

DEI Audit

Master of Public Administration

Environmental Science and Policy

The Earth Institute | School of International and Public Affairs
Columbia University



Prepared by
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Congratulations

Here Strategies, LLC values ESP's courage to engage in a DEI audit and thanks members of the ESP community – its students, faculty, staff and alumni, who so enthusiastically participated in numerous surveys, focus groups and interviews. Further, the DEI 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 ESP realize a better version of itself!

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
BIPOC:	Black, Indigenous, and people of color
CAQDAS:	Computer-assisted (or aided) qualitative data analysis software
DEI:	Diversity, Equity, and Inclusion
HBCUs:	Historical Black Colleges and Universities
HR:	Human Resources
LGBTQ:	Lesbian, Gay, Bisexual, Transgender, Queer
MSIs:	Minority Serving Institutions
POC:	People of Color
SES:	Socio-economic Status

Contents

04	Acronyms
05	Executive Summary
09	Diversity & Environmental Science A Review of the Literature
13	Methodology DEI Audit
16	Findings
55	Recommendations
Appendices	
68	Appendix A Challenges and Efficacy of Diversity Training
73	Appendix B References
75	Appendix C Syllabus & Lecture DEI Checklist
85	Appendix D ESP Student Survey Report
147	Appendix E ESP Alumni Survey Report
214	Appendix F ESP Faculty/Staff Survey Report

Executive Summary

Context

In the spring of the 2020-2021 Academic Year, Iere Strategies was retained by the MPA in Environmental Science and Policy (ESP) program, a joint program of the Earth Institute and the School of International and Public Affairs, Columbia University, to undertake a Diversity, Equity, and Inclusion (DEI) Audit. This audit and the accompanying preparatory work within ESP occurred in the context of a global pandemic, which perhaps curtailed the pace, scale and tenor of data collection. However, a major strength at ESP has been the incredibly dedicated, hard-working, and passionate students, staff, administrators, and individual faculty who have been extremely vocal in their call for meaningful progress toward diversity, equity, and inclusion. ESP has undertaken several diversity initiatives and are seeking to build on these efforts to foster more substantive DEI change in the program.

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 ESP
2. To issue a report with recommendations to the DE&I Committee

Methodology

Iere issued 3 surveys (in consultation with the ESP DE&I committee) to ESP student, faculty/staff and alumni constituencies. Our work also included focus groups with students, staff, faculty, alumni, together with interviews of members of the ESP DE&I Committee, and analyses of the ESP website and several artifacts sought from or provided by ESP. We also conducted a curricular analysis of two consecutive sessions from five courses from the ESP core curriculum.

In sum, data were sourced from:

- Quantitative and Qualitative Survey data from a total of 200 respondents (19 Faculty/Staff, 149 Alumni, and 32 Students)
- Focus Groups with a total of 20 individuals (6 Faculty/Staff, 9 Alumni, 7 Students)
- Interviews with members of the DEI Steering Committee. 5 Individuals
- Analysis of ESP Website
- Analysis of syllabi and class lectures (two consecutive sessions of each course) for the following: Sustainability Management (ENVP U6234, Fall 2020), Ethics, Values,

and Justice (ENVP U6225.001, Fall 2020), Microeconomics and Policy Analysis II (ENVP U8216, Spring 2021), Environmental Policy - Financial Management (U8201, Spring 2021), and Workshop in Applied Earth Systems Policy Analysis (ENVP U9232, Spring 2021)

- 2 Artifacts:
 - Admissions data and ESP internal communications on recruitment and marketing

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, 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 in an environment wherein they can be their fully authentic selves and 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
- Diversity and Environmental Science (which offers a terse literature review on DEI)
- Methodology
- Findings
- Recommendations
- Appendices: including Research on Diversity Training Efficacy; References; Syllabi and Lecture Rubrics; and Quantitative Survey Findings

Findings: Main themes

The main themes presented below were generated from the aforementioned sources. While the sample size for the focus groups and interviews were small and not intended to be representative of the entire ESP 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 sometimes minoritized status in that institution would appear as small subsets in the larger data set.

Before we enumerate the main themes, we wish to commend ESP for pursuing this DEI audit, for their assistance in providing us the materials that we needed, and for the DEI related initiatives that they have been pursuing. DEI work is not an overnight endeavor, and we recognize that sometimes sustainable change takes time and consistent effort.

These 5 major themes emerged from the analyses:

1. Faculty DEI Initiatives Perceived as Ineffective
2. Perception of Outdated Curricula: A curricular offering that is perceived as outdated and does not reflect students' needs and interests
3. A transactional culture which is believed to inhibit a meaningful engagement with Diversity, Equity and Inclusion
4. A lack of social, racial and ideological diversity within the ESP community
5. Existing patterns of microaggressions and a perceived culture of impunity

Key Recommendations

Iere has generated an extensive list of recommendations. Of course, these are mere suggestions, and ESP should indeed customize the trajectory that best suits its community's needs, resources and energies.

This list of recommendations is given in no particular order:

1. Build on existing successful efforts
2. Robust, Ongoing DEI education (with efficacy assessment) for faculty, staff/administrators and students.
3. Bias/Discrimination Reporting
4. Incent faculty and staff doing innovative DEI work
5. Develop a program based on restorative practices to facilitate informal resolution of DEI-related incidents
6. Continue to try to diversify the student body, faculty, and staff
7. Admissions
8. Entrenching DEI as authentic
9. Curriculum review

10. Develop curricular standards that foster DEI
11. Course Evaluation Assessment
12. Repository for sharing resources
13. Website Augmentation
14. Ongoing climate study
15. Continued transparency
16. Issue an annual DEI report card
17. Searches should include a DEI advisor and use of a rubric
18. Students on Search Committees
19. Mentoring program
20. Disaggregating DEI data

Conclusion

At the start of the Findings section, here lists some strengths of the ESP program, as gleaned from this audit; here encourages ESP to build upon those efforts, strategies and approaches that are working well. The recommendations contained herein are based on here's data analyses, as well as best practices and research in diversity, equity and inclusion. These recommendations should be operationalized and implemented in a systematic fashion, and with ample resources and community-wide participation (staff, faculty, alumni, students, and the wider University community). It should be noted that no one recommendation is a panacea, 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 the organization; it all depends on internalizing the will to create a climate where diversity, equity, and inclusion thrive.

Diversity & Environmental Science

Introduction

Environmental Science is not exclusively centered around environmental issues. Mitigating issues related to environmental concerns also involve addressing ethical questions that examine topics of diversity, equity, and inclusion (DEI). Additionally, policy making carries potentially revolutionary impacts in the environmental sector. In 2014, Green 2.0 released “The State of Diversity in Environmental Organizations: Mainstream NGOs, Foundations & Government Agencies,” a comprehensive report on diversity in the environmental movement. The report surveyed 191 environmental non-profits, 74 government environmental agencies, and 28 leading environmental grant making foundations to investigate their gender and racial diversity composition (Taylor, 2014). Findings revealed that although all three types of environmental institutions expressed a desire for increased diversity, all made significant progress in gender diversity but mostly with White women. Despite the gender diversity progress, the most senior-level and powerful positions were still held by White men. Additionally, racial diversity was severely lagging as results showed that 88% of staff members and 95% of governing boards were White. To make substantive progress in both environmental sustainability and DEI requires intentionality where complex issues like climate change and DEI require everyone’s involvement. It is therefore essential that institutions offering programs like Columbia’s Environmental Science and Policy (ESP) program address issues of DEI as they prepare students to be future policy leaders of sustainability in an increasingly globalized world.

In an environment that is dedicated to diversity, equity, and inclusion, 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 in an environment wherein they can be their fully authentic selves and 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.

In light of the nation's current reckoning with racial injustices as experienced by Black, Indigenous, People of Color (BIPOC) communities, particularly as it relates to police violence in Black and brown communities and the increase in anti-Asian hate crimes, various industries and institutions are critically reviewing how DEI intersect within their specific fields. Institutions are grappling with the gravity of the Black Lives Matter movement sparked by the deaths of many Black Americans from Trayvon Martin in 2012 to George Floyd and Breonna Taylor in 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, most fail in reimagining and transforming systems that uphold the existing status quo. It is insufficient to proclaim that DEI is important; action is paramount. When changes are not made, institutional commitments to DEI can appear inauthentic given the extensive research that illustrate the negative experiences of students of color (Barnett, 2020; Robertson et al., 2014).

As regards ESP more specifically, DEI and environmental science and policy are both concerned with the creation and maintenance of a just and sustainable society. So as to equip students with the requisite skills to be leaders in environmental science and policy, the ESP program offers students a wide array of opportunities to build skills and competencies in policy analysis, managing organizational change and innovation, public and environmental ethics, designing robust studies, conflict resolution, translating science for lay audiences (ESP Website). ESP sees DEI intersecting with all of these aforementioned areas; so as to augment their work, ESP aims to diversify its faculty, staff and student body, to center equity in the curriculum, and to foster a more inclusive environment for all community members (DEI Tab on the ESP Website). Many constituents (i.e. faculty, staff, alumni and students) are interested and invested in this mandate. Students have the potential to especially advance DEI issues at ESP because they are uniquely able to build collective action and pressure universities in ways that other stakeholders cannot. Student engagement, therefore, is critical to achieving deep, transformational changes at the institutional level (Murray, 2018).

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” (Melnick, 2018). 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 historic 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 wide 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, a marked diminution of the impact of hundreds of years of inequality in the USA would require much more than court decisions, legislative acts or policy changes.

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 sustainability, professional development, curriculum, and hiring processes, then current and aspiring university leaders, faculty, and staff must develop a corresponding skill set, including culturally responsive training (Caldwell, Davis, DuBois, 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.

Conclusion

Diversity, equity and inclusion are linked; it is not helpful to boost diversity among the faculty, staff and students, but not address a climate and culture that are 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 does not belong to any one individual at an institution (such as a Chief Diversity Officer) or a DEI committee; 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 and sustain spaces in which everyone can thrive.

Methodology

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 in the Environmental Science and Policy program, a joint program of the Earth Institute and the School of International and Public Affairs, Columbia University, Iere Strategies, LLC was retained to conduct a comprehensive audit of diversity, equity and inclusion practices and attitudes in the program.

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 in the ESP program;
- Evaluate beliefs and attitudes around diversity, equity and inclusion by faculty, staff, students, administration and alumni of the ESP program;
- Review policies, procedures and practices, inclusive of course syllabi and class recordings;
- Examine the interface between administrative action and community expectations around matters of diversity, equity and inclusion in the ESP program;
- Provide recommendations on a way forward.

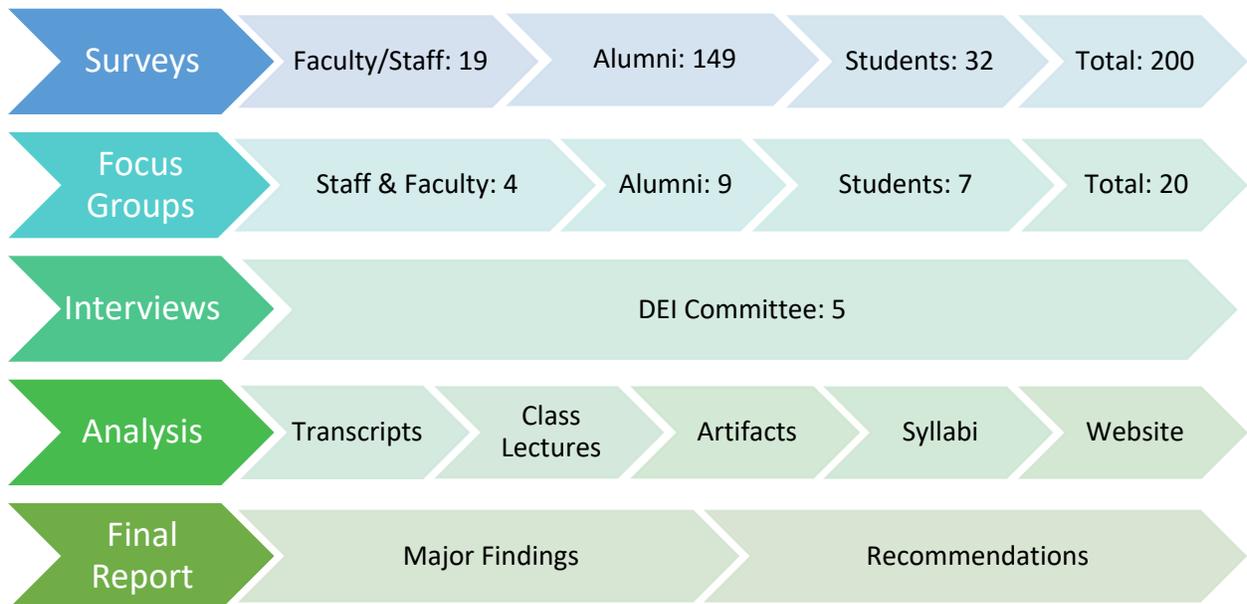
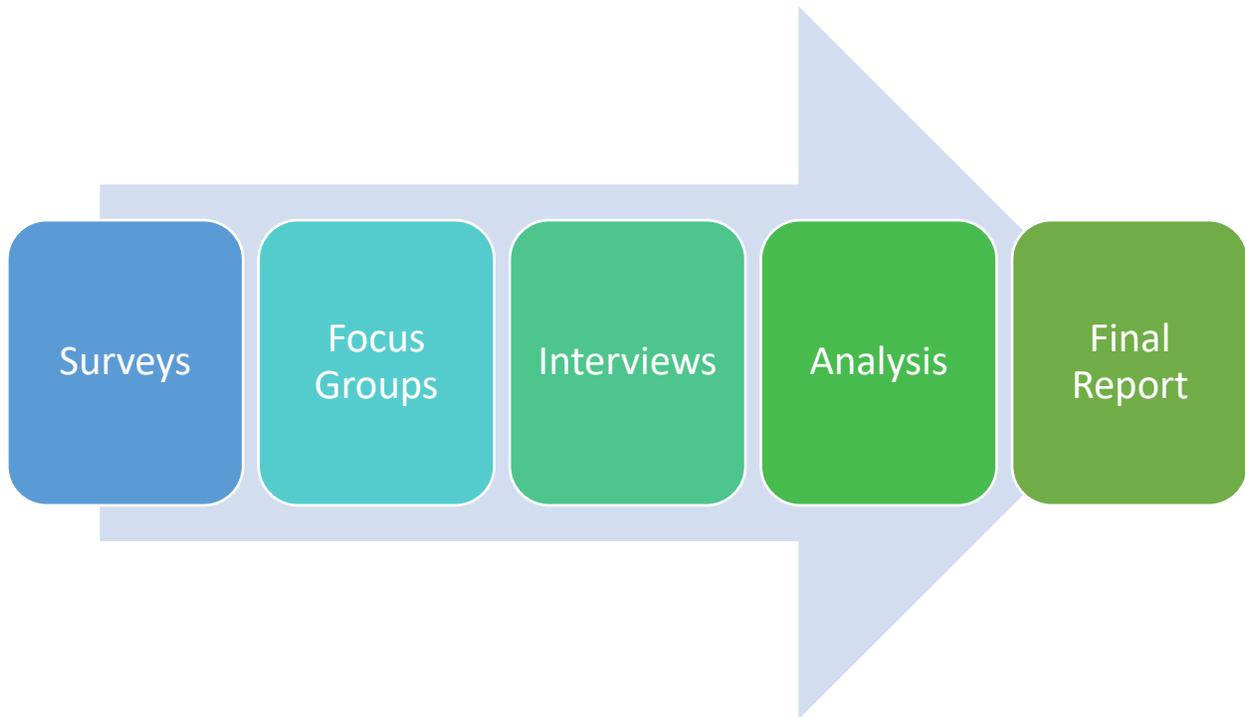
DEI Audit Process

Using data sourced from three (3) climate surveys of students, alumni, and faculty/staff/administrators of the ESP program, Iere Strategies, LLC undertook focus groups of students, faculty, staff and alumni of the ESP program. These focus groups were supplemented with individual interviews of members of the ESP DEI Committee. To triangulate these findings, data analysis of focus groups and interviews were combined with analysis of relevant artifacts, syllabi, class recordings of select core courses and the ESP 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. 20 Individuals
- Interviews with members of the DEI Committee. 5 Individuals
- Analysis of ESP Website
- Curricular Assessment of 5 courses from ESP Core Curriculum
- 2 Artifacts: Communications regarding recruitment, marketing and DEI fellowships; and admissions data.

ESP DEI Audit Process



Findings

This section draws on numerous data sources provided by ESP along with our own data collected throughout the DEI audit. Examples of these data sources include: the surveys here administered to faculty/staff/administration, students, alumni; interviews and focus groups; analyses of ESP's website, class lectures and syllabi; ESP admissions data and internal communications. The following sections draw on these data sources to both contextualize the landscape of diversity, equity, and inclusion at ESP, as well as assess how existing efforts are experienced and perceived by ESP's many stakeholders. We have organized our findings into website analysis, curricular assessments, and then 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 ESP's engagement with broad issues of DEI within its community and beyond.

Strengths of the ESP Program

It should be acknowledged that ESP has made efforts to address DEI concerns within its program. ESP has a dedicated Diversity Equity and Inclusion Committee, formed in 2020; this committee oversees the MPA in Environmental Science and Policy program's anti-racism work, provides accountability for the implementation of recommendations that emerge from committee discussions, and communicates periodically with students, alumni, and faculty on the program's progress.

Recruitment

ESP has also made some recruitment efforts and held information sessions, online presentations, that are open to all and provide basic information about ESP to prospective students. Historically, these information sessions are posted on the ESP website, advertised on digital ads, and included in recruitment emails. In an effort to diversify the applicant pool, ESP conducted information sessions catered specifically to prospective

students at Historically Black Colleges and Universities (HBCUs) and Minority Serving Institutions (MSIs). ESP's outreach for the information sessions included emailing faculty and staff, who ESP could identify as being associated with environmental studies at HBCUs and MSIs, to ask them to share details of the information sessions to interested students. Other outreach included social media posts (i.e., Instagram, Twitter) using pertinent hashtags, and mentions of these information sessions in recruitment emails. These sessions were held on the following dates along with the number of RSVPs and the actual number of those attended:

- December 2, 2020 (103 RSVPs, 31 attended)
- February 2, 2021 (17 RSVPs, 6 attended)
- March 24, 2021 (3 RSVPs, 2 attended)
- April 7, 2021 (5 RSVPs, 0 attended)

To further boost recruitment efforts, ESP worked with Situation Interactive, a digital advertising agency, to launch a LinkedIn campaign beginning on August 13, 2020 targeted at professionals who have an interest in environmental science and policy and who were also HBCU and MSI graduates. Situation Interactive's Fall 2020 performance report noted that the HBCU/MSI-targeted campaign saw slightly higher engagement than previous LinkedIn advertising conducted by the ESP program.

Funding

As far as additional financial student support, for the past 8 years, ESP has offered a Dean's Fellowship in Environmental Science and Policy: a full-tuition grant and Earth Institute Internship, valued at over \$80,000, and awarded to top incoming students. While BIPOC students have historically been recipients of this Dean's Fellowship, as of 2020, the Dean's Fellowship in Environmental Science and Policy has been formally dedicated to a top BIPOC student. Additionally, starting in 2020, a partial fellowship of \$30,000 is awarded to an incoming student from an underrepresented group. The ESP Dean's Fellowship is advertised on <https://www.goldenkey.org>, a non-profit committed to diversity.

Students who live in India may apply for the Shardashish Fellowship: a \$50,000 tuition grant, which is awarded by the Shardashish Foundation. The program also offers other partial fellowships to white, BIPOC, and international students based on academic merit and financial need.

Faculty Efforts

Based on the qualitative data gathered during this audit, several students acknowledged that ESP faculty members were making efforts to incorporate DEI into their coursework. As will later be discussed in greater depth, numerous focus groups and interview participants, however, remarked that these efforts were often ineffective or even counterproductive. While faculty interest and commitment to DEI is imperative, this reveals the importance of offering more effective faculty training on how to integrate DEI effectively into their courses.

Survey Sample Characteristics

As part of the DEI audit, Iere administered three separate surveys in 2021 to ESP students, alumni, and faculty/staff/administrators. The demographics of the survey respondents are presented in Table 1 below. Iere's survey data included 200 respondents: 32 (16%) students, 149 (74.5%) alumni, and 19 (9.5%) faculty, staff, and administrators. The survey sample represents 76.2% of all 42 current students, 14.3% of all 900 alumni, and 65% of all 20 faculty members (13 of the 19 respondents reported being faculty). (NOTE: we are still awaiting clarification from ESP on the total numbers and their demographics to offer comparisons against the demographics of the survey participants). Respondents were given the ability to mark several choices regarding their racial or ethnic identities; those who chose more than one racial identity were categorized as 'Multiracial'.

Table 1

<i>Demographics</i>		Sample	
Characteristic	Subgroup	<i>n</i>	%
Position status	Administrator/Faculty/Staff	19	9.5%
	Alumni	149	74.5%

	Student	32	16.0%
Gender identity	Genderqueer / Non-Binary	0	0.0%
	Gender Non-Conforming	0	0.0%
	Man	62	31.0%
	Transgender Man	0	0.0%
	Transgender Woman	0	0.0%
	Woman	110	55.0%
	Prefer Not to Say	1	0.5%
	Prefer to Self Describe	1	0.5%
	Missing	26	13.0%
Race/Ethnicity	African American/Black	8	4.0%
	Asian American/ Asian	33	16.5%
	Hispanic/Latinx	11	5.5%
	Middle Eastern/North African	0	0.0%
	Native American/Alaskan Native	0	0.0%
	Native Hawaiian/Other Pacific	0	0.0%

Islander

White 100 50.0%

Prefer to Self Describe 0 0.0%

Multiracial 16 8.0%

Missing 32 16.0%



Position status Administrator/Faculty/Staff 19 9.5%

Alumni 149 74.5%

Student 32 16.0%



Sexual Orientation Asexual 9 4.5%

Bisexual 6 3.0%

Gay/Lesbian 5 2.5%

Heterosexual 144 72.0%

Pansexual 2 1.0%

Queer 3 1.5%

Questioning 3 1.5%

Self-Describe 2 1.0%

	Missing	26	13.0%
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Citizenship Status	Asylum Seeker/Refugee	0	0.0%
	Non-immigrant	25	12.5%
	Permanent resident	3	1.5%
	Undocumented	0	0.0%
	US Citizen	117	58.5%
	Missing	55	27.5%

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Disabilities	Have Apparent/Visible Disabilities	1	0.5%
	Do Not Have Apparent or Non-Apparent Disabilities	122	61.0%
	Have Non-Apparent/Not Visible Disabilities	18	9.0%
	Prefer Not to State	7	3.5%
	Missing	52	26.0%

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Veteran Status	Yes, Active Duty	1	0.5%
	Yes, Veteran	2	1.0%

No, Never Served	144	72.0%
Missing	53	26.5%

Diversity, Equity, Inclusion at ESP: Findings

Website Analysis

Iere conducted a DEI analysis of the ESP website on April 4, 2021. The ESP website emphasizes real-world experiential learning that students will receive via the practical application of classroom experiences.

The main audiences of SIPA’s website are prospective students, current students, alumni and faculty. Students are viewed as potential change agents in the environmental realm. Upon graduation, ESP students become a part of the ESP Alumni network and a small subset of alumni voluntarily serve as ambassadors who speak to prospective students about their experiences in the program and their careers in sustainability. The role of the faculty appears to fit the traditional role of the instructor: faculty are typically seen as the disseminator of knowledge or expertise.

While DEI is not infused throughout the website, there are dedicated spaces to DEI on the site. There is a tab dedicated to DEI that provides an overview of the ESP DEI committee (which comprise alumni, faculty, staff, and students); there is a link to the Environmental Justice Committee that students formed. The tab includes ESP’s mission which explicitly takes an anti-racist stance. It also includes meeting notes from past committee meetings which serves as a nascent repository for DEI work, conveys a sense of transparency, and provides a way for incoming community members to hold the institution accountable to commitments already made. The diversity of the student community is highlighted: “The program attracts students with diverse educational and cultural backgrounds, varying levels of professional experience, and a range of professional interests”.

From a visual representation standpoint, the upper portion of the webpage for several tabs includes pictures of students from various racial and ethnic backgrounds and genders. To portray some of the diversity of the ESP student population, the homepage of

the website includes an introductory video of the ESP program that features a Black perceived woman and a Latinx international student. However, from the pictures displayed on the program's website, the faculty do not appear to be diverse; there were 2 Asian men, 13 White women, and 6 White men.

Conversely, the ESP website lacks the presence of a disabled voice as there are no visual images of students, faculty, or alumni who have visually apparent disabilities. It should be noted that many disabilities are not visually apparent. There is also no explicit scholarly mention of perhaps the intersection of disability and environmental science or policy. The website only shows a perceived non-disabled community of students, faculty, and alumni. Disability resources and support were not located on the site. Course overviews include no mention of DEI or perspectives or content from various backgrounds. Additionally, the page does not facilitate the translation of the materials into other languages, other than English. Although navigation of the website is clear and concise with consistent and logical ordering of links, and the information is somewhat dyslexia friendly (e.g., Calabria, 11-size font), the website does not meet other Americans with Disabilities Act (ADA) requirements (e.g., [WAVE snapshot](#)).

Curricular Assessment

Iere sampled five courses from ESP's core curriculum to conduct a DEI focused assessment. While these courses are not meant to be generalizable to all of ESP's entire curricular offerings, this assessment may serve as a guide for ESP to conduct your own DEI course assessments in the future. This Iere curriculum review included analyses of syllabi and class lectures (two consecutive lectures) from courses provided by ESP: Sustainability Management (ENVP U6234, Fall 2020), Ethics, Values, and Justice (ENVP U6225.001, Fall 2020), Microeconomics and Policy Analysis II (ENVP U8216, Spring 2021), Environmental Policy - Financial Management (U8201, Spring 2021), and Workshop in Applied Earth Systems Policy Analysis (ENVP U9232, Spring 2021). Iere evaluated these courses on four main domains: Community of Scholarship, Disability and Accessibility, Diversity of Voices, and Pedagogical Style. Iere's curricular assessment was adapted from Zaretta Hammond's (2018) *Culturally Responsive Teaching and the Brain* and the New York City Department of Education.

For 'Community of Scholarship', Iere rated whether the environment was intellectually and socially safe for learning and whether the environment was conducive for building supportive relationships with students. For 'Disability and Accessibility', Iere

evaluated both lecture and student accessibility. For 'Diversity of Voices', Iere rated whether the curriculum was diversified and fostered equitable student voices by allowing multiple avenues for student participation. For 'Pedagogical Style', Iere assessed faculty language, disposition, facilitation and questioning strategies, the class format, student comprehension and engagement. Courses were assessed for deep, intentional engagement with DEI versus a rudimentary checklist. The detailed assessment rubrics for both syllabi and lectures are located in **Appendix C**. The rubrics were used to generate scores according to four main grading levels:

Good: clear and demonstrates DEI; diversity feels valued and involved in course structure; diversity is explicitly and frequently reflected;

Developing: some demonstration of deep attention to DEI, but not intentional; diversity is recognized, understood, and respected;

Beginning: minimal demonstration of DEI; diversity is reflected but appears to be included superficially; and

Danger: no demonstration of DEI; diversity is not reflected and is ignored.

It should be noted that Iere used an in-house rubric for the syllabus and class analyses. Some of what we observed can serve as an example of how DEI audits (i.e. Internal ESP) can be conducted in future iterations. ESP can use some of the feedback as a starting point and tailor future curricular assessments to their specific needs and goals. The crucial component is that ESP uses these assessments as a way to engage with the ESP community about institutional DEI values and how best to implement/represent them.

Sustainability Management (ENVP U6234). *Syllabus Audit.*

The syllabus was rated as 'Beginning', as it conveyed few demonstrations of DEI. This was illustrated in the insufficient incorporation of DEI elements, specific to: fostering an intellectually and socially safe space for learning; building supportive relationships with students; content accessibility; fostering equitable student participation; developing a diversified curriculum; practicing reflective teaching; equitable student assessments; class expectations; and equitable remote teaching practices. There was no statement on ground rules for respectful engagement, no diversity statement, no note addressing disabilities and any accommodations. There was also no mention of providing any flexibility for

students who observe religious holidays. While Columbia University is a secular institution, one aspect of inclusivity is acknowledging and providing space for those who adhere to and observe religious practices and holidays. This can be achieved by simply including instructions for the student to communicate with the instructor for any potential accommodations or flexibility. There was no note on how absent students would be able to access class recordings, as well no note about how students could participate in class in differentiated ways. It may have been common knowledge that students could access class recordings given the COVID pandemic but having this information on a syllabus might be useful for students to be aware of. There were few readings that addressed any DEI, and content that addressed race was listed as supplementary readings. Attendance and class participation were not clarified beyond grade percentage, and there was no attendance policy regarding how missed work could be handled.

Sustainability Management (ENVP U6234). *Lecture Audit.*

The syllabus was rated as 'Beginning', as it conveyed few demonstrations of DEI. This was illustrated in the insufficient incorporation of DEI elements, specific to: fostering an intellectually and socially safe space for learning; building supportive relationships with students; content accessibility; fostering equitable student participation; developing a diversified curriculum; practicing reflective teaching; equitable student assessments; class expectations; and equitable remote teaching practices. There was no statement on ground rules for respectful engagement, no diversity statement, no note addressing disabilities and any accommodations. There was also no mention of providing any flexibility for students who observe religious holidays. While Columbia University is a secular institution, one aspect of inclusivity is acknowledging and providing space for those who adhere to and observe religious practices and holidays. This can be achieved by simply including instructions for the student to communicate with the instructor for any potential accommodations or flexibility. There was no note on how absent students would be able to access class recordings, as well no note about how students could participate in class in differentiated ways. It may have been common knowledge that students could access class recordings given the COVID pandemic but having this information on a syllabus might be useful for students to be aware of. There were few readings that addressed any DEI, and content that addressed race was listed as supplementary readings. Attendance and class participation were not clarified beyond grade percentage, and there was no attendance policy regarding how missed work could be handled.

Sustainability Management (ENVP U6234). *Lecture Audit.*

Iere rated two consecutive, remote, synchronous lectures from this course which occurred in the fall of 2020. Both were mostly a mixture of lecture and Socratic seminar style (e.g., brief discussion and student presentation). For both lectures, the class materials consisted primarily of PowerPoint presentations and some multimedia (e.g., videos). From those who verbally participated in class (evident in those who appeared on screen while they spoke), there appeared to be low variation in race (mostly White, 1 BIPOC) but there was variation in perceived gender. The classes on average appeared to be small ($n=12$). Additionally, the instructor appeared to be a White man and the teaching assistant, an Asian woman.

Lectures 1 and 2 were rated as "Developing" and "Beginning" respectively. Across the two lectures, there appeared to be few to some demonstrations of DEI facilitation techniques or inclusion of DEI content. More specifically, with regard to fostering an intellectually and socially safe environment for learning, in Lectures 1 and 2 there were no overt observed disrespectful student interpersonal dynamics; there appeared to be no established class norms (e.g., the lecture did not start with a reminder of norms, ground rules of engagement etc.); and students appeared to be respectful of each other when conversing. With regard to microaggressions, in Lecture 2, at 45:00, the professor talked about sports only associated with men and only called out non-disabled sports.

With regard to building supportive relationships with students, there appeared to be considerable evidence of this. In both lectures, the instructor seemed to have a friendly demeanor and recognized students by name. The instructor also appeared to be fairly accessible by staying on Zoom shortly before the start of class for students to ask any questions; this is particularly helpful for students who may be too anxious or shy to ask questions in class.

As it pertains to faculty language and disposition, the instructor did not appear to be condescending or dismissive of student questions or comments but rather open to them. Moreover, he tended to not use either explicit inclusive or exclusive language: this refers to the instructor using neutral language that is neither exclusive nor particularly inclusive. For example, "students may need to converse with their parents before participating in a study" would be considered 'exclusive' while "students may need to converse with their caregiver or guardian before participating in a study" would be considered 'inclusive'. The inclusive example recognizes that students may have varying guardianship configurations beyond the normative "parents" configuration.

The instructor also appeared to be actively listening. Conversely, in Lecture 1 there appeared to be no evidence of reflective teaching or teaching intersectionally and not offering topics in a dichotomized way (e.g., The professor when speaking about equity only provided examples of typical Black and White binaries focused and only slightly mentions women and men). However, in Lecture 2 the instructor appeared to be slightly reflective as he provided minor examples of intersectionality (e.g., gender, race, socioeconomic status) when discussing community impact and COVID.

Fostering equitable student participation was tended to minimally. For example, across both lectures, students were able to participate both verbally and via Zoom chat. Additionally, there was no use of think-pair shares or breaking out into small group discussions.

The content across the lectures reflected considerable diversity. More specifically, across both lectures the instructor used diverse examples to elucidate certain points. For example, in Lecture 1 he elaborated on the link between environmental inequity and the racial divide amongst Black people, and in Lecture 2 he offered diverse examples of how COVID is impacting various communities including international communities, different socioeconomic backgrounds, and genders. Moreover, the instructor incorporated a variety of media in both lectures (e.g., videos). The content also reflected somewhat diverse content. In Lecture 2, the class was focused around equity in the environment and the instructor provided examples of how different communities are impacted by COVID (socioeconomic status, gender, nationality) and in Lecture 1, the additional videos had a Black man as the presenter. However, there was no indication of differentiated instruction.

As per the class format, the lectures were done online, and students attended remotely. The lectures were conducted as a mixture of lecture and Socratic seminar (e.g., brief discussion and student presentation). At no point were breakout rooms used to accommodate more introverted types, or students with anxieties etc. Across the lectures, the instructor gauged student comprehension by asking comprehension questions and checking for understanding. Additionally, the lectures appeared to be accessible. The PowerPoint presentations seemed to be clear and used a dyslexia-friendly font and size. However, there were no measures in place to accommodate other accessibility needs, given that there was no incorporation of visual aids, closed captioning, etc.

With regard to student engagement, students across all lectures seemed to be minimally engaged. Students sporadically interjected with comments or questions. In terms of engagement across race and gender, it appeared mostly White women interjected with questions or comments. Moreover, all cameras were on for those speaking. It is unclear if there is a policy on Zoom class camera etiquette. As it pertains to DEI questioning strategies (e.g., calling for a diversity of voices), they were not implemented by the instructor. Conversely, the instructor did not cold call or tokenize students. In the context of class discussion, tokenizing refers to singling out a student to speak on a matter simply due to their perceived identities. For example, this could mean only calling on an African American student to speak about their perspectives on slavery or an Indigenous American student to do so on the Trail of Tears. Doing so, especially in the context of a class that is predominantly White, could be isolating for those students. Moreover, it could further entrench the notion that in the case of BIPOC students, they are expected to serve as the representative for their race.

In Lecture 2, the instructor recognized the extraordinary nature of this year by giving the final exam to the students early so that they could have adequately prepared. The professor acknowledged that this hopefully helped with the “crazy semester”. This reflects adaptivity and care.

Ethics, Values, and Justice (ENVP U6225.001). *Syllabus Audit.*

The syllabus was rated as ‘Good’, as it conveyed numerous demonstrations of DEI. This was illustrated in the incorporation of DEI elements, specific to: fostering an intellectually and socially safe space for learning; building supportive relationships with students; content accessibility; fostering equitable student participation; developing a diversified curriculum; practicing reflective teaching; equitable student assessments; class expectations; and equitable teaching practices. The syllabus began with a statement regarding the 2020 protests against police brutality and how this syllabus was updated to reflect conversations surrounding marginalized communities and voices. There were many readings that reflected diverse communities and voices. There was a standard university diversity statement. There was no statement on ground rules for respectful engagement. There was no mention of flexibility for students who observe religious holidays. There was no mention of surveying students about what was working or not working in the course but it was communicated that students could comment on content throughout the course. There were clear instructions on assignments and due dates and a clear attendance policy.

Ethics, Values, and Justice (ENVP U6225.001). *Lecture Audit.*

Lectures 1 and 2 were remote, synchronous and were mostly lecture based. The lectures consisted primarily of PowerPoint presentations. There appeared to be a variety of voices across race and gender. Students mostly engaged verbally by interjecting intermittently with questions and comments. The classes on average appeared to be large. It appeared that the majority of students were racially White. Moreover, the instructor was a perceived White woman.

Lectures 1 and 2 were rated as “Beginning”. There appeared to be some demonstration of DEI facilitation techniques or inclusion of DEI content; those that were observed seemed to be incorporated superficially. More specifically, with regard to fostering an intellectually and socially safe environment for learning, across all lectures there appeared to be no established class norms (e.g., the lecture did not start with a reminder of norms, ground rules of engagement, etc.). Conversely, there were no overtly observed disrespectful student interpersonal dynamics or microaggressions committed by the students or the professor. There appeared to be evidence of building supportive relationships with students. The instructor recognized and called students by their names and also frequently affirmed student comments and questions by stating “That’s a really good example...”. Lastly, the instructor also mentioned during the first class that students could email her should they have any questions.

As it pertains to faculty language and disposition, the instructor appeared not to be condescending or dismissive of student questions or comments but was rather open to them. Moreover, she did not use explicitly inclusive or exclusive language: this refers to the instructor using neutral language that is neither exclusive nor particularly inclusive. She also appeared to be actively listening by often commenting and reflecting on the student comments and tying those comments to the lecture content. Lastly, she also appeared to be reflective in her teaching (e.g., teaching about topics in a nuanced manner). For example, when discussing the discrimination of the Dalit in India, she discussed how the intersectionality of their identities (e.g., poverty & caste status) contributed to their marginalization.

With regard to fostering equitable student participation, the instructor tended minimally to this. In Lecture 1, students were able to participate via chat and in small groups. In the other lecture, they were only able to do so by interjecting at points throughout the lesson with comments or questions.

The class content across the lectures did reflect some level of diversity. In the first lecture, the topic of focus was the wasted environment. The instructor talked about various wasted environments found around the world (e.g., a land fill in Guatemala). Also, in the second lecture titled "Sexist Environment", she highlighted various examples of sexism and discussed how various intersectional identities shape forms of sexual discrimination. She used many diverse examples to do so (e.g., the right to vote, women's suffrage movement, comparisons of the U.S. to Japan and Germany, storytelling as part of the Black feminist tradition). The two classes were mostly lecture based. She also mainly used PowerPoint presentations that had several visuals, tables etc. Lastly, in the second class, she organized the class into smaller groups via Zoom breakout rooms. However, there was no clear structure provided beyond the small group discussion prompts.

Across the lectures, the instructor gauged student comprehension by asking students throughout each lesson if they had any questions or comments on the lecture content or course assignments.

With regard to student engagement, students across all workshops seemed to be somewhat engaged. Students participated mostly by interjecting verbally with comments or questions. In the second lecture, a student referred to the comments and questions in the chat room. As such, it appeared that students were able to engage in the lecture via that avenue as well. In the second lecture, students appeared to be more engaged, as they interjected with comments and questions more frequently. It appeared that women, particularly White women, spoke more in class. Moreover, DEI questioning strategies (e.g., calling for a diversity of voices, given all White students spoke) were for the most part not employed by the instructor. However, the instructor did not tokenize students or engage in cold calling of students.

While in-class experiences are critical spaces for DEI integration, opportunities for DEI do exist beyond the classroom. In the case of this Ethics, Values, and Justice course, the instructor offered substantial out-of-class support and mentorship for students which allowed students to share far more extensively than they would in a large group. Students also received considerable feedback on assignments, projects, and papers. These types of support can also meaningfully contribute to an inclusive environment for students.

Microeconomics and Policy Analysis II (ENVP U8216). *Syllabus Audit.*

The syllabus was rated as “Danger”, as it conveyed minimal attention to DEI. This was illustrated in the minimal to no incorporation of some DEI elements. More specifically, for fostering an intellectually and socially safe space for learning there was no reference to procedures specific to “norming” or setting of ground rules for respectful engagement, no inclusion of a diversity statement, or recognition of teacher and student pronouns. As it pertains to building supportive relationships with students, there appeared to be moderate attention to fostering this interpersonal dynamic. On the syllabus, the instructor provided a clear way of communicating with both the instructor and teaching assistant by providing contact information (e.g., email addresses) and office hours (offered in 2 ways: by appointment in-person or online).

Similarly, there was some attention to course content accessibility. There appeared to be one required reading material and two recommended books. The syllabus itself was dyslexia-friendly as it contained Calibri 12-inch size font. There was no reference to providing accommodations for students with disabilities.

With regard to fostering equitable student participation, there appeared to be no evidence of fostering this. The syllabus illustrated no intent to facilitate differentiated participation and included no mention of providing flexibility for students adhering to religious observances. There appeared to be some attention to diversifying the curriculum, as indicated by the course's aim to shift from applying an economic framework in analyzing environmental issues to thinking about the impacts across an entire economy and across countries. Moreover, there appeared to be no evidence of using a variety of media for instruction.

With regard to equitably assessing student learning, there appeared to be considerable attention paid towards doing so. Students were assessed on several indicators spread throughout the semester (e.g., midterm, team project, problem sets and class presentations), with grading percentages varying for each requirement. Moreover, there was also a re-grading policy where students had the opportunity to appeal their final grade.

Lastly, in general, the class expectations appeared to be somewhat clear and comprehensive. The syllabus offered a course objective and overview, student evaluation criteria, sparse mention of the attendance expectations and a timeline. However, basic elements were missing: policies related to absences, disabilities, and religious observances.

Microeconomics and Policy Analysis II (ENVP U8216). *Lecture Audit.*

All lectures were synchronous and remote. Both lectures were mostly lecture-style and consisted of student-led presentations. For the lectures, the class materials consisted primarily of student PowerPoint presentations. From those who verbally participated in class (evident in those who appeared on screen while they spoke), there appeared to be low variation in race (mostly White, 1 BIPOC) but there was variation in perceived gender. The classes on average appeared to be small ($n=6$). Moreover, the instructor appeared to be a BIPOC man.

Lectures 1 and 2 were rated as "Beginning". In both lectures, there appeared to be some demonstration of DEI facilitation techniques or inclusion of DEI content. Those that were observed seemed to be incorporated superficially.

More specifically, with regard to fostering an intellectually and socially safe environment for learning, in Lectures 1 and 2, there were no observed overtly disrespectful student interpersonal dynamics or microaggressions committed by students or the professor. Students appeared to be respectful of each other when giving feedback or answering questions of their peers' presentations. However, there appeared to be no established class norms (e.g., the lecture did not start with a reminder of norms, ground rules of engagement, etc.).

With regard to building supportive relationships with students, there appeared to be considerable evidence of this. In both lectures, the instructor seemed to have a friendly demeanor, recognized students by name and attempted to build a positive rapport by asking students a few questions before class on how their day was coming along. The instructor also appeared to be fairly accessible by staying on Zoom shortly after the conclusion of class for students to ask him any questions on the upcoming assignment.

As it pertains to faculty language and disposition, the instructor did not appear to be condescending or dismissive of student questions or comments but rather open to them. Moreover, the instructor tended to not use either explicitly inclusive or exclusive language: this refers to the instructor using neutral language that is neither exclusive nor particularly inclusive. The instructor also appeared to be actively listening, as he commented and asked questions of student presentations (e.g., “Did the authors of the paper you presented mention what materials they shifted to?”). Moreover, the instructor in both lectures was very affirming of student comments, questions, and presentations; he even intermittently clapped for the presenters. Conversely, there appeared to be no evidence of reflective teaching (e.g., eliciting student input on instruction, class format etc.)

With regard to fostering equitable student participation, the instructor did not tend to this. For example, across both lectures, students participated mostly verbally (e.g., students interjected with questions and comments verbally). Additionally, there was no use of think-pair shares or breaking out into small group discussions.

The content across the lectures reflected minimal diversity. More specifically, there was no use of diverse examples to elucidate certain points by the instructor or students, and no evidence of differentiated instruction or use of a variety of media to meet the learning needs of different learning styles. The content of student presentations was somewhat diverse (e.g., bat ecology, payment for ecosystem service policies in low-income areas, etc.).

Across the lectures, the instructor gauged for student comprehension. At both the beginning and end of each class, he encouraged students to raise any questions they may have had on the homework or on anything in general. Additionally, throughout the class and after each student presentation, he asked students if they had any questions. The lectures appeared to not be accessible. It was unclear if the student PowerPoint presentations were dyslexia-friendly, as they varied in font and size. However, there were no measures in place to accommodate other accessibility needs, given there was no closed captioning, etc.

With regard to student engagement, students across all lectures seemed to be very engaged. They interjected several times with comments and questions on their peers' presentations and at times built off of each other's comments. In terms of engagement across race and gender, it varied. In both lectures, it appeared mostly White students (both

men & women) interjected with questions. Women tended to ask more questions and provided more comments. Moreover, all cameras were on, and it is unclear if there was a policy on Zoom class camera etiquette.

As it pertains to DEI questioning strategies (e.g., calling for a diversity of voices), they were not implemented by the instructor. Conversely, the instructor did not cold call or tokenize students. In Lecture 2, there appeared to be technical difficulties on the part of the student presenter; in response, the teacher provided the presenter time to address the issue with a comforting and understanding demeanor. While the presenter worked on resolving the issue, the instructor engaged in small talk with the class (e.g., “Did everyone get vaccinated? “How are finals?”).

Environmental Policy - Financial Management (U8201). *Syllabus Audit.*

The syllabus was rated as “Beginning”, as it conveyed minimal attention to DEI. This was illustrated in the minimal to no incorporation of some DEI elements. More specifically, for fostering an intellectually and socially safe space for learning there was no reference to procedures specific to “norming” or setting of ground rules for respectful engagement, no inclusion of a diversity statement, nor recognition of teacher and student pronouns.

There was some attention to course content accessibility. There appeared to be two required reading materials. Moreover, the syllabus itself is dyslexia-friendly as it contains Calibri 12-inch size font. As it pertains to the course content, it appears topics specific to underrepresented groups are not presented in a dichotomized or simplistic manner, but rather is done in a way that highlights how these issues impact various underrepresented communities (e.g., some readings are centered on exploring issues specific to Indigenous communities, minorities, and women). However, there was no reference to providing accommodations for students with disabilities. With regard to fostering equitable student participation, there appeared to be no evidence of fostering this. The syllabus illustrated no intent to facilitate differentiated participation and included no mention of providing flexibility for students adhering to religious observances. This flexibility signals to students the program’s appreciation for broad understandings of DEI that incorporate religious identity.

Conversely, there appeared to be somewhat of a diversified curriculum; as mentioned previously, there appeared to be class topics that centered on discussing financial issues specific to Indigenous communities, minorities, and women. However, there appeared to be no evidence of using a variety of media.

As it pertains to reflective teaching, the syllabus did not provide for any formal mechanism for collecting student feedback about the course during the semester. With regard to equitably assessing student learning, there appeared to be considerable attention paid towards doing so. Students were assessed on several indicators spread throughout the semester (e.g., 3 memos, oral midterm, final exam presentation, class participation), with grading percentages varying for each. Moreover, there was also a late-assignment policy.

Lastly, in general, the class expectations appeared to be somewhat clear and comprehensive. The syllabus offered a course objective and overview, student evaluation criteria, and timeline. However, basic elements were missing: class learning management system (LMS) information and policies related to absences, disabilities, and religious observances.

Environmental Policy - Financial Management (U8201). *Lecture Audit.*

For Financial Management, the two lectures were synchronous and remote. Both were mostly lecture style, with small group discussions occurring toward the end. For the lectures, the class materials consisted primarily of PowerPoint presentations. From those who verbally participated in class (evident in those who appeared on screen while they spoke), there appeared to be no variation in perceived race (all White) but there was in perceived gender. The classes on average appeared to be small. It appeared that the majority of students were White and women. The instructor also appeared to be a White woman. The demographics of those who attended in-person were not available for our assessment.

Lectures 1 and 2 were rated as “Beginning”. In both lectures, there appeared to be some demonstration of DEI facilitation techniques or inclusion of DEI content. Those that were observed seemed to be incorporated superficially.

More specifically, with regard to fostering an intellectually and socially safe environment for learning, in Lectures 1 and 2, there were no overtly observed disrespectful student interpersonal dynamics or microaggressions committed by students or the professor, and students appeared to be respectful of each other when collaborating. There appeared to be no established class norms (e.g., the lecture did not start with a reminder of norms, ground rules of engagement, etc.). However, it is important to note that the student-to-student dynamics were not observable as they were in small breakout rooms.

With regard to building supportive relationships with students, there appeared to be moderate to minimal evidence of this. The instructor appeared to be very friendly with students, but it is unclear if she had any close relationships with the students. (e.g., She asked students more broadly in the beginning of class “How is everyone? I see everyone is in formal attire. Love to see the ties...”). However, the instructor did encourage students to contact her if they had any questions. She mentioned being open to hosting calls with groups.

As it pertains to faculty language and disposition, there appeared to be a range (moderate to minimal) with regard to how the instructor incorporated these techniques. The instructor did not appear to be condescending or dismissive of student questions or comments but rather open to them. Moreover, she tended to not use explicitly inclusive or exclusive language: this refers to the instructor using neutral language that is neither exclusive nor particularly inclusive. The instructor also appeared to be actively listening, as she tied student responses to questions into her general lecture. Conversely, there appeared to be no evidence of reflective teaching (e.g., eliciting student input on instruction, class format etc.).

With regard to fostering equitable student participation, the instructor did not tend to this. For example, across both lectures, students participated mostly verbally. The content across the lectures reflected no level of diversity. Moreover, there was no use of diverse examples to elucidate certain points by the instructor, and no evidence of differentiated instruction or use of a variety of media to accommodate different learning styles. As per the class format, the lectures were done both in-person and online via Zoom simultaneously. The lectures were conducted mostly in a lecture style, however, toward the end of class (last 40 minutes) the instructor did break the class into small groups (online this was done via breakout rooms, and it appeared there was no guidance provided with

regard to breakout routines). The teacher stood primarily in the front of the room but moved about in the front; as such, there was no decentering of the teacher-student hierarchy.

Across the lectures, the instructor gauged for student comprehension. She primarily did so via intermittently asking comprehension questions throughout the lectures. Additionally, the lectures appeared to not be accessible. The PowerPoint presentation used during the lectures did not appear to be dyslexia-friendly, were very text-heavy and there were minimal to no visuals (e.g., tables, graphics) included.

With regard to student engagement, students across all lectures seemed to be somewhat engaged. They interjected several times with questions for the instructor. In terms of engagement across race and gender, it varied. In both lectures, it appeared mostly White students (both men & women) interjected with questions. However, the race and gender of those who were responding in-person were not visible. All those online appeared to have their videos on. Moreover, DEI questioning strategies (e.g., calling for a diversity of voices) were not used by the instructor. Conversely, the instructor did not cold call or tokenize students.

Workshop in Applied Earth Systems Policy Analysis (ENVP U9232). *Syllabus Audit.*

The syllabus was rated as “Beginning”, as it conveyed minimal attention to DEI. This was illustrated in the minimal to no incorporation of some DEI elements. More specifically, for fostering an intellectually and socially safe space for learning, there was no reference to procedures specific to “norming” or setting of ground rules for respectful engagement, no inclusion of a diversity statement, nor recognition of teacher and student pronouns. As it pertains to building supportive relationships with students, there appeared to be basic attention to fostering this interpersonal dynamic.

There was some attention to course content accessibility. There appeared to be no required reading materials besides the syllabus and the handbook that was provided. Moreover, the syllabus itself is dyslexia-friendly as it contains Calibri 12-inch size font. As it pertains to the course content, it seems to reflect topics that are not offered in a dichotomized manner, as the issues addressed in the client projects do not center on examining simplistic dichotomies such as exploring issues within an urban vs. rural context or those specific to black vs. white communities but vary by including those

specific to Central America, Ecuador, NAACP, etc. However, there was no reference to providing accommodations for students with disabilities.

With regard to fostering equitable student participation, the syllabus included some attention to differentiated participation (e.g., group discussions via the small group workshops) but there was no mention of providing flexibility for students adhering to religious observances. Similarly, there appeared to be somewhat of a diversified curriculum; as mentioned previously the workshop topics centered on clients coming from various parts of the world (e.g., Central America, Ecuador). However, there appeared to be no evidence of using a variety of media.

As it pertains to reflective teaching, the syllabus did not provide for any formal mechanism for collecting student feedback about the course during the semester. With regard to assessing student learning, students were assessed according to 9-point criteria distributed across the semester (e.g., individual written work, feedback from clients, quality of participation in group meetings, etc.). Percentages for each were not included.

Lastly, in general, the class expectations appeared to be somewhat clear and comprehensive. The guidebook was 25 pages long and offered a wealth of information on group member roles and conflict resolution, evaluation criteria, timeline, client information, course objectives, and expectations around creating deliverables. However, basic elements were missing: LMS information, professor office hour details, and policies related to absences, disabilities, and religious observances.

Workshop in Applied Earth Systems Policy Analysis (ENVP U9232). *Lecture Audit.*

The workshop lectures were synchronous. Both were student-led and centered on group collaboration, with one student acting as the leader and guiding the lecture. The instructor interjected minimally, where she answered student questions as they came and provided feedback sporadically. For the workshops, the class materials consisted primarily of student PowerPoint presentations. From those who verbally participated in class (evident by those who appeared on screen while they spoke), there appeared to be a mix of voices across race and gender. The classes on average appeared to be small. It appeared that the majority of students were White and women. The instructor also

appeared to be a White woman. Conversely, the guest lecturers appeared to be BIPOC women and men.

Lectures 1 and 2, were rated as “Beginning”. In both lectures there appeared to be some demonstration of DEI facilitation techniques or inclusion of DEI content. However, those that were observed seemed to be incorporated superficially.

More specifically, with regard to fostering an intellectually and socially safe environment for learning, in Lecture 2 there were no overtly observed disrespectful student interpersonal dynamics or microaggressions committed by students or the professor; there appeared to be no established class norms (e.g., the lecture did not start with a reminder of norms, ground rules of engagement etc.) and students appeared to be respectful of each other when collaborating. The same can be said for Lecture 1, however, the teacher committed a slight microaggression. The instructor utilized the colloquial term “You guys” when she addressed the group which consisted entirely of women.

With regard to building supportive relationships with students, there appeared to be moderate to minimal evidence of this. The teacher did recognize and call students by their names and seemed to have a friendly rapport with students (e.g., talking to students about miscellaneous topics before the start of class and during breaks; providing advice on how to deal with stress when completing the project: “Remember if this ever feels too overwhelming, remember to talk to your group and think about how to break it down, etc.”). However, the instructor did not appear to arrive before or stay after the lecture to answer any questions and did not mention that the students could ask her questions via email or come during office hours (if there were any).

As it pertains to faculty language and disposition, there appeared to be a range (moderate to minimal) with regard to how the instructor incorporated these techniques. The instructor did not appear to be condescending or dismissive of student questions or comments but rather open to them. Moreover, they tended to not use explicit inclusive or exclusive language: this refers to the instructor using neutral language that is neither exclusive nor particularly inclusive. The instructor also appeared to be actively listening, as her responses to student questions were comprehensive (e.g., directing them to a variety of resources such as articles and authors as they progressed through their projects) and she would interject at sporadic points throughout the lecture to offer her advice (e.g, “the typical presentation format looks like this...”). Conversely, there appeared to be no evidence

of reflective teaching. Yet, this may be the case due to the nature of the workshop, which mostly centered on student collaboration and limited teaching from the instructor.

With regard to fostering equitable student participation, the instructor did not tend to this. For example, across both lectures, students participated mostly verbally and there was no evidence of multiple forms of participation (e.g, encouraging the use of the Zoom chat function to participate with written contributions). Additionally, there was no use of think-pair shares, which could have been the case since the workshop consisted of a small group discussion.

The workshop content across the lectures reflected a minimal level of diversity. The capstone project centered on addressing issues specific to their client based in Colombia. However, there was no use of diverse examples to elucidate certain points by the instructor, evidence of differentiated instruction or use of a variety of media to accommodate different learning styles. This may be the case due to the workshop nature of the course, which was designed to be mostly student-led.

As per the class format, the lectures were done entirely via Zoom. Moreover, there was no use of the breakout rooms to foster smaller discussions. Across the lectures, the instructor did not gauge for student comprehension. At no point did she ask any comprehension questions of the students or check for understanding; this may have been due to minimal lecturing as this was a workshop. However, during the lectures she appeared open to student questions and readily answered them when students asked.

Additionally, the lectures appeared to not be accessible. The student presentations used fonts that appeared to be not dyslexia-friendly, and there was no use of other measures to meet other accessibility needs (e.g., no closed captioning). With regard to student engagement, students across all workshops seemed to be somewhat engaged. They interjected several times with questions for each other and for the instructor. In terms of engagement across race and gender, it varied. In both lectures, women spoke more than men, and White students spoke more than BIPOC students. Moreover, DEI questioning strategies (e.g., calling for a diversity of voices) were not used by the instructor. Conversely, the instructor did not cold call or tokenize students.

It is important to acknowledge that this audit was conducted amidst the COVID-19 pandemic. As such, we recognize that both faculty and students have had to adapt under

extraordinary circumstances and quickly. Given the conditions under which educational institutions have been forced to operate under COVID-19, the impacts on student learning have yet to be fully grasped. However, these unprecedented times may offer an opportunity for ESP to uncover extant struggles in integrating DEI that may have been exacerbated by the pandemic.

Major Themes

This section presents the major findings from both quantitative and qualitative analyses of the surveys, focus groups/interviews conducted for this audit, admissions data, and ESP internal communications. For focus groups and interviews, Iere spoke with a total of 25 persons: Staff/Faculty ($n=4$), Alumni ($n=9$), Students ($n=7$), Senior Administrators ($n=5$). This audit explored the landscape of diversity, equity, and inclusion at ESP by looking at ESP community members' perceptions of DEI as reflected in their experiences with campus climate, curricula, and institutional policies and initiatives. Each sub-heading in bold represents major themes that emerged from the analyses.

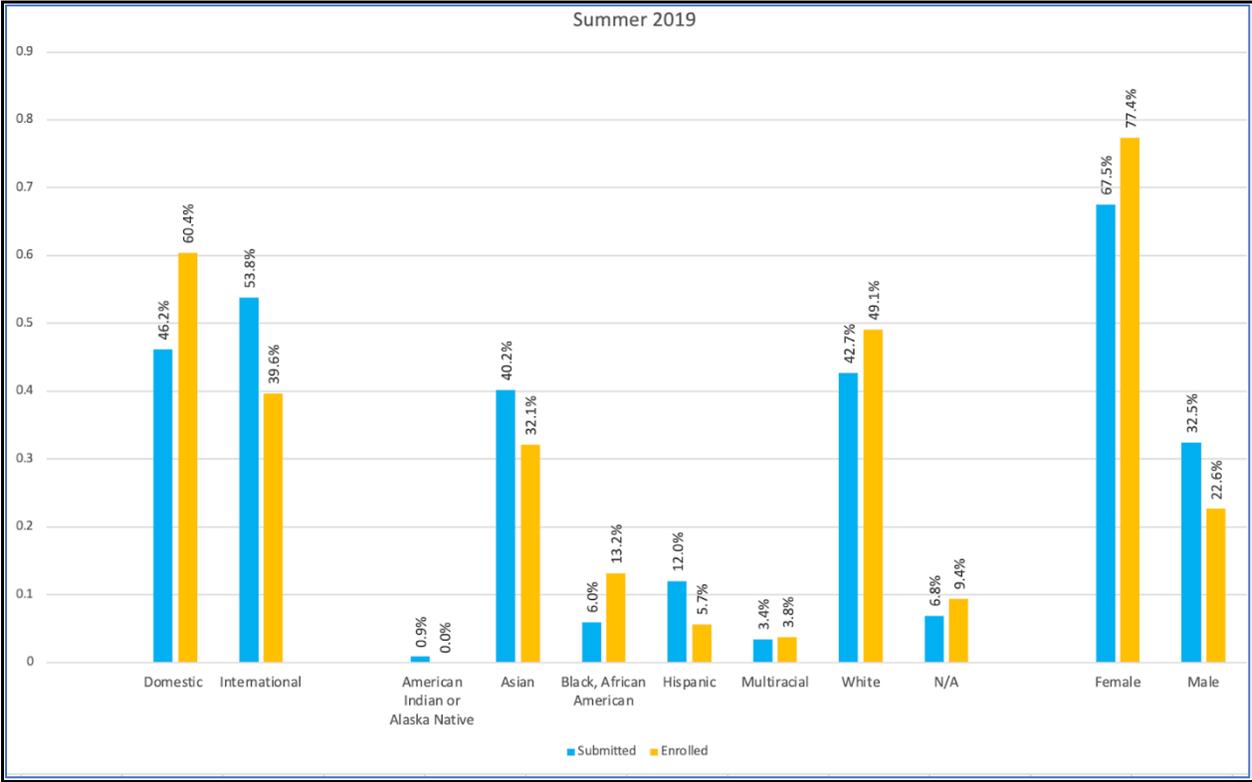
ESP DEI Committee members requested demographic comparisons between ESP's community stakeholders (e.g., students, faculty, staff, alumni, administrators) and the DEI audit's survey respondents. ESP was only able to provide demographic data on students. The data indicate that 40% of students enrolled at ESP in the summer of 2019 were international students, 77% female¹, and an average age of 25. In the summer of 2020, 21% were international students, 81% were female, and an average age of 27.

Figures 1 and 2 display the ESP admissions data for the summers of 2019 and 2020: submitted applications as compared to final enrollment. For example, while 40% of applicants were Asian, a lower percentage of 32% were enrolled and while 43% of applicants were White, a higher proportion of 49% were enrolled. Additionally, while only 6% of applicants were Black, Black students made up a higher proportion of 13% of the final enrollment. In 2020, while 40% of applicants were Asian, Asian students comprised only 14% of final enrollment. 46% of applicants were White yet composed 69% of the final

¹ In this report, Iere mirrors the nomenclature used by clients, but it should be noted that, as regard gender, Iere prefers to use 'women, men, non-binary etc', instead of the oft-misused nomenclature for sex, i.e. female and male.

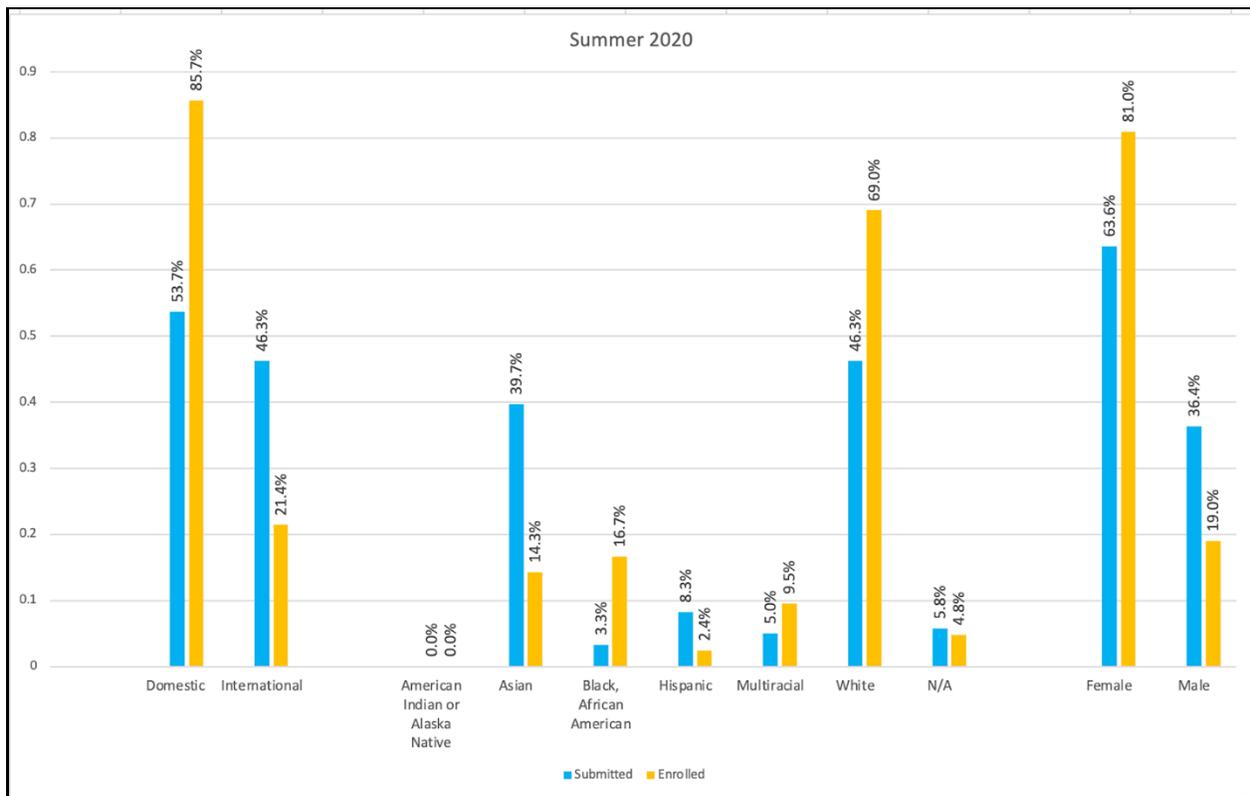
enrollment. Only 3% of applicants were Black but comprised 17% of the final enrollment. It should be noted that the student data received may not have been fully accurate as the number of students is lower than the count of racial categories which may have been due to applicants choosing multiple racial categories instead of 'Multiracial'.

Figure 1. ESP Summer 2019 Submitted Applications Versus Final Enrollment



Note: Data sourced from ESP

Figure 2. ESP Summer 2020 Submitted Applications Versus Final Enrollment



Note: Data sourced from ESP

Faculty DEI Initiatives Perceived as Ineffective

According to survey data, there is an existing discrepancy between how faculty and students perceive ongoing commitments within ESP to diversity, equity and inclusion. For instance, while 83.33% of faculty strongly agree to somewhat agree that there has been a strong commitment, only 45.83% of current students provided a similar response. During focus groups, students elaborated on their perceptions, acknowledging that while both the program and its faculty have actively attempted to address diversity, equity and inclusion in coursework, many efforts were believed to be either ineffective or even counterproductive. In their narratives, students consistently drew on specific moments that were deemed as being driven by good intentions but were ultimately problematic. One student drew on the tensions that emerged in one faculty's efforts, noting:

there's a lot of race relation issues going on in the US right now, we're witnessing like a social movement and this program like needs to recognize that, and include that and talk more about environmental justice and like actually bring what's happening in the world to this program. And so they took that letter, and basically said okay we'll incorporate EJ into, I think the fall classes, but what ended up happening is that ethics took like this weird EJ bend of lighting matches in huts, is that the new I can't breathe? It just, yeah she co-opted I can't breathe and said that it was from, like, a CO2 poisoning". Another student described ongoing efforts as an attempt to engage with experiences and events that are traumatic in a "sterile academic setting, in a way that brushes away the actual like trauma that is associated with it.

Students were adamant that faculty were well intentioned, but argued that they lacked the necessary training and/or background experience to address issues associated with diversity, equity and inclusion. As one student remarked during a focus group, "they want to make sure that students feel supported but don't have the tools to ensure that the students feel supported. I think that they're all on board with making the changes. I haven't heard a faculty member say they weren't interested in making these changes". Survey results corroborate these assertions, showing that students believe that barriers extend beyond individual intentions and include important curricular, programmatic and structural dimensions that ultimately inhibit a meaningful engagement with matters commonly associated with diversity, equity and inclusion. For example, 56.52% of student respondents indicated that they believe there are existing barriers to organizing and implementing anti-racism initiatives. Once more, faculty provided a very different assessment, where only 36.36% believed barriers existed within the program.

Perception of Outdated Curricula: A curricular offering that is perceived as outdated and does not reflect students' needs and interests

Of the identified barriers, students routinely discussed ESP's existing curriculum as the largest obstacle to a meaningful engagement with diversity, equity and inclusion. This perception was most evident during focus groups, where students often described the existing curriculum as outdated and severely lacking diverse voices and representations. One student captured this prevailing sentiment when she noted "I think that they are just

going to have a serious overhaul of the curriculum because it's not even just let's say the diversity stuff that's outdated, the science that they're providing is no longer applicable to this current climate". Students noted that they often voiced their displeasure with ESP's curricular content to faculty but were often met with either resistance or disregard. This was especially true with longtime faculty who were described as unwilling to update their syllabi or change their pedagogical style, even when courses were shifted to online platforms during COVID. As one student shared,

I frankly felt that we had more than one faculty member who was clearly in a comfortable position, tenured who had no intention of changing what they're doing, even though it is no longer serving the purposes of the student body. So that was very frustrating for me and we found that in many classes where you were like wow, this curriculum is really outdated or this style of teaching is really outdated. And there was no attempt to even modify it for zoom. We had many professors like you know 'all I know how to do his lecture, and I'm gonna sit you down or the computer and lecture you for two hours and not give you a bathroom break.

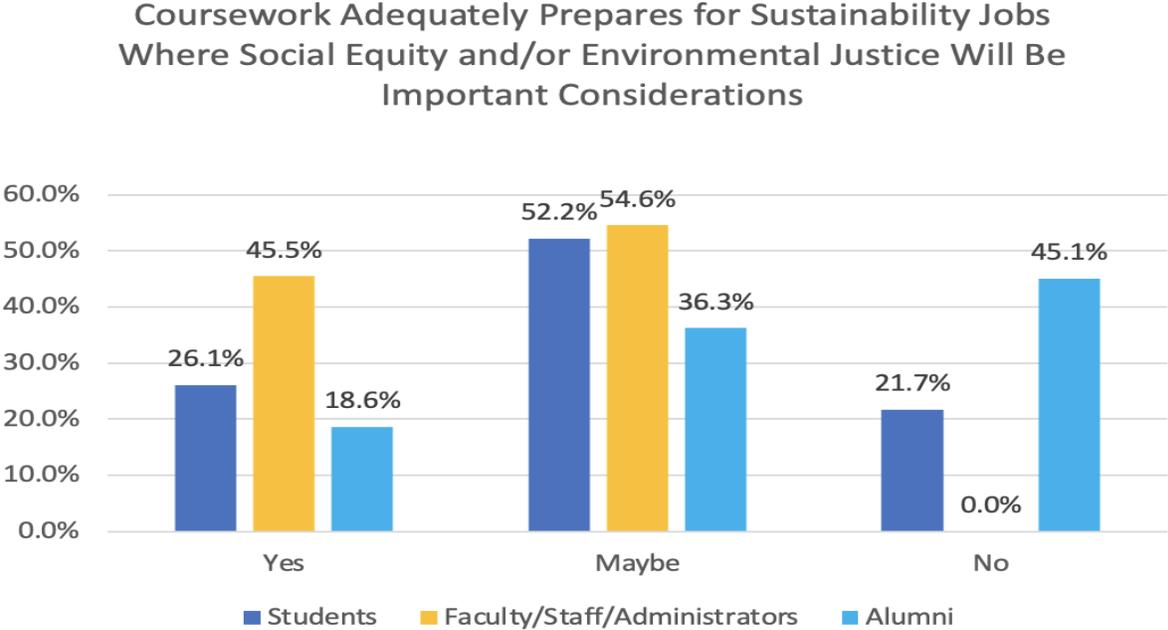
Similar responses were offered in the open-ended questions in the survey. One student responded "Many professors were repeatedly asked to change HIGHLY problematic curriculum but refused to do so. Attempts by students and alumni to work with professors and administrators to shift the program toward positive change were met with resistance, gaslighting, and empty promises." Resistance to substantive curricular change often led to what Stein (2018) refers to as "thin inclusion"; an additive approach that selectively incorporates texts or topics into a course without necessarily transforming or changing the structure of the course itself. Some students believed that resistance was prompted by an unwillingness amongst faculty to take the time and engage with the work needed for substantive curricular changes. Survey results, however, indicate that faculty may not believe that significant curricular changes are necessary and an additive approach is sufficient. For instance, 81.82% of faculty reported somewhat to strongly agree that their syllabus and course content already addressed issues of diversity and inclusion.

A transactional culture which is believed to inhibit a meaningful engagement with Diversity, Equity and Inclusion

Our dataset indicates that students held a prevailing view that ESP's curriculum was outdated, and often led to curricular efforts that were additive rather than transformative.

While this perception was generally shared amongst the student body, some focus group participants questioned whether these critiques were the result of a genuine belief in the importance of diversity, equity and inclusion, or a concern amongst students that they were not receiving enough demonstrable training in an area that has important workforce appeal. Alumni were asked if they saw any professional value in additional coursework that would prepare students for sustainability jobs where social equity or environmental justice would be important and 82.35% responded 'Yes'. When stakeholders were asked whether they believed ESP coursework adequately prepared them for sustainability jobs where social equity or environmental justice would be important, all faculty responded with maybe (54.6%) or yes (45.5%) while 45.1% of alumni responded 'No' (See Figure 2). One focus group participant, for instance, described students' interest and engagement with diversity, equity and inclusion as being "basically whatever is the topic of the day is great as long as I get a good grade in this course, graduate and I'm able to leverage this onto the workforce".

Figure 3.

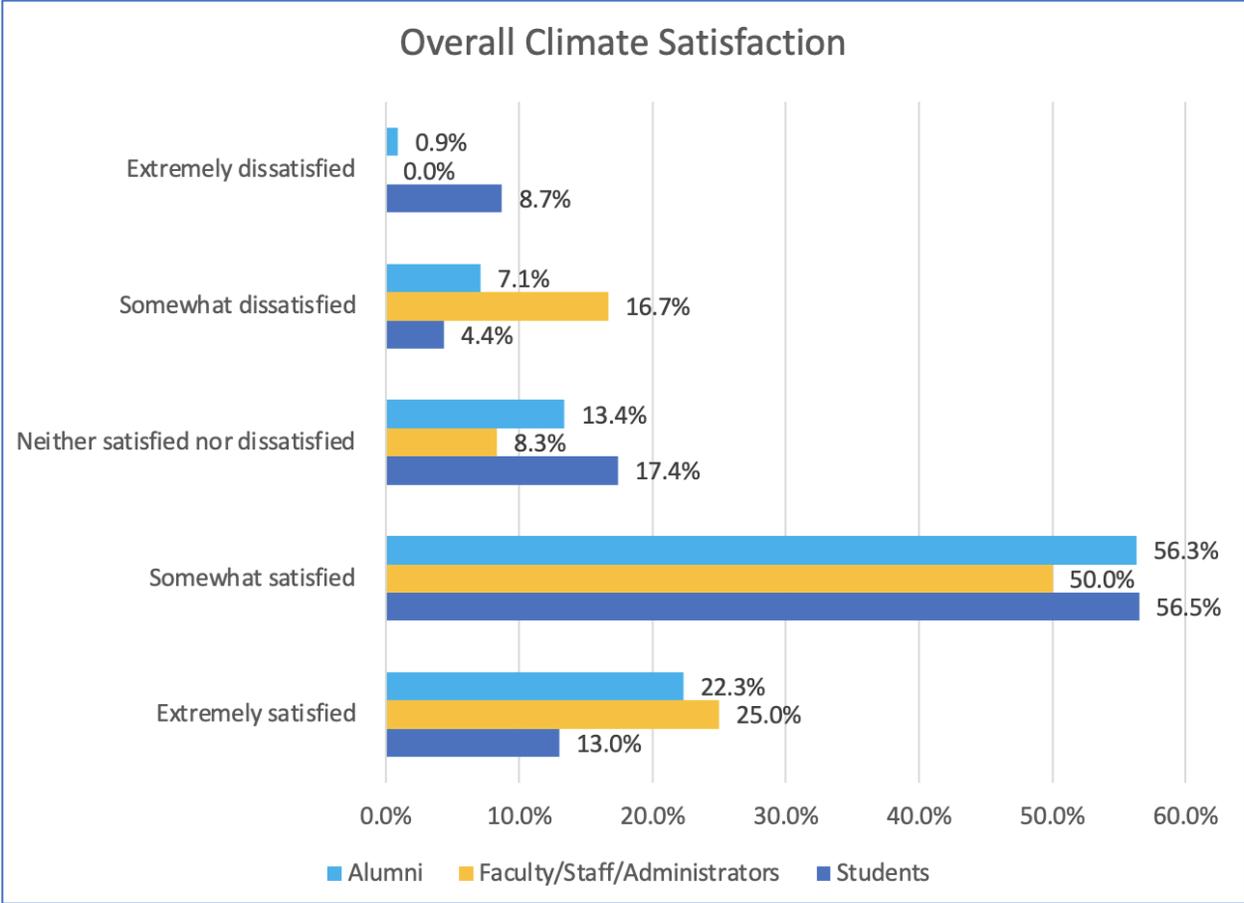


Note. Data sourced from Iere surveys.

Questions of students' intent and motivations for engaging with diversity, equity and inclusion reflect a broader critique of ESP's program culture, which was described on multiple occasions as being highly "transactional". In this sense students often expressed a greater concern with completing their degrees and obtaining gainful employment than actually learning. One focus group participant described students' orientation to their education as "people were always thinking about graduation and like the countdown to the end of the program[.] It felt very precipitated and, like, I'm here to get the degree not to learn". While this program culture can be attributed to students' intent and motivations for enrolling in a graduate program, many felt that it was reinforced by ESP's faculty and administrative staff. One focus group participant recalled how a transactional program culture was evident as early as orientation, stating "during orientation this professor called in saying if you're going to get something from this program [is that] you're gonna get a better job at the end of the program than you had coming in". Another participant made a similar assertion, noting "I found our program very transactional. It's just very much like you're getting this diploma. Here you were exchanging this service for your tuition payments. We again actually have faculty that have stated this on numerous occasions, which is that 'oh well grades don't matter, because all that matters is you get a Columbia diploma after this'.

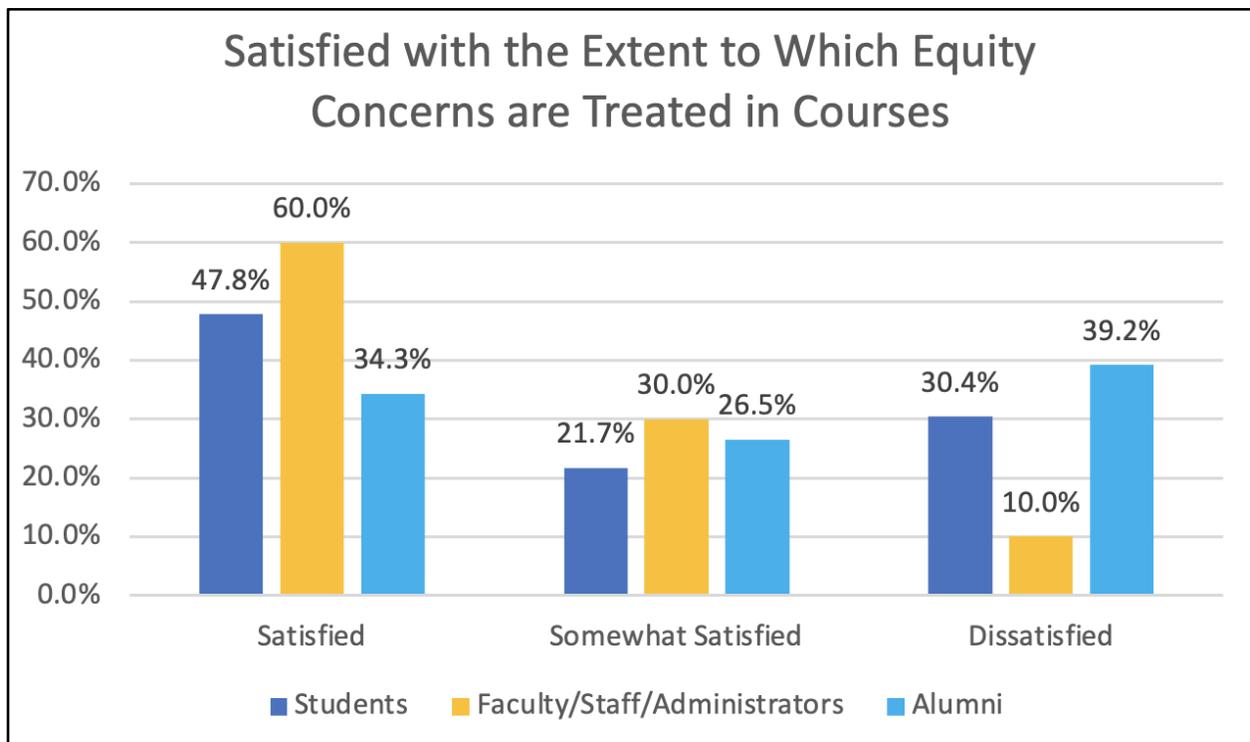
However, although the program climate was often described as transactional, students widely noted that they felt supported by both faculty and their peers. Indeed, survey responses indicate that students (69.56%), alumni (78.57%) and faculty (90.91%) were either somewhat satisfied or extremely satisfied with the overall climate of the program (See Figure 3). While a transactional culture does not seem to greatly affect students' general satisfaction with the program, it does seem to inhibit how questions of diversity, equity and inclusion are engaged with both within and outside of the classroom. When asked how satisfied with the extent to which equity was treated in courses, 30.4% of students and 39.2% of alumni reported being somewhat to extremely dissatisfied (See Figure 4).

Figure 4.



Note. Data sourced from Iere surveys

Figure 5.



Note. Data sourced from Iere surveys

A lack of social, racial and ideological diversity within the ESP community

Given ESP's large international student community, there is a general perception that the program is home to a highly diverse student body. Indeed, faculty (63.63%), students (56.52%) and alumni (54.9%) either somewhat or strongly agree that the ESP student body is diverse. Focus group and interview respondents, however, argued that national and geographic diversity concealed important demographic misrepresentations within the program, particularly with matters related to socioeconomic status and racially-minoritized groups. In commenting on this lack of diversity, one faculty member described ESP as having "a strong representation of the worldwide 1%".

The lack of diversity was partially attributed to existing tuition rates that were deemed as highly prohibitive and responsible for a socioeconomically homogenous student population. Cognizant of the effects tuition rates have on the composition of ESP's student body, numerous participants stressed the need for increased scholarship opportunities for underrepresented students. In addition to funding, participants contended that ESP could promote a more thoughtful approach to recruiting, one that focuses on building ongoing relationships with institutions that predominantly cater to underrepresented students such as HBCUs, tribal colleges and even colleges near Columbia that cater to a more diverse student population. As one focus group participant argued:

Columbia ignores its community, ignores in terms of recruiting. You're talking about diversity and I know, I saw the student ledger, because it just circulated. They [should be] talking about recruiting at local universities such as CUNY with City Colleges up the street, you're up to Hunter, all of which have very diverse student bodies.

It is important to note that ESP administrative staff were aware of the importance of an active approach to recruiting underrepresented students and even highlighted their own ongoing efforts. One administrator noted,

we're making sure that the people, the right people hear about the program and that we're being more intentional in our recruiting, instead of just like throwing it up against the wall and seeing who comes to our program. So kind of trying to make sure that we're talking to those students now, and [knowing that] it might not have a direct impact on the next year or the year after.

As the administrator noted, these efforts often do not yield immediate results which may generate frustration and even a prevailing perception amongst students that nothing is being done.

In addition to the lack of representation of socioeconomic status and racially-minoritized groups, some students, alumni, and faculty commented on the absence of ideological and political diversity. It was believed that ESP 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. One faculty member, for instance, worried that conservative students could feel silenced within the classroom given that their views and opinions did not align with the vast majority. She noted:

in this era, it's a little difficult for students, no matter what their race or ethnicity is, to actually express views that are not those of sort of the more dominant and I don't mean dominant, even necessarily, in society at large, where things seem to be sort of like really 50/50 pulling it against each other, but in academia, they do tend to be almost 100% in a certain direction [...] this creates a certain amount of censorship, of stereotyping and silencing and so on, in terms of political or social views.

When discussing the diversity of the faculty body, students were more pointed in their critiques. ESP's faculty were widely described as being white and older, with many teaching the same courses for an extended period of time. While experts in their respective fields, ESP's faculty were not part of marginalized groups and therefore could not directly speak or relate to the experiences that undergird the broader concept of environmental justice. One student, for instance, addressed this point noting:

I think it is a problem that most of the faculty are white and I'm not, you know. They are not representative of the most marginalized communities that are really impacted by environmental justice issues like Black communities Latinx communities. I think that's huge.

Faculty, however, did not seem to be as critical of the composition of ESP's faculty body. According to survey results, 73.9% of students and only 45.45% of faculty somewhat to strongly disagreed that the faculty body was diverse.

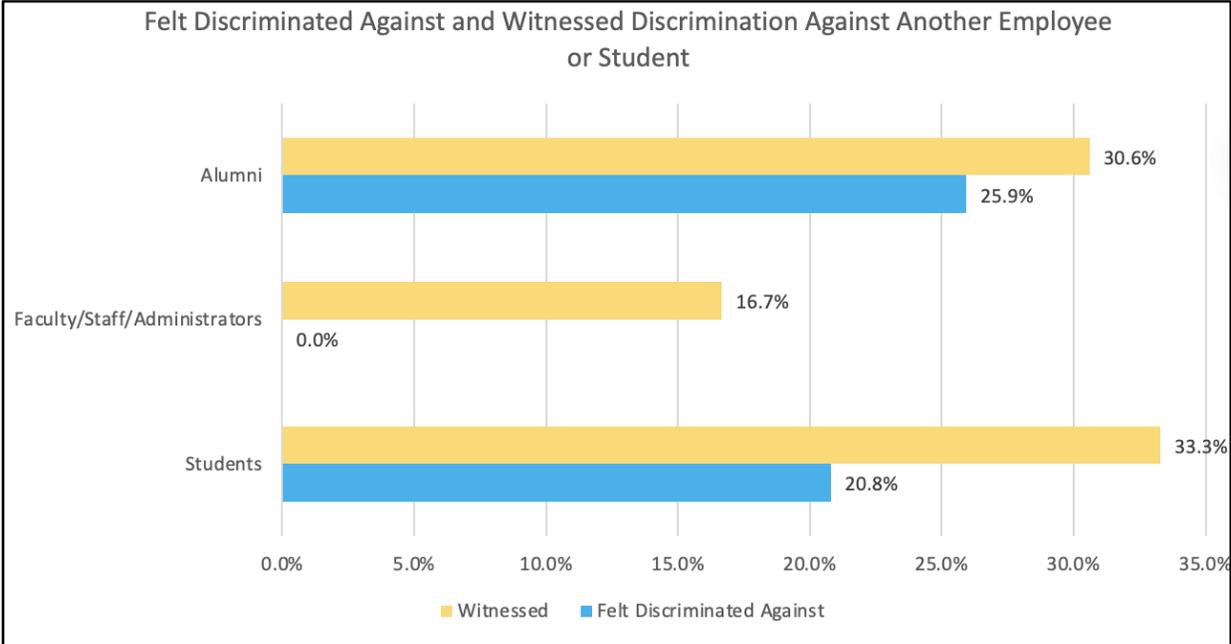
Existing patterns of microaggressions and a perceived culture of impunity

As previously discussed, students, alumni and faculty felt supported and were largely satisfied with the overall climate of the ESP program. Nonetheless, students (20.83%) and alumni (25.93%) reported feeling discriminated against, and students (33.3%), alumni (30.63%) and faculty (16.67%) reported witnessing the discrimination against another employee or student. When discussing their experiences in greater depth, students and alumni once more provided faculty with the benefit of the doubt, believing that discrimination and ongoing patterns of microaggression were not the result of ill-intent. Rather it was perceived by some focus group participants (n=4) as being the consequence of a faculty body that was abiding by linguistic norms and approaches to academic work that were significantly dated. As one participant shared:

there's undertones that are very like 70s kind of mindset in terms of like language. And it's like they need to get with the time. It's just outdated, and I don't think they're intended, like their intentions are not ill. I don't think they're like, outwardly like racist or anything but that's just what they grew up with, and that's the language they know, but it's still harmful.

One provided example occurred when a group of students asked a faculty member to diversify her reading list, given that the syllabus consisted of predominantly white authors. Upon hearing the suggestion, the faculty member questioned whether the readings recommended by the student group were credible or sufficiently reputable. As the student narrating the incident concluded, "that's a very like backhanded comment to make when it's just a suggestion to like make the class more inclusive and better like we should be elevating those academics not stomping on them".

Figure 6. Discrimination Across Stakeholders



Students and alumni were largely unaware of the institutional mechanisms to report or address issues surrounding discrimination. More worrisome, students and alumni did not feel that their grievances could be resolved, noting what was perceived as a culture of impunity within ESP, especially with the program's longtime faculty. One student, for

instance, described ESP as providing an “obvious protection of faculty, especially the older ones”. Although students were adamant in their statements, they often lacked substantiation, drawing on perceptions and emotional responses, rather than specific and tangible moments. In a similar tone, another student argued that problematic behaviors were unlikely to change given an existing lack of accountability of the faculty body. She concluded:

somebody would have to shoot somebody in a classroom for something to happen to a faculty member, so I really have no hope of change”. In the open-ended questions in the survey, students provide a similar assessment with one stating “there is always another condescending man, and there doesn't seem to be anything students can actually do to change things.

In addition to feeling unsure and even pessimistic of the outcomes of reporting an instance of discrimination, some students expressed concern about what they perceived as potential retaliation. Some students and alumni noted that faculty and administrative staff sometimes act as gatekeepers for funding opportunities and future employment. In this sense, students perceived that their reporting of instances of bias and discrimination might jeopardize their future opportunities, both within ESP and upon graduating. As one alumna who is very interested in diversity, equity and inclusion initiatives within the program argued:

students find a harder time speaking up because they are currently in the program and don't want to be impacted by calling someone out. That is not to say that all these faculty members are just like incredibly sensitive, but I have heard from the students that even being told ‘hey you should change your curriculum to include writings of authors of color’, there was a significant backlash. So I think the students are kind of feeling that it's unsafe for them to be able to speak up on this.

This is not to suggest that retaliation did in fact occur; throughout the focus groups students did not provide specific examples in which faculty served as obstacles for funding or employment opportunities. Rather, it reflects a perception that inhibits the proper use of institutional mechanisms that would ideally serve as a safeguard against instances of discrimination.

Conclusion

It is clear that ESP is interested in creating an environment that values and reflects DEI. This is evidenced by the commitments made by the ESP administration and the subsequent efforts that have been enacted (including this DEI audit). The surveys and focus groups help shine a light on what some constituent groups perceive as working well and what others perceive as needing improvement. Some components of DEI work do indeed require meticulous planning and implementation, and others can be rendered in the short term and have broad impact. In the next section, we present our recommendations based on these afore-mentioned findings as well as best practices.

Recommendations

At the beginning of the Findings section of this report, Iere describes some strengths of the ESP program, as gleaned from this audit; ESP should build upon those efforts, strategies and approaches that are working well.. If any of ESP's existing successful efforts are mentioned in the recommendations, we encourage ESP to continue nourishing them.

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 the internalization of the will to create a climate where diversity, equity, and inclusion thrive.

Below, we do suggest trainings for ESP 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 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: 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 (which are not listed in order of importance):

- Build on extant efforts

ESP's DEI efforts are noted and should be built upon. ESP should note that there are several similar programs/schools that have created strategic plans that either feature or center DEI. We do note that some are schools whereas ESP is a program with perhaps a considerable differential in resources. Nonetheless, as regards DEI, we believe ESP is on the right track in terms of its focus and efforts. ESP should also note how some of these programs list/curate DEI related resources.

Resources:

Strategic plans from other schools that reflect DEI:

Nicholas School at Duke:

<https://nicholas.duke.edu/sites/default/files/documents/strategicplan2017.pdf>

University of Michigan:

https://seas.umich.edu/sites/default/files/SEAS_Y5_DEI_Plan_Fnl.pdf

See a list of articles and books in their resource section on environmental justice and race and gender: <https://ensp.umd.edu/about/diversity-and-inclusion> and <https://seas.umich.edu/about/diversity-equity-inclusion/resources>

Some ways for faculty to increase DEI:

<https://caes.ucdavis.edu/about/leaders/DEI/DEI-examples>

Example of DEI investment at UC Davis College of Agricultural and Environmental Sciences: <https://caes.ucdavis.edu/about/leaders/DEI/DEI-strategic-investments>

An example of how UC Davis curated their resources tab:

<https://caes.ucdavis.edu/about/leaders/DEI/books>

NAACP Environmental Justice Page:

<https://naacp.org/know-issues/environment-climate-justice/environmental-justice-policies>

- Robust, Ongoing DEI education (with efficacy assessment) for faculty, staff/administrators and students.

ESP should be engaged in regular education as regard DEI. Education for faculty 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, microaggressions etc. One or even a couple of trainings in DEI are insufficient in fostering sustainable change. It is also important that there be regular post-training assessment to gauge the success of the education and to identify and address persistent gaps. Regular training also boosts confidence so that faculty/staff feel more than adequately equipped to have and lead discussions around sensitive topics such as systemic racism, and other forms of discrimination. Doing education together as a team can also help strengthen bonds among team players and serve as an accountability mechanism for each other. After the education, administrators 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 faculty/staff/students take the Intercultural Development Inventory.

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://cpbusw2.wpmucdn.com/sites.udel.edu/dist/0/674/files/2018/08/PeopleAdmin_DEI_web-285y8p8.pdf

Implicit Bias and Structural Racialization (considerations for improving implicit bias education):

<https://www.nationalequityproject.org/frameworks/implicit-bias-structural-racialization>

○ Bias/Discrimination Reporting

Many respondents could not clearly articulate the process for reporting bias and discrimination. ESP perhaps shares this information during orientation but it is apparent that this information should be posted on the website in an easy-to-find location. It should also be easily searchable on the ESP 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).

○ Incent faculty and staff doing innovative DEI work

Create ways to amplify and reward/incent faculty research, teaching, scholarship (and the creative work by staff members) that center DEI-related innovation. The investment signals institutional values and commitment. Faculty and staff work can be highlighted on the ESP website, or be in the form of DEI-specific awards and grants. Embedding DEI in promotion is another credible signal. Performance evaluation and feedback to faculty and staff need to be consistent and methodical.

○ Develop a program based on restorative/transformational 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. It is not a one-size-fit-all tool; there are sometimes overly egregious events that do require measures that are beyond the scope of a restorative justice approach. 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.sandiego.edu/soles/documents/center-restorative-justice/Campus_PRISM_Report_2016.pdf

- Continue to try to diversify the student body, faculty, and staff

Continue recruitment efforts at HBCUs and other MSIs: Consider strategic industry partnerships aimed at scholarships for historically underrepresented populations.

General Resource:

This is a great resource that provides literature (reports, research articles, and books) on DEI, graduate admissions and other spheres in higher education. There are sections on Bias, Grad Admissions, Grad Recruitment, Grad Student Experiences, Standardized Testing, Increasing Diversity in Doctoral Education, Institutional Change for Diversity & Equity, MSIs, and Rubrics: <https://www.projectamiga.org/literature>

○ Admissions

Continue recruitment efforts at HBCUs and other MSIs: Consider strategic industry partnerships aimed at

To avoid student perceptions of discrimination in the admissions process, particularly against BIPOC applicants, we suggest that ESP pay closer attention to ensure a holistic approach to its admissions. Based on the admissions data provided by ESP, Iere could not discern the total number of students who were admitted; we only saw data for the number of submissions and eventual enrolments. Care should be taken in developing robust and accurate data points throughout the application process. Concomitantly, equity minded rubrics should be developed and used to standardize the review of each application, thus significantly reducing the likelihood of implicit biases.

○ Entrenching DEI as authentic

This will take time, because there is a chasm between the perceptions of students and faculty. Ongoing conversations are needed. We suggest intentional, out of class opportunities for the program to have cross constituent conversations around DEI. Students may, over time, perceive ESP's efforts as authentic if there is continued transparency and open engagement.

○ Curriculum review

Iere analyzed a snapshot of some courses and during the pandemic. It is possible that what we observed as deficiencies or lacunae may have been present in other class sessions. ESP should extrapolate from some of the points in the curricular analysis (and the rubrics in the Appendices) and apply these in conducting a robust in-house analysis of all its courses. These can be used to update the curriculum, including student and alumni voices on what they desire and what the marketplace desires. The goal should indeed be to have as many class sessions reflect DEI as much as possible. Consider implementing more courses that center or substantively reflect the intersection of DEI and environmental justice/policy, not just for ESP students but as possible options for the wider Columbia community; this latter part is a possibility for revenue generation. Part of the curricular review can involve data collection regarding the price of textbooks/materials; these can sometimes be prohibitive for students. Some faculty can place a copy of their

materials in the library on reserve, or use open-source textbooks, or more pdfs so as to lower costs per student.

o Develop curricular standards that foster DEI

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 ESP's values and policies. See the resource below that offers faculty helpful tips on making their syllabi more inclusive.

Resources:

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/>

Sample Syllabi DEI-related Statements: <https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements> and

https://www.uwyo.edu/learn/fac_resources_recognition/teacher_guides/example-diversity-statements-for-syllabi.pdf

A few more ideas for inclusive classrooms (some of these are related to online learning, but can be adapted for in-person too):

1. Multiple Forms of Participation: Are there different ways to participate in the class? (e.g., encouraging the use of the chat function, forum posts, jig-saw activities, gallery walks, fish-bowl activities, chalk-talk or word cloud etc.)
2. Anonymous Participation: Is there use of anonymous participation such as polls? (this is good for students who hold unpopular yet minority opinions, or very introverted students)

3. Think-Pair-Share: Is the faculty using think-pair-share? (Offers students some time to reflect, to share in small groups for students with anxieties, and sharing out allows multiple voices and perspectives to emerge).
4. Addressing synchronous attendees vs. asynchronous attendees, as a matter of inclusion: Is the faculty addressing students who may view the recording after class, vs only addressing students who are attending the live recording? (e.g. an international student who can only view recordings because of the time zone, vs attending class when it is being recorded live). Related to this point of recording, we suggest that the faculty have a discussion about possibly recording lectures for students who are absent.

o Course Evaluation Assessment

Here suggests the creation of a regular, systematic/standardized assessment of course evaluations through a DEI lens. We recognize that course evaluations are imperfect instruments, but some DEI relevant questions may be added to them. Course evaluations can be but one assessment tool in regards to DEI-sensitive curricula. You may include appropriate DEI and classroom climate questions in course evaluations. This signals to students and faculty that DEI is important at ESP 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 integrated alternative learning methods to better support student psychological resilience (e.g., journaling, storytelling, breathing exercises)
 - 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 actually help build community and augment the perception and experience that DEI work is indeed community-oriented.

○ Website Augmentation

The ESP website is fairly easy to navigate, however you should ensure that it is fully ADA compliant. Resource: <https://axesslab.com/accessibility-according-to-pwd/>

○ Ongoing climate study

This audit is the start of ESP's ongoing DEI efforts. Implement a regular and consistent way to discern the community's perceptions and experiences of the ESP climate. This can and should inform your ongoing DEI plans and efforts; it ought to be an iterative process.

○ Continued transparency

ESP's DEI efforts thus far should be lauded. Continue to be transparent in your DEI efforts. Post your DEI related plans, milestones, accomplishments etc. on the DEI tab on the website. Each year, issue a progress report to the community (students, faculty/staff, alumni). Transparency and honesty about your intentions, successes, and deficiencies can generate goodwill. ESP can become a leader at the intersection of DEI and environmental policy/justice; capitalize on the Columbia brand, but do ensure that the DEI efforts are substantive, collaborative, and are regularly assessed for efficacy.

- Issue an annual DEI report card

It is important as ESP does this work, that it is transparent about its progress and persistent deficiencies. The annual report should celebrate what ESP is doing well, what kind of challenges lie ahead and what is the plan for addressing them. These can be sent via email to the entire community and posted online (on the DEI page). This public accountability helps to generate trust and credibility.

- Searches should include a DEI advisor and use of a rubric

Using rubrics is standard practice in classrooms by the professor, yet activities outside the classroom in university settings too often 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) who notes and points out when there is straying from the rubric and previously agreed upon processes. Trainings can be developed for a DEI advisor program.

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

○ Students on Search Committees

It is not uncommon in higher education to have students play an official role in search committees. The student 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/staff are honoring their voices.

○ Mentoring program

Create a mentoring program between current students and alumni.

○ Disaggregating DEI data

While ESP should be commended for the high levels of satisfaction among some groups, pay attention to the ways in which people remain dissatisfied. When looking at data on DEI, be aware that the voices and concerns of minoritized, marginalized, and underrepresented students will usually and likely show up in smaller proportions in the context of the entire data set (especially if you're only taking a quantitative approach). Their issues can be easily obscured by their small numbers. Additionally, we recommend that ESP keeps better records of gender and race/ethnicity and track admitted students, as well those who have deferred, withdrawn, declined and have been rejected.

Appendices

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.

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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Appendix C

SYLLABUS DEI CHECKLIST

The indicators below are a few examples of how instructors can create learning environments that affirm students' cultural identities, foster positive academic outcomes, elevate historically marginalized voices, and contribute to individual student engagement, learning, growth, and achievement. These suggestions are not exhaustive and collectively point to best practices and should be customized to fit a community's context and vision.

Intellectually and Socially Safe for Learning: [Describes practices and routines that encourage respectful relationships, meaningful learning environments, and productive disagreement. The elements below are a few practices that contribute to creating an Intellectually and Socially Safe Learning environment.]

- Norming
 - Refers to ground rules for respectful engagement.
- Diversity Statement
 - A statement that describes instructors' commitment to diversity, equity and inclusion.
- Teacher & Student Pronoun recognition
 - Mention of faculty's intentional usage of their pronouns, and recognition of student pronouns

Building Supportive Relationships with Students: [Describes practices and routines that facilitate the development of positive, supportive and caring relationships between instructors and students. The element below is an example of a practice that does so.]

- Faculty Accessibility
 - Refers to measures specific to accessing or communicating with the faculty.

Accessibility: [Describes practices and routines that facilitate students' access to course materials. The elements below are a few examples of practices that do so.]

- Student Book Costs
 - Refers to the costs associated with required course materials. Affordable book costs are subjective and there have been recent efforts to make

course materials more accessible to students by shifting to open-source materials.

- Accessing multiple sources
 - Refers to measures that assist students in accessing course materials, particularly if there are multiple required books, articles, etc. (e.g., providing directions to bookstores with the required content, hyperlinks to online texts, providing information on the class learning management system, etc.)
- Student Disability Accommodations
 - Refers to any measures or resources that address disabilities and accommodations.
- Visual Accessibility
 - Refers to any measures or resources that make PowerPoint presentations or other course materials accessible to those who are visually impaired (e.g., making materials dyslexia-friendly, providing closed captioning, etc.).

Fostering Equitable Student Participation: [Describes practices and routines that create a space that honors student voices and agency. The elements below are a few examples of practices that ensure equitable opportunities for students to participate in class.]

- Differentiated Participation
 - Refers to differentiated ways for students to participate in class
- Religious Observance
 - Refers to possible flexibility for students who may miss class due to observance of religious holidays.
- Providing Recordings of Lessons
 - Refers to ensuring those who miss class have access to recorded lectures. (It is noted that classes shifted to virtual platforms during the COVID-19 pandemic and recordings of class lectures are not common practice under normal conditions. However, from a standpoint of equity and inclusion, programs should consider ways to sustain this pandemic-related pedagogical practice).

Faculty Reflective Teaching: [Describes practices and routines that encourage instructors to critically reflect on their teaching practices. The element below is an example of such a practice.]

- Mid-Course Student Surveys
 - Refers to faculty surveying students during the semester to collect feedback about the course. get a sense of what is working and what is not.

Diversified Curriculum: [Describes practices and routines that ensure the curricular content incorporates a variety of perspectives, reflects multiple identities, and meets the learning needs of students with various learning styles. The elements below are examples of such practices.]

- Syllabus reflects multiple forms of diversity
 - Refers to the incorporation of readings that reflect several forms of diversity (e.g., race, class, sex, gender, gender identity, sexual orientation, ability, nationality, veteran status, physical appearances, citizenship status, etc).
- Variation in media use
 - Refers to meeting the needs of students with various learning styles (e.g., visual, audio, textile learners) by incorporating different media (e.g., videos, weblinks, podcasts, etc).

Equitably Assessing Student Learning: [Describes practices and routines that ensure students are given a variety of ways to demonstrate what they have learned and are given multiple opportunities to do so. The element below is an example of such a practice.]

- Low-stakes Assessments
 - Refers to the incorporation of several low stakes assessments throughout the semester.

Class Expectations: [Describes expectations and guidelines that are put in place to support deeper learning for all students and assists students in understanding what types of behaviors are expected of them throughout the course. The elements below are a few examples of these guidelines.]

- Faculty Expectations
 - Refers to how clearly articulated faculty expectations are. (e.g., Are there set dates for when assignments are due? Are there rubrics offered so that students can see what the professor will be assessing? Are there clear instructions for assignments?)
- Attendance and Absence Policies
 - Refers to expectations around class attendance and absences

Inclusive Teaching Practices: [Describes instruction practices and routines that support deeper learning for all students. The element below is an example of such a practice.]

- Stated teacher flexibility to students initiating discussions regarding other topics that are related but not explicitly included in the syllabus' readings
 - Refers to any acknowledgement of personal or societal strains, such as from the COVID-19 pandemic or any crisis (e.g., mass shooting, police

brutality and murders, etc.) that may impact student learning and measures that are put in place to mitigate the impact of this strain.

LECTURE DEI CHECKLIST

The indicators below are a few examples of how instructors can create learning environments that affirm students' cultural identities, foster positive academic outcomes, elevate historically marginalized voices, and contribute to individual student engagement, learning, growth, and achievement. These suggestions are not exhaustive and collectively point to best practices and should be customized to fit a community's context and vision.

Intellectually and Socially Safe for Learning: [Describes practices and routines that encourage respectful relationships, meaningful learning environments, and productive disagreements. The elements below are a few practices that contribute to creating an Intellectually and Socially Safe Learning environment.]

- Norming
 - Refers to ground rules for respectful engagement (these can be co-created and co-maintained by teacher and students)
- Student Collaboration
 - Students engage in respectful collaboration (e.g., no personal attacks, name calling, etc.).
- Microaggressions
 - Address any microaggressions that may arise. Faculty can play an important role in modeling how to address microaggressions in a constructive manner.

Building Supportive Relationships with Students: [Describes practices and routines that facilitate the development of positive, supportive and caring relationships between instructors and students. The elements below are examples of practices that do so.]

- Teacher-Student Relationship Strength
 - Teacher-student rapport seems strong. (i.e., faculty foster a caring environment and interact with students with dignity and kindness).
- Name and Pronoun Usage

- Faculty uses students' names and preferred pronouns
- Faculty Accessibility
 - Faculty encourage students to visit office hours and/or email for additional assistance, support, mentoring, advice, etc. (N.B. students often appreciate when teachers arrive a little bit early to class or stay back a little after class so as to answer their questions).

Faculty Language/Disposition: [Describes practices and routines employed by instructors to build rapport with students, support deeper learning and create an inclusive learning environment.]

- Disposition toward student questions
 - Faculty doesn't seem condescending to and/or dismissive of student questions or comments.
- Active listening
 - Faculty practices active listening.
- Use of inclusive language
 - Instructors use inclusive language (e.g., saying "all genders" instead of the gender binary of "men and women", unless of course the discussion is an interrogation of said binary. Another example is avoiding stereotypes when dealing with real world assumptions, such as race, class, social mobility etc).
- Teaching Intersectionally
 - Teaching intersectionally by not offering topics in a dichotomized way (i.e., recognizing that multiple identities do interlock and shape individual experiences, e.g. discussing how race and class intersect versus a race-only analysis).

Fostering Equitable Student Participation: [Describes practices and routines that create space to honor and support students' voices and agency. The elements below are a few examples of practices that ensure equitable opportunities for students to participate in class.]

- Multiple form of participation

- There are different ways to participate in the class (e.g., encouraging the use of chat functions on virtual platforms, forum posts, jig-saw activities, gallery walks, fish-bowl activities, chalk-talk or word cloud, etc.).
- Anonymous Participation
 - Offering anonymous participation opportunities such as polls for introverted students or those who may hold unpopular, minority opinions.
- Think-Pair-Share
 - Using think-pair-share in order to offer students some time to reflect, share in small groups, and sharing out allows multiple voices and perspectives to emerge.

Diversified Curriculum: [Describes practices and routines that ensure the curricular content incorporates a variety of perspectives, reflects multiple identities and meets the learning needs of students with various learning styles. The elements below are examples of such practices.]

- Content reflects diversity of identities, experiences, or statuses
 - Refers to the incorporation of content that reflect several forms of diversity (e.g., race, class, sex, gender, gender identity, sexual orientation, ability, nationality, veteran status, physical appearances, citizenship status).
- Variation in media use
 - Refers to meeting the needs of students with various learning styles (e.g., visual, auditory, tactile learners) by incorporating different forms of media beyond the textbook and academic publications (e.g., videos, weblinks, podcasts, etc).
- Diverse examples for elucidating points
 - In the lecture, if examples are offered to elucidate points being made, examples should reflect multiple forms of diversity (e.g., race, class, sex, gender, gender identity, sexual orientation, ability, nationality, veteran status, physical appearances, citizenship status).

Class Format

- Lecture versus Socratic Seminar
 - Instead of the typical lecture style format in which the faculty is the sole bearer of knowledge to impart onto students, a Socratic method of teaching involves a shared dialogue between instructors and students.

Instructors use questions to examine the values, principles, and beliefs of students in efforts to develop critical thinking skills.

- The faculty member decenters hierarchy in both the physical and virtual spaces utilized (e.g., seats may be positioned in a circle).
- Bringing other voices outside of academia (e.g. a community activist, policy maker, etc.).
- Breakout Rooms/ Small Group Discussions
 - To accommodate more introverted students or students with anxieties etc., breakout rooms and small group discussions are employed to create more opportunities for participation.
 - There is a clear structure given for breakout rooms and small group discussions. (e.g., assign a role or task; this gives students a space to be engaged in a small setting but with clear instructions which help to lower anxiety for some students). The instructions can be given in multiple formats (e.g., orally, written, etc.) to accommodate different kinds of learners).

Assessing Student Learning:

- Gauging Comprehension
 - The faculty periodically checks for student comprehension, in a variety of ways
- Grading
 - Using multiple ways for assessing student achievement of course objectives, e.g. class presentations, exams, creative and/or team projects, reflections, blog posts/op-eds, etc. (For those interested, there has been growing interest in the un-grading movement in assessment).

Lecture Accessibility: [Describes practices and routines that facilitate student access to course materials. The elements below are a few examples of practices that do so.]

- Meeting Student Accessibility Needs
 - Students' accessibility needs, whether documented or not, are taken into consideration (e.g., verbal explanations of visual content for those who are

visually impaired and closed captioning for students who are deaf; no flashing lights for students who may have epilepsy).

- Presentation Visually Accessible
 - Refers to any measures centered on making PowerPoint presentations visually accessible to those who are visually impaired (e.g., making materials dyslexia-friendly, providing closed captioning, etc.).

Faculty Reflexivity: [Describes practices and routines that encourage instructors to critically reflect on their instruction. The element below is an example of such a practice.]

- Mid-Course Student Surveys
 - Refers to faculty surveying students during the semester to collect feedback about the course, and making changes that improve the course based on the student reflection

Student Engagement: [Describes levels of student engagement]

- Variation in Engagement
 - Fostering diverse student engagement--especially by race, ethnicity or gender.
- Video Communications Best Practices
 - Include camera policy in syllabi when mode of instruction is web-based. There is currently a robust debate on video use; we recommend faculty choose a policy that respects students' various circumstances and allows for flexibility.

Questioning Strategies: [Describes practices and routines that encourage instructors to fully engage students in class discussions. The elements below are examples of such a practice.]

- Diversity of Voices
 - Faculty creates space for a diversity of student voices to participate in class discussions
- Tokenizing
 - During a class discussion on a topic, students are not being selected as 'tokens' or 'representatives' to offer responses (e.g., an Asian American student selected to respond to a class prompt that is focused on Asians).

Remote Teaching Practices: [Describes remote instruction practices and routines that support deeper learning for all students. The elements below include examples of such a practice.]

- Prioritizing opportunities to build learning partnerships and students' experiences during times of crisis:
 - Instances where instructors gauge how students are coping emotionally and academically by providing a space for sharing, listening and relating.
- Facilitating Technology Access
 - Instances where instructors prioritize the students who have the least resources. This could include surveying the needs of the students and offering assignment alternatives and support; giving attention to issues of access to technology (e.g. students with very poor Wi-Fi connections who may be unable to maintain video stability)
- Recognizing that online teaching is not "typical":
 - Instances where the instructor accounts for the difficulties students may be experiencing with remote instruction (e.g., more flexibility with deadlines; allowing students to turn their camera off, etc.)
- Being mindful of the impact of stress on the brain:
 - Instances where the instructor integrates social emotional learning and mindfulness practices (e.g., journaling, storytelling, breathing exercises) into instruction to foster student psychological resilience.

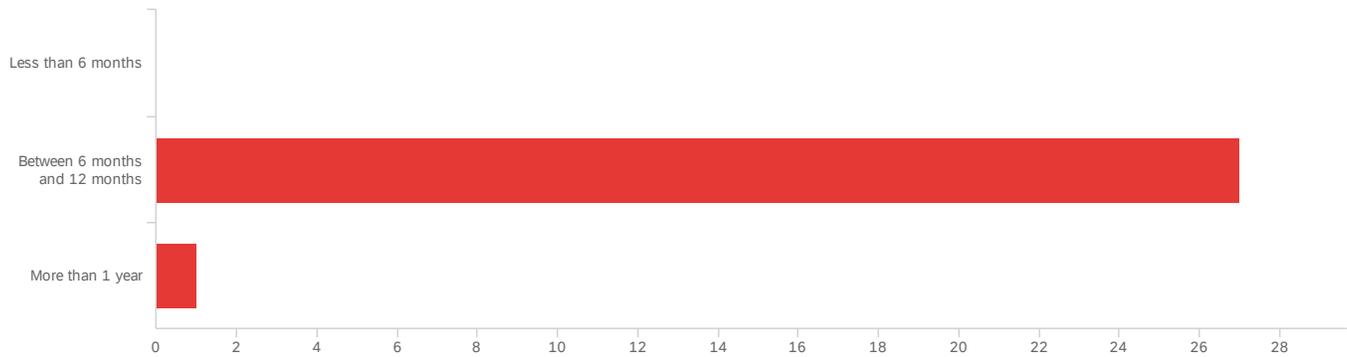
ESP Student Survey Initial Report

Student Survey - EI - MPA in Environmental Science and Policy

June 4, 2021 2:46 AM EDT

Q3 - How long have you been a student in the Environmental Science and Policy

program?

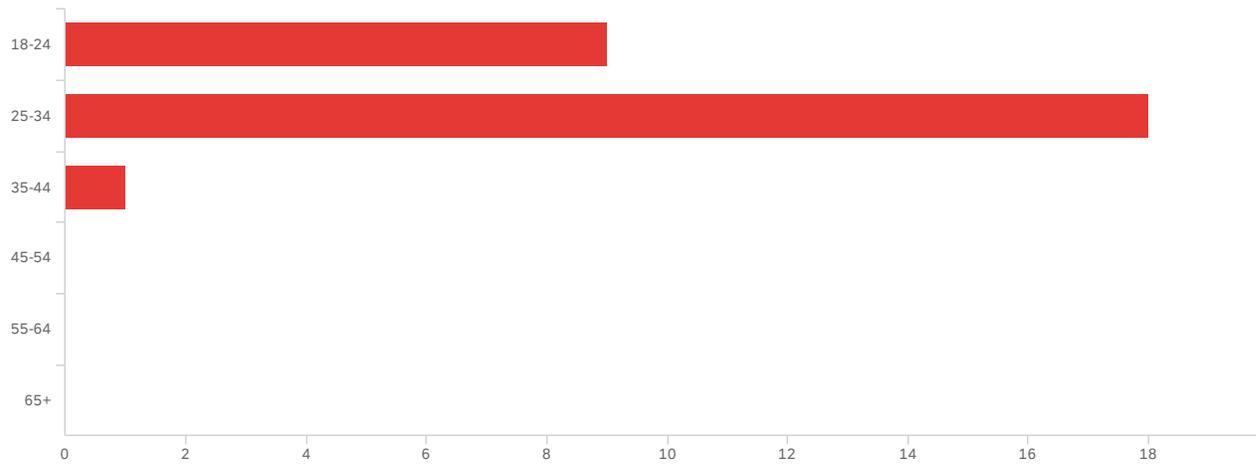


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been a student in the Environmental Science and Policy program?	2.00	3.00	2.04	0.19	0.03	28

#	Field	Choice Count
1	Less than 6 months	0.00% 0
2	Between 6 months and 12 months	96.43% 27
3	More than 1 year	3.57% 1
		28

Showing rows 1 - 4 of 4

Q4 - What is your current age (in years)?



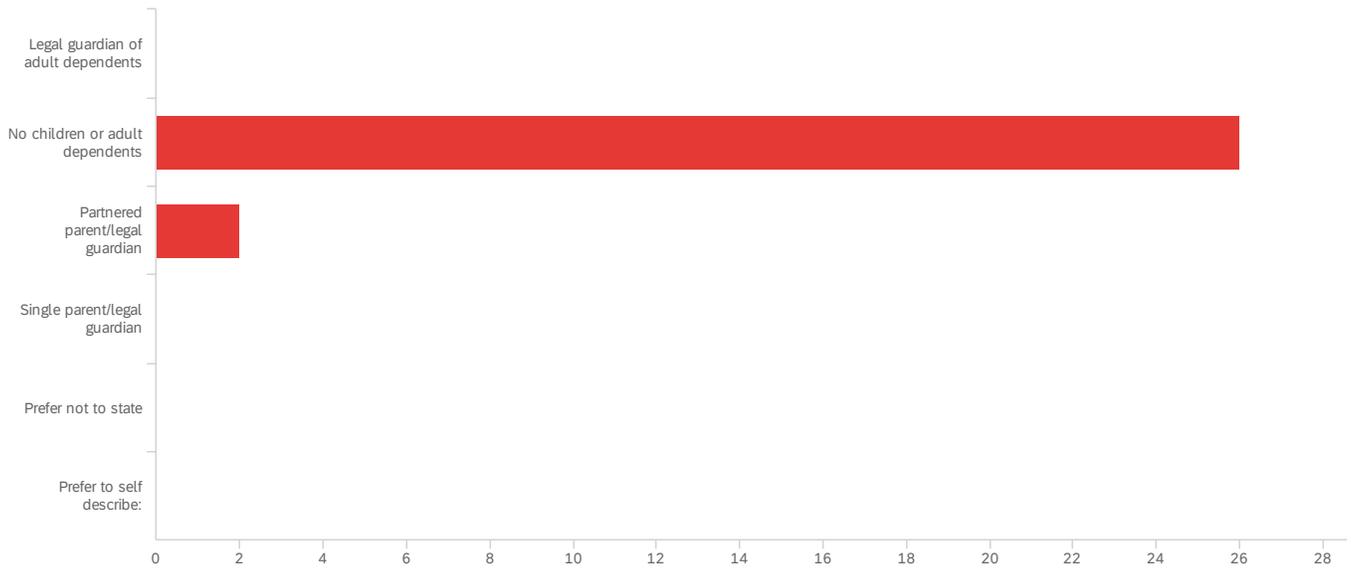
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current age (in years)?	1.00	3.00	1.71	0.52	0.28	28

#	Field	Choice Count
1	18-24	32.14% 9
2	25-34	64.29% 18
3	35-44	3.57% 1
4	45-54	0.00% 0
5	55-64	0.00% 0
6	65+	0.00% 0

28

Showing rows 1 - 7 of 7

Q5 - What is your family status?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your family status? - Selected Choice	2.00	3.00	2.07	0.26	0.07	28

#	Field	Choice Count
1	Legal guardian of adult dependents	0.00% 0
2	No children or adult dependents	92.86% 26
3	Partnered parent/legal guardian	7.14% 2
4	Single parent/legal guardian	0.00% 0
5	Prefer not to state	0.00% 0
6	Prefer to self describe:	0.00% 0

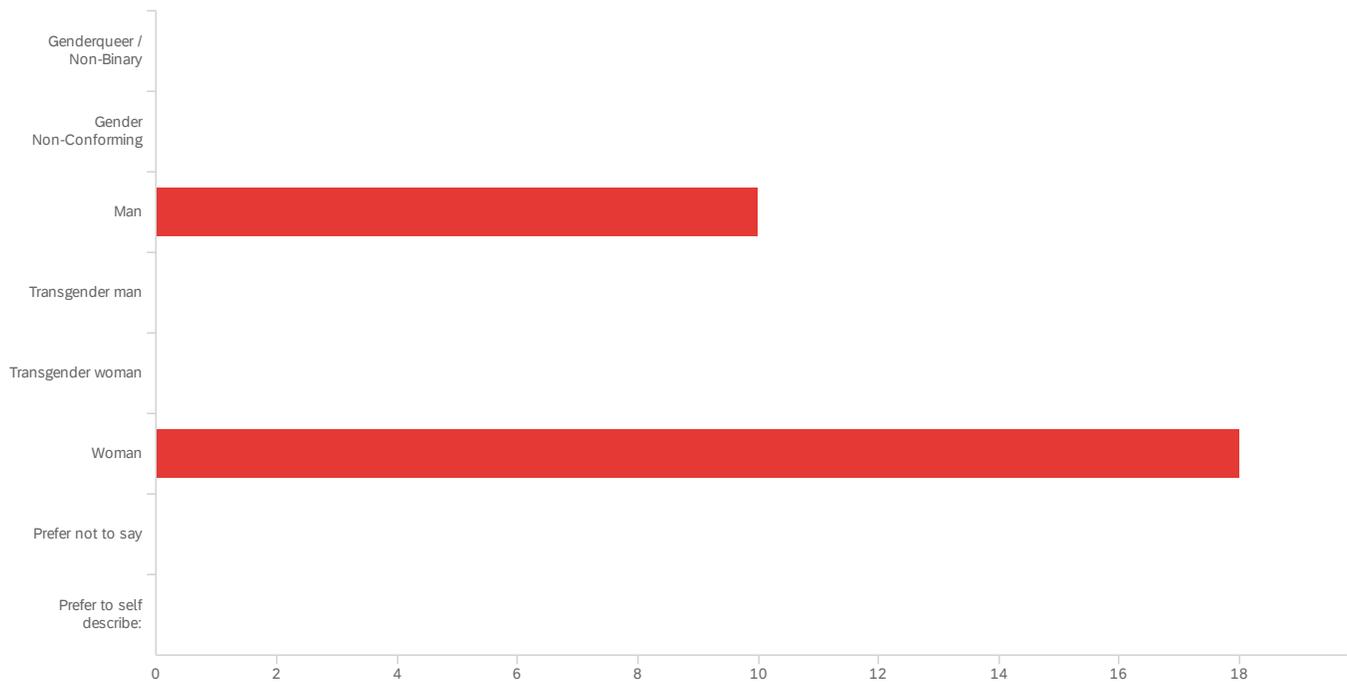
28

Showing rows 1 - 7 of 7

Q5_6_TEXT - Prefer to self describe:

Prefer to self describe:

Q6 - What is your gender identity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your gender identity? - Selected Choice	3.00	6.00	4.93	1.44	2.07	28

#	Field	Choice Count
1	Genderqueer / Non-Binary	0.00% 0
2	Gender Non-Conforming	0.00% 0
3	Man	35.71% 10
4	Transgender man	0.00% 0
5	Transgender woman	0.00% 0
6	Woman	64.29% 18
7	Prefer not to say	0.00% 0
8	Prefer to self describe:	0.00% 0

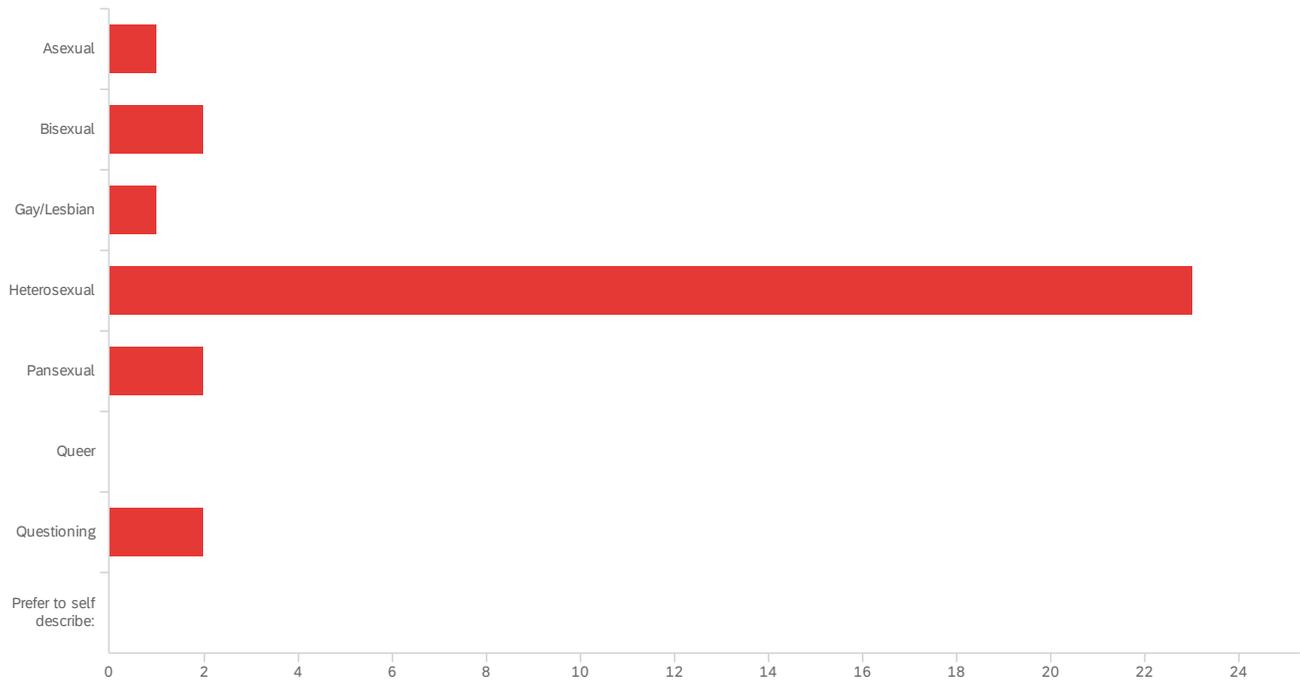
28

Showing rows 1 - 9 of 9

Q6_8_TEXT - Prefer to self describe:

Prefer to self describe:

Q7 - What is your sexual orientation?



#	Field	Choice Count
1	Asexual	3.23% 1
2	Bisexual	6.45% 2
3	Gay/Lesbian	3.23% 1
4	Heterosexual	74.19% 23
5	Pansexual	6.45% 2
6	Queer	0.00% 0
7	Questioning	6.45% 2
8	Prefer to self describe:	0.00% 0

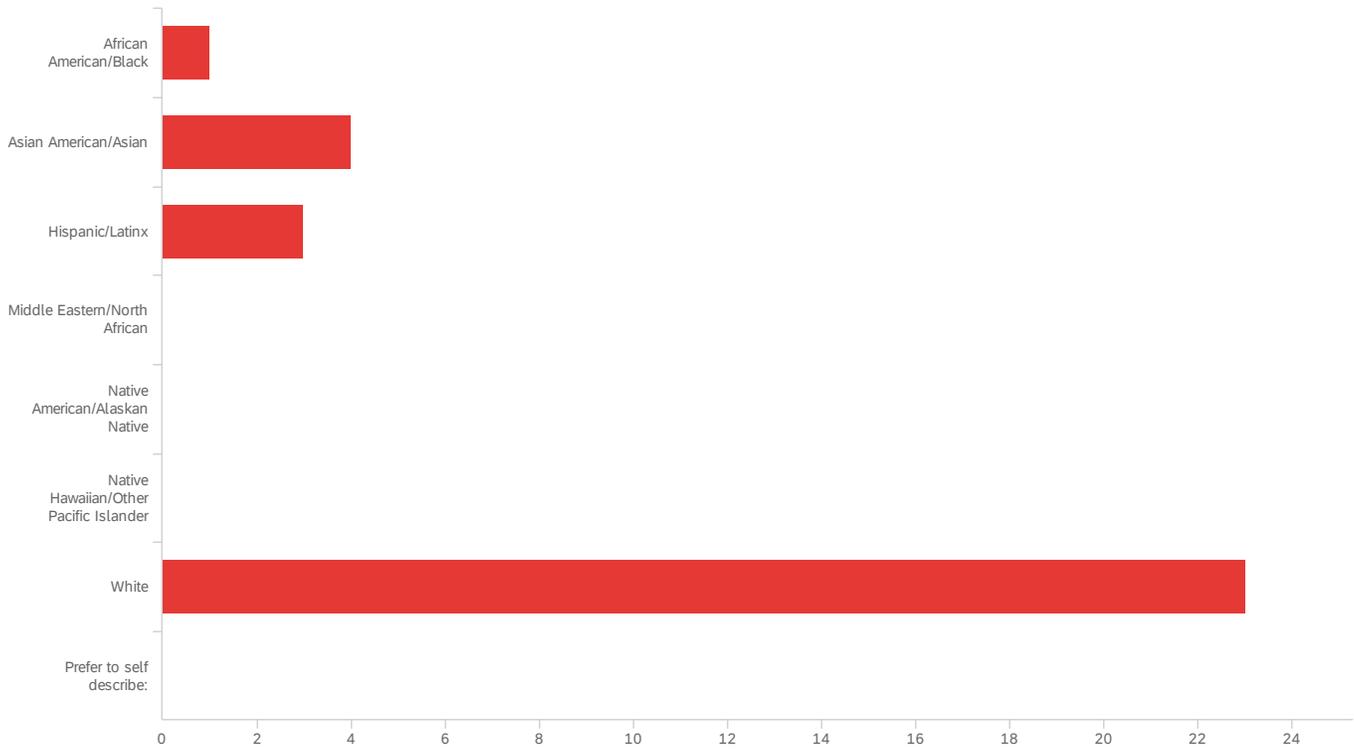
31

Showing rows 1 - 9 of 9

Q7_8_TEXT - Prefer to self describe:

Prefer to self describe:

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



#	Field	Choice Count
1	African American/Black	3.23% 1
2	Asian American/Asian	12.90% 4
3	Hispanic/Latinx	9.68% 3
4	Middle Eastern/North African	0.00% 0
5	Native American/Alaskan Native	0.00% 0
6	Native Hawaiian/Other Pacific Islander	0.00% 0
7	White	74.19% 23
8	Prefer to self describe:	0.00% 0

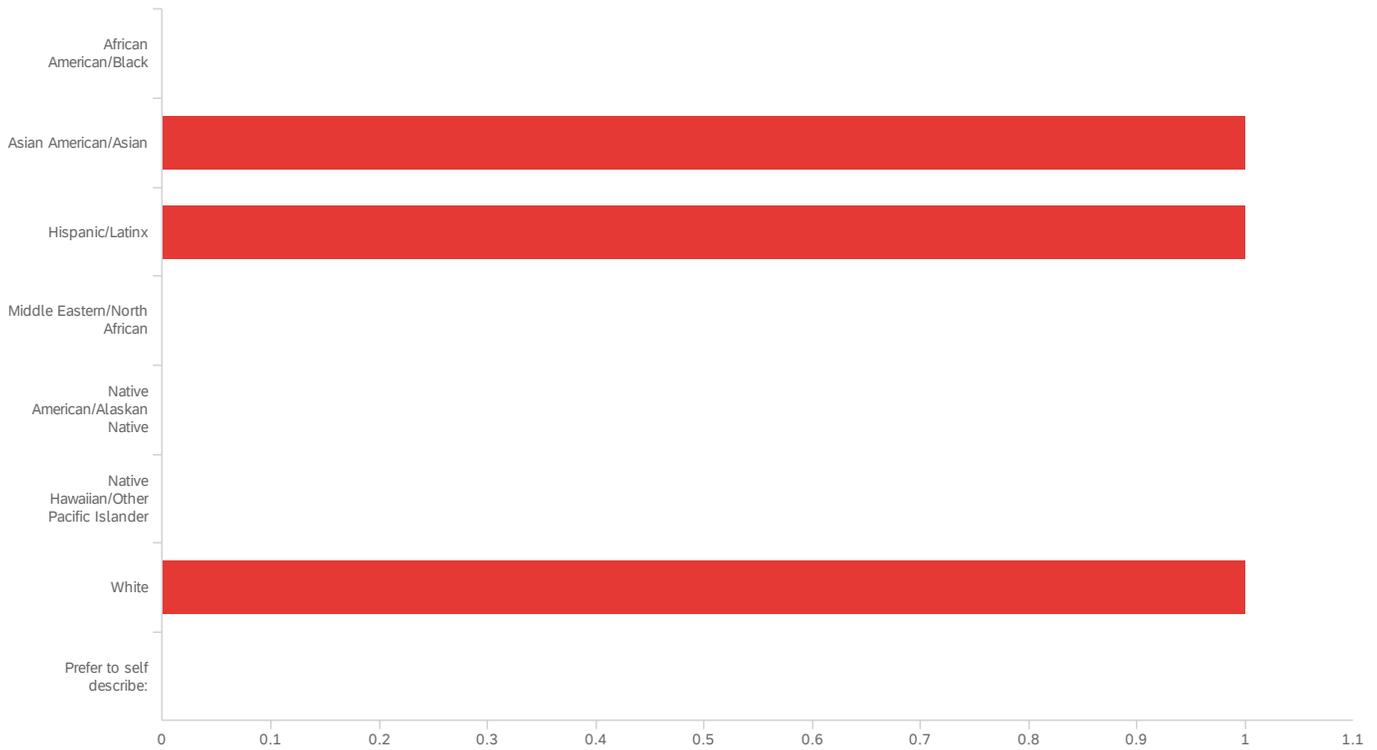
31

Showing rows 1 - 9 of 9

Q8_8_TEXT - Prefer to self describe:

Prefer to self describe:

Q9 - Please indicate the racial or ethnic groups with which you most identify.



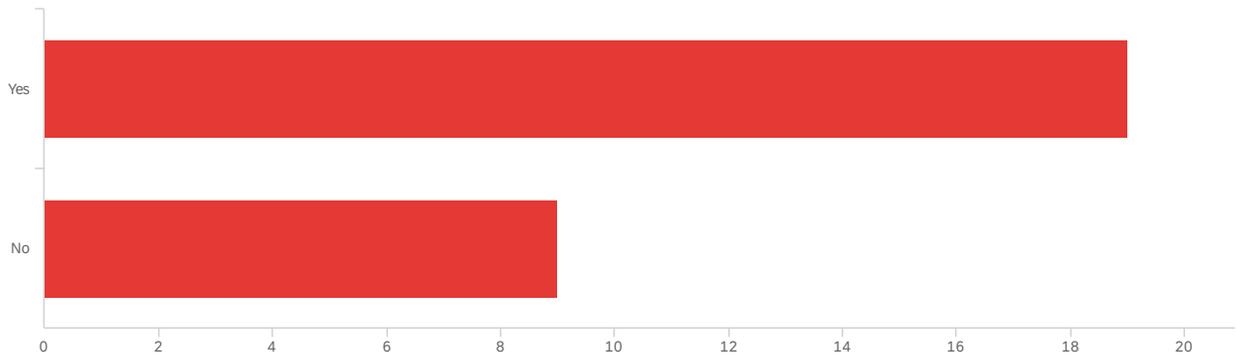
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate the racial or ethnic groups with which you most identify. - Selected Choice	2.00	7.00	4.00	2.16	4.67	3

#	Field	Choice Count
1	African American/Black	0.00% 0
2	Asian American/Asian	33.33% 1
3	Hispanic/Latinx	33.33% 1
4	Middle Eastern/North African	0.00% 0
5	Native American/Alaskan Native	0.00% 0
6	Native Hawaiian/Other Pacific Islander	0.00% 0
7	White	33.33% 1
8	Prefer to self describe:	0.00% 0

Q9_8_TEXT - Prefer to self describe:

Prefer to self describe:

Q10 - Were you born in the United States?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Were you born in the United States?	1.00	2.00	1.32	0.47	0.22	28

#	Field	Choice Count
1	Yes	67.86% 19
2	No	32.14% 9

28

Showing rows 1 - 3 of 3

Q11 - In which country were you born?

In which country were you born?

nigeria

UK

China

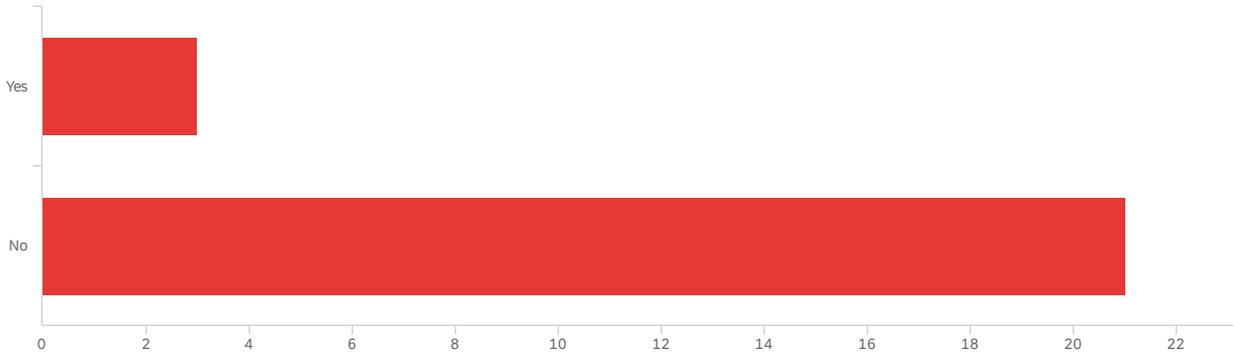
Russia

Russia

Mexico

Indonesia

Q12 - Are you currently an international student? (i.e. you need a student visa to study in the United States)



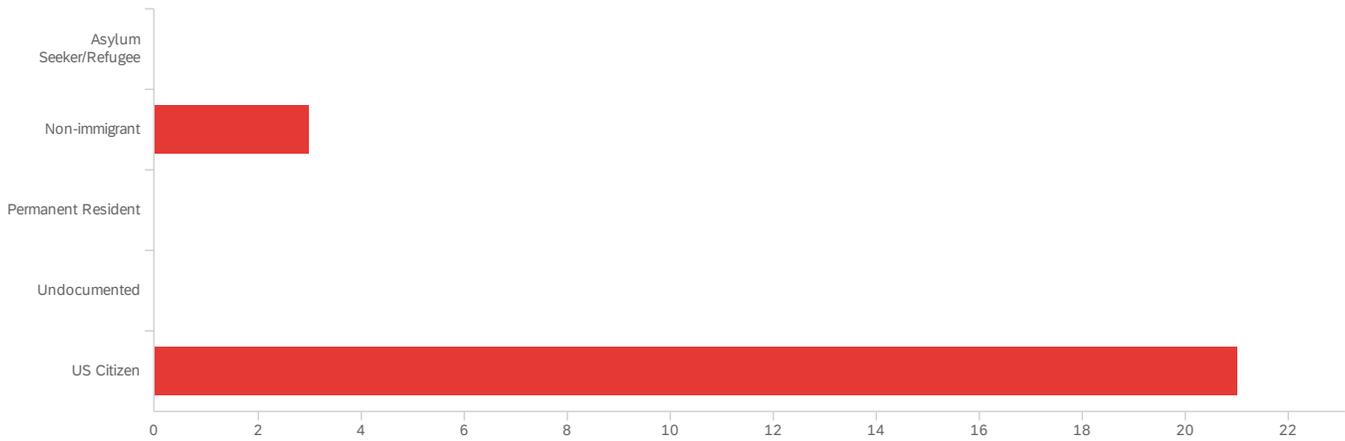
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently an international student? (i.e. you need a student visa to study in the United States)	1.00	2.00	1.88	0.33	0.11	24

#	Field	Choice Count
1	Yes	12.50% 3
2	No	87.50% 21

24

Showing rows 1 - 3 of 3

Q13 - What is your immigration status?

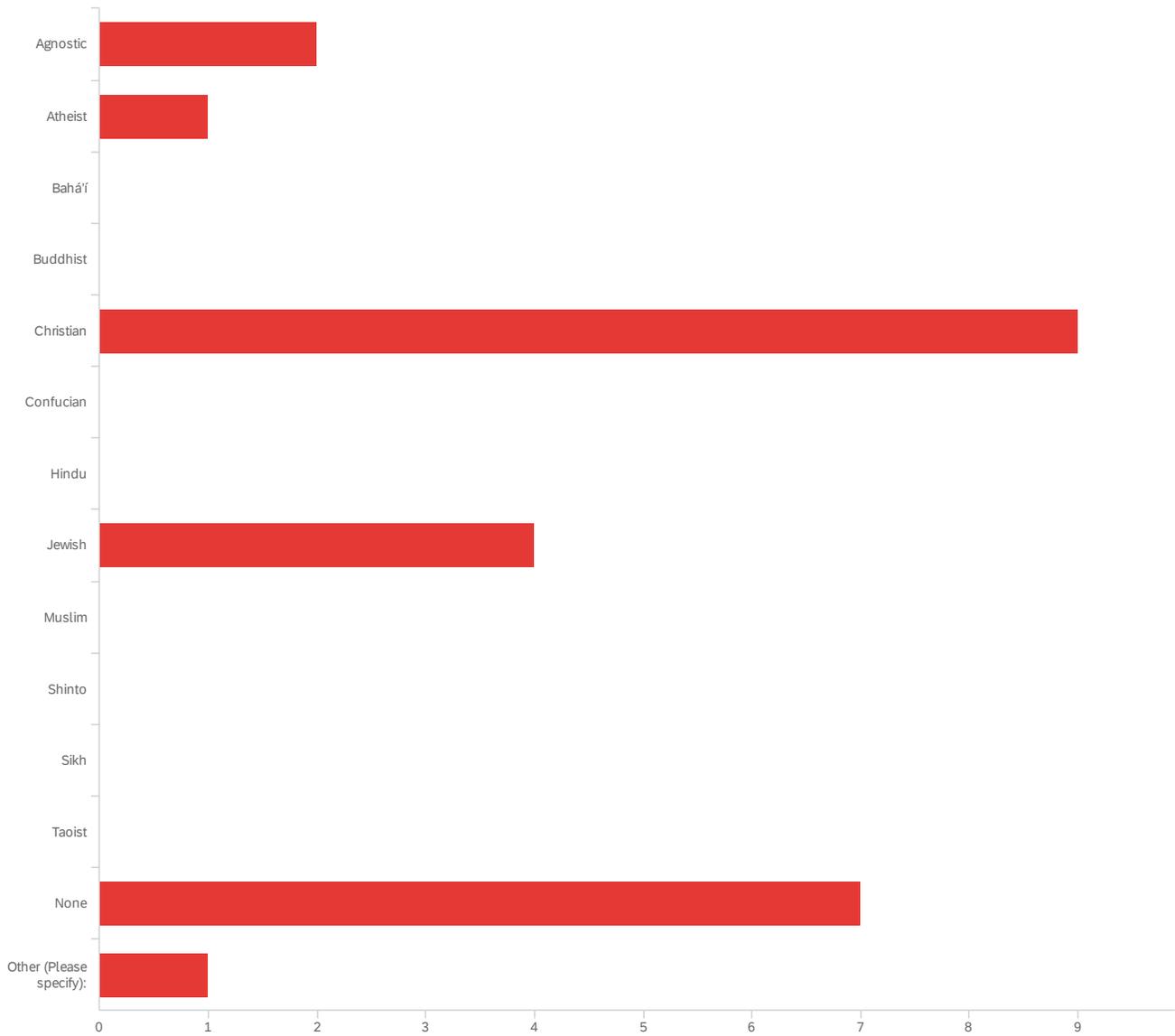


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your immigration status?	2.00	5.00	4.63	0.99	0.98	24

#	Field	Choice Count
1	Asylum Seeker/Refugee	0.00% 0
2	Non-immigrant	12.50% 3
3	Permanent Resident	0.00% 0
4	Undocumented	0.00% 0
5	US Citizen	87.50% 21
		24

Showing rows 1 - 6 of 6

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	With what religious background, if any, do you most identify? - Selected Choice	1.00	14.00	7.75	4.21	17.69	24

#	Field	Choice Count
1	Agnostic	8.33% 2
2	Atheist	4.17% 1

#	Field	Choice Count
3	Bahá'í	0.00% 0
4	Buddhist	0.00% 0
5	Christian	37.50% 9
6	Confucian	0.00% 0
7	Hindu	0.00% 0
8	Jewish	16.67% 4
9	Muslim	0.00% 0
10	Shinto	0.00% 0
11	Sikh	0.00% 0
12	Taoist	0.00% 0
13	None	29.17% 7
14	Other (Please specify):	4.17% 1

24

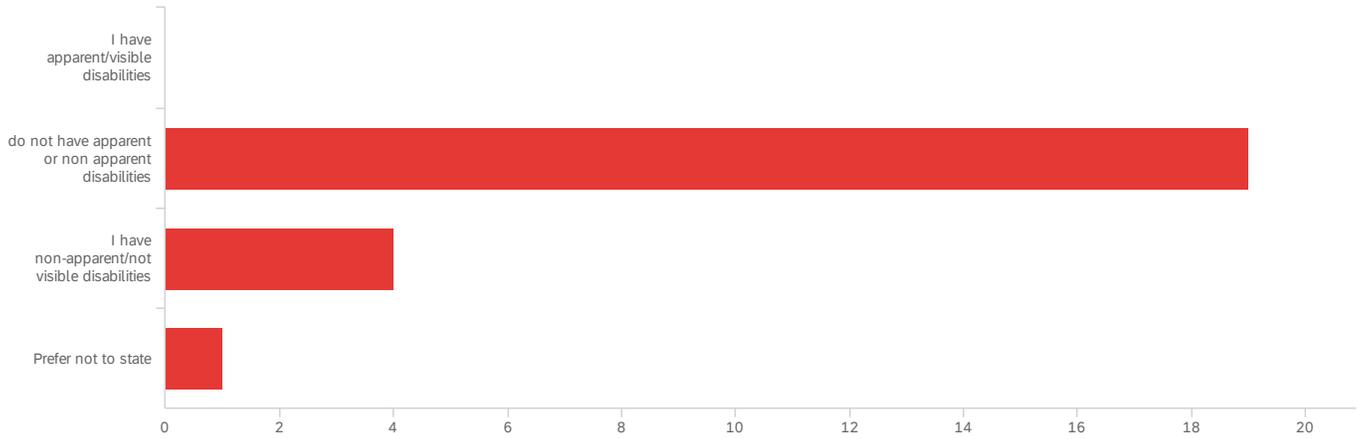
Showing rows 1 - 15 of 15

Q14_14_TEXT - Other (Please specify):

Other (Please specify):

Catholic

Q15 - 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.

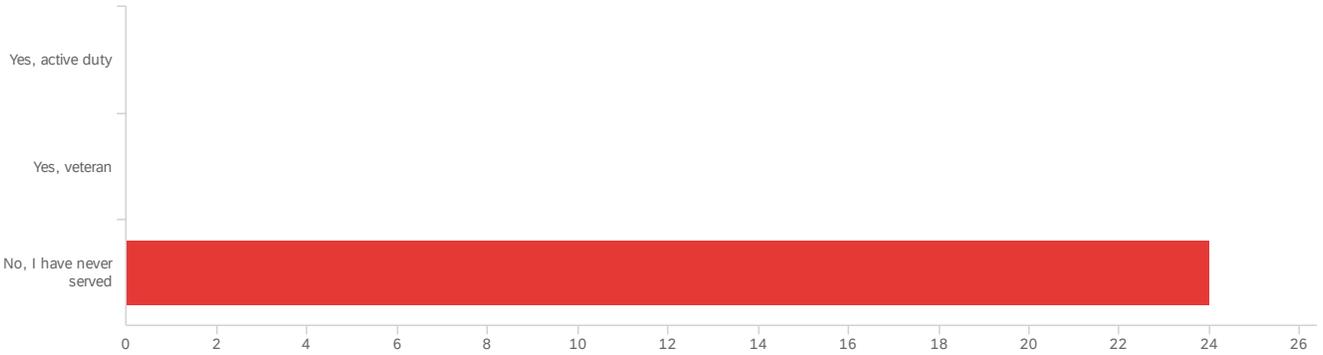


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have a disability? The American Disabilities Act defines an individual with a disability as a person who has a physical or mental impairment that substantially limits one or more life activities, who has history or record of such impairment, or who is perceived to having such impairments.	2.00	4.00	2.25	0.52	0.27	24

#	Field	Choice Count
1	I have apparent/visible disabilities	0.00% 0
2	I do not have apparent or non apparent disabilities	79.17% 19
3	I have non-apparent/not visible disabilities	16.67% 4
4	Prefer not to state	4.17% 1
		24

Showing rows 1 - 5 of 5

Q16 - Do you identify as an active member or veteran of the U.S. Armed Forces, Military Reserves, or National Guard?



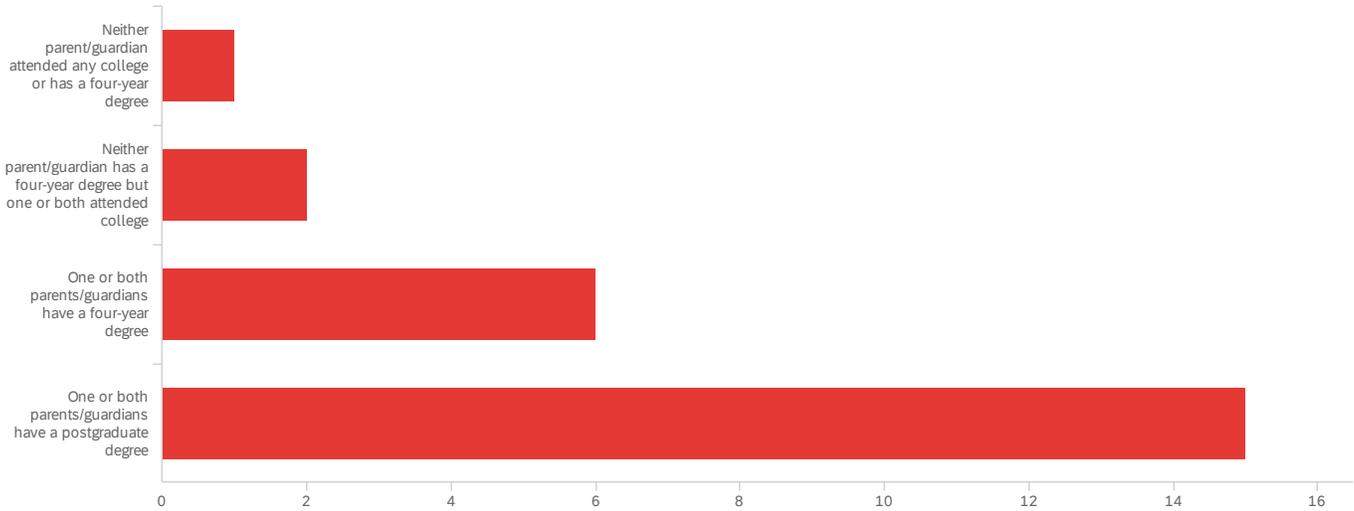
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you identify as an active member or veteran of the U.S. Armed Forces, Military Reserves, or National Guard?	3.00	3.00	3.00	0.00	0.00	24

#	Field	Choice Count
1	Yes, active duty	0.00% 0
2	Yes, veteran	0.00% 0
3	No, I have never served	100.00% 24
		24

Showing rows 1 - 4 of 4

Q17 - Which of the following best describes the educational experience of your

parents/guardians?



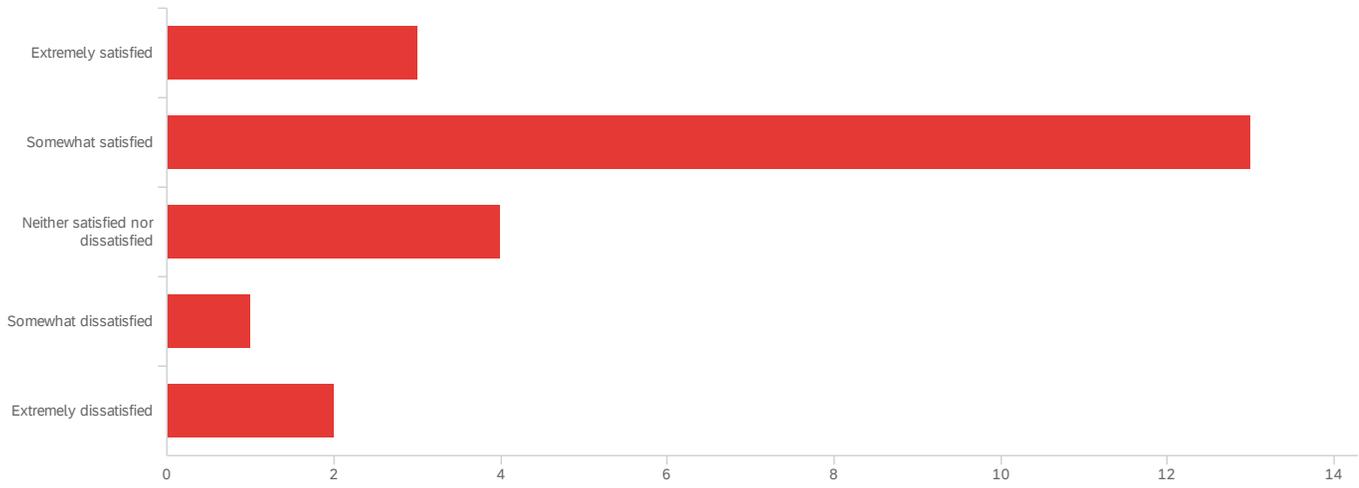
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following best describes the educational experience of your parents/guardians?	1.00	4.00	3.46	0.82	0.66	24

#	Field	Choice Count
1	Neither parent/guardian attended any college or has a four-year degree	4.17% 1
2	Neither parent/guardian has a four-year degree but one or both attended college	8.33% 2
3	One or both parents/guardians have a four-year degree	25.00% 6
4	One or both parents/guardians have a postgraduate degree	62.50% 15

24

Showing rows 1 - 5 of 5

Q18 - During your time in the Environmental Science and Policy program, how satisfied are you with the overall campus climate/environment?

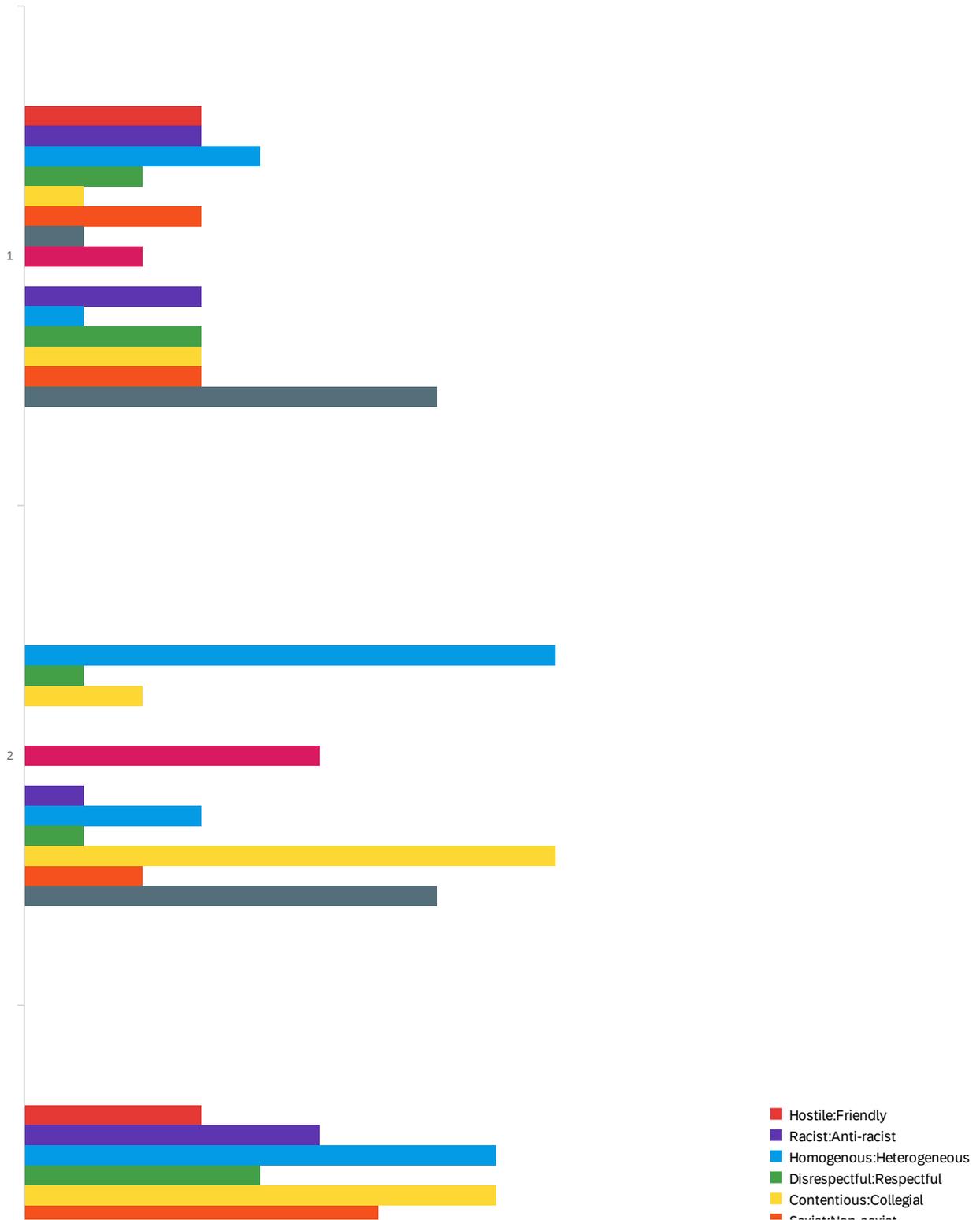


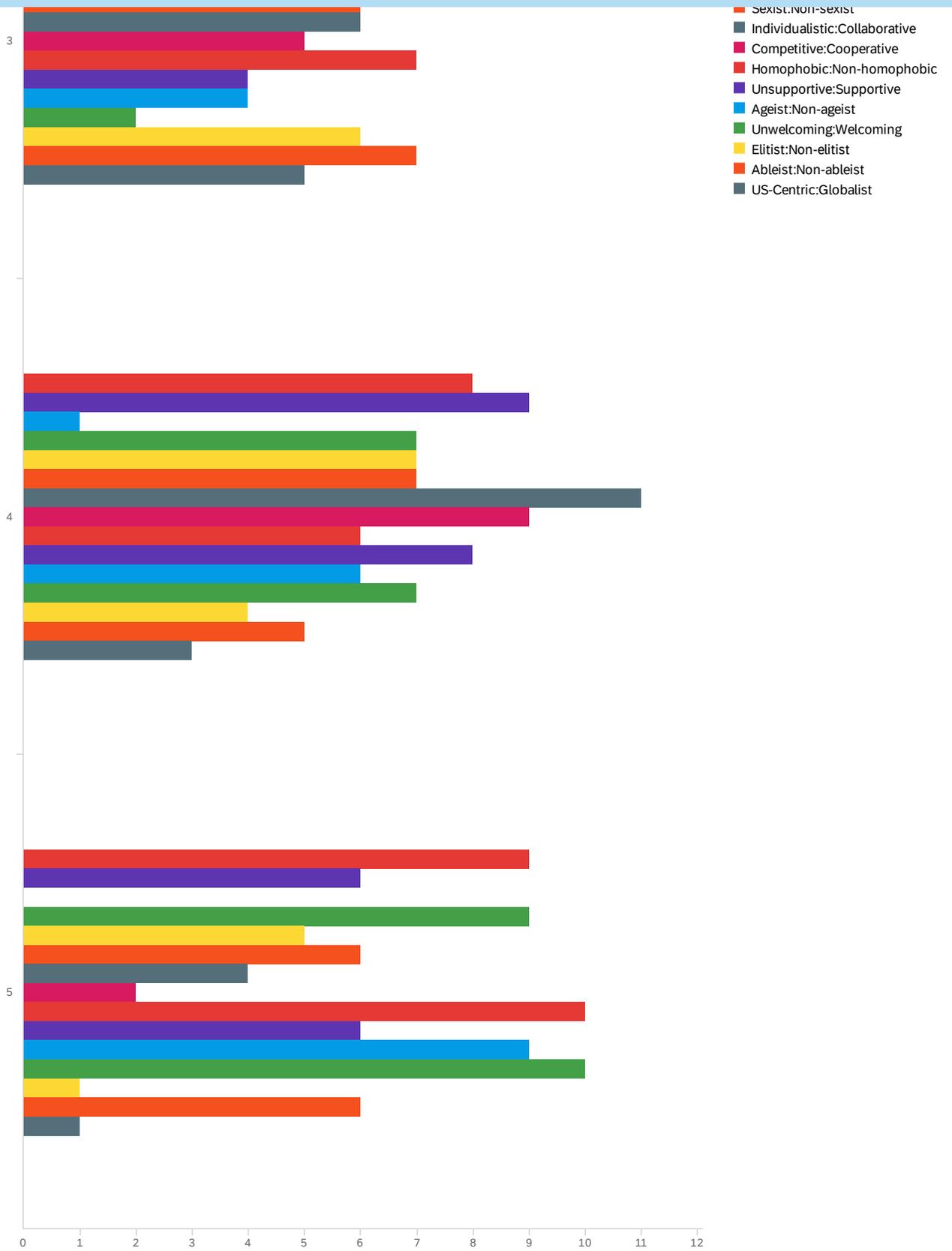
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Environmental Science and Policy program, how satisfied are you with the overall campus climate/environment?	1.00	5.00	2.39	1.05	1.11	23

#	Field	Choice Count
1	Extremely satisfied	13.04% 3
2	Somewhat satisfied	56.52% 13
3	Neither satisfied nor dissatisfied	17.39% 4
4	Somewhat dissatisfied	4.35% 1
5	Extremely dissatisfied	8.70% 2
		23

Showing rows 1 - 6 of 6

Q19 - In this section, please select the best option, along the continuum of adjectives, that represents how you would rate Environmental Science and Policy program based on your direct experiences:





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Hostile:Friendly	1.00	5.00	3.87	1.30	1.68	23

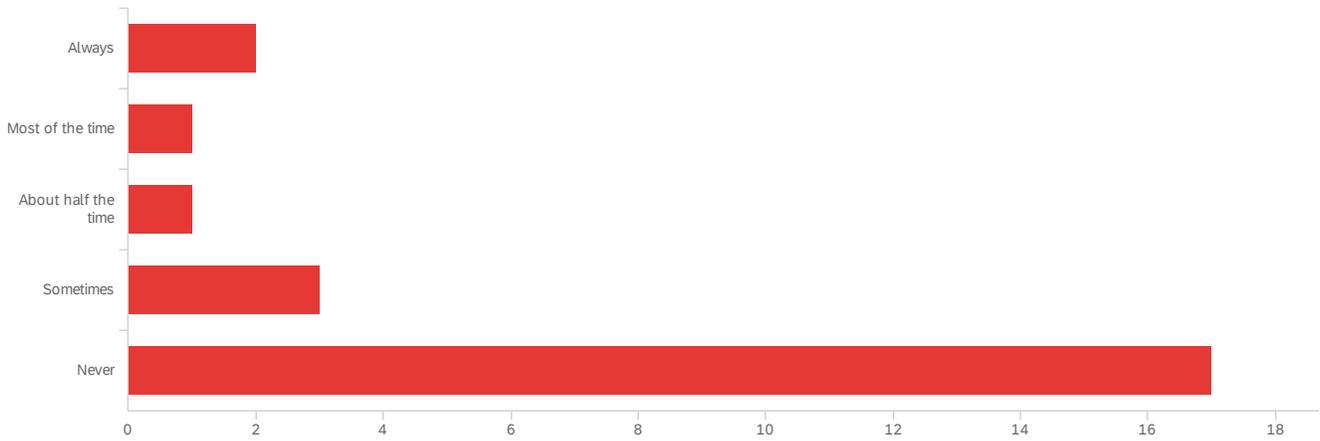
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	Racist:Anti-racist	1.00	5.00	3.65	1.24	1.53	23
3	Homogenous:Heterogeneous	1.00	4.00	2.27	0.81	0.65	22
4	Disrespectful:Respectful	1.00	5.00	3.87	1.23	1.50	23
5	Contentious:Collegial	1.00	5.00	3.57	1.06	1.12	23
6	Sexist:Non-sexist	1.00	5.00	3.59	1.27	1.61	22
7	Individualistic:Collaborative	1.00	5.00	3.77	0.90	0.81	22
8	Competitive:Cooperative	1.00	5.00	3.17	1.13	1.27	23
9	Homophobic:Non-homophobic	3.00	5.00	4.13	0.85	0.72	23
10	Unsupportive:Supportive	1.00	5.00	3.59	1.30	1.70	22
11	Ageist:Non-ageist	1.00	5.00	3.83	1.20	1.45	23
12	Unwelcoming:Welcoming	1.00	5.00	3.87	1.36	1.85	23
13	Elitist:Non-elitist	1.00	5.00	2.61	1.05	1.11	23
14	Ableist:Non-ableist	1.00	5.00	3.39	1.31	1.72	23
15	US-Centric:Globalist	1.00	5.00	2.30	1.16	1.34	23

#	Field	1	2	3	4	5	Total
1	Hostile:Friendly	13.04% 3	0.00% 0	13.04% 3	34.78% 8	39.13% 9	23
2	Racist:Anti-racist	13.04% 3	0.00% 0	21.74% 5	39.13% 9	26.09% 6	23
3	Homogenous:Heterogeneous	18.18% 4	40.91% 9	36.36% 8	4.55% 1	0.00% 0	22
4	Disrespectful:Respectful	8.70% 2	4.35% 1	17.39% 4	30.43% 7	39.13% 9	23
5	Contentious:Collegial	4.35% 1	8.70% 2	34.78% 8	30.43% 7	21.74% 5	23
6	Sexist:Non-sexist	13.64% 3	0.00% 0	27.27% 6	31.82% 7	27.27% 6	22
7	Individualistic:Collaborative	4.55% 1	0.00% 0	27.27% 6	50.00% 11	18.18% 4	22
8	Competitive:Cooperative	8.70% 2	21.74% 5	21.74% 5	39.13% 9	8.70% 2	23
9	Homophobic:Non-homophobic	0.00% 0	0.00% 0	30.43% 7	26.09% 6	43.48% 10	23
10	Unsupportive:Supportive	13.64% 3	4.55% 1	18.18% 4	36.36% 8	27.27% 6	22

#	Field	1	2	3	4	5	Total
11	Ageist:Non-ageist	4.35% 1	13.04% 3	17.39% 4	26.09% 6	39.13% 9	23
12	Unwelcoming:Welcoming	13.04% 3	4.35% 1	8.70% 2	30.43% 7	43.48% 10	23
13	Elitist:Non-elitist	13.04% 3	39.13% 9	26.09% 6	17.39% 4	4.35% 1	23
14	Ableist:Non-ableist	13.04% 3	8.70% 2	30.43% 7	21.74% 5	26.09% 6	23
15	US-Centric:Globalist	30.43% 7	30.43% 7	21.74% 5	13.04% 3	4.35% 1	23

Showing rows 1 - 15 of 15

Q20 - During your time in the Environmental Science and Policy program, how often have you been concerned about your physical safety on campus?



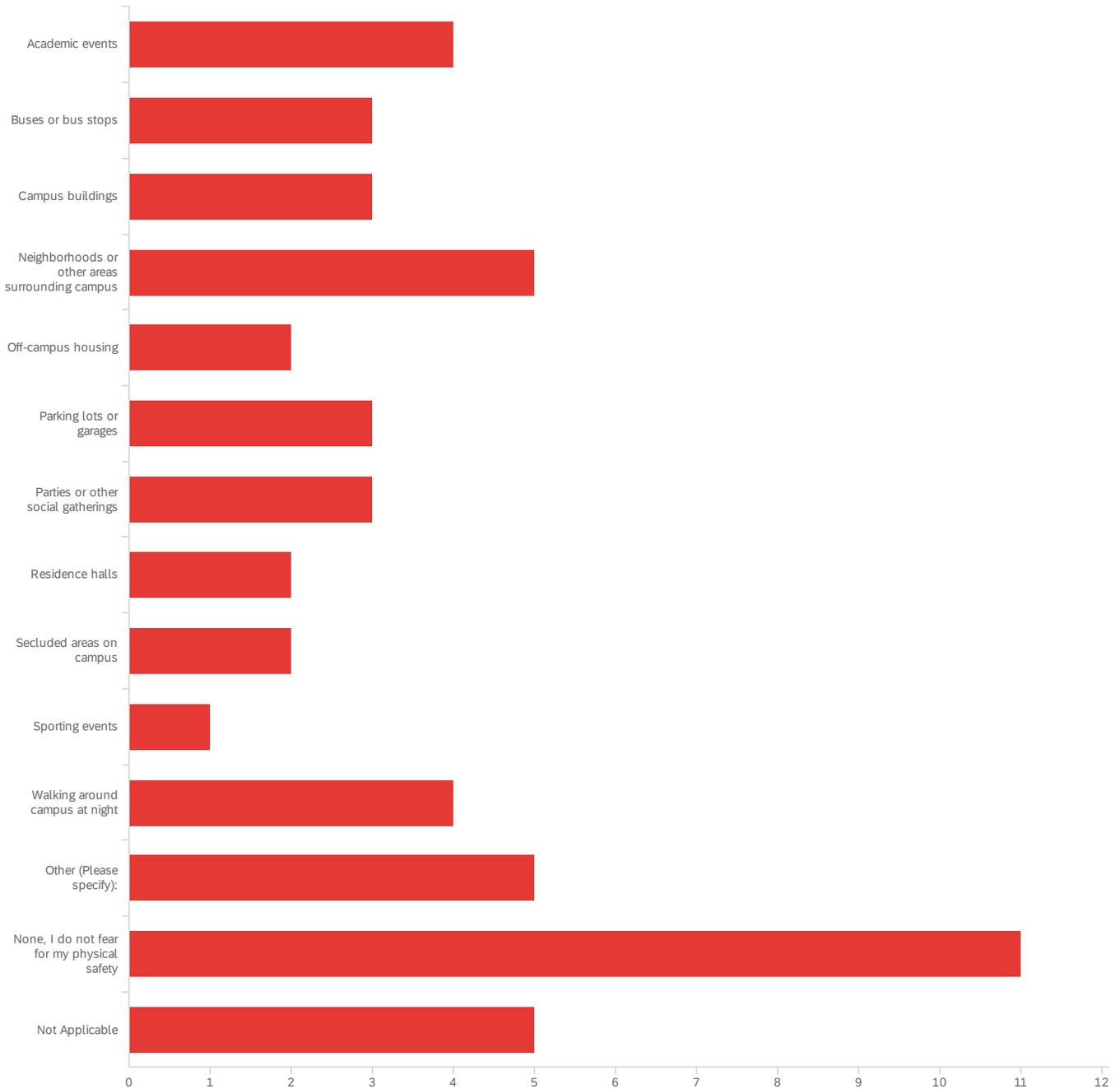
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Environmental Science and Policy program, how often have you been concerned about your physical safety on campus?	1.00	5.00	4.33	1.25	1.56	24

#	Field	Choice Count
1	Always	8.33% 2
2	Most of the time	4.17% 1
3	About half the time	4.17% 1
4	Sometimes	12.50% 3
5	Never	70.83% 17
		24

Showing rows 1 - 6 of 6

Q21 - During your time in the Environmental Science and Policy program, which of the following have you avoided at Columbia University due to fear for your physical safety?

(Check all that apply.)



#	Field	Choice Count
1	Academic events	7.55% 4

#	Field	Choice Count
2	Buses or bus stops	5.66% 3
3	Campus buildings	5.66% 3
4	Neighborhoods or other areas surrounding campus	9.43% 5
5	Off-campus housing	3.77% 2
6	Parking lots or garages	5.66% 3
7	Parties or other social gatherings	5.66% 3
8	Residence halls	3.77% 2
9	Secluded areas on campus	3.77% 2
10	Sporting events	1.89% 1
11	Walking around campus at night	7.55% 4
12	Other (Please specify):	9.43% 5
13	None, I do not fear for my physical safety	20.75% 11
14	Not Applicable	9.43% 5

53

Showing rows 1 - 15 of 15

Q21_12_TEXT - Other (Please specify):

Other (Please specify):

Have not attended class or social events due to covid at times

Morningside Park

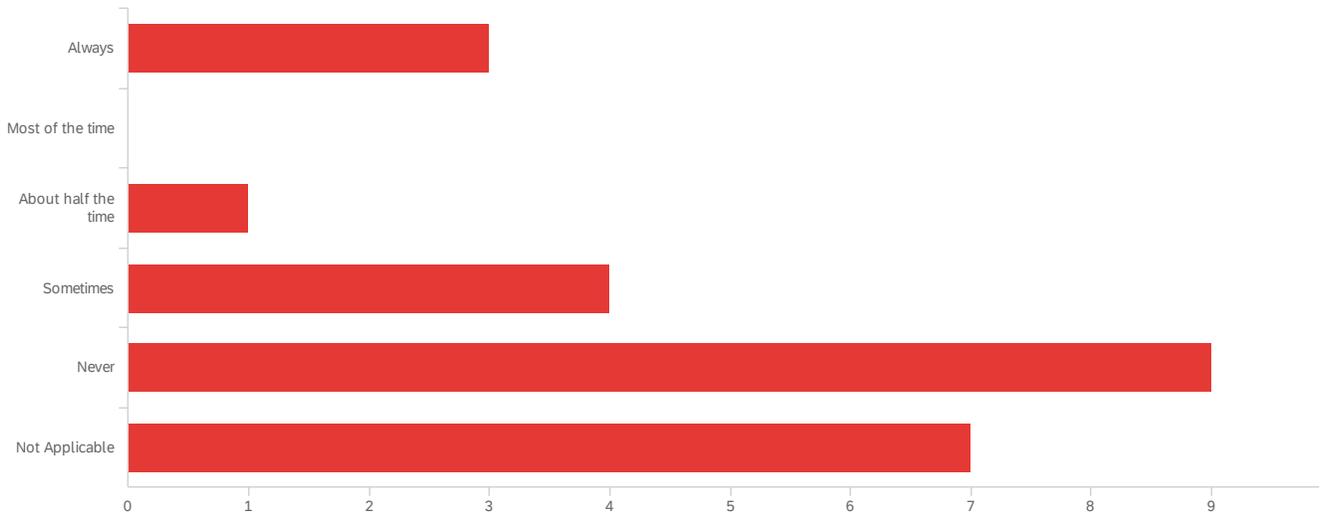
avoiding covid

None due to COVID, I live off campus and there have been no live event

MOVING TO CAMPUS

Q22 - During your time in the Environmental Science and Policy program, how often

have you been concerned about your psychological/emotional safety on campus?



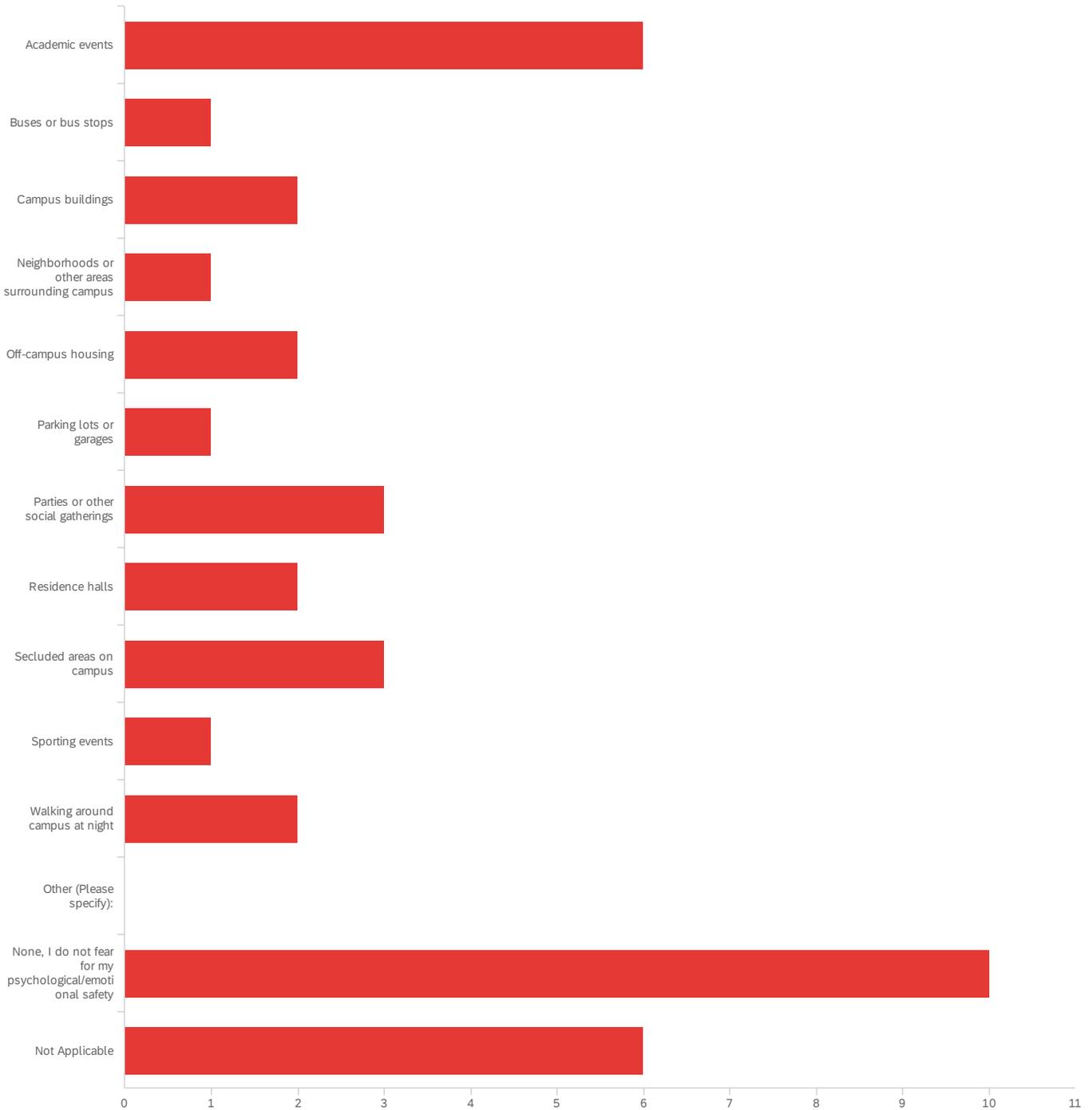
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Environmental Science and Policy program, how often have you been concerned about your psychological/emotional safety on campus?	1.00	6.00	4.54	1.55	2.41	24

#	Field	Choice Count
1	Always	12.50% 3
2	Most of the time	0.00% 0
3	About half the time	4.17% 1
4	Sometimes	16.67% 4
5	Never	37.50% 9
6	Not Applicable	29.17% 7

24

Showing rows 1 - 7 of 7

Q23 - During your time in the Environmental Science and Policy program, which of the following have you avoided at Columbia University due to fear for your psychological/emotional safety? (Check all that apply.)



Field

Choice
Count

#	Field	Choice Count
1	Academic events	15.00% 6
2	Buses or bus stops	2.50% 1
3	Campus buildings	5.00% 2
4	Neighborhoods or other areas surrounding campus	2.50% 1
5	Off-campus housing	5.00% 2
6	Parking lots or garages	2.50% 1
7	Parties or other social gatherings	7.50% 3
8	Residence halls	5.00% 2
9	Secluded areas on campus	7.50% 3
10	Sporting events	2.50% 1
11	Walking around campus at night	5.00% 2
12	Other (Please specify):	0.00% 0
13	None, I do not fear for my psychological/emotional safety	25.00% 10
14	Not Applicable	15.00% 6

40

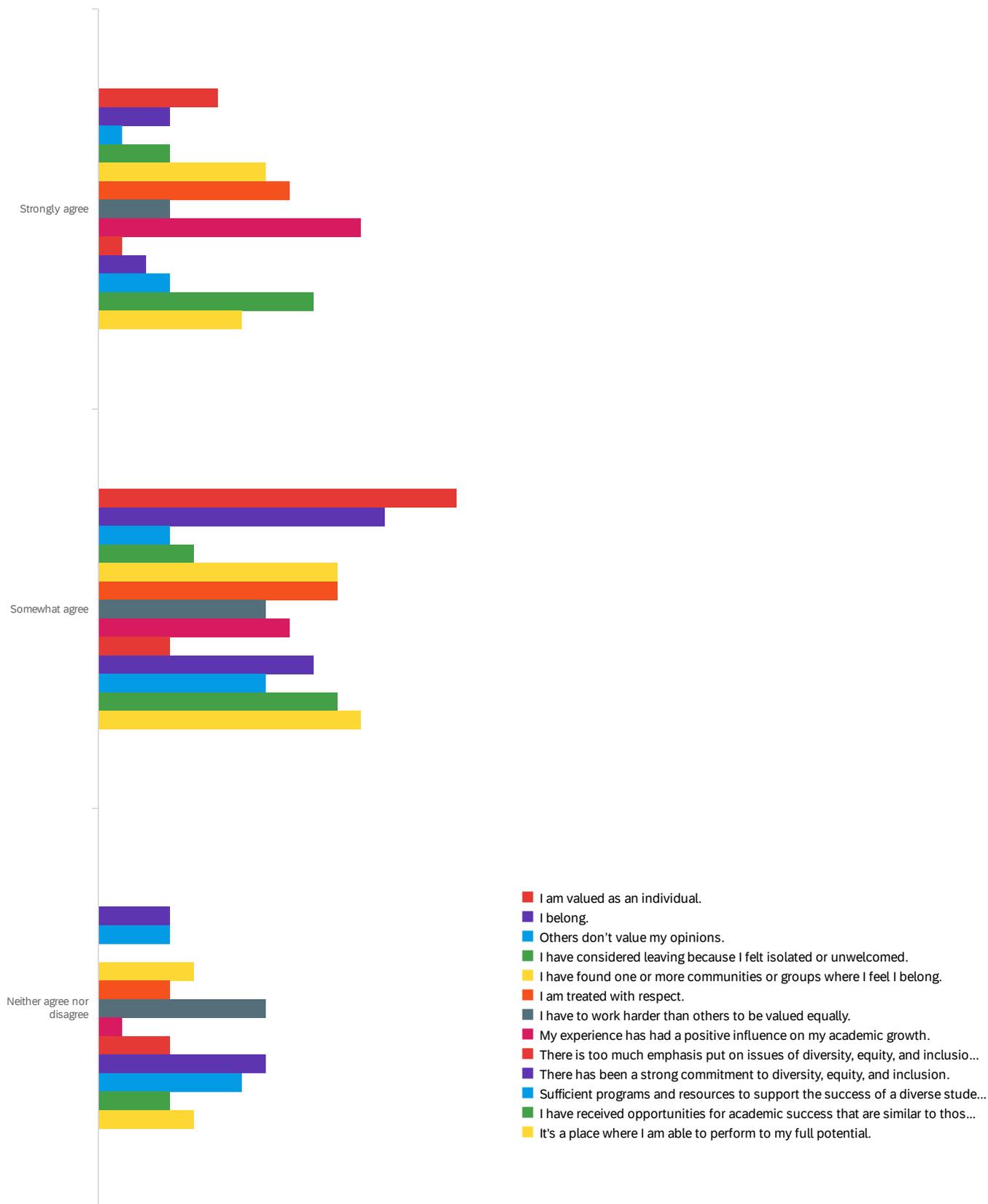
Showing rows 1 - 15 of 15

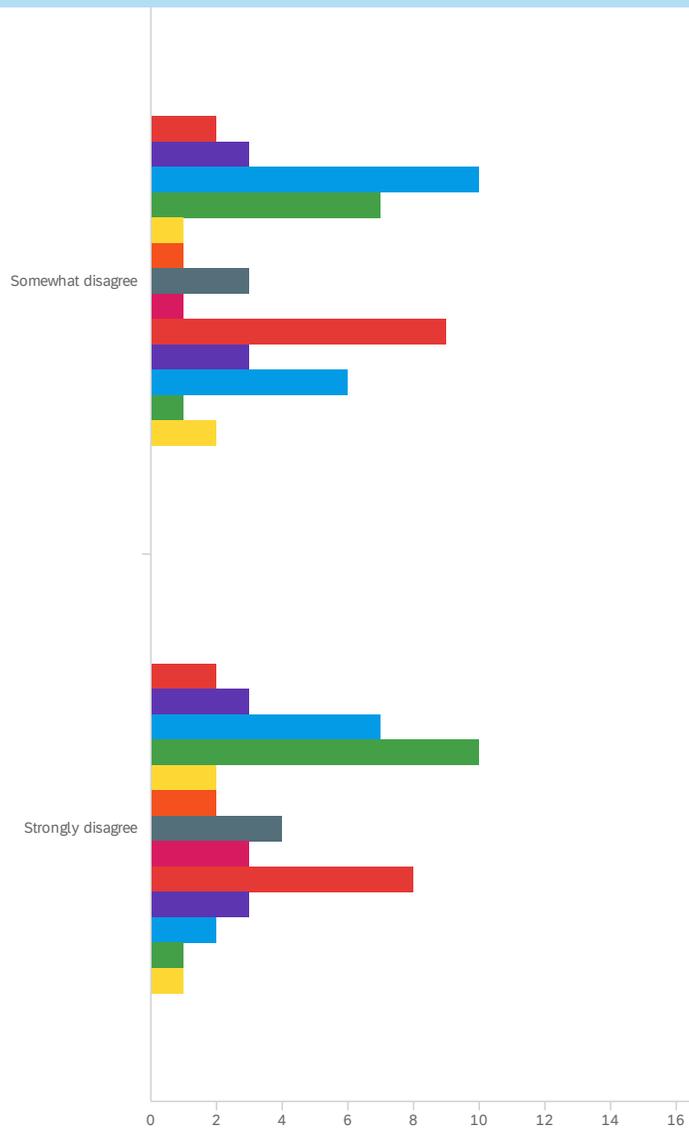
Q23_12_TEXT - Other (Please specify):

Other (Please specify):

Q24 - During your time in the Environmental Science and Policy program at Columbia

University, please indicate your level of agreement with each of the following statements:





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am valued as an individual.	1.00	5.00	2.21	1.12	1.25	24
2	I belong.	1.00	5.00	2.63	1.22	1.48	24
3	Others don't value my opinions.	1.00	5.00	3.79	1.12	1.25	24
4	I have considered leaving because I felt isolated or unwelcomed.	1.00	5.00	3.71	1.46	2.12	24
5	I have found one or more communities or groups where I feel I belong.	1.00	5.00	2.21	1.15	1.33	24
6	I am treated with respect.	1.00	5.00	2.13	1.17	1.36	24
7	I have to work harder than others to be valued equally.	1.00	5.00	2.92	1.26	1.58	24
8	My experience has had a positive influence on my academic growth.	1.00	5.00	2.04	1.34	1.79	24

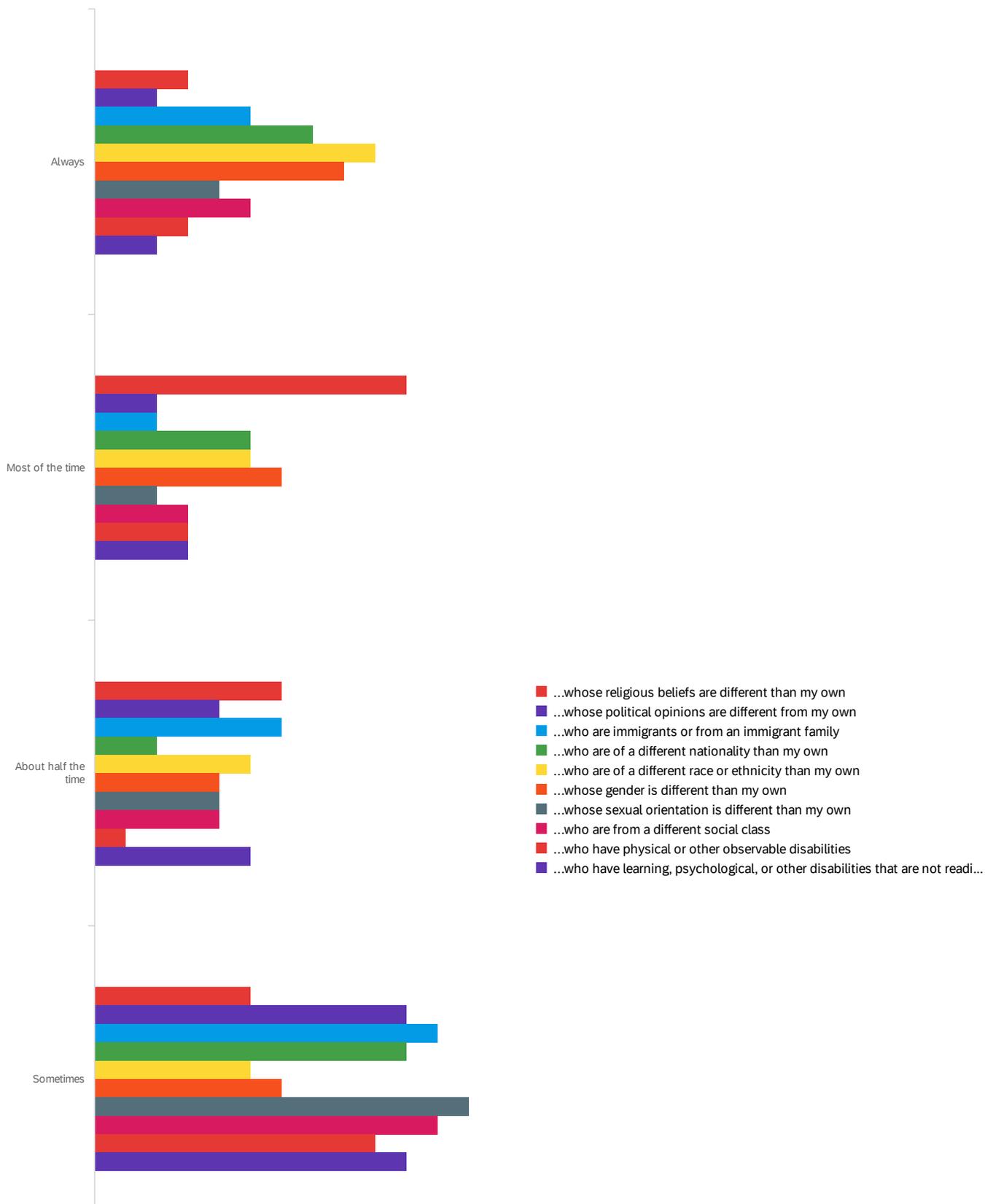
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
9	There is too much emphasis put on issues of diversity, equity, and inclusion.	1.00	5.00	3.83	1.14	1.31	24
10	There has been a strong commitment to diversity, equity, and inclusion.	1.00	5.00	2.83	1.14	1.31	24
11	Sufficient programs and resources to support the success of a diverse student body have been provided.	1.00	5.00	2.88	1.17	1.36	24
12	I have received opportunities for academic success that are similar to those of my peers.	1.00	5.00	1.96	1.02	1.04	24
13	It's a place where I am able to perform to my full potential.	1.00	5.00	2.21	1.04	1.08	24

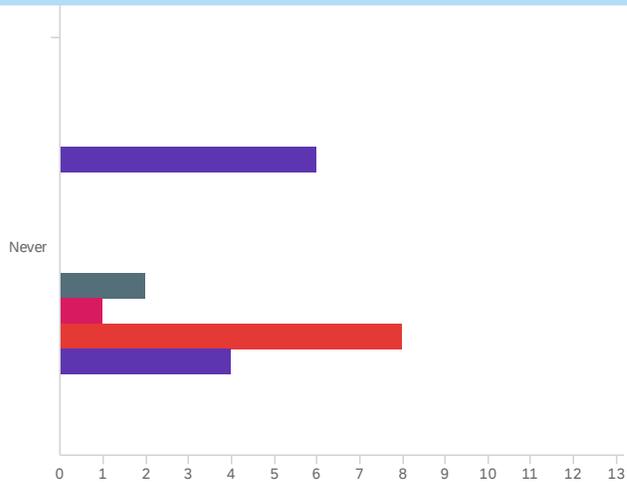
#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	I am valued as an individual.	20.83% 5	62.50% 15	0.00% 0	8.33% 2	8.33% 2	24
2	I belong.	12.50% 3	50.00% 12	12.50% 3	12.50% 3	12.50% 3	24
3	Others don't value my opinions.	4.17% 1	12.50% 3	12.50% 3	41.67% 10	29.17% 7	24
4	I have considered leaving because I felt isolated or unwelcomed.	12.50% 3	16.67% 4	0.00% 0	29.17% 7	41.67% 10	24
5	I have found one or more communities or groups where I feel I belong.	29.17% 7	41.67% 10	16.67% 4	4.17% 1	8.33% 2	24
6	I am treated with respect.	33.33% 8	41.67% 10	12.50% 3	4.17% 1	8.33% 2	24
7	I have to work harder than others to be valued equally.	12.50% 3	29.17% 7	29.17% 7	12.50% 3	16.67% 4	24
8	My experience has had a positive influence on my academic growth.	45.83% 11	33.33% 8	4.17% 1	4.17% 1	12.50% 3	24
9	There is too much emphasis put on issues of diversity, equity, and inclusion.	4.17% 1	12.50% 3	12.50% 3	37.50% 9	33.33% 8	24
10	There has been a strong commitment to diversity, equity, and inclusion.	8.33% 2	37.50% 9	29.17% 7	12.50% 3	12.50% 3	24
11	Sufficient programs and resources to support the success of a diverse student body have been provided.	12.50% 3	29.17% 7	25.00% 6	25.00% 6	8.33% 2	24
12	I have received opportunities for academic success that are similar to those of my peers.	37.50% 9	41.67% 10	12.50% 3	4.17% 1	4.17% 1	24
13	It's a place where I am able to perform to my full potential.	25.00% 6	45.83% 11	16.67% 4	8.33% 2	4.17% 1	24

Showing rows 1 - 13 of 13

Q25 - During your time in the Environmental Science and Policy program, how often

have you interacted in a meaningful way with people...





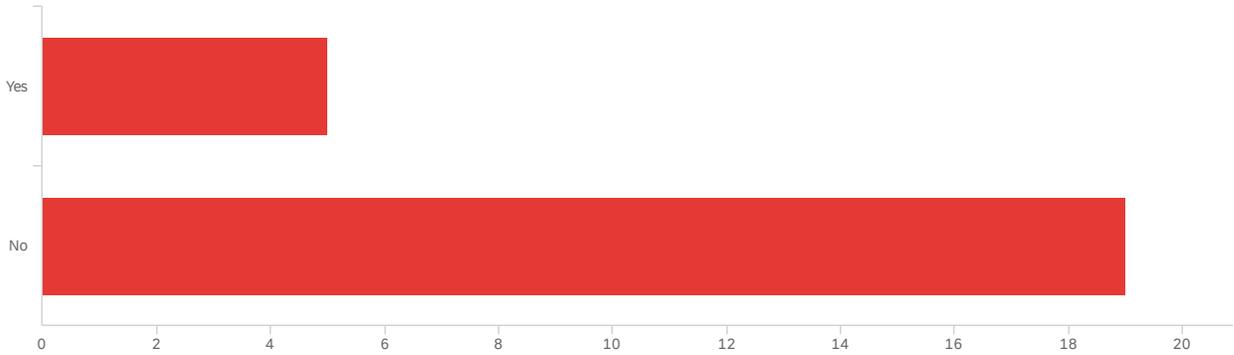
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	...whose religious beliefs are different than my own	1.00	4.00	2.54	0.96	0.91	24
2	...whose political opinions are different from my own	1.00	5.00	3.67	1.18	1.39	24
3	...who are immigrants or from an immigrant family	1.00	4.00	2.96	1.17	1.37	24
4	...who are of a different nationality than my own	1.00	4.00	2.63	1.28	1.65	24
5	...who are of a different race or ethnicity than my own	1.00	4.00	2.25	1.16	1.35	24
6	...whose gender is different than my own	1.00	4.00	2.33	1.18	1.39	24
7	...whose sexual orientation is different than my own	1.00	5.00	3.25	1.23	1.52	24
8	...who are from a different social class	1.00	5.00	3.00	1.26	1.58	24
9	...who have physical or other observable disabilities	1.00	5.00	3.67	1.37	1.89	24
10	...who have learning, psychological, or other disabilities that are not readily visible	1.00	5.00	3.46	1.15	1.33	24

#	Field	Always	Most of the time	About half the time	Sometimes	Never	Total
1	...whose religious beliefs are different than my own	12.50% 3	41.67% 10	25.00% 6	20.83% 5	0.00% 0	24
2	...whose political opinions are different from my own	8.33% 2	8.33% 2	16.67% 4	41.67% 10	25.00% 6	24
3	...who are immigrants or from an immigrant family	20.83% 5	8.33% 2	25.00% 6	45.83% 11	0.00% 0	24

#	Field	Always		Most of the time		About half the time		Sometimes		Never		Total
4	...who are of a different nationality than my own	29.17%	7	20.83%	5	8.33%	2	41.67%	10	0.00%	0	24
5	...who are of a different race or ethnicity than my own	37.50%	9	20.83%	5	20.83%	5	20.83%	5	0.00%	0	24
6	...whose gender is different than my own	33.33%	8	25.00%	6	16.67%	4	25.00%	6	0.00%	0	24
7	...whose sexual orientation is different than my own	16.67%	4	8.33%	2	16.67%	4	50.00%	12	8.33%	2	24
8	...who are from a different social class	20.83%	5	12.50%	3	16.67%	4	45.83%	11	4.17%	1	24
9	...who have physical or other observable disabilities	12.50%	3	12.50%	3	4.17%	1	37.50%	9	33.33%	8	24
10	...who have learning, psychological, or other disabilities that are not readily visible	8.33%	2	12.50%	3	20.83%	5	41.67%	10	16.67%	4	24

Showing rows 1 - 10 of 10

Q26 - During your time in the Environmental Science and Policy program, have you felt discriminated against?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Environmental Science and Policy program, have you felt discriminated against?	1.00	2.00	1.79	0.41	0.16	24

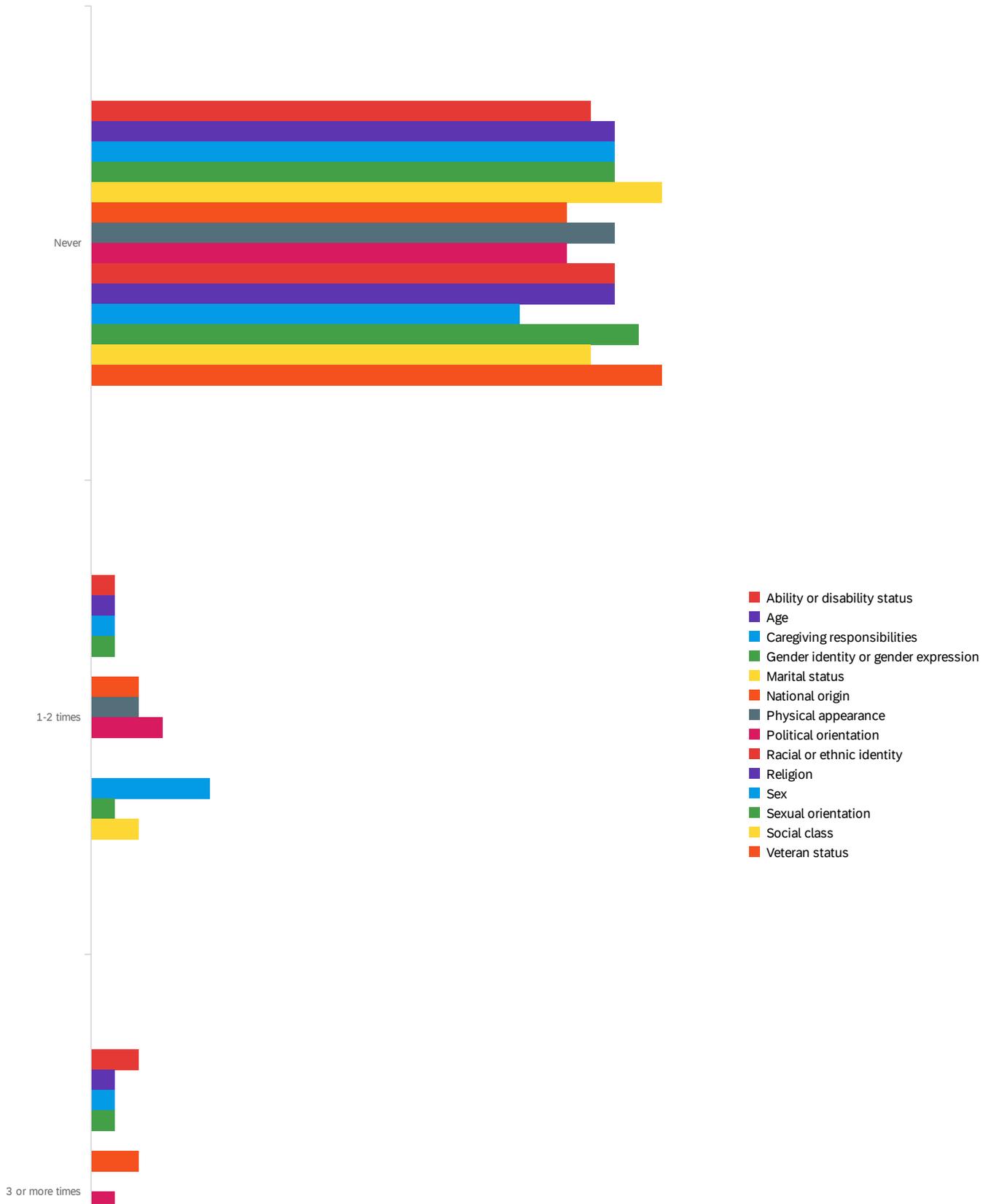
#	Field	Choice Count
1	Yes	20.83% 5
2	No	79.17% 19

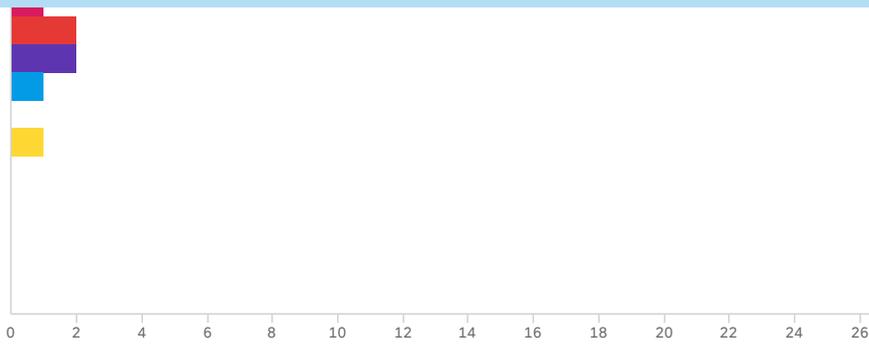
24

Showing rows 1 - 3 of 3

Q27 - During your time in the Environmental Science and Policy program, how often

have YOU experienced discriminatory events because of your:





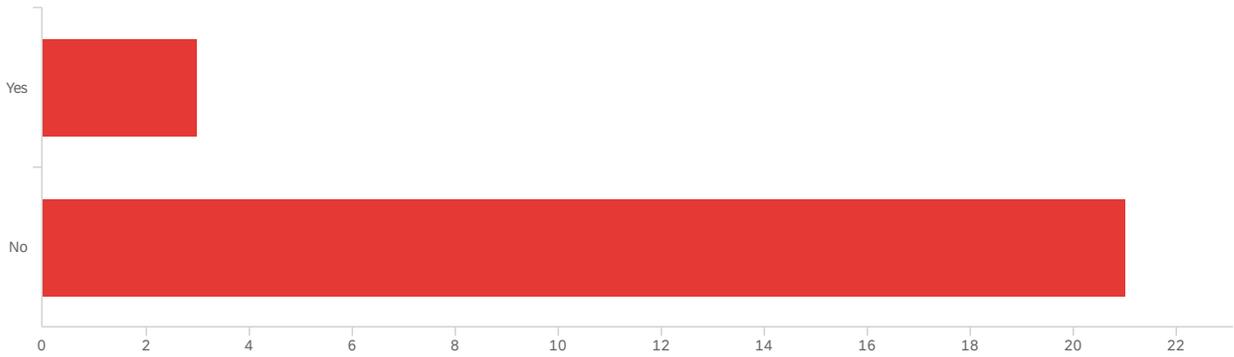
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability or disability status	1.00	3.00	1.21	0.58	0.33	24
2	Age	1.00	3.00	1.13	0.44	0.19	24
3	Caregiving responsibilities	1.00	3.00	1.13	0.44	0.19	24
4	Gender identity or gender expression	1.00	3.00	1.13	0.44	0.19	24
5	Marital status	1.00	1.00	1.00	0.00	0.00	24
6	National origin	1.00	3.00	1.25	0.60	0.35	24
7	Physical appearance	1.00	2.00	1.08	0.28	0.08	24
8	Political orientation	1.00	3.00	1.21	0.50	0.25	24
9	Racial or ethnic identity	1.00	3.00	1.17	0.55	0.31	24
10	Religion	1.00	3.00	1.17	0.55	0.31	24
11	Sex	1.00	3.00	1.29	0.54	0.29	24
12	Sexual orientation	1.00	2.00	1.04	0.20	0.04	24
13	Social class	1.00	3.00	1.17	0.47	0.22	24
14	Veteran status	1.00	1.00	1.00	0.00	0.00	24

#	Field	Never	1-2 times	3 or more times	Total
1	Ability or disability status	87.50% 21	4.17% 1	8.33% 2	24
2	Age	91.67% 22	4.17% 1	4.17% 1	24
3	Caregiving responsibilities	91.67% 22	4.17% 1	4.17% 1	24

#	Field	Never	1-2 times	3 or more times	Total
4	Gender identity or gender expression	91.67% 22	4.17% 1	4.17% 1	24
5	Marital status	100.00% 24	0.00% 0	0.00% 0	24
6	National origin	83.33% 20	8.33% 2	8.33% 2	24
7	Physical appearance	91.67% 22	8.33% 2	0.00% 0	24
8	Political orientation	83.33% 20	12.50% 3	4.17% 1	24
9	Racial or ethnic identity	91.67% 22	0.00% 0	8.33% 2	24
10	Religion	91.67% 22	0.00% 0	8.33% 2	24
11	Sex	75.00% 18	20.83% 5	4.17% 1	24
12	Sexual orientation	95.83% 23	4.17% 1	0.00% 0	24
13	Social class	87.50% 21	8.33% 2	4.17% 1	24
14	Veteran status	100.00% 24	0.00% 0	0.00% 0	24

Showing rows 1 - 14 of 14

Q28 - During your time in the Environmental Science and Policy program, have you experienced any discriminatory events that were not asked about in the previous questions?



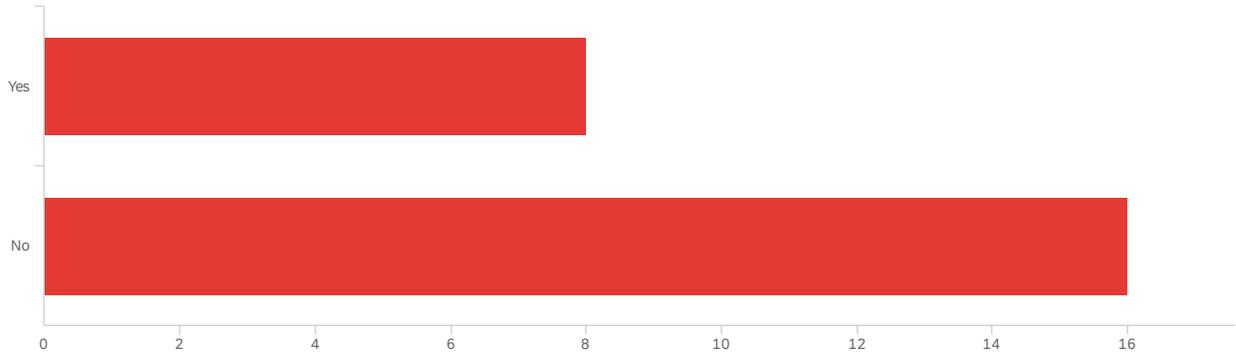
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Environmental Science and Policy program, have you experienced any discriminatory events that were not asked about in the previous questions?	1.00	2.00	1.88	0.33	0.11	24

#	Field	Choice Count
1	Yes	12.50% 3
2	No	87.50% 21
		24

Showing rows 1 - 3 of 3

Q30 - During your time in the Environmental Science and Policy program, have you

witnessed another employee or student being discriminated against?



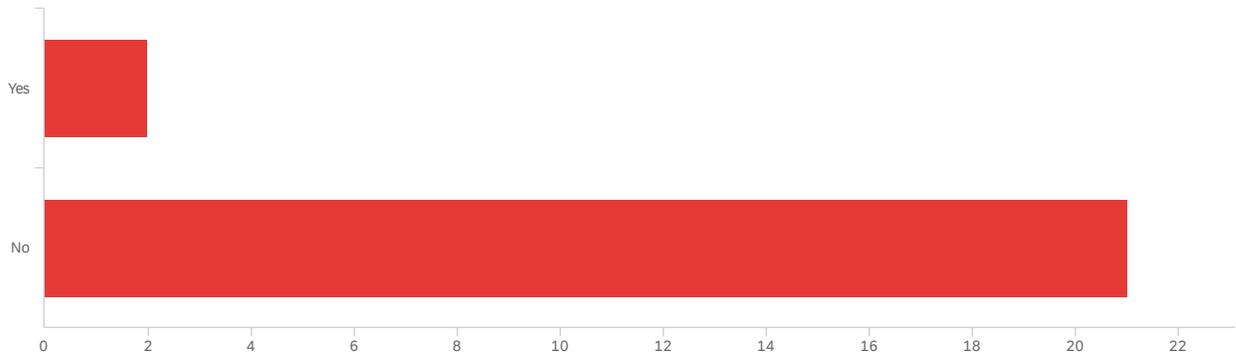
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Environmental Science and Policy program, have you witnessed another employee or student being discriminated against?	1.00	2.00	1.67	0.47	0.22	24

#	Field	Choice Count
1	Yes	33.33% 8
2	No	66.67% 16

24

Showing rows 1 - 3 of 3

Q32 - Have you reported any incidents of discrimination while you were a student in the Environmental Science and Policy program?



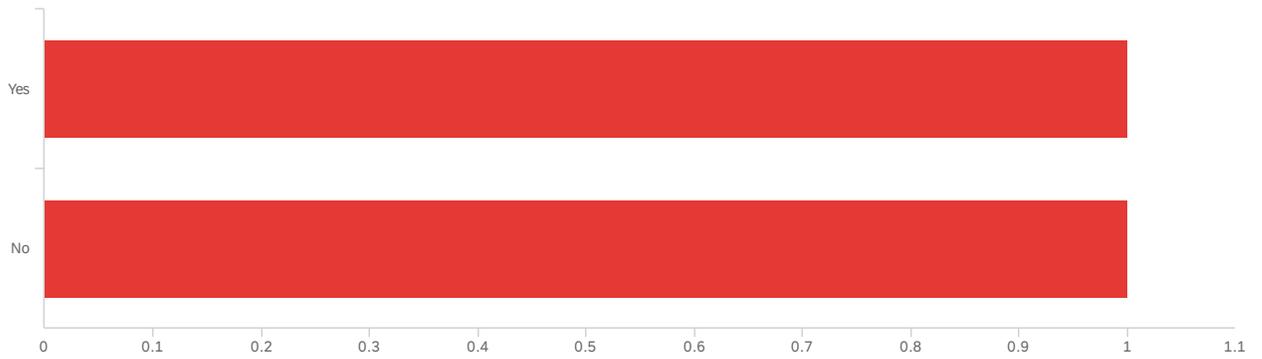
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you reported any incidents of discrimination while you were a student in the Environmental Science and Policy program?	1.00	2.00	1.91	0.28	0.08	23

#	Field	Choice Count
1	Yes	8.70% 2
2	No	91.30% 21

23

Showing rows 1 - 3 of 3

Q33 - Did you feel supported in the reporting process?



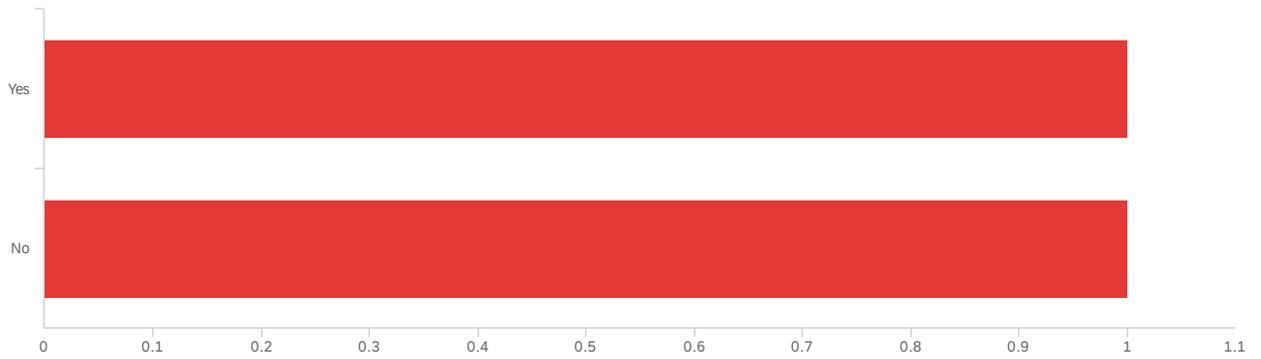
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you feel supported in the reporting process?	1.00	2.00	1.50	0.50	0.25	2

#	Field	Choice Count
1	Yes	50.00% 1
2	No	50.00% 1

2

Showing rows 1 - 3 of 3

Q35 - Was that particular issue for which you made a report resolved satisfactorily?



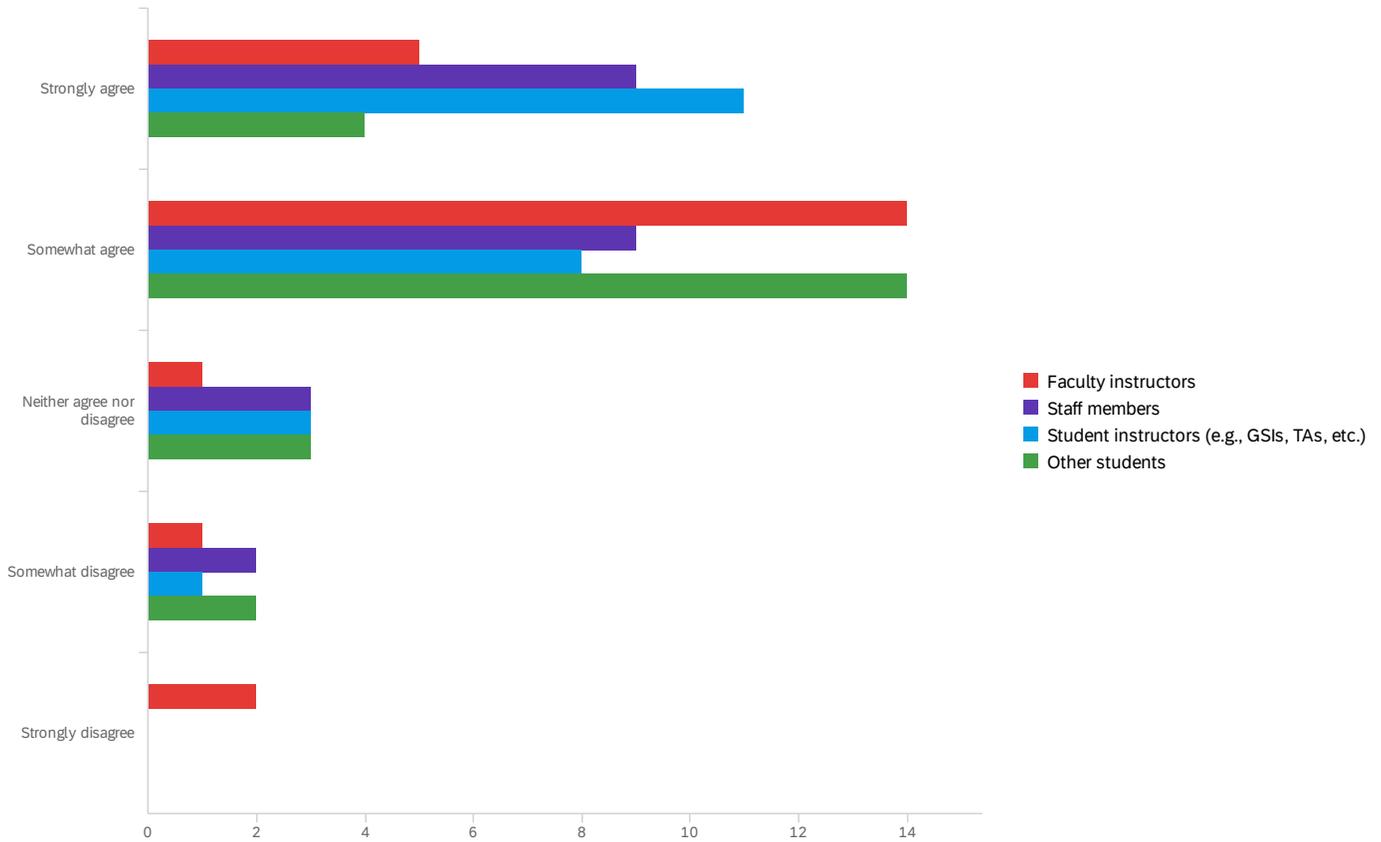
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Was that particular issue for which you made a report resolved satisfactorily?	1.00	2.00	1.50	0.50	0.25	2

#	Field	Choice Count
1	Yes	50.00% 1
2	No	50.00% 1

2

Showing rows 1 - 3 of 3

Q37 - In my classrooms and classroom settings (e.g. virtual platforms, labs, recitation sessions, clinical environments, etc.), I feel listened to by:



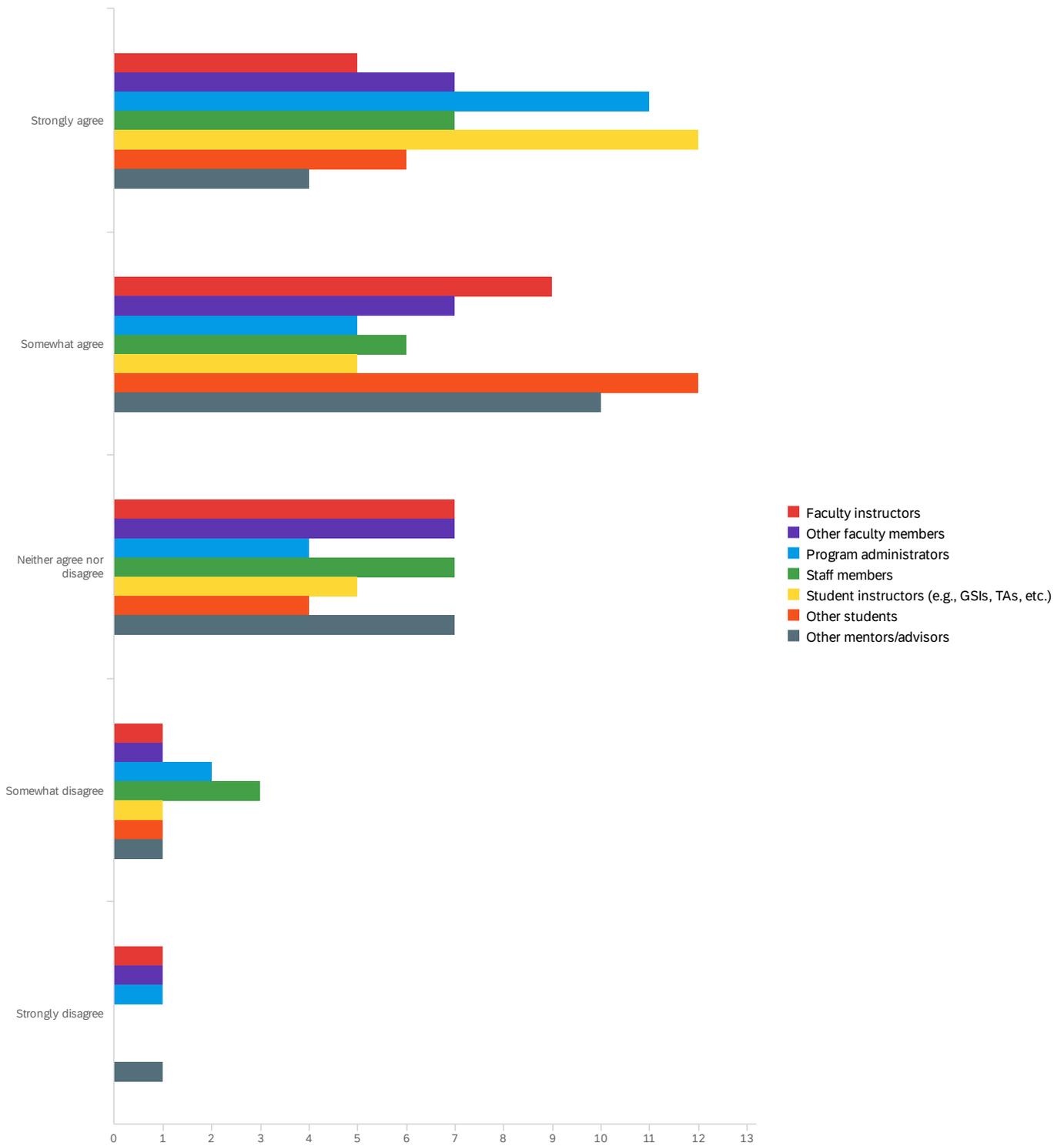
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Faculty instructors	1.00	5.00	2.17	1.09	1.19	23
2	Staff members	1.00	4.00	1.91	0.93	0.86	23
3	Student instructors (e.g., GSIs, TAs, etc.)	1.00	4.00	1.74	0.85	0.71	23
4	Other students	1.00	4.00	2.13	0.80	0.64	23

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	Faculty instructors	21.74% 5	60.87% 14	4.35% 1	4.35% 1	8.70% 2	23
2	Staff members	39.13% 9	39.13% 9	13.04% 3	8.70% 2	0.00% 0	23

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
3	Student instructors (e.g., GSIs, TAs, etc.)	47.83% 11	34.78% 8	13.04% 3	4.35% 1	0.00% 0	23
4	Other students	17.39% 4	60.87% 14	13.04% 3	8.70% 2	0.00% 0	23

Showing rows 1 - 4 of 4

Q38 - In spaces outside of the classroom, I feel listened to by:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Faculty instructors	1.00	5.00	2.30	1.00	0.99	23

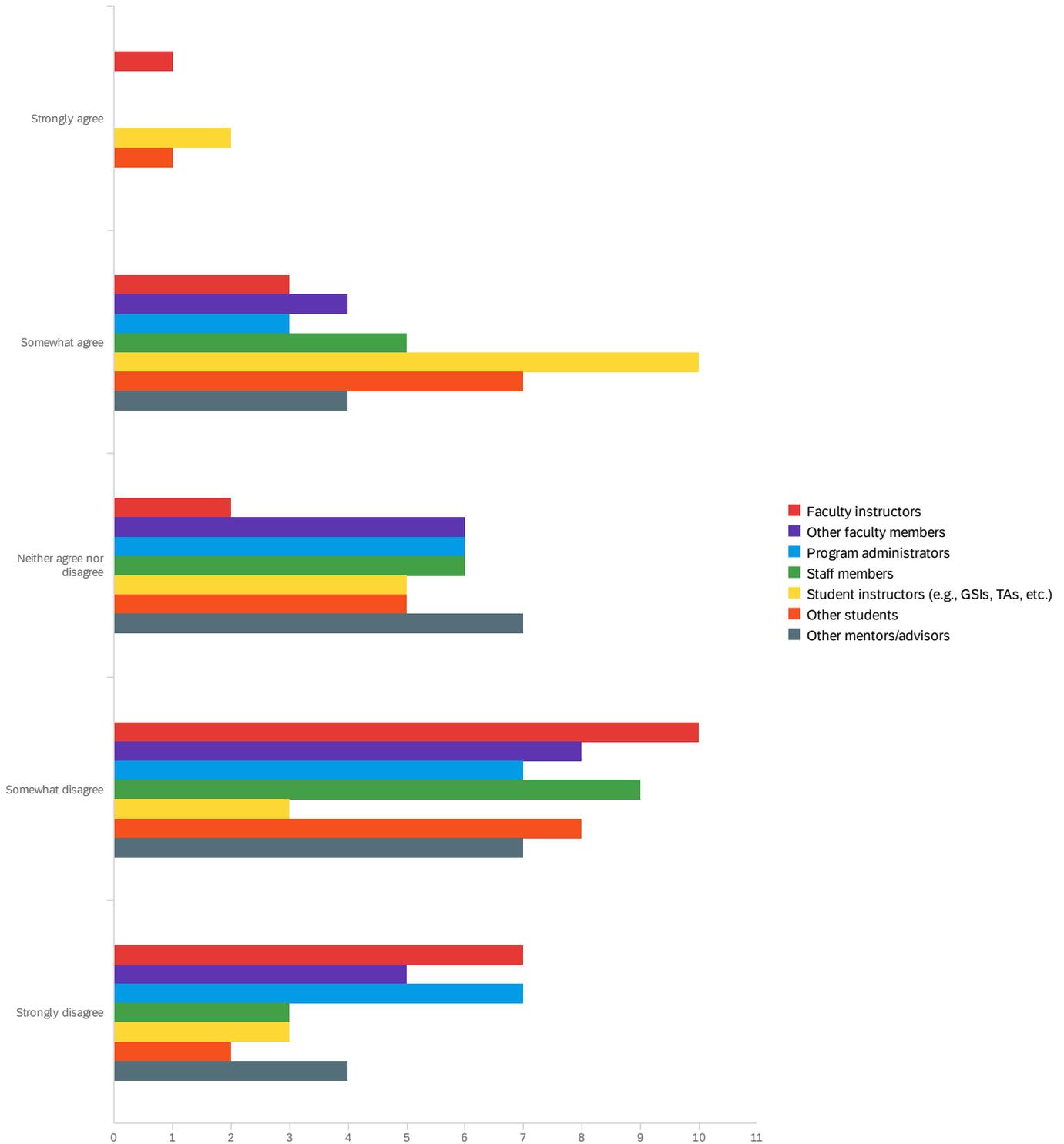
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	Other faculty members	1.00	5.00	2.22	1.06	1.13	23
3	Program administrators	1.00	5.00	2.00	1.18	1.39	23
4	Staff members	1.00	4.00	2.26	1.03	1.06	23
5	Student instructors (e.g., GSIs, TAs, etc.)	1.00	4.00	1.78	0.93	0.87	23
6	Other students	1.00	4.00	2.00	0.78	0.61	23
7	Other mentors/advisors	1.00	5.00	2.35	0.96	0.92	23

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	Faculty instructors	21.74% 5	39.13% 9	30.43% 7	4.35% 1	4.35% 1	23
2	Other faculty members	30.43% 7	30.43% 7	30.43% 7	4.35% 1	4.35% 1	23
3	Program administrators	47.83% 11	21.74% 5	17.39% 4	8.70% 2	4.35% 1	23
4	Staff members	30.43% 7	26.09% 6	30.43% 7	13.04% 3	0.00% 0	23
5	Student instructors (e.g., GSIs, TAs, etc.)	52.17% 12	21.74% 5	21.74% 5	4.35% 1	0.00% 0	23
6	Other students	26.09% 6	52.17% 12	17.39% 4	4.35% 1	0.00% 0	23
7	Other mentors/advisors	17.39% 4	43.48% 10	30.43% 7	4.35% 1	4.35% 1	23

Showing rows 1 - 7 of 7

Q39 - In the Environmental Science and Policy program at Columbia University, I

consider the following groups to be diverse:



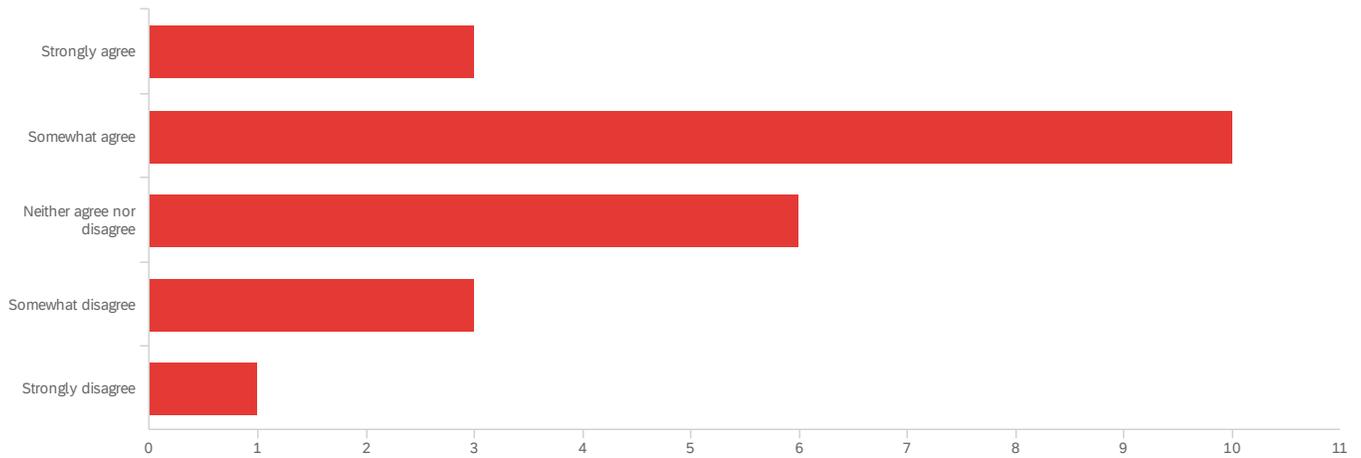
Field Minimum Maximum Mean Std Deviation Variance Count

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Faculty instructors	1.00	5.00	3.83	1.13	1.27	23
2	Other faculty members	2.00	5.00	3.61	1.01	1.02	23
3	Program administrators	2.00	5.00	3.78	1.02	1.04	23
4	Staff members	2.00	5.00	3.43	0.97	0.94	23
5	Student instructors (e.g., GSIs, TAs, etc.)	1.00	5.00	2.78	1.18	1.39	23
6	Other students	1.00	5.00	3.13	1.08	1.16	23
7	Other mentors/advisors	2.00	5.00	3.50	0.99	0.98	22

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	Faculty instructors	4.35% 1	13.04% 3	8.70% 2	43.48% 10	30.43% 7	23
2	Other faculty members	0.00% 0	17.39% 4	26.09% 6	34.78% 8	21.74% 5	23
3	Program administrators	0.00% 0	13.04% 3	26.09% 6	30.43% 7	30.43% 7	23
4	Staff members	0.00% 0	21.74% 5	26.09% 6	39.13% 9	13.04% 3	23
5	Student instructors (e.g., GSIs, TAs, etc.)	8.70% 2	43.48% 10	21.74% 5	13.04% 3	13.04% 3	23
6	Other students	4.35% 1	30.43% 7	21.74% 5	34.78% 8	8.70% 2	23
7	Other mentors/advisors	0.00% 0	18.18% 4	31.82% 7	31.82% 7	18.18% 4	22

Showing rows 1 - 7 of 7

Q40 - In my courses (syllabi, lectures, activities, etc.), my identities are reflected.

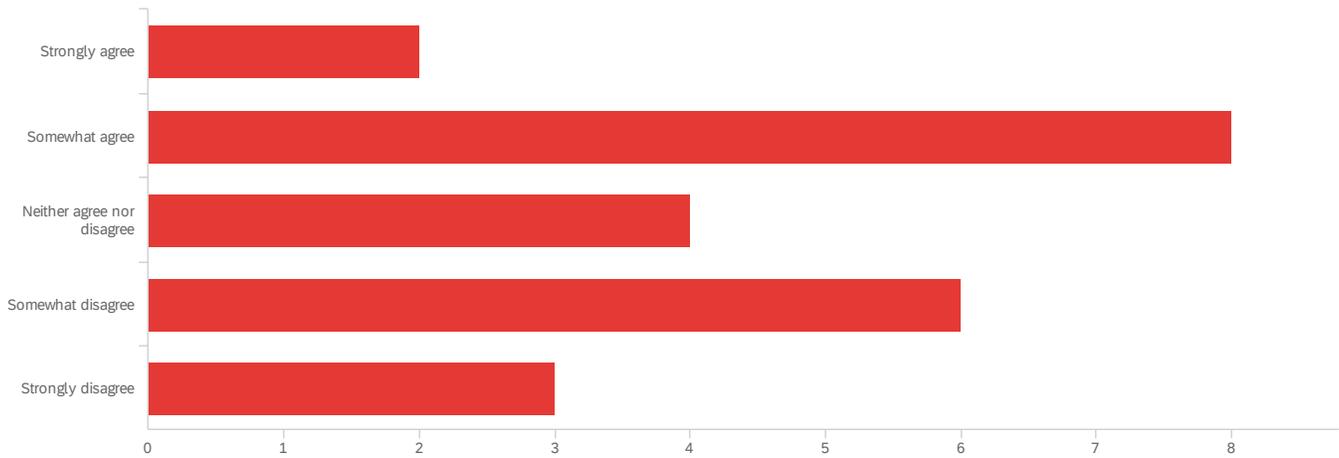


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In my courses (syllabi, lectures, activities, etc.), my identities are reflected.	1.00	5.00	2.52	1.02	1.03	23

#	Field	Choice Count
1	Strongly agree	13.04% 3
2	Somewhat agree	43.48% 10
3	Neither agree nor disagree	26.09% 6
4	Somewhat disagree	13.04% 3
5	Strongly disagree	4.35% 1
		23

Showing rows 1 - 6 of 6

Q41 - I often feel like "I'm the only one".



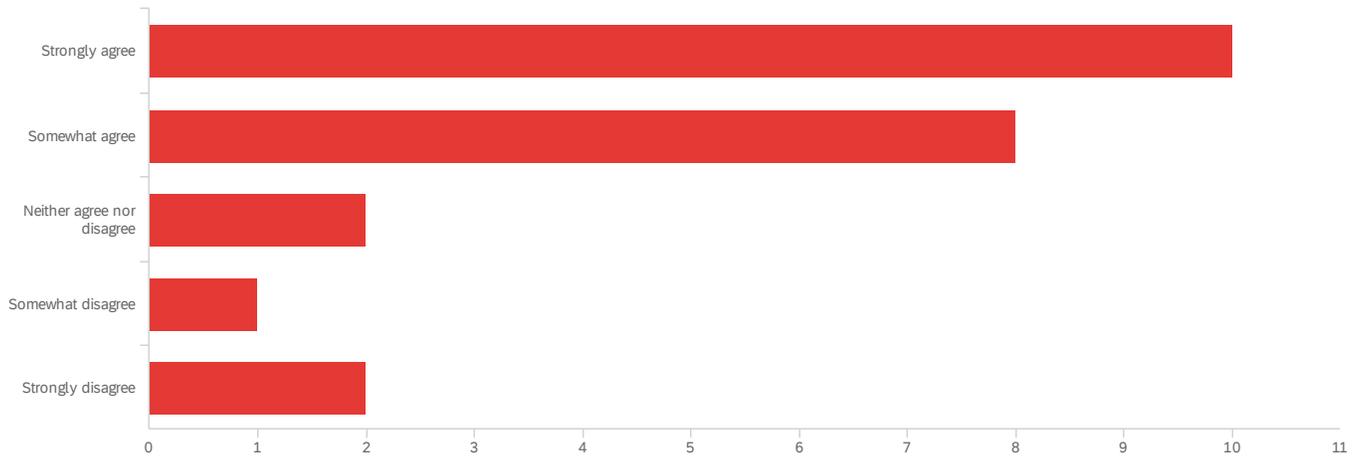
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I often feel like "I'm the only one".	1.00	5.00	3.00	1.22	1.48	23

#	Field	Choice Count
1	Strongly agree	8.70% 2
2	Somewhat agree	34.78% 8
3	Neither agree nor disagree	17.39% 4
4	Somewhat disagree	26.09% 6
5	Strongly disagree	13.04% 3
		23

Showing rows 1 - 6 of 6

Q42 - I am treated fairly and equitably in the Environmental Science and Policy program

in general.

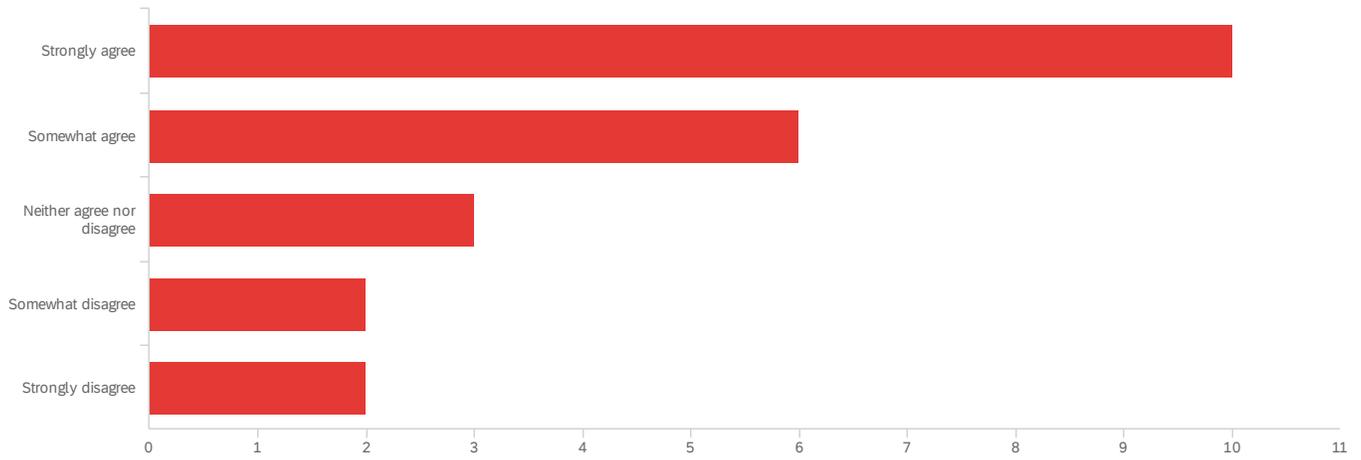


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am treated fairly and equitably in the Environmental Science and Policy program in general.	1.00	5.00	2.00	1.22	1.48	23

#	Field	Choice Count
1	Strongly agree	43.48% 10
2	Somewhat agree	34.78% 8
3	Neither agree nor disagree	8.70% 2
4	Somewhat disagree	4.35% 1
5	Strongly disagree	8.70% 2
		23

Showing rows 1 - 6 of 6

Q43 - I am treated fairly and equitably in out-of-classroom university spaces (e.g., workshops, co-curricular offerings, etc.).

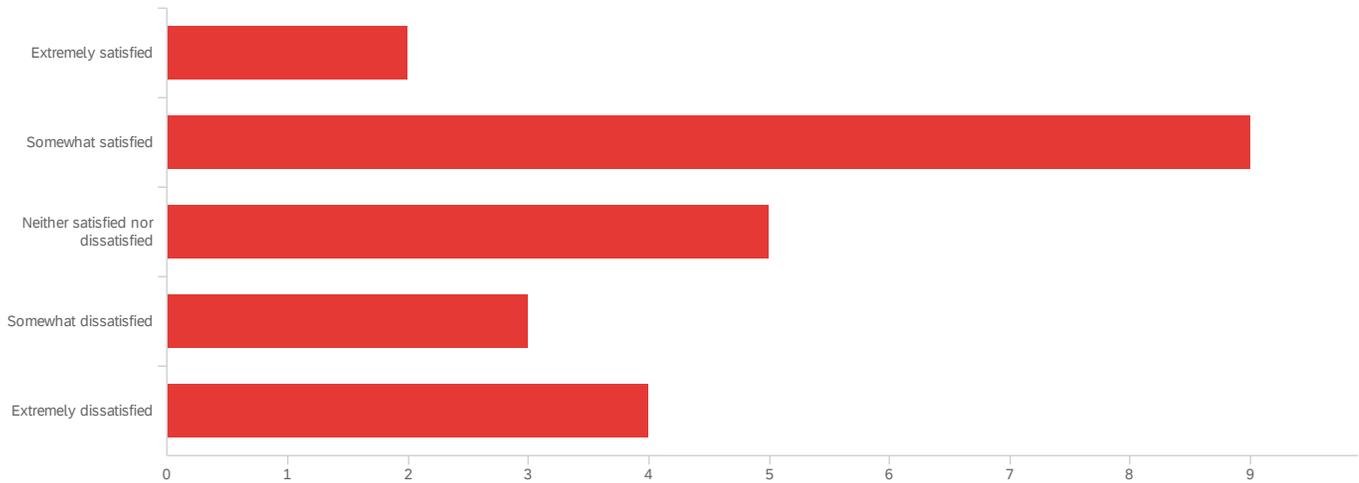


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am treated fairly and equitably in out-of-classroom university spaces (e.g., workshops, co-curricular offerings, etc.).	1.00	5.00	2.13	1.30	1.68	23

#	Field	Choice Count
1	Strongly agree	43.48% 10
2	Somewhat agree	26.09% 6
3	Neither agree nor disagree	13.04% 3
4	Somewhat disagree	8.70% 2
5	Strongly disagree	8.70% 2
		23

Showing rows 1 - 6 of 6

Q44 - Are you satisfied with the extent to which equity concerns are treated in your courses in the Environmental Science and Policy program?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you satisfied with the extent to which equity concerns are treated in your courses in the Environmental Science and Policy program?	1.00	5.00	2.91	1.25	1.56	23

#	Field	Choice Count
1	Extremely satisfied	8.70% 2
2	Somewhat satisfied	39.13% 9
3	Neither satisfied nor dissatisfied	21.74% 5
4	Somewhat dissatisfied	13.04% 3
5	Extremely dissatisfied	17.39% 4
		23

Showing rows 1 - 6 of 6

Q45 - Of all your courses taken in the Environmental Science and Policy program, which in your opinion, successfully addressed topics related to equity? Please provide the course title and semester when you took the course:

Of all your courses taken in the Environmental Science and Policy program,...

Ethics, Values and Justice class (Fall semester) somewhat addressed topics related to equity. The professor did a great job changing her syllabus to better incorporate equity and environmental justice topics but she isn't an expert in the topic and this did make the experience of learning and discussing EJ issues limited. Environmental Chemistry (summer semester) did a decent job incorporating environmental justice issues into the course.

I don't think any single course totally and comprehensively resolved any issues, but Microeconomics 2 (Spring), Ethics (Fall), Sustainability in the Face of Natural Disasters (Spring) all did decently, albeit largely through student-led initiatives

Climatology did a great job. I took a Race and Climate Change class in the fall that was great too. All of Selcuk Eren's classes incorporate equity into the material and discussion.

Ethics taught in the Fall

climate change course summer semester

Ethics, Values, and Justice, in Fall 2020

Adaptations to climate change with Prof. Ben Orlove.

Ethics, Fall 2020

Workshop

Ethics, Values, and Justice - FALL

Ethics

Climatology, Summer 2020

Building sustainability in 21st century Detroit and ethics

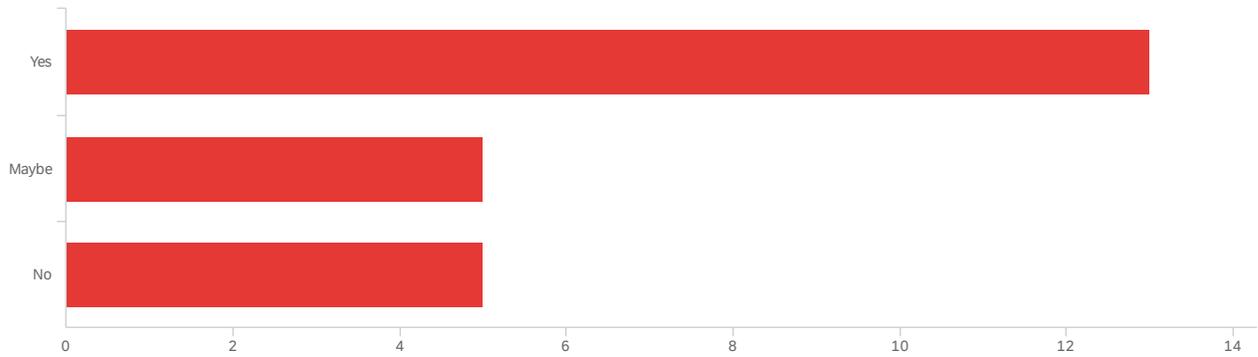
Risk Assessment course during the Summer 2020 semester

Climatology

Climatology, Summer 2020 Navigating Diversity and Inclusion in Public Affairs, Fall 2020 MicroEconomics II, Spring 2021

You need to hire consulting's this is absolutely ridiculous. Even the NAACP project has been problematic.

Q46 - Do you think barriers exist in the Environmental Science and Policy program to organizing and implementing anti-racism initiatives?

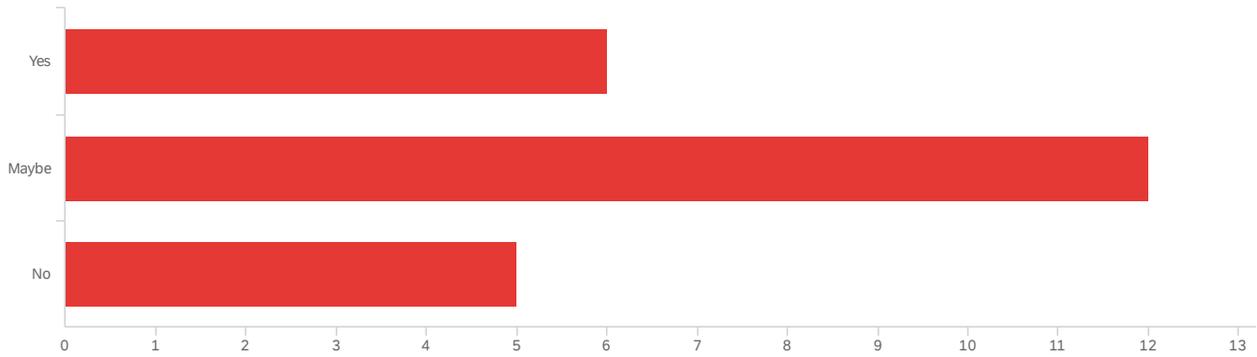


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you think barriers exist in the Environmental Science and Policy program to organizing and implementing anti-racism initiatives?	1.00	3.00	1.65	0.81	0.66	23

#	Field	Choice Count
1	Yes	56.52% 13
2	Maybe	21.74% 5
3	No	21.74% 5
		23

Showing rows 1 - 4 of 4

Q48 - Do you believe that your coursework in the Environmental Science and Policy program adequately prepares you for sustainability jobs where social equity and/or environmental justice will be important considerations?

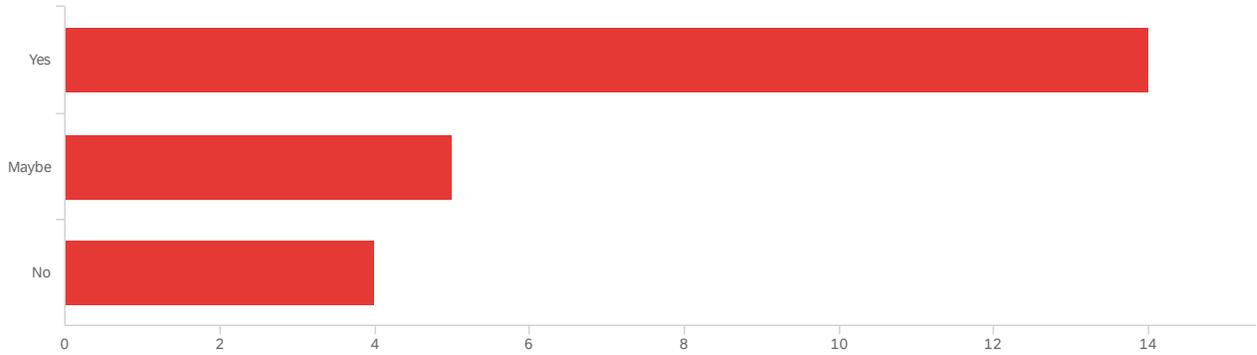


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you believe that your coursework in the Environmental Science and Policy program adequately prepares you for sustainability jobs where social equity and/or environmental justice will be important considerations?	1.00	3.00	1.96	0.69	0.48	23

#	Field	Choice Count
1	Yes	26.09% 6
2	Maybe	52.17% 12
3	No	21.74% 5
		23

Showing rows 1 - 4 of 4

Q50 - Knowing what you know now, would you recommend the Environmental Science and Policy program to a prospective student?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Knowing what you know now, would you recommend the Environmental Science and Policy program to a prospective student?	1.00	3.00	1.57	0.77	0.59	23

#	Field	Choice Count
1	Yes	60.87% 14
2	Maybe	21.74% 5
3	No	17.39% 4
		23

Showing rows 1 - 4 of 4

End of Report

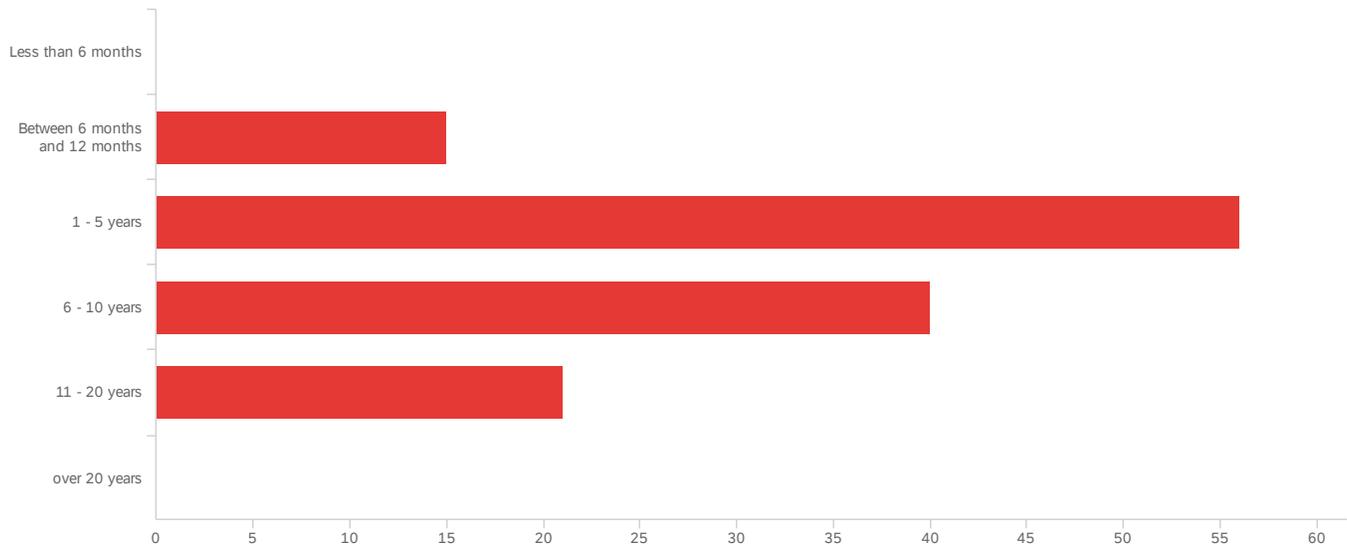
ESP Alumni Survey Initial Report

ALUMNI SURVEY - EI - MPA in Environmental Science and Policy

June 4, 2021 2:59 AM EDT

Q3 - How long has it been since you were a student in the Environmental Science and

Policy program?



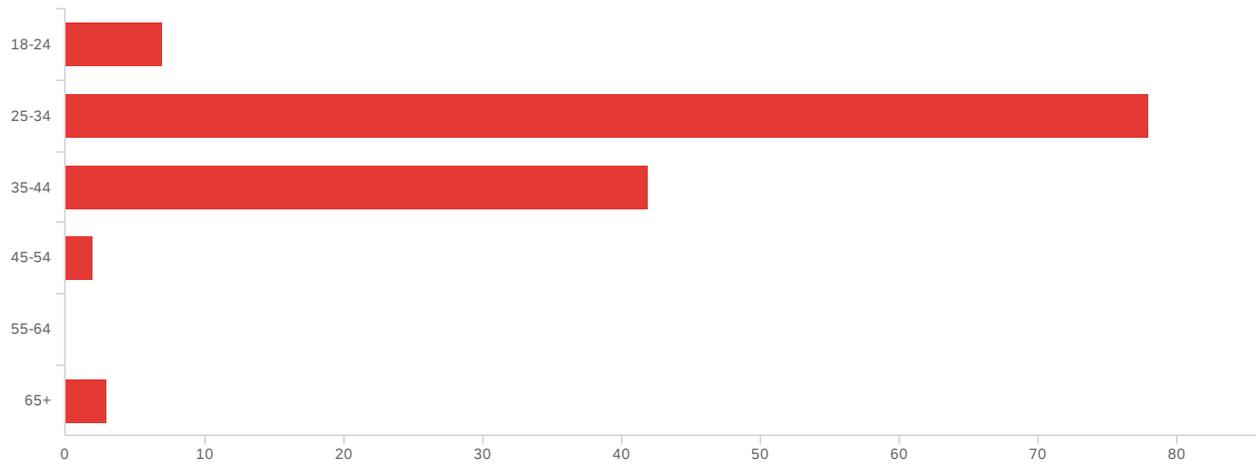
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long has it been since you were a student in the Environmental Science and Policy program?	2.00	5.00	3.51	0.89	0.80	132

#	Field	Choice Count
1	Less than 6 months	0.00% 0
2	Between 6 months and 12 months	11.36% 15
3	1 - 5 years	42.42% 56
4	6 - 10 years	30.30% 40
5	11 - 20 years	15.91% 21
6	over 20 years	0.00% 0

132

Showing rows 1 - 7 of 7

Q4 - What is your current age (in years)?



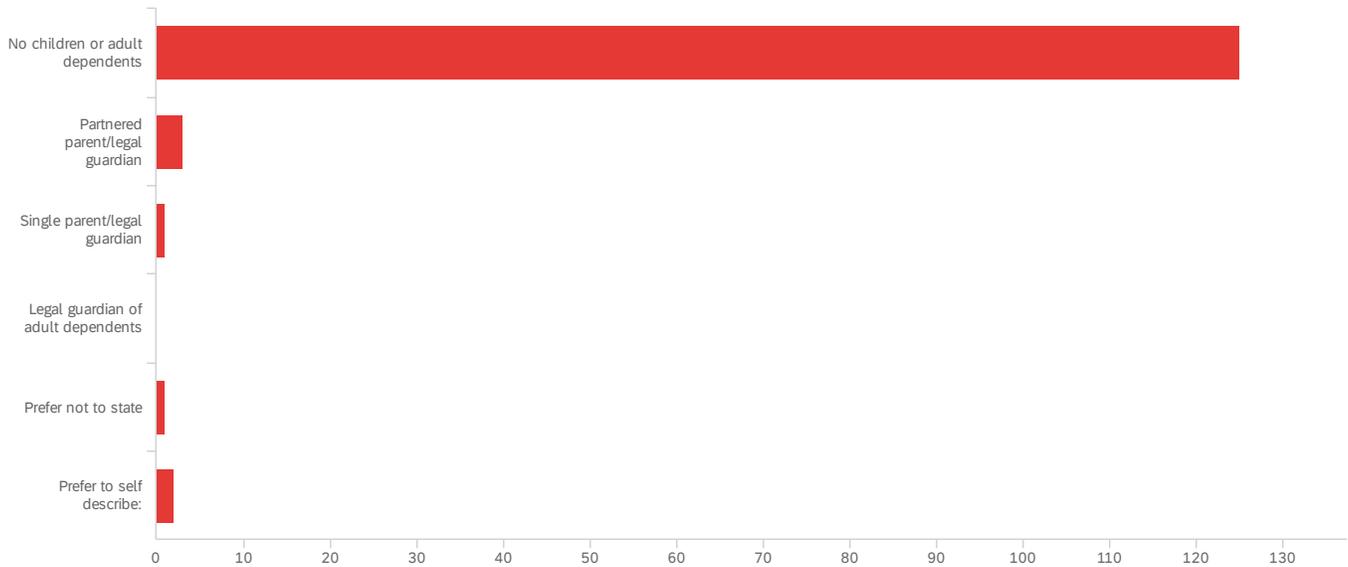
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current age (in years)?	1.00	6.00	2.39	0.80	0.65	132

#	Field	Choice Count
1	18-24	5.30% 7
2	25-34	59.09% 78
3	35-44	31.82% 42
4	45-54	1.52% 2
5	55-64	0.00% 0
6	65+	2.27% 3

132

Showing rows 1 - 7 of 7

Q5 - While a student in the Environmental Science and Policy program, what was your family status?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While a student in the Environmental Science and Policy program, what was your family status? - Selected Choice	1.00	6.00	1.14	0.73	0.53	132

#	Field	Choice Count
1	No children or adult dependents	94.70% 125
2	Partnered parent/legal guardian	2.27% 3
3	Single parent/legal guardian	0.76% 1
4	Legal guardian of adult dependents	0.00% 0
5	Prefer not to state	0.76% 1
6	Prefer to self describe:	1.52% 2

132

Showing rows 1 - 7 of 7

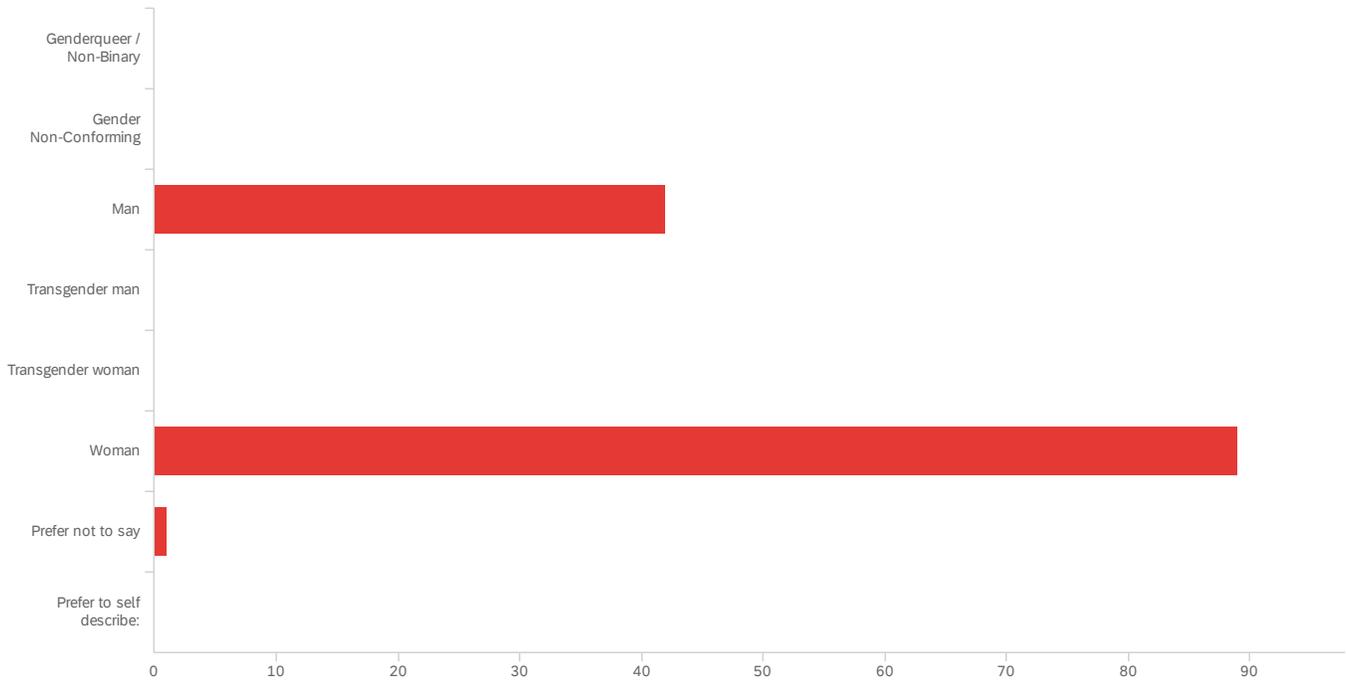
Q5_6_TEXT - Prefer to self describe:

Prefer to self describe:

Prefer to self describe:

Married

Q6 - While a student in the Environmental Science and Policy program, what was your gender identity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While a student in the Environmental Science and Policy program, what was your gender identity? - Selected Choice	7.00	11.00	9.05	1.41	1.97	132

#	Field	Choice Count
1	Genderqueer / Non-Binary	0.00% 0
6	Gender Non-Conforming	0.00% 0
7	Man	31.82% 42
8	Transgender man	0.00% 0
9	Transgender woman	0.00% 0
10	Woman	67.42% 89
11	Prefer not to say	0.76% 1
12	Prefer to self describe:	0.00% 0

Field

Choice Count

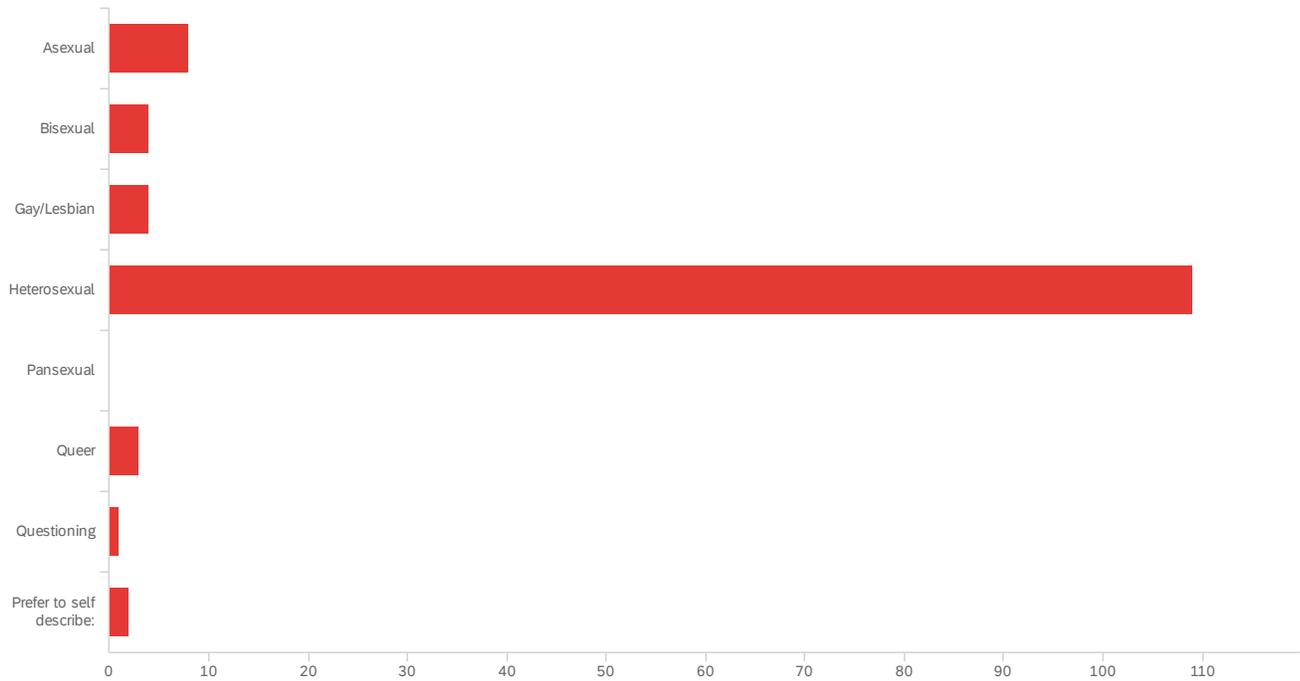
132

Showing rows 1 - 9 of 9

Q6_12_TEXT - Prefer to self describe:

Prefer to self describe:

Q7 - While a student in the Environmental Science and Policy program, what was your sexual orientation?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While a student in the Environmental Science and Policy program, what was your sexual orientation? - Selected Choice	1.00	8.00	3.85	1.04	1.09	131

#	Field	Choice Count
1	Asexual	6.11% 8
2	Bisexual	3.05% 4
3	Gay/Lesbian	3.05% 4
4	Heterosexual	83.21% 109
5	Pansexual	0.00% 0
6	Queer	2.29% 3
7	Questioning	0.76% 1
8	Prefer to self describe:	1.53% 2

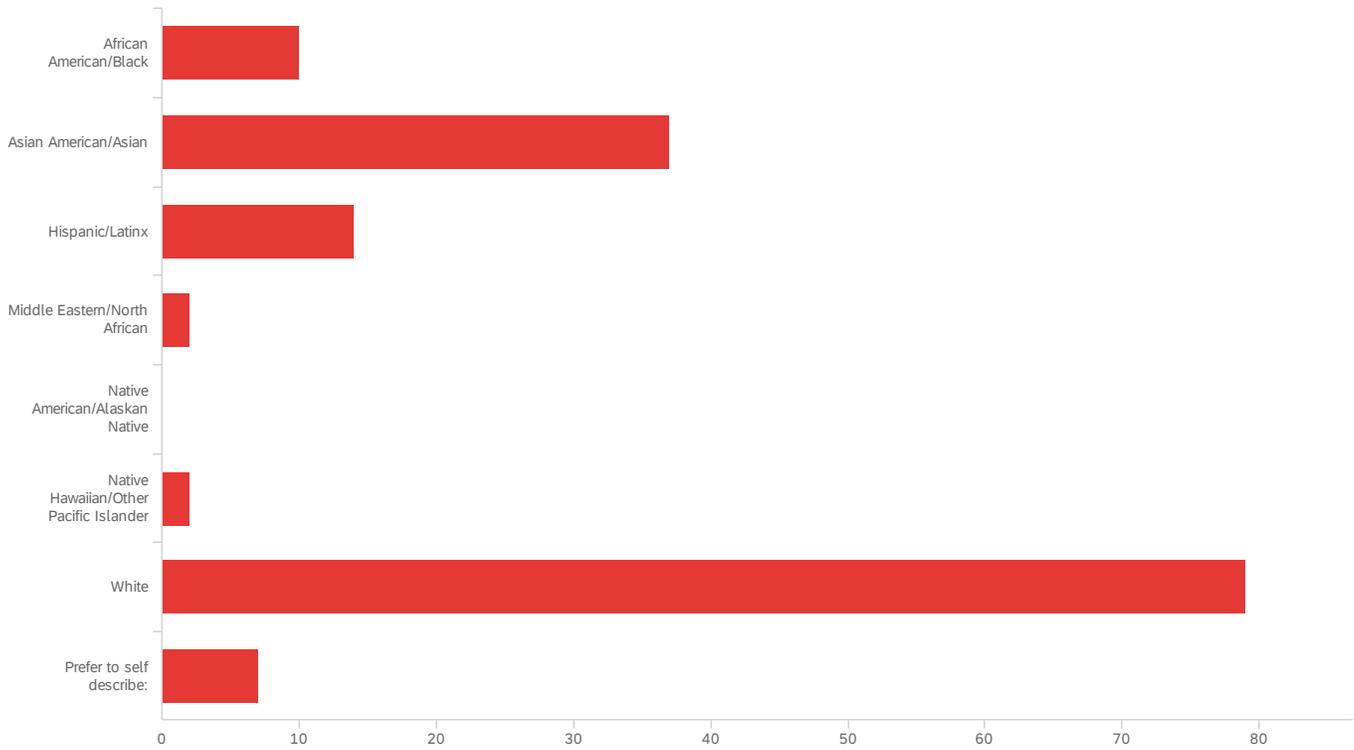
Showing rows 1 - 9 of 9

Q7_8_TEXT - Prefer to self describe:

Prefer to self describe:

Don't identify

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



#	Field	Choice Count
1	African American/Black	6.62% 10
2	Asian American/Asian	24.50% 37
3	Hispanic/Latinx	9.27% 14
4	Middle Eastern/North African	1.32% 2
5	Native American/Alaskan Native	0.00% 0
6	Native Hawaiian/Other Pacific Islander	1.32% 2
7	White	52.32% 79
8	Prefer to self describe:	4.64% 7

151

Showing rows 1 - 9 of 9

Q8_8_TEXT - Prefer to self describe:

Prefer to self describe:

Prefer to self describe:

Ashkenazi Jew

Caribbean/Black

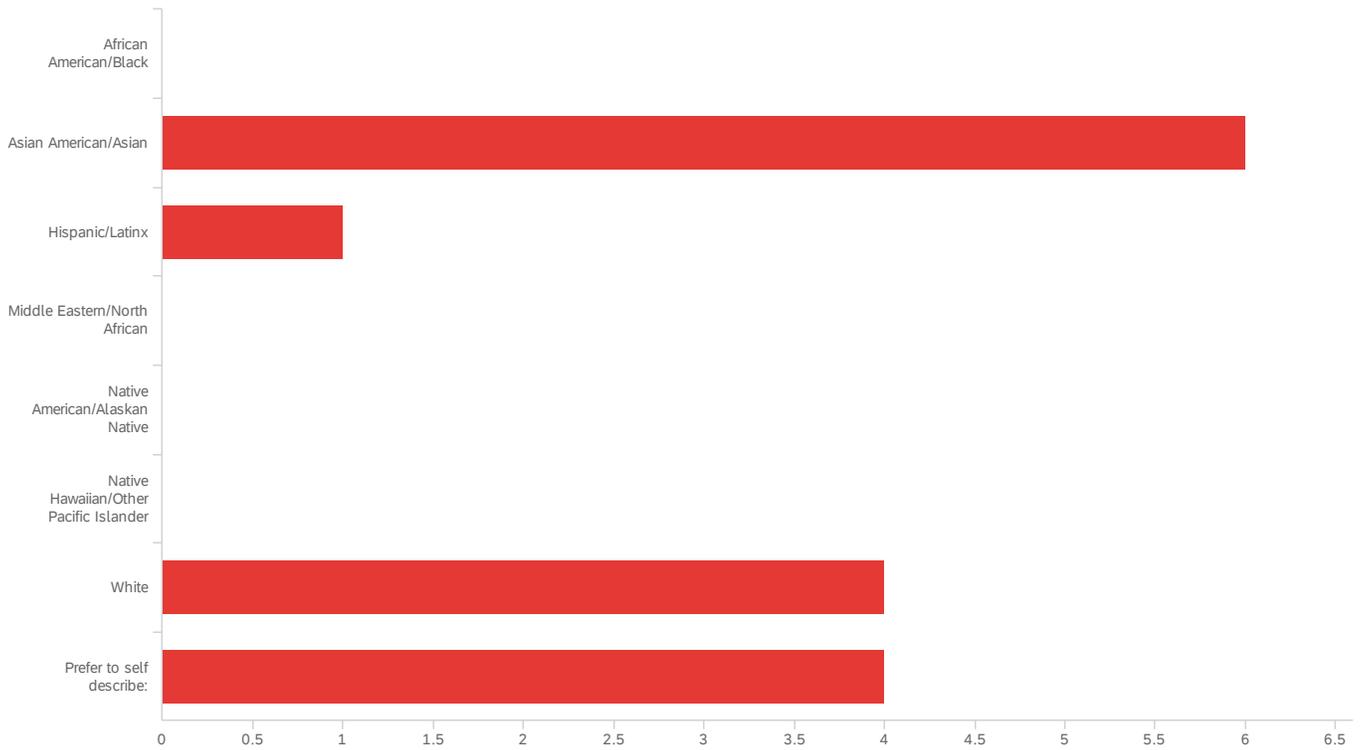
Jewish

pakistani-american

Other, mixed

South Asian

Q9 - Please indicate the racial or ethnic groups with which you most identify.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate the racial or ethnic groups with which you most identify. - Selected Choice	2.00	8.00	5.00	2.71	7.33	15

#	Field	Choice Count
1	African American/Black	0.00% 0
2	Asian American/Asian	40.00% 6
3	Hispanic/Latinx	6.67% 1
4	Middle Eastern/North African	0.00% 0
5	Native American/Alaskan Native	0.00% 0
6	Native Hawaiian/Other Pacific Islander	0.00% 0
7	White	26.67% 4
8	Prefer to self describe:	26.67% 4

Q9_8_TEXT - Prefer to self describe:

Prefer to self describe:

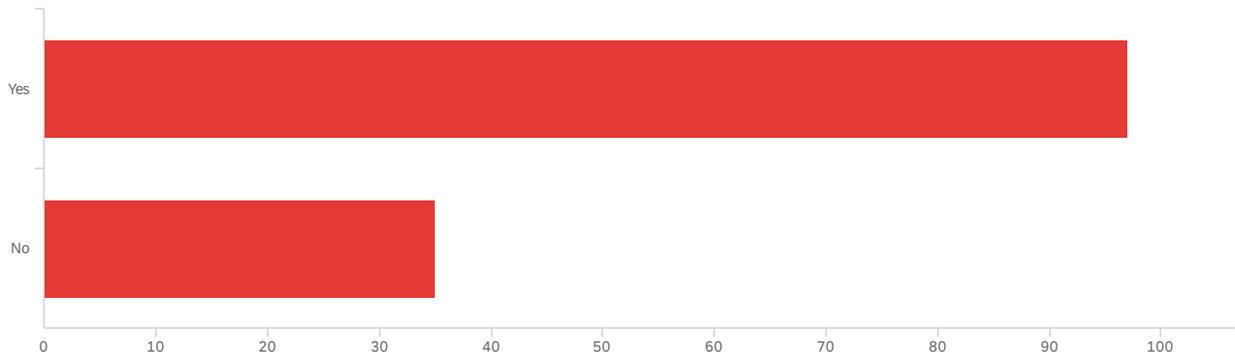
Brown, per Brazilian Institute of Geography and Statistics (IBGE) is considered under a subgroup of Black Brazilian Citizens.

Ashkenazi Jew

Multiracial

Irish and Thai-Chinese. So, EQUALLY White and Asian.

Q10 - Were you born in the United States?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Were you born in the United States?	1.00	2.00	1.27	0.44	0.19	132

#	Field	Choice Count
1	Yes	73.48% 97
2	No	26.52% 35

132

Showing rows 1 - 3 of 3

Q11 - In which country were you born?

In which country were you born?

Malaysia

India

Philippines

Nepal

philippines

Malaysia

Ecuador

China

Taiwan

Trinidad and Tobago

India

Brazil

China

Philippines

Peru

China

England

Taiwan

Brazil

Spain

Colombia

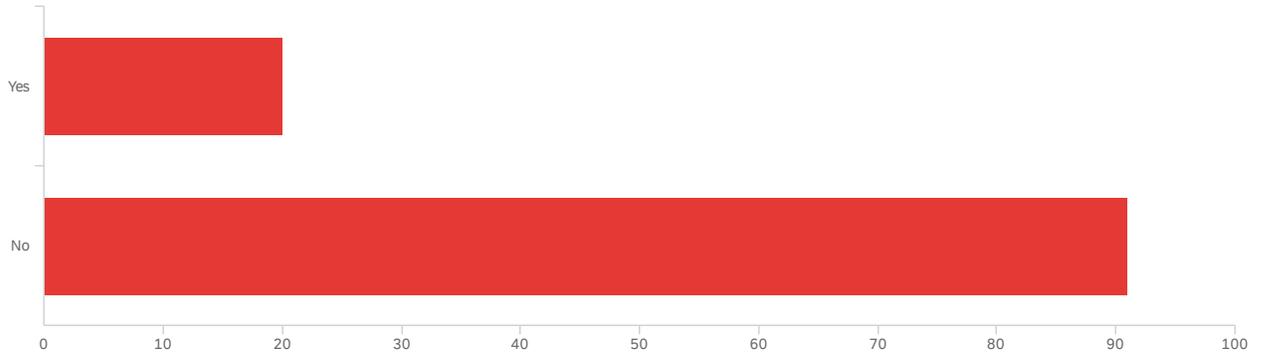
Japan

In which country were you born?

India

India

Q12 - While a student in the Environmental Science and Policy program, were you an international student? (i.e. you needed a visa to study in the United States)



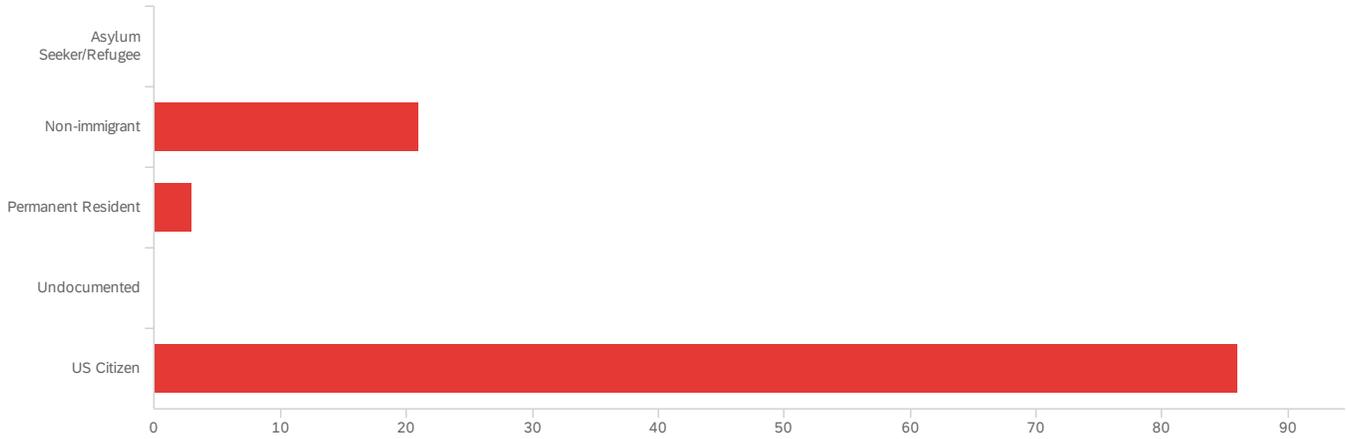
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While a student in the Environmental Science and Policy program, were you an international student? (i.e. you needed a visa to study in the United States)	1.00	2.00	1.82	0.38	0.15	111

#	Field	Choice Count
1	Yes	18.02% 20
2	No	81.98% 91

111

Showing rows 1 - 3 of 3

Q13 - What was your immigration status as a student in the Environmental Science and Policy program?

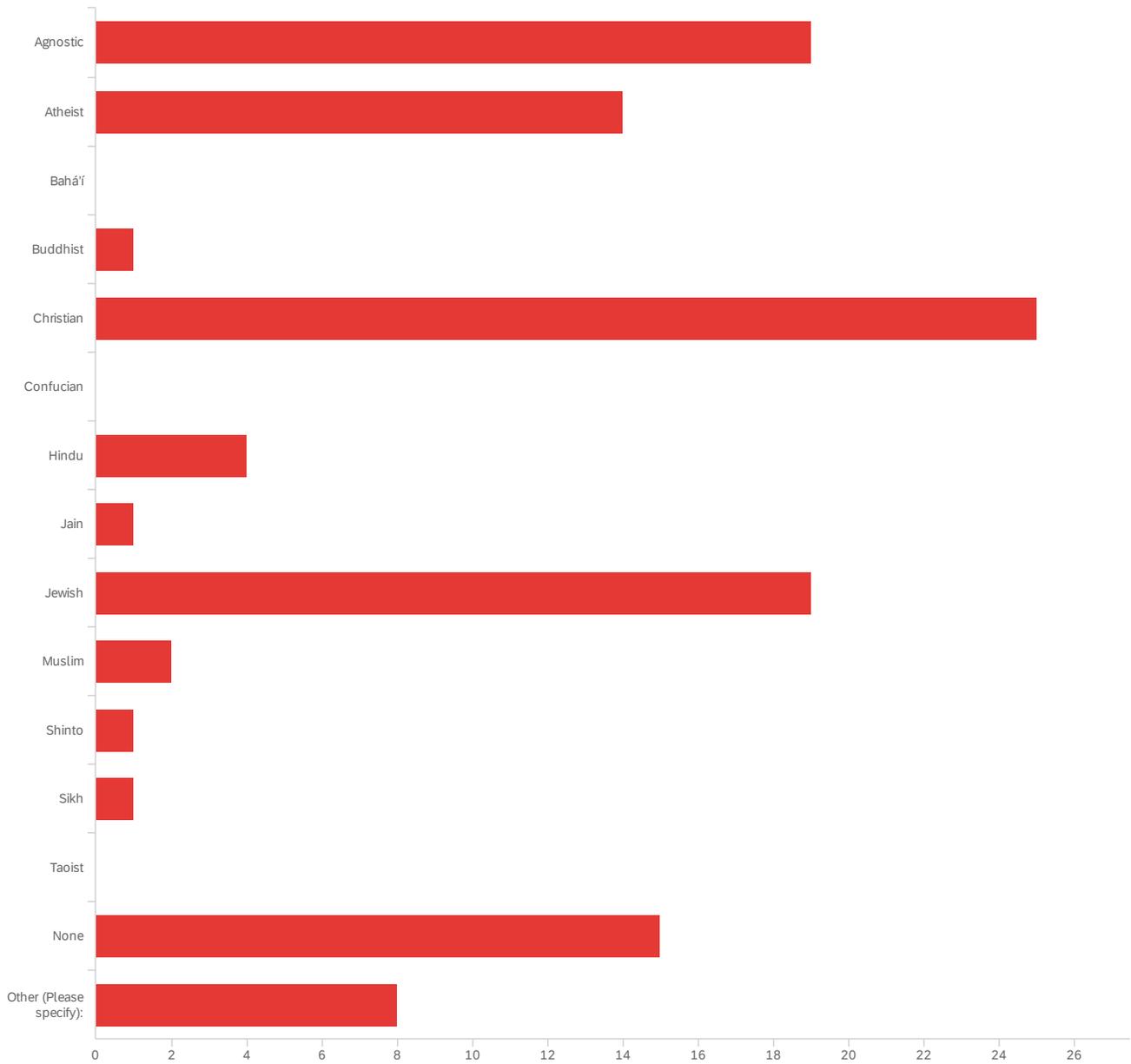


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What was your immigration status as a student in the Environmental Science and Policy program?	2.00	5.00	4.37	1.20	1.43	110

#	Field	Choice Count
1	Asylum Seeker/Refugee	0.00% 0
2	Non-immigrant	19.09% 21
3	Permanent Resident	2.73% 3
4	Undocumented	0.00% 0
5	US Citizen	78.18% 86
		110

Showing rows 1 - 6 of 6

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	With what religious background, if any, do you most identify? - Selected Choice	1.00	15.00	6.87	4.79	22.95	110

#	Field	Choice Count
1	Agnostic	17.27% 19

#	Field	Choice Count
2	Atheist	12.73% 14
3	Bahá'í	0.00% 0
4	Buddhist	0.91% 1
5	Christian	22.73% 25
6	Confucian	0.00% 0
7	Hindu	3.64% 4
8	Jain	0.91% 1
9	Jewish	17.27% 19
10	Muslim	1.82% 2
11	Shinto	0.91% 1
12	Sikh	0.91% 1
13	Taoist	0.00% 0
14	None	13.64% 15
15	Other (Please specify):	7.27% 8
		110

Showing rows 1 - 16 of 16

Q14_15_TEXT - Other (Please specify):

Other (Please specify):

Catholic

Umbanda - AfroBrazilian Religion

Catholic

Quaker/Religious Society of Friends

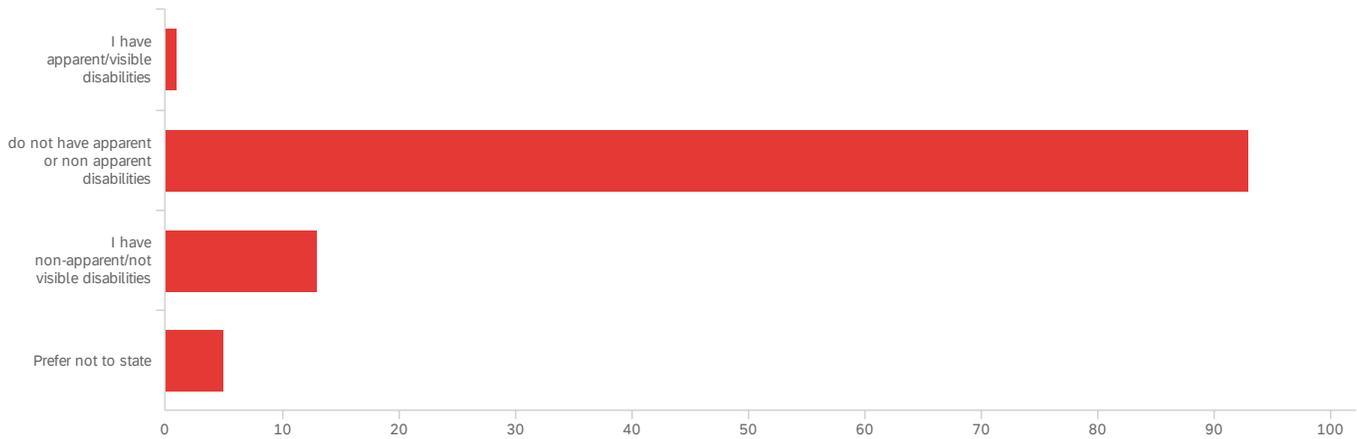
Unitarian Universalist

Baptist

Catholic

Prefer not to state

Q15 - 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.

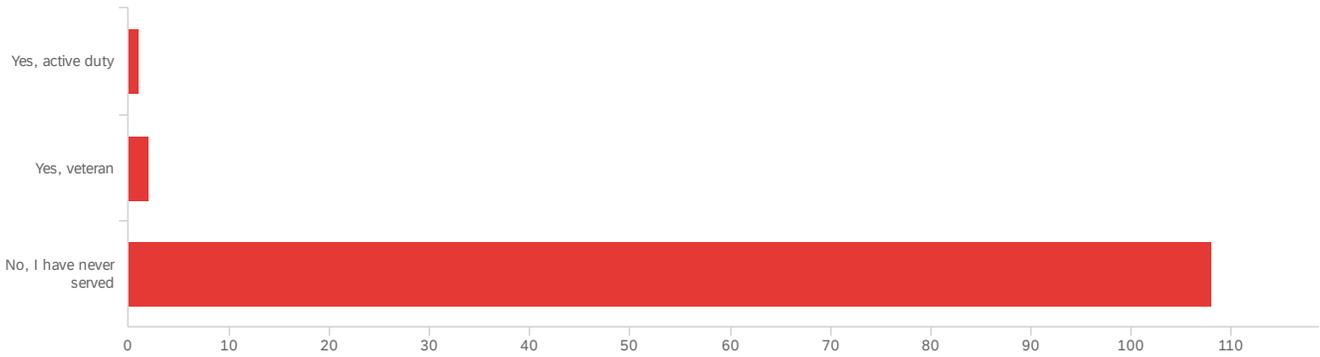


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have a disability? The American Disabilities Act defines an individual with a disability as a person who has a physical or mental impairment that substantially limits one or more life activities, who has history or record of such impairment, or who is perceived to having such impairments.	1.00	4.00	2.20	0.51	0.26	112

#	Field	Choice Count
1	I have apparent/visible disabilities	0.89% 1
2	I do not have apparent or non apparent disabilities	83.04% 93
3	I have non-apparent/not visible disabilities	11.61% 13
4	Prefer not to state	4.46% 5

Showing rows 1 - 5 of 5

Q16 - While you were a student in the Environmental Science and Policy program, did you identify as an active member or veteran of the U.S. Armed Forces, Military Reserves, or National Guard?



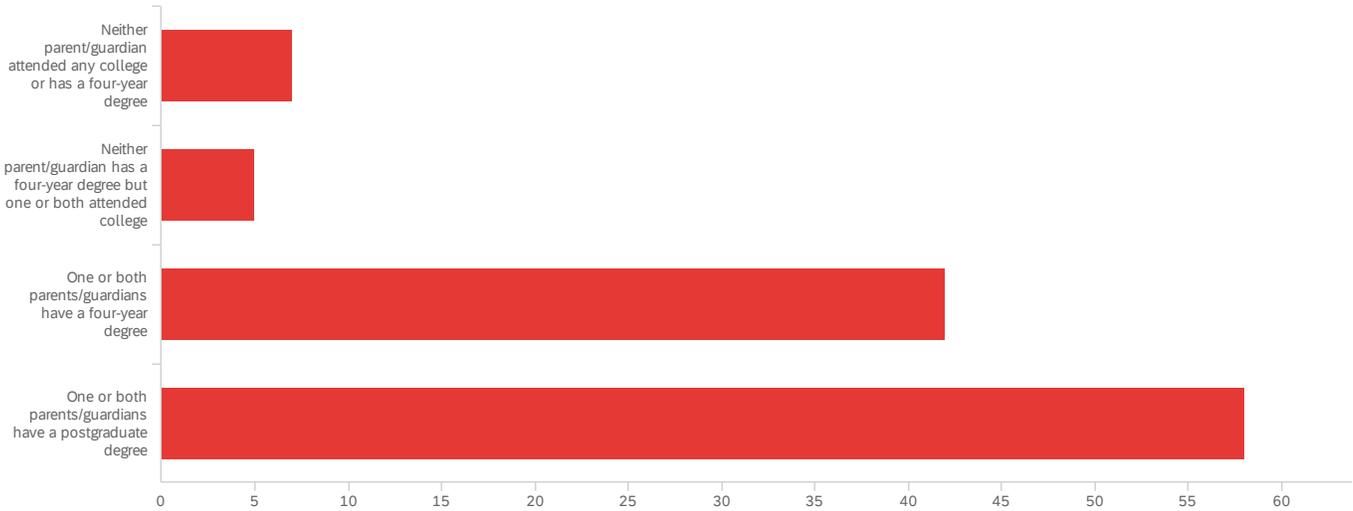
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While you were a student in the Environmental Science and Policy program, did you identify as an active member or veteran of the U.S. Armed Forces, Military Reserves, or National Guard?	1.00	3.00	2.96	0.23	0.05	111

#	Field	Choice	Count
1	Yes, active duty	0.90%	1
2	Yes, veteran	1.80%	2
3	No, I have never served	97.30%	108
			111

Showing rows 1 - 4 of 4

Q17 - Which of the following best describes the educational experience of your

parents/guardians?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following best describes the educational experience of your parents/guardians?	1.00	4.00	3.35	0.83	0.69	112

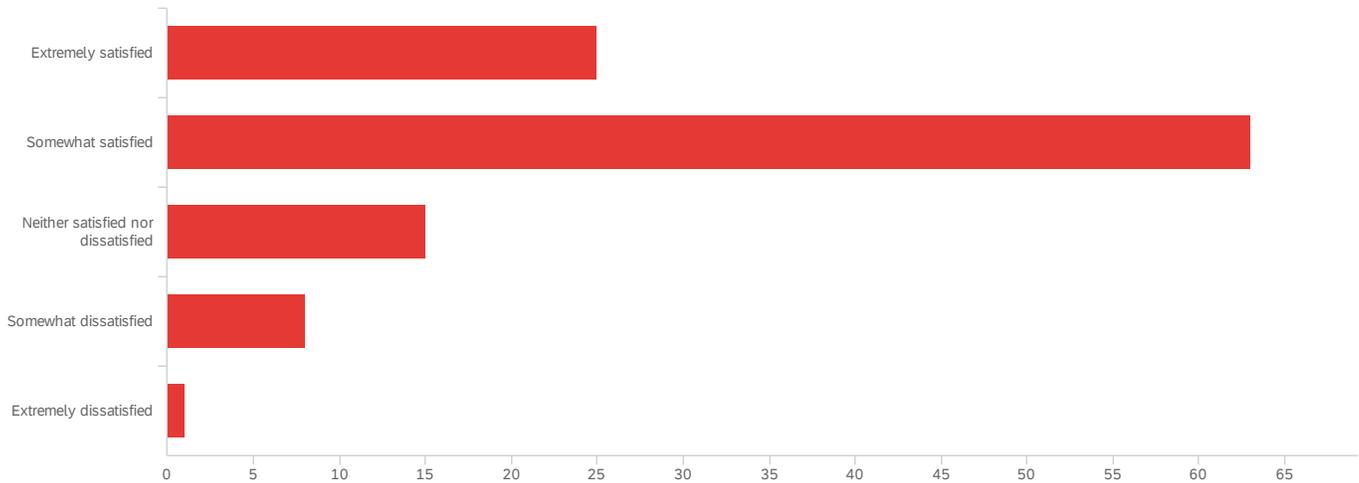
#	Field	Choice Count
1	Neither parent/guardian attended any college or has a four-year degree	6.25% 7
2	Neither parent/guardian has a four-year degree but one or both attended college	4.46% 5
3	One or both parents/guardians have a four-year degree	37.50% 42
4	One or both parents/guardians have a postgraduate degree	51.79% 58

112

Showing rows 1 - 5 of 5

Q18 - While in the Environmental Science and Policy program, how satisfied were you

with the overall campus climate/environment?

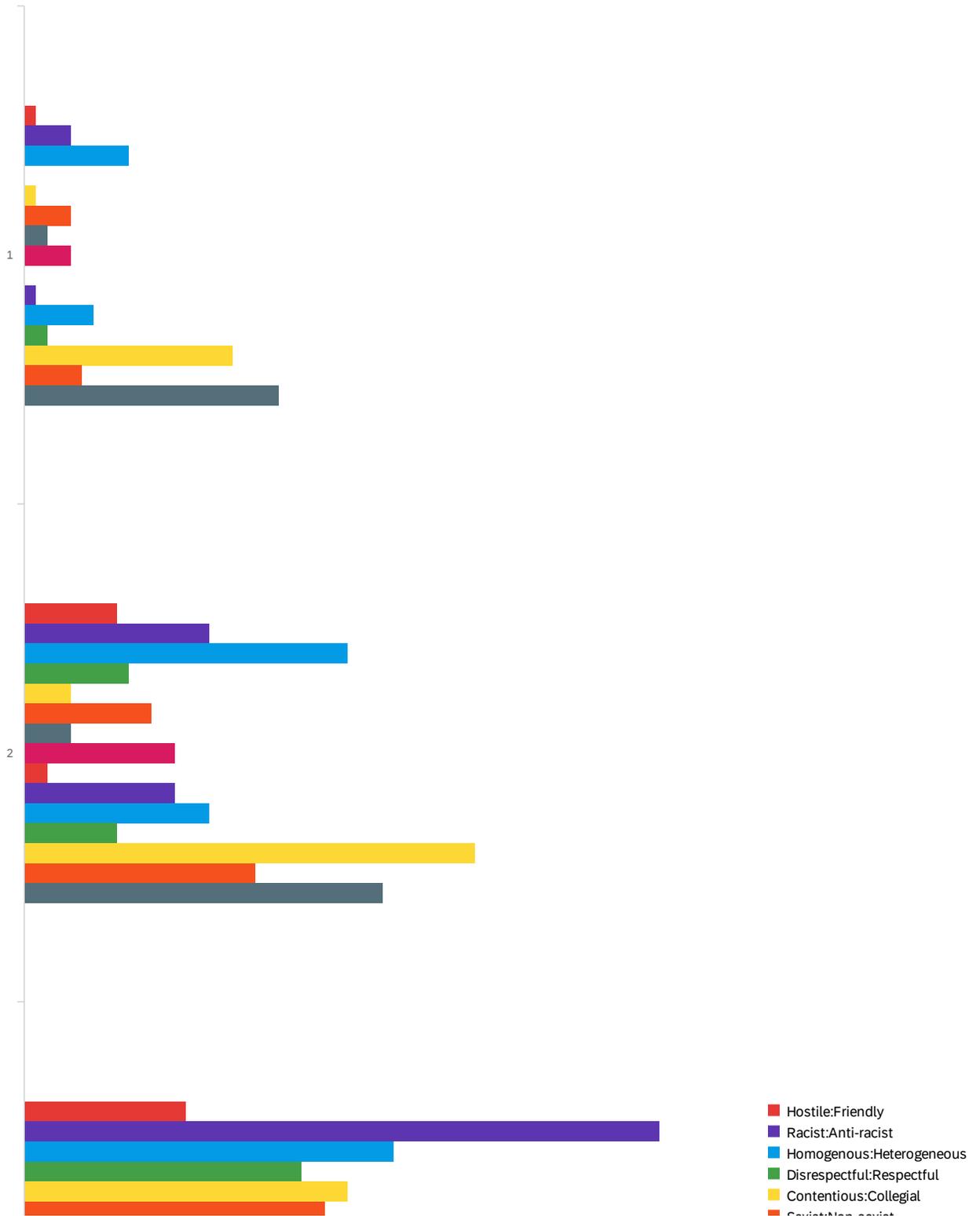


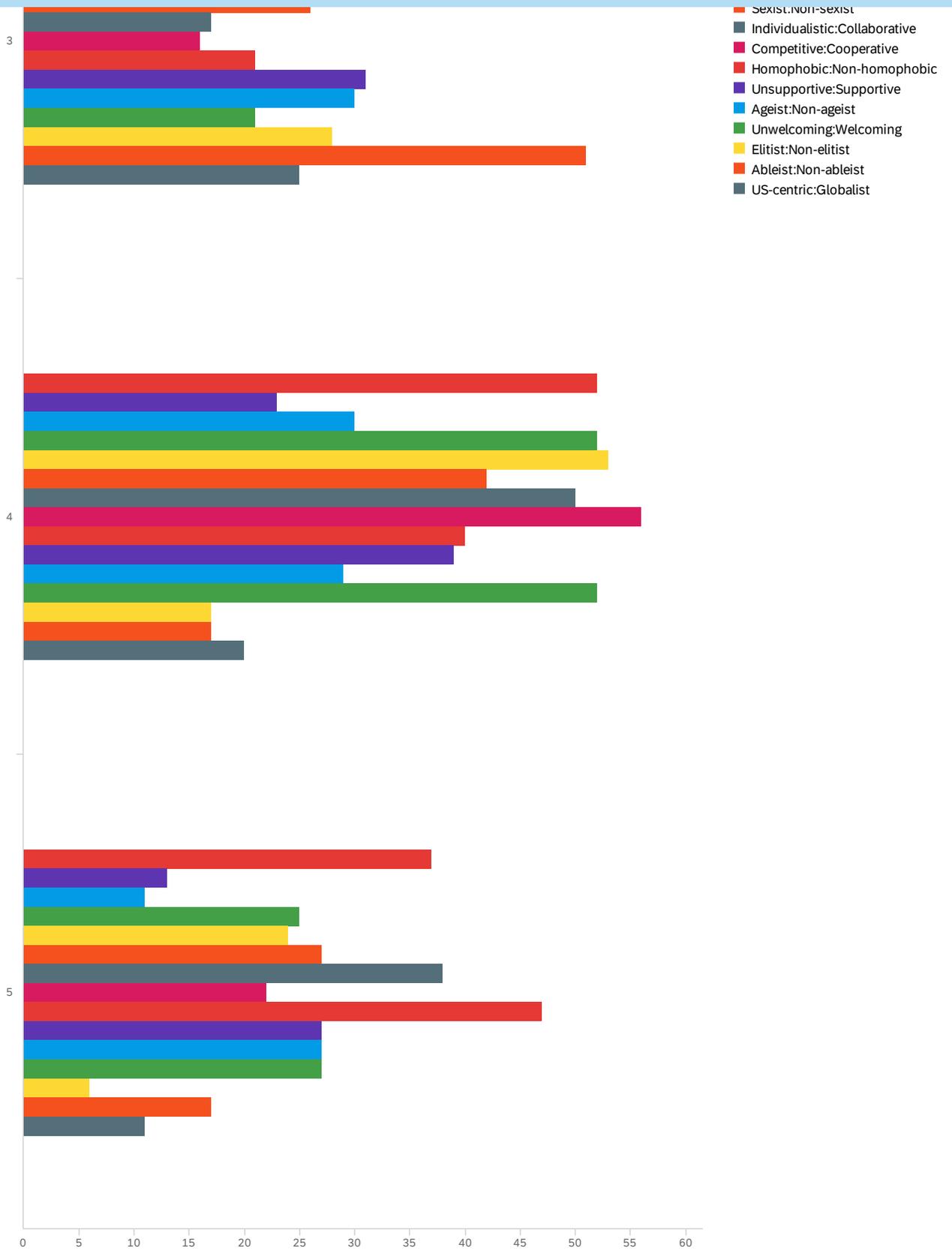
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While in the Environmental Science and Policy program, how satisfied were you with the overall campus climate/environment?	1.00	5.00	2.08	0.85	0.72	112

#	Field	Choice Count
1	Extremely satisfied	22.32% 25
2	Somewhat satisfied	56.25% 63
3	Neither satisfied nor dissatisfied	13.39% 15
4	Somewhat dissatisfied	7.14% 8
5	Extremely dissatisfied	0.89% 1
		112

Showing rows 1 - 6 of 6

Q19 - In this section, please select the best option, along the continuum of adjectives, that represents how you would rate the Environmental Science and Policy program when you were a student there. Please base your selection on your direct experiences:





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Hostile:Friendly	1.00	5.00	4.04	0.91	0.82	112

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	Racist:Anti-racist	1.00	5.00	3.23	0.96	0.91	111
3	Homogenous:Heterogeneous	1.00	5.00	3.05	1.12	1.25	110
4	Disrespectful:Respectful	2.00	5.00	3.85	0.87	0.75	110
5	Contentious:Collegial	1.00	5.00	3.86	0.83	0.68	110
6	Sexist:Non-sexist	1.00	5.00	3.70	1.06	1.12	110
7	Individualistic:Collaborative	1.00	5.00	4.06	0.89	0.80	111
8	Competitive:Cooperative	1.00	5.00	3.71	1.03	1.05	111
9	Homophobic:Non-homophobic	2.00	5.00	4.20	0.81	0.65	110
10	Unsupportive:Supportive	1.00	5.00	3.70	0.99	0.98	111
11	Ageist:Non-ageist	1.00	5.00	3.51	1.17	1.38	108
12	Unwelcoming:Welcoming	1.00	5.00	3.85	0.93	0.87	110
13	Elitist:Non-elitist	1.00	5.00	2.57	1.11	1.23	108
14	Ableist:Non-ableist	1.00	5.00	3.19	1.05	1.10	110
15	US-centric:Globalist	1.00	5.00	2.70	1.26	1.59	109

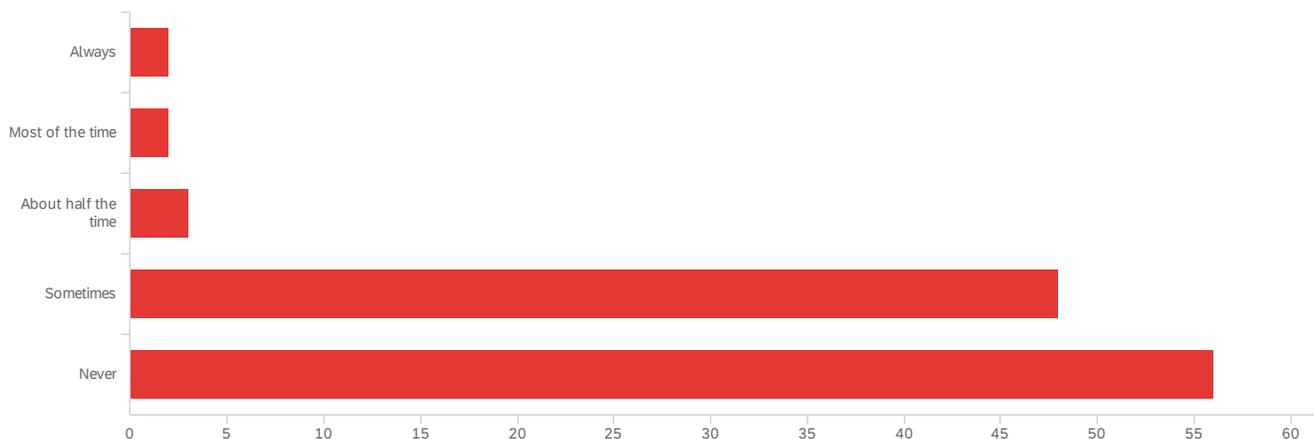
#	Field	1	2	3	4	5	Total
1	Hostile:Friendly	0.89% 1	7.14% 8	12.50% 14	46.43% 52	33.04% 37	112
2	Racist:Anti-racist	3.60% 4	14.41% 16	49.55% 55	20.72% 23	11.71% 13	111
3	Homogenous:Heterogeneous	8.18% 9	25.45% 28	29.09% 32	27.27% 30	10.00% 11	110
4	Disrespectful:Respectful	0.00% 0	8.18% 9	21.82% 24	47.27% 52	22.73% 25	110
5	Contentious:Collegial	0.91% 1	3.64% 4	25.45% 28	48.18% 53	21.82% 24	110
6	Sexist:Non-sexist	3.64% 4	10.00% 11	23.64% 26	38.18% 42	24.55% 27	110
7	Individualistic:Collaborative	1.80% 2	3.60% 4	15.32% 17	45.05% 50	34.23% 38	111
8	Competitive:Cooperative	3.60% 4	11.71% 13	14.41% 16	50.45% 56	19.82% 22	111
9	Homophobic:Non-homophobic	0.00% 0	1.82% 2	19.09% 21	36.36% 40	42.73% 47	110
10	Unsupportive:Supportive	0.90% 1	11.71% 13	27.93% 31	35.14% 39	24.32% 27	111

#	Field	1		2		3		4		5		Total
11	Ageist:Non-ageist	5.56%	6	14.81%	16	27.78%	30	26.85%	29	25.00%	27	108
12	Unwelcoming:Welcoming	1.82%	2	7.27%	8	19.09%	21	47.27%	52	24.55%	27	110
13	Elitist:Non-elitist	16.67%	18	36.11%	39	25.93%	28	15.74%	17	5.56%	6	108
14	Ableist:Non-ableist	4.55%	5	18.18%	20	46.36%	51	15.45%	17	15.45%	17	110
15	US-centric:Globalist	20.18%	22	28.44%	31	22.94%	25	18.35%	20	10.09%	11	109

Showing rows 1 - 15 of 15

Q20 - During your time in the Environmental Science and Policy program at Columbia

University, how often had you been concerned about your physical safety on campus?



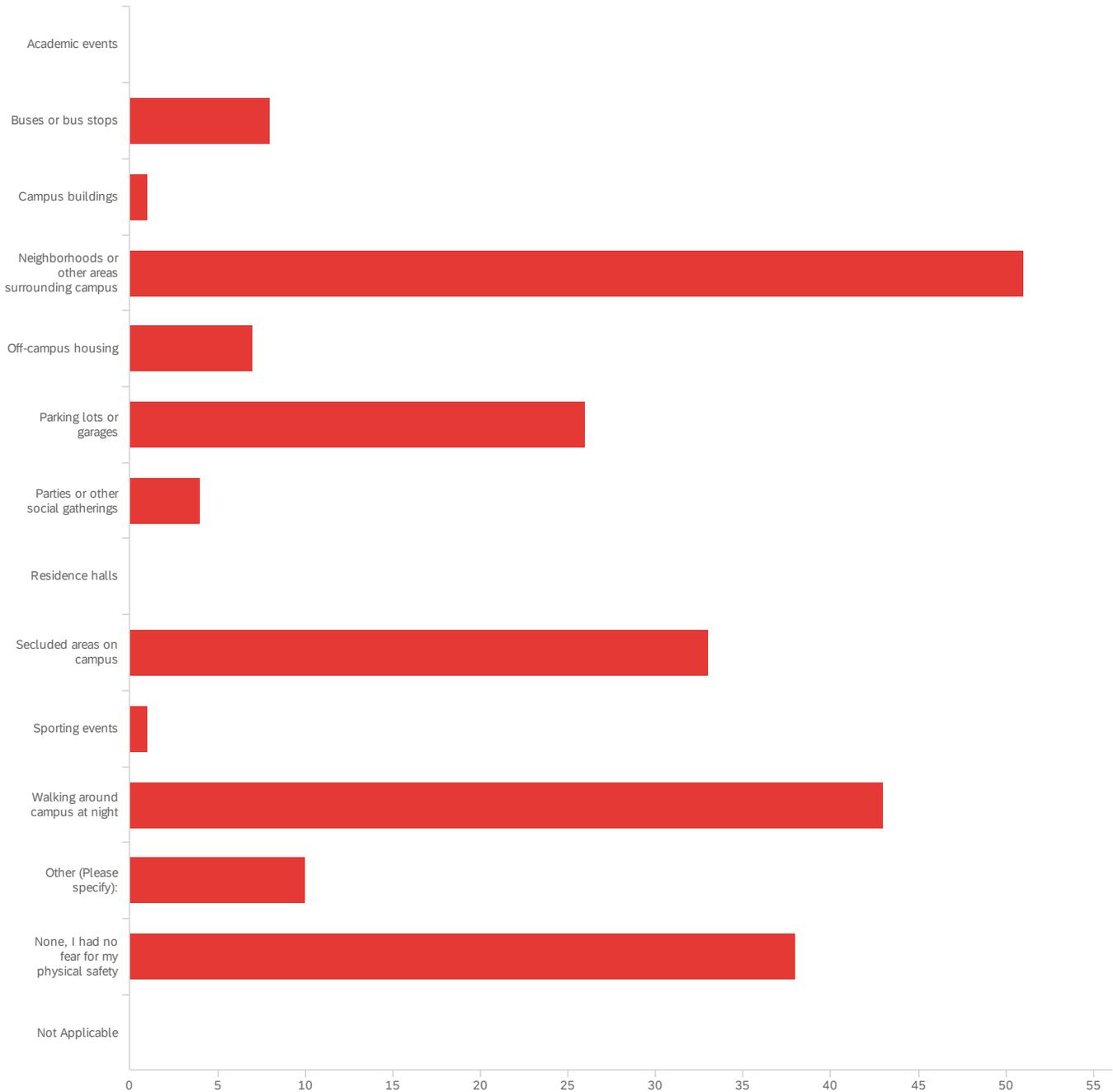
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Environmental Science and Policy program at Columbia University, how often had you been concerned about your physical safety on campus?	1.00	5.00	4.39	0.78	0.62	111

#	Field	Choice Count
1	Always	1.80% 2
2	Most of the time	1.80% 2
3	About half the time	2.70% 3
4	Sometimes	43.24% 48
5	Never	50.45% 56
		111

Showing rows 1 - 6 of 6

Q21 - During your time in the Environmental Science and Policy program at Columbia

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



#	Field	Choice Count
1	Academic events	0.00% 0

#	Field	Choice Count
2	Buses or bus stops	3.60% 8
3	Campus buildings	0.45% 1
4	Neighborhoods or other areas surrounding campus	22.97% 51
5	Off-campus housing	3.15% 7
6	Parking lots or garages	11.71% 26
7	Parties or other social gatherings	1.80% 4
8	Residence halls	0.00% 0
9	Secluded areas on campus	14.86% 33
10	Sporting events	0.45% 1
11	Walking around campus at night	19.37% 43
12	Other (Please specify):	4.50% 10
13	None, I had no fear for my physical safety	17.12% 38
14	Not Applicable	0.00% 0
		222

Showing rows 1 - 15 of 15

Q21_12_TEXT - Other (Please specify):

Other (Please specify):

I had the worst on-campus living. People in my block used illegal drugs on the bathroom and it would prevent me from showering sometimes before going to class, so I would not get the smell. When I tried to alert the building manager, he said that if I followed up with the denounces it would be "bad for me", so I had to live with that situation while I was there. There were a few episodes of discrimination inside the floor too, which was split with very wealthy ESL (English as Second Language) Students, tensions for economic purposes (looking down for me being clearly less wealthy than they), and some uncomfortable comments on the everyday experience as well.

Kept guard up while in riverside or Morningside park at night

While I had no fear for my physical safety, I actively strove to maintain situational awareness.

parks at night

University subway stops late at night (especially after evening classes)

bathrooms

I was harassed inside SIPA by a member of the public. He touched the back of my shirt. It happened in front of two other male students, neither of who did anything. There was no security guard on duty. I had to walk across campus to report the issue, and they told me that I was wrong and that someone was always on duty. And no one came to check it out. This man continued to harass other women, and nothing was ever done about it. He was present in the main lobby for the duration of my degree, and there was no way for me to avoid this area as it was a common meeting spot for groups and classes.

Other (Please specify):

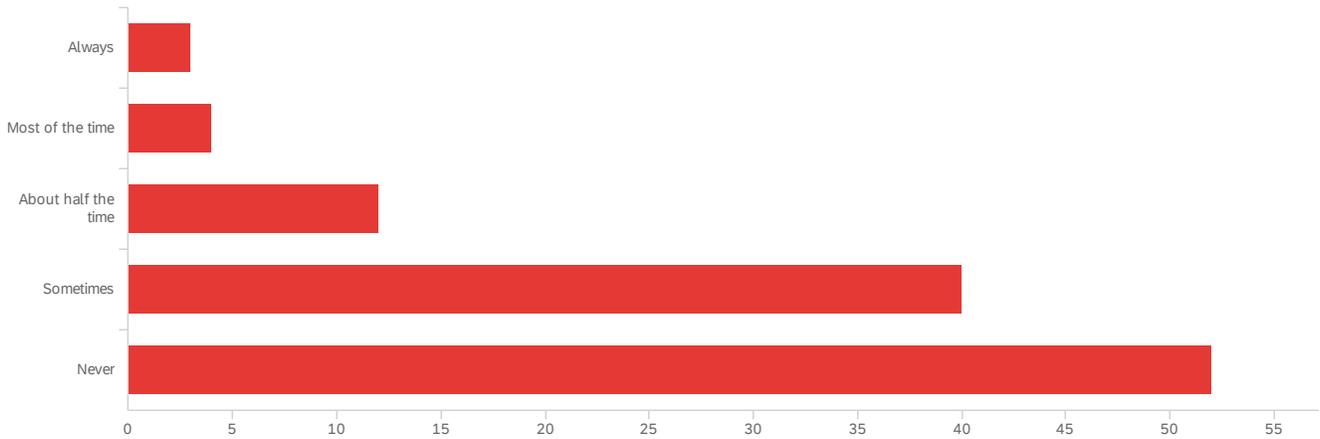
Morningside Park

My selection may be better suited for the Morningside Park Area at night but I did not have any problems with Harlem and 125th street metro stop area. The park has steep terrain and was not well lit, so easy to get stocked if you were not aware of your surroundings

Specific professors

Q22 - During your time in the Environmental Science and Policy program at Columbia

University, how often had you been concerned about your psychological/emotional safety on campus?



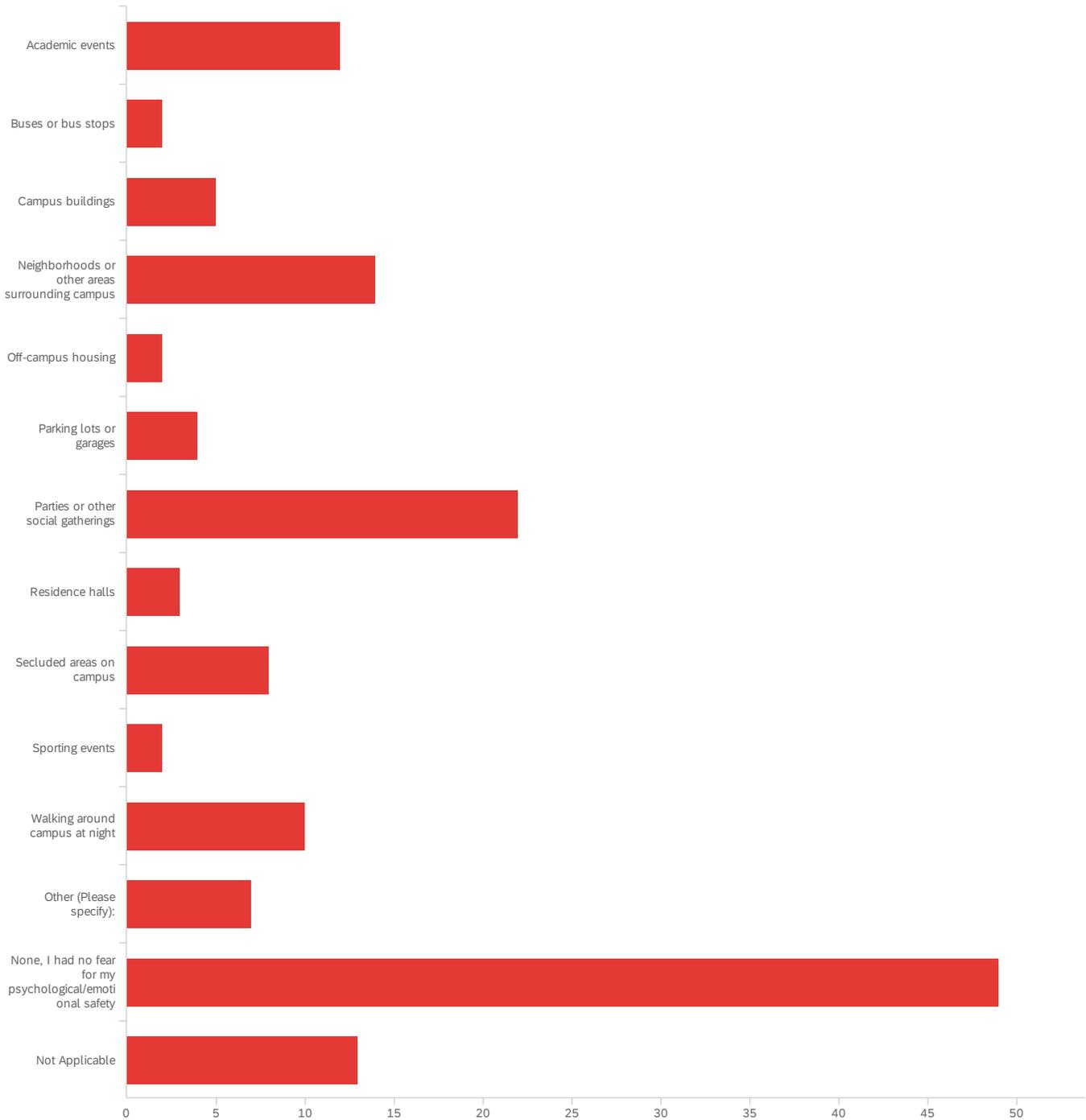
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Environmental Science and Policy program at Columbia University, how often had you been concerned about your psychological/emotional safety on campus?	1.00	5.00	4.21	0.96	0.92	111

#	Field	Choice Count
1	Always	2.70% 3
2	Most of the time	3.60% 4
3	About half the time	10.81% 12
4	Sometimes	36.04% 40
5	Never	46.85% 52
		111

Showing rows 1 - 6 of 6

Q23 - During your time in the Environmental Science and Policy program at Columbia

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



Field

Choice Count

#	Field	Choice Count
1	Academic events	7.84% 12
2	Buses or bus stops	1.31% 2
3	Campus buildings	3.27% 5
4	Neighborhoods or other areas surrounding campus	9.15% 14
5	Off-campus housing	1.31% 2
6	Parking lots or garages	2.61% 4
7	Parties or other social gatherings	14.38% 22
8	Residence halls	1.96% 3
9	Secluded areas on campus	5.23% 8
10	Sporting events	1.31% 2
11	Walking around campus at night	6.54% 10
12	Other (Please specify):	4.58% 7
13	None, I had no fear for my psychological/emotional safety	32.03% 49
14	Not Applicable	8.50% 13

153

Showing rows 1 - 15 of 15

Q23_12_TEXT - Other (Please specify):

Other (Please specify):

Psychological safety wasn't related to physical places but displacement

Competitiveness amongst certain individuals who created their own clique to ostracize other peers

I experienced difficult situations and suffered emotional distress with a roommate

General vibe, not location specific

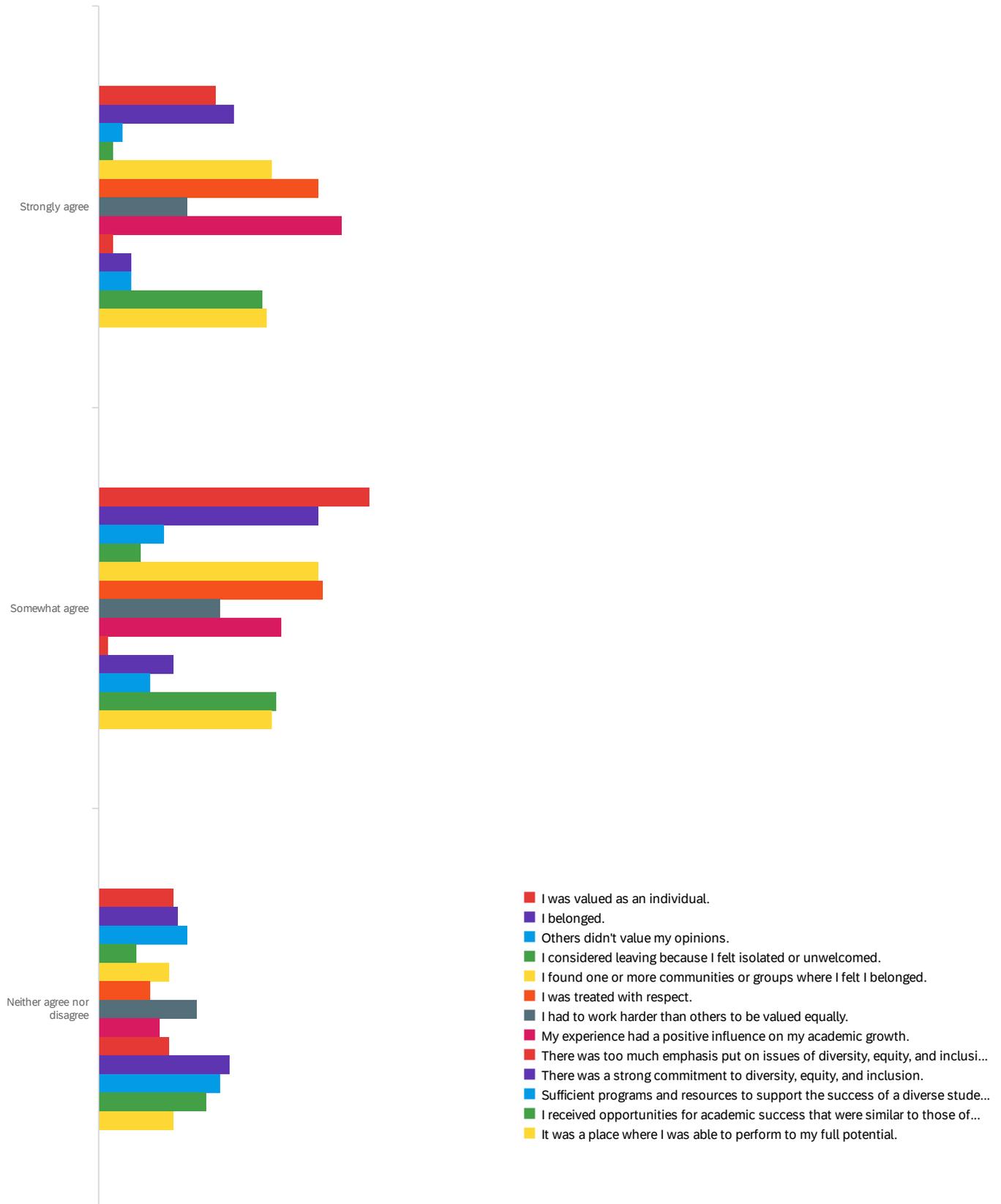
office hours

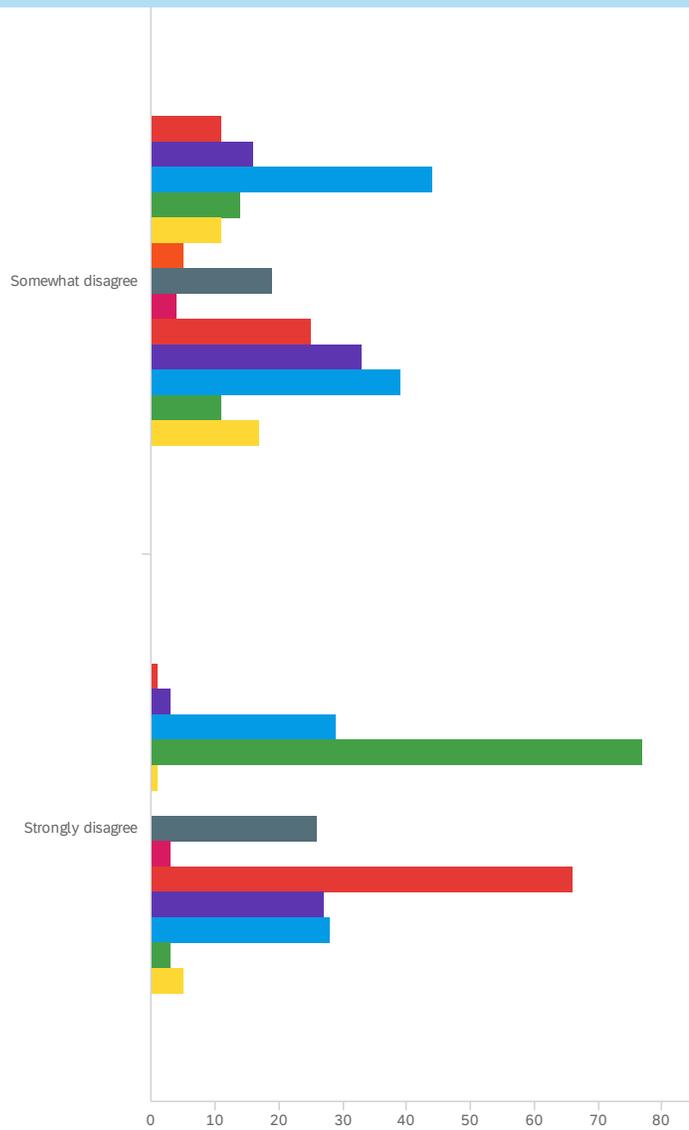
class

Specific professors

Q24 - During your time in the Environmental Science and Policy program at Columbia

University, please indicate your level of agreement with each of the following statements:





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I was valued as an individual.	1.00	5.00	2.14	0.91	0.83	111
2	I belonged.	1.00	5.00	2.26	1.08	1.16	112
3	Others didn't value my opinions.	1.00	5.00	3.70	1.12	1.25	111
4	I considered leaving because I felt isolated or unwelcomed.	1.00	5.00	4.38	1.09	1.19	111
5	I found one or more communities or groups where I felt I belonged.	1.00	5.00	2.03	0.97	0.95	111
6	I was treated with respect.	1.00	4.00	1.77	0.80	0.65	111
7	I had to work harder than others to be valued equally.	1.00	5.00	3.06	1.42	2.02	111
8	My experience had a positive influence on my academic growth.	1.00	5.00	1.80	0.97	0.93	111

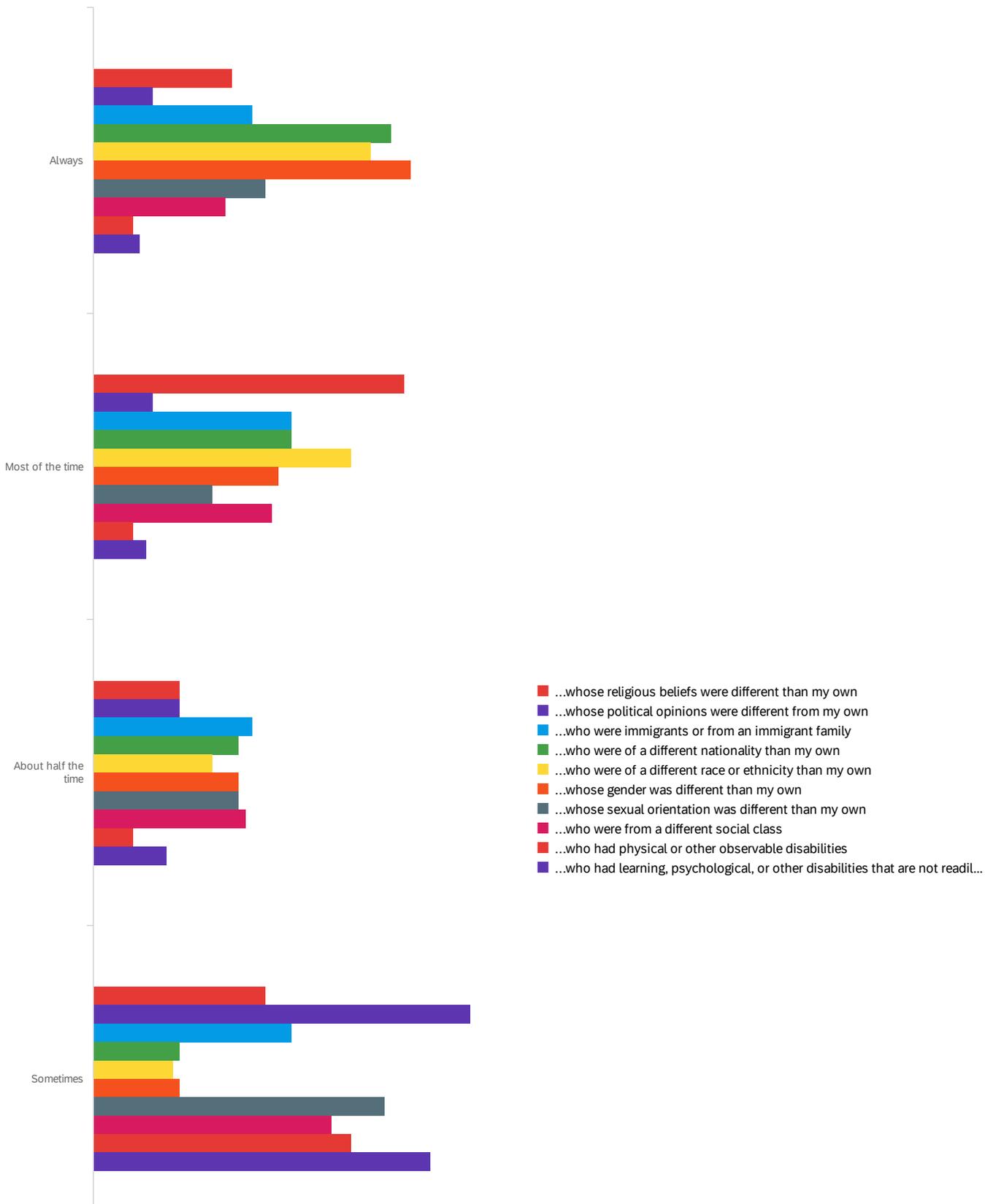
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
9	There was too much emphasis put on issues of diversity, equity, and inclusion.	1.00	5.00	4.34	0.96	0.93	111
10	There was a strong commitment to diversity, equity, and inclusion.	1.00	5.00	3.51	1.18	1.40	111
11	Sufficient programs and resources to support the success of a diverse student body were provided.	1.00	5.00	3.63	1.15	1.31	111
12	I received opportunities for academic success that were similar to those of my peers.	1.00	5.00	2.17	1.07	1.14	110
13	It was a place where I was able to perform to my full potential.	1.00	5.00	2.26	1.19	1.42	111

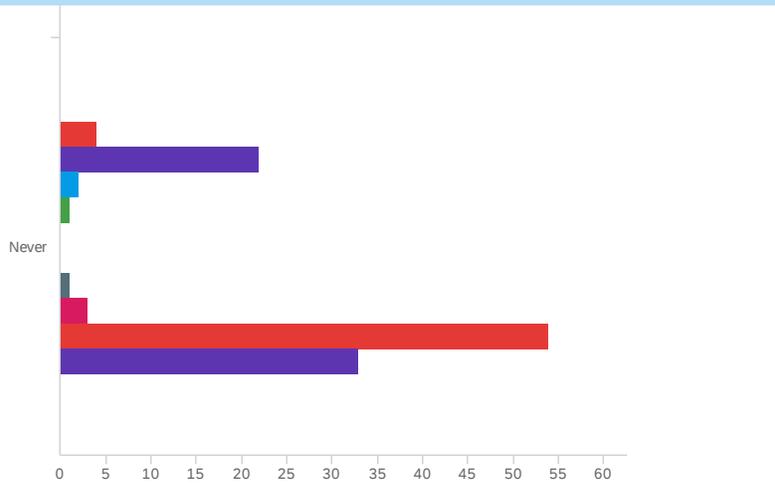
#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	I was valued as an individual.	22.52% 25	52.25% 58	14.41% 16	9.91% 11	0.90% 1	111
2	I belonged.	25.89% 29	41.96% 47	15.18% 17	14.29% 16	2.68% 3	112
3	Others didn't value my opinions.	4.50% 5	12.61% 14	17.12% 19	39.64% 44	26.13% 29	111
4	I considered leaving because I felt isolated or unwelcomed.	2.70% 3	8.11% 9	7.21% 8	12.61% 14	69.37% 77	111
5	I found one or more communities or groups where I felt I belonged.	33.33% 37	42.34% 47	13.51% 15	9.91% 11	0.90% 1	111
6	I was treated with respect.	42.34% 47	43.24% 48	9.91% 11	4.50% 5	0.00% 0	111
7	I had to work harder than others to be valued equally.	17.12% 19	23.42% 26	18.92% 21	17.12% 19	23.42% 26	111
8	My experience had a positive influence on my academic growth.	46.85% 52	35.14% 39	11.71% 13	3.60% 4	2.70% 3	111
9	There was too much emphasis put on issues of diversity, equity, and inclusion.	2.70% 3	1.80% 2	13.51% 15	22.52% 25	59.46% 66	111
10	There was a strong commitment to diversity, equity, and inclusion.	6.31% 7	14.41% 16	25.23% 28	29.73% 33	24.32% 27	111
11	Sufficient programs and resources to support the success of a diverse student body were provided.	6.31% 7	9.91% 11	23.42% 26	35.14% 39	25.23% 28	111
12	I received opportunities for academic success that were similar to those of my peers.	31.82% 35	34.55% 38	20.91% 23	10.00% 11	2.73% 3	110
13	It was a place where I was able to perform to my full potential.	32.43% 36	33.33% 37	14.41% 16	15.32% 17	4.50% 5	111

Showing rows 1 - 13 of 13

Q25 - During your time in the Environmental Science and Policy program, how often did

you interact in a meaningful way with people...





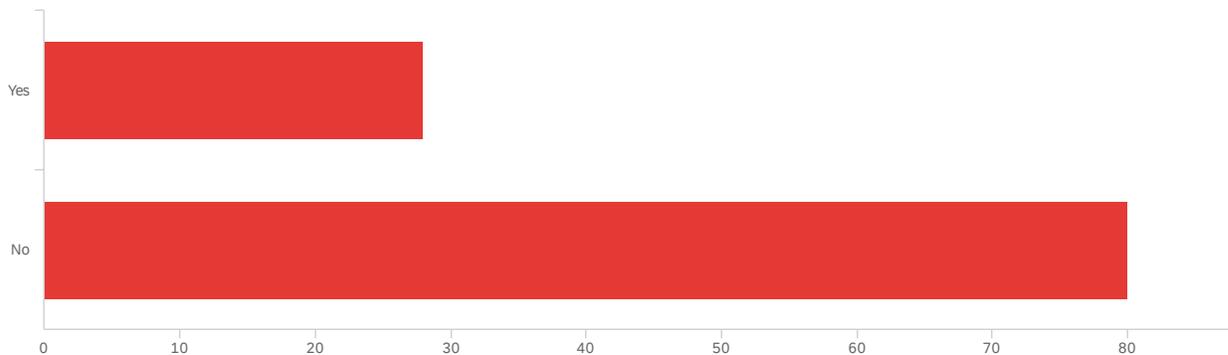
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	...whose religious beliefs were different than my own	1.00	5.00	2.50	1.15	1.31	111
2	...whose political opinions were different from my own	1.00	5.00	3.67	1.13	1.27	110
3	...who were immigrants or from an immigrant family	1.00	5.00	2.60	1.15	1.33	110
4	...who were of a different nationality than my own	1.00	5.00	2.05	1.07	1.15	111
5	...who were of a different race or ethnicity than my own	1.00	4.00	2.00	0.99	0.97	111
6	...whose gender was different than my own	1.00	4.00	2.00	1.05	1.10	111
7	...whose sexual orientation was different than my own	1.00	5.00	2.78	1.22	1.48	111
8	...who were from a different social class	1.00	5.00	2.77	1.17	1.37	109
9	...who had physical or other observable disabilities	1.00	5.00	4.16	1.10	1.22	111
10	...who had learning, psychological, or other disabilities that are not readily visible	1.00	5.00	3.86	1.12	1.25	110

#	Field	Always	Most of the time	About half the time	Sometimes	Never	Total
1	...whose religious beliefs were different than my own	18.92% 21	42.34% 47	11.71% 13	23.42% 26	3.60% 4	111
2	...whose political opinions were different from my own	8.18% 9	8.18% 9	11.82% 13	51.82% 57	20.00% 22	110
3	...who were immigrants or from an immigrant family	21.82% 24	27.27% 30	21.82% 24	27.27% 30	1.82% 2	110

#	Field	Always		Most of the time		About half the time		Sometimes		Never		Total
4	...who were of a different nationality than my own	40.54%	45	27.03%	30	19.82%	22	11.71%	13	0.90%	1	111
5	...who were of a different race or ethnicity than my own	37.84%	42	35.14%	39	16.22%	18	10.81%	12	0.00%	0	111
6	...whose gender was different than my own	43.24%	48	25.23%	28	19.82%	22	11.71%	13	0.00%	0	111
7	...whose sexual orientation was different than my own	23.42%	26	16.22%	18	19.82%	22	39.64%	44	0.90%	1	111
8	...who were from a different social class	18.35%	20	24.77%	27	21.10%	23	33.03%	36	2.75%	3	109
9	...who had physical or other observable disabilities	5.41%	6	5.41%	6	5.41%	6	35.14%	39	48.65%	54	111
10	...who had learning, psychological, or other disabilities that are not readily visible	6.36%	7	7.27%	8	10.00%	11	46.36%	51	30.00%	33	110

Showing rows 1 - 10 of 10

Q26 - During your time in the Environmental Science and Policy program, did you feel discriminated against?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Environmental Science and Policy program, did you feel discriminated against?	1.00	2.00	1.74	0.44	0.19	108

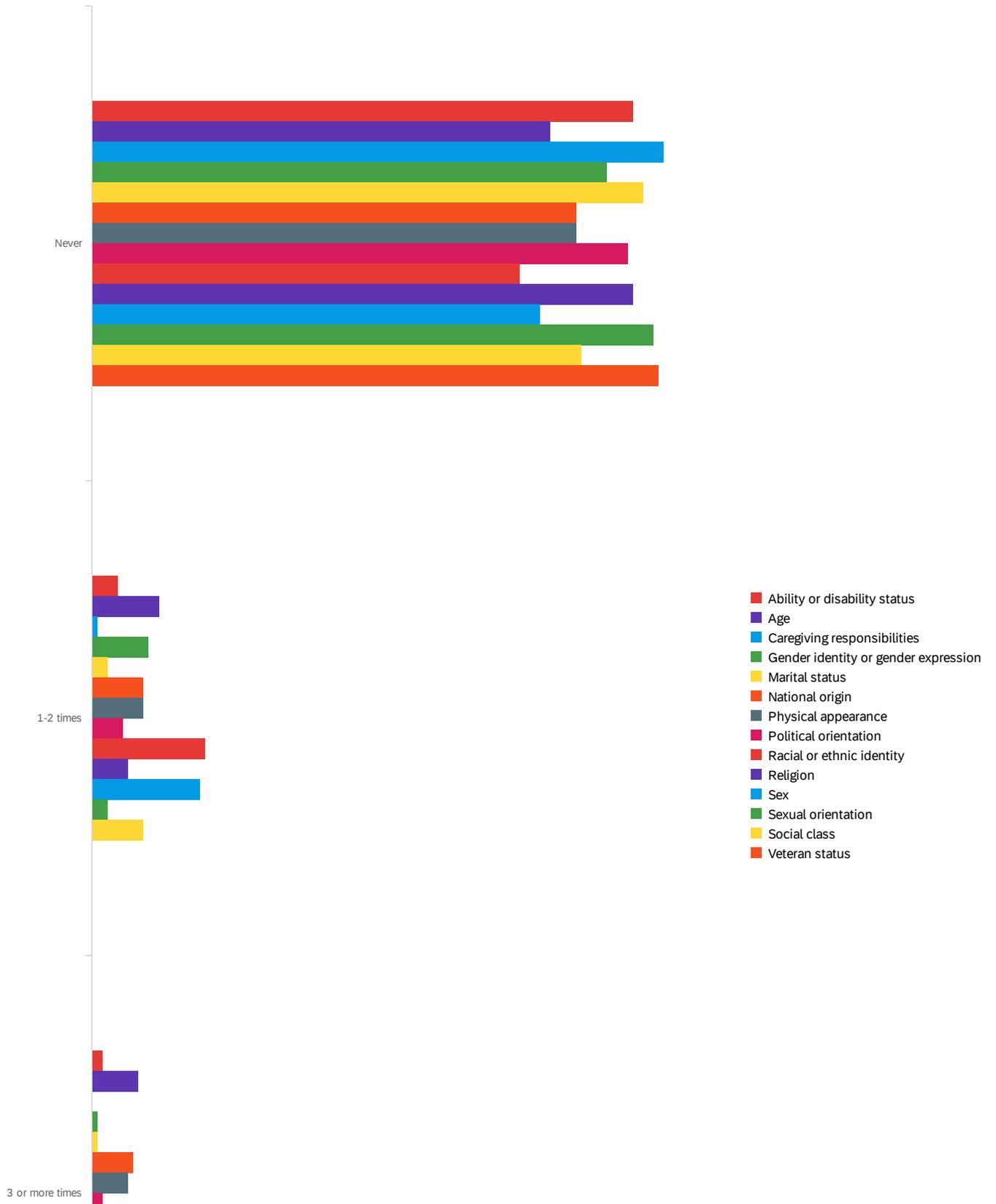
#	Field	Choice	Count
1	Yes	25.93%	28
2	No	74.07%	80

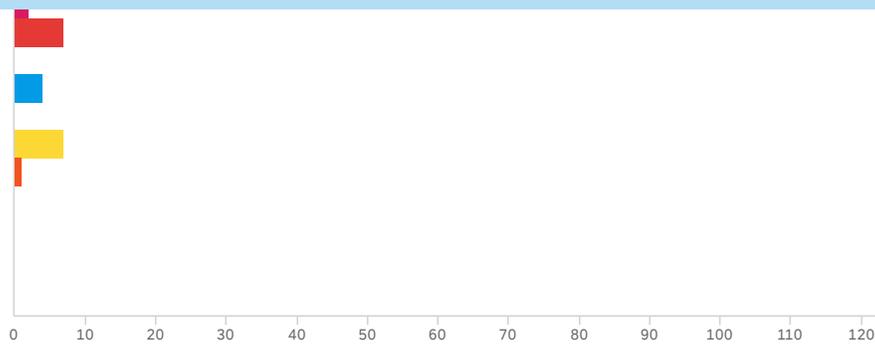
108

Showing rows 1 - 3 of 3

Q27 - During your time in the Environmental Science and Policy program, how often did

YOU experience discriminatory events because of your:





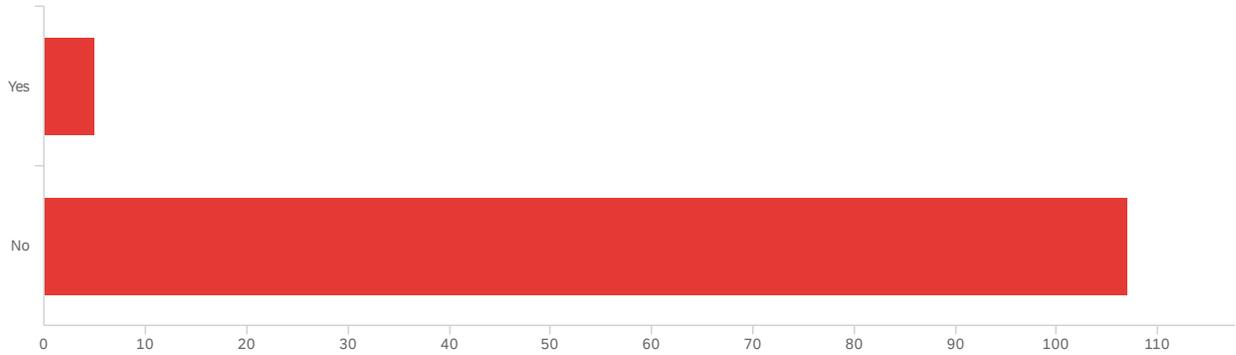
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability or disability status	1.00	3.00	1.08	0.33	0.11	112
2	Age	1.00	3.00	1.28	0.60	0.36	111
3	Caregiving responsibilities	1.00	2.00	1.01	0.09	0.01	112
4	Gender identity or gender expression	1.00	3.00	1.12	0.35	0.12	112
5	Marital status	1.00	3.00	1.05	0.25	0.06	111
6	National origin	1.00	3.00	1.23	0.57	0.32	112
7	Physical appearance	1.00	3.00	1.22	0.54	0.30	111
8	Political orientation	1.00	3.00	1.09	0.34	0.12	112
9	Racial or ethnic identity	1.00	3.00	1.32	0.59	0.34	112
10	Religion	1.00	2.00	1.06	0.24	0.06	112
11	Sex	1.00	3.00	1.26	0.51	0.26	112
12	Sexual orientation	1.00	2.00	1.03	0.16	0.03	112
13	Social class	1.00	3.00	1.21	0.54	0.29	112
14	Veteran status	1.00	3.00	1.02	0.19	0.04	111

#	Field	Never	1-2 times	3 or more times	Total
1	Ability or disability status	93.75% 105	4.46% 5	1.79% 2	112
2	Age	80.18% 89	11.71% 13	8.11% 9	111
3	Caregiving responsibilities	99.11% 111	0.89% 1	0.00% 0	112

#	Field	Never		1-2 times		3 or more times		Total
4	Gender identity or gender expression	89.29%	100	9.82%	11	0.89%	1	112
5	Marital status	96.40%	107	2.70%	3	0.90%	1	111
6	National origin	83.93%	94	8.93%	10	7.14%	8	112
7	Physical appearance	84.68%	94	9.01%	10	6.31%	7	111
8	Political orientation	92.86%	104	5.36%	6	1.79%	2	112
9	Racial or ethnic identity	74.11%	83	19.64%	22	6.25%	7	112
10	Religion	93.75%	105	6.25%	7	0.00%	0	112
11	Sex	77.68%	87	18.75%	21	3.57%	4	112
12	Sexual orientation	97.32%	109	2.68%	3	0.00%	0	112
13	Social class	84.82%	95	8.93%	10	6.25%	7	112
14	Veteran status	99.10%	110	0.00%	0	0.90%	1	111

Showing rows 1 - 14 of 14

Q28 - Have you experienced any discriminatory events in the Environmental Science and Policy program that were not asked about in the previous questions?



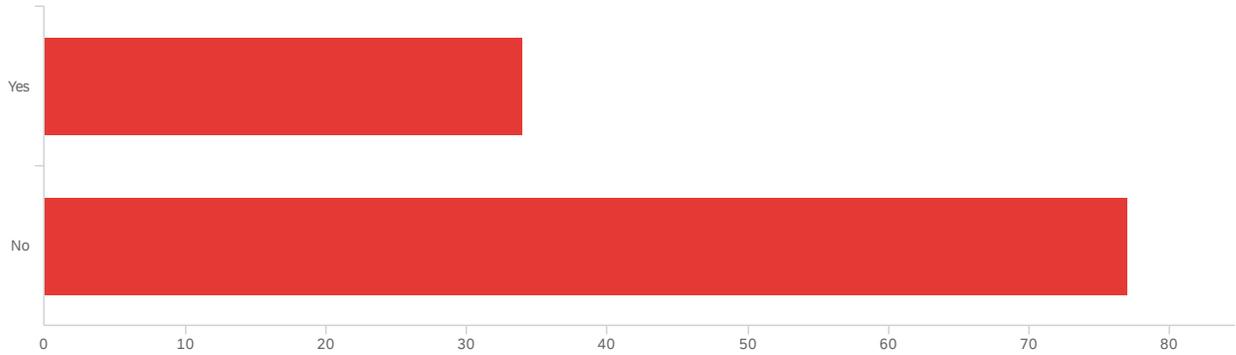
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you experienced any discriminatory events in the Environmental Science and Policy program that were not asked about in the previous questions?	1.00	2.00	1.96	0.21	0.04	112

#	Field	Choice Count
1	Yes	4.46% 5
2	No	95.54% 107

112

Showing rows 1 - 3 of 3

Q30 - While you were a student in the Environmental Science and Policy program, did you witness another employee or student being discriminated against?



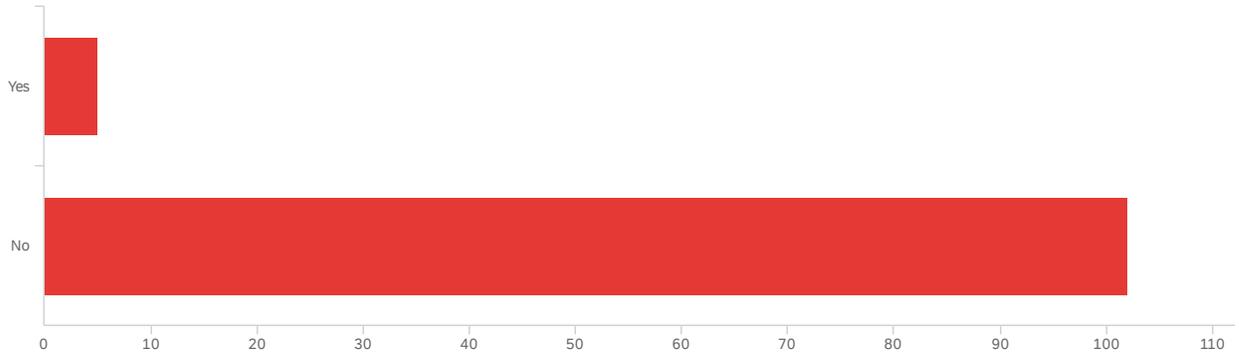
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While you were a student in the Environmental Science and Policy program, did you witness another employee or student being discriminated against?	1.00	2.00	1.69	0.46	0.21	111

#	Field	Choice Count
1	Yes	30.63% 34
2	No	69.37% 77

111

Showing rows 1 - 3 of 3

Q32 - While you were a student in the Environmental Science and Policy program, did you report any incidents of discrimination?



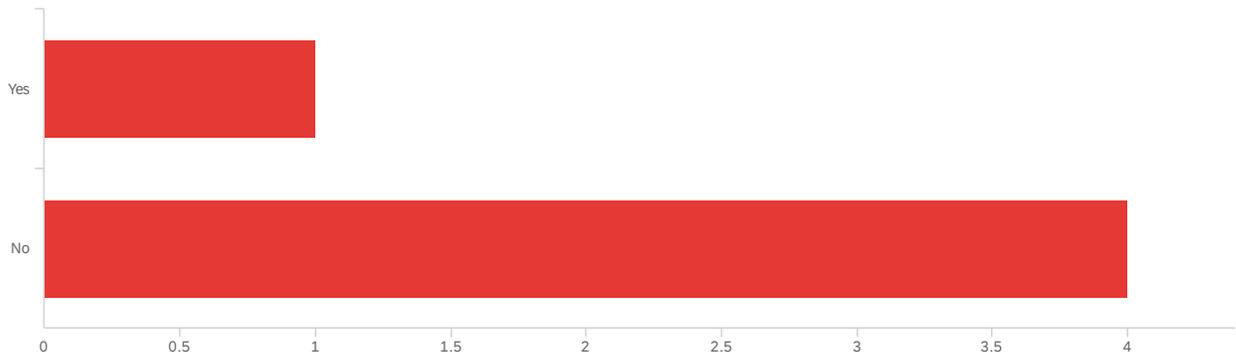
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While you were a student in the Environmental Science and Policy program, did you report any incidents of discrimination?	1.00	2.00	1.95	0.21	0.04	107

#	Field	Choice Count
1	Yes	4.67% 5
2	No	95.33% 102

107

Showing rows 1 - 3 of 3

Q33 - Did you feel supported in that reporting process?



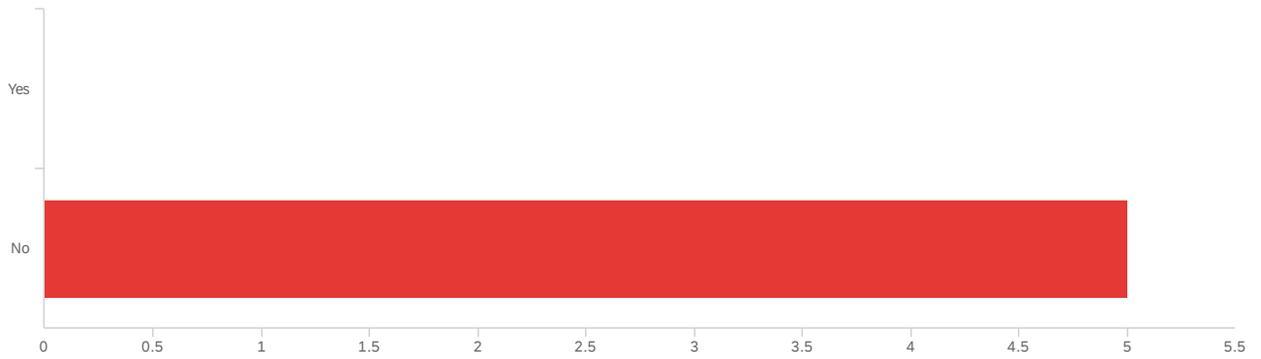
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you feel supported in that reporting process?	1.00	2.00	1.80	0.40	0.16	5

#	Field	Choice Count
1	Yes	20.00% 1
2	No	80.00% 4

5

Showing rows 1 - 3 of 3

Q35 - Was that particular issue for which you made a report resolved satisfactorily?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Was that particular issue for which you made a report resolved satisfactorily?	2.00	2.00	2.00	0.00	0.00	5

#	Field	Choice Count
1	Yes	0.00% 0
2	No	100.00% 5

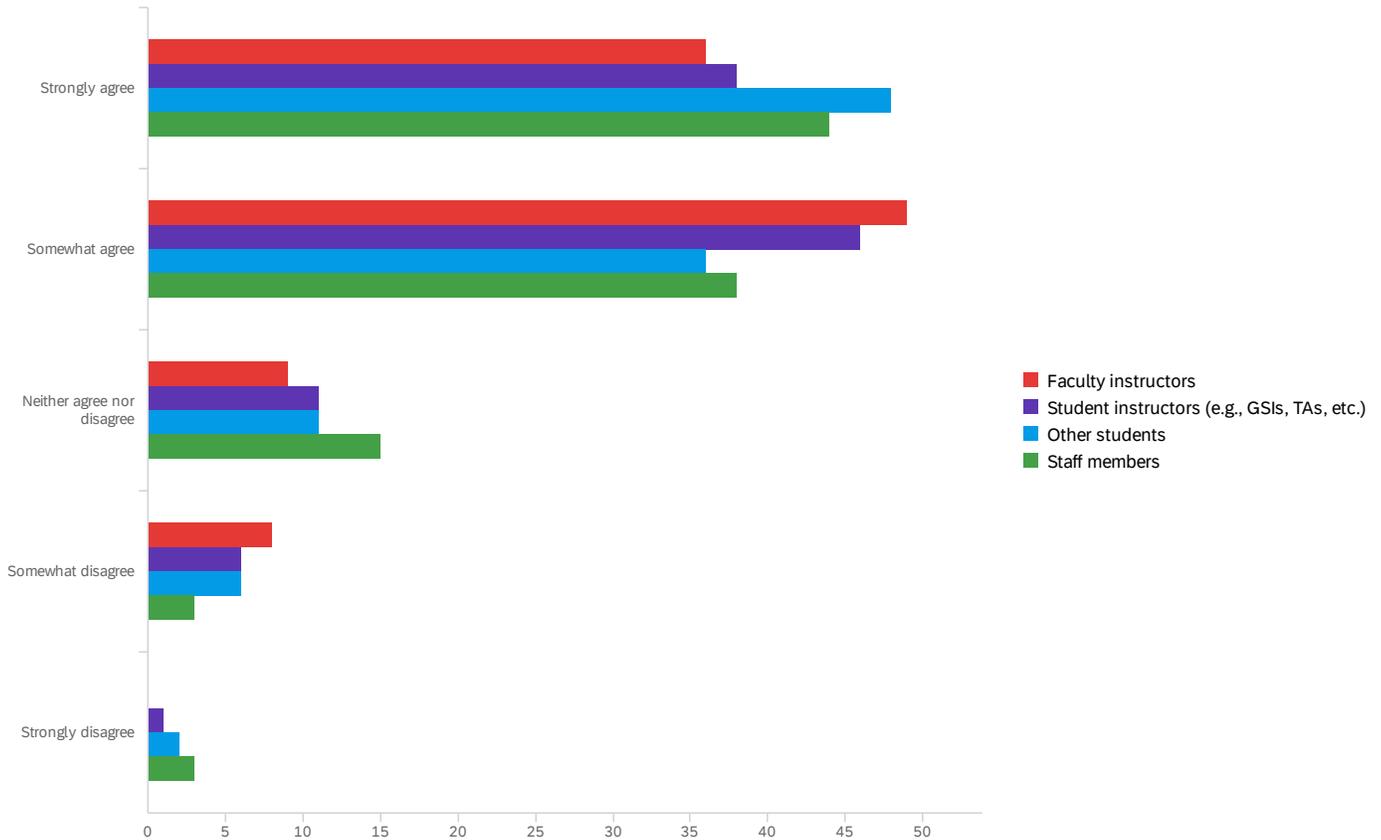
5

Showing rows 1 - 3 of 3

Q37 - In my classrooms and classroom settings in the Environmental Science and Policy

program (e.g. virtual platforms, labs, recitation sessions, clinical environments, etc.), I felt

listened to by:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Faculty instructors	1.00	4.00	1.89	0.86	0.74	102
2	Student instructors (e.g., GSIs, TAs, etc.)	1.00	5.00	1.88	0.89	0.79	102
3	Other students	1.00	5.00	1.82	0.97	0.95	103
4	Staff members	1.00	5.00	1.86	0.97	0.93	103

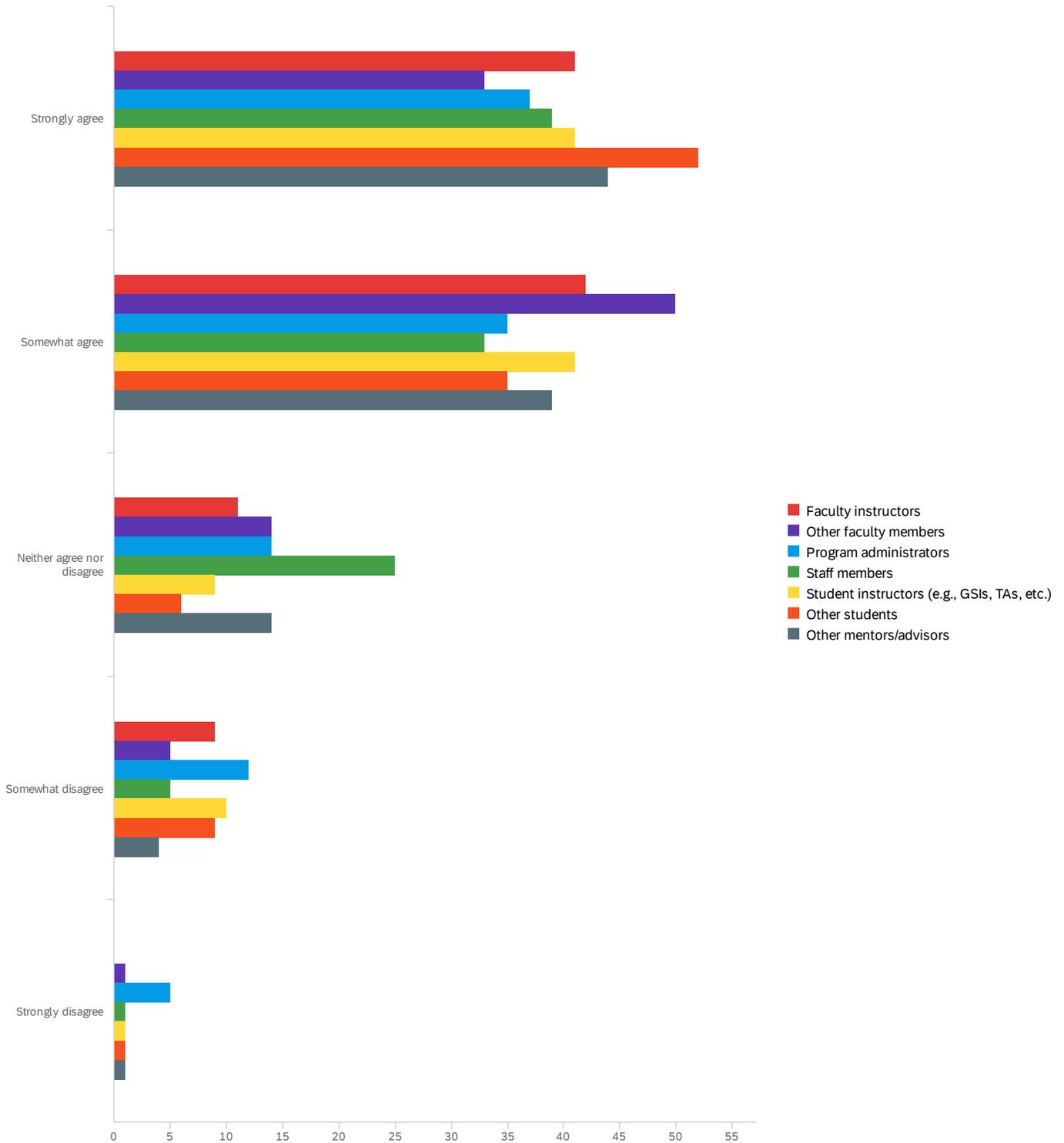
#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	Faculty instructors	35.29% 36	48.04% 49	8.82% 9	7.84% 8	0.00% 0	102

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
2	Student instructors (e.g., GSIs, TAs, etc.)	37.25% 38	45.10% 46	10.78% 11	5.88% 6	0.98% 1	102
3	Other students	46.60% 48	34.95% 36	10.68% 11	5.83% 6	1.94% 2	103
4	Staff members	42.72% 44	36.89% 38	14.56% 15	2.91% 3	2.91% 3	103

Showing rows 1 - 4 of 4

Q38 - In the Environmental Science and Policy program, in spaces outside of the

classroom, I felt listened to by:



Field Minimum Maximum Mean Std Deviation Variance Count

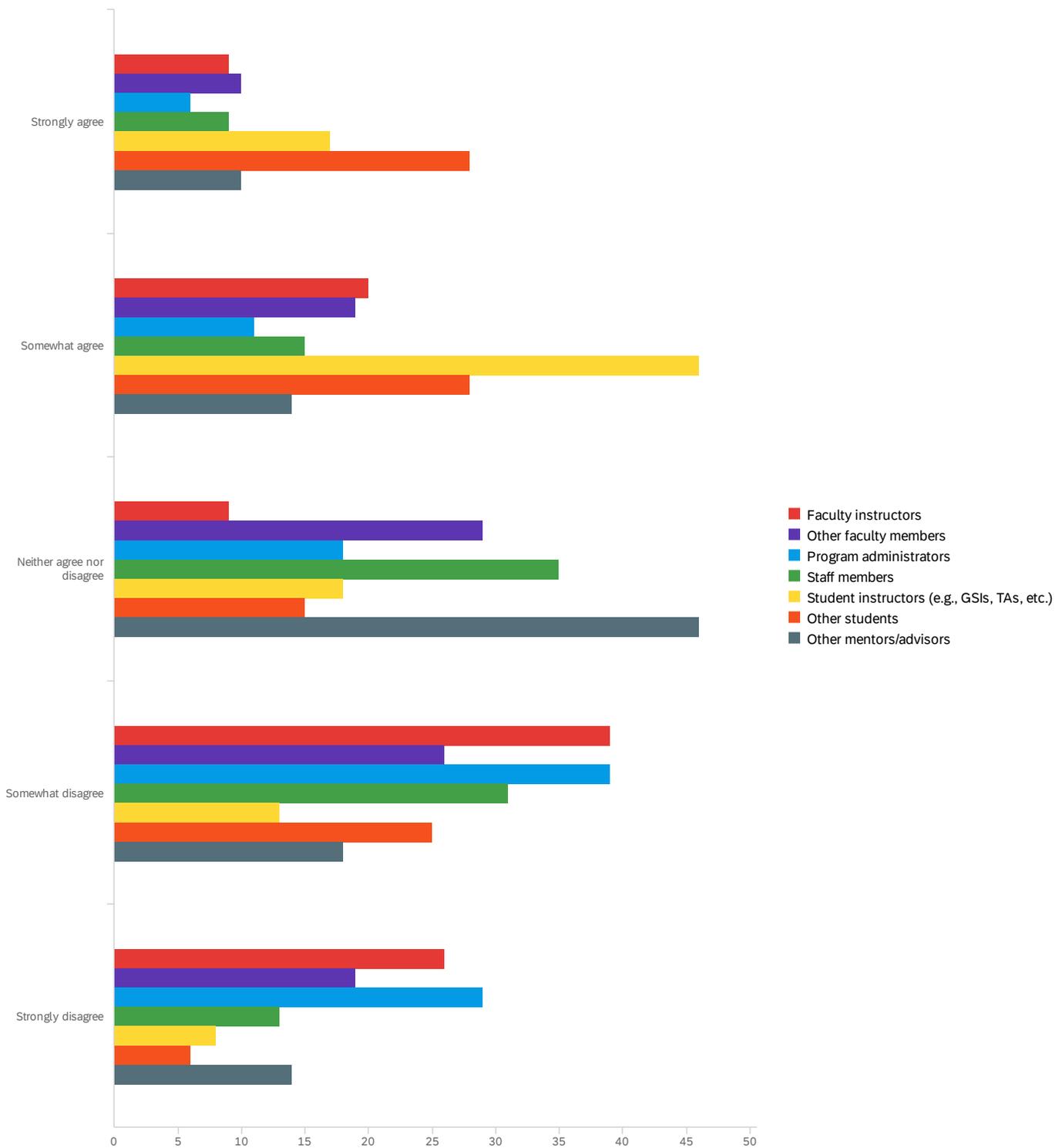
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Faculty instructors	1.00	4.00	1.88	0.92	0.84	103
2	Other faculty members	1.00	5.00	1.94	0.86	0.73	103
3	Program administrators	1.00	5.00	2.16	1.17	1.37	103
4	Staff members	1.00	5.00	1.99	0.95	0.90	103
5	Student instructors (e.g., GSIs, TAs, etc.)	1.00	5.00	1.91	0.98	0.96	102
6	Other students	1.00	5.00	1.76	0.97	0.94	103
7	Other mentors/advisors	1.00	5.00	1.81	0.88	0.78	102

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	Faculty instructors	39.81%	41	40.78%	42	10.68%	11	8.74%	9	0.00%	0	103
2	Other faculty members	32.04%	33	48.54%	50	13.59%	14	4.85%	5	0.97%	1	103
3	Program administrators	35.92%	37	33.98%	35	13.59%	14	11.65%	12	4.85%	5	103
4	Staff members	37.86%	39	32.04%	33	24.27%	25	4.85%	5	0.97%	1	103
5	Student instructors (e.g., GSIs, TAs, etc.)	40.20%	41	40.20%	41	8.82%	9	9.80%	10	0.98%	1	102
6	Other students	50.49%	52	33.98%	35	5.83%	6	8.74%	9	0.97%	1	103
7	Other mentors/advisors	43.14%	44	38.24%	39	13.73%	14	3.92%	4	0.98%	1	102

Showing rows 1 - 7 of 7

Q39 - During my time in the Environmental Science and Policy program at Columbia

University, I considered the following groups to be diverse:



Field Minimum Maximum Mean Std Deviation Variance Count

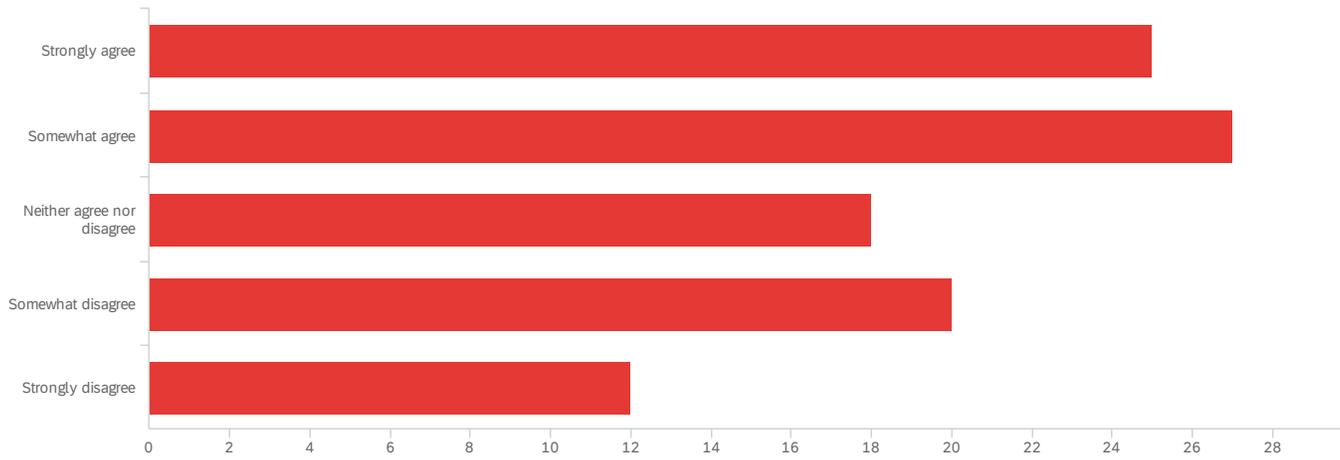
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Faculty instructors	1.00	5.00	3.51	1.29	1.67	103
2	Other faculty members	1.00	5.00	3.24	1.23	1.50	103
3	Program administrators	1.00	5.00	3.72	1.15	1.33	103
4	Staff members	1.00	5.00	3.23	1.12	1.25	103
5	Student instructors (e.g., GSIs, TAs, etc.)	1.00	5.00	2.50	1.14	1.31	102
6	Other students	1.00	5.00	2.54	1.28	1.64	102
7	Other mentors/advisors	1.00	5.00	3.12	1.11	1.24	102

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	Faculty instructors	8.74%	9	19.42%	20	8.74%	9	37.86%	39	25.24%	26	103
2	Other faculty members	9.71%	10	18.45%	19	28.16%	29	25.24%	26	18.45%	19	103
3	Program administrators	5.83%	6	10.68%	11	17.48%	18	37.86%	39	28.16%	29	103
4	Staff members	8.74%	9	14.56%	15	33.98%	35	30.10%	31	12.62%	13	103
5	Student instructors (e.g., GSIs, TAs, etc.)	16.67%	17	45.10%	46	17.65%	18	12.75%	13	7.84%	8	102
6	Other students	27.45%	28	27.45%	28	14.71%	15	24.51%	25	5.88%	6	102
7	Other mentors/advisors	9.80%	10	13.73%	14	45.10%	46	17.65%	18	13.73%	14	102

Showing rows 1 - 7 of 7

Q40 - In my courses in the Environmental Science and Policy program at Columbia

University (syllabi, lectures, activities, etc.), my identities were reflected.

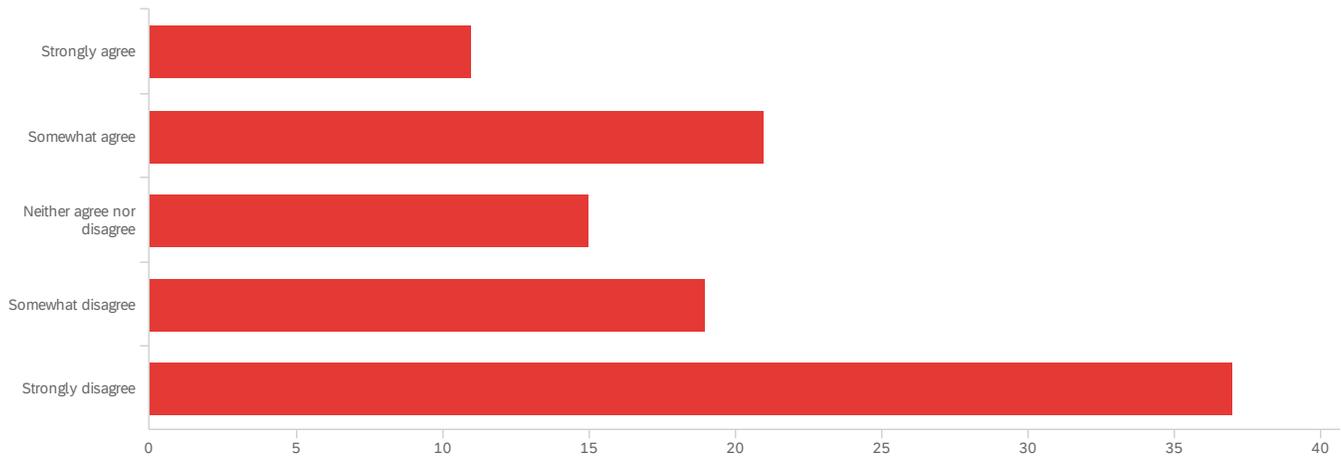


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In my courses in the Environmental Science and Policy program at Columbia University (syllabi, lectures, activities, etc.), my identities were reflected.	1.00	5.00	2.68	1.34	1.81	102

#	Field	Choice Count
1	Strongly agree	24.51% 25
2	Somewhat agree	26.47% 27
3	Neither agree nor disagree	17.65% 18
4	Somewhat disagree	19.61% 20
5	Strongly disagree	11.76% 12
		102

Showing rows 1 - 6 of 6

Q41 - I often felt like "I'm the only one" in the Environmental Science and Policy program.



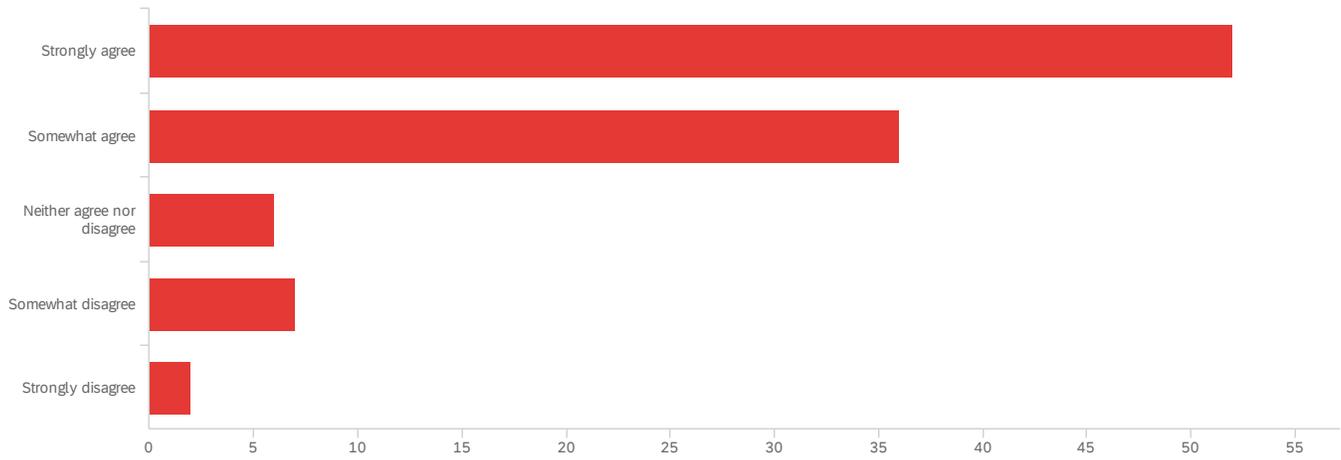
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I often felt like "I'm the only one" in the Environmental Science and Policy program.	1.00	5.00	3.49	1.42	2.02	103

#	Field	Choice Count
1	Strongly agree	10.68% 11
2	Somewhat agree	20.39% 21
3	Neither agree nor disagree	14.56% 15
4	Somewhat disagree	18.45% 19
5	Strongly disagree	35.92% 37
		103

Showing rows 1 - 6 of 6

Q42 - I was treated fairly and equitably in the Environmental Science and Policy program

at Columbia University in general.

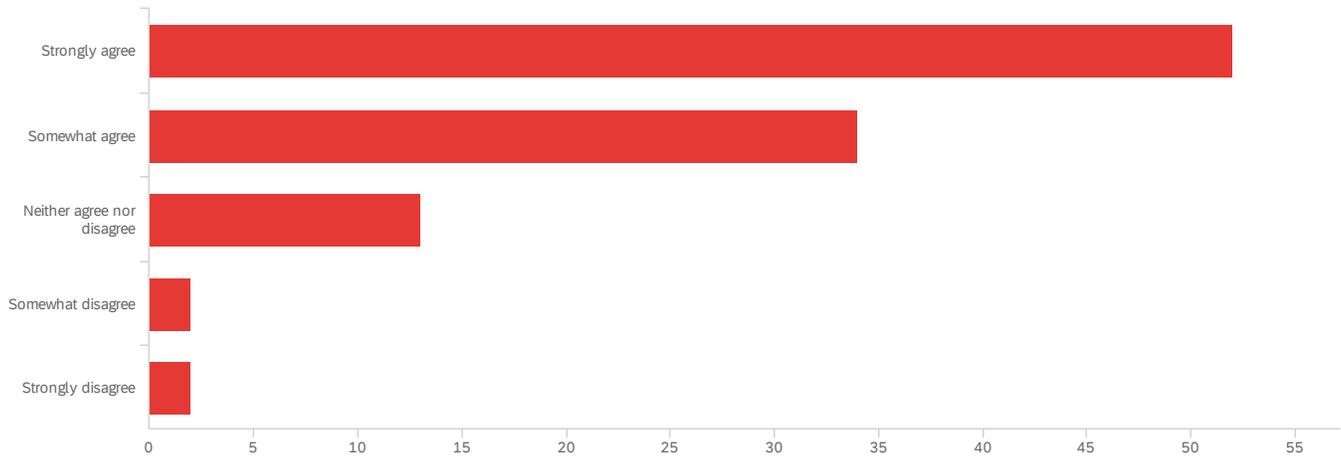


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I was treated fairly and equitably in the Environmental Science and Policy program at Columbia University in general.	1.00	5.00	1.75	0.97	0.95	103

#	Field	Choice Count
1	Strongly agree	50.49% 52
2	Somewhat agree	34.95% 36
3	Neither agree nor disagree	5.83% 6
4	Somewhat disagree	6.80% 7
5	Strongly disagree	1.94% 2
		103

Showing rows 1 - 6 of 6

Q43 - I was treated fairly and equitably in out-of-classroom university spaces (e.g., workshops, co-curricular offerings, etc.).

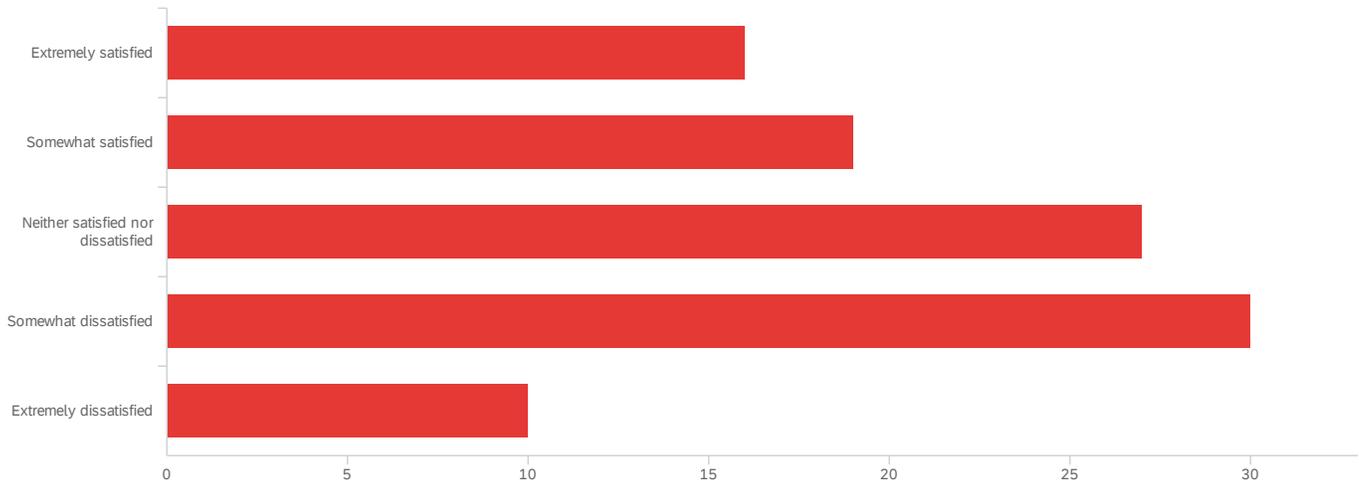


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I was treated fairly and equitably in out-of-classroom university spaces (e.g., workshops, co-curricular offerings, etc.).	1.00	5.00	1.72	0.90	0.80	103

#	Field	Choice Count
1	Strongly agree	50.49% 52
2	Somewhat agree	33.01% 34
3	Neither agree nor disagree	12.62% 13
4	Somewhat disagree	1.94% 2
5	Strongly disagree	1.94% 2
		103

Showing rows 1 - 6 of 6

Q44 - Were you satisfied with the extent to which equity concerns were treated in your courses in the Environmental Science and Policy program?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Were you satisfied with the extent to which equity concerns were treated in your courses in the Environmental Science and Policy program?	1.00	5.00	2.99	1.22	1.50	102

#	Field	Choice Count
1	Extremely satisfied	15.69% 16
2	Somewhat satisfied	18.63% 19
3	Neither satisfied nor dissatisfied	26.47% 27
4	Somewhat dissatisfied	29.41% 30
5	Extremely dissatisfied	9.80% 10
		102

Showing rows 1 - 6 of 6

Q45 - Of the courses taken in the Environmental Science and Policy program, which in your opinion, successfully addressed topics related to equity? Please provide the course title and semester when you took the course:

Of the courses taken in the Environmental Science and Policy program, which...

Urban ecology and toxicology covers some

Environmental Ethics with Prof. Gondek Spring 2018

-

Contemporary public policy with mayor dinking. There were hardly any classes on environmental justice which was a shame.

That was not my primary focus, so I did not focused on any electives that were aiming to that. However I did miss the focus on the regular curriculum

Ethics

Microeconomics, workshop

N/a

Ethics, Values and Justice. Fall 2011.

none really, I felt like I had to bring in that component in workshops, courses, group work/homework etc, class discussions etc.

The fact that there was a workshop focused on environmental justice and one focused on food issues in NYC. Otherwise, I'm not sure many topics related to equity were addressed.

Environmental ethics and environmental economics

Urban Ecology, summer Global Energy Policy, fall The Politics and Policy of Urban Sustainability, spring

Politics and Policy of Urban Sustainability- Spring 2020

Ethics. Conservation.

None

Ethics classes

Environmental ethics, Fall 2018

Ethics by Professor Adela

Of the courses taken in the Environmental Science and Policy program, which...

None

Sustainability Management with Aspen

Too long ago to remember

I honestly thought they all did a successful job in addressing and ensuring equity.

Classes I took outside of ESP, but within SIPA - specifically Conflict Resolution & Negotiation (Spring 2019) and International LGBT History (Spring 2019)

None.

None of them addressed equity issues properly. Environmental Chemistry and the course taught by Sara Tjossem during the summer of 2018 addressed them to some extent in discussions and subject matter.

Toxicology, history of Envir policy, ethics, and capstone classes discussed issues of environmental justice. Maybe macro economics as well (can't remember)

ADELA GONDEK and Sarah Tjossem

Ethics

I honestly don't remember equity being much of a topic in 2011-2012. It may have come up in the policy or ethics class. I think things might have been brought up e.g. in Toxicology, talking about how communities of color have higher exposure rates, but I don't remember talking about systemic issues or inclusive community engagement.

The only class I remember addressing equity is when we discussed the Clean Development Mechanism during a workshop. It was a serious gap.

Woof ... Ethics? Fall semester 2018. Not esp well, I now realize? But yeah, I think that was maybe the only one? Only one I can remember anyway.

Not sure.

None

Equity was not a major topic in any of my courses. Environmental ethics may have touched upon it, environmental policy as well but it was not something that was necessarily discussed head on.

Ethics (winter 2015)

Environmental Ethics

None

Ethics

Ethics touched a bit on social justice and so did economic with selcuk.

Of the courses taken in the Environmental Science and Policy program, which...

I don't think equity was a significant topic of discussion in any of the courses I took. We spoke a little about these issues in my environmental ethics course in spring semester 2016. But in other courses, it just wasn't really a topic. I remember being really disappointed in one of the environmental economics courses because the lab discussion was specifically on a topic on environmental justice. But the TA either didn't understand or didn't know how to teach it - because I came away thinking - all I learned is that housing values in black neighborhoods were lower. Looking back on the case study and having learned since about the history of redlining and environmental burdens in communities of color, I understand now what the case study was about. But the teaching during that lab and the ensuing discussion was so unhelpful that the lesson we were supposed to take from it was unrecognizable from the lesson I took away.

they all should. i think ethics may have covered this

environmental ethics; winter semester 2009

Ethics

The only two that came remotely close were Ethics and Toxicology, but ethics had one week of environmental justice and toxicology had more potential to go into why the school with lead in the soil in a poor neighborhood was more likely to face that situation than a rich mostly white school for example. The courses were mostly about systems and science and not much about diversity.

None. Social and racial justice were never addressed in any of my classes.

None sufficiently addressed these topics

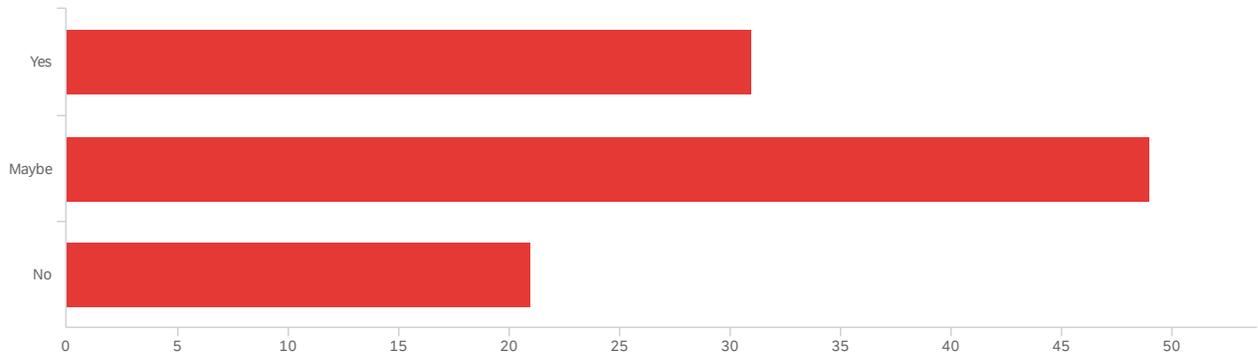
Environmental Chemistry during the summer and the policy course.

NA

N/A - this was not a focus

Ethics - Prof Gondek actually spoke about the ethics of environmental issues in developing vs developed countries + we touched upon animal rights which is a grossly overlooked topic in a programme that trains us to make decisions that impact endangered wildlife Policy course -- Professor Tjossem was excellent at identifying how / when policies needed to be more equitable (Both courses were also very sensitive to other issues of DEI - race, gender, sexual orientation, mental health)

Q46 - Do you think barriers existed in the Environmental Science and Policy program to organizing and implementing anti-racism initiatives?

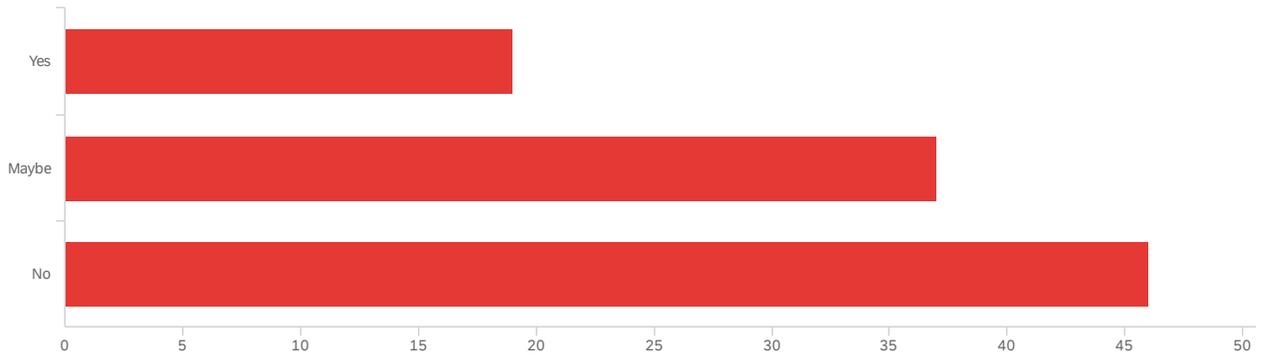


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you think barriers existed in the Environmental Science and Policy program to organizing and implementing anti-racism initiatives?	1.00	3.00	1.90	0.71	0.51	101

#	Field	Choice	Count
1	Yes	30.69%	31
2	Maybe	48.51%	49
3	No	20.79%	21
			101

Showing rows 1 - 4 of 4

Q48 - Do you believe that your coursework in the Environmental Science and Policy program adequately prepared you for sustainability jobs where social equity and/or environmental justice are important considerations?

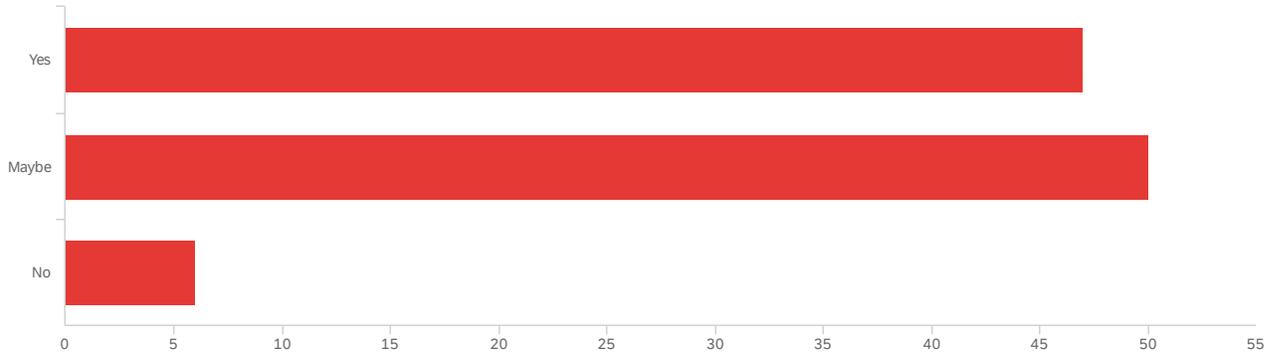


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you believe that your coursework in the Environmental Science and Policy program adequately prepared you for sustainability jobs where social equity and/or environmental justice are important considerations?	1.00	3.00	2.26	0.75	0.57	102

#	Field	Choice Count
1	Yes	18.63% 19
2	Maybe	36.27% 37
3	No	45.10% 46
		102

Showing rows 1 - 4 of 4

Q50 - Knowing what you know now, would you recommend the Environmental Science and Policy program to a prospective student?

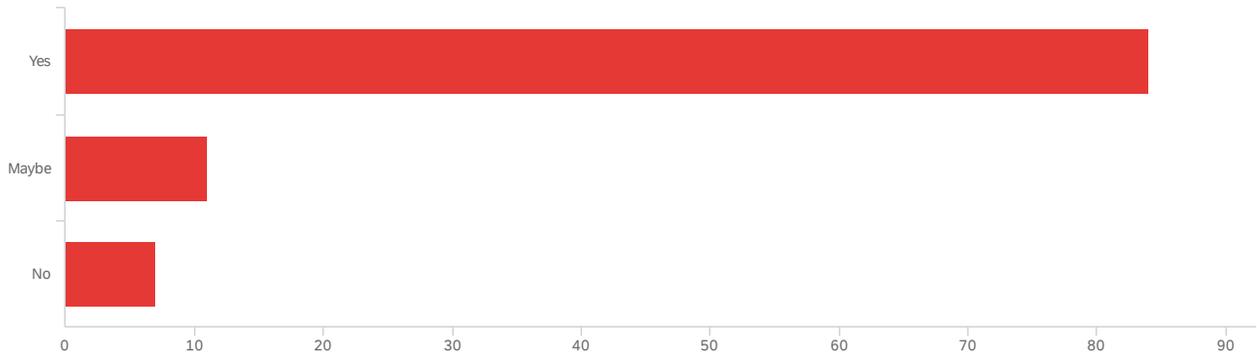


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Knowing what you know now, would you recommend the Environmental Science and Policy program to a prospective student?	1.00	3.00	1.60	0.60	0.36	103

#	Field	Choice Count
1	Yes	45.63% 47
2	Maybe	48.54% 50
3	No	5.83% 6
		103

Showing rows 1 - 4 of 4

Q52 - As an alumnus/a of the Environmental Science and Policy program, do you see any professional value in additional coursework that will prepare students for sustainability jobs where social equity and environmental justice are important considerations?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	As an alumnus/a of the Environmental Science and Policy program, do you see any professional value in additional coursework that will prepare students for sustainability jobs where social equity and environmental justice are important considerations?	1.00	3.00	1.25	0.57	0.32	102

#	Field	Choice Count
1	Yes	82.35% 84
2	Maybe	10.78% 11
3	No	6.86% 7
		102

Showing rows 1 - 4 of 4

End of Report

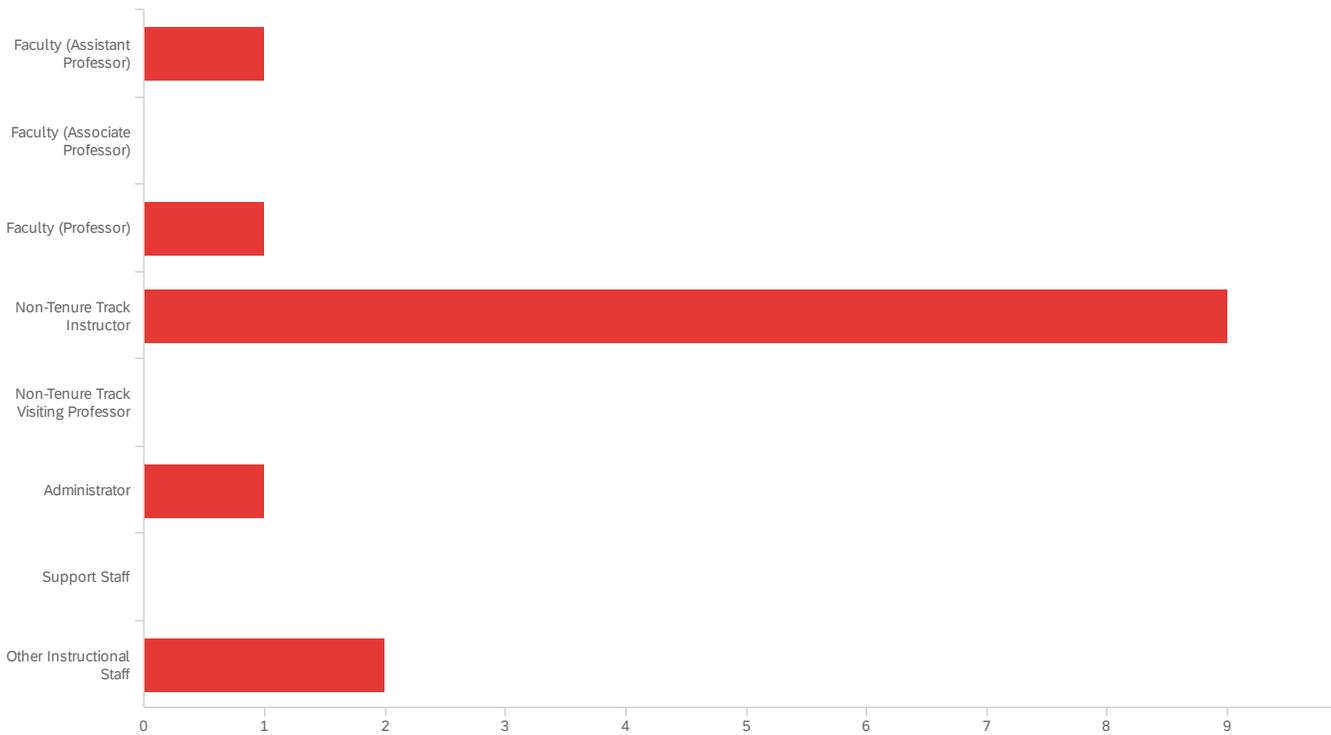
ESP Faculty/Staff Survey Initial Report

FACULTY/STAFF SURVEY - EI - MPA in Environmental Science and Policy

June 4, 2021 3:11 AM EDT

Q3 - What is your primary affiliation in the Environmental Science and Policy program at

Columbia University?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your primary affiliation in the Environmental Science and Policy program at Columbia University?	1.00	8.00	4.43	1.76	3.10	14

#	Field	Choice Count
1	Faculty (Assistant Professor)	7.14% 1
2	Faculty (Associate Professor)	0.00% 0
3	Faculty (Professor)	7.14% 1
4	Non-Tenure Track Instructor	64.29% 9
5	Non-Tenure Track Visiting Professor	0.00% 0

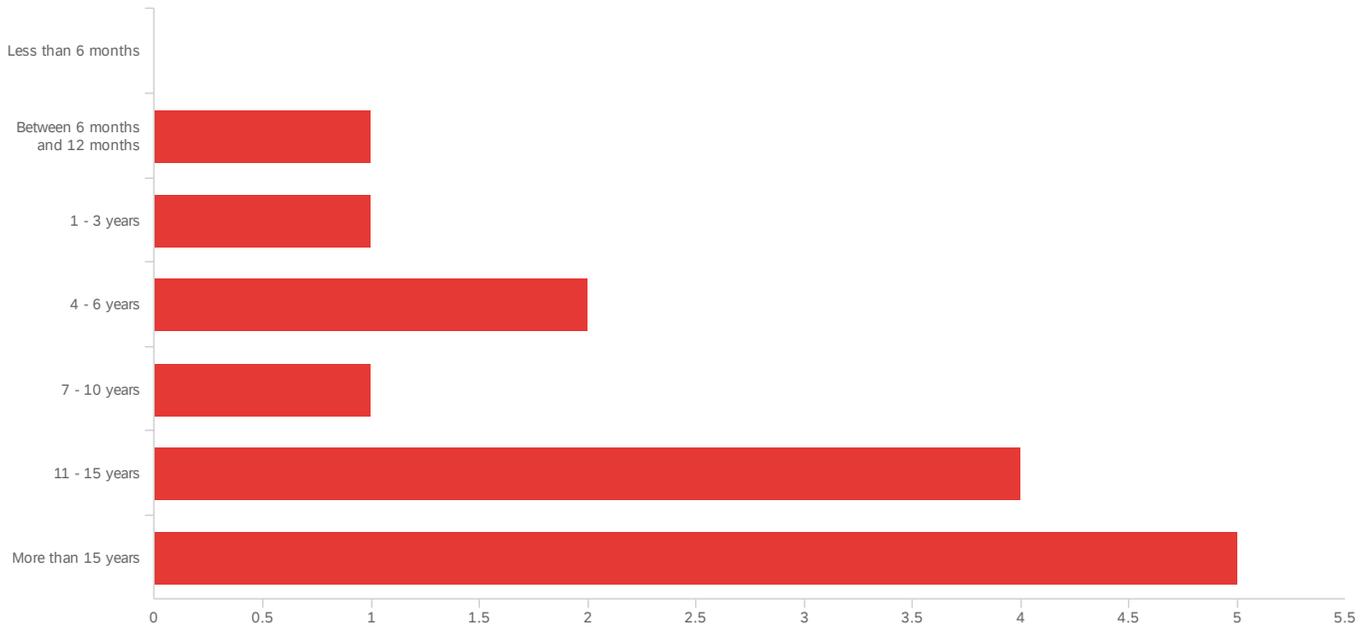
#	Field	Choice Count
6	Administrator	7.14% 1
7	Support Staff	0.00% 0
8	Other Instructional Staff	14.29% 2

14

Showing rows 1 - 9 of 9

Q4 - How long have you been an employee in the Environmental Science and Policy

program at Columbia University?

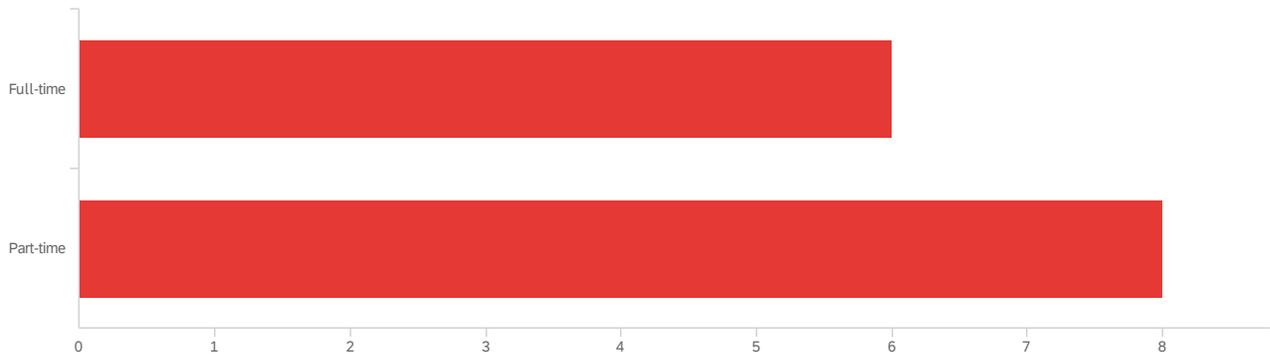


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been an employee in the Environmental Science and Policy program at Columbia University?	2.00	7.00	5.50	1.59	2.54	14

#	Field	Choice Count
1	Less than 6 months	0.00% 0
2	Between 6 months and 12 months	7.14% 1
3	1 - 3 years	7.14% 1
4	4 - 6 years	14.29% 2
5	7 - 10 years	7.14% 1
6	11 - 15 years	28.57% 4
7	More than 15 years	35.71% 5
		14

Showing rows 1 - 8 of 8

Q5 - In your primary affiliation selected above, are you full-time or part-time?



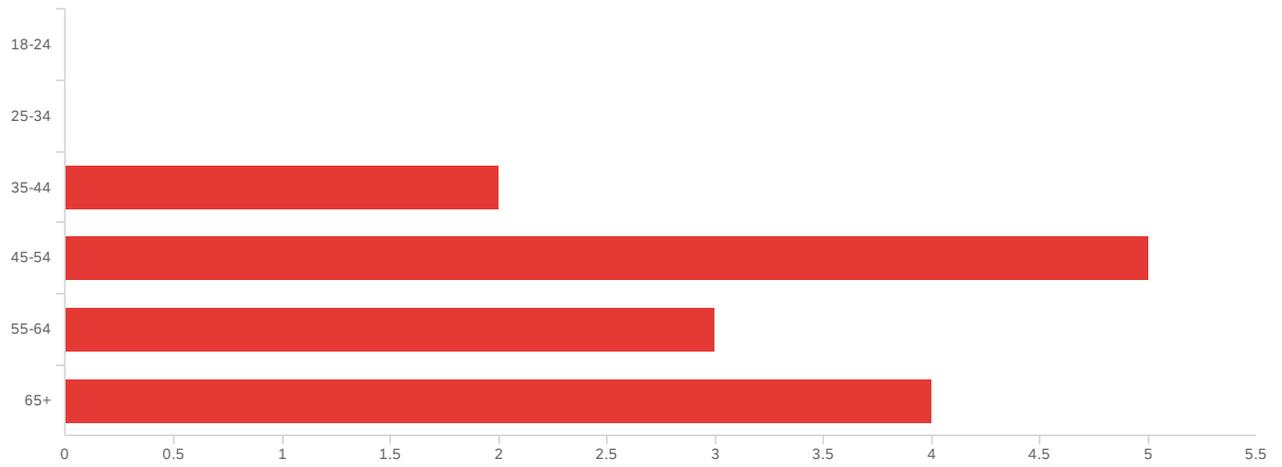
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In your primary affiliation selected above, are you full-time or part-time?	1.00	2.00	1.57	0.49	0.24	14

#	Field	Choice Count
1	Full-time	42.86% 6
2	Part-time	57.14% 8

14

Showing rows 1 - 3 of 3

Q6 - What is your current age (in years)?



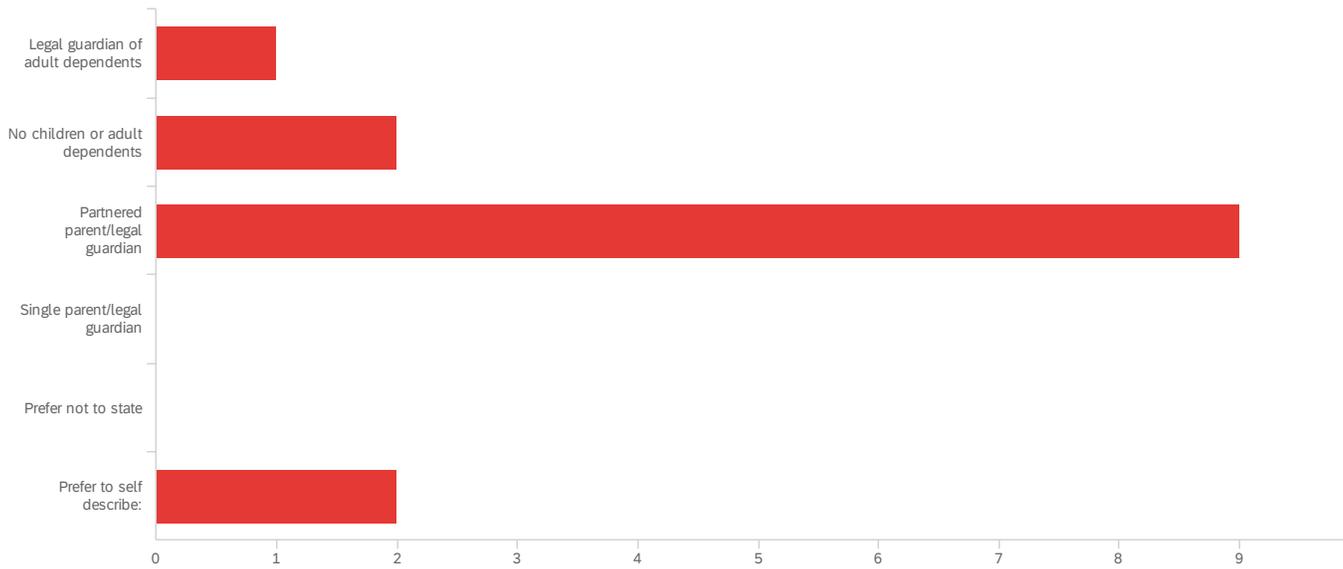
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current age (in years)?	3.00	6.00	4.64	1.04	1.09	14

#	Field	Choice Count
1	18-24	0.00% 0
2	25-34	0.00% 0
3	35-44	14.29% 2
4	45-54	35.71% 5
5	55-64	21.43% 3
6	65+	28.57% 4

14

Showing rows 1 - 7 of 7

Q7 - What is your family status?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your family status? - Selected Choice	1.00	6.00	3.14	1.30	1.69	14

#	Field	Choice Count
1	Legal guardian of adult dependents	7.14% 1
2	No children or adult dependents	14.29% 2
3	Partnered parent/legal guardian	64.29% 9
4	Single parent/legal guardian	0.00% 0
5	Prefer not to state	0.00% 0
6	Prefer to self describe:	14.29% 2

14

Showing rows 1 - 7 of 7

Q7_6_TEXT - Prefer to self describe:

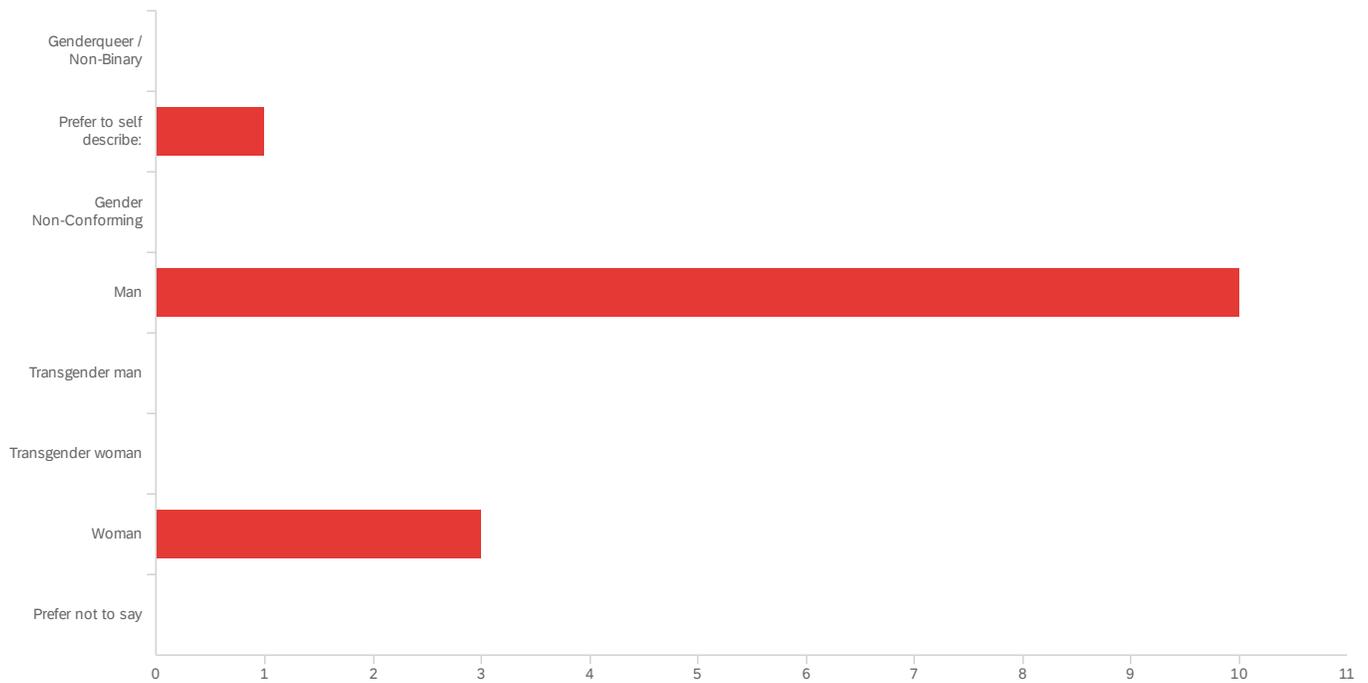
Prefer to self describe:

i am a parent of adults who are not dependents

Prefer to self describe:

married- adult independent children

Q8 - What is your gender identity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your gender identity? - Selected Choice	5.00	10.00	7.50	1.40	1.96	14

#	Field	Choice Count
1	Genderqueer / Non-Binary	0.00% 0
5	Prefer to self describe:	7.14% 1
6	Gender Non-Conforming	0.00% 0
7	Man	71.43% 10
8	Transgender man	0.00% 0
9	Transgender woman	0.00% 0
10	Woman	21.43% 3
11	Prefer not to say	0.00% 0

14

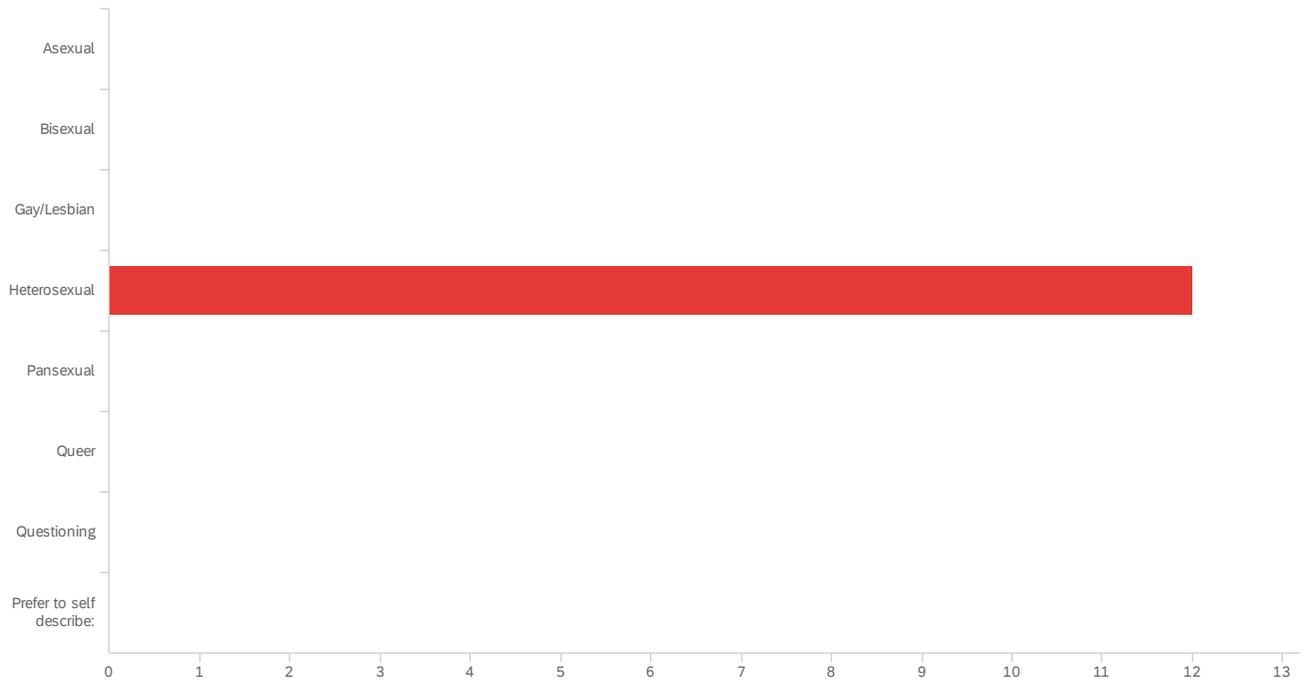
Showing rows 1 - 9 of 9

Q8_5_TEXT - Prefer to self describe:

Prefer to self describe:

Female

Q9 - What is your sexual orientation?



#	Field	Choice Count
1	Asexual	0.00% 0
2	Bisexual	0.00% 0
3	Gay/Lesbian	0.00% 0
4	Heterosexual	100.00% 12
5	Pansexual	0.00% 0
6	Queer	0.00% 0
7	Questioning	0.00% 0
8	Prefer to self describe:	0.00% 0

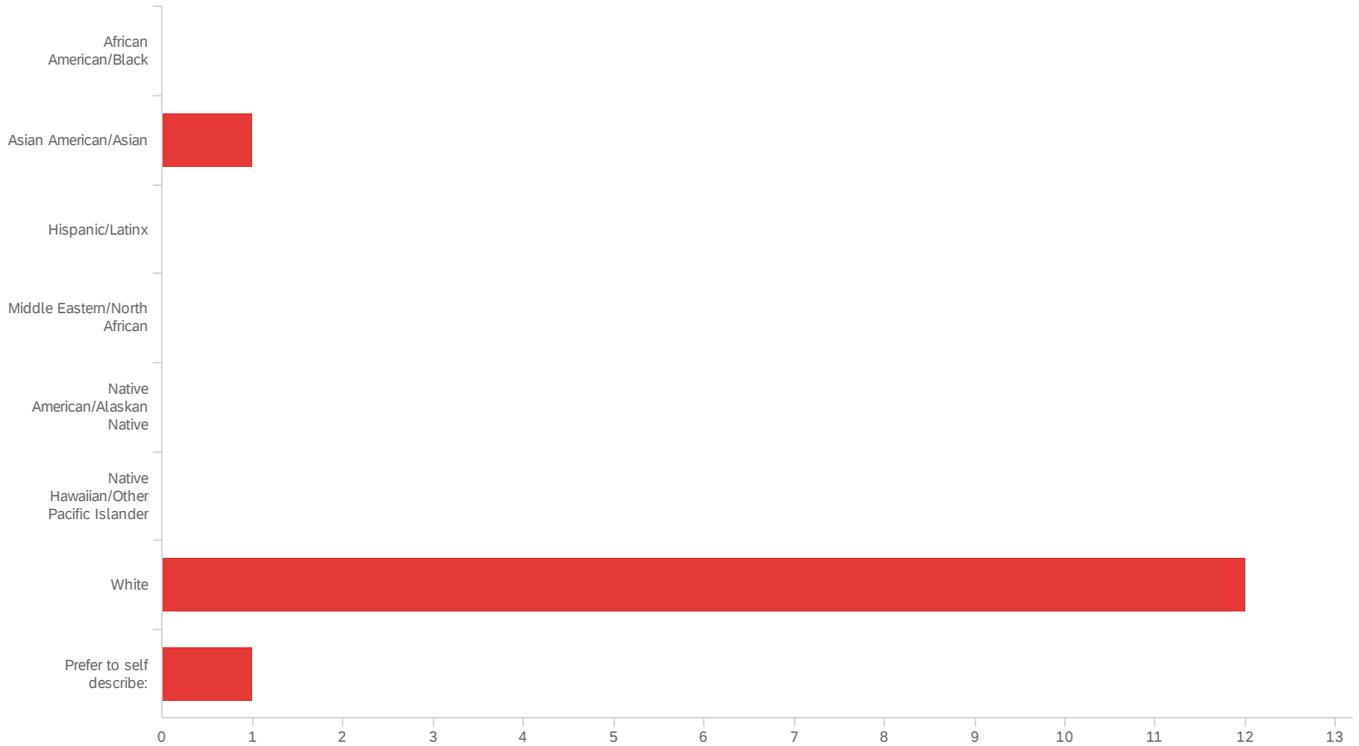
12

Showing rows 1 - 9 of 9

Q9_8_TEXT - Prefer to self describe:

Prefer to self describe:

Q10 - Please indicate the racial or ethnic groups with which you identify. (Check all that apply.)



#	Field	Choice Count
1	African American/Black	0.00% 0
2	Asian American/Asian	7.14% 1
3	Hispanic/Latinx	0.00% 0
4	Middle Eastern/North African	0.00% 0
5	Native American/Alaskan Native	0.00% 0
6	Native Hawaiian/Other Pacific Islander	0.00% 0
7	White	85.71% 12
8	Prefer to self describe:	7.14% 1

14

Showing rows 1 - 9 of 9

Q10_8_TEXT - Prefer to self describe:

Prefer to self describe:

Polish-American

Q11 - Please indicate the racial or ethnic groups with which you most identify.



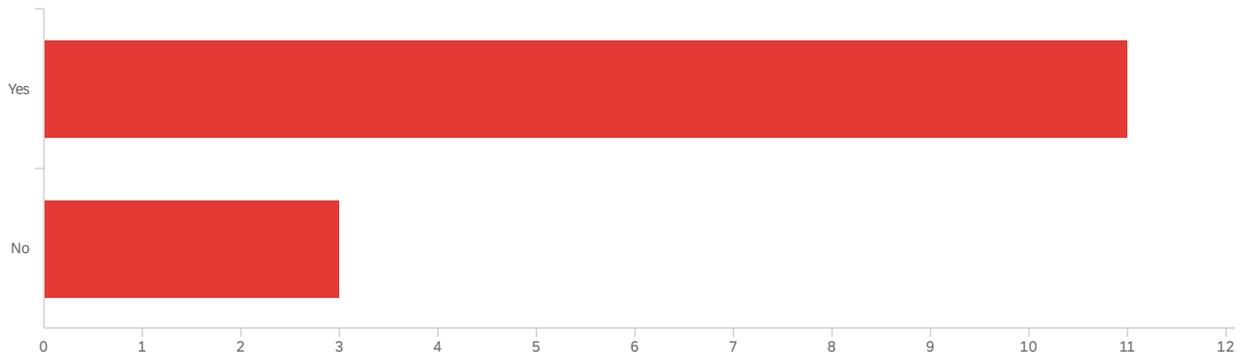
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate the racial or ethnic groups with which you most identify. - Selected Choice	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	African American/Black	0.00% 0
2	Asian American/Asian	0.00% 0
3	Hispanic/Latinx	0.00% 0
4	Middle Eastern/North African	0.00% 0
5	Native American/Alaskan Native	0.00% 0
6	Native Hawaiian/Other Pacific Islander	0.00% 0
7	White	0.00% 0
8	Prefer to self describe:	0.00% 0

Q11_8_TEXT - Prefer to self describe:

Prefer to self describe:

Q12 - Were you born in the United States?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Were you born in the United States?	1.00	2.00	1.21	0.41	0.17	14

#	Field	Choice Count
1	Yes	78.57% 11
2	No	21.43% 3

14

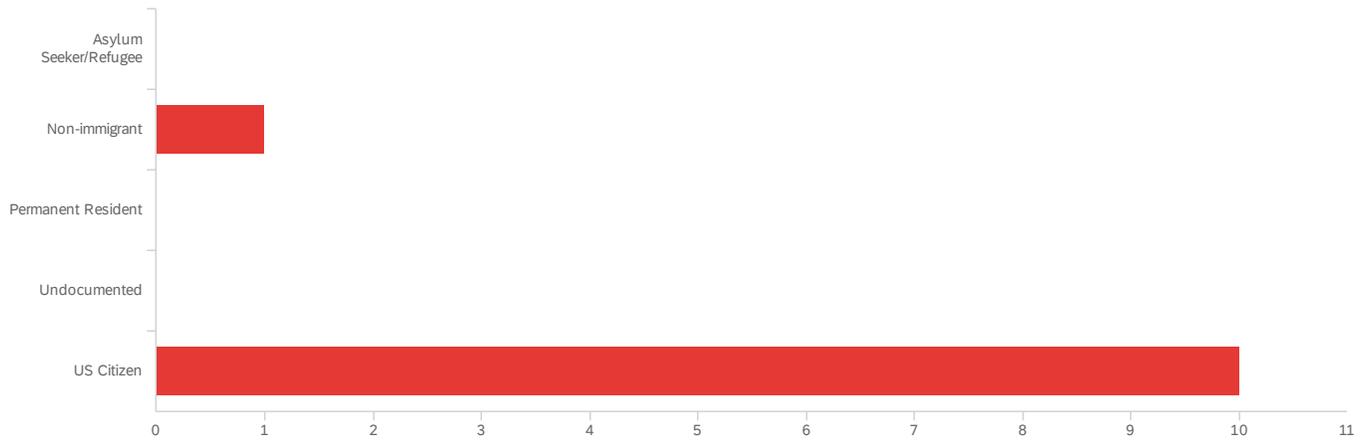
Showing rows 1 - 3 of 3

Q13 - In which country were you born?

In which country were you born?

Turkey

Q14 - What is your immigration status?

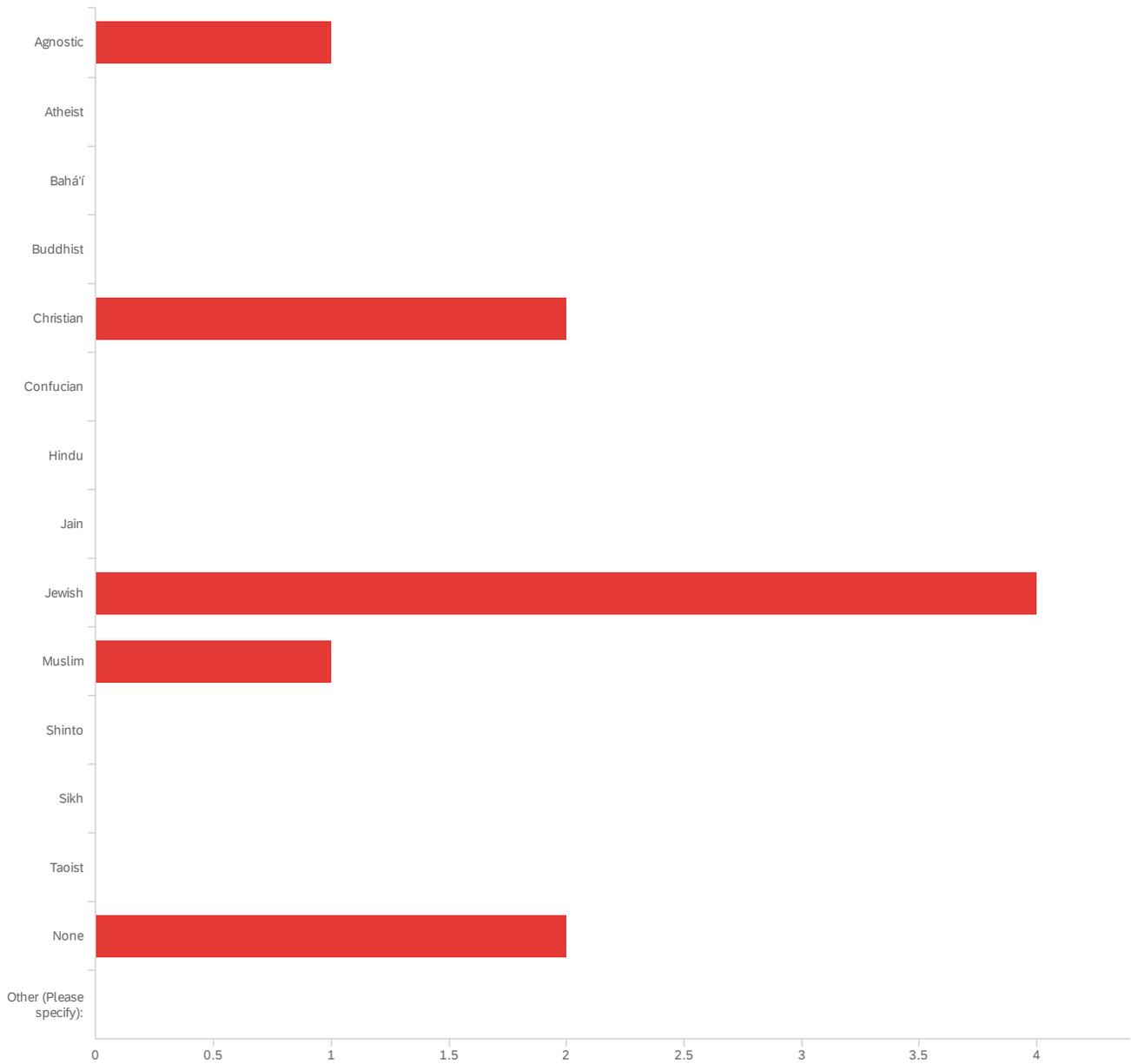


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your immigration status?	2.00	5.00	4.73	0.86	0.74	11

#	Field	Choice Count
1	Asylum Seeker/Refugee	0.00% 0
2	Non-immigrant	9.09% 1
3	Permanent Resident	0.00% 0
4	Undocumented	0.00% 0
5	US Citizen	90.91% 10
		11

Showing rows 1 - 6 of 6

Q15 - With what religious background, if any, do you most identify?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	With what religious background, if any, do you most identify? - Selected Choice	1.00	14.00	8.50	3.80	14.45	10

#	Field	Choice Count
1	Agnostic	10.00% 1

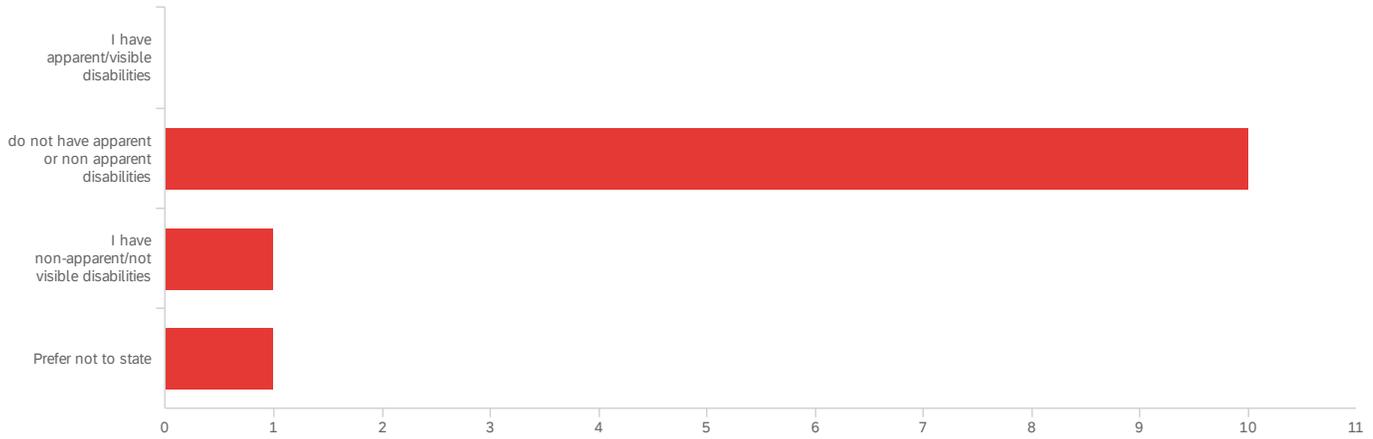
#	Field	Choice Count
2	Atheist	0.00% 0
3	Bahá'í	0.00% 0
4	Buddhist	0.00% 0
5	Christian	20.00% 2
6	Confucian	0.00% 0
7	Hindu	0.00% 0
8	Jain	0.00% 0
9	Jewish	40.00% 4
10	Muslim	10.00% 1
11	Shinto	0.00% 0
12	Sikh	0.00% 0
13	Taoist	0.00% 0
14	None	20.00% 2
15	Other (Please specify):	0.00% 0
		10

Showing rows 1 - 16 of 16

Q15_15_TEXT - Other (Please specify):

Other (Please specify):

Q16 - 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.

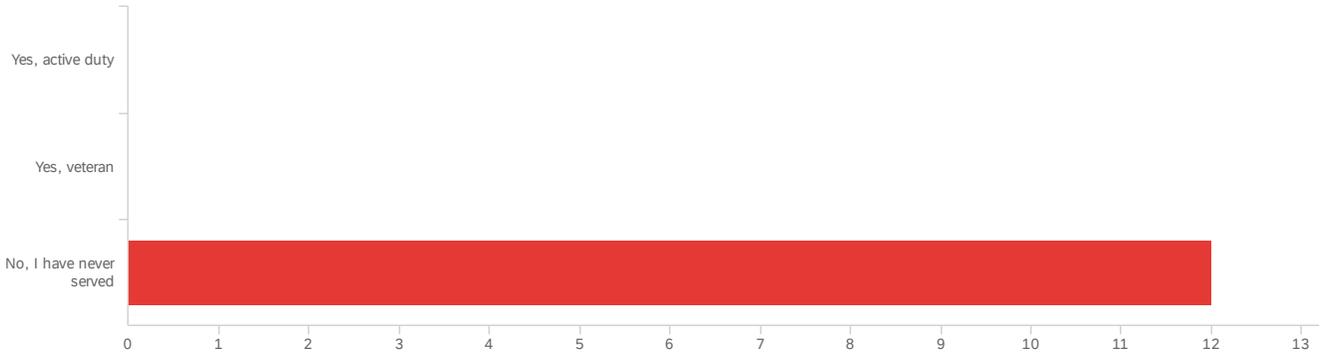


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have a disability? The American Disabilities Act defines an individual with a disability as a person who has a physical or mental impairment that substantially limits one or more life activities, who has history or record of such impairment, or who is perceived to having such impairments.	2.00	4.00	2.25	0.60	0.35	12

#	Field	Choice Count
1	I have apparent/visible disabilities	0.00% 0
2	I do not have apparent or non apparent disabilities	83.33% 10
3	I have non-apparent/not visible disabilities	8.33% 1
4	Prefer not to state	8.33% 1
		12

Showing rows 1 - 5 of 5

Q17 - Do you identify as an active member or veteran of the U.S. Armed Forces, Military Reserves, or National Guard?



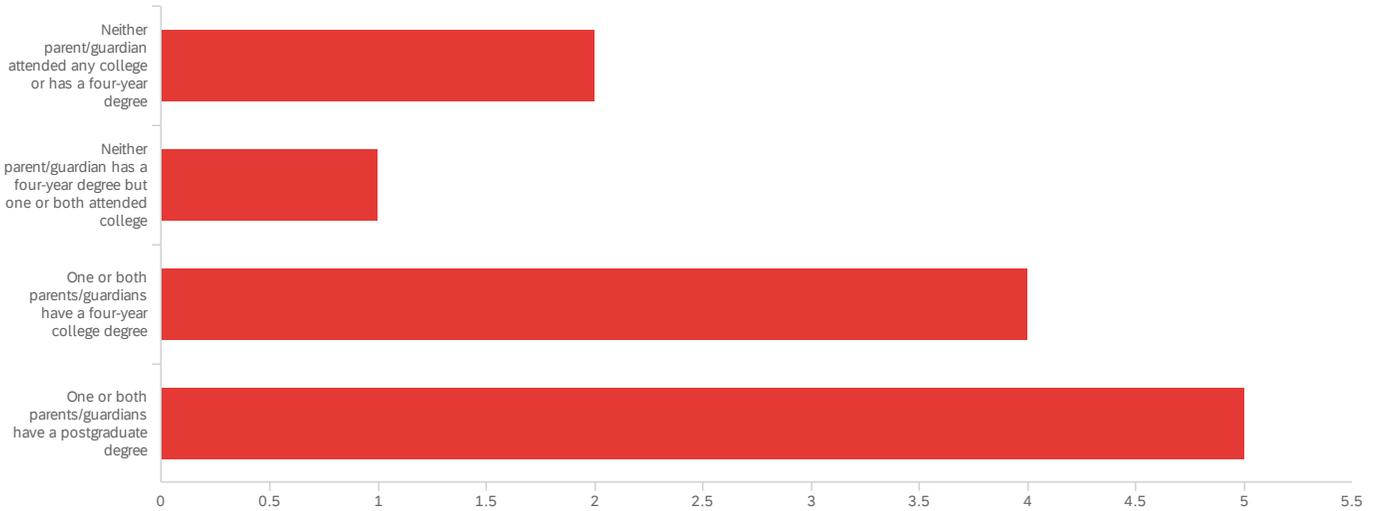
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you identify as an active member or veteran of the U.S. Armed Forces, Military Reserves, or National Guard?	3.00	3.00	3.00	0.00	0.00	12

#	Field	Choice	Count
1	Yes, active duty	0.00%	0
2	Yes, veteran	0.00%	0
3	No, I have never served	100.00%	12
			12

Showing rows 1 - 4 of 4

Q18 - Which of the following best describes the educational experience of your

parents/guardians?



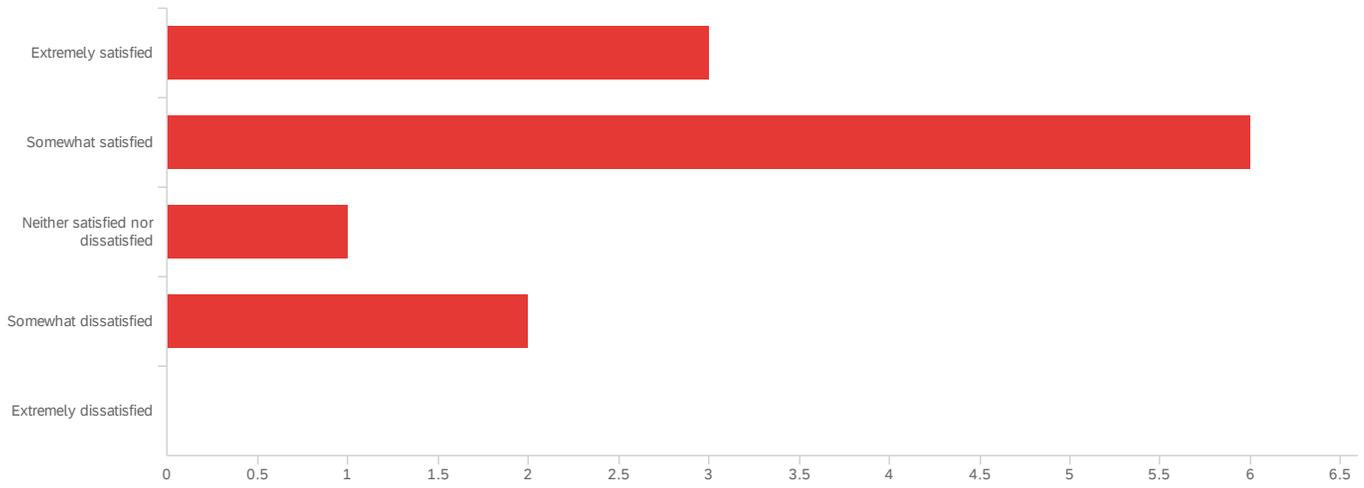
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following best describes the educational experience of your parents/guardians?	1.00	4.00	3.00	1.08	1.17	12

#	Field	Choice Count
1	Neither parent/guardian attended any college or has a four-year degree	16.67% 2
2	Neither parent/guardian has a four-year degree but one or both attended college	8.33% 1
3	One or both parents/guardians have a four-year college degree	33.33% 4
4	One or both parents/guardians have a postgraduate degree	41.67% 5

12

Showing rows 1 - 5 of 5

Q19 - As an employee at Columbia University, how satisfied are you with the overall campus climate/environment?

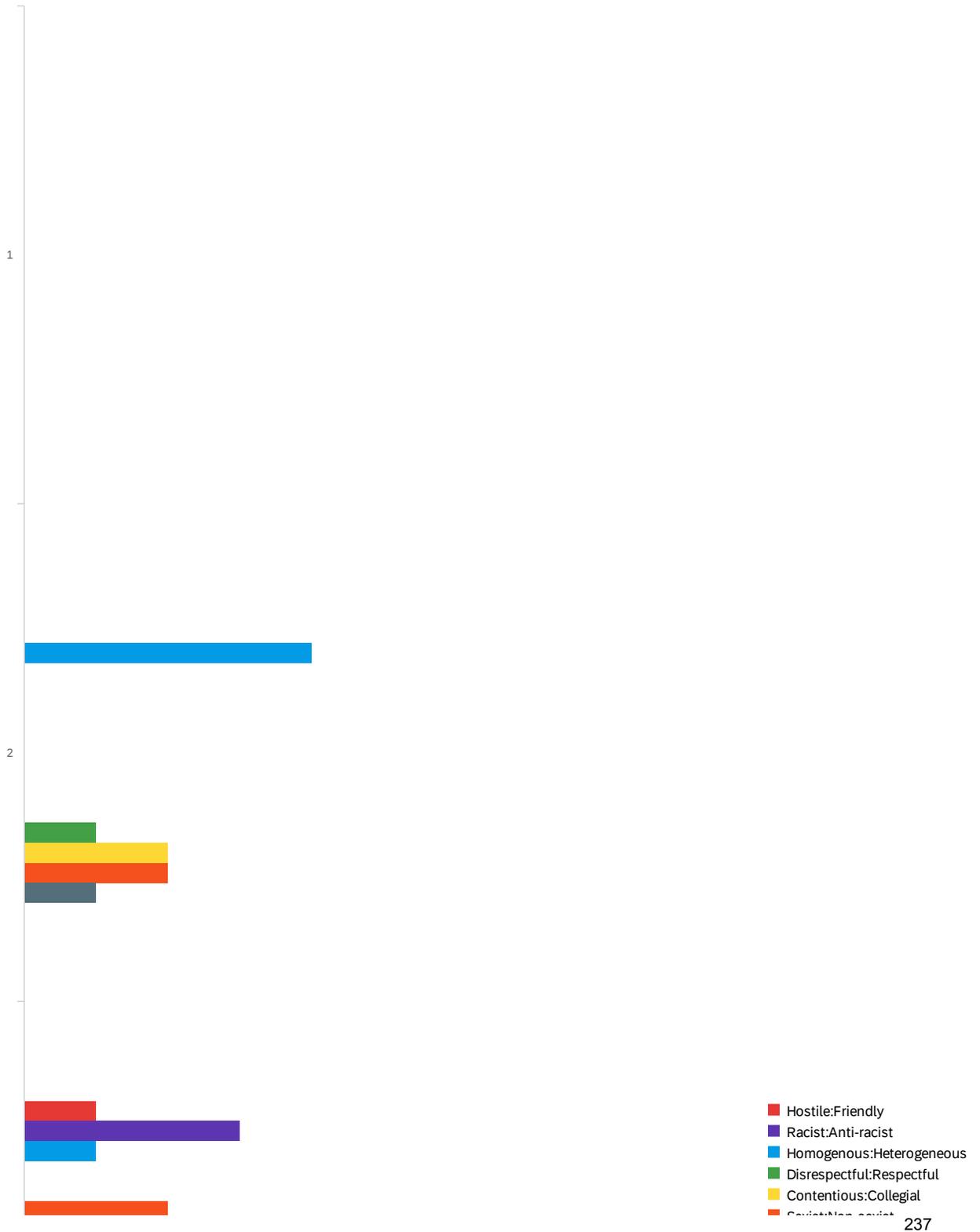


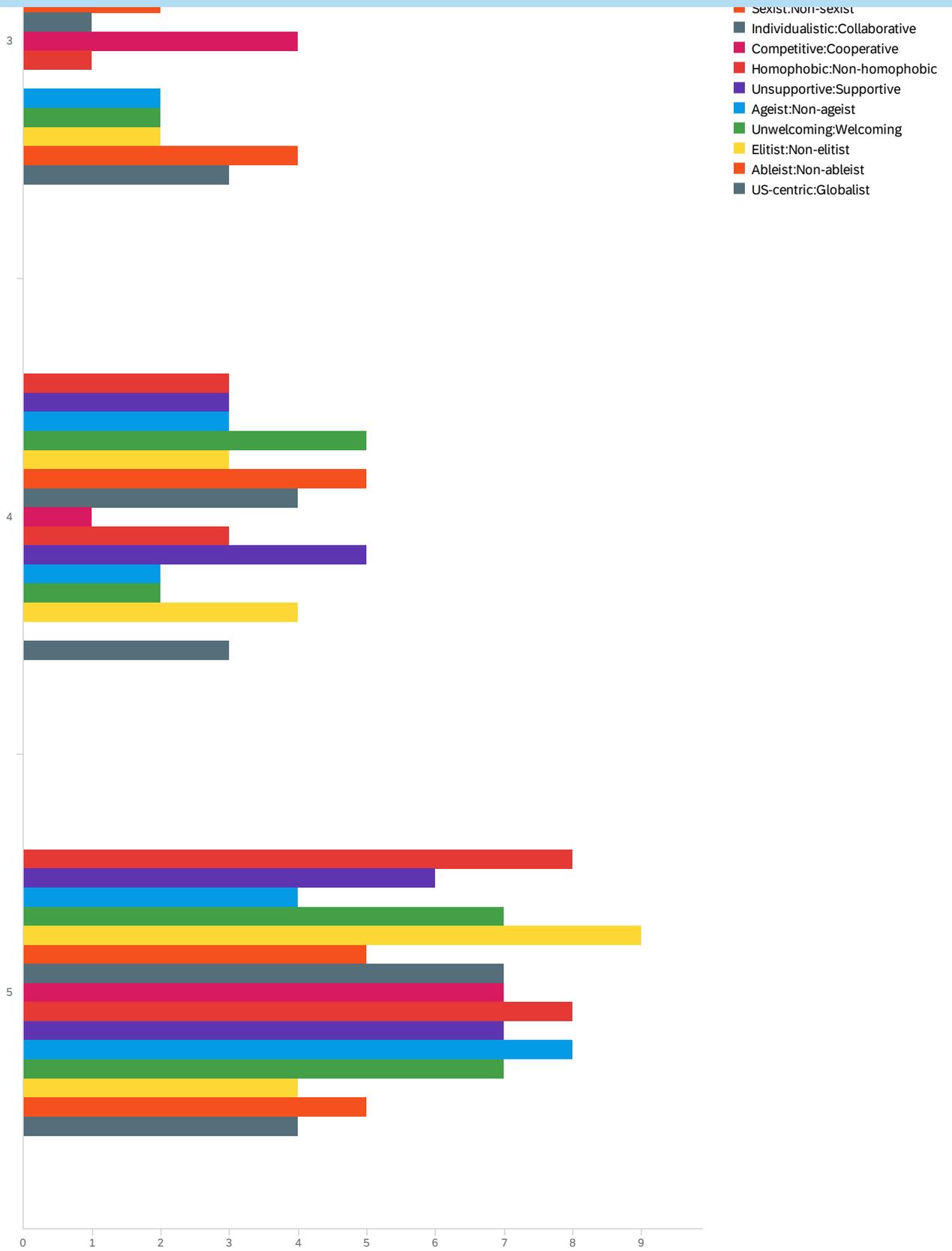
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	As an employee at Columbia University, how satisfied are you with the overall campus climate/environment?	1.00	4.00	2.17	0.99	0.97	12

#	Field	Choice Count
1	Extremely satisfied	25.00% 3
2	Somewhat satisfied	50.00% 6
3	Neither satisfied nor dissatisfied	8.33% 1
4	Somewhat dissatisfied	16.67% 2
5	Extremely dissatisfied	0.00% 0
		12

Showing rows 1 - 6 of 6

Q20 - In this section, please select the best option, along the continuum of adjectives, that represents how you would rate the Environmental Science and Policy program based on your direct experiences:





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Hostile:Friendly	3.00	5.00	4.58	0.64	0.41	12

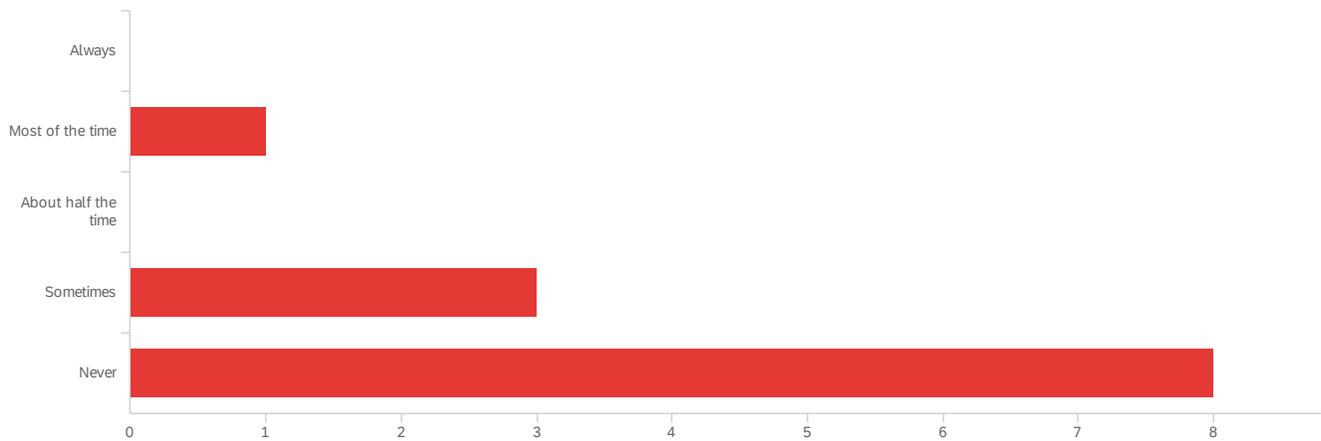
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	Racist:Anti-racist	3.00	5.00	4.25	0.83	0.69	12
3	Homogenous:Heterogeneous	2.00	5.00	3.58	1.26	1.58	12
4	Disrespectful:Respectful	4.00	5.00	4.58	0.49	0.24	12
5	Contentious:Collegial	4.00	5.00	4.75	0.43	0.19	12
6	Sexist:Non-sexist	3.00	5.00	4.25	0.72	0.52	12
7	Individualistic:Collaborative	3.00	5.00	4.50	0.65	0.42	12
8	Competitive:Cooperative	3.00	5.00	4.25	0.92	0.85	12
9	Homophobic:Non-homophobic	3.00	5.00	4.58	0.64	0.41	12
10	Unsupportive:Supportive	4.00	5.00	4.58	0.49	0.24	12
11	Ageist:Non-ageist	3.00	5.00	4.50	0.76	0.58	12
12	Unwelcoming:Welcoming	2.00	5.00	4.25	1.01	1.02	12
13	Elitist:Non-elitist	2.00	5.00	3.83	1.07	1.14	12
14	Ableist:Non-ableist	2.00	5.00	3.73	1.21	1.47	11
15	US-centric:Globalist	2.00	5.00	3.91	1.00	0.99	11

#	Field	1	2	3	4	5	Total
1	Hostile:Friendly	0.00% 0	0.00% 0	8.33% 1	25.00% 3	66.67% 8	12
2	Racist:Anti-racist	0.00% 0	0.00% 0	25.00% 3	25.00% 3	50.00% 6	12
3	Homogenous:Heterogeneous	0.00% 0	33.33% 4	8.33% 1	25.00% 3	33.33% 4	12
4	Disrespectful:Respectful	0.00% 0	0.00% 0	0.00% 0	41.67% 5	58.33% 7	12
5	Contentious:Collegial	0.00% 0	0.00% 0	0.00% 0	25.00% 3	75.00% 9	12
6	Sexist:Non-sexist	0.00% 0	0.00% 0	16.67% 2	41.67% 5	41.67% 5	12
7	Individualistic:Collaborative	0.00% 0	0.00% 0	8.33% 1	33.33% 4	58.33% 7	12
8	Competitive:Cooperative	0.00% 0	0.00% 0	33.33% 4	8.33% 1	58.33% 7	12
9	Homophobic:Non-homophobic	0.00% 0	0.00% 0	8.33% 1	25.00% 3	66.67% 8	12
10	Unsupportive:Supportive	0.00% 0	0.00% 0	0.00% 0	41.67% 5	58.33% 7	12

#	Field	1		2		3		4		5		Total
11	Ageist:Non-ageist	0.00%	0	0.00%	0	16.67%	2	16.67%	2	66.67%	8	12
12	Unwelcoming:Welcoming	0.00%	0	8.33%	1	16.67%	2	16.67%	2	58.33%	7	12
13	Elitist:Non-elitist	0.00%	0	16.67%	2	16.67%	2	33.33%	4	33.33%	4	12
14	Ableist:Non-ableist	0.00%	0	18.18%	2	36.36%	4	0.00%	0	45.45%	5	11
15	US-centric:Globalist	0.00%	0	9.09%	1	27.27%	3	27.27%	3	36.36%	4	11

Showing rows 1 - 15 of 15

Q21 - How often are you concerned about your physical safety on campus?

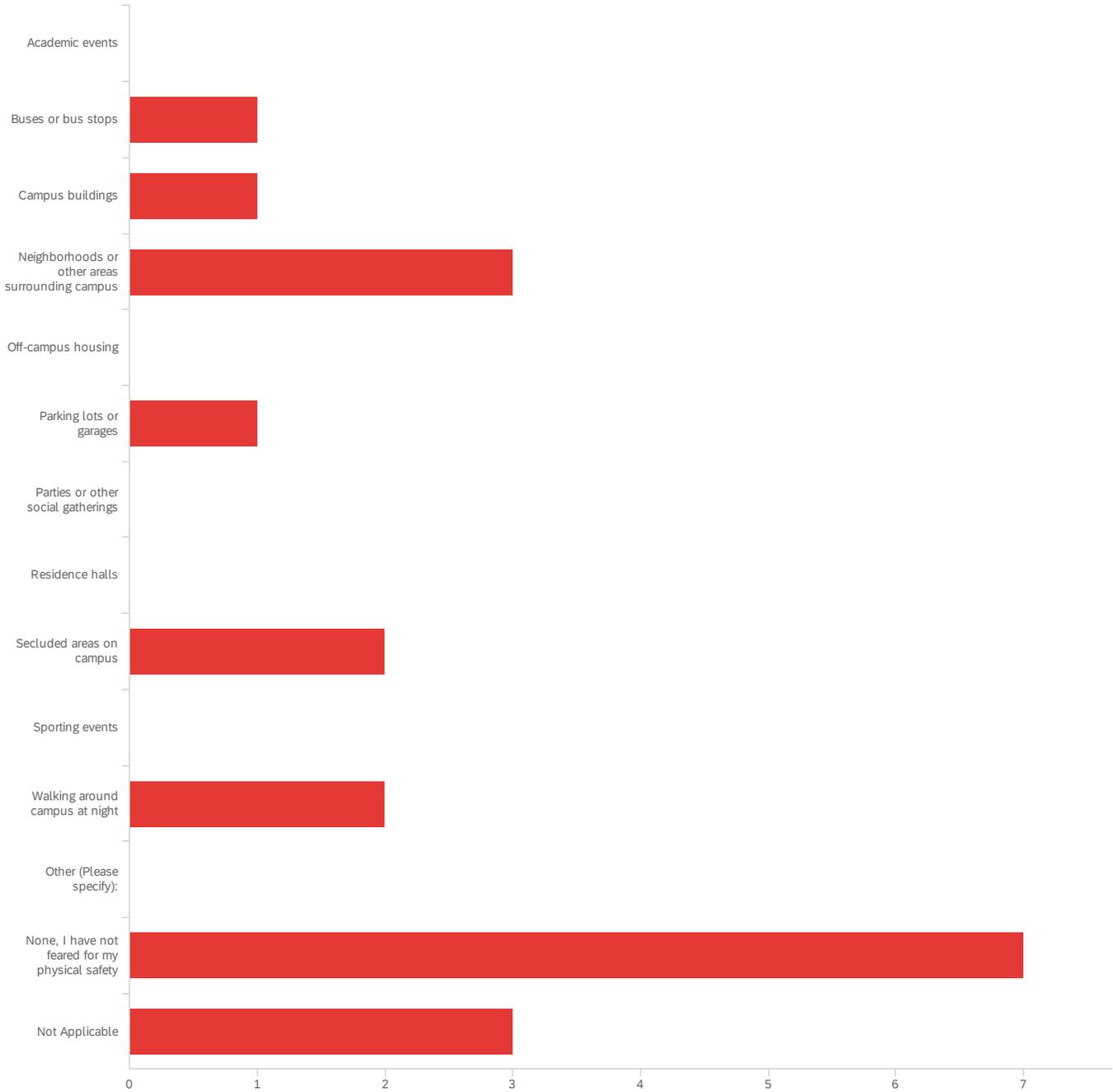


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How often are you concerned about your physical safety on campus?	2.00	5.00	4.50	0.87	0.75	12

#	Field	Choice Count
1	Always	0.00% 0
2	Most of the time	8.33% 1
3	About half the time	0.00% 0
4	Sometimes	25.00% 3
5	Never	66.67% 8
		12

Showing rows 1 - 6 of 6

Q22 - At Columbia University, which of the following have you avoided due to fear for your physical safety? (Check all that apply.)

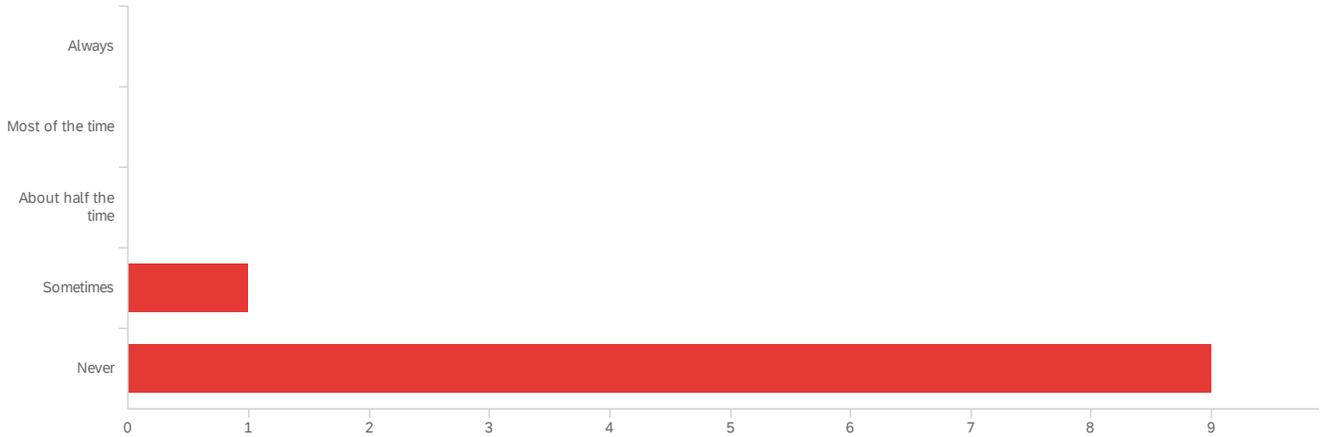


#	Field	Choice Count
1	Academic events	0.00% 0
2	Buses or bus stops	5.00% 1
3	Campus buildings	5.00% 1
		242

#	Field	Choice Count
4	Neighborhoods or other areas surrounding campus	15.00% 3
5	Off-campus housing	0.00% 0
6	Parking lots or garages	5.00% 1
7	Parties or other social gatherings	0.00% 0
8	Residence halls	0.00% 0
9	Secluded areas on campus	10.00% 2
10	Sporting events	0.00% 0
11	Walking around campus at night	10.00% 2
12	Other (Please specify):	0.00% 0
13	None, I have not feared for my physical safety	35.00% 7
14	Not Applicable	15.00% 3
		20

Showing rows 1 - 15 of 15

Q23 - How often are you concerned about your psychological/emotional safety on campus?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How often are you concerned about your psychological/emotional safety on campus?	4.00	5.00	4.90	0.30	0.09	10

#	Field	Choice Count
1	Always	0.00% 0
2	Most of the time	0.00% 0
3	About half the time	0.00% 0
4	Sometimes	10.00% 1
5	Never	90.00% 9
		10

Showing rows 1 - 6 of 6

Q24 - At Columbia University, which of the following have you avoided due to fear for your psychological/emotional safety? (Check all that apply.)



#	Field	Choice Count
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1	Academic events	0.00% 0
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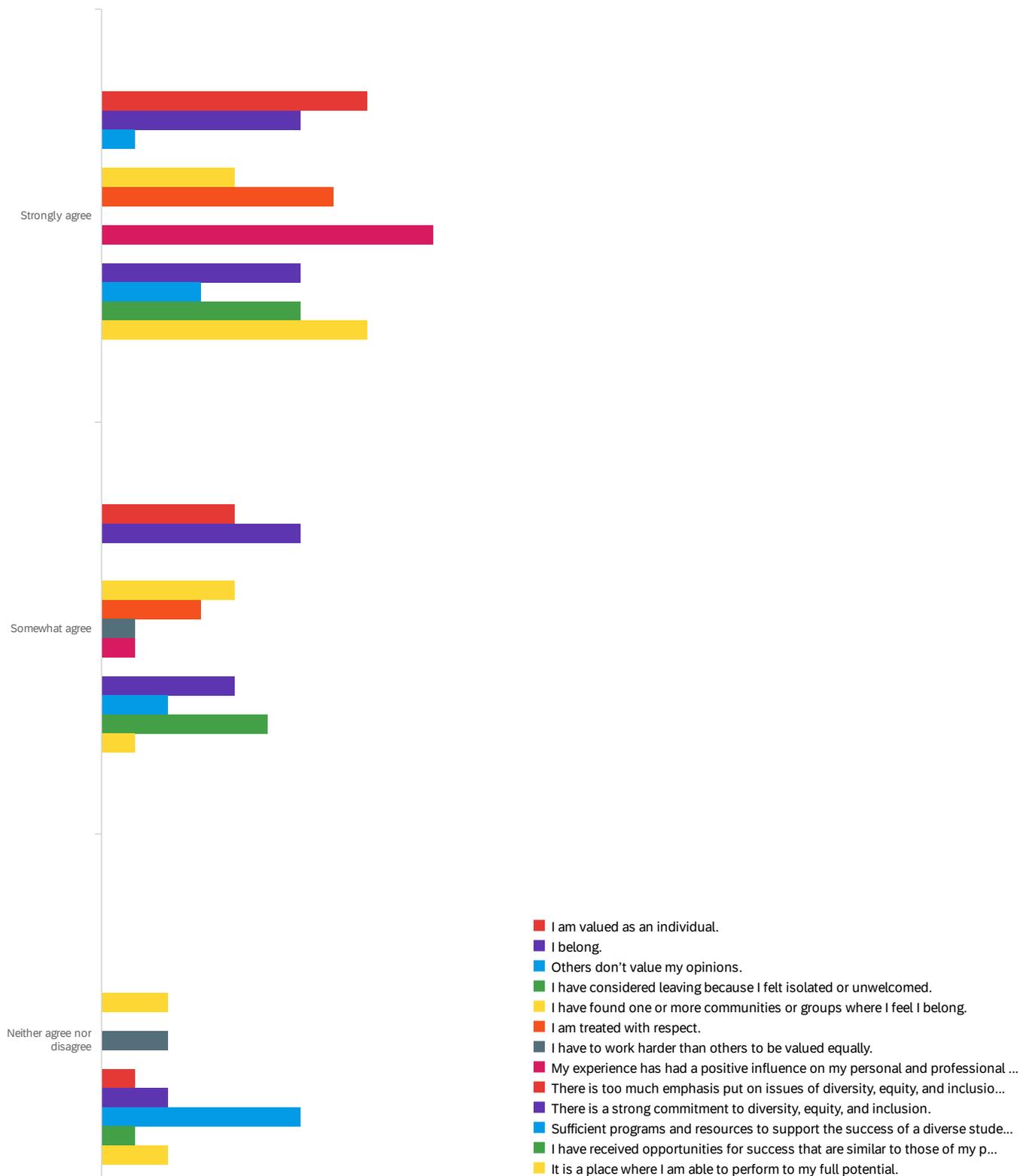
#	Field	Choice Count
2	Buses or bus stops	0.00% 0
3	Campus buildings	0.00% 0
4	Neighborhoods or other areas surrounding campus	8.33% 1
5	Off-campus housing	0.00% 0
6	Parking lots or garages	0.00% 0
7	Parties or other social gatherings	0.00% 0
8	Residence halls	0.00% 0
9	Secluded areas on campus	0.00% 0
10	Sporting events	0.00% 0
11	Walking around campus at night	0.00% 0
12	Other (Please specify):	0.00% 0
13	None, I have not feared for my psychological/emotional safety	75.00% 9
14	Not Applicable	16.67% 2

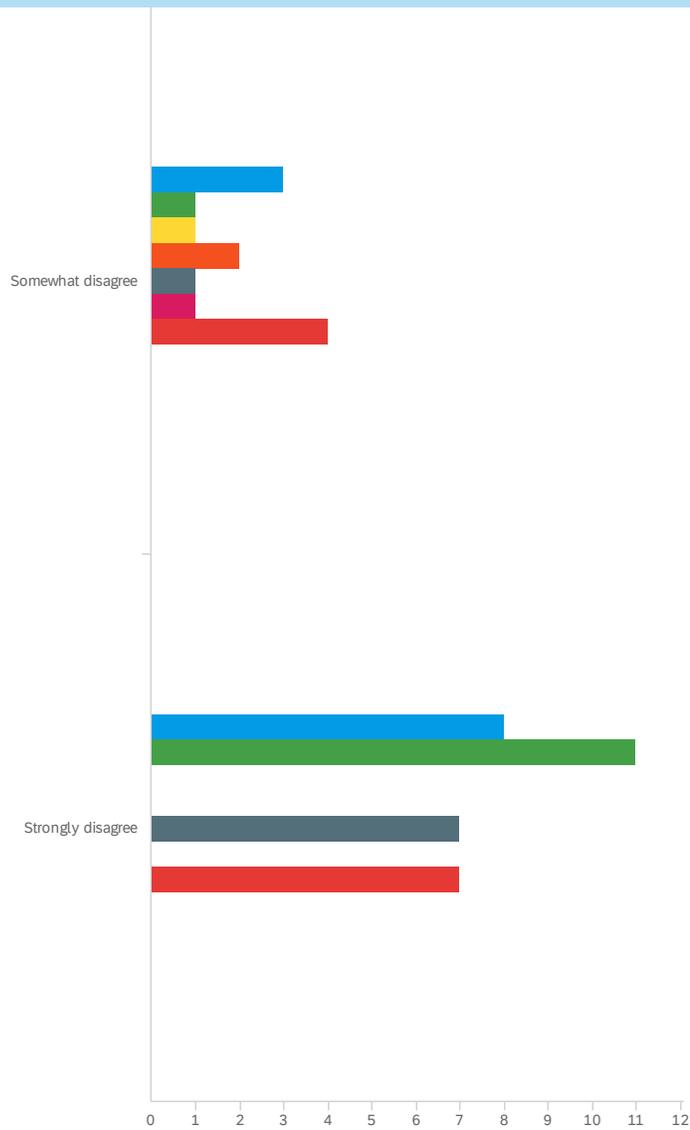
12

Showing rows 1 - 15 of 15

Q25 - During your time in the Environmental Science and Policy program at Columbia

University, please indicate your level of agreement with each of the following statements:





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am valued as an individual.	1.00	2.00	1.33	0.47	0.22	12
2	I belong.	1.00	2.00	1.50	0.50	0.25	12
3	Others don't value my opinions.	1.00	5.00	4.42	1.11	1.24	12
4	I have considered leaving because I felt isolated or unwelcomed.	4.00	5.00	4.92	0.28	0.08	12
5	I have found one or more communities or groups where I feel I belong.	1.00	4.00	2.00	0.95	0.91	11
6	I am treated with respect.	1.00	4.00	1.75	1.09	1.19	12
7	I have to work harder than others to be valued equally.	2.00	5.00	4.27	1.05	1.11	11

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
8	My experience has had a positive influence on my personal and professional growth.	1.00	4.00	1.33	0.85	0.72	12
9	There is too much emphasis put on issues of diversity, equity, and inclusion.	3.00	5.00	4.50	0.65	0.42	12
10	There is a strong commitment to diversity, equity, and inclusion.	1.00	3.00	1.67	0.75	0.56	12
11	Sufficient programs and resources to support the success of a diverse student body have been provided.	1.00	3.00	2.27	0.86	0.74	11
12	I have received opportunities for success that are similar to those of my peers.	1.00	3.00	1.58	0.64	0.41	12
13	It is a place where I am able to perform to my full potential.	1.00	3.00	1.45	0.78	0.61	11

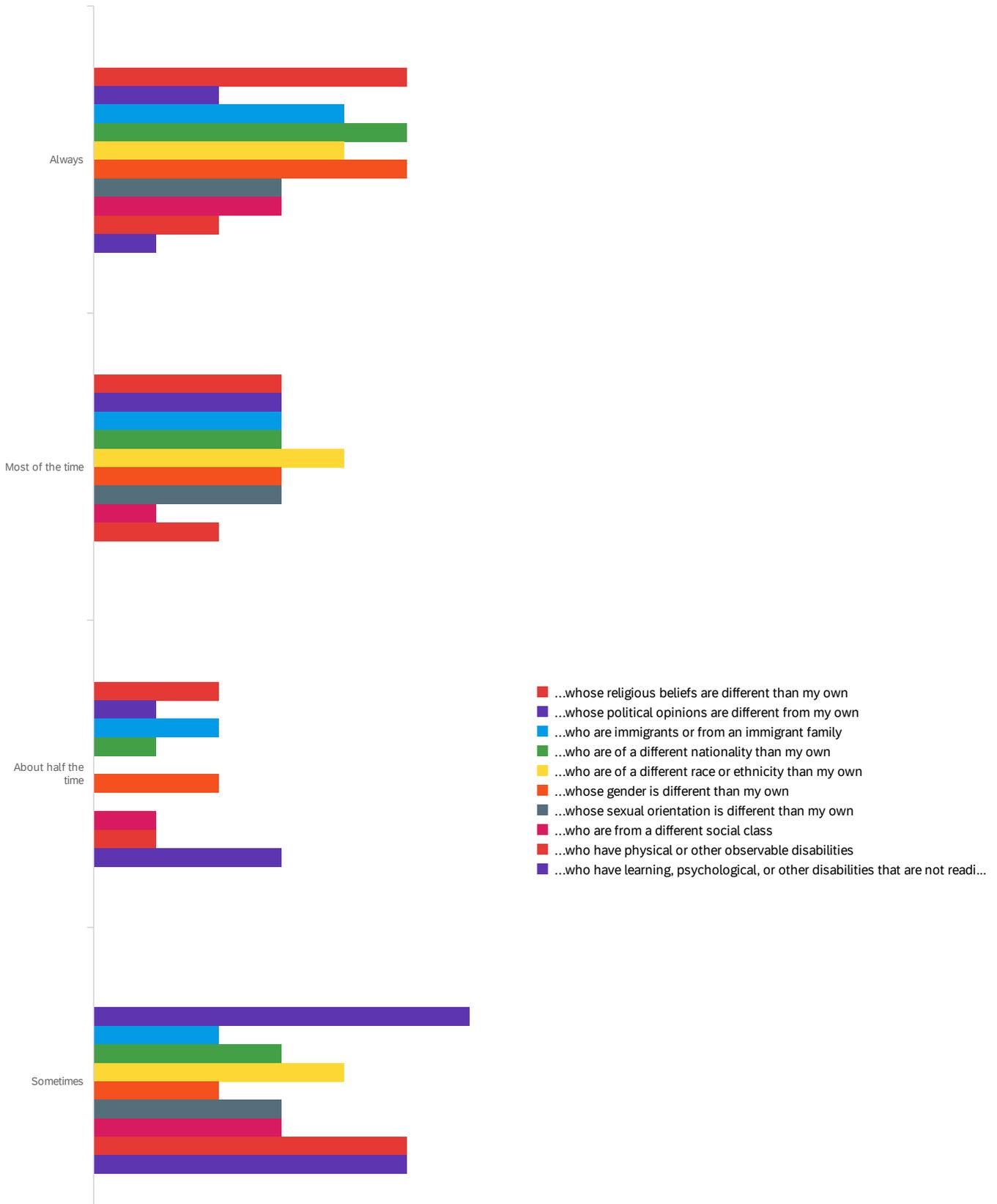
#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	I am valued as an individual.	66.67% 8	33.33% 4	0.00% 0	0.00% 0	0.00% 0	12
2	I belong.	50.00% 6	50.00% 6	0.00% 0	0.00% 0	0.00% 0	12
3	Others don't value my opinions.	8.33% 1	0.00% 0	0.00% 0	25.00% 3	66.67% 8	12
4	I have considered leaving because I felt isolated or unwelcomed.	0.00% 0	0.00% 0	0.00% 0	8.33% 1	91.67% 11	12
5	I have found one or more communities or groups where I feel I belong.	36.36% 4	36.36% 4	18.18% 2	9.09% 1	0.00% 0	11
6	I am treated with respect.	58.33% 7	25.00% 3	0.00% 0	16.67% 2	0.00% 0	12
7	I have to work harder than others to be valued equally.	0.00% 0	9.09% 1	18.18% 2	9.09% 1	63.64% 7	11
8	My experience has had a positive influence on my personal and professional growth.	83.33% 10	8.33% 1	0.00% 0	8.33% 1	0.00% 0	12
9	There is too much emphasis put on issues of diversity, equity, and inclusion.	0.00% 0	0.00% 0	8.33% 1	33.33% 4	58.33% 7	12
10	There is a strong commitment to diversity, equity, and inclusion.	50.00% 6	33.33% 4	16.67% 2	0.00% 0	0.00% 0	12
11	Sufficient programs and resources to support the success of a diverse student body have been provided.	27.27% 3	18.18% 2	54.55% 6	0.00% 0	0.00% 0	11
12	I have received opportunities for success that are similar to those of my peers.	50.00% 6	41.67% 5	8.33% 1	0.00% 0	0.00% 0	12

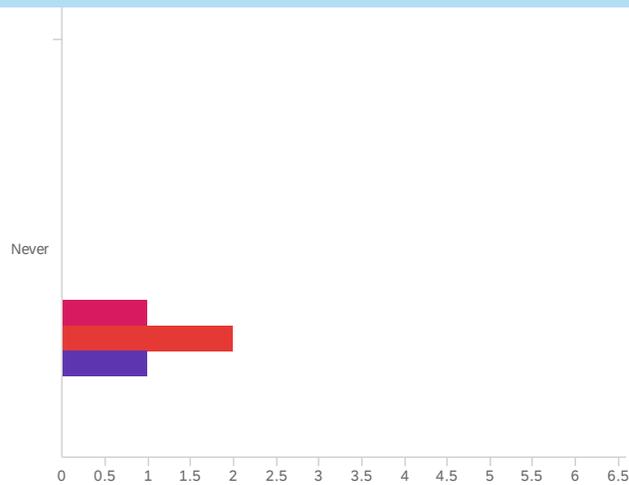
#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
13	It is a place where I am able to perform to my full potential.	72.73% 8	9.09% 1	18.18% 2	0.00% 0	0.00% 0	11

Showing rows 1 - 13 of 13

Q26 - During your time in the Environmental Science and Policy program at Columbia

University, how often have you interacted in a meaningful way with people...





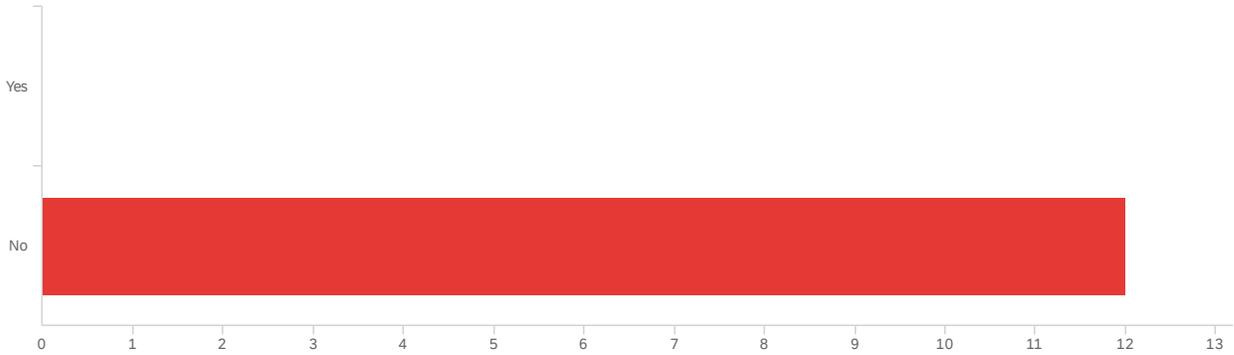
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	...whose religious beliefs are different than my own	1.00	3.00	1.70	0.78	0.61	10
2	...whose political opinions are different from my own	1.00	4.00	2.92	1.19	1.41	12
3	...who are immigrants or from an immigrant family	1.00	4.00	2.18	1.11	1.24	11
4	...who are of a different nationality than my own	1.00	4.00	2.17	1.21	1.47	12
5	...who are of a different race or ethnicity than my own	1.00	4.00	2.33	1.25	1.56	12
6	...whose gender is different than my own	1.00	4.00	2.08	1.11	1.24	12
7	...whose sexual orientation is different than my own	1.00	4.00	2.33	1.25	1.56	9
8	...who are from a different social class	1.00	5.00	2.78	1.47	2.17	9
9	...who have physical or other observable disabilities	1.00	5.00	3.25	1.36	1.85	12
10	...who have learning, psychological, or other disabilities that are not readily visible	1.00	5.00	3.50	1.02	1.05	10

#	Field	Always	Most of the time	About half the time	Sometimes	Never	Total
1	...whose religious beliefs are different than my own	50.00% 5	30.00% 3	20.00% 2	0.00% 0	0.00% 0	10
2	...whose political opinions are different from my own	16.67% 2	25.00% 3	8.33% 1	50.00% 6	0.00% 0	12
3	...who are immigrants or from an immigrant family	36.36% 4	27.27% 3	18.18% 2	18.18% 2	0.00% 0	11

#	Field	Always	Most of the time	About half the time	Sometimes	Never	Total
4	...who are of a different nationality than my own	41.67% 5	25.00% 3	8.33% 1	25.00% 3	0.00% 0	12
5	...who are of a different race or ethnicity than my own	33.33% 4	33.33% 4	0.00% 0	33.33% 4	0.00% 0	12
6	...whose gender is different than my own	41.67% 5	25.00% 3	16.67% 2	16.67% 2	0.00% 0	12
7	...whose sexual orientation is different than my own	33.33% 3	33.33% 3	0.00% 0	33.33% 3	0.00% 0	9
8	...who are from a different social class	33.33% 3	11.11% 1	11.11% 1	33.33% 3	11.11% 1	9
9	...who have physical or other observable disabilities	16.67% 2	16.67% 2	8.33% 1	41.67% 5	16.67% 2	12
10	...who have learning, psychological, or other disabilities that are not readily visible	10.00% 1	0.00% 0	30.00% 3	50.00% 5	10.00% 1	10

Showing rows 1 - 10 of 10

Q27 - During your time in the Environmental Science and Policy program, have you felt discriminated against?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Environmental Science and Policy program, have you felt discriminated against?	2.00	2.00	2.00	0.00	0.00	12

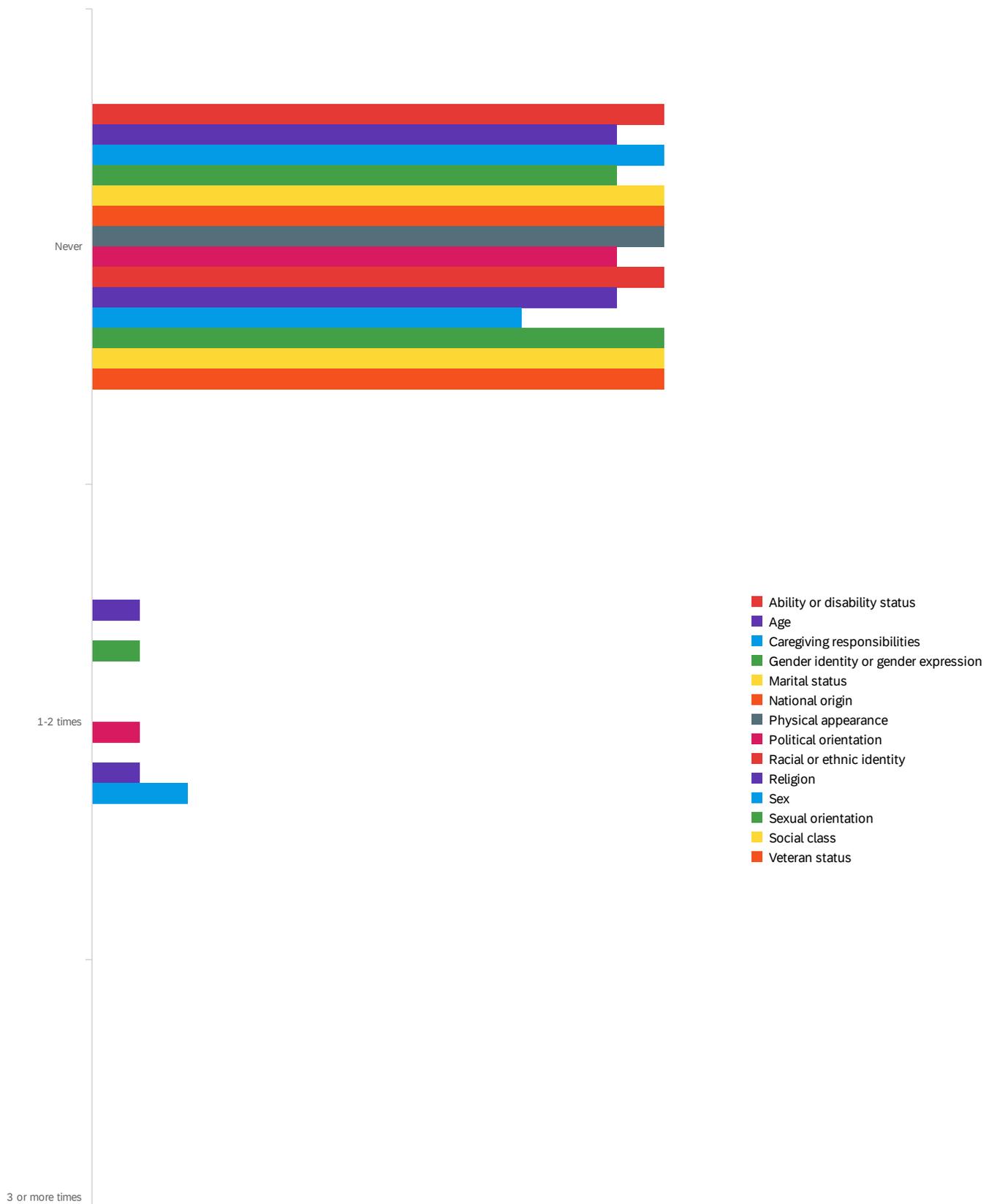
#	Field	Choice	Count
1	Yes	0.00%	0
2	No	100.00%	12

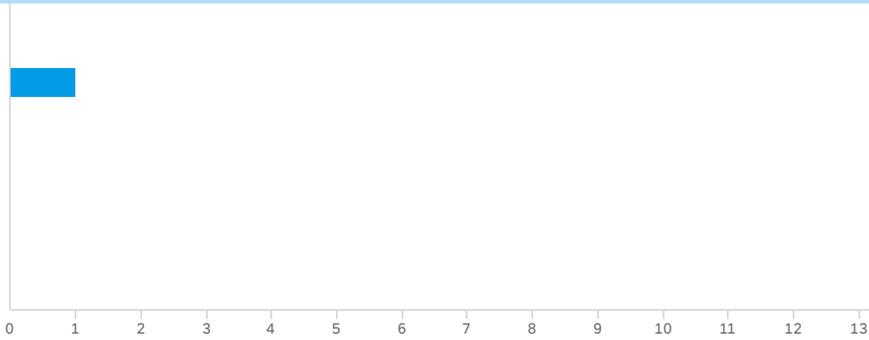
12

Showing rows 1 - 3 of 3

Q28 - During your time in the Environmental Science and Policy program, how often

have YOU experienced discriminatory events because of your:





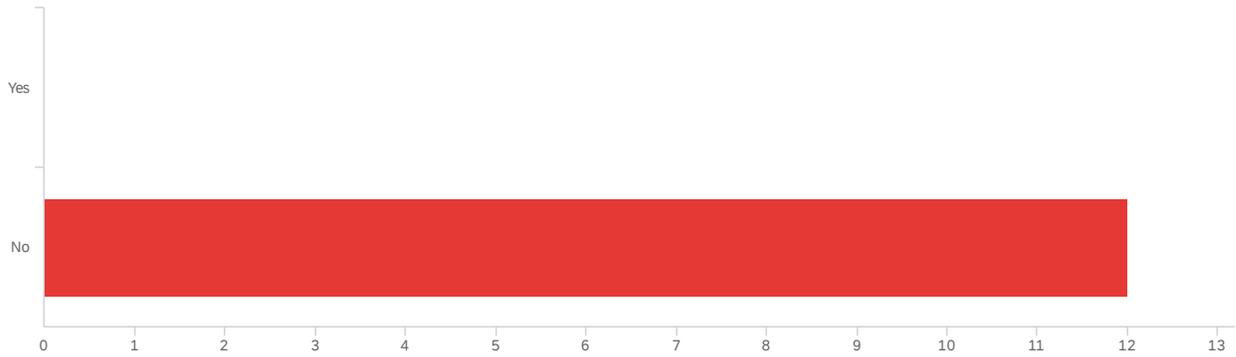
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability or disability status	1.00	1.00	1.00	0.00	0.00	12
2	Age	1.00	2.00	1.08	0.28	0.08	12
3	Caregiving responsibilities	1.00	1.00	1.00	0.00	0.00	12
4	Gender identity or gender expression	1.00	2.00	1.08	0.28	0.08	12
5	Marital status	1.00	1.00	1.00	0.00	0.00	12
6	National origin	1.00	1.00	1.00	0.00	0.00	12
7	Physical appearance	1.00	1.00	1.00	0.00	0.00	12
8	Political orientation	1.00	2.00	1.08	0.28	0.08	12
9	Racial or ethnic identity	1.00	1.00	1.00	0.00	0.00	12
10	Religion	1.00	2.00	1.08	0.28	0.08	12
11	Sex	1.00	3.00	1.33	0.62	0.39	12
12	Sexual orientation	1.00	1.00	1.00	0.00	0.00	12
13	Social class	1.00	1.00	1.00	0.00	0.00	12
14	Veteran status	1.00	1.00	1.00	0.00	0.00	12

#	Field	Never	1-2 times	3 or more times	Total
1	Ability or disability status	100.00% 12	0.00% 0	0.00% 0	12
2	Age	91.67% 11	8.33% 1	0.00% 0	12
3	Caregiving responsibilities	100.00% 12	0.00% 0	0.00% 0	12

#	Field	Never	1-2 times	3 or more times	Total
4	Gender identity or gender expression	91.67% 11	8.33% 1	0.00% 0	12
5	Marital status	100.00% 12	0.00% 0	0.00% 0	12
6	National origin	100.00% 12	0.00% 0	0.00% 0	12
7	Physical appearance	100.00% 12	0.00% 0	0.00% 0	12
8	Political orientation	91.67% 11	8.33% 1	0.00% 0	12
9	Racial or ethnic identity	100.00% 12	0.00% 0	0.00% 0	12
10	Religion	91.67% 11	8.33% 1	0.00% 0	12
11	Sex	75.00% 9	16.67% 2	8.33% 1	12
12	Sexual orientation	100.00% 12	0.00% 0	0.00% 0	12
13	Social class	100.00% 12	0.00% 0	0.00% 0	12
14	Veteran status	100.00% 12	0.00% 0	0.00% 0	12

Showing rows 1 - 14 of 14

Q29 - During your time in the Environmental Science and Policy program, have you experienced any discriminatory events that were not asked about in the previous questions?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Environmental Science and Policy program, have you experienced any discriminatory events that were not asked about in the previous questions?	2.00	2.00	2.00	0.00	0.00	12

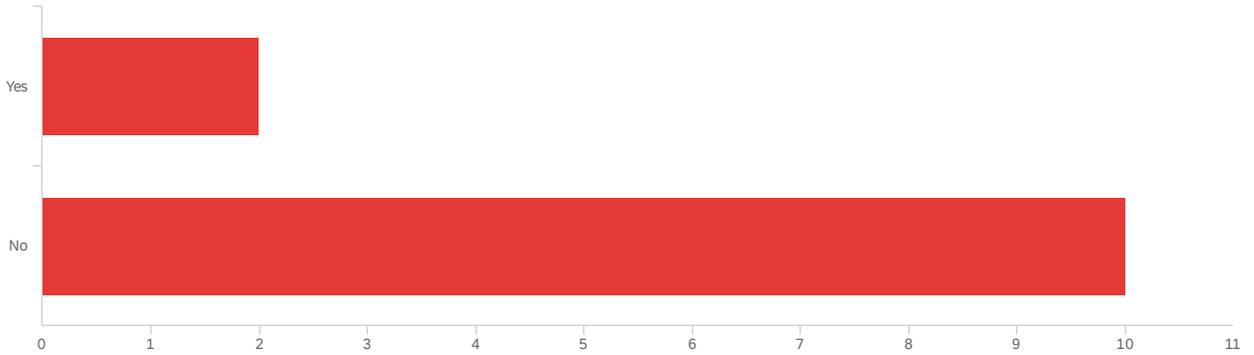
#	Field	Choice Count
1	Yes	0.00% 0
2	No	100.00% 12

12

Showing rows 1 - 3 of 3

Q31 - During your time in the Environmental Science and Policy program, have you

witnessed another employee or student being discriminated against?



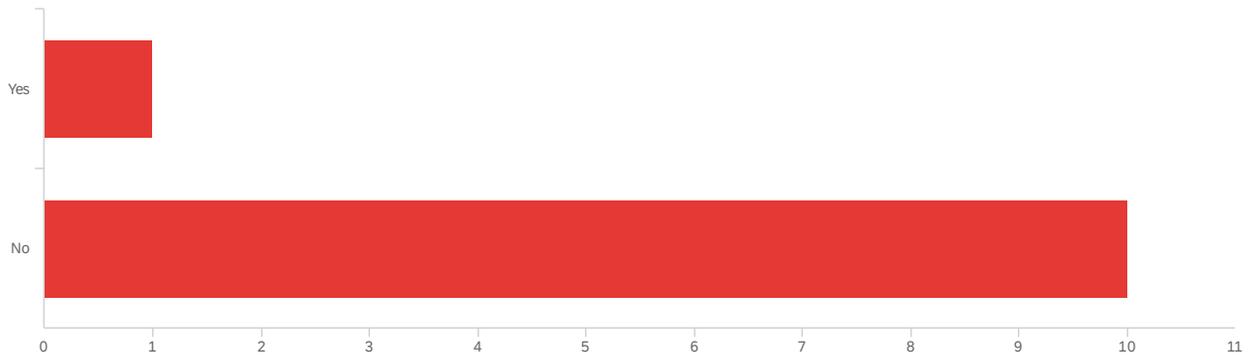
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Environmental Science and Policy program, have you witnessed another employee or student being discriminated against?	1.00	2.00	1.83	0.37	0.14	12

#	Field	Choice Count
1	Yes	16.67% 2
2	No	83.33% 10

12

Showing rows 1 - 3 of 3

Q33 - Have you reported any incidents of discrimination?



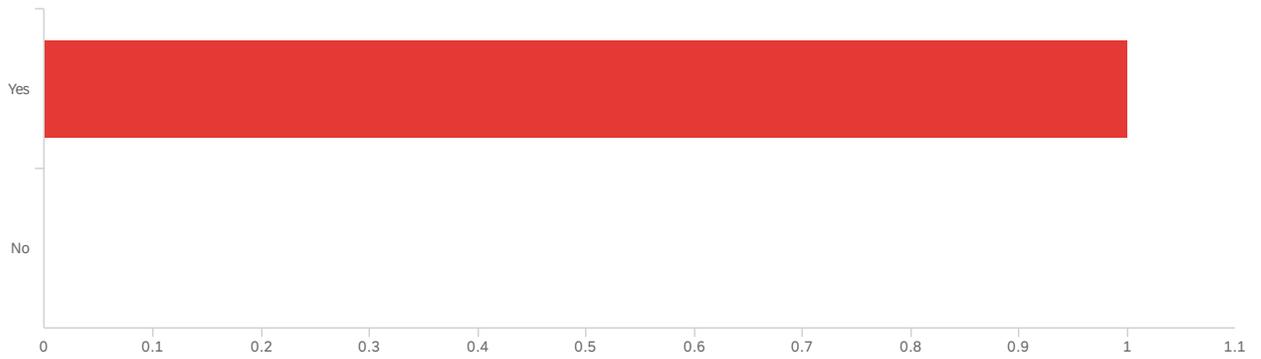
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you reported any incidents of discrimination?	1.00	2.00	1.91	0.29	0.08	11

#	Field	Choice Count
1	Yes	9.09% 1
2	No	90.91% 10

11

Showing rows 1 - 3 of 3

Q34 - Did you feel supported in the reporting process?



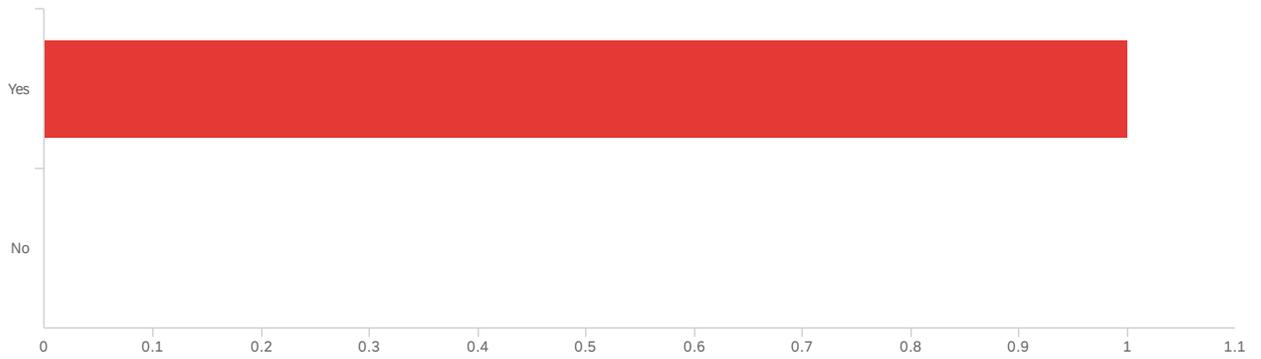
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you feel supported in the reporting process?	1.00	1.00	1.00	0.00	0.00	1

#	Field	Choice Count
1	Yes	100.00% 1
2	No	0.00% 0

1

Showing rows 1 - 3 of 3

Q36 - Was that particular issue for which you made a report resolved satisfactorily?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Was that particular issue for which you made a report resolved satisfactorily?	1.00	1.00	1.00	0.00	0.00	1

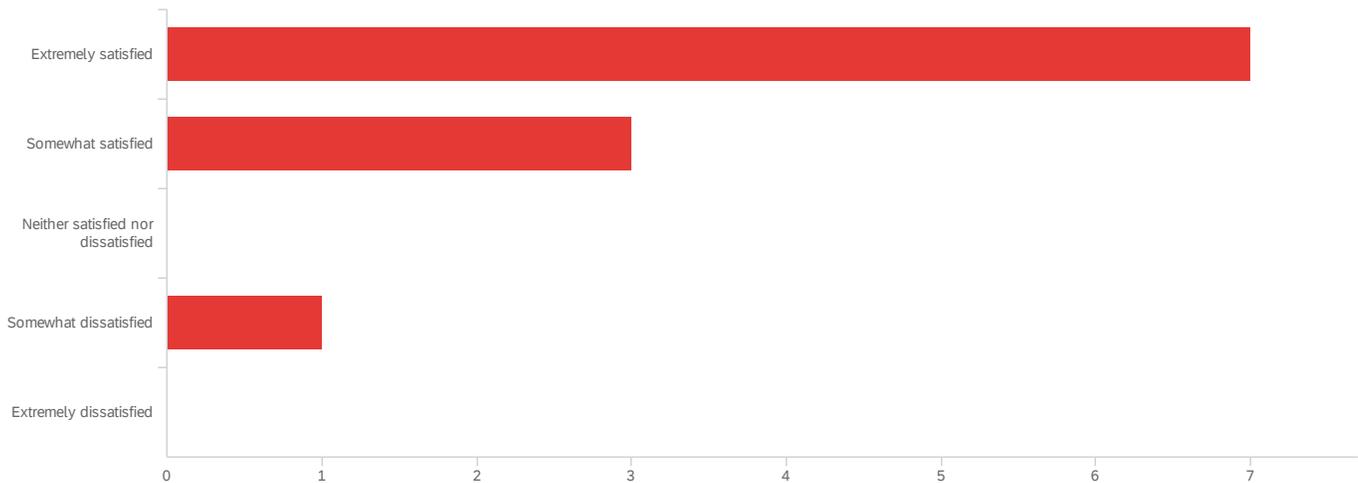
#	Field	Choice Count
1	Yes	100.00% 1
2	No	0.00% 0

1

Showing rows 1 - 3 of 3

Q38 - While an employee in the Environmental Science and Policy program at Columbia

University, how satisfied are you with the overall campus climate/environment that you have experienced?

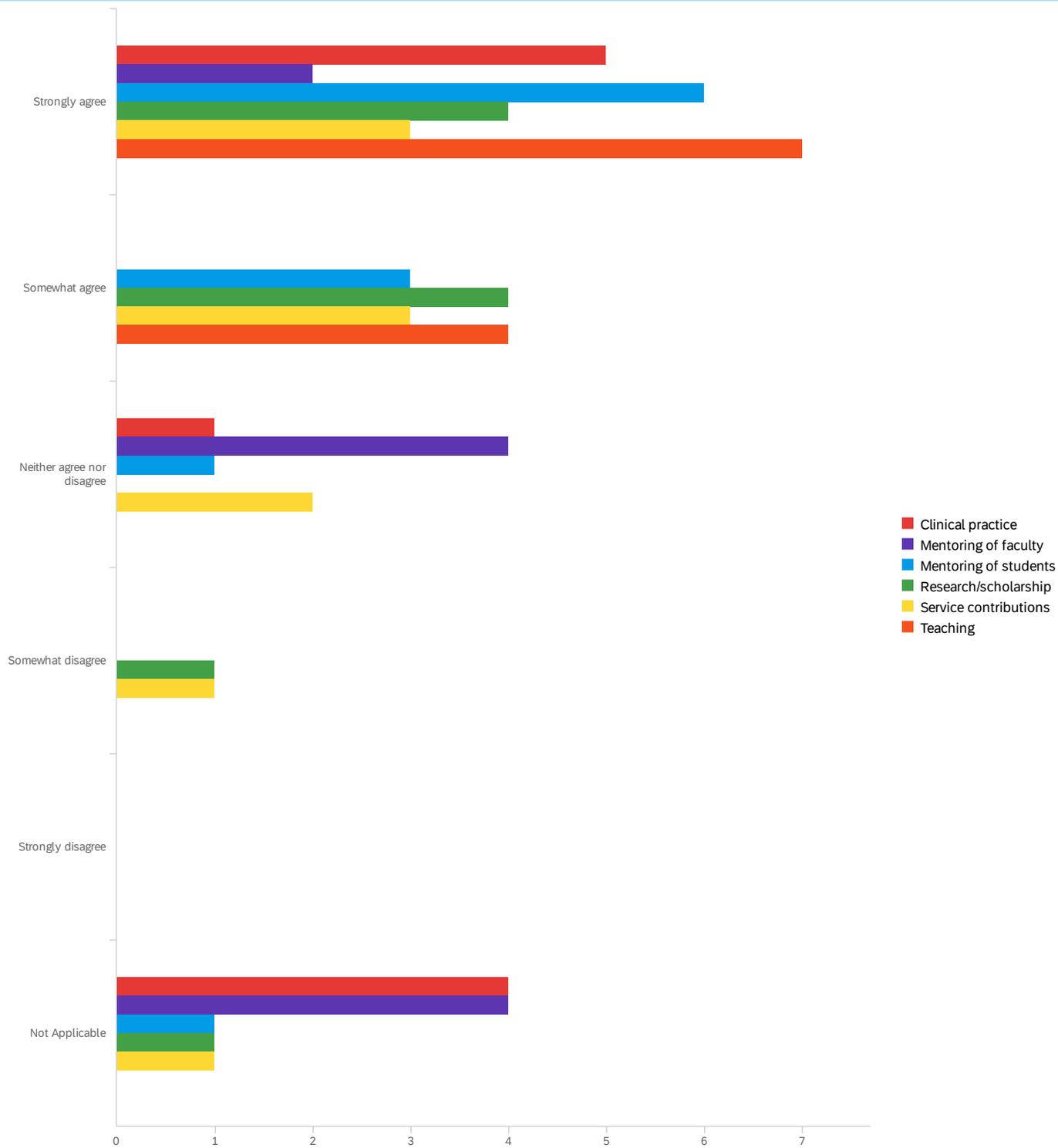


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While an employee in the Environmental Science and Policy program at Columbia University, how satisfied are you with the overall campus climate/environment that you have experienced?	1.00	4.00	1.55	0.89	0.79	11

#	Field	Choice Count
1	Extremely satisfied	63.64% 7
2	Somewhat satisfied	27.27% 3
3	Neither satisfied nor dissatisfied	0.00% 0
4	Somewhat dissatisfied	9.09% 1
5	Extremely dissatisfied	0.00% 0
		11

Showing rows 1 - 6 of 6

Q40 - If you teach in two departments/units to an equal degree, please simply choose the Environmental Science and Policy program to rate for this survey. Please indicate your level of agreement with the following statements: I am valued in the Environmental Science and Policy program for my...



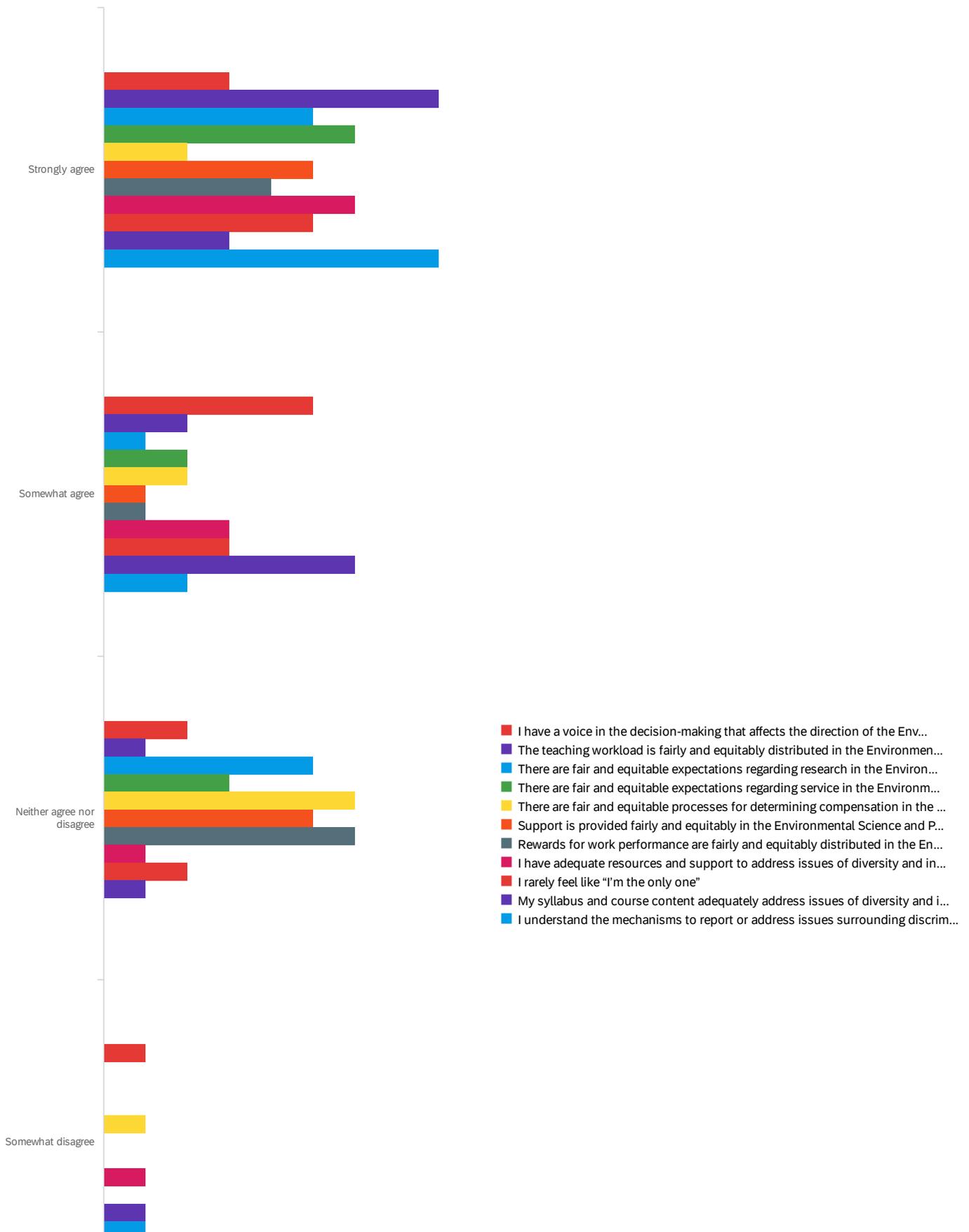
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Clinical practice	1.00	6.00	3.20	2.36	5.56	10
2	Mentoring of faculty	1.00	6.00	3.80	1.94	3.76	10
3	Mentoring of students	1.00	6.00	1.91	1.44	2.08	11

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4	Research/scholarship	1.00	6.00	2.20	1.54	2.36	10
5	Service contributions	1.00	6.00	2.50	1.50	2.25	10
6	Teaching	1.00	2.00	1.36	0.48	0.23	11

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Not Applicable		Total
1	Clinical practice	50.00%	5	0.00%	0	10.00%	1	0.00%	0	0.00%	0	40.00%	4	10
2	Mentoring of faculty	20.00%	2	0.00%	0	40.00%	4	0.00%	0	0.00%	0	40.00%	4	10
3	Mentoring of students	54.55%	6	27.27%	3	9.09%	1	0.00%	0	0.00%	0	9.09%	1	11
4	Research/scholarship	40.00%	4	40.00%	4	0.00%	0	10.00%	1	0.00%	0	10.00%	1	10
5	Service contributions	30.00%	3	30.00%	3	20.00%	2	10.00%	1	0.00%	0	10.00%	1	10
6	Teaching	63.64%	7	36.36%	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	11

Showing rows 1 - 6 of 6

Q41 - Please indicate your level of agreement with the following statements:



Strongly disagree

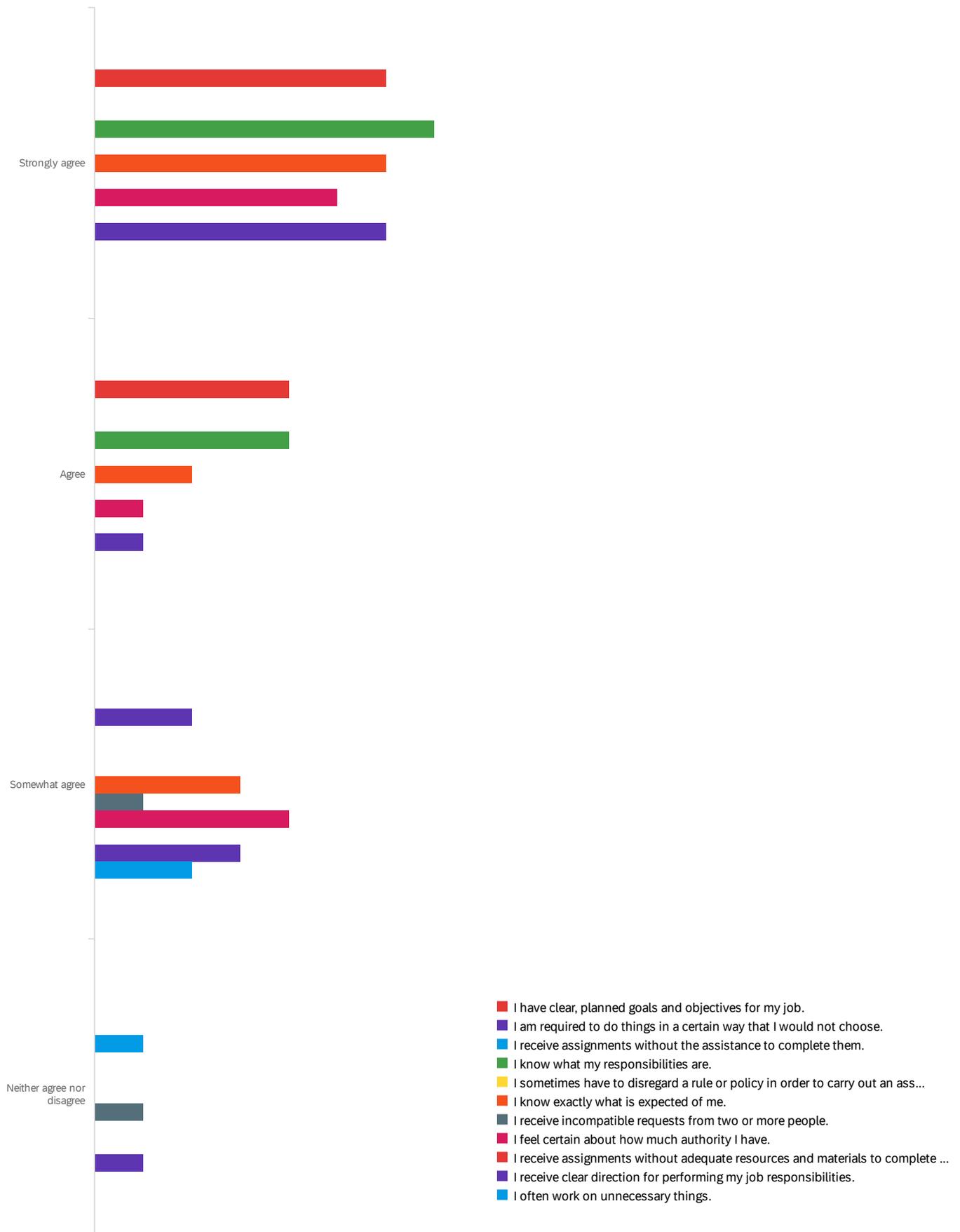
0 1 2 3 4 5 6 7 8

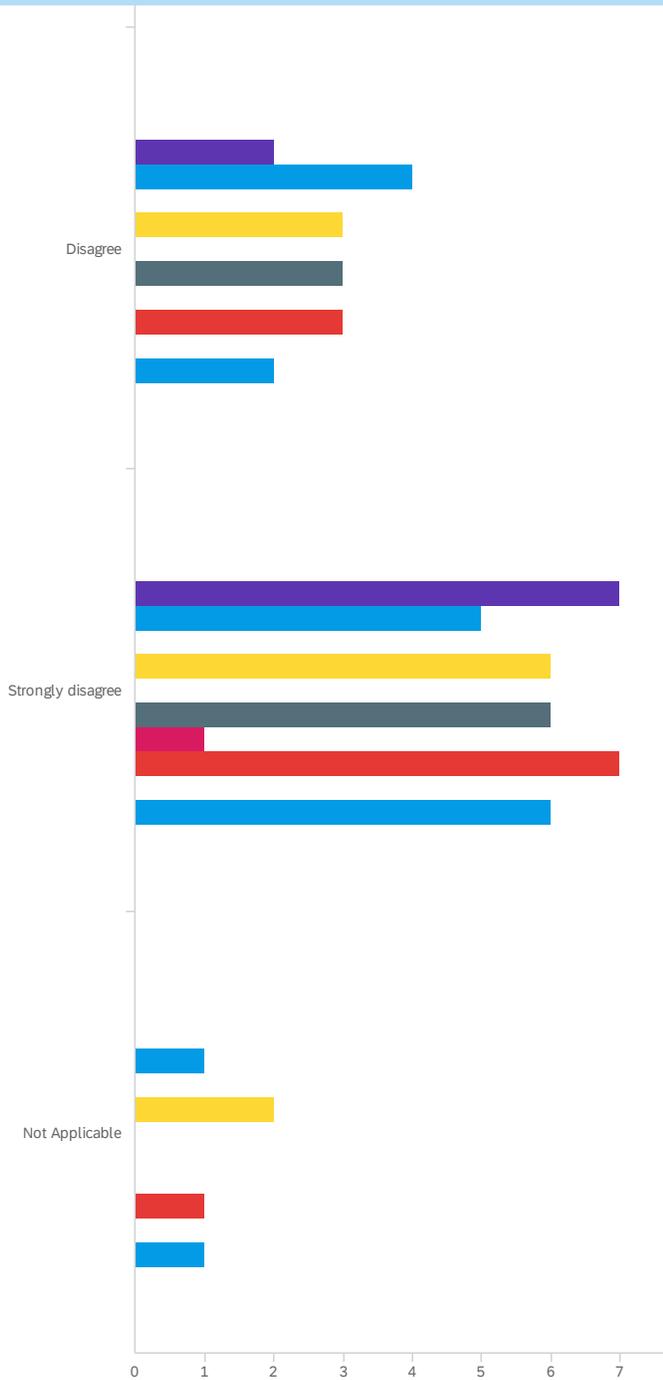
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have a voice in the decision-making that affects the direction of the Environmental Science and Policy program.	1.00	4.00	2.09	0.90	0.81	11
2	The teaching workload is fairly and equitably distributed in the Environmental Science and Policy program.	1.00	3.00	1.36	0.64	0.41	11
3	There are fair and equitable expectations regarding research in the Environmental Science and Policy program.	1.00	3.00	2.00	0.95	0.91	11
4	There are fair and equitable expectations regarding service in the Environmental Science and Policy program.	1.00	3.00	1.73	0.86	0.74	11
5	There are fair and equitable processes for determining compensation in the Environmental Science and Policy program.	1.00	4.00	2.55	0.89	0.79	11
6	Support is provided fairly and equitably in the Environmental Science and Policy program.	1.00	3.00	2.00	0.95	0.91	11
7	Rewards for work performance are fairly and equitably distributed in the Environmental Science and Policy program.	1.00	3.00	2.18	0.94	0.88	11
8	I have adequate resources and support to address issues of diversity and inclusion in my classes.	1.00	4.00	1.73	0.96	0.93	11
9	I rarely feel like "I'm the only one"	1.00	3.00	1.70	0.78	0.61	10
10	My syllabus and course content adequately address issues of diversity and inclusion.	1.00	4.00	2.00	0.85	0.73	11
11	I understand the mechanisms to report or address issues surrounding discrimination.	1.00	4.00	1.45	0.89	0.79	11

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	I have a voice in the decision-making that affects the direction of the Environmental Science and Policy program.	27.27% 3	45.45% 5	18.18% 2	9.09% 1	0.00% 0	11
2	The teaching workload is fairly and equitably distributed in the Environmental Science and Policy program.	72.73% 8	18.18% 2	9.09% 1	0.00% 0	0.00% 0	11
3	There are fair and equitable expectations regarding research in the Environmental Science and Policy program.	45.45% 5	9.09% 1	45.45% 5	0.00% 0	0.00% 0	11
4	There are fair and equitable expectations regarding service in the Environmental Science and Policy program.	54.55% 6	18.18% 2	27.27% 3	0.00% 0	0.00% 0	11
5	There are fair and equitable processes for determining compensation in the Environmental Science and Policy program.	18.18% 2	18.18% 2	54.55% 6	9.09% 1	0.00% 0	11
6	Support is provided fairly and equitably in the Environmental Science and Policy program.	45.45% 5	9.09% 1	45.45% 5	0.00% 0	0.00% 0	11
7	Rewards for work performance are fairly and equitably distributed in the Environmental Science and Policy program.	36.36% 4	9.09% 1	54.55% 6	0.00% 0	0.00% 0	11
8	I have adequate resources and support to address issues of diversity and inclusion in my classes.	54.55% 6	27.27% 3	9.09% 1	9.09% 1	0.00% 0	11
9	I rarely feel like "I'm the only one"	50.00% 5	30.00% 3	20.00% 2	0.00% 0	0.00% 0	10
10	My syllabus and course content adequately address issues of diversity and inclusion.	27.27% 3	54.55% 6	9.09% 1	9.09% 1	0.00% 0	11
11	I understand the mechanisms to report or address issues surrounding discrimination.	72.73% 8	18.18% 2	0.00% 0	9.09% 1	0.00% 0	11

Showing rows 1 - 11 of 11

Q43 - Please indicate your agreement with the following statements.





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have clear, planned goals and objectives for my job.	1.00	2.00	1.40	0.49	0.24	10
2	I am required to do things in a certain way that I would not choose.	3.00	6.00	5.27	1.14	1.29	11
3	I receive assignments without the assistance to complete them.	4.00	7.00	5.55	0.78	0.61	11
4	I know what my responsibilities are.	1.00	2.00	1.36	0.48	0.23	11

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
5	I sometimes have to disregard a rule or policy in order to carry out an assignment.	5.00	7.00	5.91	0.67	0.45	11
6	I know exactly what is expected of me.	1.00	3.00	1.73	0.86	0.74	11
7	I receive incompatible requests from two or more people.	3.00	6.00	5.27	0.96	0.93	11
8	I feel certain about how much authority I have.	1.00	6.00	2.27	1.48	2.20	11
9	I receive assignments without adequate resources and materials to complete them.	5.00	7.00	5.82	0.57	0.33	11
10	I receive clear direction for performing my job responsibilities.	1.00	4.00	1.91	1.08	1.17	11
11	I often work on unnecessary things.	3.00	7.00	5.36	1.23	1.50	11

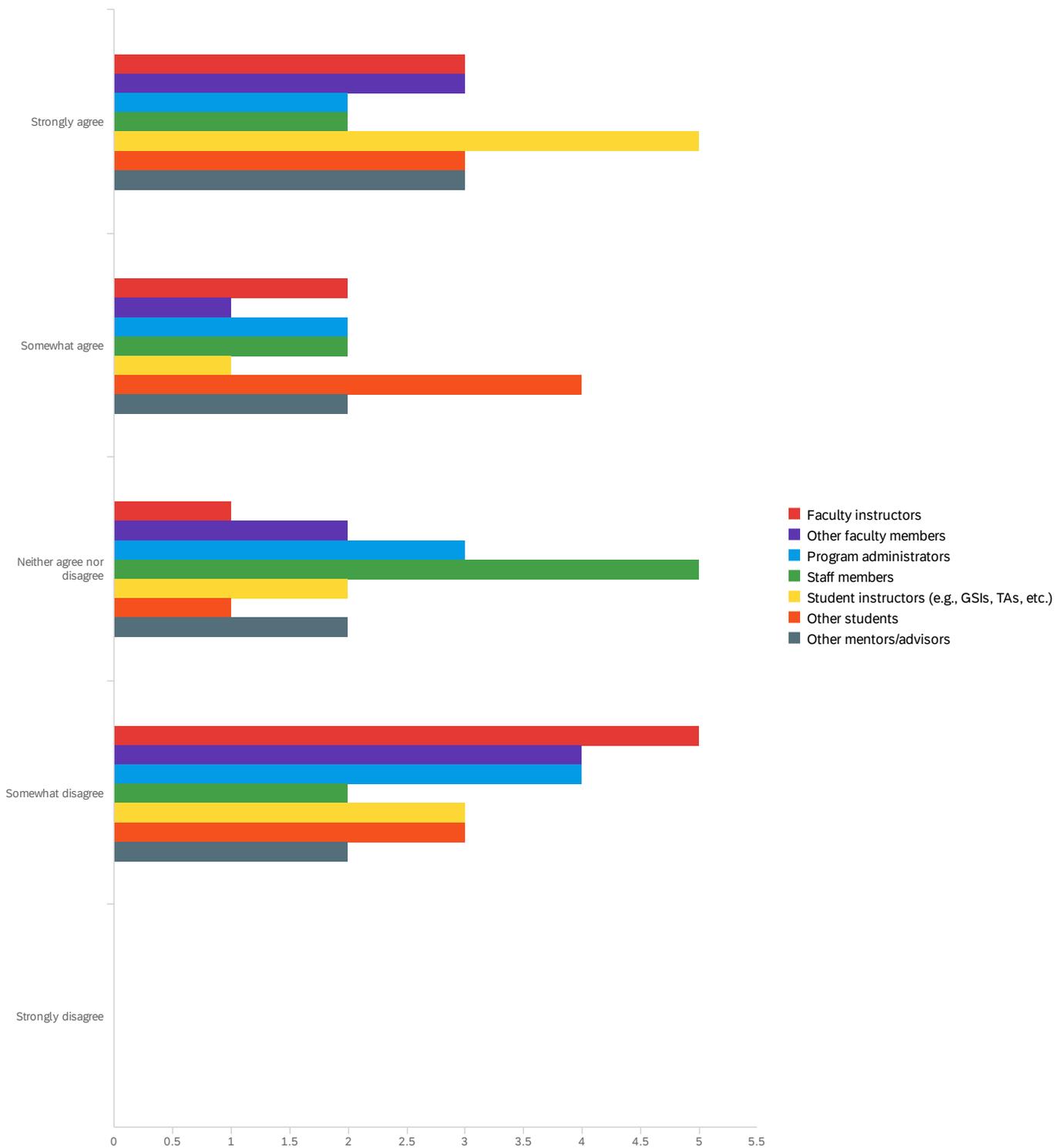
#	Field	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Disagree	Strongly disagree	Not Applicable
1	I have clear, planned goals and objectives for my job.	60.00% 6	40.00% 4	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
2	I am required to do things in a certain way that I would not choose.	0.00% 0	0.00% 0	18.18% 2	0.00% 0	18.18% 2	63.64% 7	0.00% 0
3	I receive assignments without the assistance to complete them.	0.00% 0	0.00% 0	0.00% 0	9.09% 1	36.36% 4	45.45% 5	9.09% 1
4	I know what my responsibilities are.	63.64% 7	36.36% 4	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
5	I sometimes have to disregard a rule or policy in order to carry out an assignment.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	27.27% 3	54.55% 6	18.18% 2
6	I know exactly what is expected of me.	54.55% 6	18.18% 2	27.27% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0
7	I receive incompatible requests from two or more people.	0.00% 0	0.00% 0	9.09% 1	9.09% 1	27.27% 3	54.55% 6	0.00% 0
8	I feel certain about how much authority I have.	45.45% 5	9.09% 1	36.36% 4	0.00% 0	0.00% 0	9.09% 1	0.00% 0

#	Field	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Disagree	Strongly disagree	Not Applicable
9	I receive assignments without adequate resources and materials to complete them.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	27.27% 3	63.64% 7	9.09% 1
10	I receive clear direction for performing my job responsibilities.	54.55% 6	9.09% 1	27.27% 3	9.09% 1	0.00% 0	0.00% 0	0.00% 0
11	I often work on unnecessary things.	0.00% 0	0.00% 0	18.18% 2	0.00% 0	18.18% 2	54.55% 6	9.09% 1

Showing rows 1 - 11 of 11

Q44 - In the Environmental Science and Policy program, I consider the following groups

to be diverse:



Field Minimum Maximum Mean Std Deviation Variance Count

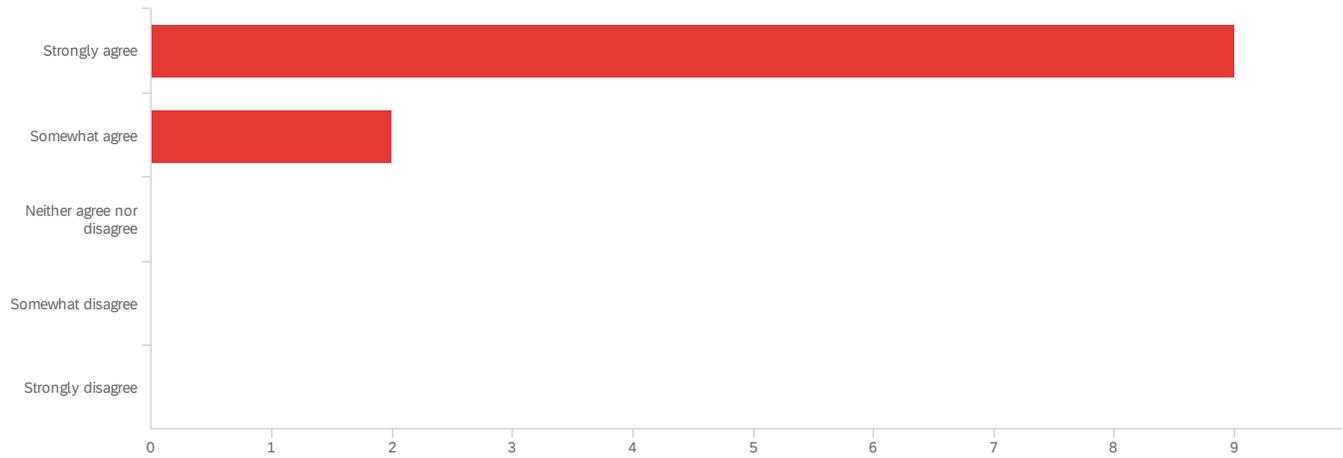
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Faculty instructors	1.00	4.00	2.73	1.29	1.65	11
2	Other faculty members	1.00	4.00	2.70	1.27	1.61	10
3	Program administrators	1.00	4.00	2.82	1.11	1.24	11
4	Staff members	1.00	4.00	2.64	0.98	0.96	11
5	Student instructors (e.g., GSIs, TAs, etc.)	1.00	4.00	2.27	1.29	1.65	11
6	Other students	1.00	4.00	2.36	1.15	1.32	11
7	Other mentors/advisors	1.00	4.00	2.33	1.15	1.33	9

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	Faculty instructors	27.27% 3	18.18% 2	9.09% 1	45.45% 5	0.00% 0	11
2	Other faculty members	30.00% 3	10.00% 1	20.00% 2	40.00% 4	0.00% 0	10
3	Program administrators	18.18% 2	18.18% 2	27.27% 3	36.36% 4	0.00% 0	11
4	Staff members	18.18% 2	18.18% 2	45.45% 5	18.18% 2	0.00% 0	11
5	Student instructors (e.g., GSIs, TAs, etc.)	45.45% 5	9.09% 1	18.18% 2	27.27% 3	0.00% 0	11
6	Other students	27.27% 3	36.36% 4	9.09% 1	27.27% 3	0.00% 0	11
7	Other mentors/advisors	33.33% 3	22.22% 2	22.22% 2	22.22% 2	0.00% 0	9

Showing rows 1 - 7 of 7

Q45 - I am treated fairly and equitably in the Environmental Science and Policy program

in general.

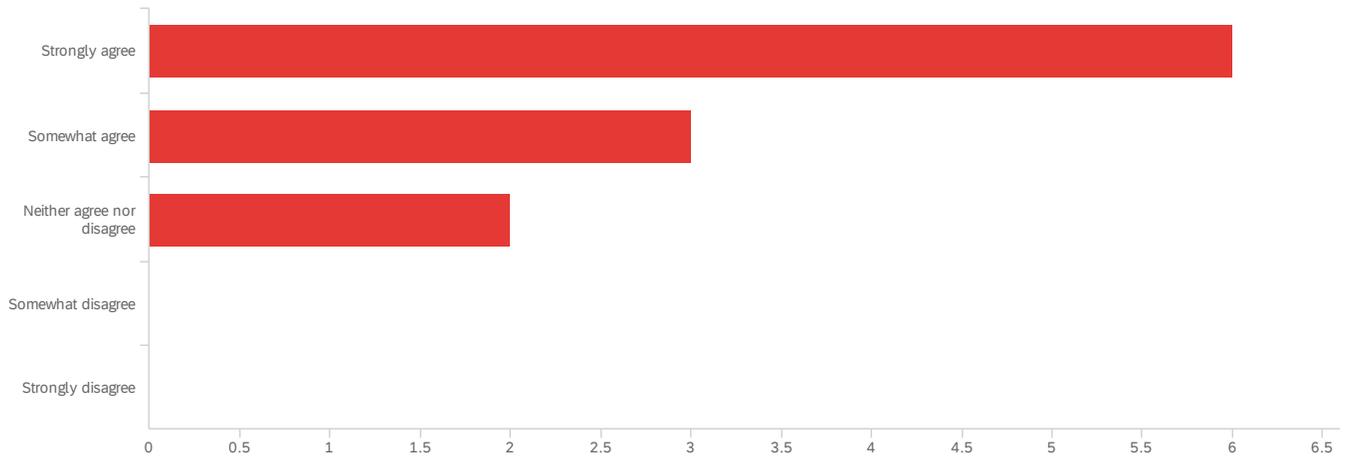


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am treated fairly and equitably in the Environmental Science and Policy program in general.	1.00	2.00	1.18	0.39	0.15	11

#	Field	Choice Count
1	Strongly agree	81.82% 9
2	Somewhat agree	18.18% 2
3	Neither agree nor disagree	0.00% 0
4	Somewhat disagree	0.00% 0
5	Strongly disagree	0.00% 0
		11

Showing rows 1 - 6 of 6

Q46 - I am treated fairly and equitably in out-of-classroom university spaces (e.g., workshops, meetings, etc.).

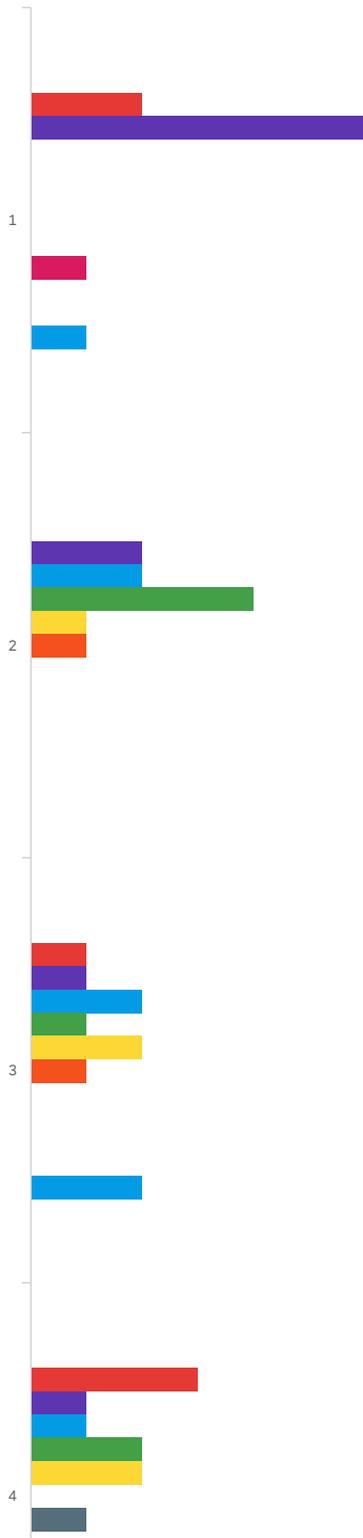


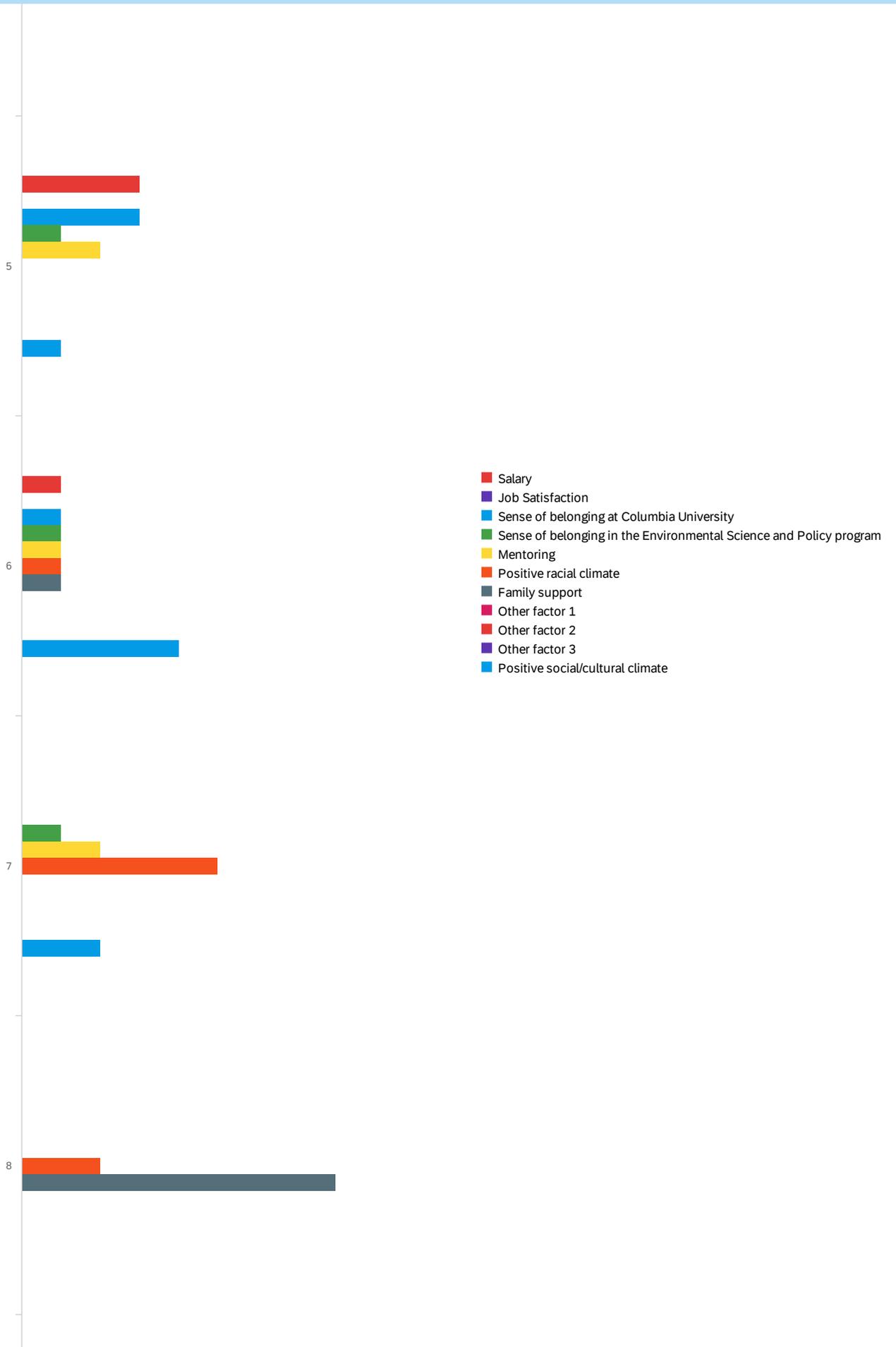
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am treated fairly and equitably in out-of-classroom university spaces (e.g., workshops, meetings, etc.).	1.00	3.00	1.64	0.77	0.60	11

#	Field	Choice Count
1	Strongly agree	54.55% 6
2	Somewhat agree	27.27% 3
3	Neither agree nor disagree	18.18% 2
4	Somewhat disagree	0.00% 0
5	Strongly disagree	0.00% 0
		11

Showing rows 1 - 6 of 6

Q47 - Please rank order the top 3 factors that you believe have the most significant impact on your intention to continue working in your current position (with 1 indicating your top factor.)







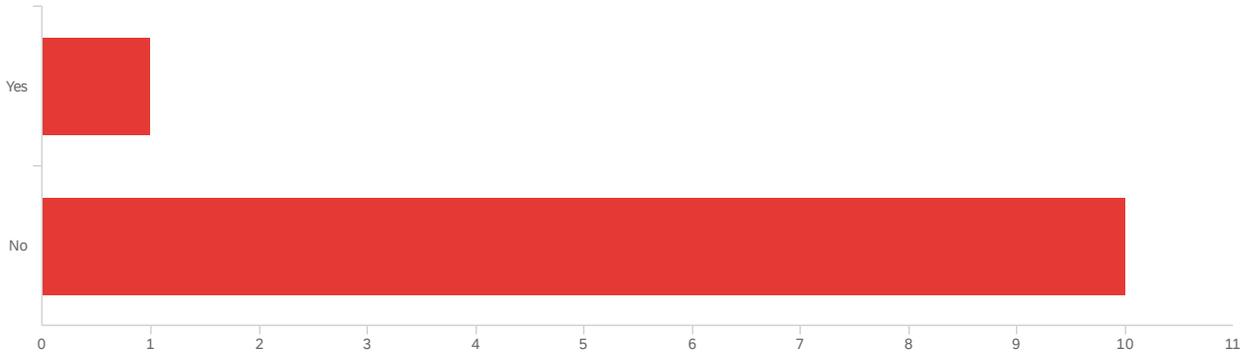
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Salary	1.00	6.00	3.80	1.60	2.56	10
2	Mentoring	2.00	7.00	4.60	1.62	2.64	10
3	Job Satisfaction	1.00	4.00	1.70	1.00	1.01	10
4	Sense of belonging at Columbia University	2.00	9.00	4.40	2.01	4.04	10
5	Sense of belonging in the Environmental Science and Policy program	2.00	7.00	3.70	1.73	3.01	10
6	Positive social/cultural climate	1.00	7.00	5.00	1.90	3.60	10

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
7	Positive racial climate	2.00	8.00	6.20	1.94	3.76	10
8	Family support	4.00	8.00	7.40	1.28	1.64	10
9	Other factor 1	1.00	9.00	8.20	2.40	5.76	10
10	Other factor 2	10.00	10.00	10.00	0.00	0.00	10
11	Other factor 3	11.00	11.00	11.00	0.00	0.00	10

#	Field	1	2	3	4	5	6	7	8
1	Salary	20.00% 2	0.00% 0	10.00% 1	30.00% 3	30.00% 3	10.00% 1	0.00% 0	0.00
2	Job Satisfaction	60.00% 6	20.00% 2	10.00% 1	10.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00
3	Sense of belonging at Columbia University	0.00% 0	20.00% 2	20.00% 2	10.00% 1	30.00% 3	10.00% 1	0.00% 0	0.00
4	Sense of belonging in the Environmental Science and Policy program	0.00% 0	40.00% 4	10.00% 1	20.00% 2	10.00% 1	10.00% 1	10.00% 1	0.00
5	Mentoring	0.00% 0	10.00% 1	20.00% 2	20.00% 2	20.00% 2	10.00% 1	20.00% 2	0.00
6	Positive racial climate	0.00% 0	10.00% 1	10.00% 1	0.00% 0	0.00% 0	10.00% 1	50.00% 5	20.00
7	Family support	0.00% 0	0.00% 0	0.00% 0	10.00% 1	0.00% 0	10.00% 1	0.00% 0	80.00
8	Other factor 1	10.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00
9	Other factor 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00
10	Other factor 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00
11	Positive social/cultural climate	10.00% 1	0.00% 0	20.00% 2	0.00% 0	10.00% 1	40.00% 4	20.00% 2	0.00

Showing rows 1 - 11 of 11

Q48 - Have you considered leaving your job in the Environmental Science and Policy program?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you considered leaving your job in the Environmental Science and Policy program?	1.00	2.00	1.91	0.29	0.08	11

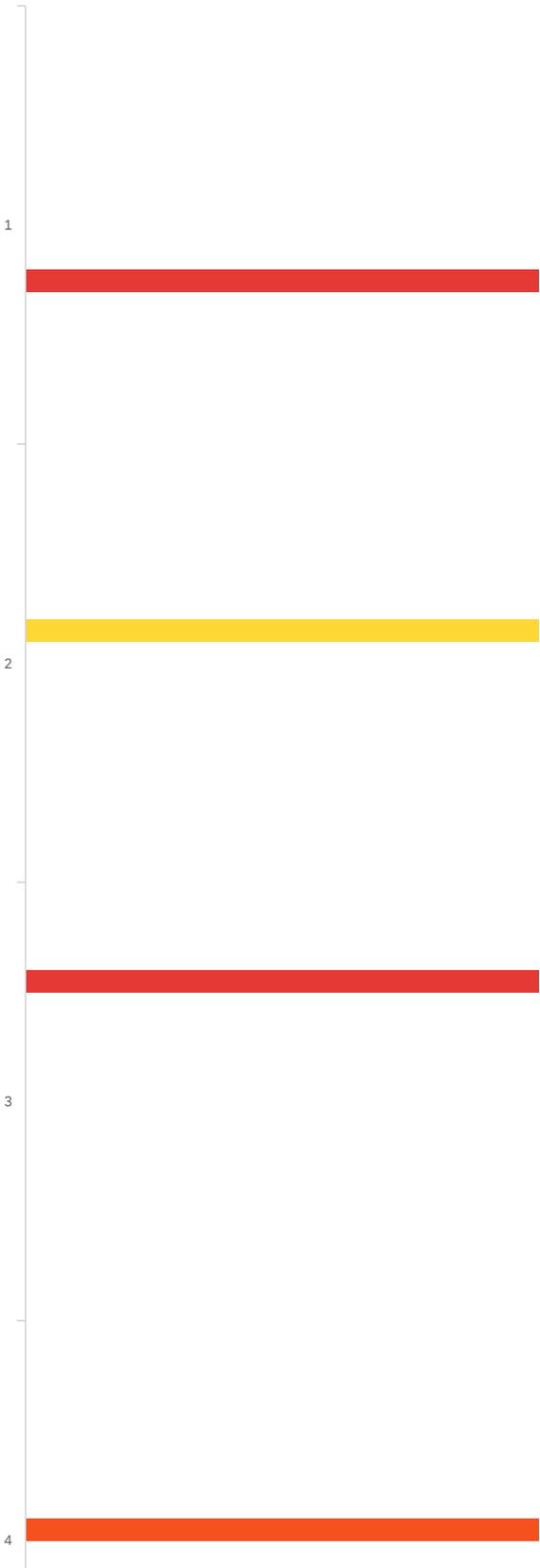
#	Field	Choice Count
1	Yes	9.09% 1
2	No	90.91% 10

11

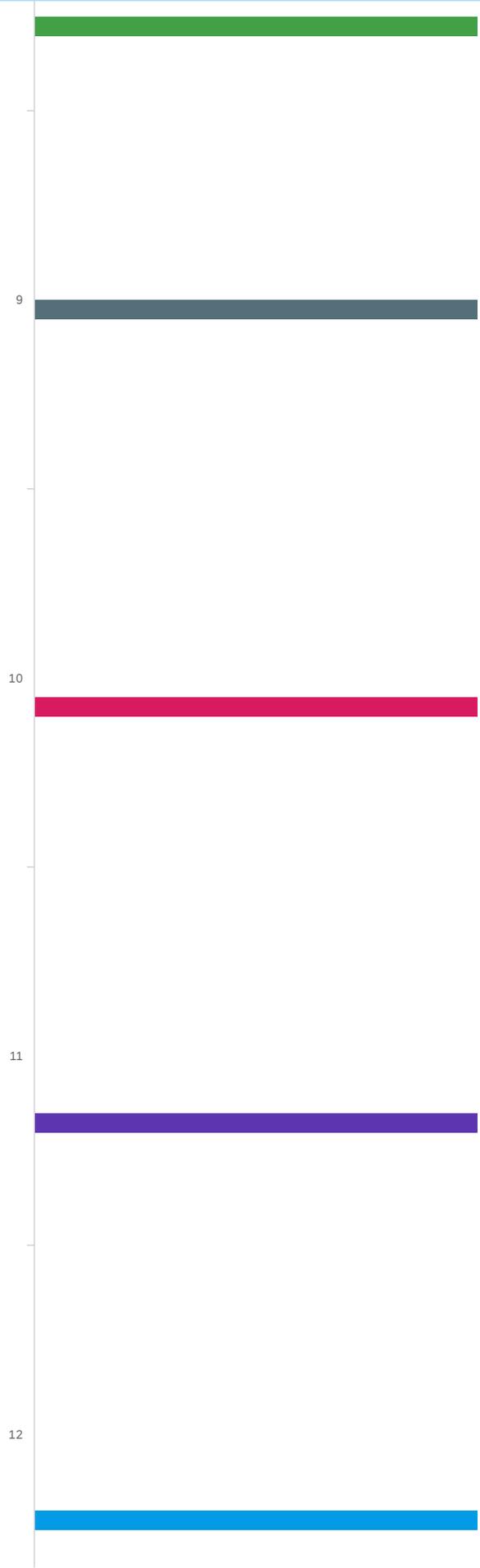
Showing rows 1 - 3 of 3

Q49 - Please rank order the top 3 factors that you believe have the most significant

impact on your intention to leave your current position (with 1 indicating your top factor.)







0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1 1.1

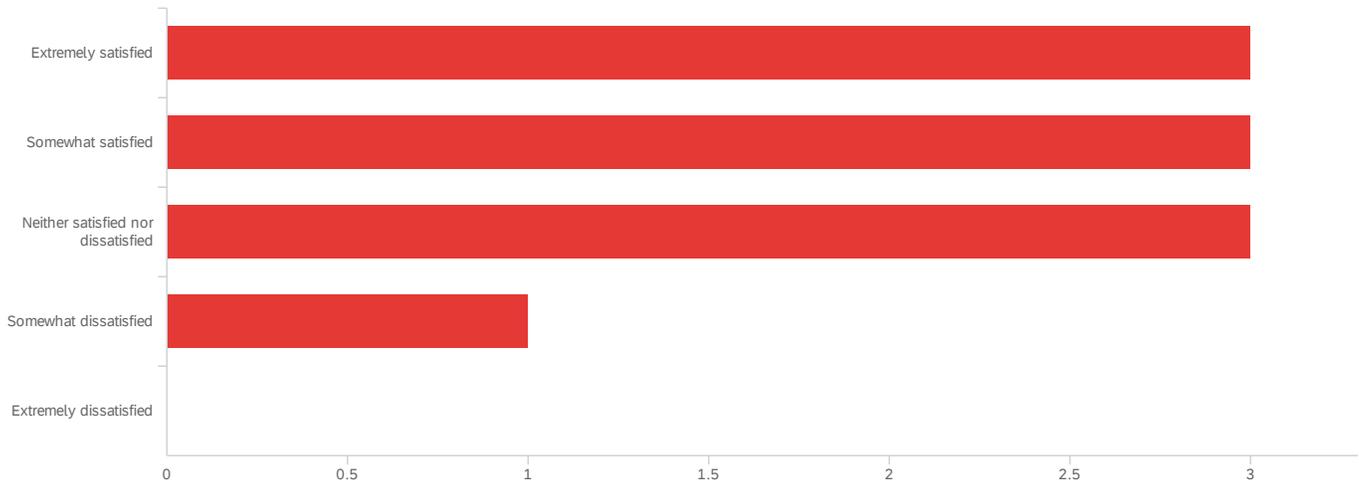
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Salary	3.00	3.00	3.00	0.00	0.00	1
2	Not having a mentor	4.00	4.00	4.00	0.00	0.00	1
3	Isolation	5.00	5.00	5.00	0.00	0.00	1
4	Experience(s) with prejudice and/or discrimination	6.00	6.00	6.00	0.00	0.00	1
5	Role confusion/ambiguity/conflict	7.00	7.00	7.00	0.00	0.00	1
6	Unwelcoming culture at Columbia University	2.00	2.00	2.00	0.00	0.00	1
7	Unwelcoming culture in the Environmental Science and Policy program	8.00	8.00	8.00	0.00	0.00	1
8	Little guidance about tenure process	9.00	9.00	9.00	0.00	0.00	1
9	Visa, Work Permit, Green Card related issues	10.00	10.00	10.00	0.00	0.00	1
10	Other factor 1	1.00	1.00	1.00	0.00	0.00	1
11	Other factor 2	11.00	11.00	11.00	0.00	0.00	1
12	Other factor 3	12.00	12.00	12.00	0.00	0.00	1

#	Field	1	2	3	4	5	6	7
1	Salary	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0
2	Isolation	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0
3	Experience(s) with prejudice and/or discrimination	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0
4	Role confusion/ambiguity/conflict	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1
5	Unwelcoming culture at Columbia University	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
6	Not having a mentor	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0
7	Little guidance about tenure process	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0

#	Field	1	2	3	4	5	6	7
8	Visa, Work Permit, Green Card related issues	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
9	Other factor 1	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
10	Other factor 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
11	Other factor 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
12	Unwelcoming culture in the Environmental Science and Policy program	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0

Showing rows 1 - 12 of 12

Q50 - Are you satisfied with the extent to which equity concerns are treated in your courses in the Environmental Science and Policy program?

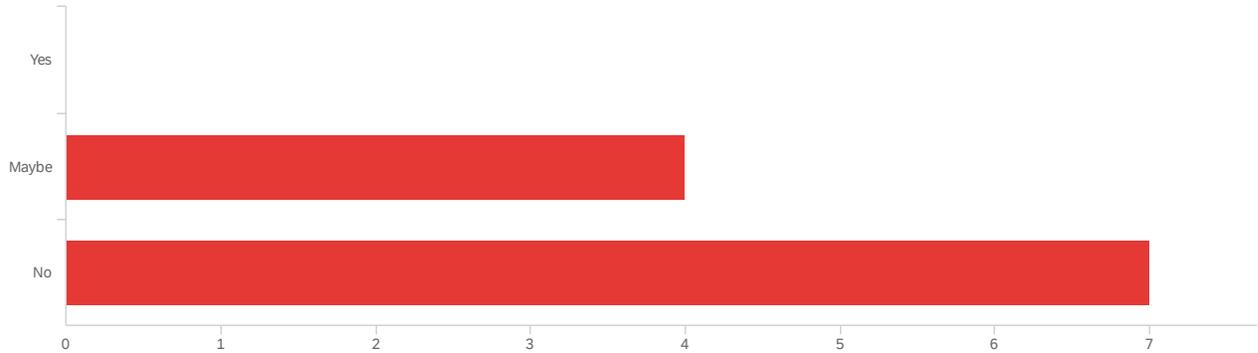


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you satisfied with the extent to which equity concerns are treated in your courses in the Environmental Science and Policy program?	1.00	4.00	2.20	0.98	0.96	10

#	Field	Choice Count
1	Extremely satisfied	30.00% 3
2	Somewhat satisfied	30.00% 3
3	Neither satisfied nor dissatisfied	30.00% 3
4	Somewhat dissatisfied	10.00% 1
5	Extremely dissatisfied	0.00% 0
		10

Showing rows 1 - 6 of 6

Q51 - Do you think barriers exist in the Environmental Science and Policy program to organizing and implementing anti-racism initiatives?

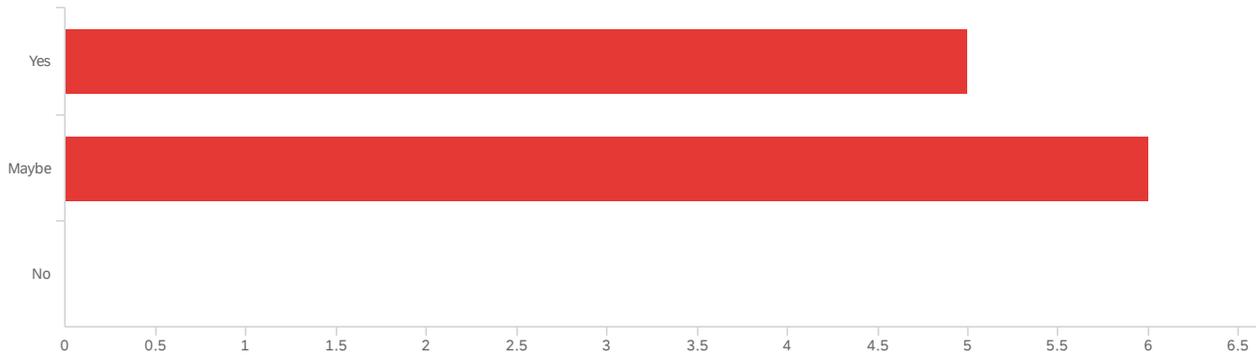


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you think barriers exist in the Environmental Science and Policy program to organizing and implementing anti-racism initiatives?	2.00	3.00	2.64	0.48	0.23	11

#	Field	Choice Count
1	Yes	0.00% 0
2	Maybe	36.36% 4
3	No	63.64% 7
		11

Showing rows 1 - 4 of 4

Q53 - Do you believe that your courses in the Environmental Science and Policy program adequately prepares students for sustainability jobs where social equity and/or environmental justice will be important considerations?

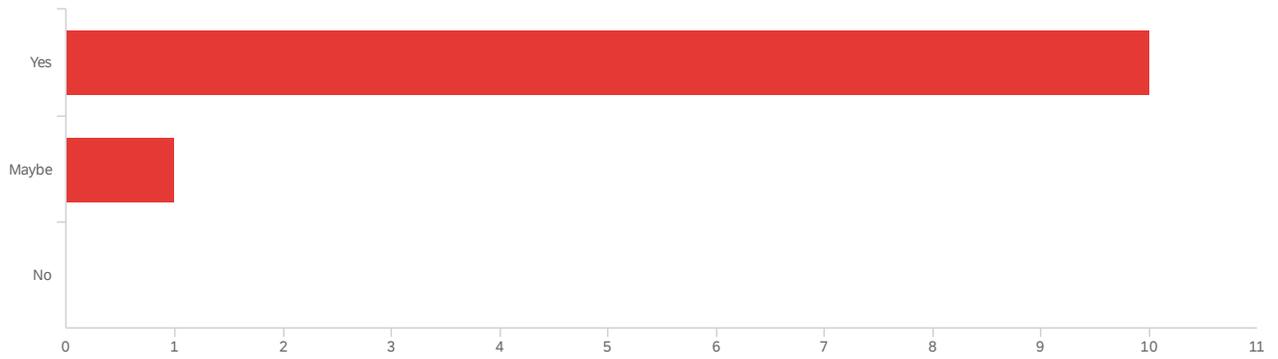


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you believe that your courses in the Environmental Science and Policy program adequately prepares students for sustainability jobs where social equity and/or environmental justice will be important considerations?	1.00	2.00	1.55	0.50	0.25	11

#	Field	Choice Count
1	Yes	45.45% 5
2	Maybe	54.55% 6
3	No	0.00% 0
		11

Showing rows 1 - 4 of 4

Q55 - Would you recommend Columbia University as a place to work?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you recommend Columbia University as a place to work?	1.00	2.00	1.09	0.29	0.08	11

#	Field	Choice Count
1	Yes	90.91% 10
2	Maybe	9.09% 1
3	No	0.00% 0
		11

Showing rows 1 - 4 of 4

About **Iere**



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.

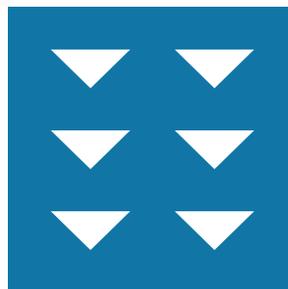
We use surveys, focus groups, interviews, observations, human resource policy analysis and other artefacts from your environment to assess your institutional culture and the impact it is having on your varied constituencies (internal and external). Apart from DEI audits, we also offer training and facilitation 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.

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