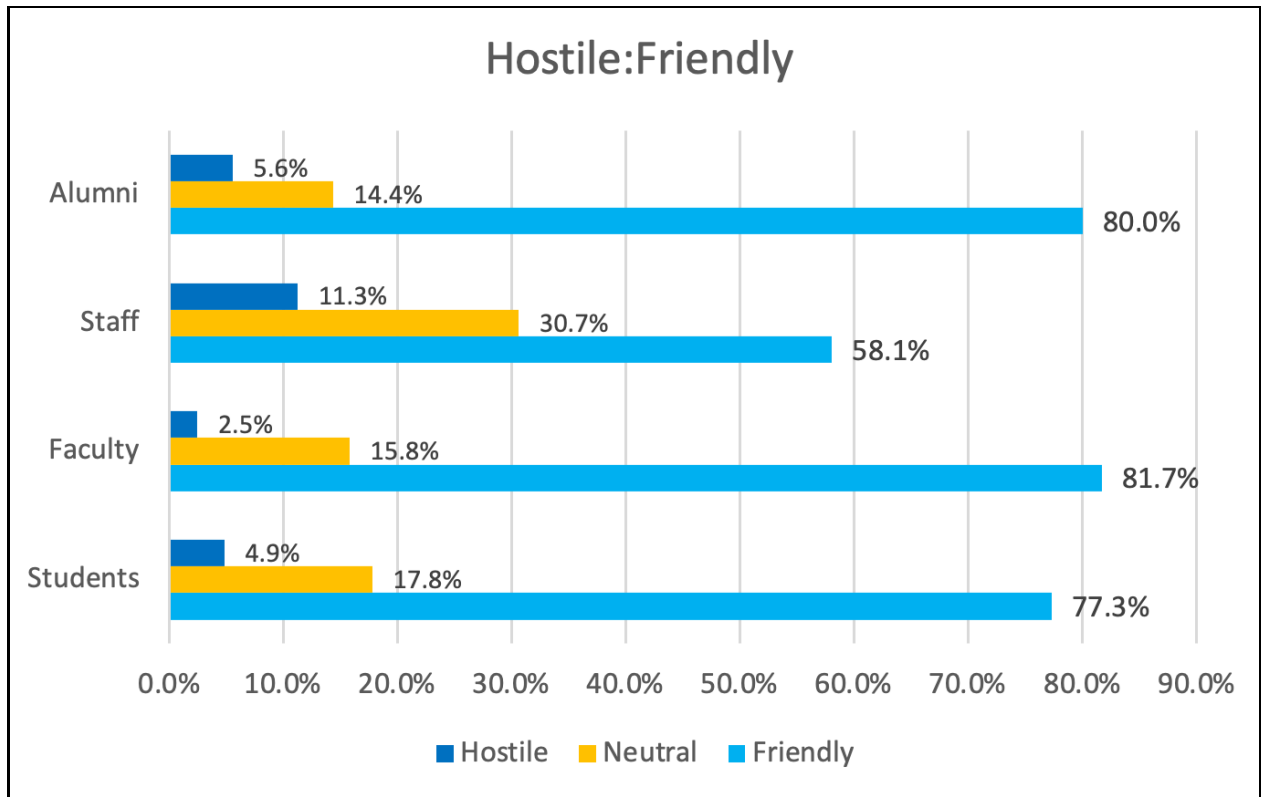
This lack of diversity among faculty and students has led to the theme of tokenism arising in conversations with students, staff and alumni. Respondents uniformly expressed concern for tokenism. Student tokenism shows up when the institution attempts to leverage the presence of racially-minoritized groups to tell a bigger story of diversity. To exemplify this point, some student interviewees discussed an incident in which a Black student recorded a video for the Office of Admissions but discovered that their video was being displayed on the SIPA Diversity homepage, without their consent. The video was promptly removed once the administration was alerted to this student's complaint. Some students further note that the diversity section of SIPA's website features Black and brown bodies, but in actuality, there are very few Black students present. Additionally, several students, faculty members, and administrators mentioned their disappointment that a popular woman of color faculty member did not receive tenure. Despite that, some students reported that her image was used in widely shared marketing materials. Research shows that faculty and staff often carry the emotional labor and tokenism wherein they are "hired for show" and used to appease calls for diversity but have little to no authority or power (Valverde, 2003).

Another example that highlights the tension that exists in how diversity is experienced can be found in some of the quantitative data as SIPA being more friendly than hostile (See Figure 7). Despite this, 37.8% of student survey respondents noted that they had experienced microaggressions at SIPA. Among those students who reported experiencing microaggressions, these microaggressions were largely connected to age, gender identity or expression, national origin, political orientation, racial/ethnic identity, sex, and social class. One student commented that SIPA was hostile in a way that they had never experienced before in their undergraduate studies or the workplace. Students shared stories of aggression and bullying from faculty as well as from other students. When these issues were raised, they were often met with silencing. Moreover, an alumnus argued that opinions and perspectives that differed from what was widely considered the "mainstream" within SIPA were often met with varying degrees of hostility. He noted:

an issue that people who have, like myself, by the way, ideas that do not necessarily reflect what is the mainstream feeling within the school. And already back then I didn't feel like so comfortable expressing myself. And, or, if I would express them, I would often be like attacked or attacked not physically but attacked verbally, And often, in certain cases even quite aggressively.

Some students, alumni, and faculty commented on the lack of ideological or political diversity experienced. It was believed that SIPA attracted more progressive students than conservative students, and this was reflected in the perception of the types of views that could be freely expressed and accommodated.

Figure 7  
 Rating of SIPA From Hostile to Friendly Across Stakeholders

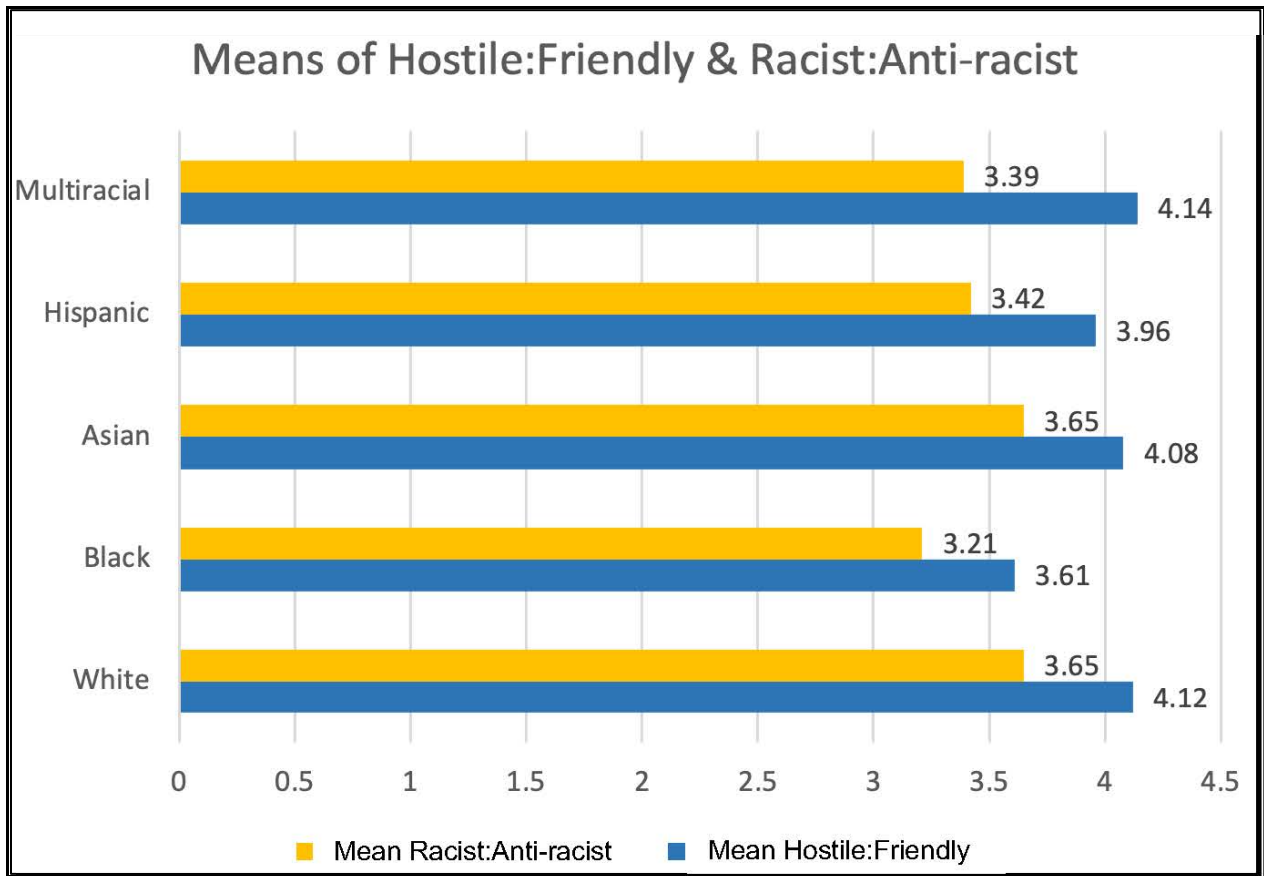


Note: Data sourced from surveys

Congruent with the earlier highlighted tensions, the data show a marked variation in experience among select groups. In the surveys, respondents were instructed to rate SIPA on a set of adjectives. Respondents rated SIPA on a scale from “Hostile” (1) to “Friendly (5) and “Racist” (1) to “Anti-racist” (5), among other adjectives. Black students rated SIPA’s climate as being more racist and more hostile than their peers (See Figure 8). This finding is consistent with previous research that demonstrates students of color perceive campus climates as less welcoming than their white peers (Harper & Hurtado, 2007).

Figure 8

Mean Values of SIPA Climate Ratings Across Student Racial Groups



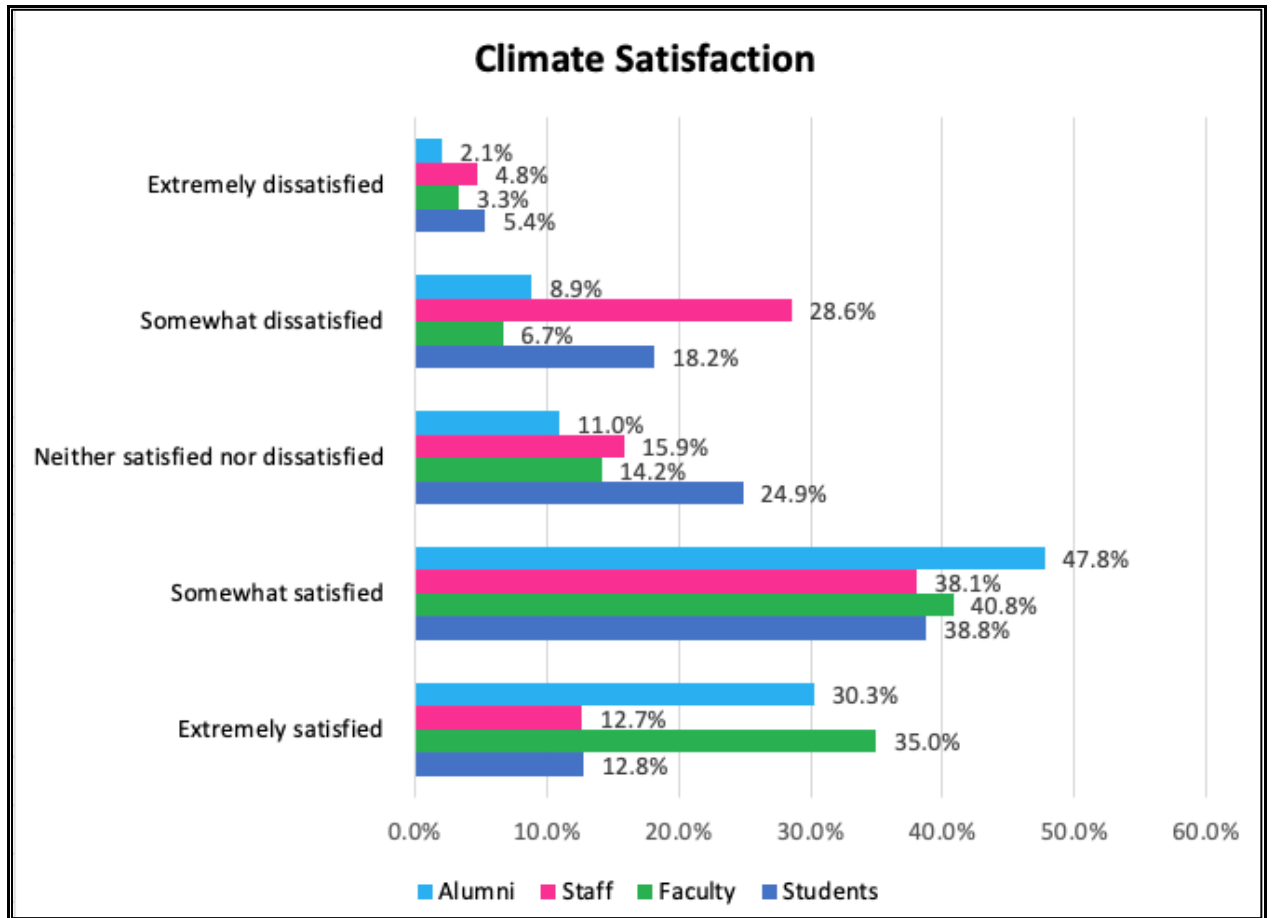
Note: Data sourced from student survey

In general, 75.8% of faculty were extremely satisfied or somewhat satisfied with the overall SIPA climate; for this same question, 71.8% of alumni, 50.8% of staff, and 51.2% of students stated that they were either extremely satisfied or somewhat satisfied. Great attention should be paid to the fact that staff and student respondents rated higher levels of dissatisfaction (i.e. extremely or somewhat): 33.4% of staff respondents, and 23.6% of student respondents, respectively, registered dissatisfaction with the overall climate. There is a clear chasm here between staff and student perception of dissatisfaction versus that of faculty and alumni.

Figure 9 displays how students, faculty, staff, and alumni reported their overall level of satisfaction with the climate at SIPA from extremely satisfied (1) to extremely dissatisfied (5). Faculty ( $M=2.02$ ,  $SD=1.03$ ) and alumni ( $M=2.05$ ,  $SD=.98$ ) reported more satisfaction with the overall climate than students ( $M=2.64$ ,  $SD=1.08$ ) and staff ( $M=2.75$ ,  $SD=1.14$ ).



Figure 9  
Climate Satisfaction Across Stakeholder Groups



Note: Data sourced from surveys

### DEI as an Individual Rather than Collaborative Endeavor

Many respondents acknowledged the efforts of individuals and particular SIPA offices in integrating DEI. For instance, every year since 2012 students have been assigned a group project in the “Mainstreaming Gender in International Affairs” course, taught by an adjunct professor, in which they generate what’s called a “Gender Report Card” (GRC). The GRC is an action-based research project that explores existing gender imbalance within SIPA with the goal of promoting awareness and spurring change. Multiple respondents in the survey and focus groups also spoke about the efforts

made by administrative staff members from the Office of Student Affairs (OSA). Students remarked how the office not only provided academic guidance but also promoted a sense of belonging and community

While individual efforts are being made to address DEI issues, persistent problems are in some part due to what some perceive as the siloed nature of the institution. Some staff members and faculty, in commenting on the siloed nature of SIPA, said that administrators rarely collaborate across departments, and that the impact of the hierarchy among tenured faculty, lecturers and adjuncts do engender feelings of “isolation”. Additionally, adjunct faculty members felt disproportionately overworked, and dismissed by tenured faculty.

Some members of the administration, faculty (especially adjuncts), and staff members shared their perception of SIPA being hierarchical, while students remarked about this bureaucratic aspect as a barrier to making timely, substantial change. When faculty reported on the survey whether they felt they had a voice in the decision-making that affects the direction of their program or area, 11.11% of faculty either somewhat or strongly disagreed with the statement. One faculty member wrote in the survey that “SIPA has a very hierarchical structure with clear “class” divisions. Despite all the talk of community, senior faculty get treated much more favorably than others and there is no effort to disguise this.” Staff members and administrators in lower-level positions expressed dissatisfaction around who was invited to participate in committees and decision-making spaces. Staff members further remarked that “mid-level folks often get dismissed” and that “admin doesn’t listen to us like they do to the faculty; staff are more dispensable.” They asserted that they are often excluded from meetings and committee participation, even though there is a wealth of knowledge to be sourced from staff members who want to be included in DEI efforts. Some have remarked that promises are made but not followed through: one focus group participant said “things are said to me to appease me and then months later, they never did anything about that one thing” – a sentiment echoed by students as well.

These siloes also hinder a collaborative tackling of DEI issues, and contribute to a lack of a systematic, institutional approach. Some staff members and students expressed their disbelief that DEI trainings were not already mandatory for faculty, much like the required sexual harassment training. While the majority of interviewees acknowledged the critical importance of DEI, there seems to be very little incentive for faculty to participate in such training, or institutional recognition for the faculty members who do attend and prioritize this work. The opportunities that exist for DEI training, such as workshops, are largely on-line, optional, or subsumed by extant legal requirements to cover other topics. Research shows mixed effects of online diversity training. Chang et al. (2018) demonstrated that online diversity trainings could result in attitude change and some limited behavior change but their findings suggested that the one-off trainings that are often commonplace are ineffective. An administrator stated that the faculty who do need DEI training “don’t come” and several students mentioned that faculty failed to

effectively address the microaggressions and even bullying that occurred between students. This is potentially a key focus area as many students perceive faculty as being unprepared to navigate difficult conversations around race, gender, heteronormativity, religion, and disabilities. Additionally, research suggests that those who are typically resistant to diversity training exercises could benefit from activities that included self reflection (Lindsey et al., 2019).

### Curricular Representation: Thick versus Thin Forms of Inclusion

Another theme that emerged was that course materials did not adequately reflect a global perspective, or adequately tackle issues around diversity, equity, and inclusion. To maximize diversity efforts, the curriculum at SIPA needs to be comprehensive and challenge existing hegemonic power structures in its role as a school of international affairs, otherwise, as one alumnus commented “I felt like the general atmosphere was one of like, wanting to be part of the current existing sort of power, rather than undermining them”. For diversity to be effective, it needs to be consistently pursued, interrogated, and nurtured (Brown, 2004). The Gender Report Card, in the “Mainstreaming Gender in International Affairs” course, assessed the curriculum in the MPA and MIA courses; it was noted that an overwhelming percentage of authors in course readings are dominated by white, male, and Global North scholars and practitioners.

Students in the climate survey were asked to report their experiences with SIPA’s general learning environment. When asked whether topics and examples in courses are accessible to someone of their background (from strongly agree (1) to strongly disagree (5)), one-way ANOVA ( $F(4,332)=6.80, p=.00$ ) analysis revealed that there were statistically significant differences amongst students based on their racial identities. Post Hoc analyses using Tukey’s Honestly Significant Difference (HSD) indicated that White students ( $M=1.48, SD=.76$ ) rated course topics and examples more accessible to someone of their background and nationality than all other racial groups: Black ( $M=2.25, SD=1.34$ ), Asian ( $M=1.95, SD=1.03$ ), Hispanic ( $M=2.48, SD=1.08$ ), Multiracial ( $M=1.89, SD=1.00$ ). When asked whether students felt that they could fulfill the requirements for courses without suppressing their identity, background, or experience, a one-way ANOVA ( $F(4,332)=4.28, p=.00$ ) analysis revealed that White students ( $M=1.54, SD=.9$ ) rated (with statistic significance) that they could do so without suppressing their identity as compared to Hispanic students ( $M=2.43, SD=1.38$ )

Students were asked in the survey if there were any SIPA courses that successfully addressed topics related to race, nationality, socioeconomic class, gender, sexuality and/or ability. There was a long list of courses and notably included the MIA core course “Conceptual Foundations” ( $n=8$ ), the MPA core course “Politics of Policymaking” ( $n=11$ ), and the MIA/MPA course “Quantitative Analysis II” ( $n=11$ ), as well

as numerous references to courses in the Urban and Social Policy (USP) concentration and Gender and Public Policy (GPP) specialization.

While some progress has been made as far as readings and guest speakers, some characterized these changes as negligible. When faculty did expand their course materials to include more diverse authors, one student stated that queer, POC, feminist readings were added as supplements and not even discussed; instead, the professors were still focused on dominant narratives penned by white men. When asked in the surveys, what topics were not covered in SIPA courses but should be covered, students identified the following: class or socioeconomic status ( $n=18$ ), race ( $n=14$ ), gender or sexism ( $n=11$ ), disabilities ( $n=10$ ), intersectionality ( $n=8$ ), interrogating the curriculum as being Global North or Western centric ( $n=6$ ), and colonialism ( $n=3$ ).

One alumna's response in the survey:

SIPA is a program for people that want to do business school lite. It is not an effective environment for teaching people to lead in the public sector.

SIPA does not value discussions that challenge the global hegemony of racial capital and therefore encourages racist, classist, patriarchal and imperialist norms. Aside from that, the price, lifestyle, and culture is strongly skewed in favor of elite students (from all over the world) making it inhospitable for people outside of that social space and looking to do PUBLIC POLICY work. I was constantly encouraged to look at the financial, private, and consulting sectors for work by advisors rather than the public sector jobs I was interested in.

This student's experience is consistent with the perception among many students interviewed, that the School catered almost exclusively to high-SES students.

## Transparency in Decision-Making

The lack of transparency in several arenas was echoed across student, staff, alumni, faculty, and administration constituent groups. Despite several requests, students relayed being excluded from committees related to admissions, financial aid, and tenure and promotion. Several students indicated that they made repeated requests for budget and funding transparency. Across all groups, several people interviewed mentioned the lack of transparency in recruitment processes, as well as hiring decisions and promotions. Students mentioned that decisions made about who received student teaching assistant positions seemed unclear or based on students' relationships with faculty members. We were, however, informed that the teaching assistant selection process was overhauled a few years ago by the Office of Student Affairs to be more objective and transparent.

Similar claims of lack of transparency and clarity were made about selection and membership criteria of committees, such as the Diversity Committee. For instance,

Members of the Diversity Committee expressed their shock as other members on the same committee were chosen without including input from students who had a history of being actively involved in DEI progress at SIPA. Moreover, administrators expressed their surprise and disappointment when new hires for their department were made without including anyone on staff in the hiring process; the new employee was simply introduced as the new person in the role. When some decisions are made, it seems that the decision-making process is not always fully or well communicated or explained, whether it is to students, staff members, faculty, and even fellow administrators.

### The Existence of Rigid Hierarchies and a Perceived Culture of Impunity/ Lack of Accountability

A number of student survey respondents ( $n= 31$ ) wrote about the low responsiveness of the administration in regards to some DEI-related issues. In multiple interviews and focus groups, students drew on notable instances in which complaints of faculty bias, inappropriate behavior and even microaggressions were either not reported or yielded a silent response from the administrators when reported. Multiple students claimed that they were unaware of the necessary bureaucratic processes to report an instance of microaggression, although it is important to highlight that SIPA addresses the Equal Opportunity and Affirmative Action (EEOA) process during new student orientation and provides mandatory training for all its faculty on their reporting responsibilities when they become aware of allegations of discriminatory or harassing behavior. Other students noted they felt uncomfortable or even concerned of potential reprisals if they were to report. In fact, many administrators, faculty and staff interviewed could not fully articulate the official process for reporting bias and discrimination at SIPA. As some students noted, faculty and administrative staff often act as gate-keepers for funding opportunities and future employment; reporting instances of bias and discrimination could ultimately jeopardize student opportunities both within SIPA and upon graduating. Echoing this perception, one alumna observed:

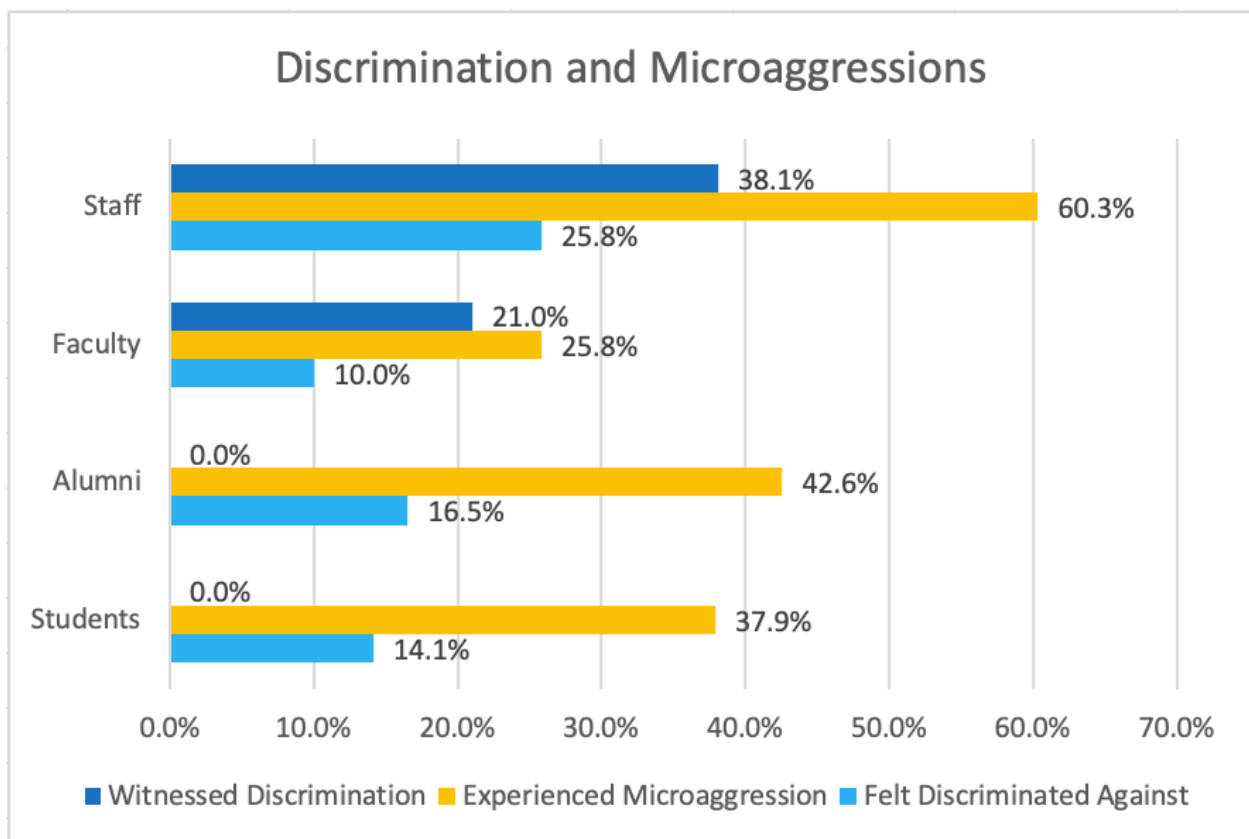
like raising issues and like, you know, challenging faculty, staff, members, administrators, like there was a very real fear that like that could have financial ramifications, because so much of finance funding at SIPA was dependent on faculty relationships, and if you happen to have a relationship with a department lead or a professor, who would pick you to work for them. So I think that that was really, really problematic.

This finding from our focus groups is consistent with previous reports such as the OSA's in which students highlighted a perceived culture of silencing and fear of retribution.

There were not many students in the focus groups or surveys who claimed to have reported complaints of microaggressions or faculty bias; however, of those that did report complaints, many drew on similar incidents to discuss what they perceived to be a lack of follow-through and accountability of faculty, especially those in tenured positions. Many students spoke of instances of discrimination despite the low rates of reporting. From the survey, 37.88% of students and 42.55% of alumni reported experiencing

microaggressions at SIPA. 14.13% of students responded that they felt discriminated against (See Figure 10). It is important to note that 60.3% of the staff reported experiencing a microaggression. One student stated that they didn't know a formal process for reporting grievances existed at SIPA or she would have reported. When students spoke of bringing issues to the administration, an overwhelming number of those students remarked that there was a lack of response from the administration. Of the survey responses to the question regarding why they wouldn't recommend SIPA, 31 students wrote about the low responsiveness and lack of care from the administration overall, but particularly around issues of DEI. In the survey, only 12 respondents reported they submitted official reports of discrimination at SIPA. Of those 12, 11 did not feel that their cases were handled satisfactorily. Students reported that either no one followed up with their reports or that responses to their complaints were unduly slow.

**Figure 10**  
Discrimination and Microaggressions Across Stakeholder Groups



Note: Data sourced from surveys designed and conducted by SIPA. Students and Alumni were not asked whether they witnessed any discriminatory acts against other students or employees.

Nestled in these narratives and perceptions was a fundamental complaint of how issues of hierarchy manifest and are experienced within SIPA. Students discussed feelings of helplessness, where they believed status and position could ultimately be leveraged to silence student voices and reduce their perceived agency. One incident mentioned in several student focus groups occurred during an intersectionality conference where a faculty member withdrew sponsorship of one panel due to the organizers' choice of panelists. It is important to note that the faculty member explained the rationale in an email to the conference organizers before the event and reiterated support for the rest of the conference. Nonetheless, the sentiment it conveyed and the consistent narration of the incident within focus groups highlight the perceived tensions that exist within the student body in relation to issues of hierarchy.

Issues of hierarchy were raised by staff, faculty, and administrators in surveys, focus groups and interviews. In the surveys, some staff members ( $n=3$ ) wrote about the “extremely hierarchical” and “unwelcoming”, “toxic” environment. One staff member in the focus groups said “the other thing that we experience here is a hierarchy - mid-level folks are often dismissed.” Another staff member said:

there certainly is a very clear hierarchy which is expected in higher education as an institute, like as an industry, but institutionally, it's very much ingrained in the culture, and it hinders or delays, any possible engagement, and an opportunity to kind of, you know, be more creative, or be more thoughtful about work because there's, there's just, it's a very clear line.

### Student Perceptions of a Lack of Support and Empathy from SIPA's Leadership and Faculty

Survey results reveal that 20.4% of students rated SIPA as unsupportive. In the survey, over 30 students wrote about the general lack of student support. As previously discussed, students were highly critical of SIPA's delayed and seemingly superficial response to ongoing forms of racial violence, such as the murder of George Floyd. Students further raised their objections to SIPA's response during focus groups, referring to the email sent by Dean Janow as “sanitized” and “not even tone-deaf, it was just tone-less”. As noted earlier, Dean Janow sent a follow-up message to the community in which she emphasized her commitment to address the concerns voiced by students, and by fall 2020, she had taken a number of actions including authorizing this DEI audit.

However, students overall felt that during these times of social crisis, SIPA failed to acknowledge the different ways racial violence serves as an important source of pain for the school's community, especially among its underrepresented minorities. This perceived lack of empathy towards students' socio-emotional difficulties was not limited to the experiences of underrepresented minorities as they attempted to navigate and make sense of growing waves of racial violence. A large number of international students also felt unsupported in their efforts to navigate the many uncertainties prompted by

recent events such as COVID-19 and previously, the Trump administration's proposal to overhaul student and work visas. International alumni were most vocal in noting that SIPA provided little support for students who were interested in, or required to seek employment opportunities abroad. Additionally, current international students felt that SIPA did not make a sufficient effort in cultivating a sense of community or addressing the social needs of students during COVID-19. While acknowledging the many difficulties and constraints prompted by COVID-19, international students largely felt disconnected from the university and its student body. Many international students moved to New York City in the midst of a pandemic in the hope of engaging and learning from SIPA's highly international student body. Their perceived isolation and disconnect was an important source of frustration and critique throughout focus groups in which they were present. It should be noted that the pandemic presented many academic institutions with the challenge of maintaining community.

Another example of this theme was conveyed by some students who communicated a lack of support at SIPA for those with caregiving responsibilities; in the surveys 9.9% of students, 38.8% of faculty, 32.9% staff, and 9.3% of alumni reported having roles as caregivers. As one example, the course-based Gender Report Card documented the lack of lactation rooms for the SIPA community. One student wrote "The whole program is just not parent friendly, from the downright hostility of other students, to professors who won't give you an excused absence if your kids are sick, to an administration that just doesn't care." Yet another student wrote "I have felt like some male caregivers, faculty or student, benefited from mentioning their caregiving responsibilities, whereas for female caregivers, it undermined their professional trustworthiness."

## An Existing Disconnect between the Speed of Institutional Change and Demands for Immediate Responses

Since alumni have been able to build connections with the new incoming students, there has been a continuity in student calls for meaningful changes and attempts in holding SIPA accountable for DEI progress. In the focus groups, students expressed that the burden to address issues around DEI often fell on marginalized students. Students and staff also acknowledged the work of staff in OSA on these issues - who themselves are largely minoritized. One student remarked that because students are enrolled for only a short time, the administration makes superficial commitments for change and waits for students to "graduate out". Alumni, students, staff members and faculty commented that the bureaucracy at SIPA was a barrier to achieving meaningful change in a timely fashion. This has created great frustration given the urgency and gravity of the current climate



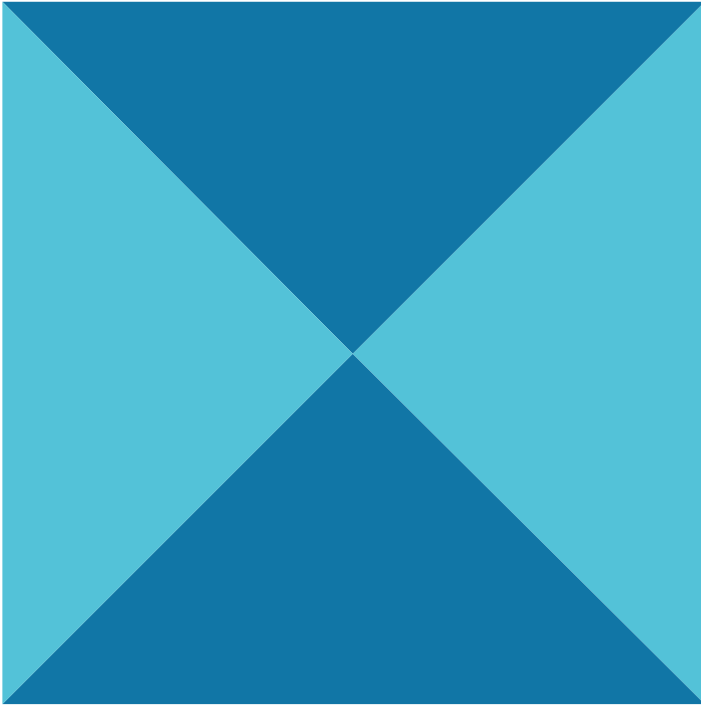
around racial tensions in the country. This lag in progress in DEI is conveyed by a staff survey respondent:

The Human Resources department does not provide support to staff on any issues. The white employees bury their heads in the sand about the most basic diversity issues. Nobody goes out of their way to get training to deal with diversity issues in this modern time. We have repeatedly brought up problems to (white) senior leadership who keep reacting in surprise, even though this has been brought up by students for years, and instead of acting, they make a survey.

Previous research demonstrates that institutional responses to student activism can run counter to the “espoused institutional and departmental values” (Hoffman & Mitchell, 2016) thereby jeopardizing any authenticity in its commitment to DEI efforts. Continued student protests may indicate that there is a disconnect between institutional values and what constitutes justice and progress for marginalized students. Administrators claiming that diversity and equity are “everyone’s ongoing responsibility” actually place the burden of DEI work onto already minoritized individuals (Barnett, 2020). It is critical that institutions acknowledge and actively engage with student activism, appropriately respond to emerging calls for change, and openly communicate ongoing efforts to better address DEI.

## Conclusion

SIPA has created and engaged in multiple efforts regarding DEI. These efforts have involved different constituent groups and this indicates community interest in amplifying DEI work. However, there are several areas for improvement that have surfaced during the data collection and analysis for this report. In the recommendations section that follows, suggestions are made that can build on the existing work in which SIPA is engaged, and highlight which underdeveloped areas need attention.



# 5



## Recommendations

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It was found throughout this engagement, that there are initiatives at SIPA that are working well and offer great promise; these recommendations seek to build on those. The recommendations contained herein are based on Iere's data analysis, as well as, best practices and research in diversity, equity and inclusion. The recommendations should be operationalized and implemented in a systematic fashion, and with community-wide participation and ample resources. It should be noted that no one recommendation is a silver bullet, and that sustained DEI change will be the result of deep reflection and principled action. In other words, no one report or list of recommendations (including these) can guarantee change within an organization; it all depends on the endogenization of the will to create a climate where diversity, equity, and inclusion thrive.

The recommendations below are organized by the following sections: Leadership/Organization, Faculty, Students, Admissions, Staff, and Alumni.

Below, we do suggest trainings for SIPA leadership, faculty, staff, and students. However, it should be noted that the research on the efficacy of training is inconclusive (see Appendix A for further reading on the literature about this efficacy). This is a summation of the main findings from the literature on the efficacy of diversity training:

- 1) There is no quick fix to intractable DEI issues; trainings alone will not address issues of DEI. Trainings are but one aspect, but it will take interventions at the following levels: intrapersonal, interpersonal, organizational/institutional, societal, legal, educational, and cultural.
- 2) In creating a trajectory forward around DEI, leaders should ensure that as wide a representation of the community is part of crafting the vision (i.e. fewer top-down directives, and more sustained top-modelling, alongside, bottom-up and middle-out engagement). Instead of handing down a neatly, inflexible trajectory, leaders should empower the community to co-create the vision. People will be more inspired if they are part of creating and testing solutions. Collect and analyze data together as a community and then co-create a way forward, with opportunities for course correction.
- 3) One-off DEI training is generally not effective.
- 4) Overt discrimination needs strong, consistent policies, but implicit bias is not as easy to unearth and address.
- 5) Unconscious bias and diversity training need to occur over a long term, and assessed for efficacy. Training focused on unconscious bias can raise awareness, but is limited in its ability to eliminate it. If people think stereotypes and biases are immutable, training may backfire.
- 6) When people receive trainings, moral licensing may play a part after; by attending the training (i.e. doing something perceived as 'good'), the trainees unconsciously feel licensed to do something 'bad' (because of the power of unconscious bias and the uncritical reflection after the training).
- 7) There can be resistance when people feel compelled to take trainings, and when they think that they are being coerced to police their behaviors and speech. People are

less compelled to make behavioral change if the impetus is external to the organization; intra-organizational rationales tend to be more convincing.

8) Changed behavior is difficult to operationalize and measure as a causal result of training. Therefore, good trainings should be narrow and surgical in their goals, and involve these key aspects: a) knowledge awareness, b) personal reflection, c) skills development, d) personal goal setting, and e) follow-up assessment.

9) Post training efficacy should not rely only on self-reports because of social desirability bias.

10) Perspective-taking exercises, as part of training, have been shown to shift attitudes and behavioral intentions for months after training.

These are our recommendations:

### Leadership/Organization

- **Robust DEI training (with efficacy assessment) for Dean's cabinet and upper administration:** In many settings, leadership can have a great influence on the employees' morale, productivity and investment. SIPA leadership should be engaged in regular interactive training as regards DEI. Trainings should include how to lead/have difficult conversations about DEI matters, anti-racist teaching practices, individual and group level identity work, cultural competencies, implicit bias, etc. One or even a couple training in DEI are insufficient in fostering sustainable change; leadership has to be engaged in ongoing training. It is also important that there be regular post-training assessment to gauge the success of the trainings and to chart persistent gaps. Regular training also boosts confidence so that leaders feel more than adequately equipped to have and lead discussions around sensitive topics such as systemic racism, and other forms of discrimination. Doing training together as a team can also help strengthen bonds among team players and serve as an accountability mechanism for each other. After the training, upper administration should ask themselves often "how can we apply what we have learnt immediately, and in the medium and long term?" Track your progress with this. We recommend that the team take the Intercultural Development Inventory. In DEI work, it is ultimately important that leaders be reflexive and do critical self-work; this will take time and if done well and consistently, it can unearth our biases, stereotypes, as well as affirm our assets and strengths.

Note: Please consult Appendix A for research on the efficacy and challenges of diversity training.

### Resources:

National Conference on Race and Ethnicity: <https://www.ncore.ou.edu/en/>.

Advancing Diversity and Inclusion in Higher Education:  
<https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>

Some results from the American Council on Education's College Presidents Racial Climate Survey: <https://www.acenet.edu/news-room/Pages/ACE-Survey-Finds-Increased-Focus-Among-College-Presidents-on-Campus-Racial-Climate.aspx>

Article: If DEI is good for business:  
<https://www.insidehighered.com/advice/2020/04/24/even-and-perhaps-especially-pandemic-colleges-should-be-mindful-importance-giving>

Higher Education and DEI:  
[https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/0/674/files/2018/08/PeopleAdmin\\_DEI\\_web-285y8p8.pdf](https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/0/674/files/2018/08/PeopleAdmin_DEI_web-285y8p8.pdf)

- **Upper administration modeling accessibility, approachability and inclusion:** SIPA prides itself on being a global institution; then upper administration should reflect this. Upper administration needs to reflect diversity and inclusion. In one of the interviews we conducted, a SIPA employee noted that upper administration was attending a DEI training and when the training got to the interactive aspects, most of the upper administration left. That sends a message that DEI is not important to upper administration. It is apparent that many members of upper administration believe in DEI but members must model DEI; they must also model that they are easily accessible, approachable. For example, when in-person activities resume at SIPA, senior administrators could increase the frequency of their office visits and attendance at student-sponsored events. This models to the other employees the kind of leadership that SIPA values and the kind of environment SIPA wishes to foster: where diverse backgrounds are welcomed, included and treated equitably.
- **Demystify the '14<sup>th</sup> floor':** There were many references to the '14th' floor. It seems inaccessible, siloed and insular. Upper administration should strive to demystify the 14th floor. There are multiple ways to do this, but it will take time because shifts in beliefs take time. Whatever route is chosen, it should be maintained and should be authentic. We suggest upper administration visiting different parts of SIPA and engaging in authentic conversations with students and employees of diverse backgrounds. We also suggest inviting diverse constituent groups to visit the 14th floor to engage in discussions with members of upper administration. These can be very informal but over time it can lead to the perception that the 14th floor is easily accessible and that anyone is welcome there. Ultimately, this is about diminishing hierarchization; organizational hierarchies will persist because of particular accountability structures, but hierarchization can also permeate relations between people to the extent that they feel like they don't belong or are being excluded. Leadership that is seen as inaccessible does not generate capital that

can then be deployed to lead an organization with credibility through particular societal crises.

- **Work of DEI Steering Committee should be subsumed by a restructured SIPA Diversity Committee:** There need not be two separate committees working on DEI. It is difficult to discern the successes of the Diversity Committee, and whatever successes there are, they have not been well conveyed to the wider SIPA community. Creation of the DEI Steering Committee has deepened confusion around the direction of DEI at SIPA. No one was able to describe definitively or with confidence the future trajectory of the DEI Steering Committee. It is not clear who will lead the charge after this audit is completed and the final report has been submitted. We suggest the restructuring of the Diversity Committee as soon as possible, involving a subsumption of the DEI Steering Committee. The rebranded Committee should be called the DEI Committee so that the community recognizes that equity and inclusion are as vital to SIPA as diversity is.
- **The SIPA Diversity Committee should have oversight of and be tasked with implementation of recommendations of this audit:** (including a robust monitoring and evaluation and reporting mechanism): The Diversity Committee should be tasked with overseeing a DEI working plan. Having two committees leads to redundancies or gratuitous confusion about SIPA's DEI direction. Part of the working plan has to be a robust, but adaptive, monitoring and evaluation mechanism; without this, SIPA won't have a clear sense of its progress, and persistent deficiencies.
- **SIPA Diversity Committee needs to be restructured:** Clear but collaborative leadership is needed over the long haul if DEI is to become entrenched at SIPA. The members of this committee should not be selected exclusively by any one person; it should be a collaborative process involving faculty, staff, and students. We recommend that the committee be tri-chaired by Mayor Nutter, a tenured faculty member (with appropriate course release or other incentive) and a student representative. The committee should be reconstituted to include an adjunct faculty member (with compensation for this service), Diya Bhattacharya (from HR), 1-2 alumni representatives, 2-3 students, 2 staff representatives (1 officer, 1 union-represented), 2 full-time faculty members (with appropriate competency; i.e. someone whose scholarship include issues of DEI, who has a demonstrated record on leading these efforts), both Co-chairs of the DEI Steering Committee (i.e. Suresh Naidu and Eugenia McGill), 2 members from the Executive Leadership team (Dean's cabinet). This is not an exhaustive list; feel free to augment the membership of the group but still keep it fairly nimble so that it works efficiently.
- **Hiring of Director of DEI and Community Engagement:** As an initial step, we recommend the hiring of a Director of DEI and Community Engagement. The exact nomenclature is up to SIPA. Some of your competitors have already invested in some version of this: Harvard's Kennedy School has an Associate Dean for Diversity, Inclusion and Belonging, an Assistant Director, and Program

Coordinator in their Office of Diversity, Inclusion and Belonging; Michigan's Ford School has a Diversity, Equity and Inclusion Officer (since 2017); University of Chicago's Harris School has a Director and Assistant Dean of Diversity and Inclusion; and Berkeley's Goldman School has a Diversity Coordinator. We suggest that whomever SIPA hires should sit on the rebranded DEI Committee to oversee the implementation, and monitoring and evaluation of the DEI work plan. This person should report directly to the Dean and be a member of the Executive Leadership team; this will signal to the entire community that DEI is valued. This vantage point for the Director will also permit them to act boldly while having a birds' eye view of DEI throughout the school. We recommend community engagement as part of the purview because many interviewees were interested in SIPA being a good neighbor in Harlem. SIPA should be seen by Harlemites as a welcoming space. Building this capital in Harlem can generate considerable good will. It must be stressed however that one person alone cannot singularly transform a longstanding institutional culture. Upper administration must reiterate constantly that DEI work is everyone's responsibility. The Director is someone who helps coordinate efforts, helps craft and implement a vision and assesses its impact.

- **Develop a system for increased budgetary transparency:** Generally improving transparency is a benefit to most organizations. Budgetary transparency at SIPA can diminish conjecture about institutional priorities and decision making. If you must make decisions that will not be received well by everyone, transparency can help blunt the shock. Students would like more transparency around scholarship and fellowship funds, and program budget allocations for DEI efforts. A yearly town hall might be useful where the Dean explains the financial health of the institution and how some decisions have been made for the path forward.
- **Amend current capital campaign to include specific fundraising for DEI initiatives:** There is a nationwide appetite for DEI work; SIPA should capitalize on this momentum by specifically seeking donations/funding for DEI initiatives. Market this as SIPA wanting to take the lead in higher education on substantive and transformative DEI work.
- **Rapid Implementation of Findings from Recent Review of the Office of Career Services:** Many students and alumni were dissatisfied with this office. DEI does not seem to be a focus in that work. We are aware of a recent review of this office and that there was a report issued; we recommend a rapid implementation of the recommendations contained therein. Involve students and alumni in this process. If students perceive this office as being not particularly helpful, then it hobbles alumni relations in the long term.
- **Ensure everyone knows how to report bias/discrimination and audit this system for deficiencies:** We are aware that the community obtains information on how to report bias and discrimination during the mandatory sexual harassment and discrimination training. However, when we asked many interviewees (including administrators) to describe the official channels/process for reporting bias and

discrimination at SIPA, most could not articulate it and many simply admitted to not knowing. SIPA has to find an efficacious way to disseminate this information in a clear, concise, and regular manner. It should also be easily searchable on the SIPA website. We also recommend a review of the extant process to determine its efficacy, accessibility and transparency. There should also be an annual bias report posted (perhaps on the HR page and/or on a SIPA DEI tab/page).

- **Develop a program based on restorative/transformative practices to facilitate informal resolution of DEI-related incidents:** Not all conflicts need to be addressed in any one singular fashion. Increasingly, restorative practices are being used in the criminal justice system, in schools and in businesses. At the center of restorative practices are healing and accountability, but in community; it brings together all parties involved to work through the conflict in a manner that focuses on healing, as opposed to retributive justice. Please see below some useful resources.

Resources: [https://www.chronicle.com/article/how-one-university-went-all-in-on-restorative-justice/?cid2=gen\\_login\\_refresh&cid=gen\\_sign\\_in](https://www.chronicle.com/article/how-one-university-went-all-in-on-restorative-justice/?cid2=gen_login_refresh&cid=gen_sign_in)

[https://www.sandiego.edu/soles/documents/center-restorative-justice/Campus PRISM Report 2016.pdf](https://www.sandiego.edu/soles/documents/center-restorative-justice/Campus_PRISM_Report_2016.pdf)

- **Support minority-owned businesses:** Through contracting and other procurement processes, SIPA should strive to support minority-owned businesses and entities, and especially those located in Harlem. SIPA (and Columbia University) has a strong reputation in NYC, across the nation and world. Investing in businesses right in SIPA's backyard sends a clear signal to the community that SIPA cares about being a good neighbor. It is also a very direct way to actualize equity since many minority-owned businesses struggle to gain traction, especially from larger and longstanding entities. Also, think about creative ways to highlight, and partner with Harlem's assets so that the relationship is not one merely of Harlemites providing service but also vice versa, e.g. creating partnerships with schools; invite youth into SIPA so as to expand their horizons of what's possible, and perhaps even create a pipeline of youth interested in public policy and international affairs. Yet another opportunity for SIPA to lead and shine.
- **Augment website:** We conducted an analysis of the SIPA website and found the need for some improvements from the standpoint of accessibility, especially for students with disabilities. Overall, the website is clear and concise. However, the multimedia marketing assets and videos of events do not include an interpreter or closed captioning for individuals who may have special or specific needs. There is also no explicit scholarly research on disability studies and public policy. The website only shows a perceived able-bodied community of students, faculty, and alumni. The disability resources and support are not explicitly shown as being part of SIPA, but rather a resource that SIPA students may access through Columbia as a whole. The website does not include the option to read it in other languages



especially since the website touts SIPA as internationally diverse. At minimum, the languages available can be those officially used at the U.N.

Resource: <https://axesslab.com/accessibility-according-to-pwd/>

- **Crisis Press Release Focus Group:** When there are national or international crises, e.g. George Floyd last summer, institutions have been increasingly taking a public stance by releasing press statements. Students and community members appreciate these because it signals a break from past institutional silence around these issues. However, if the press releases are not substantive or fail to strike the right tone/balance or there is a yawning chasm between the press release and the lived realities of some community members at SIPA, then that may engender more friction and protestation. Overall, SIPA should strive to diminish the aforementioned chasm, but in the interim, when SIPA wishes to issue public statements, there perhaps can be a diverse, multi-constituent focus group that vets the statement before release.
- **DEI Consortium:** SIPA prides itself on being a leader; we suggest that it capitalizes on this by creating/leading a DEI in Higher Education consortium of similar schools. This consortium can facilitate the sharing of ideas, innovations, and resources around DEI in international and public affairs.

Resource: Association for Collaborative Leadership: <https://www.national-acl.org/>

- **Issue an annual DEI report card:** It is important as SIPA does this work, that it is transparent about its progress and persistent deficiencies. The annual report should celebrate what SIPA is doing well, what kind of challenges lie ahead and what's the plan for addressing them. These can be delivered at a town hall by the Dean, sent via email to the entire community, and/or posted online (perhaps on the Director of DEI's webpage). This public accountability helps to generate trust and credibility.

## Faculty

- **Make investments in establishing diversity focused post-doctoral fellowships:** One of the most obvious deficiencies in higher education as regards DEI is the lack of faculty of color among the tenured and tenure track ranks. One of the perennial complaints is that it is difficult to find and entice faculty of color. One way to address this deficiency is to create one's own pipeline. SIPA can invest in post-doctoral fellowships. Attract the best and brightest as they are on the verge of defending their dissertations and securing their degrees. This will require keeping your finger on the pulse of where diverse doctoral candidates are. Even if all the fellows do not stay at SIPA to become ladder faculty, SIPA will be playing a part in diversifying the professoriate. SIPA can apply for grants to establish this pipeline.

Resource: Consult the National Center for Faculty Development & Diversity:  
<https://www.facultydiversity.org/about-us>

<https://www.minoritypostdoc.org/directory>

National Postdoc Association: <https://www.nationalpostdoc.org/page/Diversity>

- **Offer more courses that explore issues of diversity, inequities, and inclusive public policy practices, and make 1 or 2 part of the core:** In the surveys, students mentioned a number of courses at SIPA that cover DEI related issues. Additionally, we commend SIPA for adding several new courses focused on DEI related topics in the current semester (Spring 2021). Continue this investment. Students noted this investment and were very pleased, and registered hope that SIPA continues in this direction. We strongly recommend that SIPA makes it mandatory that every student should take one of these courses before graduating. DEI matters naturally intersect with international relations, public policy, and sustainability. Teaching these intersectionally also helps students to view the world and its socio-cultural, geopolitical entanglements from diverse and critical perspectives.
- **Develop curricular standards that foster DEI:** We recognize that faculty cherish their autonomy, which of course breeds innovation and diversity. However, an inclusive classroom starts with inclusive syllabi. Some standards should exist that signal SIPA's values and policies. Some faculty have attended training and workshops via the Provost's office on inclusive teaching. We suggest that SIPA encourages more faculty to participate and customize for the SIPA context. See the resource below that offers faculty helpful tips on making their syllabi more inclusive.

Resource on creating inclusive syllabi (especially the Checklist of Actions section):

<https://cte.ku.edu/creating-inclusive-syllabus>

Columbia University guide for inclusive teaching:

<https://ctl.columbia.edu/resources-and-technology/resources/inclusive-teaching-guide/>

- **DEI audit of the curriculum:** We recommend a comprehensive DEI audit of the curriculum. We usually include this when we do DEI audits but we understand that SIPA had some financial and time constraints. However, many students commented on curricular matters, and we think an audit will help SIPA identify strengths and areas for improvement. This audit can be done in-house; be sure you select auditors who are well versed in DEI appraisal and that a rubric is used. If you can, we recommend analyzing both core and non-core courses, and their syllabi. If you cannot analyze all courses, then randomly select a representative sample. Be sure to analyze at least two consecutive sessions from each course. We usually observe classes in person but during the pandemic, we have been

analyzing zoom-recordings. This actually is far less obtrusive than an auditor's physical presence which can alter professor and student behavior.

- **Faculty searches should include a DEI advisor and use a rubric:** Using rubrics is standard practice in classrooms by the professor, activities outside the classroom in university settings abandon this important, albeit imperfect, practice. Many colleges and universities ensure that committee members use a DEI rubric when conducting searches. Rubrics tend to augment transparency and bolster the credibility of the search, in addition to signaling an institutional commitment to DEI. Some colleges and universities also have a point person (the nomenclature varies, e.g. at Gettysburg College, it is called an Inclusion Partner) on the search committee who ensures that from the beginning of the search (including the job ad and where it is posted) to the end of the search (when a candidate accepts an offer).

Resource for Sample Search Committee Rubrics:

<https://ofew.berkeley.edu/recruitment/contributions-diversity/rubric-assessing-candidate-contributions-diversity-equity>

<https://facultydevelopment.cornell.edu/rubric-assessing-candidate-on-diversity-equity-and-inclusion/>

Good resource on conducting searches, in general:

[https://faculty.harvard.edu/files/fdd/files/best\\_practices\\_for\\_conducting\\_faculty\\_searches\\_v1.2.pdf](https://faculty.harvard.edu/files/fdd/files/best_practices_for_conducting_faculty_searches_v1.2.pdf)

- **Training program for DEI advisors on search committees:** There should be a training program created, under the auspices of, or in conjunction with, the Director of DEI & CE, to equip 1 or 2 persons in every program/department with the skills to be an effective DEI advisor. We recommend not selecting junior faculty to serve in this role, because a DEI advisor will sometimes have to intervene when they witness a flouting of the process; ideally senior or tenured faculty should serve. DEI advisors should also be assessed regularly to gauge the efficacy of their training and practices. The Vice Dean should create a process to receive feedback from DEI advisors on search committees, especially in instances where a final pool lacks diversity. At some institutions, the Dean can pause or cancel a search if the DEI process has been egregiously compromised. This is where strong DEI leadership is important so that community members see consistent actions to support DEI-related statements, rhetoric, and espoused values.
- **Students on Search Committees:** It is not uncommon in higher education to have students play an official role in search committees. It is our understanding from the DEI Steering Committee Co-Chairs that students have been historically involved in faculty searches; this should be communicated clearly to students that it is a common practice, and the practice should be improved or expanded. The students can be excused when there are very confidential matters to be addressed; this

however should not be a cover for diminished transparency. If students are not official members of search committees, find substantive ways to include their voices, from the moment the position and job ad are being crafted to when the candidates are on campus. Students must truly feel that faculty are honoring their voices.

Resource:

<https://www.davidson.edu/news/2014/04/30/hiring-initiatives-involve-students-focus-diversity>

[https://www.chronicle.com/article/do-we-need-a-student-on-the-search-committee/?cid=gen\\_sign\\_in](https://www.chronicle.com/article/do-we-need-a-student-on-the-search-committee/?cid=gen_sign_in)

- **Diversity Statements:** Increasingly, candidates are being asked to submit a diversity, or DEI statement when applying for a position and/or for tenure/promotion. There is a concern that these may be pro forma, but search committees and promotion committees should be clear in their expectations that candidates offer specificity regarding their effective operationalization of DEI, in their teaching and/or research. We recommend that SIPA adopt this practice and develop a rubric to interpret these submissions. Submitting a diversity statement is a common practice at peer institutions.

Resources:

<https://www.brown.edu/about/administration/institutional-diversity/sites/oidi/files/Diversity%20Statement%20and%20Evaluation%20Rubrics.pdf>

<https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/sample-guidance/>

- **Incentivize DEI innovations:** Create ways to amplify and reward/incentivize faculty research, teaching, scholarship that center DEI-related innovation. The investment signals institutional values and commitment. Faculty work can be highlighted on the SIPA website or program specific pages, or be in the form of DEI-specific awards and grants. Embedding DEI in tenure and promotion is another credible signal.
- **Mandatory DEI Training:** We recommend a mandatory DEI training rotation for faculty, including an efficacy assessment. Trainings should be participatory and interactive, and include how to lead/have difficult conversations about DEI matters, anti-racist teaching practices, individual and group level identity work, cultural competencies, implicit bias, etc. One or even a couple trainings in DEI are insufficient fostering sustainable change; it has to be engaged in ongoing training. It is also important that there be regular post-training assessment to gauge the success of the trainings and to chart persistent gaps. Regular training also boosts confidence so that faculty feel more than adequately equipped to have and lead

discussions around sensitive topics such as systemic racism, and other forms of discrimination. In DEI work, it is ultimately important that faculty be reflexive and do critical self-work; this will take time and if done well and consistently, it can unearth our biases, stereotypes, as well as affirm our assets and strengths.

- **Course Evaluations:** Include appropriate DEI and classroom climate questions in course evaluations. This signals to students and faculty that DEI is important at SIPA and offers faculty feedback on areas for improvement. Some example questions:
  - The instructor encouraged the inclusion of diverse perspectives.
  - The instructor treated all students fairly.
  - The instructor was inclusive of diverse groups.
  - The instructor saw cultural and personal differences as assets.
  - The instructor accepted viewpoints other than their own as valid.
  - The instructor was sensitive to issues of diversity encountered during the course.(sourced from: <http://cteresources.bc.edu/documentation/course-evaluation-questions/>)

Resource: See also University of Oregon Student Experience Survey (with DEI Components): Oregon Student Experience Survey with DEI components

- **Repository for sharing resources:** Create a system/repository for faculty to easily share DEI practices/resources/ideas with each other. This can help SIPA feel a little less siloed, and augment the perception and experience that DEI work is indeed community-oriented.
- **Adjunct Faculty:** It is clear that the adjunct faculty are more racially/ethnically diverse than the cadre of tenured/tenure track faculty. It is indeed preferable that students are in conversation with diverse faculty voices, but it can also reinforce a hierarchy of exclusion and inequity. We recommend that adjunct faculty be integrated more into the SIPA community (including governance structures). We also recommend acknowledging/incentivizing DEI innovations among adjunct faculty, and if adjuncts are asked to commit to work that is outside of their job description, then they should be compensated. Faculty of color in the academy often engage in labor that is invisibilized and uncompensated, which entrenches inequity. Adjuncts should also have access to mandatory DEI training; this will help adjunct feel included and provide all adjunct faculty with the foundational competency to address DEI matters in the classroom.

Resources:

<https://profession.mla.org/worst-practices-how-to-avoid-exploiting-contingent-faculty/>

<https://www.insidehighered.com/views/2019/05/28/institutions-should-learn-some-good-examples-how-support-adjunct-faculty-opinion>

<https://files.eric.ed.gov/fulltext/EJ1246736.pdf>

<https://www.aacu.org/publications-research/periodicals/confronting-contingency-faculty-equity-and-goals-academic>

<https://www.theatlantic.com/business/archive/2015/09/higher-education-college-adjunct-professor-salary/404461/>

## Students

- **Increase funding to student affinity groups:** Students praised the wide variety of diverse student affinity groups at SIPA; some even noted that these groups offer them the most support. We recommend continuing/increasing the investment in these groups.
- **Creating mentorship program for URMs:** Many URM students noted that official mentorship often does not offer them what they need. We suggest an appraisal of the extant mentoring infrastructure with an eye toward making it customizable for varying student needs. Sound mentorship can beget strong alumni relations (i.e. when students graduate).
- **Provide more resources to Assistant Deans in student affairs:** Many students registered the Office of Student Affairs as a site of immense support. SIPA should invest more in this office, amplify the role that they play and clone some of their best practices for other spaces at SIPA. It is preferable that students have a support mechanism, but if it is primarily one place, and if that place is not well resourced, then there is the risk of staff burnout and diminished staff bandwidth for students.
- **DEI fellows program for current students:** We understand that SIPA has particular financial constraints and may not be able to equip the office of the Director of DEI & CE with the human resources necessary to carry out their duties well. An alternative to professionalized resources can be a DEI fellows program for current students. Students can be paid directly and/or receive tuition benefits for their work. They can be trained by the Director and serve as a great resource for the institution. This provides the Director a direct sense of the pulse of the student body, and also offers students opportunities to gain transferable skills.
- **International Student Support:** Many international students and alumni registered displeasure with SIPA's networking efforts for them. Many decried the Office of Career Services. SIPA intentionally advertises to international students, and markets itself as a global institution. It is thus important that international students

receive more support when they choose to attend. Many are not aware of the social mores of navigating the professional landscape in the US and even on a global scale. We recommend directly asking international students what they need to bolster their SIPA experience.

- **Opportunities for intentional engagement:** Many like their experience at SIPA but note it as a very siloed institution. Many also would like the skills, competencies and dispositions to engage more thoughtfully and intentionally in conversation about race, gender, human rights issues, etc. We recommend creating more co-curricular opportunities for diverse students to interact and engage in critical discourse.
- **Student DEI Consortium:** Capitalize on the SIPA brand name. Students can create a consortium of similar schools to share resources and ideas around DEI. This will offer SIPA students more leadership experience, bolster the SIPA name, and offer students a platform to innovate. This consortium should be viewed as a collaborative partner in entrenching DEI at SIPA.

## Admissions & Financial Aid

- **Eliminate the GRE as an admissions requirement and continue using quantitative experience from course work as a proxy for quantitative competency:** For the 2020-2021 Admissions Cycle, the SIPA Admissions Committee considered Quantitative coursework in lieu of GRE Quantitative scores. We recommend this reliance on undergraduate or other quantitative coursework be the sole method of determining quantitative competency in the application process. Faculty often use GRE scores to make assumptions about academic preparation (which the GRE were not designed to measure) and to minimize ‘risk’ when admitting a student. Further, we know the GRE examination and preparation for the exam are costly undertakings and high scores on the exam often correlate with test-taking acumen, quality of preparation and high SES. Particularly, with quantitative scores, GRE results have a correlation with gender and ethnicity that varies among individual groups, and whose magnitudes are not commonly well-known by admission committees when defining minimum thresholds for applicants ([see Table 1.3](#)). Moving towards a truly holistic assessment of applications is highly recommended and will be in line with other trends particularly among MPA programs (see [Cooper and Knotts, 2019](#)). Towards this end we encourage retraining of all faculty and staff involved in the review of applications, around holistic review of applications and implicit bias. Knowing that some programs no longer require GRE scores for admissions, prospective graduate students exploring their options, particularly those from underrepresented backgrounds, rule out applying to programs that still require the GRE or other standardized examinations. Removal of the GRE will result in a more diverse applicant pool.

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- Benderly, B.L. GREs don't predict grad school success. What does? *Science*, Jun. 7, 2017. <http://www.sciencemag.org/careers/2017/06/gres-dont-predict-grad-school-success-what-does>
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- Miller, C., and K. Stassun. 2014. A test that fails. *Nature* 510: 303-304. <https://www.nature.com/naturejobs/2014/140612/pdf/nj7504-303a.pdf>
- Moneta-Koehler, L., Brown, AM, Petrie, KA, Evans, BJ and R. Chalkley. 2017. The Limitations of the GRE in Predicting Success in Biomedical Graduate School. *PLoS One* 12: e0166742. <http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0166742>
- Posselt, J. R. 2014. Toward Inclusive Excellence in Graduate Education: Constructing Merit and Diversity in PhD Admissions. *American Journal of Education* 120: 481-514. <https://eric.ed.gov/?id=EJ1034780>



Weiner, O. 2013. How should we be selecting our graduate students? *Mol Biol Cell* 25: 429-430.

<http://www.molbiolcell.org/content/25/4/429.long>

Wilson, M. A., Odem, M. A., Walters, T., DePass, A. L., & Bean, A. J. (2019). [A model for holistic review in graduate admissions that decouples the GRE from race, ethnicity, and gender](#). *CBE—Life Sciences Education*, 18(1), ar7.

- **Increase need-based financial aid:** In every interview with minoritized students, and even with faculty and staff members, the ‘prohibitive’ cost of a SIPA education was raised. While the attendance cost at SIPA is among the lowest of its professional school peers at Columbia, the cost of the SIPA degree is one of the most expensive among its national peers. It is clear that in order to attract a more diverse student body, significant additional funding must be geared toward need-based financial aid. The price point of the SIPA degree may by default be putting it out of the reach of the average URM or FGLI college student. These students are likely to attract funding awards from SIPA peer institutions, and thus less likely to enroll at SIPA. As regards financial aid, continue/amplify the examination of practices at peer institutions, and the collaborative efforts between admissions and the development office. Consideration should be given to engaging alumni from underrepresented groups, in terms of targeted fundraising, building on their obvious interest in these topics (as was evidenced by their involvement in this audit). Additionally, there is a need for more diversity in the fields of international affairs and public policy, therefore SIPA should leverage this desire and its vast network to strategically secure funds for fellowships from industry and governmental partners.
- **Develop pipeline program similar to peers; Explore joint programs with TCUs, HBCUs and other MSIs:** In many cases, a student’s graduate or professional degree attraction is directly related to their undergraduate major. Since international affairs and public policy are not common undergraduate majors, SIPA should make efforts to expose potential students, especially URMs, to the career opportunities available with a SIPA degree. SIPA’s peers ([Wagner, Ford, Goldman and Harris](#)) are already making major investments into creating a pipeline of access to their programs. By not making a similar effort, SIPA will face an even more difficult time in attracting domestic students from diverse backgrounds. SIPA has a moral obligation to start creating a pipeline to its programs. SIPA should explore a similar program with its Ivy peers. The diversity in its local colleges and universities and public agencies in the NYC area provide a unique opportunity to design an innovative program in collaboration with these partners. We can envision a partnership with the City and State of New York to provide subsidized pathways for their employees to earn MPAs, for example. Similarly, using the model already established by the School of Professional Studies’ Columbia HBCU Fellowship,

SIPA should explore novel ways to engage HBCUs, Tribal Colleges and Universities (TCUs) and other Minority Serving Institutions to educate the next cadre of diplomats and public servants. SIPA already collaborates with a number of programs to increase diversity in the State Department and other US federal agencies, including the Payne Fellowship Program, Pickering Fellowship Program, Rangel Fellowship Program and Truman Scholarship Program, as well as the Public Policy and International Affairs Program; continue to build on these successes.

- **Explicitly guarantee a fee waiver and simplify the process; Expand waivers to include consideration of financial hardship:** On the current website, the fee waiver process as described, even after listing a set of programs that prepare undergraduate students and individuals from diverse backgrounds for graduate study in SIPA, notifies such applicants that “We may grant application fee waivers” and applicants are then asked to email the admissions office to enquire about fee waivers. The Slate CMS used in the admissions process by SIPA supports a fee waiver workflow. SIPA should simply implement a process requiring submission of supporting evidence of program eligibility to receive a fee waiver. Attracting a diverse applicant pool begins with the signals being sent at all points of the admissions process about the inclusivity of the institution. A convoluted fee waiver process will be perceived as a roadblock to students who cannot afford the application fee, especially if applying to multiple programs. The adage that was communicated among several administrators that “if a student cannot afford the application fee, they definitely cannot afford the tuition” sets up graduate education as an enterprise only for the wealthy - a message we are certain SIPA does not support. SIPA must appear to be as inclusive as it can be for all applicants. In the admissions process, perception is reality.

Further, to prevent the perception that SIPA is a bastion of the affluent in society, important signals should be sent to low-income students that, they too, are welcomed to apply to SIPA by providing limited access to fee waivers based on financial hardship. We propose adopting a program limited in scope such as providing fee waivers for students who would have been Pell eligible at their undergraduate institution. Numerous models abound of graduate programs providing fee waivers based on financial hardship. While we anticipate these measures will increase the number of fee waivers requested, we also recognize a new momentum around the inclusivity of the institution will attract more applicants, and the net increase of applicants will exceed the ‘lost revenue’ of providing fee waivers. In most cases, the new fee waiver applicants are students who may not have otherwise applied and SIPA will be exposing itself to some talented applicants who otherwise would not have been on its radar.

- **Diversify Admissions Ambassador pool, using current URM students:** The current Admissions Ambassadors pool provided on the [SIPA website](#), while including international students, does not include any domestic students from traditionally underrepresented backgrounds. We recommend that URM students be added to

this pool to serve as important signals of representation. These URM ambassadors can potentially also have 'office hours', making themselves available to speak with prospective students during the admissions process.

- **Consider a special commitment to immigration-impacted students:** We recommend SIPA consider a special commitment to undocumented students, following the lead of other Columbia graduate and professional schools, and its peers. Building on the model of Columbia University's program for displaced students -- in which SIPA already participates -- SIPA could also be more intentional about welcoming undocumented students in its programs. This would signal that SIPA is interested in incorporating diverse voices in its classrooms to ensure a rich student experience and a wide cross-section of views.
- **Include current students in the admissions process:** DEI Steering Committee Co-Chairs made us aware that students were historically involved in the admissions process, but that practice was abandoned because of privacy issues and time constraints. However, there are institutions that have been creative in overcoming these challenges, e.g. institutions using the Slate application software have provided application readers with anonymized admission files. We do ardently believe that having students as members of the admissions committee will provide important balance and context for helping to identify other prospective students who would benefit from the SIPA experience and whose unique expertise would be a plus to the SIPA community. Inclusion of students in the admissions process can also further diversify the pool of application readers.

## Staff

- **Implement mandatory DEI training/professional development rotation for staff (at all levels) (including an efficacy assessment):** Staff throughout the organization had varying understandings of whether any DEI-related training/professional development was available to them. Staff awareness of the DEI space was congruent with their identities. It is recommended that a defined DEI training be put in place for all staff, with refreshers every 2-3 years. Student affairs staff should not be the only staff who feel comfortable addressing matters pertaining to DEI. When developed, this training/professional development should have a built-in evaluation protocol, allowing for routine iteration and to facilitate the inclusion and revision of relevant topics.
- **Team/community building to break or diminish the siloed culture:** In interviews with staff members across the organization, it became apparent that there were not many intentional opportunities created for staff to work with each other across functional units. It is recommended that ongoing team building activities be intentionally created for the staff to interact with each other and understand each other's approach to their work, role in the organization and commitment to success

of the school. This will create a fundamental culture of inclusivity that will transcend individual affiliations to specific units. Organizational research has further shown that successful team-building not only promotes collegial relationships, but triggers innovation and creativity. These activities will provide staff with the tools and resources needed to work across differences.

- **DEI Audit of hiring processes; More formal definition of composition of staff search committees (at all levels); Add questions about DEI in the interview process; Reform performance evaluation metrics, and disciplinary process:** Diversifying the workforce does not begin at the hiring decision but starts with the creation of policies that create inclusive and equitable practices that are part of institutional culture. It is recommended that equity-mindedness be a significant component of staff hiring practices. With this in mind, an audit of hiring processes should be undertaken reflecting on how job descriptions are written, how search committees are staffed and the questions that are asked in the hiring process as well as during the interview process. It should be evident from the posting of staff positions and then throughout the hiring process that SIPA is an institution that values diversity and inclusion, and these tenets are evident from the recruitment stage. Further, staff involved in hiring/search committees should be required to undergo implicit bias training to reduce the impact of bias in hiring decisions. Intentional efforts should also be made to post staff vacancies in a wide array of publications and platforms, not discounting the diversity of the local area. Concomitantly, these efforts should be continued throughout the staff member's time at SIPA and should form an essential component of performance evaluation metrics. Performance evaluation of staff should take a multi-pronged approach to reduce bias, as well as, to ensure that cultural competency expected of all employees is adequately reflected on during a structured and clearly defined performance evaluation process. Likewise, opportunities for improvement around issues of DEI and cultural competency should be clearly defined, with appropriate disciplinary and corrective tools being available to management.
- **Institute annual staff climate assessment:** It's been evident throughout the collection of data for this audit that vital information on staff attitudes and perception of the workplace were not accessible or known by key leaders. A robust annual staff climate assessment is suggested to provide SIPA leadership with data that can be used as a baseline to track the efficacy of initiatives and improvements made in addressing staff diversity and inclusion. Further, the community will be able to gather vital reflections on staff's satisfaction with remuneration and their working conditions, as well as, the strengths and excitement that staff members accrue from their jobs.
- **Anonymous process for staff to raise issues/concerns:** With staff being unable to describe the process of reporting bias and discrimination in a cohesive way, (despite university-wide training), individuals were left to suppose that the only way to raise troubling practices and report offenders involved making a report to a supervisor. Not only should widespread communication of the formal channels to

report issues around bias and discrimination be instituted, but a recommendation is made that a facility to support the anonymous reporting of egregious misconduct should be made available to staff - providing a safe method for staff to be reassured complaints against supervisors will be treated expeditiously, consistent with university-wide EEOA guidelines.

- **Recognize, reward, incentivize innovative and bold efforts in DEI:** Pockets of staff across the School have been highlighted during interviews and focus groups as individuals who not only create a harbor for students to find community and meaning, but are recognized as having the competency to engage with matters of challenge which may arise from time to time. A mechanism should be developed to recognize these individuals and the programs and initiatives they develop. Doing so will not only validate these efforts, which often go well beyond an individual's job description, but provide an opportunity to send signals of the kind of competencies that are in keeping with the culture being developed.

## Alumni

- **Intentionally engage alumni of color, and international alumni; Communicate to alumni SIPA's DEI progress and innovations:** Throughout the course of the audit, the engagement by the alumni of SIPA has been exemplary. Even when alumni were admitting their blind spots around DEI matters, the commitment to engage on these matters for their own edification and the success of their alma mater was palpable throughout. This energy needs to be leveraged. With the associated costs of implementing much of the findings of this audit, alumni should be viewed as essential partners in tackling these issues, both from a capacity perspective and also a funding perspective.
- **Create diverse opportunities for alumni to give back:** The SIPA Global Leadership Awards | Annual Gala has been highlighted as the premier alumni fundraising opportunity. Alumni in public service fields have commented on the price point for this event and its alienating perception. SIPA is encouraged to explore more accessible opportunities for alumni to connect and contribute, in addition to the Annual Gala. Being a SIPA Alumnus begins at a student's matriculation and effort should be made to provide multiple points at which students, and subsequent alumni can contribute time or financial resources towards the advancement of SIPA.
- **Revamp and strengthen a mentoring program between alumni and current students:** Without doubt, one of SIPA's strengths is its alumni network. Intentional effort should be made to strengthen opportunities for international alumni and international student engagement, as well as among alumni of color and their student counterparts. These contributions, while not monetary in nature, are critical ways to maintain engagement and provide tangible opportunities for alumni to be

aware of the current needs of the institution. Having strong alumni affinity groups can build on the already established and effective student affinity groups.

## PHASE 1

Implement Diversity Assessment

Listen to lived experiences of marginalized individuals

Assess culture at organization

Assess curriculum at organization

Identify gaps in culture not aligned with diversity, equity, inclusion

## PHASE 2

Provide Roadmap to Lasting Change with benchmarks

Identify organization engaging narrative for inclusion

Implement "Quick Wins"

Create "Smart Targets"

Allocate resources towards diversity, equity, and inclusion

## PHASE 3

Implement long-term actions

Identify competency gaps

Identify behaviors in organization that create progress or undermine progress

Monitor and evaluation of organization's annual diversity report

Reassessment of Roadmap to Lasting Change

## Overall Quick Wins

<b>Restructure the Diversity Committee</b>	<b>Kick off search for the Director of DEI and Community Engagement</b>	<b>Implementation of recommendations from recent review of OCS</b>	<b>Audit, revamp, &amp; advertise process for reporting bias/discrimination (using EEOA guidelines)</b>
<b>Update Website to include/resolve accessibility issues</b>	<b>Update Admission Process &amp; Requirements (drop the GRE, application fee waiver, etc.)</b>	<b>Include DEI in all course evaluations of faculty</b>	<b>Create Alumni Affinity group to focus on networking, mentorship, &amp; job opportunities</b>



# Overall Short Term Road Map (1 year)

SUMMER 2021	FALL 2021	SPRING 2022	SUMMER 2022
<p>Create &amp; Implement Diversity Training plan for current and new leadership, existing faculty/staff, and students</p> <p>Create Diversity Sub Committees (Media Release Group, Hiring Committee, Curriculum Review Committee)</p> <p>Plan Annual Assessments (Diversity Report, Staff Climate, etc.)</p>	<p>Audit core curriculum requirements for students</p> <p>Audit all hiring processes for faculty/staff</p> <p>Audit all student admissions process for incoming students</p> <p>Add Diversity to performance review evaluation for all faculty/staff</p> <p>Kick off search for capstone projects and other engagement opportunities in community</p> <p>Create Faculty/Staff incentive program for engaging in Diversity, Equity work</p>	<p>Continue diversity training and kick off restorative/transformational practices</p> <p>Formalize all new policies (budget transparency, capital campaigns for diversity initiatives, student involvement in hiring processes, student support)</p> <p>Add 1-2 required courses that explore issues of diversity, inequities, and inclusive public policy practices</p> <p>Start Annual Assessments Process (surveys, findings, benchmarking)</p> <p>Create a new pipeline for recruiting incoming students (collaborate with HBCU, indigenous colleges, other MSIS)</p>	<p>Create a consortium of similar schools to share ideas and resources around DEI</p> <p>Create diversity-focused postdoctoral fellowships</p> <p>Implement a DEI fellows program for current students who can work with Director of DEI and Community Engagement</p> <p>Review benchmarks and adjust accordingly</p>

# Overall Long Term Road Map

1 YEAR	2 YEARS	3 YEARS
Hire leader of Diversity with the decision making power and resources	Create first Diversity Report to send to community, alumni, students	Established pipeline for URMS incoming students
Produce Data in order to benchmark and make informed diversity decisions	Continuous monitoring of diversity initiatives	More URM Tenured professors and DEI research
Audit all aspects of program in order to identify diversity gaps within SIPA	More diversity of faculty, staff, and students	Continuous monitoring of diversity initiatives
Develop individualized training plans for current and new leadership, faculty, staff, and students	More financial resources available to diversity initiatives, fellowships, and student programs	Continued Training of all faculty, staff, students
Create All Sub Committees and identify their objectives and key results for all diversity initiatives	Continued Training	More robust programming for diversity initiatives and opportunities for students to be leaders in conversations about race, gender expansiveness, human rights issues etc.
	Create collaboration with other universities to learn from each other	Increase financial aid to URM students

## Leadership

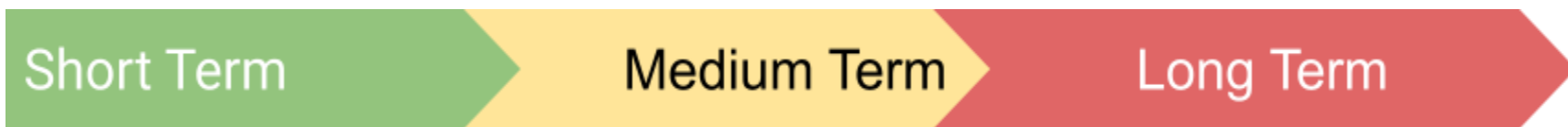
### Quick Wins



### SIPA Diversity Committee

- Replace Steering Committee
- Oversight of and responsible for implementation of recommendations of audit
- Responsible for monitoring and evaluation of all diversity benchmarking
- Responsible for producing the Diversity Report Card and annual report

## Leadership



DEI Steering Committee subsumed by a restructured SIPA Diversity Committee

Amend current capital campaign to include specific fundraising for DEI initiatives

Formalize and Communicate new reporting and support resources for faculty, staff, students

Update the website to be more accessibility friendly

Create a diverse focus group that can review media/press statements before their release

Hiring of Director of DEI and Community Engagement; direct report to Dean

Develop a system for increased budgetary transparency

Implement recommendations from recent review of OCS

Develop a program based on restorative/transformational practices to facilitate informal resolution of DEI related incidents

Support, through contracting and other procurement processes, minority-owned businesses and entities, (especially in Harlem).

Demystify the '14th floor'

In-depth and robust DEI training (with efficacy assessment) for all leadership, faculty, staff, and students

Upper administration embodying accessibility, approachability and inclusion

Help create a consortium of similar schools to share ideas and resources around DEI

Produce an annual DEI report card

## Faculty

### Quick Wins

Diversity Audit of  
all curriculum

Include DEI and  
climate questions  
in course  
evaluations.

### Diversity Audit of Curriculum

- Identify how many total case studies, research articles, and readings are written by URM, women, and Global South
- Identify how much of course time is dedicated to issues of social justice
- Identify how much course required work is accessible to a variety of learners
- Make sure all course material is updated

## Faculty

### Short Term

Diversity audit of the curriculum

Faculty candidates submit a diversity statement as part of their application materials.

Include DEI and climate questions in all course evaluations

Request a diversity statement as part of tenure and promotion materials/process

Develop expectations around social justice issues; implement in course materials

Formalize and Communicate new reporting and support resources for faculty, staff, students

### Medium Term

Make investments in establishing diversity focused post-doctoral fellowships

Continue having students on search committees

Amplify and reward/incent full time and adjunct faculty research, teaching, scholarship that center DEI-related innovation.

Create a system/repository so that faculty can share DEI practices/resources/ideas with each other

Create a funding pipeline for all extra full time and adjunct faculty labor focusing on diversity and equity

### Long Term

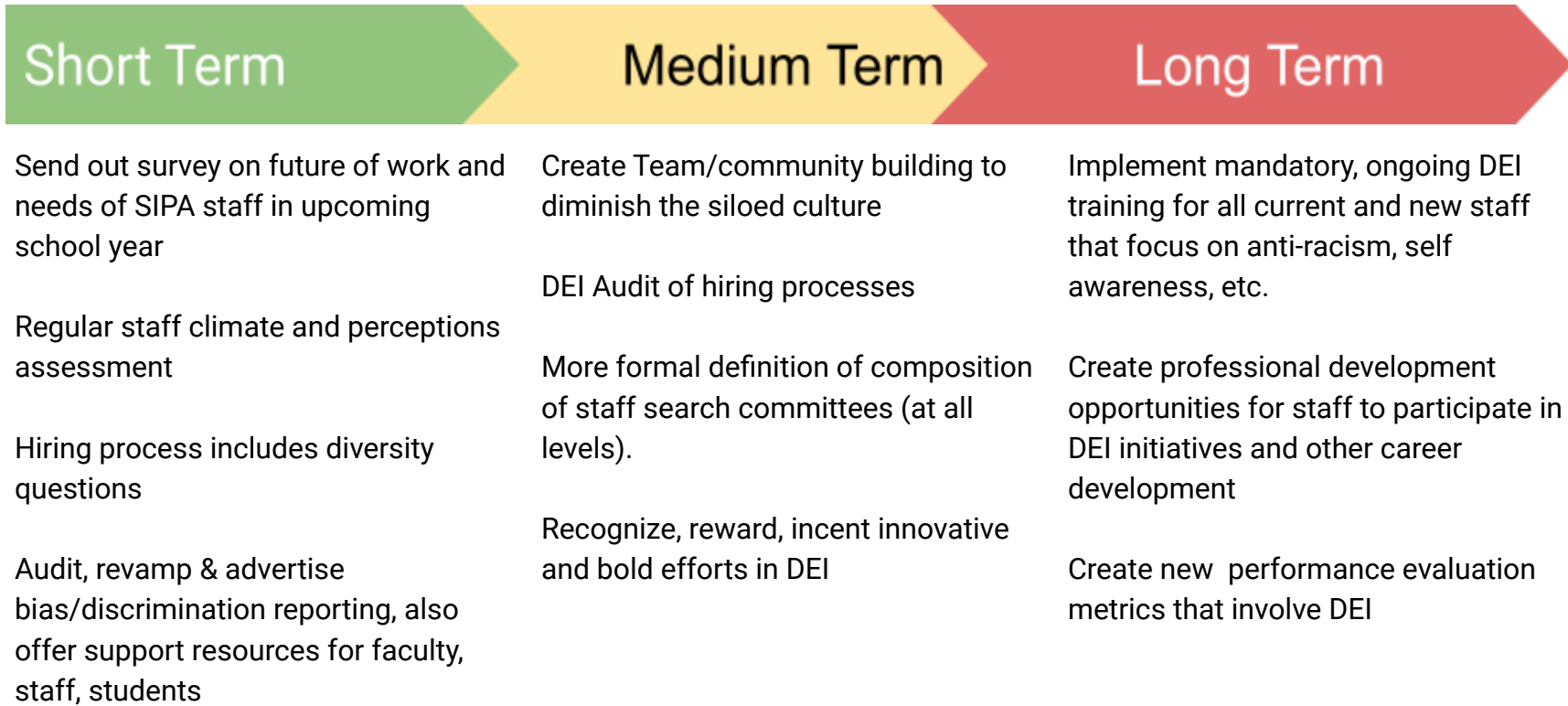
Offer 1-2 required core courses that explicitly address issues of diversity, inequities, and inclusive public policy practices

Implement mandatory, ongoing DEI training for all current and new faculty that focus on anti-racism, teaching equity, etc.

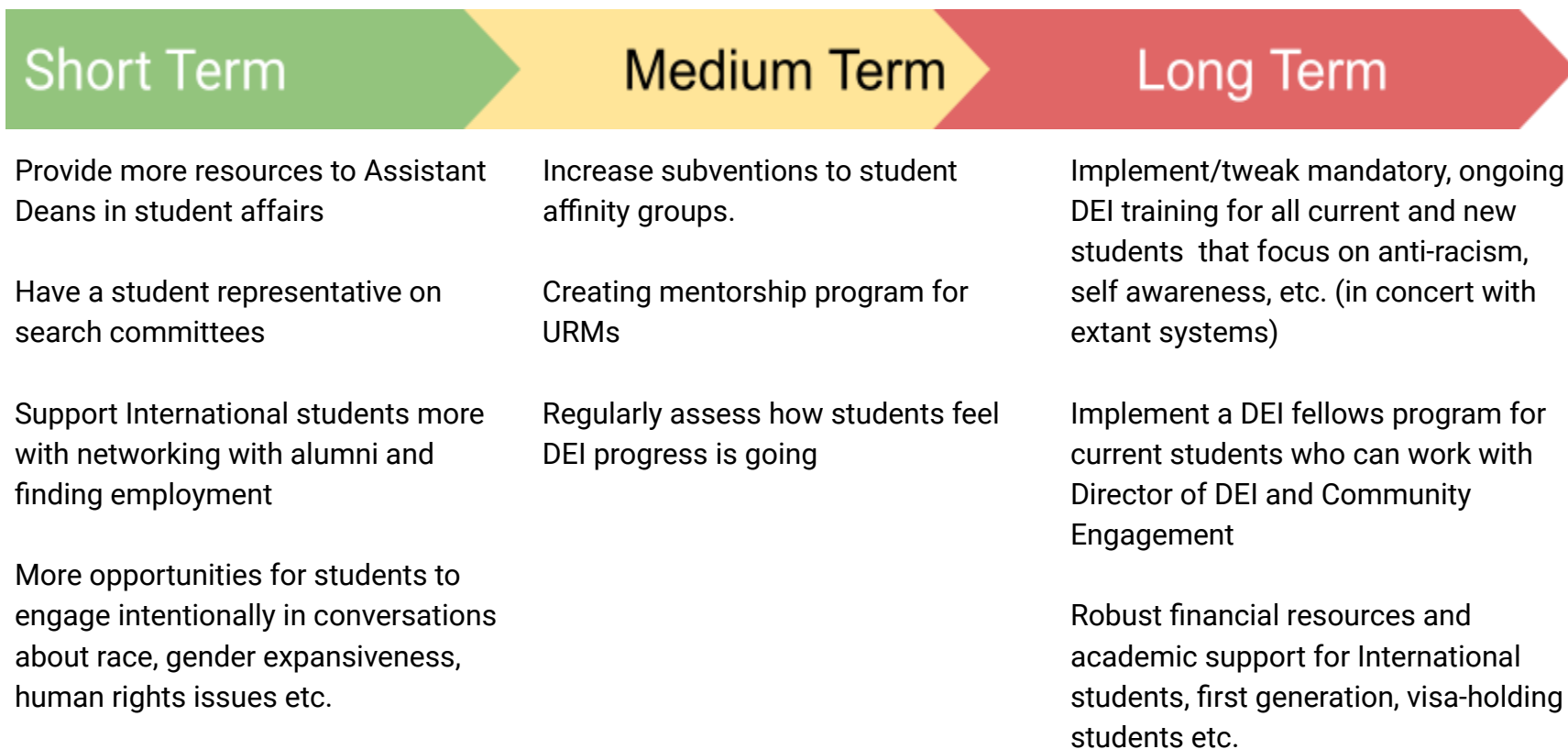
Implement mandatory, ongoing DEI training for all current and new adjunct faculty that focus on anti-racism, teaching equity, etc.

Create a training program for the DEI advisors on search committees

## Staff

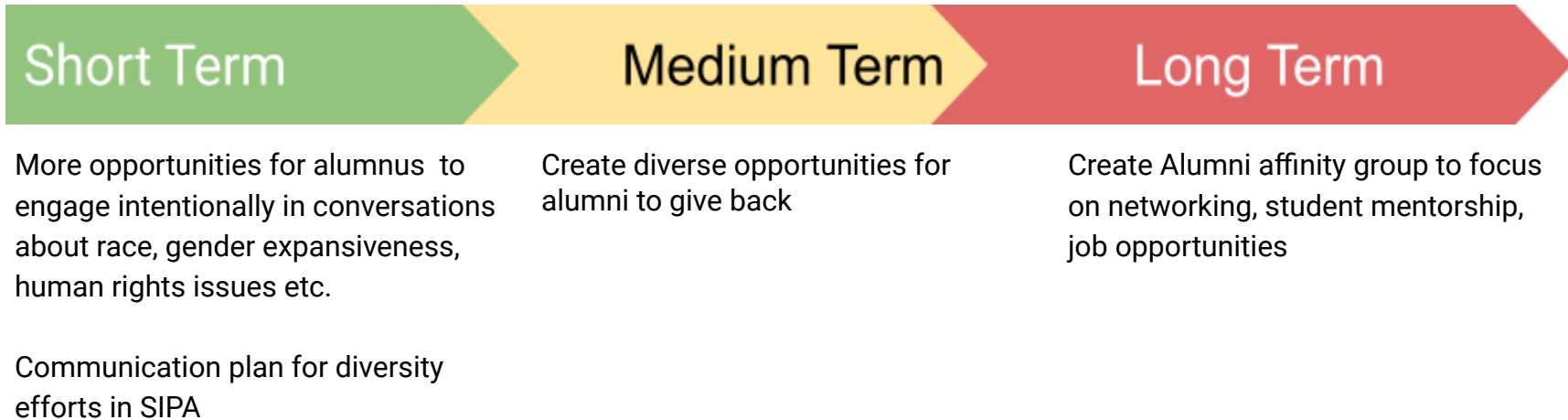


## Students

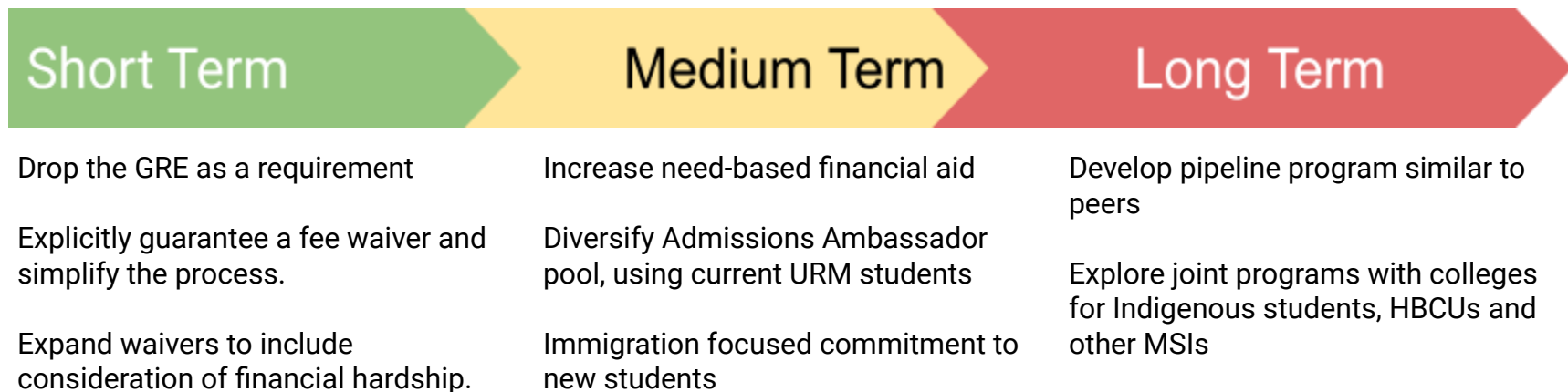


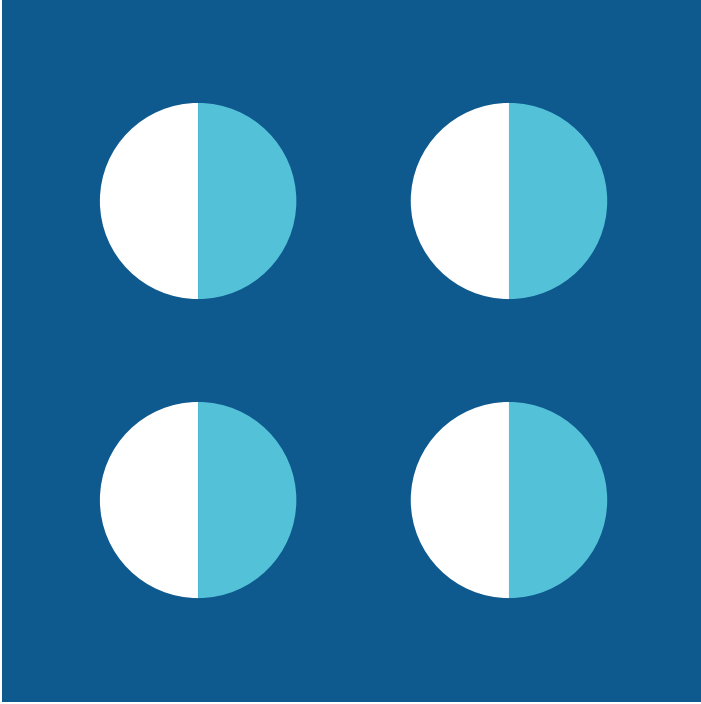


## Alumni



## Admissions





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# Appendices

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# SWOT Highlights

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## STRENGTHS

Commitment to this DEI Audit  
Support of Student Affinity Groups  
Success Rate of the Current Capital Campaign  
International Student Population  
Alumni Engagement and Interest in DEI Efforts  
Faculty with Internationally-Recognized Expertise  
Diversity of the Adjunct Faculty  
Being a top-ranked educational institution

W

## WEAKNESSES

Homogeneity of the Ladder Faculty  
Inability to Attract and Retain Diverse Ladder Faculty  
Deeply Siloed  
Lack of Budget and Financial Transparency  
Student Cynicism Regarding SIPA's Commitment to Substantive DEI Work

O

## OPPORTUNITIES

Expand on the Spring 2021 Creation of New DEI-Related Courses  
Expertise on Gender Assessment (Staff, Curricular, etc)  
Leveraging the Energy and Focus of the DEI Steering Committee to the Implementation Phases  
SIPA's Location in a Global, Diverse City

T

## THREATS

Losing Talented Students of Color to Peers  
Dependence on Tuition vs Endowed/Sustained Fundraising  
Imperils Need-Based Financial Aid  
Visible DEI Efforts at Peer Institutions  
Tuition Cost

## Appendix A

### Research on the Challenges and Efficacy of Diversity Training

The lack of diversity, equity, and inclusion (DEI) is not a recent issue; its intractability has bedeviled intergroup harmony, organizational cohesion, and social progress. Many individuals, civic groups, organizations, and institutions have been increasingly interested in (and mandating) training to address DEI issues (including implicit bias and discrimination).

**Working definition of unconscious or implicit bias:** “Unconscious (or implicit) biases, unlike conscious biases, are the views and opinions that we are unaware of; they are automatically activated and frequently operate outside conscious awareness and affect our everyday behavior and decision making. Our unconscious biases are influenced by our background, culture, context and personal experiences” (Equality and Human Rights Commission, Research Report #113, pp. 5-6).

The research on the efficacy of training is inconclusive. This is a summation with links to research articles listed below for further reading:

- 1) There is no quick fix to intractable DEI issues: trainings alone will not address issues of DEI. Trainings are but one aspect, but it will take interventions at the following levels: intrapersonal, interpersonal, organizational/institutional, societal, legal, educational, and cultural.
- 2) In creating a trajectory forward around DEI, leaders should ensure that as wide a representation of the community is part of crafting the vision (i.e. fewer top-down directives, and more sustained top-modelling, alongside, bottom-up and middle-out engagement). Instead of handing down a neatly, inflexible trajectory, leaders should empower the community to co-create the vision. People will be more inspired if they are part of creating and testing solutions. Collect and analyze data together as a community and then co-create a way forward, with opportunities for course correction.
- 3) One-off DEI training is generally not effective.
- 4) Overt discrimination needs strong, consistent policies, but implicit bias is not as easy to unearth and address.
- 5) Unconscious bias and diversity training need to occur over a long term, and assessed for efficacy. Training focused on unconscious bias training can raise awareness, but is limited in its ability to eliminate it. If people think stereotypes and biases are immutable, training may backfire.

- 6) When people receive trainings, moral licensing may play a part after; by attending the training (i.e. doing something perceived as 'good'), the trainees unconsciously feel licensed to do something 'bad' (because of the power of unconscious bias and the uncritical reflection after the training).
- 7) There can be resistance when people feel compelled to take trainings, and when they think that they are being coerced to police their behaviors and speech. People are less compelled to make behavioral change if the impetus is external to the organization: intra-organizational rationales tend to be more convincing.
- 8) Changed behavior is difficult to operationalize and measure as a causal result of training. Therefore, good trainings should be narrow and surgical in their goals, and involve these key aspects: knowledge awareness, personal reflection, skills development, personal goal setting, and follow-up assessment.
- 9) Post training efficacy should not rely only on self-reports because of social desirability bias.
- 10) Perspective-taking exercises, as part of training, have been shown to shift attitudes and behavioral intentions for months after training.

### Research for Further Reading:

- 1) **The mixed effects of online diversity training:**

<https://www.pnas.org/content/116/16/7778>.

Abstract: Although diversity training is commonplace in organizations, the relative scarcity of field experiments testing its effectiveness leaves ambiguity about whether diversity training improves attitudes and behaviors toward women and racial minorities. We present the results of a large field experiment with an international organization testing whether a short online diversity training can affect attitudes and workplace behaviors. Although we find evidence of attitude change and some limited behavior change as a result of our training, our results suggest that the one-off diversity trainings that are commonplace in organizations are not panaceas for remedying bias in the workplace.

- 2) **Unconscious bias training: An assessment of the evidence for effectiveness:**

[https://www.ucd.ie/equality/t4media/ub\\_an\\_assessment\\_of\\_evidence\\_for\\_effectiveness.pdf](https://www.ucd.ie/equality/t4media/ub_an_assessment_of_evidence_for_effectiveness.pdf).

Abstract: This report was commissioned to identify and evaluate available evidence to help determine whether, when and how UBT works. It consisted of a rapid evidence assessment methodology. This required

a transparent and systematic approach to the search for evidence and the elimination of studies that did not meet pre-specified minimum quality standards.

3) **A meta-analytical integration of over 40 years of research on diversity training evaluation:**

<https://doi.apa.org/doiLanding?doi=10.1037%2Fbul0000067>.

**Abstract:** This meta-analysis of 260 independent samples assessed the effects of diversity training on 4 training outcomes over time and across characteristics of training context, design, and participants. Models from the training literature and psychological theory on diversity were used to generate theory-driven predictions. The results revealed an overall effect size (Hedges  $g$ ) of .38 with the largest effect being for reactions to training and cognitive learning; smaller effects were found for behavioral and attitudinal/affective learning. Whereas the effects of diversity training on reactions and attitudinal/affective learning decayed over time, training effects on cognitive learning remained stable and even increased in some cases. While many of the diversity training programs fell short in demonstrating effectiveness on some training characteristics, our analysis does reveal that successful diversity training occurs. The positive effects of diversity training were greater when training was complemented by other diversity initiatives, targeted to both awareness and skills development, and conducted over a significant period of time. The proportion of women in a training group was associated with more favorable reactions to diversity training. Implications for policy and directions for future research on diversity training are discussed.

4) **The Impact of Method, Motivation, and Empathy on Diversity Training Effectiveness:**

<https://link.springer.com/article/10.1007/s10869-014-9384-3>.

**Abstract:**

*Purpose:* The purpose of this paper is to examine method, motivation, and individual difference variables as they impact the effectiveness of a diversity training program in a field setting.

*Design:* We conducted a longitudinal field experiment in which participants ( $N = 118$ ) were randomly assigned to participate in one of three diversity training methods (perspective taking vs. goal setting vs. stereotype discrediting). Eight months after training, dependent measures on diversity-related motivations, attitudes and behaviors were collected.

*Findings:* Results suggest the effectiveness of diversity training can be enhanced by increasing motivation in carefully framed and designed programs. Specifically, self-reported behaviors toward LGB individuals

were positively impacted by perspective taking. Training effects were mediated by internal motivation to respond without prejudice, and the model was moderated by trainee empathy.

Implications: These findings serve to demonstrate that diversity training participants react differently to certain training methods. Additionally, this study indicates that taking the perspective of others may have a lasting positive effect on diversity-related outcomes by increasing individuals' internal motivation to respond without prejudice. These effects may be particularly powerful for training participants who are low in dispositional empathy.

5) **Examining Why and for Whom Reflection Diversity Training Works:**

<https://scholarworks.bgsu.edu/pad/vol5/iss2/10/>.

Abstract: This research introduces a novel approach to diversity training by theoretically developing and empirically testing a model that considers a new training exercise aimed at improving proximal and distal pro-diversity outcomes. This new training exercise, reflection, is proposed to be effective at increasing pro-diversity attitudes and behaviors due to the promotion of one's internal motivations to respond without prejudice. Further, we test a critical trainee characteristic, social dominance orientation (SDO), as a boundary condition of our proposed effects. Results from an online experiment with two time points indicate that reflection can be an effective diversity training exercise and leads to better pro-diversity attitudes and behaviors through one's internal motivation to respond without prejudice. Social dominance orientation moderated these indirect effects, such that reflection was more effective for those high in SDO, counter to expectations. Implications of this research and future directions are discussed.

6) **(Efficacy of Perspective Taking and Goal Setting) Two Types of Diversity Training That Really Work:**

<https://hbr.org/2017/07/two-types-of-diversity-training-that-really-work>.

Abstract: One of the most common ways companies attempt to address organizational diversity is through formal training. Yet research on the effectiveness of such programs has yielded mixed results. New research illuminates how diversity training effectiveness can depend on the specific training method used, the personality characteristics of those who are trained, and the specific outcomes that are measured after training concludes. Experiments conducted with college students reveal two promising options: perspective taking (walking a mile in someone's shoes) and goal setting (for example, setting a goal to speak out the next time you hear someone make a biased comment).

7) **Don't Give Up on Unconscious Bias Training — Make It Better:**

<https://hbr.org/2017/04/dont-give-up-on-unconscious-bias-training-make-it-better>.

Abstract: There's a growing skepticism about whether unconscious bias training is an effective tool to meet corporate diversity goals. Some studies have shown that traditional diversity trainings aren't effective, and can even backfire. Others have shown that some trainings can be effective. Clearly, not all trainings are equally good — and none are a silver bullet. But three things can help. First, strike a careful balance between communicating that all humans have biases and emphasizing the importance of eliminating biases. You don't want to imply that, because biases are common, we can't do anything about them. Second, structure the content around workplace situations (like hiring or performance reviews) not psychological terms (like "confirmation bias") or demographics (like "maternal bias"). Finally, make it action-oriented. Give people tactics and tips about what they can do differently to make sure their companies offer an even playing field.

8) **Why Doesn't Diversity Training Work? The Challenge for Industry and Academia:**

<https://scholar.harvard.edu/files/dobbin/files/an2018.pdf>.

Abstract: Nearly all Fortune 500 companies do training, and two-thirds of colleges and universities have training for faculty according to our 2016 survey of 670 schools. Most also put freshmen through some sort of diversity session as part of orientation. Yet hundreds of studies dating back to the 1930s suggest that anti-bias training does not reduce bias, alter behavior or change the workplace.

### Extra reading on the larger impacts of implicit bias:

Discrimination in Healthcare: <https://bmcomedethics.biomedcentral.com/articles/10.1186/s12910-017-0179-8>.

Threat perception: <https://psycnet.apa.org/record/2006-01715-013>.

Discrimination in Hiring: <https://www.aeaweb.org/articles?id=10.1257/0002828042002561>



## Appendix B

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# SIPA DEI survey-students

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## Start of Block: Default Question Block

Q1 How long have you been a student at SIPA?

- Less than 6 months (1)
  - Between 6 months and 12 months (2)
  - More than 1 year (3)
- 

Q2 Which degree program are you pursuing?

- Masters of International Affairs (1)
  - Masters of Public Administration (2)
  - Executive Masters of Public Administration (3)
  - MPA in Economic Policy Management (4)
  - MPA in Environmental Science and Policy (5)
  - MPA in Development Practice (6)
  - Ph.D. in Sustainable Development (7)
- 

*Display This Question:*

*If Which degree program are you pursuing? = Masters of International Affairs*

*Or Which degree program are you pursuing? = Masters of Public Administration*

Q3

What is your concentration?

- EPD (1)
  - EE (2)
  - HRHP (3)
  - IFEP (4)
  - ISP (5)
  - USP (6)
- 

*Display This Question:*

*If Which degree program are you pursuing? = Masters of International Affairs*

*Or Which degree program are you pursuing? = Masters of Public Administration*

Q4 What is your specialization?

- DAQA (1)
  - GPP (2)
  - ICR (3)
  - IO/UN Studies (4)
  - Management (5)
  - Regional (6)
  - TMAC (7)
-

Display This Question:

If Which degree program are you pursuing? = Executive Masters of Public Administration

Q5 What concentration are you pursuing?

- Management and Innovation (1)
- Environmental Policy and Sustainability Management (2)
- International Economic Policy (3)
- Global Policy Studies (4)
- Urban and Social Policy (5)



Q6 What is your current age (in years)?

---

Q7 Do you currently have caregiving responsibilities?

- Yes (1)
- No (2)

Q8 What is your current sex?

- Female (1)
  - Male (2)
  - Non-binary / third gender (3)
  - Prefer to identify as: (4) \_\_\_\_\_
  - Prefer not to say (5)
- 

Q9 What is your gender identity?

- Man (cisgender) (99)
  - Gender non-conforming (100)
  - Genderqueer (101)
  - Prefer not to say (102)
  - Prefer to identify as: (103) \_\_\_\_\_
  - Transgender (104)
  - Woman (cisgender) (105)
- 

*Display This Question:*

*If What is your gender identity? = Transgender*

Q10 Please indicate which of the following best describe you. (Check all that apply.)

- Transgender man (1)
  - Transgender woman (2)
-



Q11 What is your sexual orientation?

- Asexual (1)
  - Bisexual (2)
  - Gay/Lesbian (3)
  - Heterosexual (4)
  - Prefer to identify as: (5) \_\_\_\_\_
  - Queer (6)
  - Questioning (7)
-

Q12 Please indicate the racial, ethnic or regional groups with which you identify.. (Check all that apply.)

- African American (573)
- Asian American (574)
- Australian or New Zealander (575)
- Black (576)
- Caribbean (577)
- Caribbean American (578)
- Central American (579)
- Central Asian (580)
- East Asian (581)
- European (582)
- Hispanic or Latinx (583)
- Middle Eastern or North African (584)
- Native American or Alaskan Native (585)
- Native Hawaiian or Other Pacific Islander (586)
- North American (587)
- South American (588)

- South Asian (589)
  - Southeast Asian (590)
  - Sub-Saharan African (591)
  - White (592)
  - Prefer to identify as: (593)
- 

-----

Q13 Were you born in the United States?

- Yes (1)
  - No (2)
- 

Q14 Please indicate your generation status:

- All of my grandparents and both of my parents were born in the United States (1)
  - Both of my parents were born in the United States (2)
  - One of my parents was born in the United States (3)
  - Neither of my parents was born in the United States (4)
- 

*Display This Question:*

*If Were you born in the United States? = No*

Q15 In which country were you born?

---

---

Q16

What is your citizenship status?

- U.S. citizen (1)
- Non-U.S. citizen + Green Card holder (2)
- Non-U.S. citizen + student visa holder (3)
- Prefer not to say (4)
- Other (please specify): (5) \_\_\_\_\_

---

*Display This Question:*

*If What is your citizenship status? = Other (please specify):*

Q17

What is your citizenship status: Other

\_\_\_\_\_

---

Q18 Were you a Pell grant recipient?

- Yes (1)
  - No (2)
-

Q19 With what religious background, if any, do you most identify?

- Agnostic (1)
  - Atheist (2)
  - Baha'i (3)
  - Buddhist (4)
  - Christian (5)
  - Confucian (6)
  - Hindu (7)
  - Jain (8)
  - Jewish (9)
  - Muslim (10)
  - Shinto (11)
  - Sikh (12)
  - Taoist (13)
  - None (14)
  - Other (Please specify): (15)
- 

-----

Q20 Do you have a disability? *The American Disabilities Act defines an individual with a disability as a person who has a physical or mental impairment that substantially limits one or more life activities, who has history or record of such impairment, or who is perceived to having such impairments. (check all that apply)*

- I have apparent/visible disabilities (1)
  - I have non-apparent/not visible disabilities (3)
  - I do not have apparent or non apparent disabilities (2)
  - Prefer not to state (4)
- 

Q21 Do you identify as an active member or veteran of the military of your country (e.g. Armed Forces, Military Reserves, or National Guard?)

- Yes, active duty (1)
  - Yes, veteran (2)
  - No, I have never served (3)
- 

Q22 Do either of your parents or guardians have any post-secondary education? (Either a completed degree or any post-secondary courses)

- Yes (1)
  - No (2)
- 

Page Break

Q23 At SIPA, how satisfied are you with the overall campus climate/environment?

- Extremely satisfied (1)
  - Somewhat satisfied (2)
  - Neither satisfied nor dissatisfied (3)
  - Somewhat dissatisfied (4)
  - Extremely dissatisfied (5)
-

Q24 In the scale below, select the best option between each set of adjectives that represents how you would rate SIPA. Please base your selection on **your direct experiences**:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Hostile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Friendly
Racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Anti-racist
Homogenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heterogeneous
Disrespectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Respectful
Contentious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Collegial
Sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-sexist
Individualistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Collaborative
Competitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cooperative
Homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-homophobic
Unsupportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Supportive
Ageist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-ageist
Unwelcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Welcoming
Elitist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-elitist
Ableist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-ableist
US-centric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Globalist



---

Q25 During the time in your current program at SIPA, how often have you been concerned about your physical safety (excluding COVID concerns) on campus?

- Always (1)
  - Most of the time (2)
  - About half the time (3)
  - Sometimes (4)
  - Never (5)
- 

Q26 During the time in your current program at SIPA, how often have you been concerned about your psychological/emotional safety (excluding COVID concerns) in relation to your SIPA experience?

- Always (1)
  - Most of the time (2)
  - About half the time (3)
  - Sometimes (4)
  - Never (5)
-

Q27 During the time in your current program at SIPA, which of the following have you avoided at Columbia University due to fear for your physical safety (excluding COVID concerns)? (Check all that apply.)

- Sporting events (1)
  - Parties or other social gatherings (2)
  - Secluded areas on campus (3)
  - Residence halls (4)
  - Campus buildings (5)
  - Buses or bus stops (6)
  - Parking lots or garages (7)
  - Neighborhoods or other areas surrounding campus (8)
  - Off-campus housing (9)
  - Walking around campus at night (10)
  - Other (Please specify): (11)
- 
- None (12)

Q28 During the time in your current program at SIPA, which of the following have you avoided at Columbia University due to fear for your psychological/emotional safety (excluding COVID concerns)? (Check all that apply.)

- Sporting events (1)
  - Parties or other social gatherings (2)
  - Secluded areas on campus (3)
  - Residence halls (4)
  - Campus buildings (5)
  - Buses or bus stops (6)
  - Parking lots or garages (7)
  - Neighborhoods or other areas surrounding campus (8)
  - Off-campus housing (9)
  - Walking around campus at night (10)
  - Meeting with an instructor or advisor (11)
  - Group work meetings with other students (12)
  - Other (Please specify): (13)
- 
- None (14)

Q29 During your time at SIPA, please indicate your level of agreement with each of the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
I am valued as an individual at SIPA. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I belong at SIPA. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others don't value my opinions at SIPA. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have considered leaving SIPA because I felt isolated or unwelcomed. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have found one or more communities or groups where I feel I belong at SIPA. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SIPA has adequate space for religious practice. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am treated with respect at SIPA. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SIPA has a strong commitment to diversity, equity, and inclusion. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have to work harder than others to be valued equally at SIPA. (9)

My experience at SIPA has had a positive influence on my intellectual growth. (10)

My identity(ies) is/are represented among SIPA students. (11)

SIPA provides sufficient programs and resources to support the success of a diverse student body. (12)

I have received opportunities at SIPA for academic success that are similar to those of my peers. (13)

My identity(ies) is/are represented among SIPA faculty. (14)

There is too much emphasis put on issues of diversity, equity, and inclusion at SIPA. (15)

My identity(ies) is/are represented among SIPA administrators and staff. (16)

SIPA is a place where I am able to perform to my full potential. (17)



Q30 During your time at SIPA, how often have you interacted in a **meaningful** way with people...

	Always (1)	Most of the time (2)	About half the time (3)	Sometimes (4)	Never (5)
...whose religious beliefs are different than my own (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...whose political opinions are different from my own (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who are immigrants or from an immigrant family (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who are of a different nationality than my own (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who are of a different race or ethnicity than my own (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...whose gender is different than my own (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...whose sexual orientation is different than my own (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who are from a different social class (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

...who have physical or other observable disabilities (9)

...who have learning, psychological, or other disabilities that are not readily visible (10)

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Page Break

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Q31 How would you describe the racial/ethnic composition of the community where you grew up?

- All or nearly all people of my race/ethnicity (1)
  - Mostly people of my race/ethnicity (2)
  - Half my race/ethnicity and half people of other races/ethnicities (3)
  - Mostly other types of races/ethnicities (4)
  - All or nearly all other types of races/ethnicities (5)
- 

Q32

How would you describe the racial/ethnic composition of the school that you graduated from before attending SIPA?

- All or nearly all people of my race/ethnicity (1)
  - Mostly people of my race/ethnicity (2)
  - Half my race/ethnicity and half people of other races/ethnicities (3)
  - Mostly other types of races/ethnicities (4)
  - All or nearly all other types of races/ethnicities (5)
- 

Q33 During your time at SIPA, have you felt discriminated against?

- Yes (1)
  - No (2)
-

Q34 During your time at SIPA, have you experienced microaggressions?

Yes (1)

No (2)



Q35 During your time at SIPA, how often have **YOU experienced discriminatory events or microaggressions** because of your:

	Never (1)	1-2 times (2)	3 or more times (3)
Ability or disability status (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caregiving responsibilities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity or gender expression (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital status (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National origin (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical appearance (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political orientation (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial or ethnic identity (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social class (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran status (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q36 Have you experienced any discriminatory events or microaggressions that were not asked about in the previous questions?

Yes (1)

No (2)

*Display This Question:*

*If Have you experienced any discriminatory events or microaggressions that were not asked about in t... = Yes*

Q37 Please describe any other discriminatory events or microaggressions you have experienced.

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Q38 **In my classrooms and classroom settings** (e.g. virtual platforms, labs, recitation sessions, clinical environments, etc.), I feel listened to by:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Faculty instructors (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student instructors (e.g. TAs, etc.) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q39 In spaces outside of the classroom, I feel listened to by:**

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Faculty instructors (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concentration, specialization or other program directors (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student instructors (e.g., TAs, etc.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff members (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advisors (OSA deans) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other deans/senior administrators (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other mentors/advisors (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q40 At SIPA, I consider the following groups to be diverse:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Faculty instructors (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concentration, specialization or other program directors (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student instructors (e.g., TAs, etc.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff members (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advisors (OSA deans) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other deans/senior administrators (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other mentors/advisors (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q41 Considering the general learning environment at SIPA, please indicate your level of agreement with each of the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Topics and examples in my courses are accessible to someone of my background and nationality. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can fulfill the requirements of my courses without suppressing my identity, background or experience. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom examples and assignments are accepting of my identity, background or experience. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities for academic success that are similar to those of my classmates. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Core courses in my degree program address topics related to race, nationality, socioeconomic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

class, gender, sexuality and/or ability.  
(5)

Other courses I have taken at SIPA address topics related to race, nationality, socioeconomic class, gender, sexuality and/or ability.  
(6)

Classroom discussion of issues related to race, nationality, socioeconomic class, gender, sexuality and/or ability is encouraged.  
(7)

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Q42 If you have taken a course that successfully addresses topics related to race, nationality, socioeconomic class, gender, sexuality and/or ability, please provide the course title and semester when you took the course:

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Q43 If there are any topics related to race, nationality, socioeconomic class, gender, sexuality and/or ability that are not covered in current SIPA courses, and that you think would be of interest to SIPA students, please describe below.

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Q44 Have you reported any incidents of discrimination?

- Yes (1)
- No (2)

*Display This Question:*

*If Have you reported any incidents of discrimination? = Yes*

Q45 Did you feel supported in that process?

- Yes (1)
- No (2)

*Display This Question:*

*If Did you feel supported in that process? = No*

Q46 Please describe why you felt unsupported.

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*Display This Question:*

*If Have you reported any incidents of discrimination? = Yes*

Q47 Was that particular issue for which you made a report resolved satisfactorily?

- Yes (1)
- No (2)

---

*Display This Question:*

*If Was that particular issue for which you made a report resolved satisfactorily? = No*

Q48 Please describe why you felt your report was not resolved satisfactorily.

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Q49 I am treated fairly and equitably at SIPA in general.

- Strongly agree (1)
  - Somewhat agree (2)
  - Neither agree nor disagree (3)
  - Somewhat disagree (4)
  - Strongly disagree (5)
-

Q50 I am treated fairly and equitably in out-of-classroom SIPA spaces (e.g., workshops, co-curricular offerings, etc.).

- Strongly agree (1)
  - Somewhat agree (2)
  - Neither agree nor disagree (3)
  - Somewhat disagree (4)
  - Strongly disagree (5)
- 

Q51 Knowing what you know now, would you recommend SIPA to a prospective student?

- Yes (1)
  - Maybe (2)
  - No (3)
- 

*Display This Question:*

*If Knowing what you know now, would you recommend SIPA to a prospective student? = Maybe  
Or Knowing what you know now, would you recommend SIPA to a prospective student? = No*

Q52 Why won't you consider recommending SIPA to a prospective student? Please do not include personally-identifying information in your response.

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Q53 This survey has asked you to reflect on a large number of issues relating to your experience as a student at SIPA, and your experiences here. Using paragraph format to separate your thoughts, please elaborate on any of your survey responses or feel free to further describe your experiences. Recommendations for change are welcomed.

**Please do not include personally-identifying information in your response.**

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End of Block: Default Question Block

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Start of Block: Block 1

Q54 Are you interested in sharing your experiences as part of an interview or focus group? ***This response is disaggregated from your responses to the survey.***

Yes, please enter email address below (6)

---

No (7)

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Q55 If you are interested in being entered in a lottery for a \$100 Amazon gift card, please provide your email address below. ***This response is disaggregated from your responses to the survey.***

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End of Block: Block 1

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# SIPA DEI survey -Alumni

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Start of Block: Default Question Block

Q1 How long has it been since you were a student at SIPA?

- Less than 6 months (1)
  - Between 6 months and 12 months (2)
  - 1 - 5 years (3)
  - 6 - 10 years (4)
  - 11 - 20 years (5)
  - over 20 years (6)
-

Q2 Which degree program did you pursue at SIPA?

- Masters of International Affairs (1)
  - Masters of Public Administration (2)
  - Executive Masters of Public Administration (3)
  - MPA in Economic Policy Management (4)
  - MPA in Environmental Science and Policy (5)
  - MPA in Development Practice (6)
  - Ph.D. in Sustainable Development (7)
  - Other (please specify): (8) \_\_\_\_\_
- 



Q3 What is your current age (in years)?

\_\_\_\_\_

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Q4 While a student at SIPA, did you have caregiving responsibilities?

- Yes (1)
  - No (2)
-

Q5 What is your current sex?

- Female (1)
  - Male (2)
  - Non-binary / third gender (3)
  - Prefer to identify as (4) \_\_\_\_\_
  - Prefer not to say (5)
- 

Q6 What is your gender identity? ("Cis" refers to identifying with gender assigned at birth.)

- Man (cisgender) (177)
  - Gender non-conforming (178)
  - Genderqueer (179)
  - Prefer not to say (180)
  - Prefer to identify as: (181) \_\_\_\_\_
  - Transgender (182)
  - Woman (cisgender) (183)
-

Q7 What is your sexual orientation?

Asexual (1)

Bisexual (2)

Gay/Lesbian (3)

Heterosexual (4)

Prefer to identify as (5) \_\_\_\_\_

Queer (6)

Questioning (7)





Q8 Please indicate the **racial, ethnic or regional groups** with which you identify. (*Check all that apply.*)

- African American (243)
- Asian American (244)
- Australian or New Zealander (245)
- Black (246)
- Caribbean (247)
- Caribbean American (248)
- Central American (249)
- Central Asian (250)
- East Asian (251)
- European (252)
- Hispanic or Latinx (253)
- Middle Eastern or North African (254)
- Native American or Alaskan Native (255)
- Native Hawaiian or Pacific Islander (256)
- North American (257)
- South American (258)

- South Asian (259)
  - Southeast Asian (260)
  - Sub-Saharan African (261)
  - White (262)
  - Prefer to identify as (263)
- 

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Q9 Were you born in the United States?

- Yes (1)
  - No (2)
- 

Q10 Please indicate your generation status:

- All of my grandparents and both of my parents were born in the United States (1)
  - Both of my parents were born in the United States (2)
  - One of my parents was born in the United States (3)
  - Neither of my parents was born in the United States (4)
- 

*Display This Question:*

*If Were you born in the United States? = No*

Q11 In which country were you born?

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Q12 While a student at SIPA, what was your citizenship status?

- U.S. citizen (1)
  - Non-U.S. citizen and Green Card holder (2)
  - Non-U.S. citizen and student visa holder (3)
  - Prefer not to say (4)
  - Other (please specify): (5) \_\_\_\_\_
- 

Q13 Were you a Pell grant recipient?

- Yes (1)
  - No (2)
-

Q14 With what religious background, if any, do you most identify?

- Agnostic (1)
  - Atheist (2)
  - Baha'i (3)
  - Buddhist (4)
  - Christian (5)
  - Confucian (6)
  - Hindu (7)
  - Jain (8)
  - Jewish (9)
  - Muslim (10)
  - Shinto (11)
  - Sikh (12)
  - Taoist (13)
  - None (14)
  - Other (please specify): (15)
- 

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Q15 While a student at SIPA, did you have a disability? The American Disabilities Act defines an individual with a disability as a person who has a physical or mental impairment that

substantially limits one or more life activities, who has history or record of such impairment, or who is perceived to having such impairments. (Check all that apply.)

- I had apparent/visible disabilities (1)
  - I had non-apparent/non-visible disabilities (2)
  - I did not have apparent or non-apparent disabilities (3)
  - Prefer not to state (4)
- 

Q16 Do you identify as an active member or veteran of the military of your country (e.g., armed forces, military reserves, or national guard)?

- Yes, active duty (1)
  - Yes, veteran (2)
  - No, I have never served (3)
- 

Q17 Did either of your parents or guardians have any post-secondary education (either a completed degree or any post-secondary courses)?

- Yes (1)
  - No (2)
- 

Page Break

Q18 At SIPA, how satisfied were you with the overall campus climate/environment?

- Extremely satisfied (1)
  - Somewhat satisfied (2)
  - Neither satisfied nor dissatisfied (3)
  - Somewhat dissatisfied (4)
  - Extremely dissatisfied (5)
-

Q19 In the scale below, select the best option between each set of adjectives that represents how you would rate SIPA. Please base your selection on **your direct experiences**:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Hostile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Friendly
Racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Anti-racist
Homogenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heterogeneous
Disrespectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Respectful
Contentious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Collegial
Sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-sexist
Individualistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Collaborative
Competitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cooperative
Homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-homophobic
Unsupportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Supportive
Ageist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-ageist
Unwelcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Welcoming
Elitist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-elitist
Ableist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-ableist
US-centric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Globalist

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Q20 During your time at SIPA, how often were you concerned about your physical safety on campus?

- Always (1)
  - Most of the time (2)
  - About half the time (3)
  - Sometimes (4)
  - Never (5)
- 

Q21 During your time at SIPA, how often were you concerned about your psychological/emotional safety in relation to your experience at SIPA?

- Always (1)
  - Most of the time (2)
  - About half the time (3)
  - Sometimes (4)
  - Never (5)
-



Q22 During your time at SIPA, which of the following did you avoid at Columbia University due to fear for your physical safety? (Check all that apply.)

- Sporting events (1)
  - Parties or other social gatherings (2)
  - Secluded areas on campus (3)
  - Residence halls (4)
  - Campus buildings (5)
  - Buses or bus stops (6)
  - Parking lots or garages (7)
  - Neighborhoods or other areas surrounding campus (8)
  - Off-campus housing (9)
  - Walking around campus at night (10)
  - Other (Please specify): (11)
- 
- None (12)
-

Q23 During your time at SIPA, which of the following did you avoid at Columbia University due to fear for your psychological/emotional safety? (Check all that apply.)

- Sporting events (1)
  - Parties or other social gatherings (2)
  - Secluded areas on campus (3)
  - Residence halls (4)
  - Campus buildings (5)
  - Buses or bus stops (6)
  - Parking lots or garages (7)
  - Neighborhoods or other areas surrounding campus (8)
  - Off-campus housing (9)
  - Walking around campus at night (10)
  - Meeting with an instructor or an advisor (11)
  - Group work meetings with other students (12)
  - Other (Please specify): (13)
  - None (14)
-

Q24 Considering your experiences during your time at SIPA, please indicate your level of agreement with each of the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
I was valued as an individual at SIPA. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I belonged at SIPA. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others didn't value my opinions at SIPA. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I considered leaving SIPA because I felt isolated or unwelcomed. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found one or more communities or groups where I felt I belonged at SIPA. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SIPA had adequate spaces for religious practice (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was treated with respect at SIPA. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had to work harder than others to be valued equally at SIPA. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My experience at SIPA had a positive influence on my academic growth. (9)

My identity(ies) was/were represented among SIPA students. (10)

SIPA had a strong commitment to diversity, equity, and inclusion. (11)

SIPA provided sufficient programs and resources to support the success of a diverse student body. (12)

My identity(ies) was/were represented among SIPA faculty. (13)

I received opportunities at SIPA for academic success that were similar to those of my peers. (14)

My identity(ies) was/were represented among SIPA administrators and staff. (15)

There was too much emphasis put on issues of diversity, equity, and inclusion at SIPA. (16)

SIPA was a place where I was able to perform to my full potential. (17)



Q25 During your time at SIPA, how often did you interact in a **meaningful** way with people...

	Always (1)	Most of the time (2)	About half the time (3)	Sometimes (4)	Never (5)
...whose religious beliefs were different than my own (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...whose political opinions were different from my own (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who were immigrants or from an immigrant family (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who were of a different nationality than my own (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who were of a different race or ethnicity than my own (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...whose gender was different than my own (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...whose sexual orientation was different than my own (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who were from a different social class (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



...who had physical or other observable disabilities (9)

...who had learning, psychological, or other disabilities that are not readily visible (10)

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Page Break

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Q26 How would you describe the racial/ethnic composition of the community where you grew up?

- All or nearly all people of my race/ethnicity (1)
  - Mostly people of my race/ethnicity (2)
  - Half my race/ethnicity and half people of other races/ethnicities (3)
  - Mostly other types of races/ethnicities (4)
  - All or nearly all other types of races/ethnicities (5)
- 

Q27 How would you describe the racial/ethnic composition of the last school you attended prior to SIPA?

- All or nearly all people of my race/ethnicity (1)
  - Mostly people of my race/ethnicity (2)
  - Half my race/ethnicity and half people of other races/ethnicities (3)
  - Mostly other types of races/ethnicities (4)
  - All or nearly all other types of races/ethnicities (5)
- 

Q28 During your time at SIPA, did you feel discriminated against?

- Yes (1)
  - No (2)
-

Q29 During your time at SIPA, did you experience any microaggressions (subtle interactions that communicate disrespect)?

Yes (1)

No (2)



Q30 During your time at SIPA, how often did **YOU experience discriminatory events or microaggressions** because of your:

	Never (1)	1-2 times (2)	3 or more times (3)
Ability or disability status (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caregiving responsibilities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity or gender expression (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital status (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National origin (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical appearance (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political orientation (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial or ethnic identity (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social class (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran status (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q31 Did you experience any discriminatory events or microaggressions at SIPA that were not asked about in the previous questions?

Yes (1)

No (2)

*Display This Question:*

*If Did you experience any discriminatory events or microaggressions at SIPA that were not asked about... = Yes*

Q32 Please describe any other discriminatory events or microaggressions that you experienced at SIPA.

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Q33 **In my classrooms and classroom settings at SIPA** (e.g. virtual platforms, labs, recitation sessions, clinical environments, etc.), I felt listened to by:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Faculty instructors (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student instructors (e.g., TAs, etc.) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34 At SIPA, in spaces outside of the classroom, I felt listened to by:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Faculty instructors (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concentration, specialization or other program directors (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student instructors (e.g., TAs, etc.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff members (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advisors (OSA deans) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other deans/senior administrators (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other mentors/advisors (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q35 During my time at SIPA, I considered the following groups to be diverse:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Faculty instructors (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concentration, specialization or other program directors (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student instructors (e.g., TAs, etc.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff members (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advisors (OSA deans) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other deans/ senior administrators (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other mentors/advisors (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36 Considering the general learning environment at SIPA, please indicate your level of agreement with each of the following statements:



	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Topics and examples in my courses were accessible to someone of my background and nationality. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could fulfill the requirements of my courses without suppressing my identity, background or experience. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom examples and assignments were accepting of my identity, background or experience. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had opportunities for academic success that were similar to those of my classmates. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core courses in my degree program addressed topics related to race, nationality, socioeconomic class, gender, sexuality and/or ability. (5)

Other courses I took at SIPA addressed topics related to race, nationality, socioeconomic class, gender, sexuality and/or ability. (6)

Classroom discussion of issues related to race, nationality, socioeconomic class, gender, sexuality and/or ability was encouraged. (7)



Q37 If you took a course that successfully addressed topics related to race, nationality, socioeconomic class, gender, sexuality and/or ability, please provide the course title (and the approximate year when you took the course, if possible):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Q38 While you were a student at SIPA, did you report any incidents of discrimination?

- Yes (1)
- No (2)

*Display This Question:*  
*If While you were a student at SIPA, did you report any incidents of discrimination? = Yes*

Q39 Did you feel supported in that process?

- Yes (1)
- No (2)

*Display This Question:*  
*If Did you feel supported in that process? = No*

Q40 Please describe why you felt unsupported.

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*Display This Question:*  
*If While you were a student at SIPA, did you report any incidents of discrimination? = Yes*

Q41 Was that particular issue for which you made a report resolved satisfactorily?

- Yes (1)
- No (2)

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*Display This Question:*

*If Was that particular issue for which you made a report resolved satisfactorily? = No*

Q42 Please describe why you felt your report was not resolved satisfactorily.

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Q43 I was treated fairly and equitably at SIPA in general.

- Strongly agree (1)
  - Somewhat agree (2)
  - Neither agree nor disagree (3)
  - Somewhat disagree (4)
  - Strongly disagree (5)
-

Q44 I was treated fairly and equitably in out-of-classroom SIPA spaces (e.g., workshops, co-curricular offerings, etc.).

- Strongly agree (1)
  - Somewhat agree (2)
  - Neither agree nor disagree (3)
  - Somewhat disagree (4)
  - Strongly disagree (5)
- 

Q45 Knowing what you know now, would you recommend SIPA to a prospective student?

- Yes (1)
  - Maybe (2)
  - No (3)
- 

*Display This Question:*

*If Knowing what you know now, would you recommend SIPA to a prospective student? = Maybe  
Or Knowing what you know now, would you recommend SIPA to a prospective student? = No*

Q46 Why wouldn't you consider recommending SIPA to a prospective student? Please do not include personally-identifying information in your response.

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Q47 Since graduating from SIPA, have you been involved in any Columbia or SIPA alumni activities or other SIPA activities (e.g., Alumni Day, regional or country alumni events, giving a career talk or guest lecture to current students, teaching a SIPA course, serving as a career coach to current students, or speaking with prospective students)?

Yes (1)

No (2)

---

Q48 Have you heard directly from any students who currently attend SIPA, or who attended SIPA after you graduated, about SIPA's racial/ethnic climate?

Yes (1)

No (2)

---

*Display This Question:*

*If Have you heard directly from any students who currently attend SIPA, or who attended SIPA after y... = Yes*

Q49 If you are comfortable, please share any relevant details from those conversations. **Please do not include personally-identifying information in your response.**

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*Display This Question:*

*If Since graduating from SIPA, have you been involved in any Columbia or SIPA alumni activities or o... = Yes*

Q50 Please briefly describe your involvement with SIPA since graduating, **Please do not include personally-identifying information in your response.**

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*Display This Question:*

*If Since graduating from SIPA, have you been involved in any Columbia or SIPA alumni activities or o... = No*

Q51 What has prevented you from being involved in alumni or other SIPA activities since graduating? **Please do not include personally-identifying information in your response.**

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Q52 This survey has asked you to reflect on a large number of issues relating to your experience as a student at SIPA. Using paragraph format to separate your thoughts, please elaborate on any of your survey responses or feel free to further describe your experiences. Recommendations for change are welcomed.

**Please do not include personally-identifying information in your response.**

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End of Block: Default Question Block

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Start of Block: Block 1



Q53 If you are interested in sharing your experiences as part of an interview or focus group, please provide your email address below. ***This response is disaggregated from your other responses to the survey.***

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Q54 If you are interested in being entered in a lottery for a \$100 Amazon gift card, please provide your email address below. ***This response is disaggregated from your other responses to the survey.***

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Q55 If you would like to be more involved in SIPA alumni activities, please provide your email address below. ***This response is disaggregated from your other responses to the survey.***

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End of Block: Block 1

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# SIPA DEI survey-Faculty

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## Start of Block: Default Question Block

Q1 What is your primary affiliation at SIPA?

- Ladder faculty (assistant professor) (1)
  - Ladder faculty (associate professor) (2)
  - Ladder faculty (professor) (3)
  - Professor of practice (4)
  - Senior lecturer (5)
  - Lecturer (6)
  - Adjunct/part-time instructor (7)
  - Visiting professor or research scholar (8)
  - Other (please describe) (11)
- 

-----

Q2

How long have you worked at SIPA (in years)?

---

Q3 In your primary affiliation selected above, are you full-time or part-time?

Full time (1)

Part time (2)

---



Q4 What is your current age (in years)?

\_\_\_\_\_

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Q5 Do you currently have caregiving responsibilities?

Yes (1)

No (2)

---

Q6 What is your current sex?

Female (1)

Male (2)

Non-binary / third gender (3)

Prefer to Identify as (4) \_\_\_\_\_

Prefer not to say (5)

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Q7 What is your gender identity? ("Cis" refers to identifying with gender assigned at birth.)

- Man (cisgender) (59)
  - Gender non-conforming (60)
  - Genderqueer (61)
  - Prefer not to say (62)
  - Prefer to identify as (63) \_\_\_\_\_
  - Transgender (64)
  - Woman (cisgender) (65)
- 

Q8 What is your sexual orientation?

- Asexual (1)
  - Bisexual (2)
  - Gay/Lesbian (3)
  - Heterosexual (4)
  - Prefer to identify as (5) \_\_\_\_\_
  - Queer (6)
  - Questioning (7)
-

Q9 Please indicate the **racial, ethnic, or regional groups** with which you identify. (*Check all that apply.*)

- African American (1)
- Asian American (2)
- Australian or New Zealander (21)
- Black (3)
- Caribbean (4)
- Caribbean American (5)
- Central American (6)
- Central Asian (7)
- East Asian (8)
- European (19)
- Hispanic or Latinx (9)
- Middle Eastern or North African (10)
- Native American or Alaskan Native (11)
- Native Hawaiian or Other Pacific Islander (12)
- North American (20)
- South American (13)

- South Asian (14)
  - Southeast Asian (15)
  - Sub-Saharan African (16)
  - White (17)
  - Prefer to identify as: (18)
- 

-----

Q10 Were you born in the United States?

- Yes (1)
  - No (2)
- 

Q11 Please indicate your generation status:

- All of my grandparents and both of my parents were born in the United States (1)
  - Both of my parents were born in the United States (2)
  - One of my parents was born in the United States (3)
  - Neither of my parents was born in the United States (4)
- 

*Display This Question:*

*If Were you born in the United States? = No*

Q12 In which country were you born?

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Q13 With what religious background, if any, do you most identify?

- Agnostic (1)
  - Atheist (2)
  - Bahá'í (3)
  - Buddhist (4)
  - Christian (6)
  - Confucian (9)
  - Hindu (12)
  - Jain (31)
  - Jewish (14)
  - Muslim (19)
  - Sikh (25)
  - Shinto (28)
  - Buddhist (5)
  - Taoist (26)
  - None (29)
  - Other (Please specify): (30)
- 

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Q14 Do you have a disability?

*The American Disabilities Act defines an individual with a disability as a person who has a physical or mental impairment that substantially limits one or more life activities, who has history*

or record of such impairment, or who is perceived to having such impairments. (Check all that apply.)

- I have apparent/visible disabilities (1)
  - I have non-apparent/not visible disabilities (3)
  - I do not have apparent or non apparent disabilities (2)
  - Prefer not to state (4)
- 

Q15 Do you identify as an active member or veteran of the military of your country (e.g., armed forces, military reserves or national guard)?

- Yes, active duty (1)
  - Yes, veteran (2)
  - No, I have never served (3)
- 

Q16 Did either of your parents or guardians have any post-secondary education (either a completed degree or any post-secondary courses)?

- Yes (1)
  - No (2)
- 

Page Break

Q17 As an employee at SIPA, how satisfied are you with the overall campus climate/environment?

- Extremely satisfied (1)
  - Somewhat satisfied (2)
  - Neither satisfied nor dissatisfied (3)
  - Somewhat dissatisfied (4)
  - Extremely dissatisfied (5)
-



Q18 In the scale below, select the best option between each set of adjectives that represents how you would rate SIPA. Please base your selection on **your direct experiences**:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Hostile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Friendly
Racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Anti-racist
Homogenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heterogeneous
Disrespectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Respectful
Contentious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Collegial
Sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-sexist
Individualistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Collaborative
Competitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cooperative
Homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-homophobic
Unsupportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Supportive
Ageist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-ageist
Unwelcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Welcoming
Elitist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-elitist
Ableist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-ableist
US-centric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Globalist

---

Q19 To what extent has racial/ethnic inclusion at SIPA changed during your time working here?

- Improved substantially (1)
  - Improved somewhat (2)
  - No change (3)
  - Worsened somewhat (4)
  - Worsened substantially (5)
- 

Q20 How often are you concerned about your physical safety (excluding COVID concerns) on campus?

- Always (1)
  - Most of the time (2)
  - About half the time (3)
  - Sometimes (4)
  - Never (5)
-

Q21 How often are you concerned about your psychological/emotional safety (excluding COVID concerns) in relation to your work at SIPA?

- Always (1)
  - Most of the time (2)
  - About half the time (3)
  - Sometimes (4)
  - Never (5)
-

Q22 Which of the following have you avoided due to fear for your physical safety (excluding COVID concerns) on campus? (Check all that apply.)

- Parties or other social gatherings (1)
  - Secluded areas on campus (2)
  - University housing (3)
  - Campus buildings (4)
  - Buses or bus stops (5)
  - Parking lots or garages (6)
  - Neighborhoods or other areas surrounding campus (7)
  - Off-campus housing (8)
  - Walking around campus at night (9)
  - Other (Please specify): (10)
- 
- None/Not Applicable (11)
-

Q23 Which of the following have you avoided due to fear for your psychological/emotional safety (excluding COVID concerns) in relation to your work at SIPA? (Check all that apply.)

- Parties or other social gatherings (1)
  - Secluded areas on campus (2)
  - University housing (3)
  - Campus buildings (4)
  - Small group meetings (5)
  - Buses or bus stops (6)
  - Large meetings (7)
  - Parking lots or garages (8)
  - Meetings with a supervisor or advisor (9)
  - Neighborhoods or other areas surrounding campus (10)
  - Off-campus housing (11)
  - Walking around campus at night (12)
  - Other (Please specify): (13)
  - None/Not Applicable (14)
-

Q24 During your time at SIPA, please indicate your level of agreement with each of the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
I am valued as an individual at SIPA. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I belong at SIPA. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others don't value my opinions at SIPA. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have considered leaving SIPA because I felt isolated or unwelcomed. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have found one or more communities or groups where I feel I belong at SIPA. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SIPA has adequate space for religious practice. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am treated with respect at SIPA. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than others to be valued equally at SIPA. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My experience at SIPA has had a positive influence on my personal and professional growth. (9)

My identity(ies) is/are represented among SIPA students. (10)

SIPA has a strong commitment to diversity, equity, and inclusion. (11)

SIPA provides sufficient programs and resources to support the success of a diverse student body. (12)

My identity(ies) is/are represented among SIPA faculty. (13)

I have received opportunities at SIPA for success that are similar to those of my peers. (14)

My identity(ies) is/are represented among SIPA administrators and staff. (15)

There is too much emphasis put on issues of diversity, equity, and inclusion at SIPA. (16)

SIPA is a place where I am able to perform to my full potential. (17)



Q25 At SIPA, how often do you interact in a **meaningful** way with people...

	Always (1)	Most of the time (2)	About half the time (3)	Sometimes (4)	Never (5)
...whose religious beliefs are different than my own (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...whose political opinions are different from my own (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who are immigrants or from an immigrant family (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who are of a different nationality than my own (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who are of a different race or ethnicity than my own (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...whose gender is different than my own (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...whose sexual orientation is different than my own (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who are from a different social class (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who have physical or	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

other  
observable  
disabilities (9)

...who have  
learning,  
psychological,  
or other  
disabilities  
that are not  
readily visible  
(10)



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Page Break

Q26 How would you describe the racial/ethnic composition of the community where you grew up?

- All or nearly all people of my race/ethnicity (1)
  - Mostly people of my race/ethnicity (2)
  - Half my race/ethnicity and half people of other races/ethnicities (3)
  - Mostly other types of races/ethnicities (4)
  - All or nearly all other types of races/ethnicities (5)
- 

Q27 How would you describe the racial/ethnic composition of the school that you attended for your highest degree earned?

- All or nearly all people of my race/ethnicity (1)
  - Mostly people of my race/ethnicity (2)
  - Half my race/ethnicity and half people of other races/ethnicities (3)
  - Mostly other types of races/ethnicities (4)
  - All or nearly all other types of races/ethnicities (5)
- 

Q28 During your time at SIPA, have you felt discriminated against?

- Yes (1)
  - No (2)
-

Q29 During your time at SIPA, have you experienced microaggressions (subtle interactions that communicate disrespect)?

Yes (1)

No (2)



Q30 During your time at SIPA, how often have **YOU experienced discriminatory events or microaggressions** because of your:

	Never (1)	1-2 times (2)	3 or more times (3)
Ability or disability status (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caregiving responsibilities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity or gender expression (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital status (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National origin (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical appearance (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political orientation (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial or ethnic identity (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social class (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran status (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q31 Have you experienced any discriminatory events or microaggressions that were not asked about in the previous questions?

Yes (1)

No (2)

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*Display This Question:*

*If Have you experienced any discriminatory events or microaggressions that were not asked about in... = Yes*

Q32 Please describe any other discriminatory events or microaggressions you have experienced.

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Q33 During your time at SIPA, have you witnessed another employee or student being discriminated against?

Yes (1)

No (2)

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*Display This Question:*

*If During your time at SIPA, have you witnessed another employee or student being discriminated agai... = Yes*

Q34 Please describe the discrimination you witnessed.

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*Display This Question:*

- If What is your primary affiliation at SIPA? = Ladder faculty (assistant professor)*
- Or What is your primary affiliation at SIPA? = Ladder faculty (associate professor)*
- Or What is your primary affiliation at SIPA? = Ladder faculty (professor)*
- Or What is your primary affiliation at SIPA? = Ladder faculty (professor)*
- Or What is your primary affiliation at SIPA? = Professor of practice*
- Or What is your primary affiliation at SIPA? = Visiting professor or research scholar*
- Or What is your primary affiliation at SIPA? = Senior lecturer*
- Or What is your primary affiliation at SIPA? = Lecturer*
- Or What is your primary affiliation at SIPA? = Adjunct/part-time instructor*
- Or What is your primary affiliation at SIPA? = Other (please describe)*

Q35 The following questions ask you to rate conditions in your primary “program/area”. (A “program/area” could be a degree program, concentration, specialization or center/institute.) If you have multiple appointments (including appointments outside of SIPA), please rate the SIPA program/area that you consider to be your primary appointment. Normally this would be the program/area in which you spend the most time (regardless of percentage of budgeted appointment).

If you teach in two SIPA programs/areas to an equal degree, please simply choose one to rate for this survey.

Please indicate your level of agreement with the following statements:

I am valued at SIPA for my:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)	Not Applicable (6)
Teaching (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research/scholarship (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring of students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring of faculty (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional or policymaking experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program management (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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*Display This Question:*

*If What is your primary affiliation at SIPA? = Ladder faculty (assistant professor)*

*Or What is your primary affiliation at SIPA? = Ladder faculty (associate professor)*

*Or What is your primary affiliation at SIPA? = Ladder faculty (professor)*

*Or What is your primary affiliation at SIPA? = Professor of practice*

*Or What is your primary affiliation at SIPA? = Senior lecturer*

*Or What is your primary affiliation at SIPA? = Lecturer*

Q36

Please indicate your level of agreement with the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
I have a voice in the decision-making that affects the direction of my program/area. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching workload is fairly and equitably distributed in my program/area. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are fair and equitable expectations regarding research in my program/area. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are fair and equitable expectations regarding service in my program/area. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are fair and equitable processes for determining compensation in my program/area. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support is provided fairly and equitably in my program/area.  
(6)

Rewards for work performance are fairly and equitably distributed in my program/area.  
(7)

I am provided with adequate resources and expertise to address matters of diversity, equity, inclusion and belonging in my teaching.  
(8)

I understand the mechanisms to report or address issues surrounding discrimination.  
(10)

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*Display This Question:*

*If What is your primary affiliation at SIPA? = Visiting professor or research scholar*

*Or What is your primary affiliation at SIPA? = Adjunct/part-time instructor*

*Or What is your primary affiliation at SIPA? = Other (please describe)*

Q37 Please indicate your level of agreement with the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
I have adequate support for my teaching at SIPA. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am provided with adequate resources and expertise to address matters of diversity, equity, inclusion and belonging in my teaching. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the mechanisms to report or address issues surrounding discrimination. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q38 Do you believe your current syllabi, course content and class discussions adequately address issues of diversity, equity, inclusion and belonging?

Yes (1)

No (2)

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Display This Question:

If Do you believe your current syllabi, course content and class discussions adequately address issu... = Yes

Q39 Please describe how these issues are addressed:

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Q40 At SIPA, I consider the following groups to be diverse:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deans/senior administrators (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other staff members (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q41 Have you reported any incidents of discrimination?

- Yes (1)
- No (2)

*Display This Question:*

*If Have you reported any incidents of discrimination? = Yes*

Q42 Did you feel supported in that process?

Yes (1)

No (2)

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*Display This Question:*

*If Did you feel supported in that process? = No*

Q43 Please describe why you felt unsupported.

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*Display This Question:*

*If Have you reported any incidents of discrimination? = Yes*

Q44 Was that particular issue for which you made a report resolved satisfactorily?

Yes (1)

No (2)

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*Display This Question:*

*If Was that particular issue for which you made a report resolved satisfactorily? = No*

Q45 Please describe why you felt your report was not resolved satisfactorily.

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Q46 I am treated fairly and equitably at SIPA in general.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q47 Would you recommend SIPA as a place to work?

- Yes (1)
- Maybe (2)
- No (3)

*Display This Question:*

*If Would you recommend SIPA as a place to work? = Maybe*

*Or Would you recommend SIPA as a place to work? = No*

Q48 Why wouldn't you recommend SIPA as a place to work? Please do not include personally-identifying information in your response.

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Q49 This survey has asked you to reflect on a large number of issues relating to your experiences at SIPA. Using paragraph format to separate your thoughts, please elaborate on any of your survey responses or feel free to further describe your experiences. Recommendations for change are welcomed.

**Please do not include personally-identifying information in your response.**

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End of Block: Default Question Block

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Start of Block: Block 1



Q50 If you are interested in sharing your experiences as part of an interview or focus group, please provide your email address below. ***This response is disaggregated from your other responses to the survey.***

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End of Block: Block 1

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# SIPA DEI survey-Staff

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Start of Block: Default Question Block

Q1 What is your primary affiliation at SIPA?

- Officer of administration (12)
  - Staff (13)
  - Other (Please describe) (14)
- 

-----

Q2 How long have you worked at SIPA (in years)?

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Q3 In your primary affiliation selected above, are you full-time or part-time?

- Full time (1)
  - Part time (2)
- 



Q4 What is your current age (in years)?

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Q5 Do you currently have caregiving responsibilities?

- Yes (1)
  - No (2)
- 

Q6 What is your current sex?

- Female (1)
  - Male (2)
  - Non-binary / third gender (3)
  - Prefer to Identify as (4) \_\_\_\_\_
  - Prefer not to say (5)
- 

Q7 What is your gender identity? ("Cis" refers to identifying with gender assigned at birth.)

- Man (cisgender) (59)
  - Gender non-conforming (60)
  - Genderqueer (61)
  - Prefer not to say (62)
  - Prefer to identify as (63) \_\_\_\_\_
  - Transgender (64)
  - Woman (cisgender) (65)
-

Q8 What is your sexual orientation?

Asexual (1)

Bisexual (2)

Gay/Lesbian (3)

Heterosexual (4)

Prefer to identify as (5) \_\_\_\_\_

Queer (6)

Questioning (7)



Q9 Please indicate the **racial, ethnic, or regional groups** with which you identify. (*Check all that apply.*)

- African American (1)
- Asian American (2)
- Australian or New Zealander (19)
- Black (3)
- Caribbean (4)
- Caribbean American (5)
- Central American (6)
- Central Asian (7)
- East Asian (8)
- European (20)
- Hispanic or Latinx (9)
- Middle Eastern or North African (10)
- Native American or Alaskan Native (11)
- Native Hawaiian or Other Pacific Islander (12)
- North American (21)
- South American (13)

- South Asian (14)
  - Southeast Asian (15)
  - Sub-Saharan African (16)
  - White (17)
  - Prefer to identify as: (18)
- 

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Q10 Were you born in the United States?

- Yes (1)
  - No (2)
- 

Q11 Please indicate your generation status:

- All of my grandparents and both of my parents were born in the United States (1)
  - Both of my parents were born in the United States (2)
  - One of my parents was born in the United States (3)
  - Neither of my parents was born in the United States (4)
- 

*Display This Question:*

*If Were you born in the United States? = No*

Q12 In which country were you born?

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Q13 Do you have a disability?

*The American Disabilities Act defines an individual with a disability as a person who has a physical or mental impairment that substantially limits one or more life activities, who has history or record of such impairment, or who is perceived to having such impairments. (Check all that apply.)*

- I have apparent/visible disabilities (1)
  - I have non-apparent/not visible disabilities (3)
  - I do not have apparent or non apparent disabilities (2)
  - Prefer not to state (4)
-

Q14 With what religious background, if any, do you most identify?

- Agnostic (1)
  - Atheist (2)
  - Bahá'í (3)
  - Buddhist (5)
  - Christian (6)
  - Confucian (9)
  - Hindu (12)
  - Jain (13)
  - Jewish (16)
  - Muslim (19)
  - Shinto (22)
  - Sikh (25)
  - Taoist (26)
  - None (29)
  - Other (please specify): (30)
-

Q15 Do you identify as an active member or veteran of the military of your country (e.g., armed forces, military reserves or national guard)?

- Yes, active duty (1)
  - Yes, veteran (2)
  - No, I have never served (3)
- 

Q16 Did either of your parents or guardians have any post-secondary education (either a completed degree or any post-secondary courses)?

- Yes (1)
  - No (2)
- 

Page Break

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Q17 As an employee at SIPA, how satisfied are you with the overall campus climate/environment?

- Extremely satisfied (1)
  - Somewhat satisfied (2)
  - Neither satisfied nor dissatisfied (3)
  - Somewhat dissatisfied (4)
  - Extremely dissatisfied (5)
- 

Q18 Are you covered by a union collective bargaining agreement?

- Yes (1)
  - No (3)
- 

Q19 Do you also take classes at Columbia?

- Yes (1)
  - No (2)
-

Q20 In the scale below, select the best option between each set of adjectives that represents how you would rate SIPA. Please base your selection on **your direct experiences**:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Hostile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Friendly
Racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Anti-racist
Homogenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heterogeneous
Disrespectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Respectful
Contentious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Collegial
Sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-sexist
Individualistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Collaborative
Competitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cooperative
Homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-homophobic
Unsupportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Supportive
Ageist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-ageist
Unwelcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Welcoming
Elitist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-elitist
Ableist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-ableist
US-centric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Globalist

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Q21 To what extent has racial/ethnic inclusion at SIPA changed during your time working here?

- Improved substantially (1)
  - Improved somewhat (6)
  - No change (7)
  - Worsened somewhat (8)
  - Worsened substantially (9)
- 

Q22 How often are you concerned about your physical safety (excluding COVID concerns) on campus?

- Always (1)
  - Most of the time (2)
  - About half the time (3)
  - Sometimes (4)
  - Never (5)
-

Q23 How often are you concerned about your psychological/emotional safety (excluding COVID concerns) in relation to your work at SIPA?

- Always (1)
  - Most of the time (2)
  - About half the time (3)
  - Sometimes (4)
  - Never (5)
-

Q24 Which of the following have you avoided due to fear for your physical safety (excluding COVID concerns) on campus? (Check all that apply.)

- Parties or other social gatherings (1)
  - Secluded areas on campus (2)
  - University housing (3)
  - Campus buildings (4)
  - Buses or bus stops (5)
  - Parking lots or garages (6)
  - Neighborhoods or other areas surrounding campus (7)
  - Off-campus housing (8)
  - Walking around campus at night (9)
  - Other (Please specify): (10)
- 
- None/Not Applicable (11)

Q25 Which of the following have you avoided due to fear for your psychological/emotional safety (excluding COVID concerns) in relation to your work at SIPA? (Check all that apply.)

- Parties or other social gatherings (1)
  - Secluded areas on campus (2)
  - University housing (3)
  - Campus buildings (4)
  - Small group meetings (5)
  - Buses or bus stops (6)
  - Large meetings (7)
  - Parking lots or garages (8)
  - Meetings with a supervisor or advisor (9)
  - Neighborhoods or other areas surrounding campus (10)
  - Off-campus housing (11)
  - Walking around campus at night (12)
  - Other (Please specify): (13)
  - None/Not Applicable (14)
-

Q26 During your time at SIPA, please indicate your level of agreement with each of the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
I am valued as an individual at SIPA. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I belong at SIPA. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others don't value my opinions at SIPA. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have considered leaving SIPA because I felt isolated or unwelcomed. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have found one or more communities or groups where I feel I belong at SIPA. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SIPA has adequate space for religious practice. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am treated with respect at SIPA. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than others to be valued equally at SIPA. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



My experience at SIPA has had a positive influence on my personal and professional growth. (9)

My identity(ies) is/are represented among SIPA students. (10)

SIPA has a strong commitment to diversity, equity, and inclusion. (11)

SIPA provides sufficient programs and resources to support the success of a diverse student body. (12)

My identity(ies) is/are represented among SIPA faculty. (13)

I have received opportunities at SIPA for success that are similar to those of my peers. (14)

My identity(ies) is/are represented among SIPA administrators and staff. (15)

There is too much emphasis put on issues of diversity, equity, and inclusion at SIPA. (16)

SIPA is a place where I am able to perform to my full potential. (17)

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Q27 At SIPA, how often do you interact in a **meaningful** way with people...

	Always (1)	Most of the time (2)	About half the time (3)	Sometimes (4)	Never (5)
...whose religious beliefs are different than my own (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...whose political opinions are different from my own (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who are immigrants or from an immigrant family (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who are of a different nationality than my own (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who are of a different race or ethnicity than my own (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...whose gender is different than my own (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...whose sexual orientation is different than my own (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who are from a different social class (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

...who have physical or other observable disabilities (9)

...who have learning, psychological, or other disabilities that are not readily visible (10)

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Page Break

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Q28 How would you describe the racial/ethnic composition of the community where you grew up?

- All or nearly all people of my race/ethnicity (1)
  - Mostly people of my race/ethnicity (2)
  - Half my race/ethnicity and half people of other races/ethnicities (3)
  - Mostly other types of races/ethnicities (4)
  - All or nearly all other types of races/ethnicities (5)
- 

Q29 How would you describe the racial/ethnic composition of the school that you attended for your highest degree earned?

- All or nearly all people of my race/ethnicity (1)
  - Mostly people of my race/ethnicity (2)
  - Half my race/ethnicity and half people of other races/ethnicities (3)
  - Mostly other types of races/ethnicities (4)
  - All or nearly all other types of races/ethnicities (5)
- 

Q30 During your time at SIPA, have you felt discriminated against?

- Yes (1)
  - No (2)
-

Q31 During your time at SIPA, have you experienced microaggressions (subtle interactions that communicate disrespect)?

Yes (1)

No (2)



Q32 During your time at SIPA, how often have **YOU experienced discriminatory events or microaggressions** because of your:

	Never (1)	1-2 times (2)	3 or more times (3)
Ability or disability status (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caregiving responsibilities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity or gender expression (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital status (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National origin (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical appearance (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political orientation (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial or ethnic identity (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social class (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran status (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q33 Have you experienced any discriminatory events or microaggressions that were not asked about in the previous questions?

Yes (1)

No (2)

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*Display This Question:*

*If Have you experienced any discriminatory events or microaggressions that were not asked about in... = Yes*

Q34 Please describe any other discriminatory events or microaggressions you have experienced.

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Q35 During your time at SIPA, have you witnessed another employee or student being discriminated against?

Yes (1)

No (2)

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*Display This Question:*

*If During your time at SIPA, have you witnessed another employee or student being discriminated agai... = Yes*

Q36 Please describe the discrimination you witnessed.

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Q37 The following question asks you to rate conditions in your primary “work unit” at SIPA. If you have multiple appointments, please rate the SIPA work unit that you consider to be your primary appointment. Normally this would be the work unit in which you spend the most time (regardless of percentage of budgeted appointment).  
If you work in two SIPA work units to an equal degree, please simply choose one to rate for this survey.

Please indicate your level of agreement with the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
My ideas are seriously considered in my unit. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a voice in the decision-making that affects my work in my unit. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workload is fairly and equitably distributed in my unit. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are fair and equitable processes for determining compensation in my unit. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support is provided fairly and equitably in my unit. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rewards for work performance are fairly and equitably distributed in my unit. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I can freely raise and discuss issues of diversity and inclusion in my unit. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I understand the mechanisms to report or address issues surrounding discrimination.  
(8)

Q38 At SIPA, I consider the following groups to be diverse:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deans/senior administrators (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other staff members (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q39 Have you reported any incidents of discrimination?

- Yes (1)
- No (2)

*Display This Question:*

*If Have you reported any incidents of discrimination? = Yes*

Q40 Did you feel supported in that process?

- Yes (1)
- No (2)

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*Display This Question:*

*If Did you feel supported in that process? = No*

Q41 Please describe why you felt unsupported.

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*Display This Question:*

*If Have you reported any incidents of discrimination? = Yes*

Q42 Was that particular issue for which you made a report resolved satisfactorily?

- Yes (1)
- No (2)

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*Display This Question:*

*If Was that particular issue for which you made a report resolved satisfactorily? = No*

Q43 Please describe why you felt your report was not resolved satisfactorily.

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Q44 I am treated fairly and equitably at SIPA in general.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q45 Would you recommend SIPA as a place to work?

- Yes (1)
- Maybe (2)
- No (3)

*Display This Question:*

*If Would you recommend SIPA as a place to work? = Maybe*

*Or Would you recommend SIPA as a place to work? = No*

Q46 Why wouldn't you recommend SIPA as a place to work? Please do not include personally-identifying information in your response.

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Q47 This survey has asked you to reflect on a large number of issues relating to your experiences at SIPA. Using paragraph format to separate your thoughts, please elaborate on any of your survey responses or feel free to further describe your experiences. Recommendations for change are welcomed.

**Please do not include personally-identifying information in your response.**

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End of Block: Default Question Block

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Start of Block: Block 1



Q48 If you are interested in sharing your experiences as part of an interview or focus group, please provide your email address below. ***This response is disaggregated from your other responses to the survey.***

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End of Block: Block 1

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# About **Iere**

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## **DIVERSITY, EQUITY & INCLUSION**

Society's various institutions—government, business, and non-profit—are at their strongest and most creative and innovative when their goals, values, people, policies/processes, and structures embrace and reflect the principles of diversity, equity, and inclusion. We define diversity in an expansive way, including, but not limited to, race/ethnicity, disability, gender identity, sexual orientation, age, ideology/worldview, religion/spirituality, socioeconomic status, language, education, and citizenship status. We envision environments where myriad identities are substantively represented, and where people are valued, and treated fairly and equitably.

In an increasingly globalized world, people are searching for solutions and standards to better understand how to create diverse, equitable and inclusive environments. While we do offer specific training, we care deeply about organizational transformation. We can help you assess your environment, collect and analyze data, and offer recommendations on solutions. We offer the expertise, but we do this work in tandem with you, so that you build in mechanisms to monitor, evaluate and sustain your own progress and successes.

We use surveys, focus groups, interviews, observations, human resource policy analysis and other artefacts from your environment to assess your institutional culture and the impact it is having on your varied constituencies (internal and external). Apart from DEI audits, we also offer training and facilitation in inclusive leadership, anti-racism, reducing bias in hiring/promotion/performance evaluations/pipeline development, and intercultural competencies, among others.

DEI is not work that can or will be accomplished overnight, but with your sustained commitment, we can help you create meaningful change.

## **CONTACT**

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**Iere Strategies, LLC values SIPA's enthusiasm to engage in a DEI audit and thanks members of the SIPA community – its students, student groups, faculty, staff and alumni, who so enthusiastically participated in numerous focus groups and interviews. Further, the DEI Steering Committee is acknowledged for its flexibility and willingness to accede to requests for additional documentation and details. Congratulations on taking a major step in helping SIPA realize a better version of itself!**



**[www.IereStrategies.com](http://www.IereStrategies.com)**