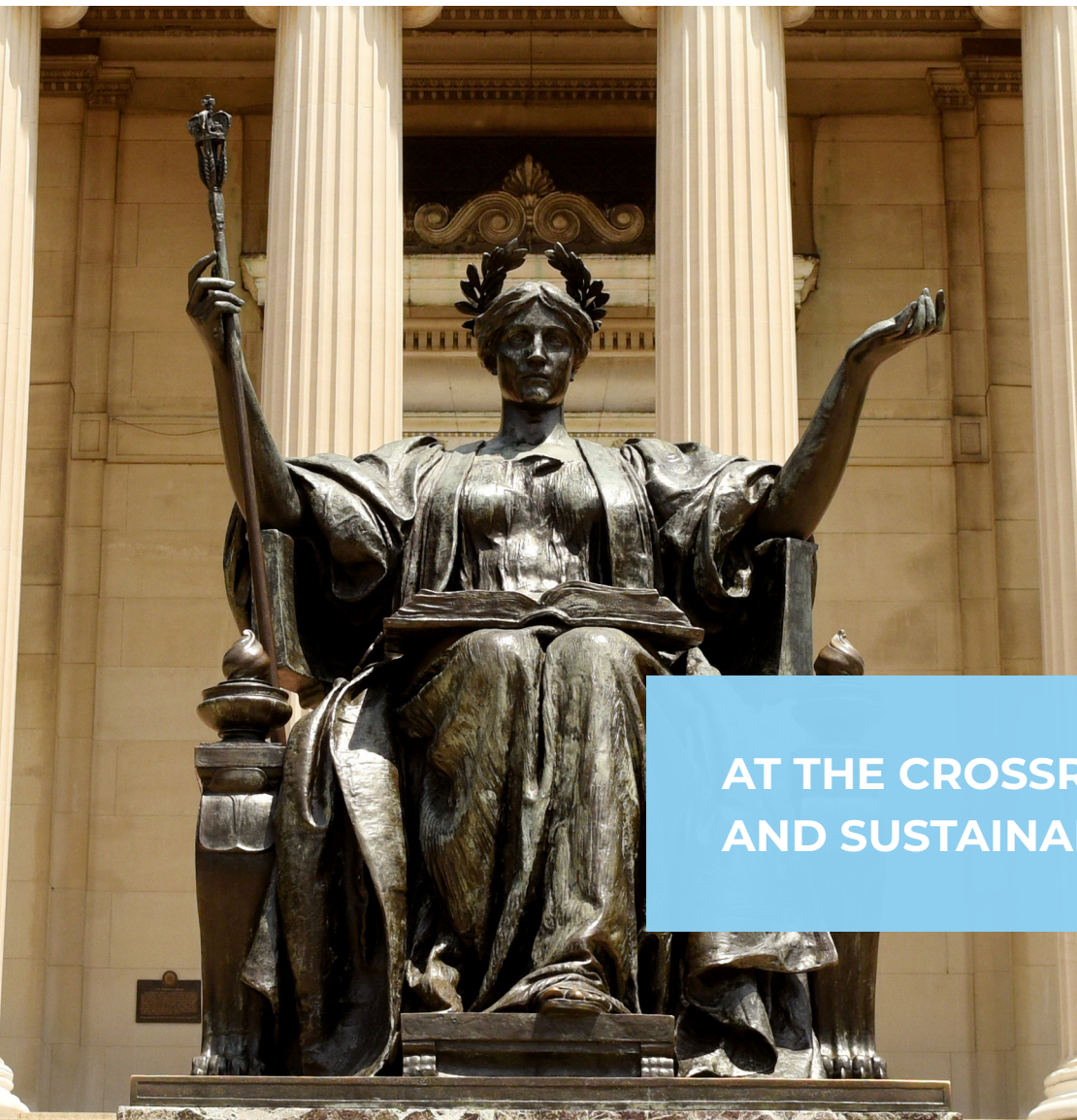**The Earth Institute**
M.S. in Sustainability Management
DEI Audit

AT THE CROSSROADS OF DEI AND SUSTAINABILITY

Iere Strategies, LLC
www.IereStrategies.com

ACRONYMS

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

AAC&U: Association of American Colleges and Universities
ANOVA: Analysis of Variance
CAQDAS: Computer-assisted (or aided) qualitative data analysis software
DEI: Diversity, Equity, and Inclusion
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

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Executive Summary

Context

In the spring of the 2020/2021 Academic Year, Iere Strategies was retained by the M.S. in Sustainability Management (SUMA) program (a joint program of the Earth Institute, Columbia University and the School of Professional Studies) to undertake a Diversity, Equity, and Inclusion (DEI) Audit. This audit and the accompanying preparatory work within SUMA occurred in the context of a global pandemic, which perhaps curtailed the pace, scale and tenor of data collection. However, a major strength at SUMA 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. SUMA 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 SUMA
2. To issue a report with recommendations to the DE&I Committee

Methodology

Iere issued 3 surveys (in consultation with the SUMA DE&I committee) to SUMA student, faculty/staff and alumni constituencies. Our work also included focus groups with students, staff, faculty, alumni, together with interviews of members of the SUMA DE&I Committee, and analyses of the SUMA website and several artifacts sought from or provided by SUMA. We also conducted a curricular analysis of two consecutive sessions from one (of three sections) of the Sustainability Management course as well as 1 session from each of 5 different Integrated Capstone Workshops.

In sum, data were sourced from:

◊ Quantitative Survey data from a total of 314 respondents (49 Faculty/Staff, 146 Alumni, and 119 Students)
◊ Qualitative Survey data
◊ Focus Groups with a total of 18 individuals (5 Faculty/Staff, 7 Alumni, 6 Students)
◊ Interviews with members of the DEI Steering Committee. 5 Individuals
◊ Analysis of SUMA Website
◊ Analysis of two consecutive sessions of one (of 3 Sustainability Management courses) and 1 session from each of 5 different Integrated Capstone Workshops
◊ 2 Artifacts: Admissions data, and Communications regarding recruitment and marketing.

DEI Definition

The definition of DEI, as presented below by Iere Strategies, and used throughout this report, 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
◊ Sustainability and DEI (which offers a terse literature review on DEI)
◊ Methodology
◊ Findings
◊ Recommendations
◊ Appendices: including Research on Diversity Training Efficacy, & 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 SUMA 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 SUMA 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. Students perceived DEI incorporation into the curriculum as superficial and 'out of touch' with current trends
2. DEI is viewed as an opt-in type of endeavor, rather than embedded within the fabric of the program
3. Existing patterns of microaggressions are both unaddressed and underreported
4. An environment that is unwelcoming to political views and opinions that deviate from what is considered mainstream within the program
5. International students often felt underestimated and underrepresented within the classroom, and under-supported by the institution

Key Recommendations

Iere has generated an extensive list of recommendations. Of course, these are mere suggestions, and SUMA 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. Robust DEI education (with efficacy assessment) for faculty, staff/administrators and students
2. Assessing and Clarifying Bias & Discrimination Reporting
3. Website Augmentation
4. Develop a program based on restorative/transformative practices to facilitate informal resolution of DEI-related incidents
5. Course Evaluation Assessment

6. Repository for faculty sharing resources
7. Develop curricular standards that foster DEI
8. Consider implementing more courses that center or substantively reflect the intersection of DEI and sustainability
9. Fostering classroom spaces where diversity of thought can thrive
10. Acknowledging and compensating adjunct faculty
11. Incentivize faculty and staff doing innovative DEI work
12. Searches should include a DEI advisor and use of a rubric
13. Having students on search committees
14. Continue recruitment efforts at HBCUs and other MSIs
15. Tackling issues specific to international students
16. Mentoring program between current students and alumni
17. Ongoing climate study: This audit is the start of SUMA's ongoing DEI efforts. Implement a regular and consistent way to discern the community's perceptions and experiences of the SUMA climate. This can and should inform your ongoing DEI plans and efforts; it ought to be an iterative process.
18. Continued transparency
19. Issue an annual DEI report card
20. Disaggregating DEI data
21. Support minority-owned businesses
22. Improving admissions data collection and analysis

Conclusion

It was found throughout this engagement, that there are initiatives at SUMA that are working well and offer great promise; our recommendations seek to build on those. The recommendations contained herein are based on Iere's data analyses, as well as, best practices and research in diversity, equity and inclusion. The recommendations should be operationalized and

implemented in a systematic fashion, and with community-wide participation and ample resources. It should be noted that no one recommendation is a 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 an organization; it all depends on internalizing the will to create a climate where diversity, equity, and inclusion thrive.

Sustainability & DEI

Introduction

Sustainability is not exclusively centered around environmental issues. Mitigating issues related to sustainability also involve addressing ethical questions that examine topics of diversity, equity, and inclusion (DEI). 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 progress with gender diversity, 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 involve a diversity of stakeholders. It is therefore essential that institutions offering sustainability programs like Columbia's Sustainability Management (SUMA) program address issues of DEI as they prepare students to be future sustainability leaders 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, 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.

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). In fact, SUMA has a dedicated DEI commitment on its website and a DEI committee which comprise students, alumni, faculty, and staff. Formed in 2020, the committee oversees the MS in Sustainability Management program's anti-racism work, provides accountability for the implementation of recommendations that emerge from committee discussions, and communicates periodically with stakeholders on the program's progress. 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 SUMA more specifically, DEI and sustainability are both concerned with the creation and maintenance of a just and sustainable society. Students have clearly demonstrated a commitment to advancing DEI issues at SUMA, especially as students have witnessed social disruptions due to racial injustices like police brutality to environmental injustices like the Dakota

Access Pipeline. Students are 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). The strategic synergy between student efforts and that of faculty and staff can be a potent driver of substantive DEI change.

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, Du Bois, Echo-Hawk, & Goins, 2005) so as to foster and deepen cultural awareness, knowledge and competency. Intentionally surfacing DEI concerns among different

stakeholders and addressing those concerns in a systematic and transparent way is itself a social justice approach to DEI.

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. Students have continued to put pressure on SUMA to advance DEI issues. These continued efforts are a reflection that institutional DEI values may be misaligned with substantive actions necessary to achieve them (Hoffman & MItchell, 2016). Moreover, 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 M.S. in Sustainability Management, a joint program of the Earth Institute, Columbia University and the School of Professional Studies, 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 SUMA program;
◊ Evaluate beliefs and attitudes around diversity, equity and inclusion by faculty, staff, students, administration and alumni of the SUMA program;
◊ Review policies, procedures and practices, inclusive course syllabi and class recordings;
◊ Examine the interface between administrative action and community expectations around matters of diversity, equity and inclusion in the SUMA program;
◊ Provide recommendations on a way forward.

DEI Audit Process
Using data sourced from three (3) climate surveys of students, alumni, and faculty/staff

of the SUMA program, Iere Strategies, LLC undertook focus groups of students, faculty, staff and alumni of the SUMA program. These focus groups were supplemented with individual interviews of members of the SUMA 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 SUMA 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. 18 Individuals
◊ Interviews with members of the DEI Steering Committee. 5 Individuals
◊ Analysis of SUMA Website
◊ 2 Artifacts: Communications regarding recruitment and diversity; and DEI Communications

SUMA DEI Audit Process

Surveys	Faculty/Staff: 49	Alumni: 146	Students: 119	Total: 314
Focus Groups	Staff & Faculty: 5	Alumni: 7	Students: 6	Total: 18
Interviews	Senior Admin + DEI Steering Committee: 5			
Analysis	Transcripts	Class Lectures	Artifacts	Syllabi	Website
Final Report	Major Findings		Recommendations	

Surveys → Focus Groups → Interviews → Analysis → Final Report

Findings

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

Before we present the findings, we wish to commend SUMA 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. We hope that these findings will aid SUMA in their DEI journey.

Survey Sample Characteristics

As part of the DEI audit, Iere administered three separate surveys in 2021 to SUMA students, alumni, and faculty/staff/administration. The demographics of the survey respondents are presented in Table 1 below. Iere's survey data included 314 respondents: 119 (37.9%) students, 146 (46.5%) alumni, and 49 (15.6%) faculty, staff, and administrators. The survey sample represents 31% of all 384 current students, 79.2% of all 48 faculty members (38 respondents reported being faculty), and 15.7% of approximately all 930 alumni. 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'.

N.B. It should be noted that the racial categorization collected from SUMA at the time of program applications differ from racial categories provided to respondents in surveys. Specifically, no category for "Hispanic or Latinx" was offered in SUMA applications as it was in surveys. Any comparisons would therefore be erroneous.

Table 1			
Demographics		Sample	
Characteristic	Subgroup	*n*	%
Position status	Administrator/Faculty/Staff	49	15.6%
	Alumni	146	46.5%
	Student	119	37.9%
Gender identity	Genderqueer / Non-Binary	3	1.0%
	Man (cisgender)	84	26.8%
	Prefer not to say	1	0.3%
	Self Describe	1	0.3%
	Transgender	0	0.0%
	Woman (cisgender)	187	59.6%
	Missing	38	12.1%
Race/Ethnicity	Asian	54	17.2%
	Black	15	4.8%
	Hispanic	18	5.7%
	Middle Eastern/North African	7	2.2%
	White	144	45.9%
	Multiracial	28	8.9%
	Missing	48	15.3%
Sexual Orientation	Asexual	10	3.2%
	Bisexual	6	1.9%
	Gay/Lesbian	7	2.2%

	Heterosexual	237	75.5%
	Pansexual	5	1.6%
	Queer	4	1.3%
	Questioning	4	1.3%
	Self-Describe	3	1.0%
	Missing	38	12.1%
Citizenship Status	Asylum Seeker/Refugee	0	0.0%
	Non-immigrant	64	20.4%
	Permanent resident	14	4.5%
	Undocumented	0	0.0%
	US Citizen	169	53.8%
	Missing	67	21.3%
Disabilities	Have Apparent/Visible Disabilities	5	1.6%
	Do Not Have Apparent or Non-Apparent Disabilities	214	68.2%
	Have Non-Apparent/Not Visible Disabilities	21	6.7%
	Prefer Not to State	10	3.2%
	Missing	64	20.4%
Veteran Status	Yes, Veteran	3	1.0%
	No, Never Served	247	78.7%
	Missing	64	20.4%

Admissions Data

SUMA provided Iere with a considerable admissions dataset, which was compiled using 3 separate sources (Apply Yourself, Salesforce, and Slate); however, within that, there was a substantial amount of missing data which complicated our analysis. There were a total of 3884 applications from Spring of 2016 to Fall 2021, yet only 1902 were fully visible in the excel spreadsheet; 1982 applications were hidden within the dataset for unclear reasons. Of the 1902 visible applications, the majority (68.1%) had an "Unknown" commit status. Applications without any commit status information (e.g., "Unknown" or empty) were omitted from any demographic counts below (See Table 2). Of the applications with a commit status, 339 (17.8%) were 'Admitted' or 'Commit' status, 159 (8.4%) were 'Reject', 77 (4.0%) were 'Reject Hard', and very few counts of other statuses. Of the applications with a commit status, 384 (62.5%) were 'female', 227 (37%) were 'male', and 3 (.2%) were missing. Of the applications with a commit status, 339 (59.0%) were 'Asian', 118 (20.5%) were 'White', 16 (2.8%) were 'Black'. 14 (2.4%) were 'Multiracial', and 14 (2.4%) were 'Other'. There was 1 (.2%) 'American Indian or Alaska Native' and 1 (.2%) 'Arab or Middle Eastern or North African'. Glaringly missing was the category of 'Hispanic' or "Latinx/ Latine' in the SUMA application. Upon further investigation, the SUMA application has never offered applicants the ability to choose 'Hispanic' or "Latinx/Latine', therefore it seems that many applicants from Central and South American countries chose 'White' or 'American Indian or Alaska Native'. Demographic comparisons between the SUMA admissions data and the Iere survey data would therefore be erroneous as racial categories are inconsistent as Iere surveys did offer the ability to choose 'Hispanic'. Iere has been informed that the current application system, which the School of Professional Studies uses, offers the option to applicants to identify as Latinx.

While there is substantial data missing from the admissions dataset, racial demographics obtained are still important to display and could help inform future DEI audits. Table 3 displays the racial breakdown of the applicants with commit status. An interesting future exploration would be an analysis which includes a complete collection of the racial demographics from submitted applications, and a comparison between those who were 'Admitted' versus 'Rejected' and 'Rejected Hard'. For example, one important question would be "Are people from underrepresented minority groups or the Global South being rejected at higher rates?"

Table 2			
Admissions Demographic Data			
Characteristic	Subgroup	*n*	%
Commit Status	Admitted/Commit	339	
	Reject	159	8.4%
	Reject Hard	77	4.0%
	Unknown/Null/Empty		
	AI	2	0.1%
	Decline	14	0.7%
	No Decision	6	0.3%
	Too Late	6	0.3%
	Waitlist	1	0.1%
	Withdrawn	3	0.2%
	Total		
Gender	Female	384	
	Male	227	
	Missing	3	0.5%
	Total	614	
Race	American Indian or Alaska Native	1	0.2%
	Arab or Middle Eastern or North African	1	0.2%
	Asian	339	
	Black	16	2.8%
	Multiracial	14	2.4%
	White	118	
	Other	14	2.4%
	Missing	58	
	Prefer Not to Respond	14	2.4%

Table 3			
Admissions Data Status			
Commit Status	Racial Category	*n*	%
Admitted	American Indian or Alaska Native	1	0.3%
	Arab	1	0.3%
	Asian	159	46.9%
	Black	11	3.2%
	Multiracial	9	2.7%
	White	95	28.0%
	Missing	44	13.0%
	Prefer not to respond	8	2.4%
	Other	11	3.2%
	Subtotal	339	
Reject	Asian	134	84.3%
	Black	2	1.3%
	White	13	8.2%
	Prefer not to respond	6	3.8%
	Missing	4	2.5%
	Subtotal	159	
"Reject Hard"	Asian	46	59.7%
	White	10	13.0%
	Black	3	3.9%
	Missing	10	13.0%
	Multiracial	5	6.5%
	Other	3	3.9%
	Subtotal	77	

	Grand Total	575	

Figure 1

Racial Demographics of Admitted Applicants from Spring 2016-Fall 2021

Admitted Students

- Asian
- White
- Black
- Multiracial
- Arab
- Missing
- Prefer not to respond
- American Indian or Alaska Native
- Other
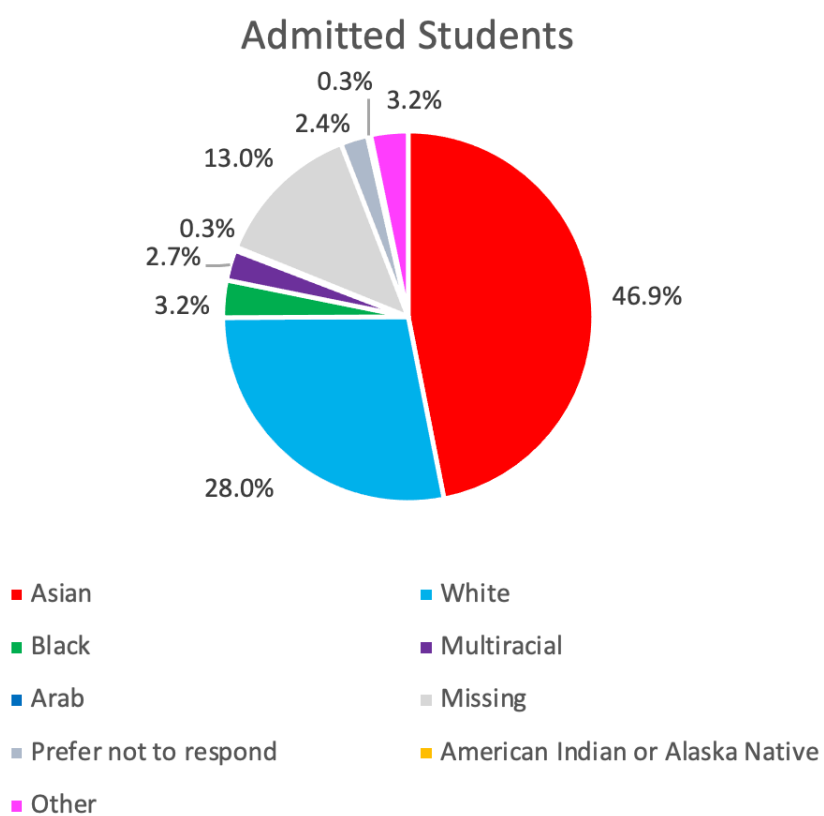
Figure 2
Racial Demographics of Rejected Applicants from Spring 2016-Fall 2021

Rejected Applications

- Missing
- Asian
- Black
- White
- Prefer not to respond

84.3% · 8.2% · 1.3% · 3.8% · 2.5%
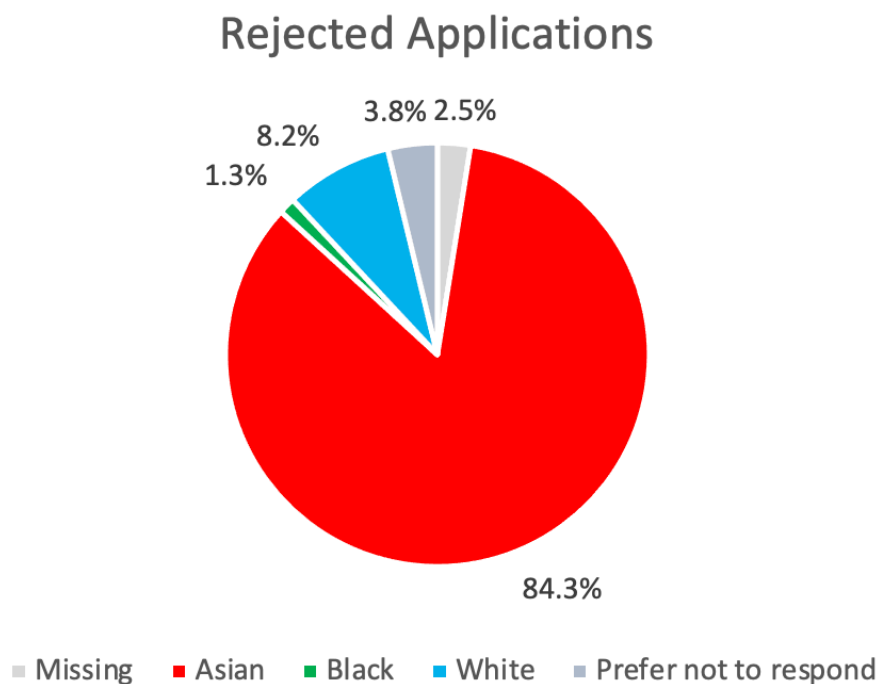
Figure 3
Racial Demographics of Rejected Hard Applicants from Spring 2016-Fall 2021

"Reject Hard" Applications

- Asian
- White
- Black
- Missing
- Multiracial
- Other

59.7% · 13.0% · 3.9% · 13.0% · 6.5% · 3.9%
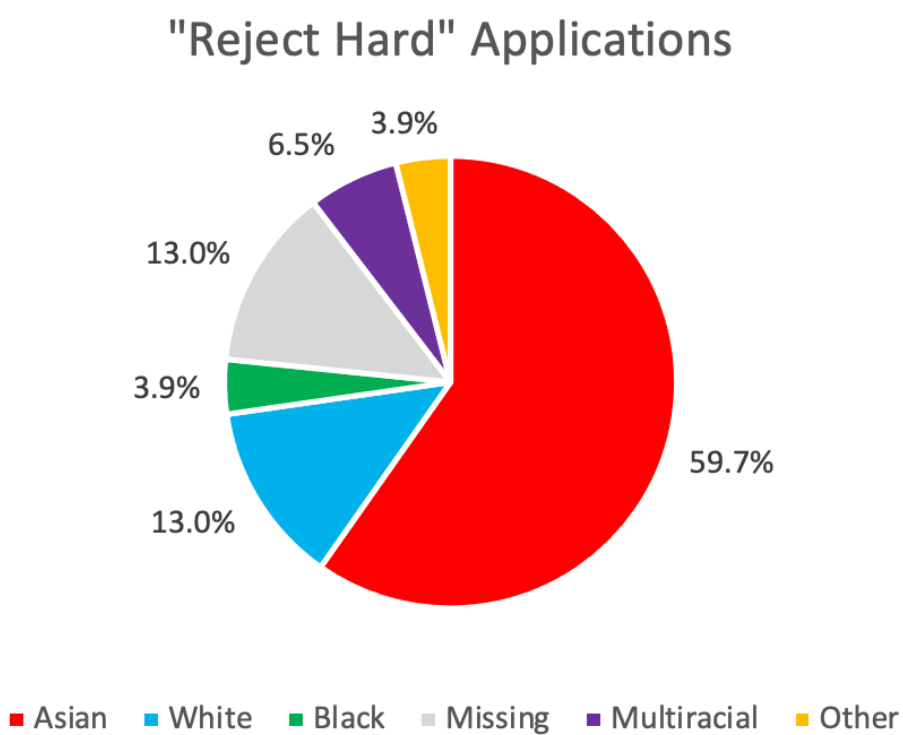
Diversity, Equity, Inclusion at SUMA: Findings

Website Analysis

Iere conducted a DEI analysis of the SUMA Iere conducted a DEI analysis of the SUMA website on April 4, 2021. SUMA presents itself as a top-tier sustainability program located in New York City, the "living laboratory" for sustainability practice.

SUMA's website has a dedicated tab to DEI and the language used positions SUMA as explicitly anti-racist; this signals that SUMA acknowledges the importance of DEI at the institution. The webpage provides an overview of the SUMA Diversity, Equity, & Inclusion Committee, formed in 2020, composed of faculty, students, alumni, and staff who meet throughout the year to discuss initiatives and assess programs. The committee posts their meeting details on the web page as well; this conveys a sense of transparency and provides a way for incoming community members to hold the institution accountable to commitments already made. SUMA also includes links to previous events in which at least one includes a discussion centering equity in sustainability. Noticeably missing however are any links or resources for students who might need to file complaints or look for support regarding any misconduct, discrimination, harassment, or assault on campus. These resources are critical and convey to students that not only is SUMA dedicated to their intellectual development but also prioritizes their safety and well-being. It should be noted that the Columbia University Office of University Life's website includes many valuable resources applicable to SUMA students, and the SUMA website should have a link to these resources. For

example, the work of the Task Force on Inclusion and Belonging at Columbia.

From a visual representation standpoint, there are images on the general SUMA website of people from various racial and ethnic backgrounds, and more individuals who present as women than men. There are no images of students, faculty, or alumni with visually apparent disabilities, although it should be noted that there are many disabilities that are not visually apparent. Disability resources and support (e.g., Columbia SPS Disability Office) were found in fewer than four clicks on the website from the homepage; the resources were described as being part of Student Services.

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) and does not feature an obvious and simple way to translate the information into other languages for English language learners (ELL).

Curricular Assessment

SUMA offers more than 50 elective courses annually. Iere sampled two required courses in SUMA's core course offerings to conduct a curricular assessment. While the assessed course sessions are not meant to be generalizable to SUMA's entire course offerings, this assessment may serve as a guide if SUMA decides to conduct its own DEI course assessments in the future. Every course session should strive to be diverse, inclusive and equitable. Furthermore, even if the theme of a class session is not centered on DEI, faculty members should aim to foster a learning environment that is inclusive and diverse in terms of content, pedagogy, facilitation, assignments, and student

outcomes; consistency in these spheres would contribute to the kind of learning environment in which all community members can thrive.

As part of the DEI audit, Iere conducted a curriculum review which included analyses of syllabi and class lectures from courses provided by SUMA: Sustainability Management (PS4100; Section: 001; Fall 2020) and Integrative Capstone Workshop (SUMA PS5200; 5 total workshops from Fall 2020). The assessment only includes one section of the Sustainability Management course which offers three sections (2 in the Fall and 1 in the Spring), and 1 session from each of 5 Integrative Capstone Workshops. 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 rubric was scored 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.

Sustainability Management (PS4100: Section 001). Syllabus Audit. The syllabus was rated as 'Beginning', as it conveyed minimal demonstration of DEI. This was illustrated in the minimal 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 during the pandemic. There was no reference to providing accommodations for students with disabilities or those adhering to religious observances. Similarly, there appears to be somewhat of a diversified curriculum, as the syllabus does include case studies and readings specific to sustainable efforts in other countries than the U.S. However, discussions and readings do tend to frequently fall along the White and Black binary in urban communities.

Sustainability Management (PS4100: Section 001). Lecture Audit. Iere rated two consecutive lectures from this course which occurred in the fall of 2020. The majority of students, the professor, and teaching assistant appeared to be White. For Lecture 1, the lecture was rated as "Beginning" as there appeared to be some demonstration of DEI facilitation techniques or inclusion of DEI content but seemed to be incorporated superficially. For Lecture 2, the lecture was

rated as "Danger", especially since there seemed to be less DEI facilitation techniques observed despite the central theme of that lecture centering on diversity and inclusion.

There were no overtly observed disrespectful student interpersonal dynamics or microaggressions. The professor did not appear to have a strong or friendly relationship with his students although he was respectful by recognizing and calling students by their names and also frequently affirmed student comments and questions. The class content for Lecture 1 did reflect some diversity by including readings on case studies that represented a variety of communities (e.g., The Bronx residents). However, conversations observed did not unpack issues of equity with deep engagement. The class format did not demonstrate DEI elements, as the instructor mainly used lectures mirroring the traditional banking model of education (i.e. more teacher-centered than student-centered), and individual students presenting to the class on behalf of their group (i.e., no collaborative presentations). Additionally, in both class lectures, lecture presentations were visually accessible for those with dyslexia but were not for those with other visual-specific accessibility needs (e.g., no closed captioning). Moreover, in both lectures, all video cameras for students were on (though it is unknown if there was an explicit rule) and student verbal participation occurred mostly by White perceived students. Lastly, in both Lectures 1 and 2, the instructor did not demonstrate any DEI questioning strategies (e.g., calling for a diversity of voices, in an environment where only White students spoke). Moreover, the instructor did not implement any remote teaching equitable practices in either lecture (e.g., recognizing that online teaching is not "typical", being mindful of the impact of stress on the brain etc.).

Integrative Capstone Workshop (SUMAPS5200). Syllabus Audit. The syllabus was rated as "Beginning", as it incorporated few DEI elements. More specifically, in terms of 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: it appeared that the only book students used for the course was a free handbook with links to various websites and PDFs. The syllabus itself was somewhat dyslexia-friendly as it used Arial font but was in size 10. There was also 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, individual-written work) but no mention of providing accommodations for students adhering to religious observances. Capstone lectures are workshops and not courses that would necessarily require a reflective teaching approach. However, there is still room to incorporate a reflective approach to providing support (e.g, incorporating several points throughout the semester for students to provide feedback on the workshop support structure). There appeared to be some attention to assessing students equitably. Student performance was based on several indicators spread out across the semester (e.g., individual written work, participation in group meetings, conceptual ability as illustrated in comments to faculty & client, ability to meet deadlines, and work with fellow team members).

Integrative Capstone Workshop (SUMAPS5200). Lecture Audit. 5 Workshop lectures spanned from November 2020 to February 2021. All lectures were synchronous and conducted remotely on Zoom. White perceived students and women tended to be the majority. The majority of instructors

were White perceived (n= 2 men; 1 woman) and other instructors were Black women. From those who verbally participated in class (evident in those who appeared on screen while they spoke), there appeared to be a range racially or ethnically and by gender.

For Workshops 1 to 5, the lecture ratings ranged from "Danger" (n=2) to "Beginning" (n=3). There appeared to be very little to some demonstration of DEI facilitation techniques or inclusion of DEI content; where those were noted, they seemed to be incorporated superficially. More specifically, with regard to fostering an intellectually and socially safe environment for learning, across all workshops there appeared to be no overtly disrespectful student interpersonal dynamics or microaggressions committed by students or the professor, but there also appeared to be no established class norms.

The capstone handbook outlines all information needed for students to successfully engage in the capstone workshops with their peers, including roles and responsibilities, running successful meetings, conflict resolution, and other guidance. All of the outlined types of rules, solutions, and expectations in the handbook offer helpful structure for students, however, norming is meant to establish a positive classroom culture by developing and reinforcing norms around a set of behaviors for working together and managing the environment.

Faculty members ask students to consider how they wish to be treated by others, how they want their classmates to interact with each other, and how to engage the materials used. Norms are more fluid and can be altered by the group when norms no longer serve the purpose intended. Students and instructional team members jointly developing and implementing

norms shift some of the responsibility for supporting and encouraging socially appropriate interactions from the teacher to the students. It also helps to ensure that students indeed understand the classroom community's expectations and provides the rationale for them to monitor and change their own behaviors if the expectations deviate.

There appeared to be a palpable tension in one group; in response, the instructor appeared to address it by providing solutions and affirmations of student performances. The instructor also stayed with the group throughout the entirety of the lecture. With regard to building supportive relationships with students, teacher-student relationships appeared to range across workshops; some teachers seemed to have strong or friendly rapport with their students while others seemed to restrict their conversations with students to solely the class content or were minimally present in the lecture. However, all teachers frequently affirmed student comments and questions.

As it pertains to faculty language and disposition, across all lectures, the instructors did not appear to be condescending to or dismissive of student questions or comments and did not use explicitly exclusive language. 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. Lastly, the instructor also appeared to be actively listening.

With regard to fostering equitable student participation, across all workshops, there

appeared to be no evidence of instructors doing so. No small groups or dyads were incorporated into the class lectures, which could be a result of the workshop already being small (4-6 students). With regard to student engagement, students seemed to be moderately engaged. In all lectures, there was a mix of cameras being on or off for students; it is unknown if there was an explicit rule about video practices. It is important to note that student verbal participation (which for this purpose will be used as a proxy for engagement) occurred across racial and ethnic backgrounds. In one lecture, some men spoke a bit more, and in others White students spoke a bit more. Across workshops, the majority of instructors did not utilize DEI questioning strategies. Lastly, two out of five instructors implemented remote teaching equitable practices (e.g., recognizing that online teaching is not "typical", being mindful of the impact of stress on the brain etc.).

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 quickly and under extraordinary circumstances. 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 SUMA 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 SUMA internal communications. For focus groups and interviews, I ere spoke with a total of 23 persons: Staff/Faculty (n=5), Alumni (n=7), Students (n=6), Senior Administrators (n=5). This audit explored the landscape of diversity, equity, and inclusion at SUMA by exploring how SUMA community members conceptualized DEI, and their perceptions and experiences of DEI as reflected in the campus climate, curricula, and institutional policies and initiatives. Each sub-heading in bold represents major themes that emerged from the analyses.

1. **Students perceived efforts to incorporate DEI into the curriculum as superficial and "out of touch" with current trends within both the field of sustainability and the socio-political moment**

On August 31, 2020, in the aftermath of global protests following the murder of George Floyd in May 2020, students from SUMA and ESP sent a powerful, collaborative letter to SUMA Director, Steve Cohen, and the SUMA administration. Students expressed their appreciation for the program and also their disappointment with the ways in which they perceived SUMA perpetuates systemic racism. The letter highlighted the underrepresentation of Black, Indigenous, and People of Color (BIPOC) among SUMA faculty and students. Given that BIPOC communities are at most risk of environmental injustices, students called on the program to better prepare them to address social inequities, or risk the students becoming "reinforcers of a violent and broken social order that harms BIPOC communities".

SUMA students had already organized to tackle issues related to DEI at SUMA by holding student round tables, conducting surveys, and hosting weekly meetings and workshops throughout the summer with both students and alumni. In this letter, students offered tangible ideas, action items, and solutions, such as integrating

environmental justice into the SUMA program by changing course syllabi, curricula, and degree requirements; adding additional classes; institutional commitment to sponsor conferences; and networking/ mentorship for BIPOC-owned organizations. They also called for advancing faculty & student DEI by creating transparency in recruitment initiatives for diverse faculty & students, creating DEI committees with authority to generate mandatory anti-racist programming and ensuring follow through on DEI efforts, and making financial aid changes from "merit-based" to "need-based", specifically focused on BIPOC persons.

On September 3rd, 2020, Steve Cohen responded to students by stating that SUMA had already started consulting with experts on how to implement anti-racism in the program that summer. The response addressed students' proposals as well as actions already taken and plans for the upcoming year, which included: integration of equity in the SUMA curriculum by adapting existing courses and creating a new course for the fall; a workshop on community resilience and racism; a conversation about equity in Baltimore; a skills seminar about climate justice and leadership; a DEI audit to be conducted by a consultancy and a committee of students, faculty, alumni, & staff to oversee the audit, provide accountability, and decide on communications with students/alumni; improved recruitment methods to diversify students – both in-person events and online efforts – and to better engage Historically Black Colleges & Universities (HBCUs) and Minority Serving Institutions (MSIs) more directly; conference participation; and students being invited to join the multiple anti-racism discussions planned and led by SUMA administrators. Student fellowships would also be considered, as part of these plans and discussions.

On September 24, 2020, students sent a petition to maintain pressure on the administration to follow through on the list of initiatives stated. This represented student efforts to hold SUMA accountable for the commitments to DEI that had been adopted. Institutions of higher education have included commitments to diversity for decades yet still struggle with integrating DEI into the lived experiences for students and faculty/staff. When institutions make public statements about their commitments to diversity and anti-racism, the act itself can be what Sarah Ahmed (2006) describes as "nonperformative"; they work "precisely by not bringing about the effects that they name". Therefore, when substantive changes are not made, DEI efforts can be perceived as superficial.

On February 19, 2021, Director Cohen sent an update to announce the creation of the Sustainability Management DE&I Committee and actions taken over the previous six months. The committee's mandate was: to oversee the program's anti-racism work; provide accountability for the implementation of recommendations that emerge from committee discussions; and communicate periodically with students, alumni, and faculty on the program's progress. Iere Strategies LLC was announced as the consultancy conducting the audit. Over the previous six months, SUMA had participated in the SPS Historically Black Colleges and Universities (HBCUs) fellowship program, and had greater online outreach to HBCUs and Minority Serving Institutions (MSIs). Additionally, there were collaborations with SUMA faculty to integrate applicable courses, add new courses, and expand co-curricular programming. To boost recruitment efforts, SUMA held 3 information sessions catered to HBCUs and MSIs from December 2020 to March 2021. It was also announced that high-achieving undergraduate seniors selected by partner HBCUs would be eligible for fellowships granting full tuition and

housing. Marketing efforts on LinkedIn to target potential students from HBCUs and MSIs were also initiated with some success.

A large proportion of current students and alumni do not believe issues of diversity, equity and inclusion are/were adequately covered in courses within the SUMA program. According to the Iere survey results, 26.43% of student respondents and 52.21% of alumni respondents were either somewhat or extremely dissatisfied with the extent to which equity concerns are covered in courses. During focus groups, students elaborated on this prevailing view adding that curricular engagement with issues of diversity, equity and inclusion were what Stein (2017) refers to as additive, rather than being interwoven throughout the course. One focus group respondent exemplified this approach, stating "the only thing that we've ever discussed in terms of equity was on the midterm; there was one question that said how can cost benefit analyses be redesigned to better address equity… And it was great, but it was just like an example of like somebody said you need to like bring some equity and inclusion into this coursework. So, this is where I'm going to put it in and like, frankly, not good enough"[1]. With similar responses, other students believed there was a lack of understanding within SUMA about what meaningful engagement with diversity, equity and inclusion should entail.

Frustration with the lack of curricular engagement with issues of diversity, equity and inclusion is further reflected in survey responses to whether SUMA's coursework was adequately preparing its students for sustainability jobs in which social equity and/or environmental justice are important considerations. Among the student survey respondents, 19.54% did not feel their coursework adequately prepared

them for such positions. More alarmingly, 34.51% of alumni survey respondents did not feel adequately prepared (See Figure 2). When discussing SUMA's course offerings, students acknowledged the strengths: academic rigor and the expertise of the faculty. Many, however, were concerned that SUMA's coursework was deliberately aimed at primarily preparing students for corporate jobs, or as one student noted "they're trying to teach us skills that we can plug into our resume to get a job at Johnson and Johnson". Although not problematic in itself, many focus group respondents believed that SUMA's course offerings were not intentional in their efforts of preparing or even encouraging students to question and challenge existing practices. One student highlighted this point, arguing:

> If you want to be the same old sustainability professional that has gotten us to where we are today, then yes, I think you'll be well prepared. Are you the sustainability professional that we need in order to lead a just transition--by the way, not a term that's used in classes very often--and create a regenerative economy? Then, no, I don't think that the coursework alone is going to get you to that point. And I think that there's a real opportunity to actually become a best in class sustainability management program.

Faculty acknowledged the importance of offering coursework that addresses questions of diversity, equity, and inclusion. There seemed, however, to be a prevailing view that these topics were inherently embedded within the field of sustainability, and therefore did not need to be further foregrounded. As one faculty member argued "I think we do it[…]; sustainability in itself, there's a subsection of environmental justice, I mean it's part of our DNA. So, I think we do it already. I don't think it needs to be

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1   Iere tends to excerpt direct quotes from the participants; we do not change the language or re-move fillers.
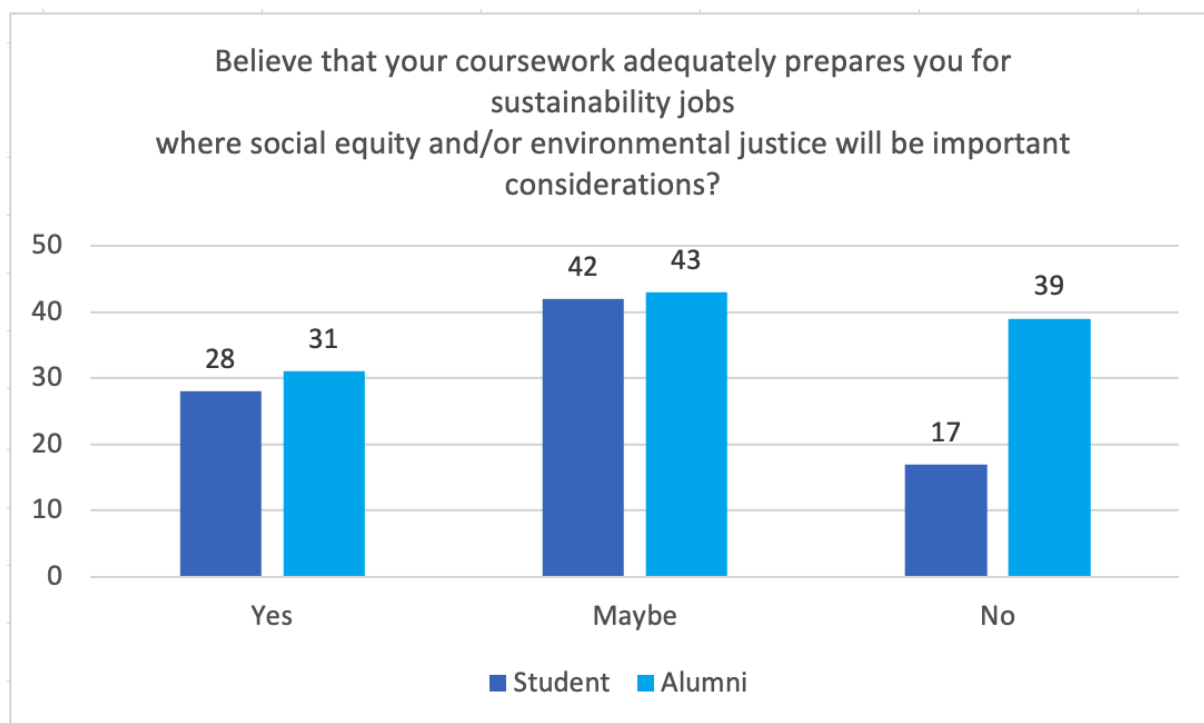
Figure 2. Student and Alumni Response to Coursework as Adequate Preparation
Note: Data sourced from surveys

completely transformed, maybe tweaked a little bit." Throughout the focus groups, there seemed to be competing perceptions between students/alumni and faculty regarding the urgency and necessity of curricular change.

2. DEI is viewed as an opt-in type of endeavor, rather than embedded within the fabric of the program

A great benefit and strength of the SUMA program is that it affords students maximum flexibility to select courses that best meet the students' career goals. As a result of this flexibility, students are able to take multiple courses in other schools across Columbia University. Indeed, about 25% of SUMA students' enrollments are in courses offered outside of the program. During focus groups, students recognized the benefits of flexibility, highlighting how they were able to pursue their interests and further engage with broad questions of diversity, equity and

inclusion in schools such as the Mailman School and Teachers College. While students were grateful for these opportunities, they were also frustrated at having to leave SUMA to engage with such topics. One student described her experiences, stating that her professor is a woman of color and "in my group projects, I am a minority as a White woman. And that is the experience I wanted from SUMA. But I had to go into Mailman to get it."

There are numerous courses within the SUMA program that address issues of environmental justice and equity. Moreover, the Sustainability Management course, a core requirement for all students, allots 1-2 weeks of the semester to discussions of the link between equity and sustainability. Nonetheless, there is widespread agreement among alumni and the student body that SUMA's coursework needs considerable revision in an effort to better address

questions of diversity, equity, and inclusion. During focus groups, both students and alumni expressed frustration about what was perceived as an unwillingness by faculty to seriously consider and address student feedback, especially those provided during course evaluations. One student highlighted that foregrounding equity would require a significant curricular overhaul, something she believed faculty did not have the time to do. The student noted

> there must have been people who have gone to the establishment and said, like, this is incredibly inappropriate, I think that they probably are like, wary of changing it, because it would require them to like, if they're teaching people how to like, critically look at the intersections between like sustainability and equity, they would have to rewrite their entire curriculum, because so much of the other classes are based on like this EPA in the 1970s kind of mindset.

Survey results also reflect the belief that reducing an insufficient curricular engagement with questions of diversity, equity, and inclusion to unwillingness among the faculty would be misleading; in other words, there are other hindrances to DEI at SUMA beyond faculty unwillingness. For instance, 26.44% of alumni survey respondents believed that there are barriers within SUMA that interfere with the organizing and implementing of anti-racist initiatives.

It is important to acknowledge that both students and alumni highlighted professors who were successful in foregrounding diversity, equity, and inclusion in their courses. One focus group participant singled out the International Environmental Law course as a positive example, noting that during the course, students actively discussed "the

inequities that are going on with regards to sustainability and sustainable development. And so, I appreciated what that course discussed, you know, like, there was no avoiding it, you had to talk about it". While positive examples existed, the prevailing view was that they were an exception rather than the norm. For the more vocal focus group participants, the dominant view was that diversity, equity and inclusion were optional: students interested in engaging with the topic could search for elective courses outside the program, and similarly, faculty committed to the topic could choose to incorporate it in their course. Diversity, equity and inclusion were not, however, believed to be thoroughly present or integrated within the fabric of the program.

3. Existing patterns of microaggressions are both unaddressed and underreported

It should be touted that many SUMA community members are satisfied with the overall climate at SUMA. As Figure 3 shows, 86.11% of faculty survey respondents are somewhat or extremely satisfied with the overall climate at SUMA; correspondingly, the data for alumni and students are 78.33% and 65.96% respectively.

However, a one-way ANOVA ($F(2, 241)=4.53$, $p=.01$) analysis of survey responses revealed that there are statistically significant differences among different stakeholders on how they perceive the general climate of the SUMA program (See Figure 3). This was exemplified in responses to a question in which participants were asked to rate SUMA on a continuum between being a racist (1) to anti-racist (5) environment. Table 2 displays the full results of respondent ratings about the program. Post Hoc analyses using Tukey's Honestly Significant Difference (HSD) indicated statistically significant differences, in which both the alumni
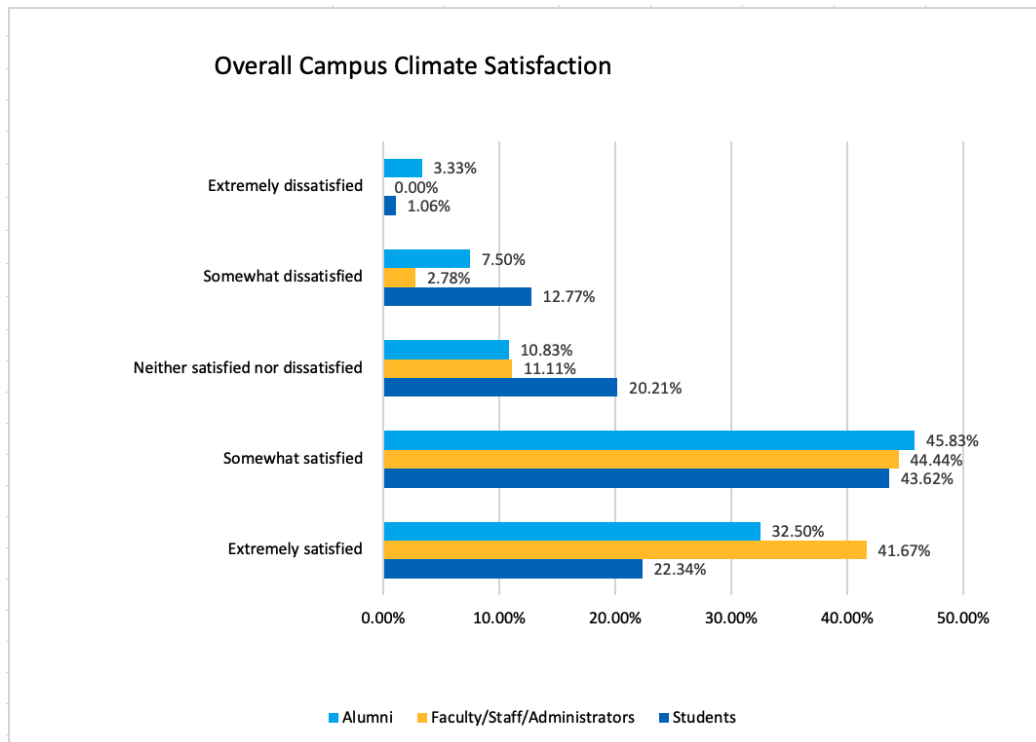
Figure 3. Overall Campus Climate Satisfaction
Note: Data sourced from surveys

(M=3.85, SD=1.08) and students (M=3.94, SD=.98) reported that SUMA was more racist than the faculty, administration, and staff (M=4.43, SD=.74). A proportion of students (29.17%), alumni (32.09%), and faculty (8.49%) also reported either feeling discriminated against or witnessing discrimination during their time in the program (See Figure 4). Among students, the most common bases for discrimination were age (14.3%), class (11.11%), national origin (9.9%), race (9.89%) and sex (8.89%) (See Figure 5 for complete results).

During focus groups, it became apparent how specific instances of discrimination and microaggressions were commonly shared among the student body. Multiple participants referred to one class which was described as unwelcoming to women and students of color. As one current student noted, "there is one class where there is definitely a pattern of microaggressive behavior from the professor. And you can probably guess which class, but it is just lots of short speak, lots of interruption, lots of like treating the boys with a lot more time and flexibility and like speaking on subjects than treating women, especially women of color, especially black women". Research shows that students and teachers perceive appropriate responses to microaggressions in the classroom were critical to managing such incidents constructively (Barnett, 2020).

Despite the perceived prevalence of microaggressions and instances of discrimination, few students pursued administrative means to report their experiences. Within the survey data, only 3 students out of 102 student respondents claimed to have reported an instance of discrimination. During focus groups, many students admitted not knowing how to report their grievances. One student, for

Table 2

Means, Standard Deviations, and ANOVA on SUMA Environment

Adjective	Faculty/Staff/Admin		Students		Alumni		F(df)
	M	SD	M	SD	M	SD	
Hostile: Friendly	4.77	0.49	4.48	0.67	4.17	1.01	8.28(2,243)***
Racist: Anti-racist	4.43	0.74	3.94	0.98	3.85	1.08	4.53(2,241)*
Homogenous: Heterogeneous	3.91	0.98	3.12	1.18	3.42	1.27	5.73(2, 241)**
Disrespectful: Respectful	4.63	0.73	4.39	0.78	4.18	0.88	4.49(2,242)*
Contentious: Collegial	4.55	0.75	4.25	0.86	4.02	0.93	5.12(2, 241)**
Sexist: Non-sexist	4.40	0.95	4.19	0.86	4.07	1.00	1.75(2,243)
Individualistic: Collaborative	4.00	1.00	3.98	1.01	3.93	1.11	.08(2,242)
Competitive: Cooperative	4.17	0.82	3.65	1.07	3.60	1.21	3.78(2,244)*
Homophobic: Non-homophobic	4.71	0.62	4.34	0.84	4.35	0.83	3.12(2,243)
Unsupportive: Supportive	4.40	0.70	4.13	0.92	3.77	1.22	6.08(2,241)**
Ageist: Non-ageist	4.29	0.96	3.92	1.06	3.72	1.20	3.63(2,241)*
Unwelcoming: Welcoming	4.69	0.47	4.17	0.87	3.89	1.13	9.55(2,240)
Elitist: Non-elitist	3.60	1.19	3.03	1.31	2.95	1.26	3.62(2,242)***
Ableist: Non-ableist	3.81	0.98	3.54	1.11	3.53	1.16	.80(2,230)
US-Centric: Globalist	3.63	1.19	3.16	1.36	3.25	1.35	1.58(2,243)

***$p < .001$, **$p < .01$, *$p < .05$
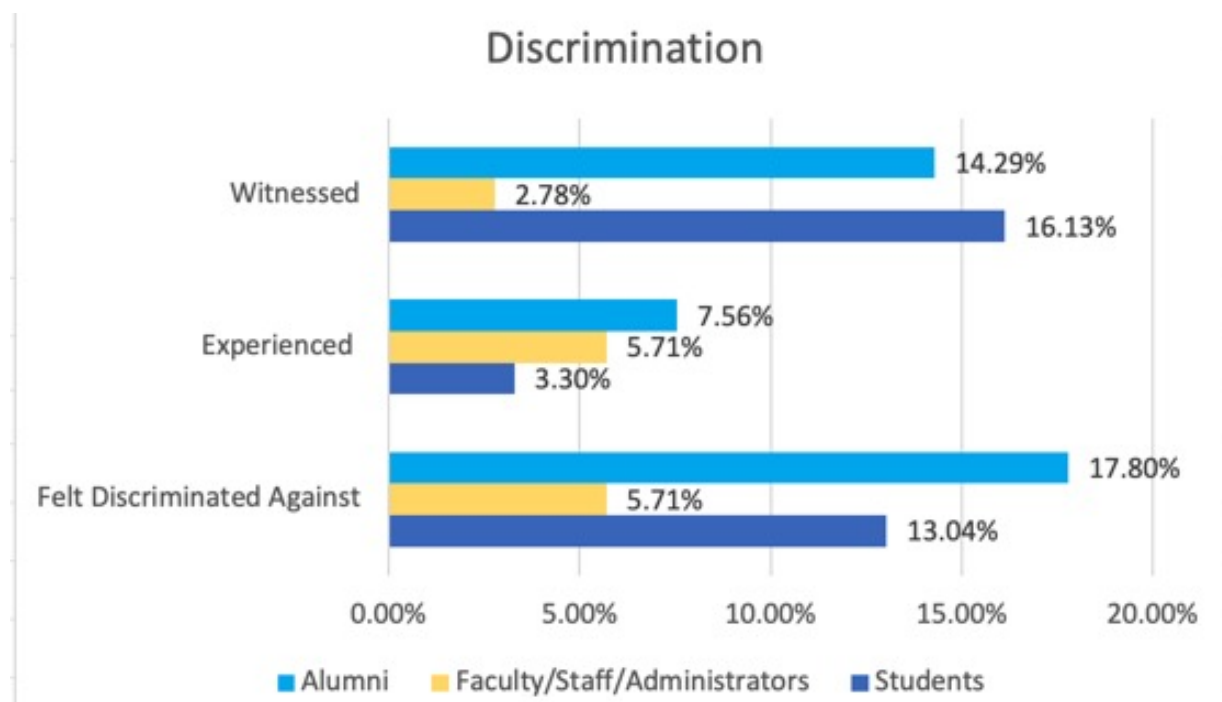
Figure 4. Alumni, Faculty/Staff/Administration, and Student Experiences of Discrimination at SUMA

instance, noted, "I have no idea. No clue. And I served on the Sustainability Management Student Association. So if anyone would have those resources, I would. I'm currently on the student government and SPS. So if anyone would know those resources, I would and I have no frickin idea[...] I would just as if I were any other student just be looking on the internet to try and figure it out". Those who did pursue administrative means felt unsupported and their grievances dismissed and ultimately unresolved. For instance, one survey respondent stated "I went to the Ombudsman who never raised the idea that perhaps we were dealing with a racist professor, and told me that I paid for the name of Columbia and would still get the name despite receiving a subpar education." How an institution provides space for students to address their grievances is fundamental to the relationship between students and institutions of higher education (Harris, 2018).

In addition to the uncertainty of navigating existing administrative structures and being unsupported when filing a claim of bias or discrimination, students and especially alumni expressed dissatisfaction with how institutional responses to diversity, equity and inclusion were crafted, noting how student input was rarely elicited. One focus group respondent, for instance, argued that a communicative disconnect existed between students and administration, adding "when I was there, there wasn't much that focused on communicating down, or like how do we do more inclusive reporting". Existing patterns of discrimination coupled with a perceived lack of administrative support may be contributing factors to dissatisfaction with SUMA's overall climate as reported by some students and alumni. According to survey findings, 13.83% of students and 10.83% of alumni felt somewhat to extremely dissatisfied with the overall climate.

4. An environment that is unwelcoming to political views and opinions that deviate from what is considered mainstream within the program

During focus groups/interviews, students and alumni routinely described the SUMA community, including its students, as being unwelcoming to political stances that differed from the predominantly liberal and progressive views that were widely considered to be the norm within the program. One alumnus described SUMA as being ideologically homogeneous, where classroom debates and conversations rarely considered opposing views. He stated:

> so I would say, both with the students and with the faculty, the diversity of experience and background was really, really great. But, again, when it came to diversity of opinion, that was essentially non-existent. If there was diversity of opinion, it was, 'well, should the Green New Deal be the $80 trillion, or $90 trillion, right'? There was no 'hey, maybe we're thinking about this, then, in a completely wrong way'. Why don't we have a conversation about a different approach rather than, you know, more and more government spending?

Survey data somewhat supported this point: 55% of alumni and 28.89% of student respondents reported to have never or only sometimes interacted with others who shared different political views.
The lack of ideological diversity engendered tensions within the student body. This was acknowledged during focus groups, where students and alumni described instances of microaggression towards conservatives which served to silence their points of view. One alumnus vividly described his own experiences, noting

> I am an environmentalist/sustainability professional with a conservative/libertarian approach. When I opened

up about my views, I was attacked verbally both in class and in digital communications. This was constant, and up to the point where I suffered from alienation and depression. Worst of all, I alerted the heads of the program, and teachers who were present, and nothing was ever done about it.

Moreover, students and alumni believed that faculty were ill-prepared to navigate or even address the existing tensions regarding political beliefs and affiliation. One alumnus highlighted an important moment where a faculty member's efforts to engage with political conversations served to further alienate conservative or conservative-leaning students. As the alum described:

> [the faculty member] asked the class 'did anyone here vote for Donald Trump?' I actually hadn't, but that's beside the point. The point was that you just said that to a room with like, 200 people, of which afterwards, I found out like, probably there were four or five who did. But if they raised their hands, they would be setting themselves up for complete isolation for two to three years. That's in no way to bring about the conversation. Halfway through the semester ask, 'does anyone have a different idea, a completely radically different idea'. And then someone might raise their hand and voice their policy position without attaching it to a politician that makes everyone very, very nervous.

As the data exemplar suggests, conservative students often felt uncomfortable expressing their opinions, believing that sharing their political views could have social ramifications.

It is important to acknowledge that narratives of social backlash and political alienation were particularly salient among the alumni. Indeed, a one-way ANOVA ($F_{(2,}$

243)=, p=.00) analysis of the survey data revealed significant differences among the stakeholders on how they rated SUMA on a continuum between hostile (1) to friendly (5). Post Hoc analyses using Tukey's Honestly Significant Difference (HSD) indicated that the alumni (M=4.17, SD=1.02) reported (with statistical significance) that SUMA was more hostile, versus how the faculty, administration, and staff reported (M=4.77, SD=.49), as well as how the students reported (M=4.48, SD=.67).

5. International students often felt underestimated and underrepresented within the classroom, and under-supported by the institution

One interesting discrepancy in our data regards international students' perceptions of campus climate and institutional support. Survey data suggest that international students share a more positive view of campus climate and institutional support than their domestic counterparts. For instance, an independent samples t-test revealed that international students reported that SUMA was
- more heterogeneous (M =3.68, SD =.95) than what domestic students reported (M =2.97, SD =1.19), t(90) = 2.41, p = .02.
- more respectful (M =4.63, SD =.5) than what domestic students reported (M =4.32, SD =.67), t(47.18) = 2.06, p < .05.
- was less ageist (M =4.44, SD =.62) than what domestic students reported (M =3.8, SD =1.11), t(47.59) = 3.33, p= .00.
- and was less ableist (M =4.05, SD =1.03) than what domestic students reported (M =3.4, SD =1.1), t(87) = 2.33, p = .02.

However, during focus groups, international students and alumni described instances of discrimination and feeling underserved in their efforts to pursue employment opportunities, both in the United States and abroad. Multiple focus group participants argued that due to their accented English, international students were often underestimated, where their opinions were not given equal value as their domestic peers. Speaking of the experiences of a close friend, one alumna noted that underestimation occurred by both faculty and students. She noted "her English is a little bit heavily accented. And I know that she was made fun of by her peers because of her accent. And she was not given much value because she didn't speak very good English. And that is not fair". Some respondents argued that as a result of this underestimation, international students were afforded fewer opportunities within the classroom to both participate and take leadership roles. One student singled out the capstone as an experience where international students were particularly discriminated against. She explained

> I've never experienced the kind of toxic like crap that I experienced in Capstone. One of my friends was constantly receiving, like, microaggressions from her manager in the class. And, and he was also saying that students who didn't speak fluent English weren't able to actually lead the presentation. Because they couldn't speak English correctly, or something like that. And she brought it up to the professor and he said, just deal with it yourself.

Although the professor in the aforementioned case did not provide the needed support, international students reported feeling welcomed by the faculty body. The issue, as one alumna explained, was that faculty members were unaware of how international students' previous educational experiences differed from their domestic counterparts. As she stated "most of the professors were respectful about your background, but I don't think they understood the kind of education that is provided in India and how different it is from the US. So they judge you equally as

your Western peers, but sometimes they fail to understand that India has a very different educational system and a cultural system when it comes to education". What seemed to be the biggest point of contention was the lack of career support. International students reported having little guidance in their efforts to navigate visa uncertainty. Moreover, they argued that existing career services and even the faculty body provided only limited guidance and networking opportunities for students seeking employment abroad. As one alumna argued, international students were often frustrated and unable to leverage the academic rigor and prestige of their degrees in the manner they perhaps anticipated. In a longer quote, she described her disappointment, stating:

> Like the SPS Career Center is great. Like they're really amazing. But the Earth Institute as a whole, I don't think was that resourceful in building my career and I honestly spent close to a year, you know, regretting that I took the summer course, because I did not see any value in India, when I came back. And this is not just my opinion, this is the opinion of many, many international students who have spoken to me in this program, and everybody had to go, everybody had to go at least five months, or six months of being jobless, and you know, face that trauma of getting kicked out of the country or not having enough help or support for a job because of the sponsorships or anything.

Conclusion

It is clear that SUMA is very much interested in DEI work. This is evidenced by the commitments made by the SUMA administration and the efforts and initiatives pursued (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.

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Recommendations

These recommendations are based on the data generated through the SUMA audit, as well as from effective DEI practices that are used in different academic settings. There are some things that SUMA is already doing, and if it is mentioned here, we encourage SUMA to invest more in those efforts, strategies and approaches. The recommendations below are not listed in order of importance.

This audit has revealed that there are efforts, strategies and approaches at SUMA that are working well and offer great promise; these recommendations seek to build on these. If any of SUMA's extant efforts are mentioned in the recommendations, we encourage SUMA to continue nourishing them. The recommendations contained herein are based on Iere's data analysis, as well as, best practices and research in diversity, equity and inclusion. The recommendations should be operationalized and implemented in a systematic fashion, and with community-wide participation and ample resources. It should be noted that no one recommendation is a 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 those below) can guarantee change within an organization; it will largely depend on the strategic and persistent internalization of the will to create a climate where diversity, equity, and inclusion thrive.

Below, we do suggest education (trainings) for SUMA 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 a broad 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 blueprint, 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 causational 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):

1)   Robust DEI training (with efficacy assessment) for faculty, staff/administrators and students. SUMA should be engaged in regular education in regard to 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://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/0/674/files/2018/08/PeopleAdmin_DEI_web-285y8p8.pdf

2)   Bias/Discrimination Reporting: Many respondents could not clearly articulate the process for reporting bias and discrimination. SUMA 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 SUMA website. SUMA should also make this knowledge of the process visible via bulletin boards etc. We also recommend a review of the extant process to determine its efficacy, accessibility and transparency. There should also be an annual SUMA specific bias report that is posted.

3)   Website Augmentation: The SUMA website is fairly easy to navigate, however you should ensure that it is fully ADA compliant. Resource: https://axesslab.com/accessibility-according-to-pwd/

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

5) **Course Evaluation Assessment**: Iere 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 SUMA 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

6) **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.

7) **Develop curricular standards that foster DEI**: Faculty cherish their autonomy, which of course can sometimes breed innovation and diversity. However, an inclusive classroom starts with inclusive syllabi. Some standards should exist that signal SUMA's values and policies. See the resource below that offers faculty helpful tips on making their syllabi more inclusive.

Resource on creating inclusive syllabi (especially the Checklist of Actions section):
https://cte.ku.edu/creating-inclusive-syllabus

Columbia University guide for inclusive teaching:
https://ctl.columbia.edu/resources-and-technology/resources/inclusive-teaching-guide/

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

8) **Courses**: Consider implementing more courses that center or substantively reflect the intersection of DEI and sustainability, not just for SUMA students but as possible options for the wider Columbia community; this latter part is a possibility for revenue generation via CEUs.

9) **Diversity of thought**: Strive to make the classroom a safe place for the robust discussion of ideas. This is not the same as making space for ideas that are racist, sexist etc, but diversity of political thought is also important in the academy. Have open and frank discussions with faculty so as to surface this issue. DEI training for faculty can include how to make a classroom a safe space for robust and varied discussions. SUMA leadership can also model tolerance for the student body through choices of guest speakers, etc.

10) **Adjunct faculty**: We recommend acknowledging/incenting DEI innovations among adjunct faculty, and if adjuncts are asked to commit to work that is outside of their job description, then they should be compensated. Faculty of color in the academy often engage in labor that is invisibilized and uncompensated, which entrenches inequality. Adjuncts should also have access to mandatory DEI training; this will help adjuncts feel included and provide all adjunct faculty with the foundational competency to address DEI matters in the classroom. Pay attention to the retention of adjunct faculty of color by perhaps considering longer term contracts.

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

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

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

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

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

11) **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 SUMA 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.

12) **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

13)   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.

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

15)   International students: They are a significant segment of the student population, which is a strength of the SUMA program. However, they do come with their own concerns. Pay attention to their incorporation into the classroom and their overall experience. Also take a close look at career services. Satisfied students often make for alumni who want to give back; SUMA should view investment in career services as not only an ethical and professional responsibility to its students, but also part of development/advancement practices. SUMA intentionally advertises to international students, and markets itself as a global program. It is thus important that international students receive more support when they choose to attend. It is sometimes the case that international students are not fully aware of the social mores of navigating the professional landscape in the US (or perhaps on a global scale). We recommend directly asking international students what they need to bolster their SUMA experience.

16)   Mentoring program: Formalize a mentoring program between current students and alumni building on current efforts that are aimed at recruiting alumni via email. Focus as well on international students who registered complaints about job placement.

17)   Ongoing climate study: This audit is the start of SUMA's ongoing DEI efforts. Implement

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

18)   Continued transparency: SUMA'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. SUMA can become a leader at the intersection of DEI and sustainability; capitalize on the Columbia brand, but do ensure that the DEI efforts are substantive, collaborative, and are regularly assessed for efficacy.

19)   Issue an annual DEI report card: It is important as SUMA does this work, that it is transparent about its progress and persistent deficiencies. The annual report should celebrate what SUMA is doing well, what kind of challenges lie ahead and what's 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.

20)   Disaggregating DEI data: While SUMA 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.

21)   Support minority-owned businesses: Through contracting and other procurement processes, SUMA should strive to support minority-owned businesses and entities, and especially those located in Harlem. Columbia University has a strong reputation in NYC, across the nation and world. Investing in businesses right in SUMA's backyard sends a clear signal to the community that SUMA cares about being a good neighbor. It is also a very direct way to actualize equity since many minority-owned businesses struggle to gain traction, especially from larger and longstanding entities. Also, think about creative ways to highlight, and partner with entities/assets in Harlem so that the relationship is not one merely of Harlemites providing service but also vice versa, e.g. creating partnerships with schools; invite youth into SUMA so as to expand their horizons of what's possible, and perhaps even create a pipeline of youth interested in sustainable development, environmental justice, and the like.

22)   Admissions Data Collection: We tried to analyze data provided on admissions but there was considerable information that was missing. Because many applicants had information missing for race/ethnicity, we therefore could not offer much that was conclusive in regard to possible gender and/or race/ethnicity discrimination in admissions. We recommend that SUMA, in coordination with the School of Professional Studies, keep better records of gender and race/ethnicity (as collected via the application) and better track admitted, deferred, withdrawn, declined and rejected students.

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

Appendices
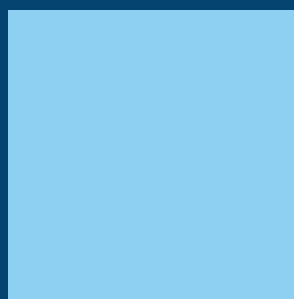
Appendix A

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 causational 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://bmcmedethics.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

SUMA Student Preliminary Survey Report

Student Survey - M.S. in Sustainability Management
April 4, 2021 2:05 PM EDT

Q3 - How long have you been a student in the Sustainability Management program?
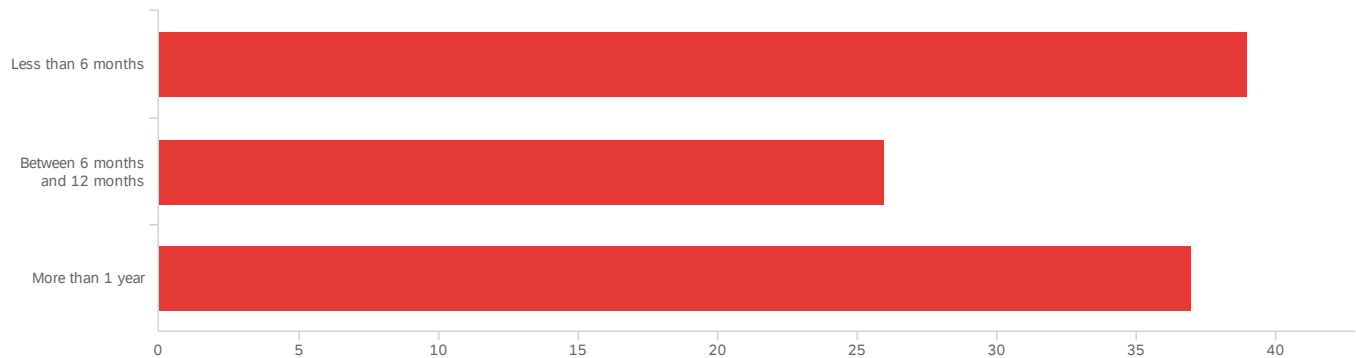
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been a student in the Sustainability Management program?	1.00	3.00	1.98	0.86	0.74	102

#	Field	Choice Count	
1	Less than 6 months	38.24%	39
2	Between 6 months and 12 months	25.49%	26
3	More than 1 year	36.27%	37
			102

Showing rows 1 - 4 of 4

Q4 - What is your current age (in years)?
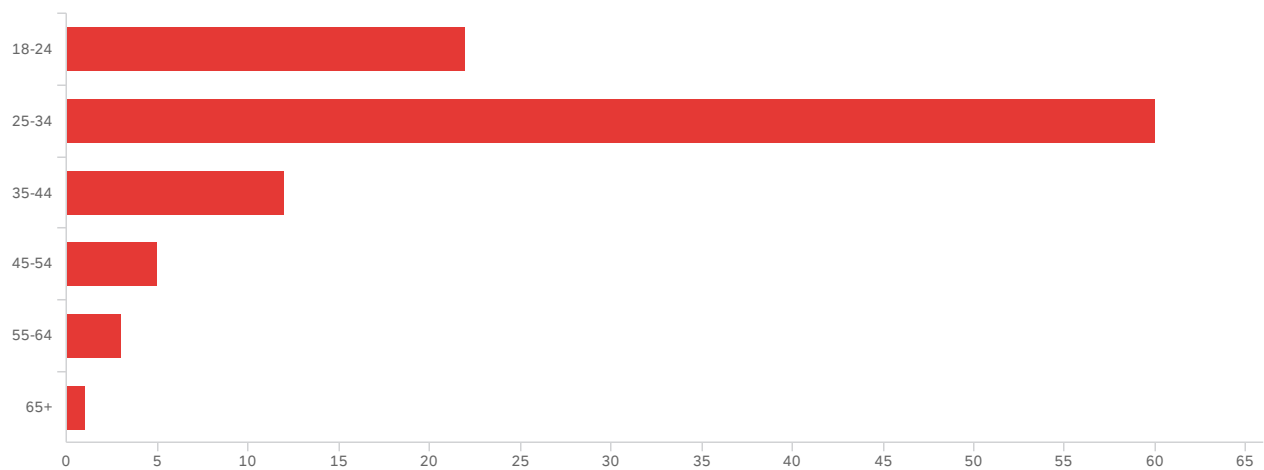
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current age (in years)?	1.00	6.00	2.13	0.96	0.93	103

#	Field		Choice Count
1	18-24	21.36%	22
2	25-34	58.25%	60
3	35-44	11.65%	12
4	45-54	4.85%	5
5	55-64	2.91%	3
6	65+	0.97%	1
			103

Showing rows 1 - 7 of 7

Q5 - What is your family status?
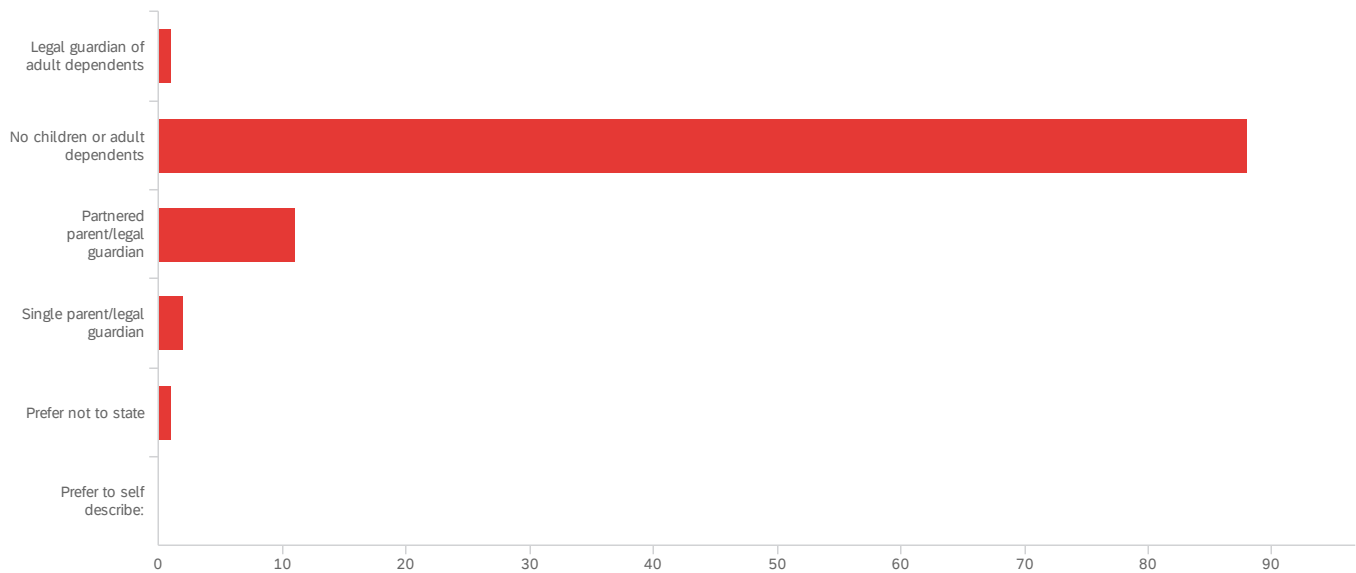
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your family status? - Selected Choice	1.00	5.00	2.17	0.50	0.25	103

#	Field	Choice Count	
1	Legal guardian of adult dependents	0.97%	1
2	No children or adult dependents	85.44%	88
3	Partnered parent/legal guardian	10.68%	11
4	Single parent/legal guardian	1.94%	2
5	Prefer not to state	0.97%	1
6	Prefer to self describe:	0.00%	0
			103

Showing rows 1 - 7 of 7

Q5_6_TEXT - Prefer to self describe:

Prefer to self describe:

Q6 - What is your gender identity?
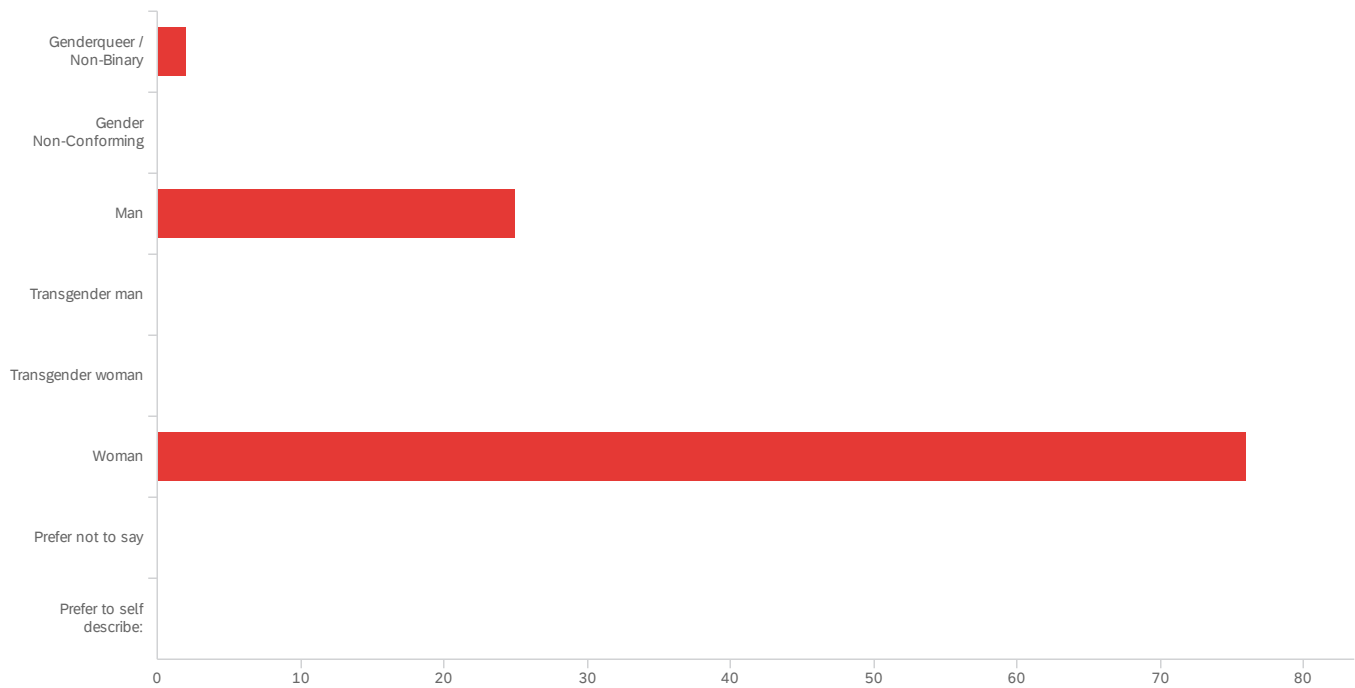
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your gender identity? - Selected Choice	1.00	6.00	5.17	1.41	1.99	103

#	Field		Choice Count
1	Genderqueer / Non-Binary	1.94%	2
2	Gender Non-Conforming	0.00%	0
3	Man	24.27%	25
4	Transgender man	0.00%	0
5	Transgender woman	0.00%	0
6	Woman	73.79%	76
7	Prefer not to say	0.00%	0
8	Prefer to self describe:	0.00%	0
			103

Showing rows 1 - 9 of 9

Q6_8_TEXT - Prefer to self describe:

Prefer to self describe:

Q7 - What is your sexual orientation?
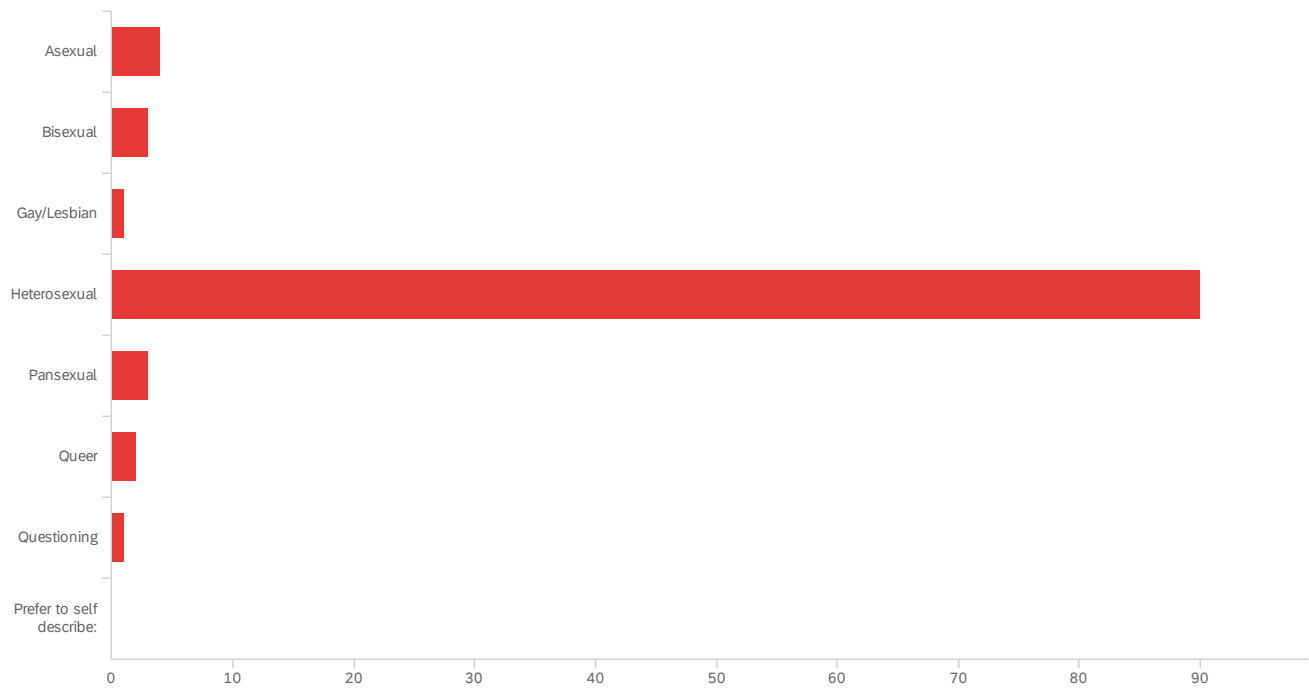
#	Field	Choice Count	
1	Asexual	3.85%	4
2	Bisexual	2.88%	3
3	Gay/Lesbian	0.96%	1
4	Heterosexual	86.54%	90
5	Pansexual	2.88%	3
6	Queer	1.92%	2
7	Questioning	0.96%	1
8	Prefer to self describe:	0.00%	0
			104

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.)
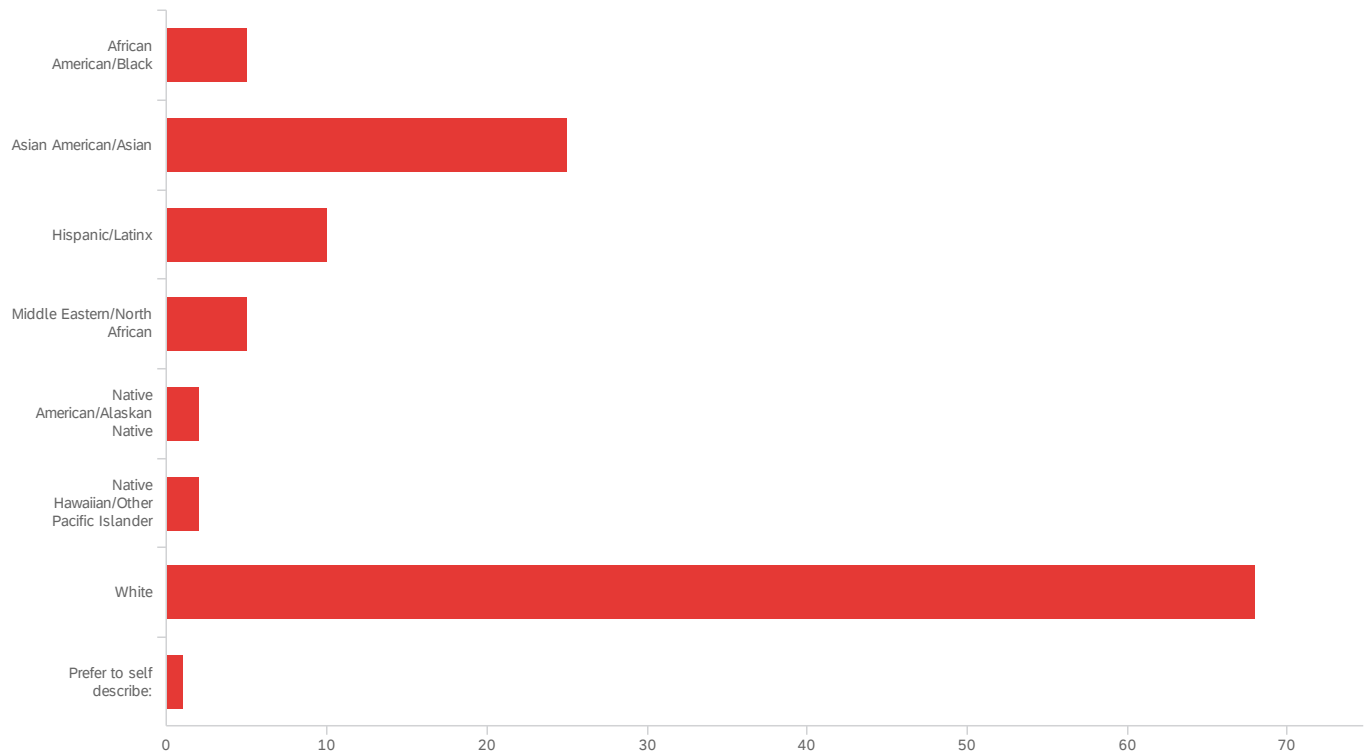
#	Field	Choice Count	
1	African American/Black	4.24%	5
2	Asian American/Asian	21.19%	25
3	Hispanic/Latinx	8.47%	10
4	Middle Eastern/North African	4.24%	5
5	Native American/Alaskan Native	1.69%	2
6	Native Hawaiian/Other Pacific Islander	1.69%	2
7	White	57.63%	68
8	Prefer to self describe:	0.85%	1
			118

Showing rows 1 - 9 of 9

Q8_8_TEXT - Prefer to self describe:

Prefer to self describe:

Jewish

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	1.00	8.00	5.33	2.46	6.06	12

#	Field		Choice Count
1	African American/Black	8.33%	1
2	Asian American/Asian	16.67%	2
3	Hispanic/Latinx	8.33%	1
4	Middle Eastern/North African	0.00%	0
5	Native American/Alaskan Native	0.00%	0
6	Native Hawaiian/Other Pacific Islander	16.67%	2
7	White	33.33%	4
8	Prefer to self describe:	16.67%	2
			12
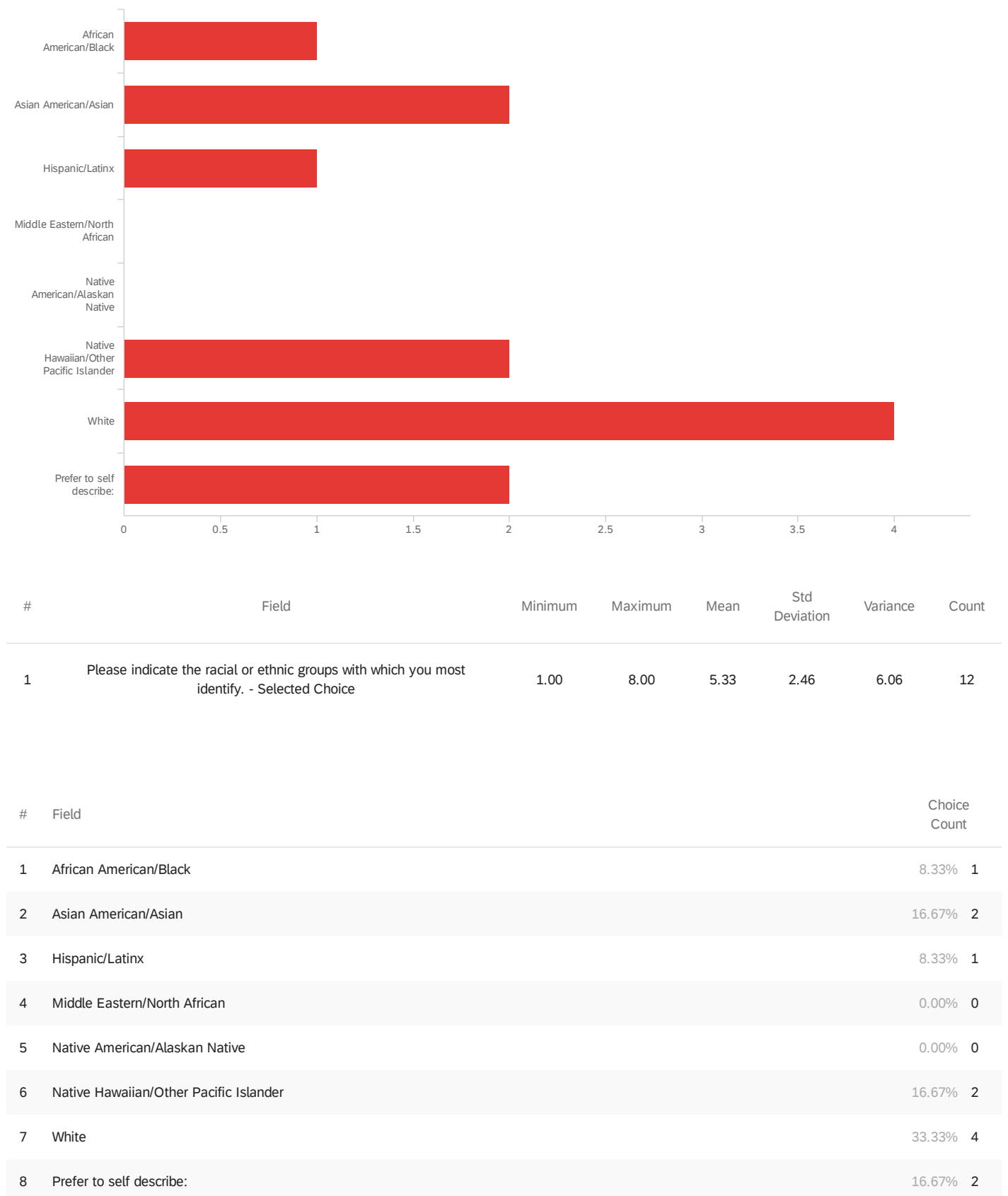
Q9_8_TEXT - Prefer to self describe:

Prefer to self describe:

Biracial Middle Eastern Latina

Cape Verdean American

Q10 - Were you born in the United States?
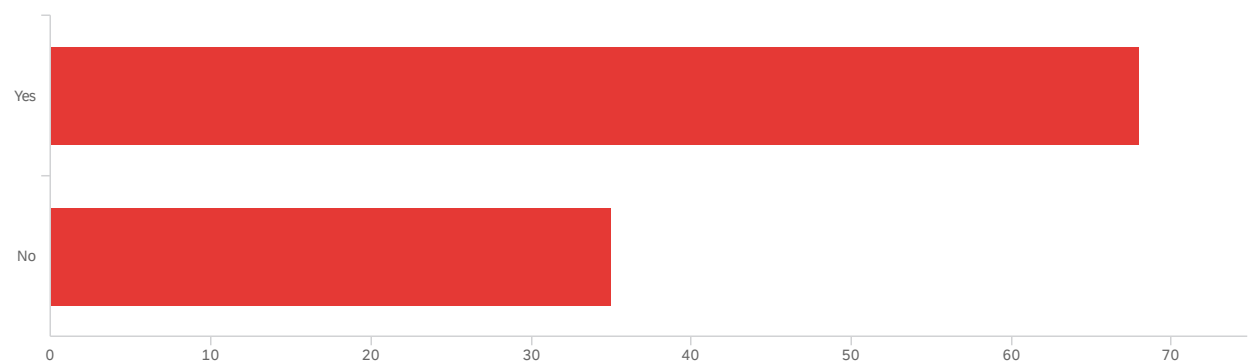
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Were you born in the United States?	1.00	2.00	1.34	0.47	0.22	103

#	Field	Choice Count	
1	Yes	66.02%	68
2	No	33.98%	35
			103

Showing rows 1 - 3 of 3

Q11 - In which country were you born?

In which country were you born?

India

UK

Taiwan

Poland

Iran

Norway

Austria

India

Austria

India

Germany

Guyana

Portugal

Colombia

Singapore

Indonesia

Nepal

Spain

Singapore

United Kingdom

France

India

In which country were you born?

Indonesia

India

Guatemala

South Korea

South Africa

Q12 - Are you currently an international student? (i.e. you need a student visa to study in the United States)
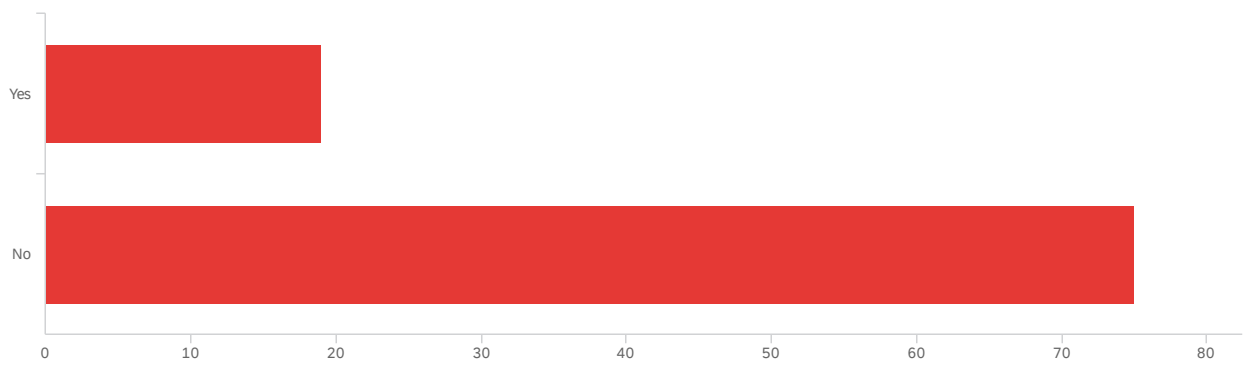
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently an international student? (i.e. you need a student visa to study in the United States)	1.00	2.00	1.80	0.40	0.16	94

#	Field		Choice Count	
1	Yes		20.21%	19
2	No		79.79%	75
				94

Showing rows 1 - 3 of 3

Q13 - What is your immigration status?
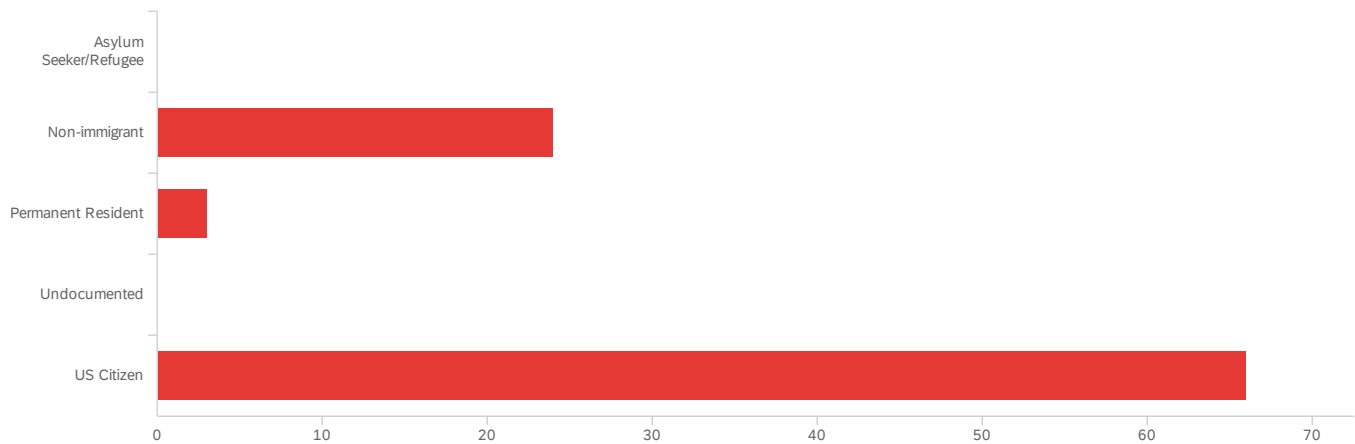
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your immigration status?	2.00	5.00	4.16	1.32	1.75	93

#	Field		Choice Count
1	Asylum Seeker/Refugee	0.00%	0
2	Non-immigrant	25.81%	24
3	Permanent Resident	3.23%	3
4	Undocumented	0.00%	0
5	US Citizen	70.97%	66
			93

Showing rows 1 - 6 of 6
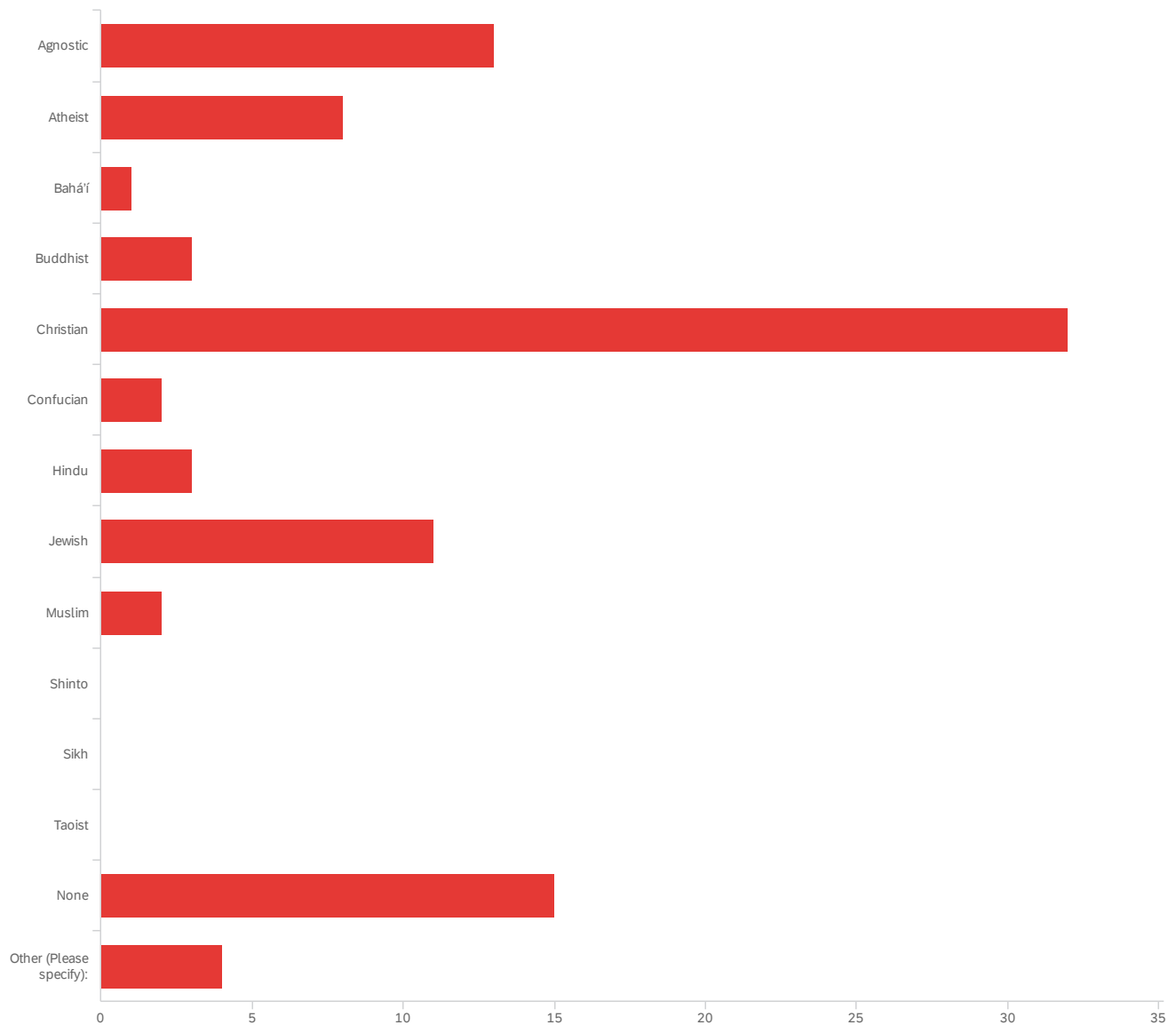
70

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	6.32	4.06	16.52	94

#	Field		Choice Count
1	Agnostic	13.83%	13
2	Atheist	8.51%	8

71

#	Field		Choice Count
3	Bahá'í	1.06%	1
4	Buddhist	3.19%	3
5	Christian	34.04%	32
6	Confucian	2.13%	2
7	Hindu	3.19%	3
8	Jewish	11.70%	11
9	Muslim	2.13%	2
10	Shinto	0.00%	0
11	Sikh	0.00%	0
12	Taoist	0.00%	0
13	None	15.96%	15
14	Other (Please specify):	4.26%	4
			94

Showing rows 1 - 15 of 15

Q14_14_TEXT - Other (Please specify):

Other (Please specify):

Unitarian Universalist

Hindu-Buddhist

Raised Christian but identify as agnostic

Spiritual

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	2.06	0.43	0.19	94

#	Field		Choice Count
1	I have apparent/visible disabilities	4.26%	4
2	I do not have apparent or non apparent disabilities	87.23%	82
3	I have non-apparent/not visible disabilities	6.38%	6
4	Prefer not to state	2.13%	2
			94

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?
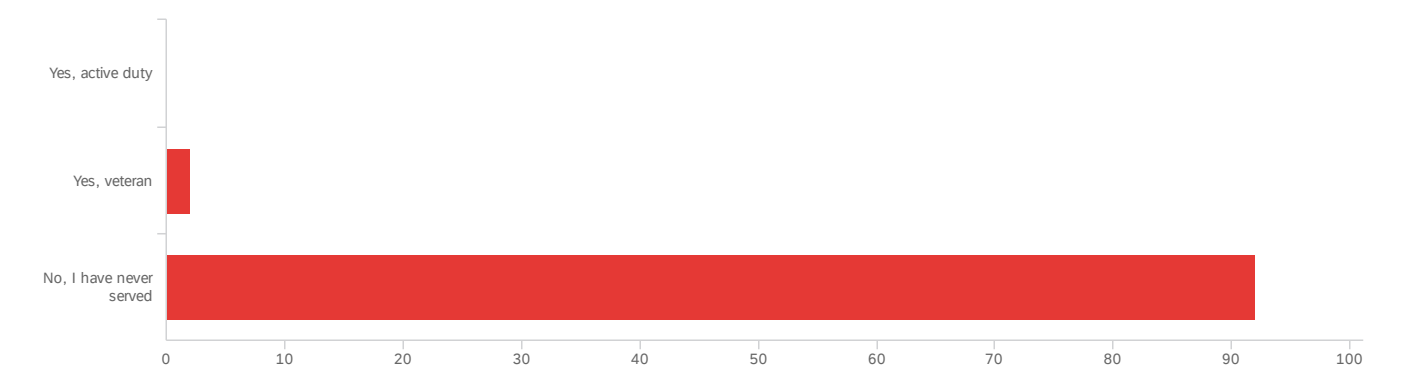
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you identify as an active member or veteran of the U.S. Armed Forces, Military Reserves, or National Guard?	2.00	3.00	2.98	0.14	0.02	94

#	Field		Choice Count
1	Yes, active duty	0.00%	0
2	Yes, veteran	2.13%	2
3	No, I have never served	97.87%	92
			94

Showing rows 1 - 4 of 4

Q17 - Which of the following best describes the educational experience of your parents/guardians?
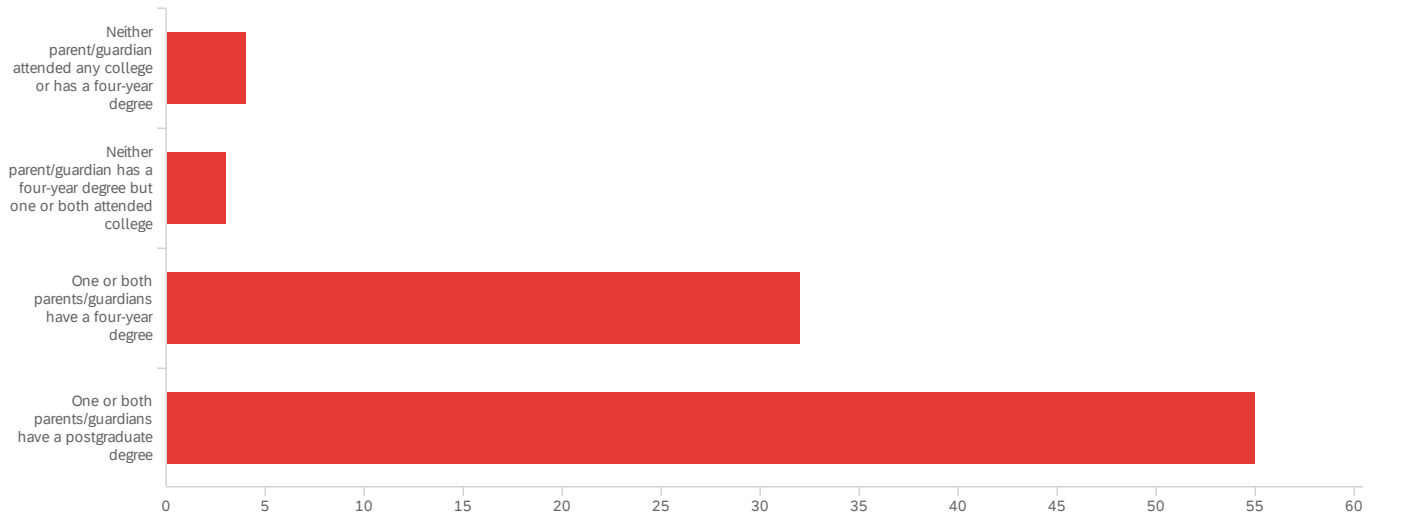
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following best describes the educational experience of your parents/guardians?	1.00	4.00	3.47	0.75	0.57	94

#	Field		Choice Count
1	Neither parent/guardian attended any college or has a four-year degree	4.26%	4
2	Neither parent/guardian has a four-year degree but one or both attended college	3.19%	3
3	One or both parents/guardians have a four-year degree	34.04%	32
4	One or both parents/guardians have a postgraduate degree	58.51%	55
			94

Showing rows 1 - 5 of 5

Q18 - During your time in the Sustainability Management program, how satisfied are you

with the overall campus climate/environment?
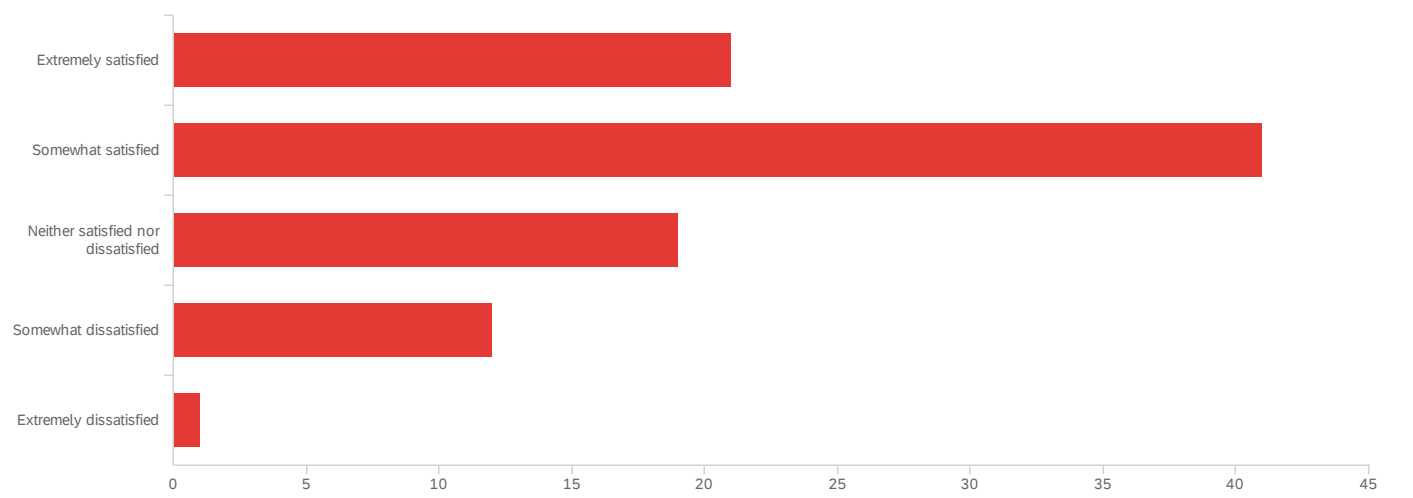
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Sustainability Management program, how satisfied are you with the overall campus climate/environment?	1.00	5.00	2.27	0.98	0.96	94

#	Field	Choice Count	
1	Extremely satisfied	22.34%	21
2	Somewhat satisfied	43.62%	41
3	Neither satisfied nor dissatisfied	20.21%	19
4	Somewhat dissatisfied	12.77%	12
5	Extremely dissatisfied	1.06%	1
			94

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 Sustainability Management program based on your direct experiences:

Legend:
- Hostile:Friendly
- Racist:Anti-racist
- Homogenous:Heterogeneous
- Disrespectful:Respectful
- Contentious:Collegial
- Sexist:Non-sexist
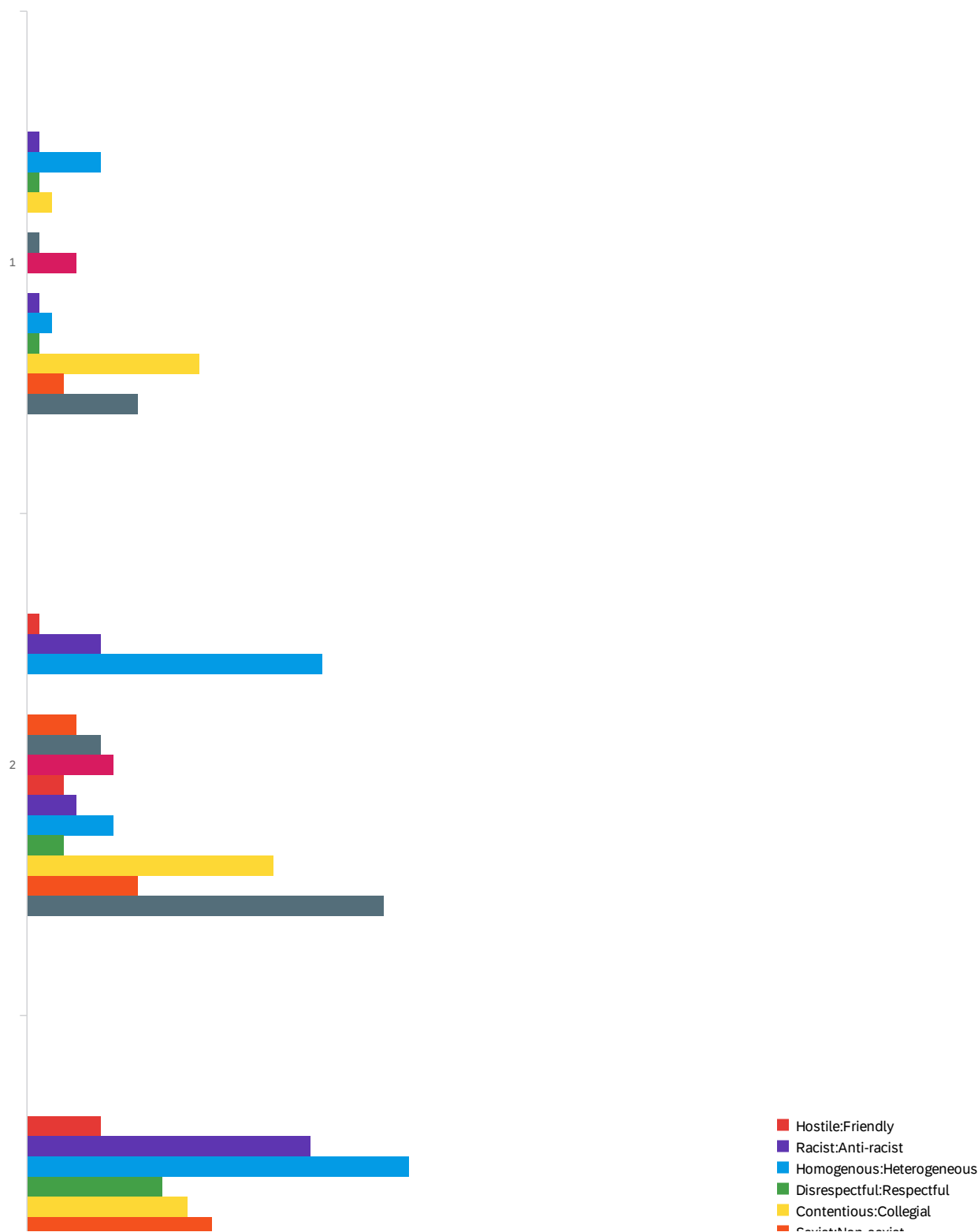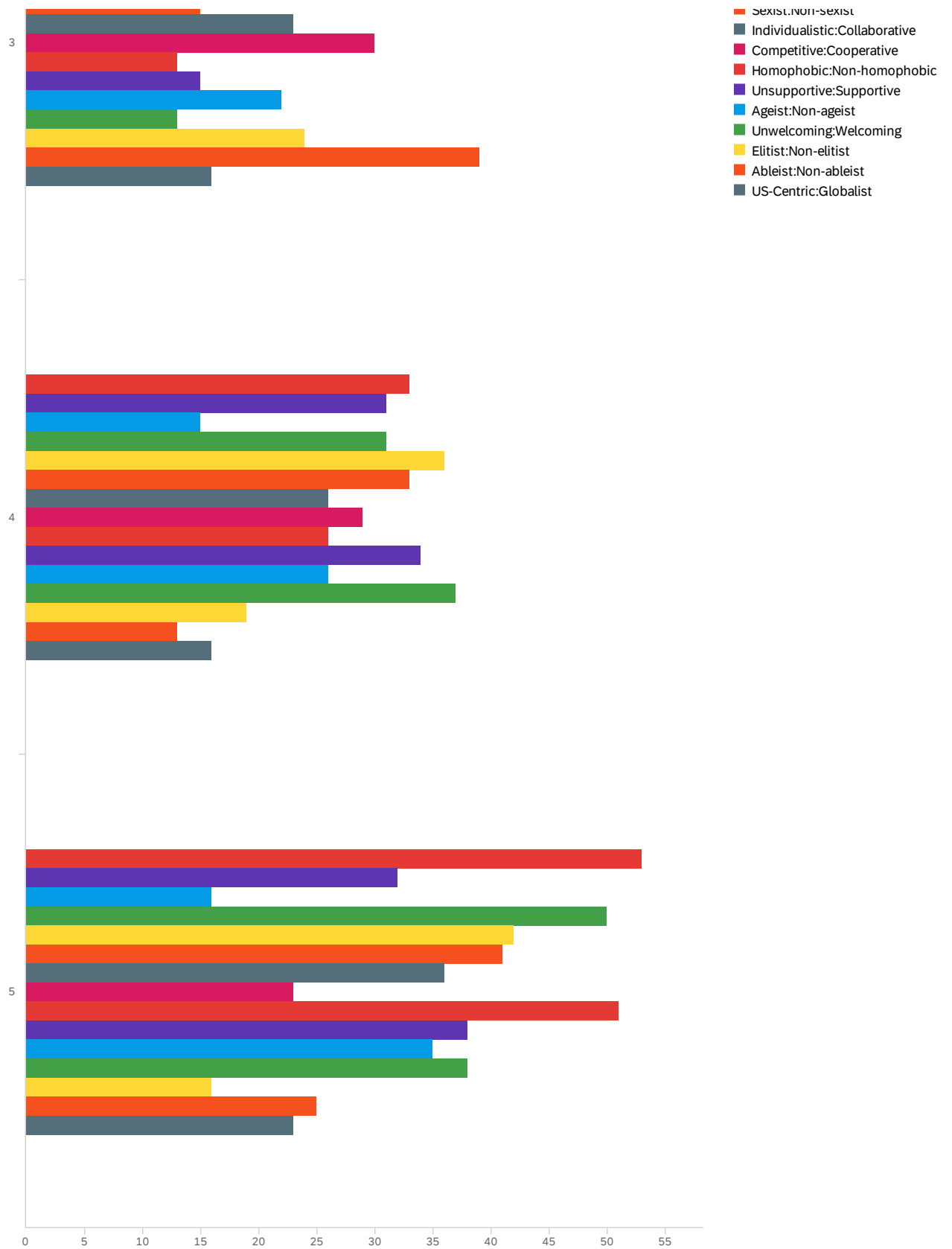
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Hostile:Friendly	2.00	5.00	4.48	0.67	0.44	93

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	Racist:Anti-racist	1.00	5.00	3.94	0.97	0.94	93
3	Homogenous:Heterogeneous	1.00	5.00	3.12	1.17	1.37	92
4	Disrespectful:Respectful	1.00	5.00	4.39	0.78	0.60	93
5	Contentious:Collegial	1.00	5.00	4.25	0.85	0.72	93
6	Sexist:Non-sexist	2.00	5.00	4.19	0.86	0.74	93
7	Individualistic:Collaborative	1.00	5.00	3.98	1.00	1.00	92
8	Competitive:Cooperative	1.00	5.00	3.65	1.06	1.13	93
9	Homophobic:Non-homophobic	2.00	5.00	4.34	0.84	0.70	93
10	Unsupportive:Supportive	1.00	5.00	4.13	0.91	0.83	92
11	Ageist:Non-ageist	1.00	5.00	3.92	1.06	1.11	92
12	Unwelcoming:Welcoming	1.00	5.00	4.17	0.87	0.75	92
13	Elitist:Non-elitist	1.00	5.00	3.03	1.31	1.71	93
14	Ableist:Non-ableist	1.00	5.00	3.54	1.10	1.21	89
15	US-Centric:Globalist	1.00	5.00	3.16	1.35	1.83	93

#	Field	1		2		3		4		5		Total
1	Hostile:Friendly	0.00%	0	1.08%	1	6.45%	6	35.48%	33	56.99%	53	93
2	Racist:Anti-racist	1.08%	1	6.45%	6	24.73%	23	33.33%	31	34.41%	32	93
3	Homogenous:Heterogeneous	6.52%	6	26.09%	24	33.70%	31	16.30%	15	17.39%	16	92
4	Disrespectful:Respectful	1.08%	1	0.00%	0	11.83%	11	33.33%	31	53.76%	50	93
5	Contentious:Collegial	2.15%	2	0.00%	0	13.98%	13	38.71%	36	45.16%	42	93
6	Sexist:Non-sexist	0.00%	0	4.30%	4	16.13%	15	35.48%	33	44.09%	41	93
7	Individualistic:Collaborative	1.09%	1	6.52%	6	25.00%	23	28.26%	26	39.13%	36	92
8	Competitive:Cooperative	4.30%	4	7.53%	7	32.26%	30	31.18%	29	24.73%	23	93
9	Homophobic:Non-homophobic	0.00%	0	3.23%	3	13.98%	13	27.96%	26	54.84%	51	93
10	Unsupportive:Supportive	1.09%	1	4.35%	4	16.30%	15	36.96%	34	41.30%	38	92

#	Field	1	2	3	4	5	Total
11	Ageist:Non-ageist	2.17% 2	7.61% 7	23.91% 22	28.26% 26	38.04% 35	92
12	Unwelcoming:Welcoming	1.09% 1	3.26% 3	14.13% 13	40.22% 37	41.30% 38	92
13	Elitist:Non-elitist	15.05% 14	21.51% 20	25.81% 24	20.43% 19	17.20% 16	93
14	Ableist:Non-ableist	3.37% 3	10.11% 9	43.82% 39	14.61% 13	28.09% 25	89
15	US-Centric:Globalist	9.68% 9	31.18% 29	17.20% 16	17.20% 16	24.73% 23	93

Showing rows 1 - 15 of 15

Q20 - During your time in the Sustainability Management 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 Sustainability Management program, how often have you been concerned about your physical safety on campus?	1.00	5.00	4.57	0.68	0.46	94

#	Field		Choice Count
1	Always	1.06%	1
2	Most of the time	0.00%	0
3	About half the time	4.26%	4
4	Sometimes	29.79%	28
5	Never	64.89%	61
			94
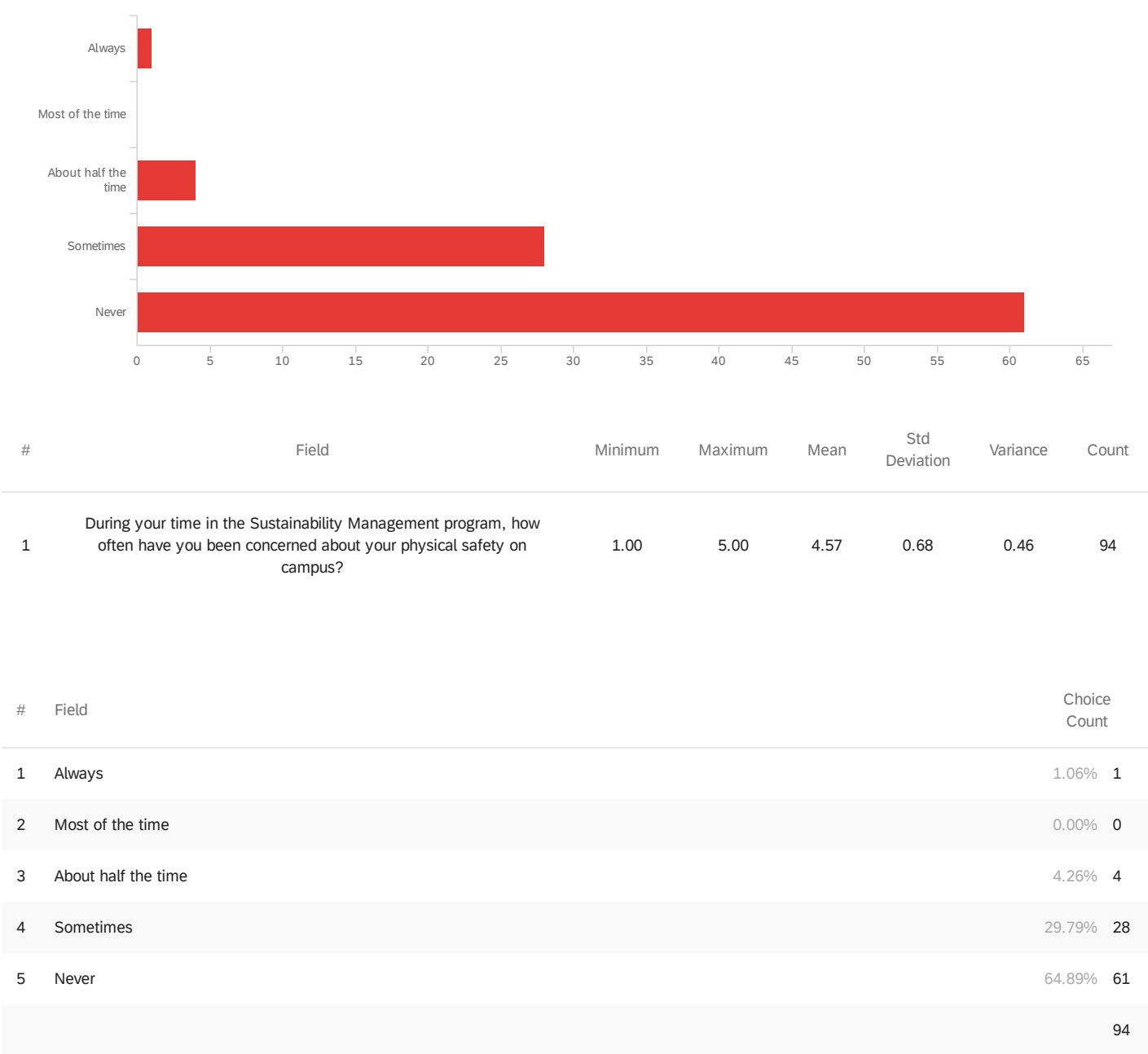
Showing rows 1 - 6 of 6

Q21 - During your time in the Sustainability Management program, which of the following have you avoided at Columbia University due to fear for your physical safety? (Check all that apply.)
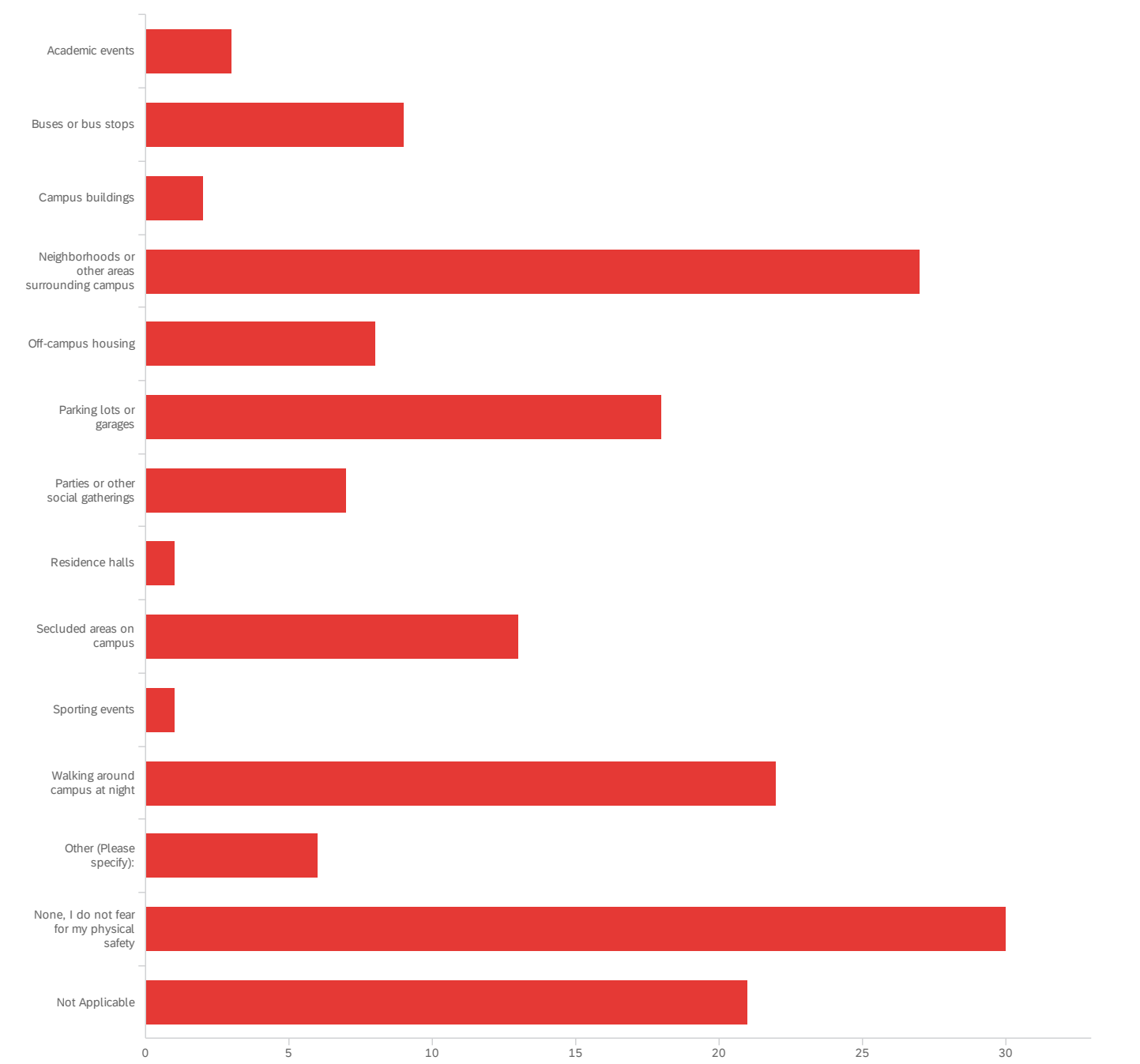
#	Field	Choice Count
1	Academic events	1.79% 3

#	Field	Choice Count	
2	Buses or bus stops	5.36%	9
3	Campus buildings	1.19%	2
4	Neighborhoods or other areas surrounding campus	16.07%	27
5	Off-campus housing	4.76%	8
6	Parking lots or garages	10.71%	18
7	Parties or other social gatherings	4.17%	7
8	Residence halls	0.60%	1
9	Secluded areas on campus	7.74%	13
10	Sporting events	0.60%	1
11	Walking around campus at night	13.10%	22
12	Other (Please specify):	3.57%	6
13	None, I do not fear for my physical safety	17.86%	30
14	Not Applicable	12.50%	21
			168

Showing rows 1 - 15 of 15

Q21_12_TEXT - Other (Please specify):

Other (Please specify):

Just wanted to comment that people's threshold for avoiding something might be high. People may still experience significant fear. I have gotten lost multiple times, which feels unsafe.

Not on campus because of covid

Covid19

Specifically walking around the neighborhood at night

I have never been on campus

Covid- not currently on campus

83

Q22 - During your time in the Sustainability Management program, how often have you been concerned about your psychological/emotional safety on campus?
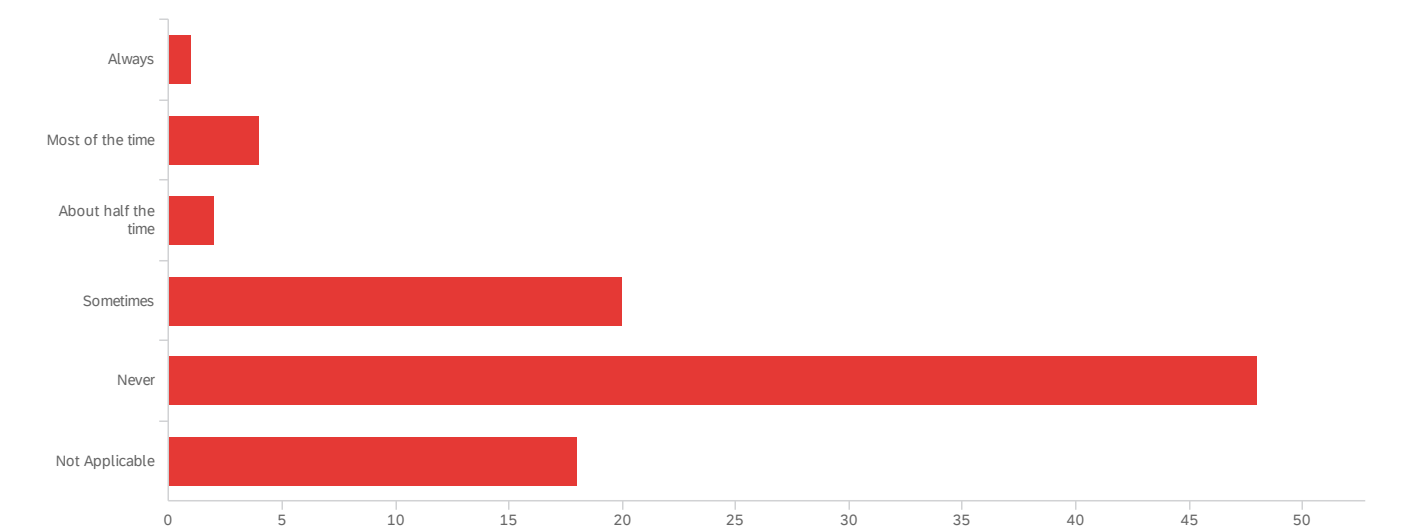
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Sustainability Management program, how often have you been concerned about your psychological/emotional safety on campus?	1.00	6.00	4.76	1.00	1.00	93

#	Field		Choice Count
1	Always	1.08%	1
2	Most of the time	4.30%	4
3	About half the time	2.15%	2
4	Sometimes	21.51%	20
5	Never	51.61%	48
6	Not Applicable	19.35%	18
			93

Showing rows 1 - 7 of 7

Q23 - During your time in the Sustainability Management program, which of the following have you avoided at Columbia University due to fear for your psychological/emotional safety? (Check all that apply.)
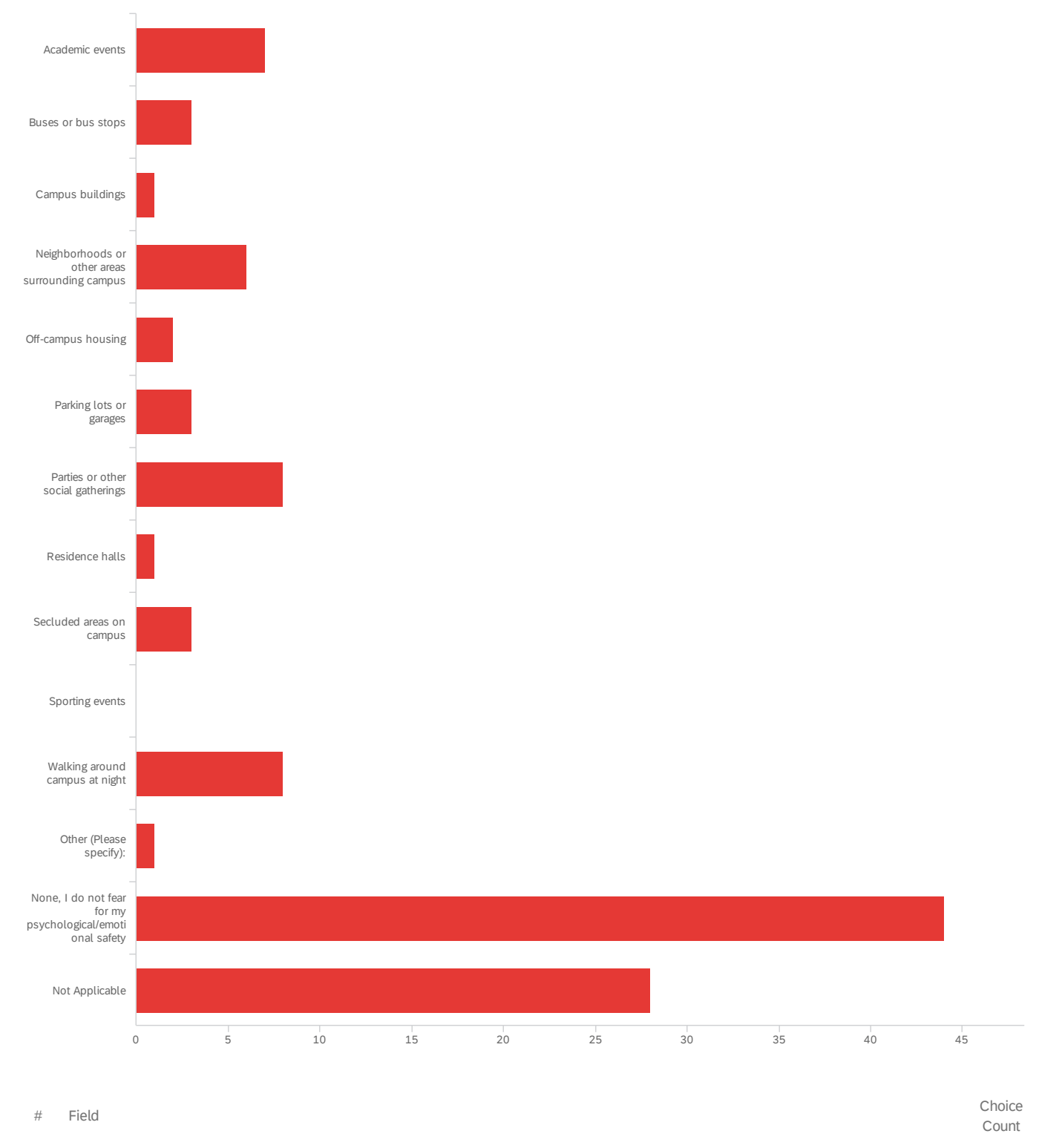
#	Field	Choice Count

#	Field	Choice Count	
1	Academic events	6.09%	7
2	Buses or bus stops	2.61%	3
3	Campus buildings	0.87%	1
4	Neighborhoods or other areas surrounding campus	5.22%	6
5	Off-campus housing	1.74%	2
6	Parking lots or garages	2.61%	3
7	Parties or other social gatherings	6.96%	8
8	Residence halls	0.87%	1
9	Secluded areas on campus	2.61%	3
10	Sporting events	0.00%	0
11	Walking around campus at night	6.96%	8
12	Other (Please specify):	0.87%	1
13	None, I do not fear for my psychological/emotional safety	38.26%	44
14	Not Applicable	24.35%	28
			115

Showing rows 1 - 15 of 15

Q23_12_TEXT - Other (Please specify):

Other (Please specify):

Virtual events where I don't know what will be recorded and publicly distributed

Q24 - During your time in the Sustainability Management program at Columbia University, please indicate your level of agreement with each of the following statements:

- I am valued as an individual.
- I belong.
- Others don't value my opinions.
- I have considered leaving because I felt isolated or unwelcomed.
- I have found one or more communities or groups where I feel I belong.
- I am treated with respect.
- I have to work harder than others to be valued equally.
- My experience has had a positive influence on my academic growth.
- There is too much emphasis put on issues of diversity, equity, and inclusio...
- There has been a strong commitment to diversity, equity, and inclusion.
- Sufficient programs and resources to support the success of a diverse stude...
- I have received opportunities for academic success that are similar to thos...
- It's a place where I am able to perform to my full potential.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am valued as an individual.	1.00	5.00	1.95	0.79	0.62	94
2	I belong.	1.00	5.00	2.14	0.92	0.84	94
3	Others don't value my opinions.	1.00	5.00	3.84	0.99	0.99	94
4	I have considered leaving because I felt isolated or unwelcomed.	1.00	5.00	4.44	0.98	0.97	94
5	I have found one or more communities or groups where I feel I belong.	1.00	5.00	2.41	1.09	1.18	94
6	I am treated with respect.	1.00	5.00	1.64	0.81	0.66	94
7	I have to work harder than others to be valued equally.	1.00	5.00	3.55	1.19	1.42	94
8	My experience has had a positive influence on my academic growth.	1.00	5.00	1.70	0.82	0.68	94

#	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	3.95	1.11	1.24	94
10	There has been a strong commitment to diversity, equity, and inclusion.	1.00	5.00	2.66	1.20	1.44	94
11	Sufficient programs and resources to support the success of a diverse student body has been provided.	1.00	5.00	2.86	1.23	1.50	94
12	I have received opportunities for academic success that are similar to those of my peers.	1.00	5.00	2.06	0.98	0.95	94
13	It's a place where I am able to perform to my full potential.	1.00	5.00	1.89	0.88	0.78	94

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I am valued as an individual.	26.60%	25	58.51%	55	9.57%	9	4.26%	4	1.06%	1	94
2	I belong.	22.34%	21	53.19%	50	14.89%	14	7.45%	7	2.13%	2	94
3	Others don't value my opinions.	3.19%	3	7.45%	7	17.02%	16	46.81%	44	25.53%	24	94
4	I have considered leaving because I felt isolated or unwelcomed.	2.13%	2	5.32%	5	7.45%	7	17.02%	16	68.09%	64	94
5	I have found one or more communities or groups where I feel I belong.	24.47%	23	29.79%	28	27.66%	26	15.96%	15	2.13%	2	94
6	I am treated with respect.	51.06%	48	39.36%	37	5.32%	5	3.19%	3	1.06%	1	94
7	I have to work harder than others to be valued equally.	4.26%	4	17.02%	16	26.60%	25	23.40%	22	28.72%	27	94
8	My experience has had a positive influence on my academic growth.	46.81%	44	40.43%	38	10.64%	10	0.00%	0	2.13%	2	94
9	There is too much emphasis put on issues of diversity, equity, and inclusion.	5.32%	5	3.19%	3	23.40%	22	27.66%	26	40.43%	38	94
10	There has been a strong commitment to diversity, equity, and inclusion.	20.21%	19	26.60%	25	27.66%	26	18.09%	17	7.45%	7	94
11	Sufficient programs and resources to support the success of a diverse student body has been provided.	14.89%	14	23.40%	22	37.23%	35	9.57%	9	14.89%	14	94
12	I have received opportunities for academic success that are similar to those of my peers.	32.98%	31	37.23%	35	22.34%	21	5.32%	5	2.13%	2	94
13	It's a place where I am able to perform to my full potential.	36.17%	34	44.68%	42	14.89%	14	2.13%	2	2.13%	2	94

Showing rows 1 - 13 of 13

Q25 - During your time in the Sustainability Management program, how often have you interacted in a meaningful way with people…

- ...whose religious beliefs are different than my own
- ...whose political opinions are different from my own
- ...who are immigrants or from an immigrant family
- ...who are of a different nationality than my own
- ...who are of a different race or ethnicity than my own
- ...whose gender is different than my own
- ...whose sexual orientation is different than my own
- ...who are from a different social class
- ...who have physical or other observable disabilities
- ...who have learning, psychological, or other disabilities that are not readi...
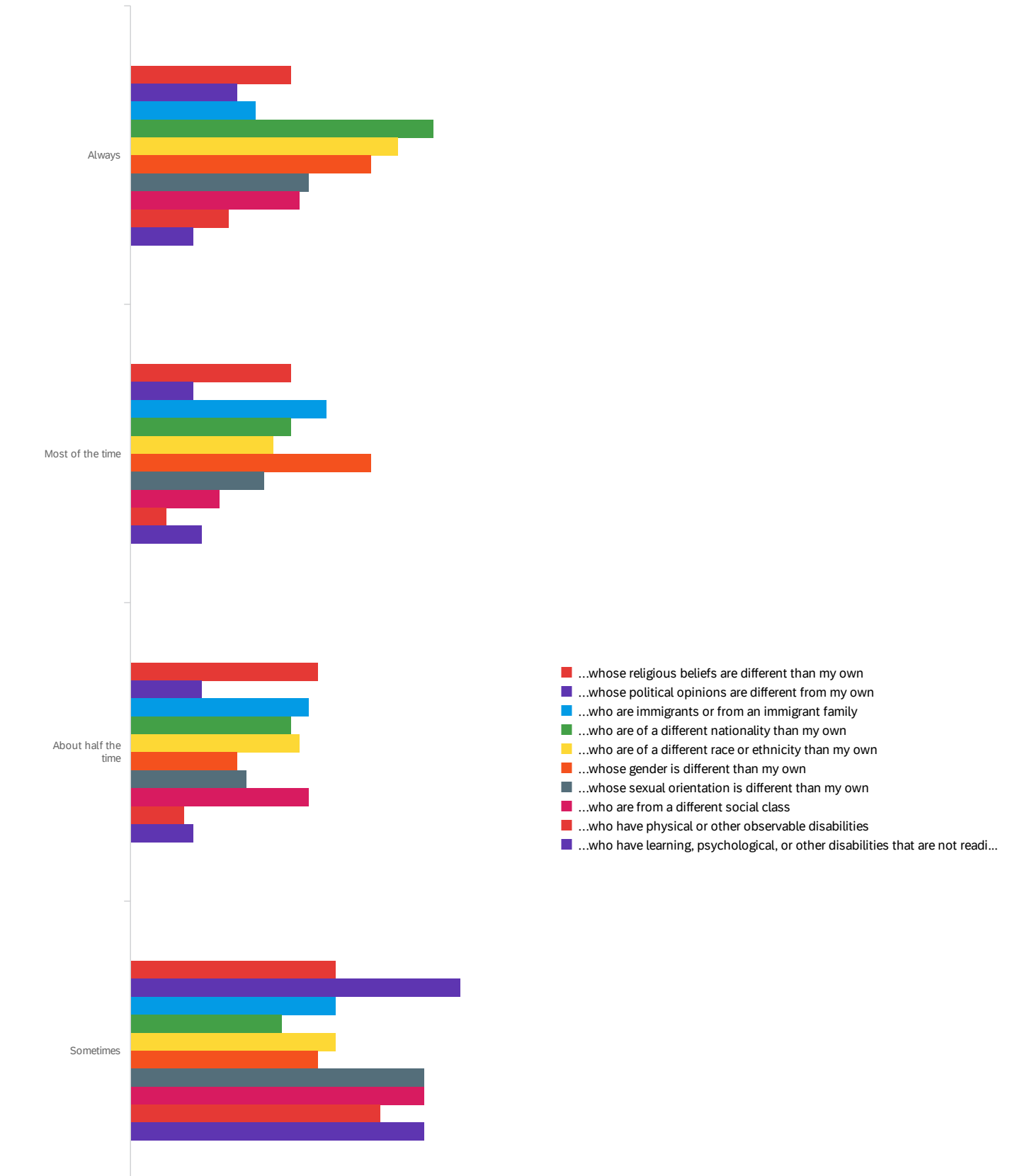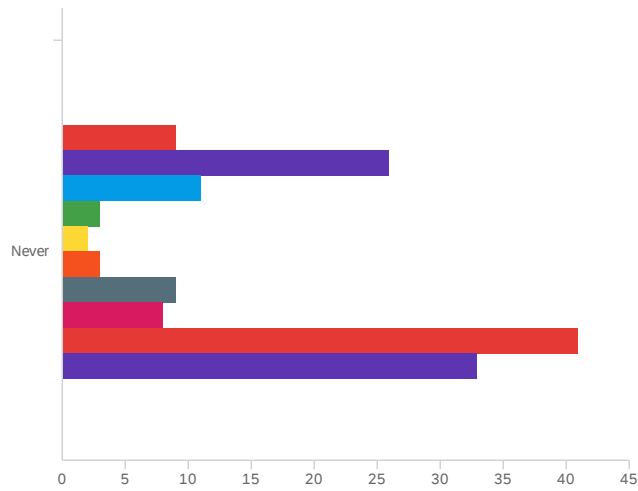
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	...whose religious beliefs are different than my own	1.00	5.00	2.85	1.29	1.65	89
2	...whose political opinions are different from my own	1.00	5.00	3.64	1.33	1.76	90
3	...who are immigrants or from an immigrant family	1.00	5.00	2.94	1.27	1.61	90
4	...who are of a different nationality than my own	1.00	5.00	2.30	1.24	1.54	90
5	...who are of a different race or ethnicity than my own	1.00	5.00	2.46	1.25	1.56	90
6	...whose gender is different than my own	1.00	5.00	2.40	1.23	1.51	90
7	...whose sexual orientation is different than my own	1.00	5.00	2.96	1.35	1.82	90
8	...who are from a different social class	1.00	5.00	3.01	1.30	1.68	90
9	...who have physical or other observable disabilities	1.00	5.00	3.93	1.34	1.80	90
10	...who have learning, psychological, or other disabilities that are not readily visible	1.00	5.00	3.88	1.23	1.52	88

#	Field	Always		Most of the time		About half the time		Sometimes		Never		Total
1	...whose religious beliefs are different than my own	20.22%	18	20.22%	18	23.60%	21	25.84%	23	10.11%	9	89
2	...whose political opinions are different from my own	13.33%	12	7.78%	7	8.89%	8	41.11%	37	28.89%	26	90
3	...who are immigrants or from an immigrant family	15.56%	14	24.44%	22	22.22%	20	25.56%	23	12.22%	11	90

#	Field	Always	Most of the time	About half the time	Sometimes	Never	Total
4	...who are of a different nationality than my own	37.78% 34	20.00% 18	20.00% 18	18.89% 17	3.33% 3	90
5	...who are of a different race or ethnicity than my own	33.33% 30	17.78% 16	21.11% 19	25.56% 23	2.22% 2	90
6	...whose gender is different than my own	30.00% 27	30.00% 27	13.33% 12	23.33% 21	3.33% 3	90
7	...whose sexual orientation is different than my own	22.22% 20	16.67% 15	14.44% 13	36.67% 33	10.00% 9	90
8	...who are from a different social class	21.11% 19	11.11% 10	22.22% 20	36.67% 33	8.89% 8	90
9	...who have physical or other observable disabilities	12.22% 11	4.44% 4	6.67% 6	31.11% 28	45.56% 41	90
10	...who have learning, psychological, or other disabilities that are not readily visible	7.95% 7	9.09% 8	7.95% 7	37.50% 33	37.50% 33	88

Showing rows 1 - 10 of 10

Q26 - During your time in the Sustainability Management program, have you felt discriminated against?
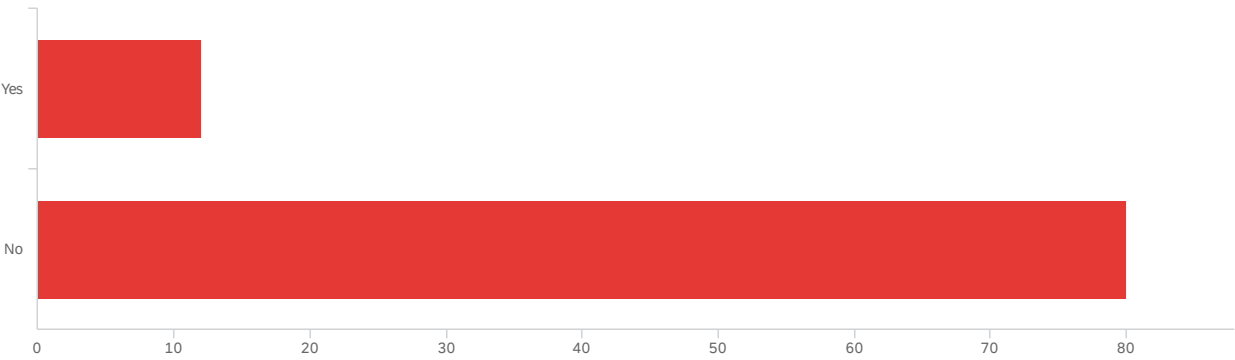
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Sustainability Management program, have you felt discriminated against?	1.00	2.00	1.87	0.34	0.11	92

#	Field		Choice Count	
1	Yes		13.04%	12
2	No		86.96%	80
				92

Showing rows 1 - 3 of 3

Q27 - During your time in the Sustainability Management program, how often have YOU

experienced discriminatory events because of your:

Legend:
- Ability or disability status
- Age
- Caregiving responsibilities
- Gender identity or gender expression
- Marital status
- National origin
- Physical appearance
- Political orientation
- Racial or ethnic identity
- Religion
- Sex
- Sexual orientation
- Social class
- Veteran status
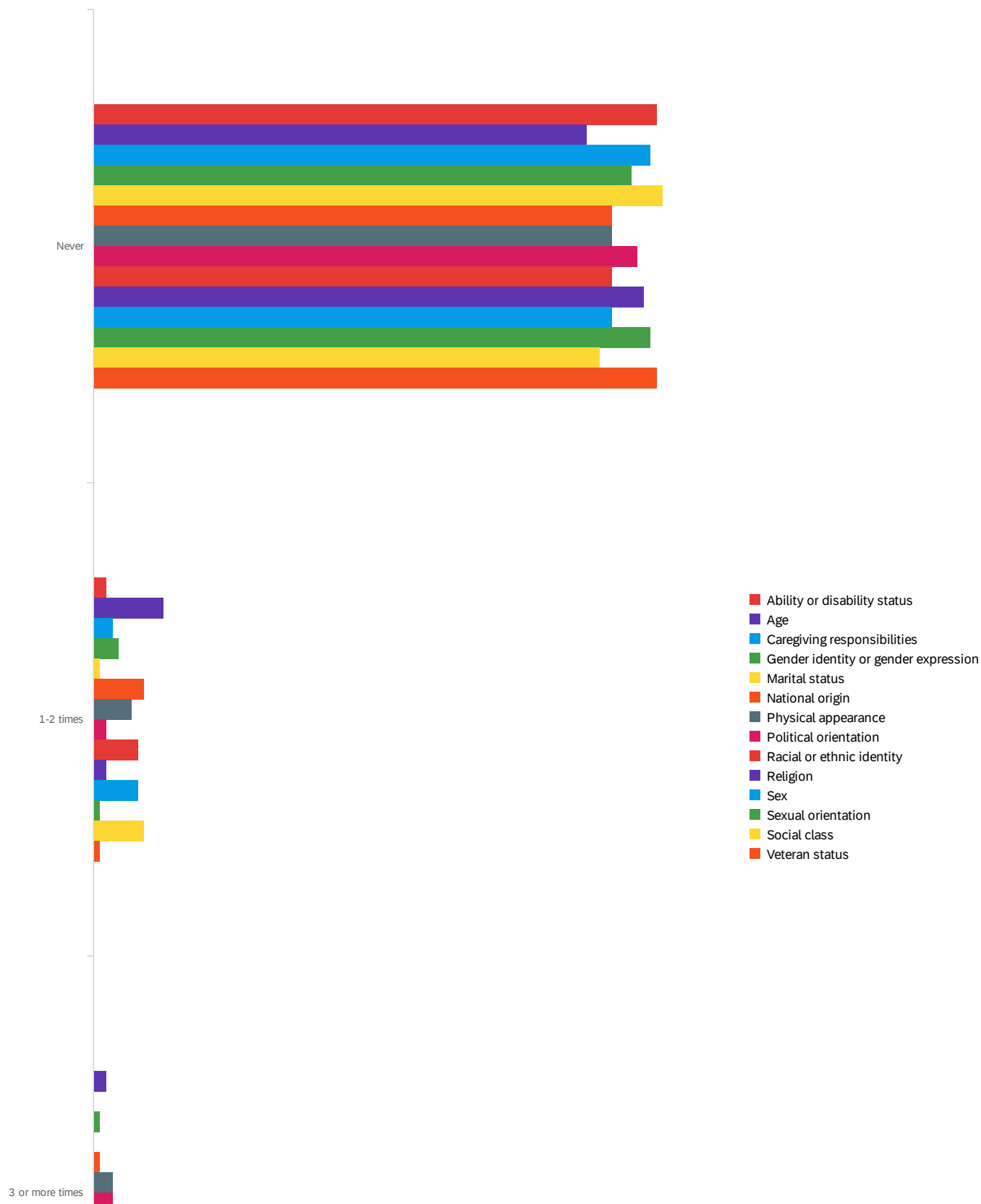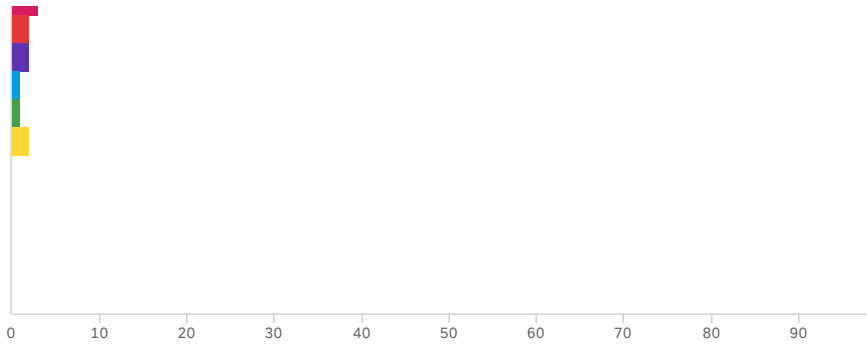
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability or disability status	1.00	2.00	1.02	0.15	0.02	91
2	Age	1.00	3.00	1.16	0.43	0.18	91
3	Caregiving responsibilities	1.00	2.00	1.03	0.18	0.03	91
4	Gender identity or gender expression	1.00	3.00	1.07	0.29	0.08	90
5	Marital status	1.00	2.00	1.01	0.10	0.01	91
6	National origin	1.00	3.00	1.11	0.35	0.12	91
7	Physical appearance	1.00	3.00	1.13	0.42	0.18	91
8	Political orientation	1.00	3.00	1.09	0.38	0.15	91
9	Racial or ethnic identity	1.00	3.00	1.12	0.39	0.15	91
10	Religion	1.00	3.00	1.07	0.32	0.11	91
11	Sex	1.00	3.00	1.10	0.33	0.11	90
12	Sexual orientation	1.00	3.00	1.03	0.23	0.05	90
13	Social class	1.00	3.00	1.13	0.40	0.16	90
14	Veteran status	1.00	2.00	1.01	0.10	0.01	90

#	Field	Never		1-2 times		3 or more times		Total
1	Ability or disability status	97.80%	89	2.20%	2	0.00%	0	91
2	Age	85.71%	78	12.09%	11	2.20%	2	91
3	Caregiving responsibilities	96.70%	88	3.30%	3	0.00%	0	91

#	Field	Never		1-2 times		3 or more times		Total
4	Gender identity or gender expression	94.44%	85	4.44%	4	1.11%	1	90
5	Marital status	98.90%	90	1.10%	1	0.00%	0	91
6	National origin	90.11%	82	8.79%	8	1.10%	1	91
7	Physical appearance	90.11%	82	6.59%	6	3.30%	3	91
8	Political orientation	94.51%	86	2.20%	2	3.30%	3	91
9	Racial or ethnic identity	90.11%	82	7.69%	7	2.20%	2	91
10	Religion	95.60%	87	2.20%	2	2.20%	2	91
11	Sex	91.11%	82	7.78%	7	1.11%	1	90
12	Sexual orientation	97.78%	88	1.11%	1	1.11%	1	90
13	Social class	88.89%	80	8.89%	8	2.22%	2	90
14	Veteran status	98.89%	89	1.11%	1	0.00%	0	90

Showing rows 1 - 14 of 14

Q28 - During your time in the Sustainability Management program, have you experienced any discriminatory events that were not asked about in the previous questions?
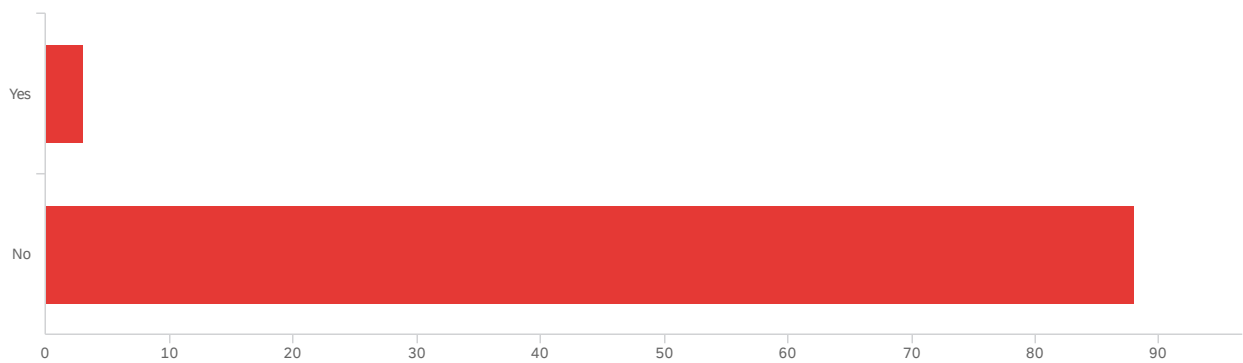
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Sustainability Management program, have you experienced any discriminatory events that were not asked about in the previous questions?	1.00	2.00	1.97	0.18	0.03	91

#	Field		Choice Count
1	Yes	3.30%	3
2	No	96.70%	88
			91

Showing rows 1 - 3 of 3

Q30 - During your time in the Sustainability Management program, have you witnessed another employee or student being discriminated against?
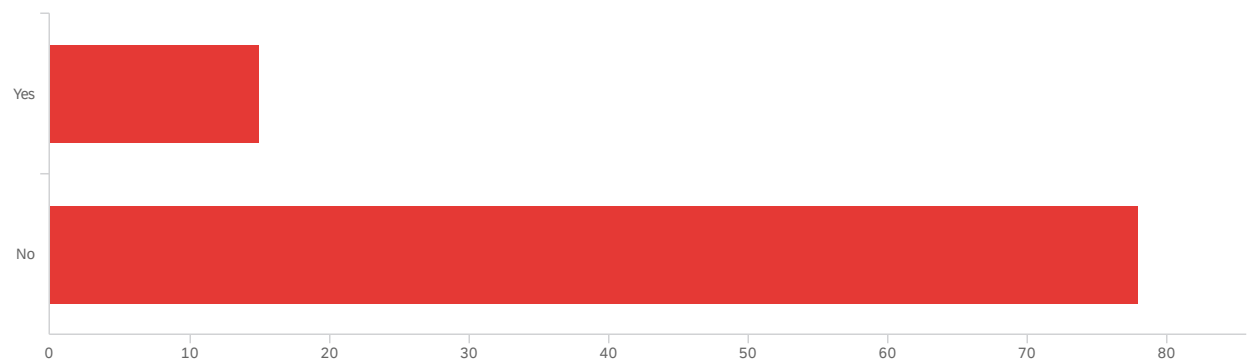
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Sustainability Management program, have you witnessed another employee or student being discriminated against?	1.00	2.00	1.84	0.37	0.14	93

#	Field	Choice Count	
1	Yes	16.13%	15
2	No	83.87%	78
			93

Showing rows 1 - 3 of 3

Q32 - Have you reported any incidents of discrimination while you were a student in the

Sustainability Management program?
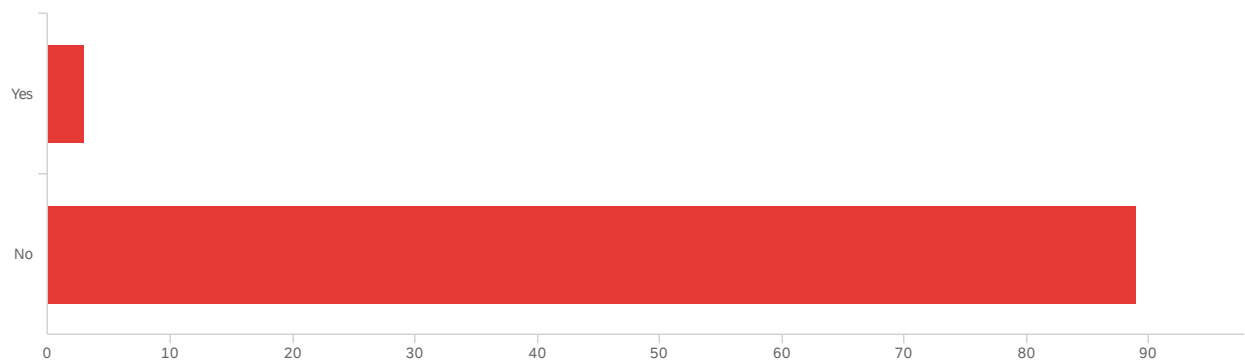
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you reported any incidents of discrimination while you were a student in the Sustainability Management program?	1.00	2.00	1.97	0.18	0.03	92

#	Field	Choice Count	
1	Yes	3.26%	3
2	No	96.74%	89
			92

Showing rows 1 - 3 of 3
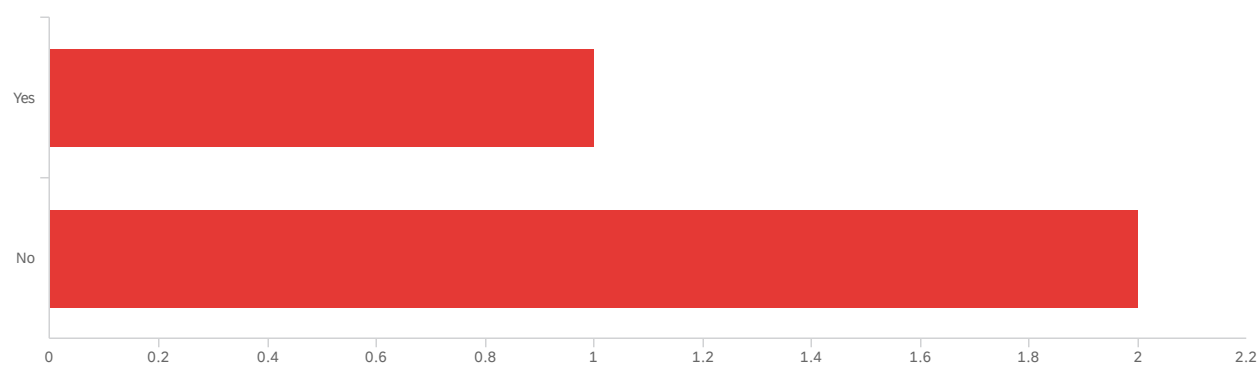
Q33 - Did you feel supported in the reporting process?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you feel supported in the reporting process?	1.00	2.00	1.67	0.47	0.22	3

#	Field	Choice Count	
1	Yes	33.33%	1
2	No	66.67%	2
			3

Showing rows 1 - 3 of 3

Q35 - Was that particular issue for which you made a report resolved satisfactorily?
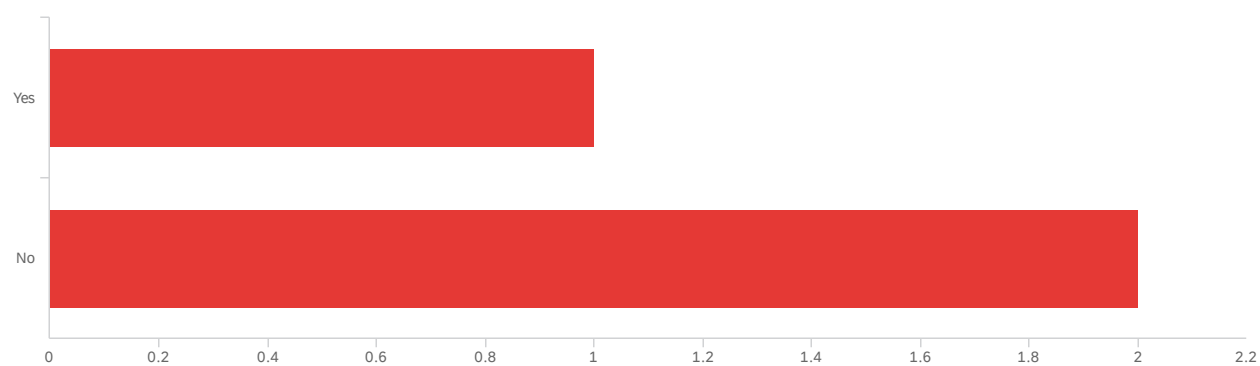
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Was that particular issue for which you made a report resolved satisfactorily?	1.00	2.00	1.67	0.47	0.22	3

#	Field		Choice Count	
1	Yes		33.33%	1
2	No		66.67%	2
				3

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:
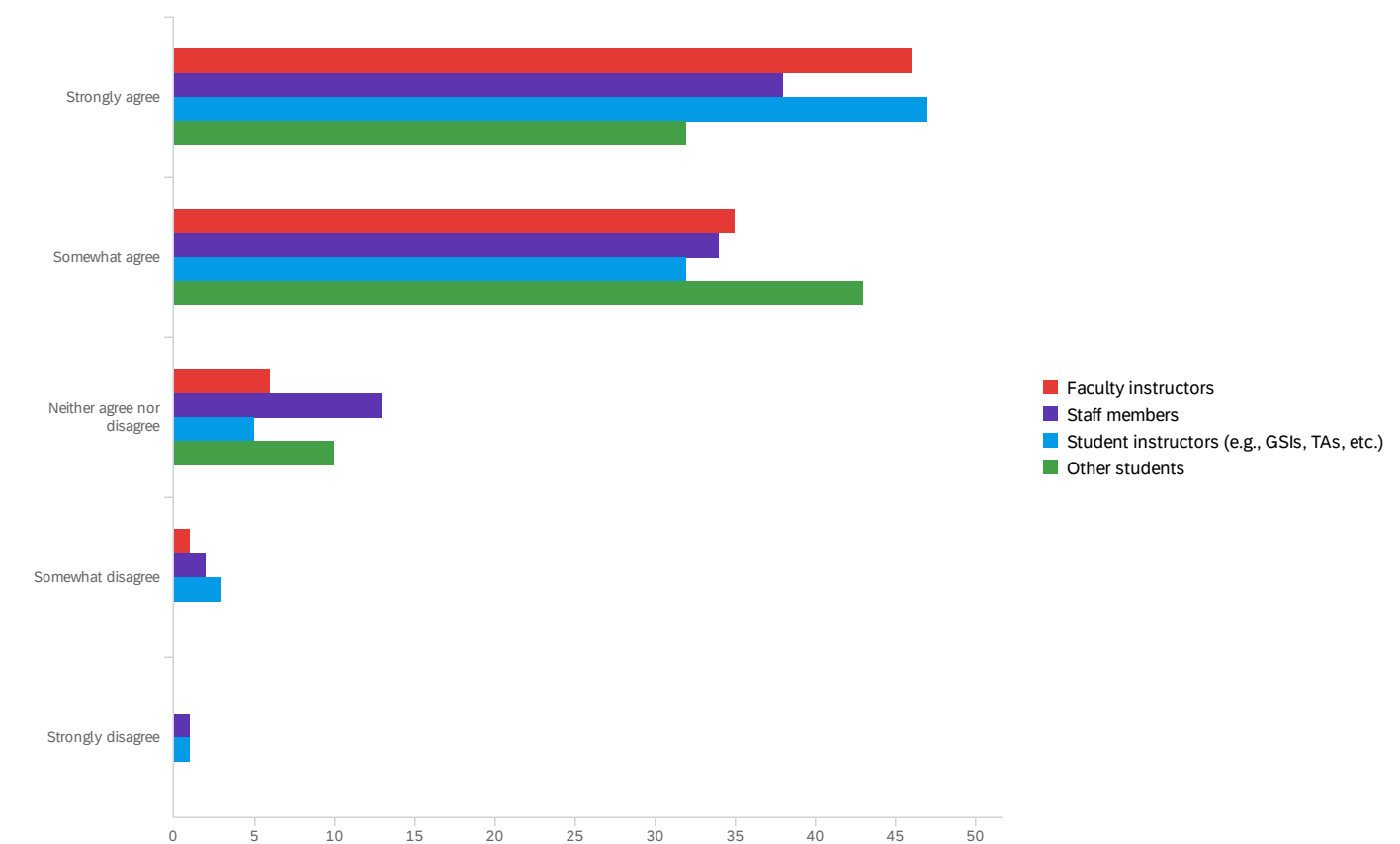
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Faculty instructors	1.00	4.00	1.57	0.67	0.45	88
2	Staff members	1.00	5.00	1.80	0.85	0.73	88
3	Student instructors (e.g., GSIs, TAs, etc.)	1.00	5.00	1.63	0.83	0.69	88
4	Other students	1.00	3.00	1.74	0.65	0.43	85

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	Faculty instructors	52.27%	46	39.77%	35	6.82%	6	1.14%	1	0.00%	0	88
2	Staff members	43.18%	38	38.64%	34	14.77%	13	2.27%	2	1.14%	1	88

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
3	Student instructors (e.g., GSIs, TAs, etc.)	53.41% 47	36.36% 32	5.68% 5	3.41% 3	1.14% 1	88
4	Other students	37.65% 32	50.59% 43	11.76% 10	0.00% 0	0.00% 0	85

Showing rows 1 - 4 of 4

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

Legend:
- Faculty instructors
- Other faculty members
- Program administrators
- Staff members
- Student instructors (e.g., GSIs, TAs, etc.)
- Other students
- Other mentors/advisors
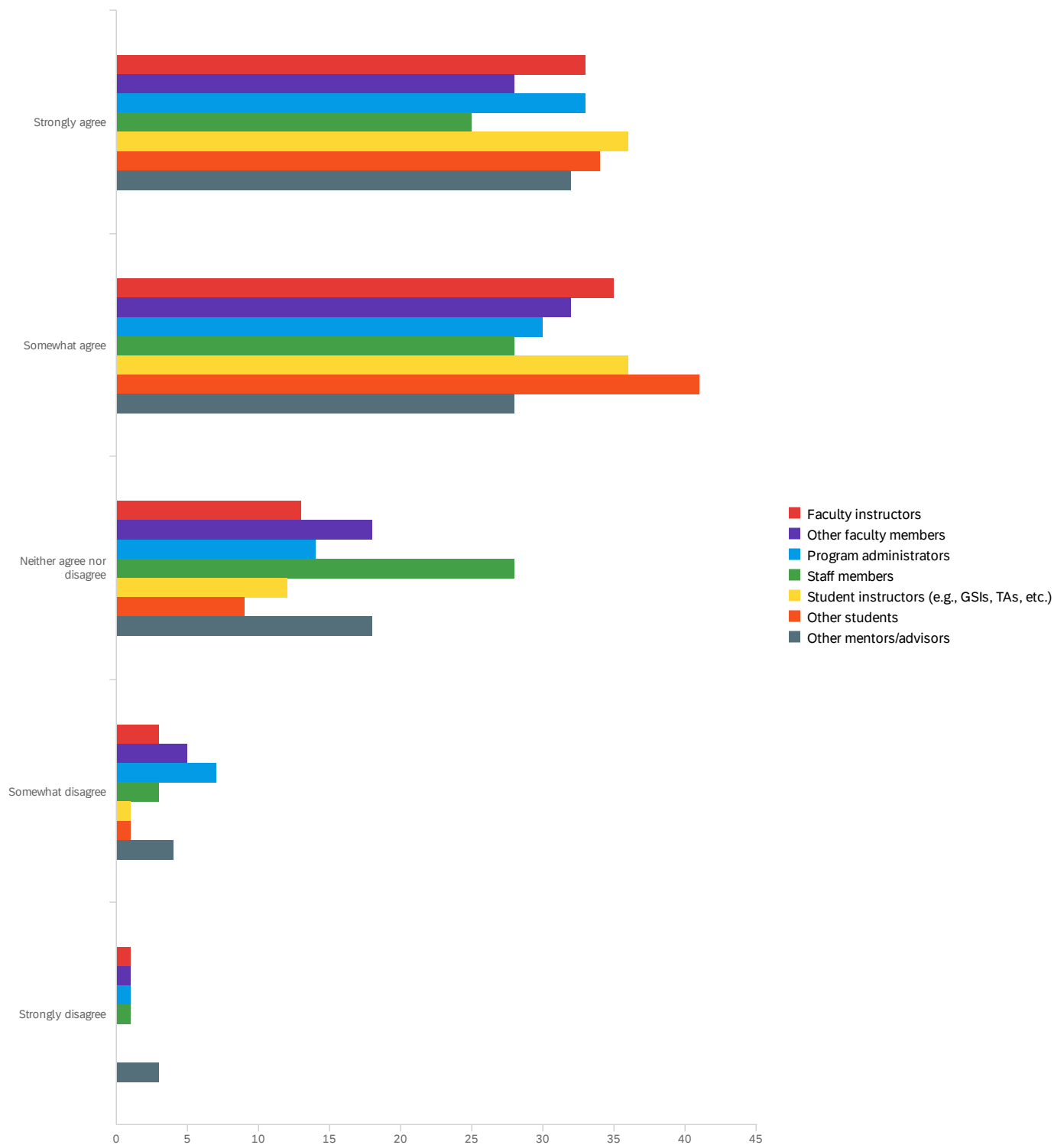
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Faculty instructors	1.00	5.00	1.87	0.88	0.77	85

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	Other faculty members	1.00	5.00	2.04	0.94	0.89	84
3	Program administrators	1.00	5.00	1.98	0.99	0.99	85
4	Staff members	1.00	5.00	2.14	0.92	0.85	85
5	Student instructors (e.g., GSIs, TAs, etc.)	1.00	4.00	1.74	0.74	0.54	85
6	Other students	1.00	4.00	1.73	0.69	0.48	85
7	Other mentors/advisors	1.00	5.00	2.04	1.05	1.09	85

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	Faculty instructors	38.82%	33	41.18%	35	15.29%	13	3.53%	3	1.18%	1	85
2	Other faculty members	33.33%	28	38.10%	32	21.43%	18	5.95%	5	1.19%	1	84
3	Program administrators	38.82%	33	35.29%	30	16.47%	14	8.24%	7	1.18%	1	85
4	Staff members	29.41%	25	32.94%	28	32.94%	28	3.53%	3	1.18%	1	85
5	Student instructors (e.g., GSIs, TAs, etc.)	42.35%	36	42.35%	36	14.12%	12	1.18%	1	0.00%	0	85
6	Other students	40.00%	34	48.24%	41	10.59%	9	1.18%	1	0.00%	0	85
7	Other mentors/advisors	37.65%	32	32.94%	28	21.18%	18	4.71%	4	3.53%	3	85

Showing rows 1 - 7 of 7

Q39 - In the Sustainability Management program at Columbia University, I consider the following groups to be diverse:

| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
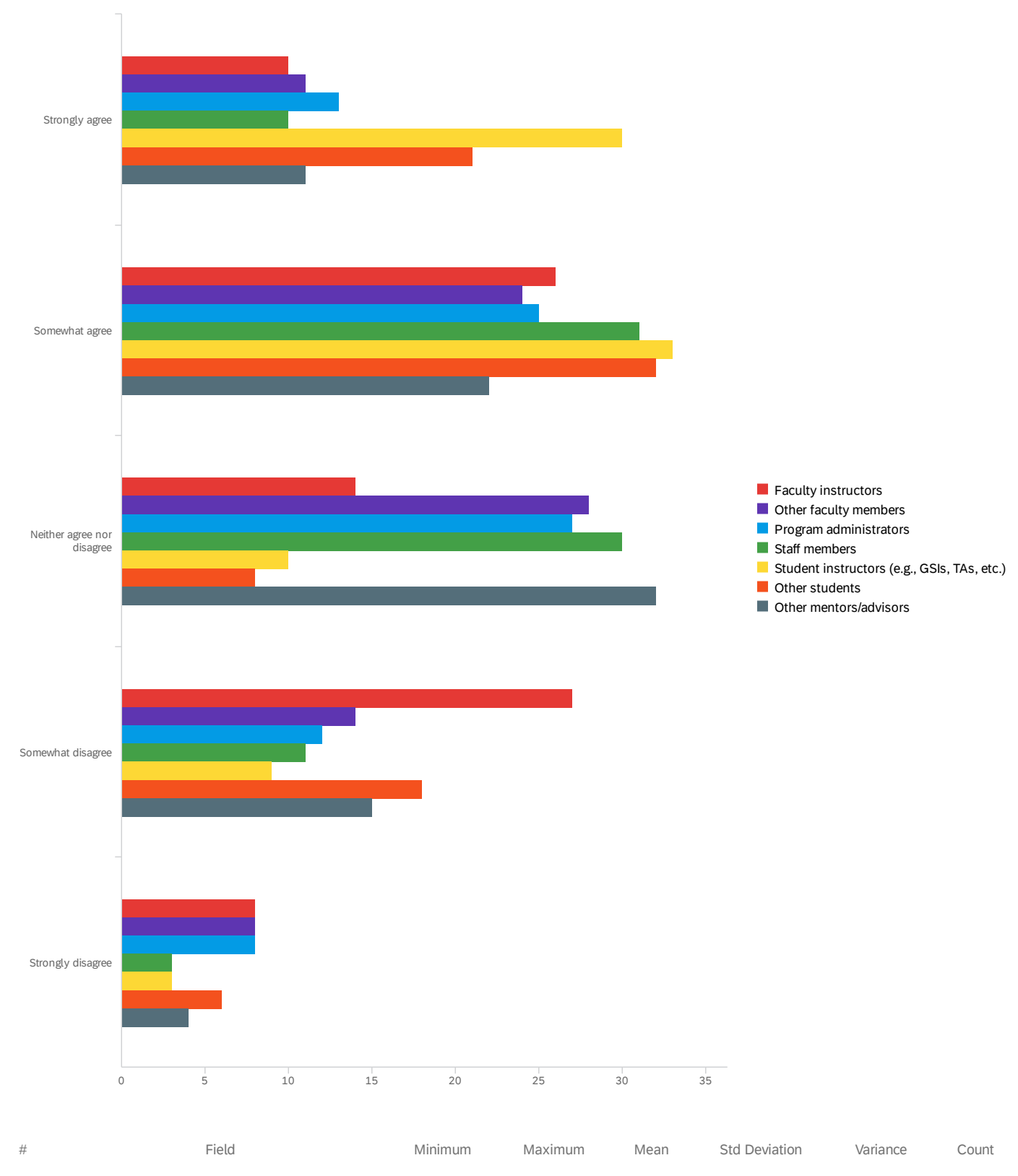
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Faculty instructors	1.00	5.00	2.96	1.21	1.47	85
2	Other faculty members	1.00	5.00	2.81	1.14	1.31	85
3	Program administrators	1.00	5.00	2.73	1.16	1.35	85
4	Staff members	1.00	5.00	2.60	0.97	0.95	85
5	Student instructors (e.g., GSIs, TAs, etc.)	1.00	5.00	2.08	1.10	1.20	85
6	Other students	1.00	5.00	2.48	1.26	1.59	85
7	Other mentors/advisors	1.00	5.00	2.75	1.05	1.09	84

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	Faculty instructors	11.76%	10	30.59%	26	16.47%	14	31.76%	27	9.41%	8	85
2	Other faculty members	12.94%	11	28.24%	24	32.94%	28	16.47%	14	9.41%	8	85
3	Program administrators	15.29%	13	29.41%	25	31.76%	27	14.12%	12	9.41%	8	85
4	Staff members	11.76%	10	36.47%	31	35.29%	30	12.94%	11	3.53%	3	85
5	Student instructors (e.g., GSIs, TAs, etc.)	35.29%	30	38.82%	33	11.76%	10	10.59%	9	3.53%	3	85
6	Other students	24.71%	21	37.65%	32	9.41%	8	21.18%	18	7.06%	6	85
7	Other mentors/advisors	13.10%	11	26.19%	22	38.10%	32	17.86%	15	4.76%	4	84

Showing rows 1 - 7 of 7

Q40 - In my courses (syllabi, lectures, activities, etc.), my identities are reflected.
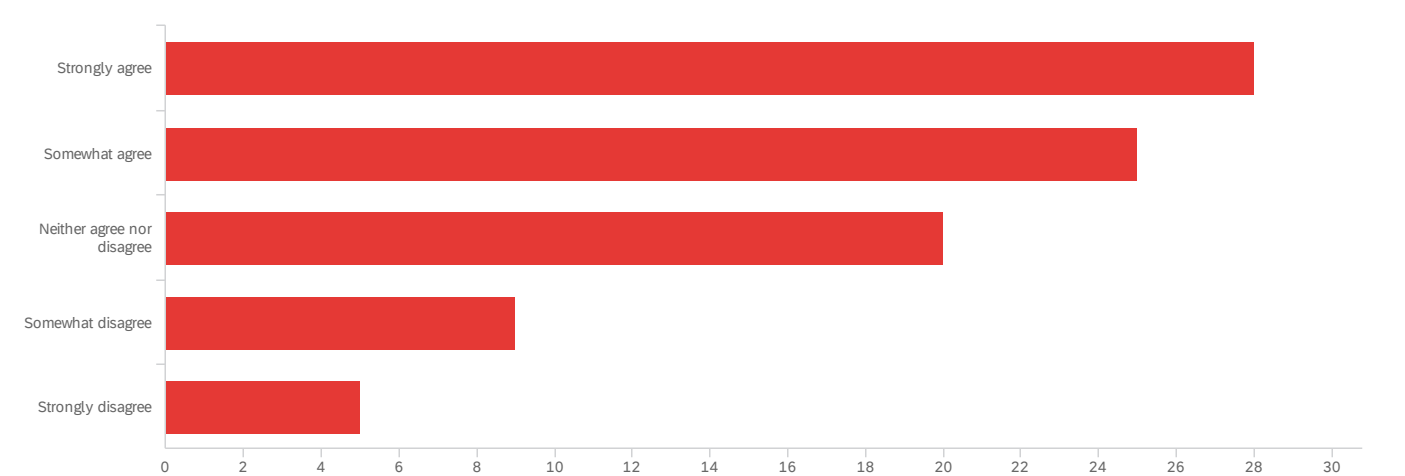
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In my courses (syllabi, lectures, activities, etc.), my identities are reflected.	1.00	5.00	2.29	1.18	1.40	87

#	Field		Choice Count
1	Strongly agree	32.18%	28
2	Somewhat agree	28.74%	25
3	Neither agree nor disagree	22.99%	20
4	Somewhat disagree	10.34%	9
5	Strongly disagree	5.75%	5
			87

Showing rows 1 - 6 of 6

Q41 - I often feel like "I'm the only one".
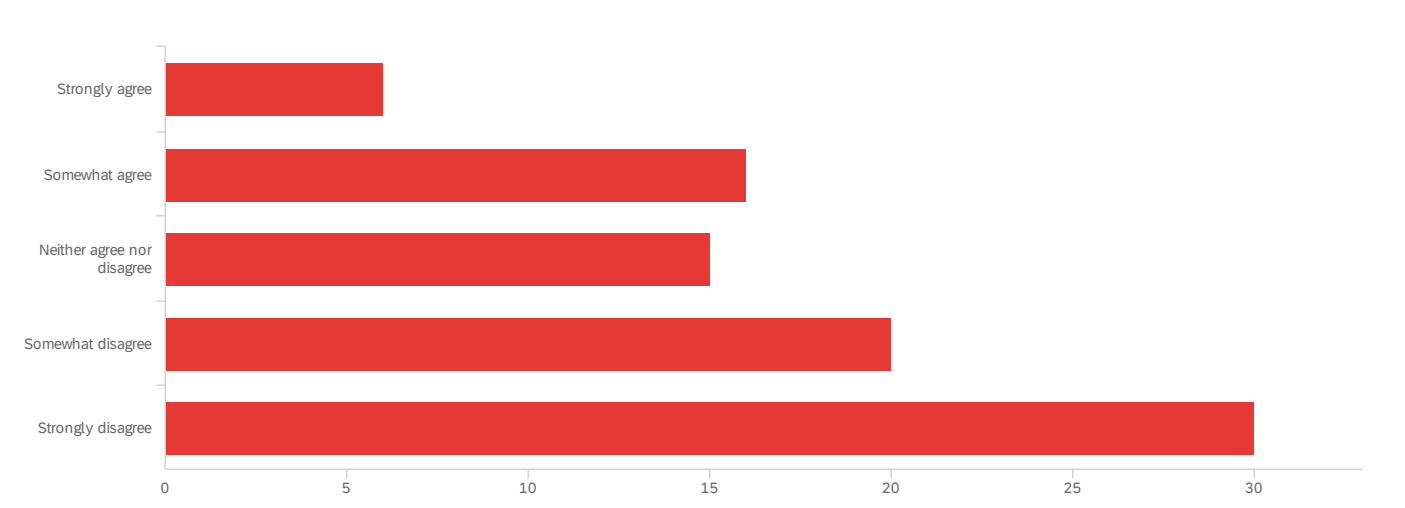
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I often feel like "I'm the only one".	1.00	5.00	3.60	1.31	1.71	87

#	Field	Choice Count	
1	Strongly agree	6.90%	6
2	Somewhat agree	18.39%	16
3	Neither agree nor disagree	17.24%	15
4	Somewhat disagree	22.99%	20
5	Strongly disagree	34.48%	30
			87

Showing rows 1 - 6 of 6

Q42 - I am treated fairly and equitably in the Sustainability Management program in general.
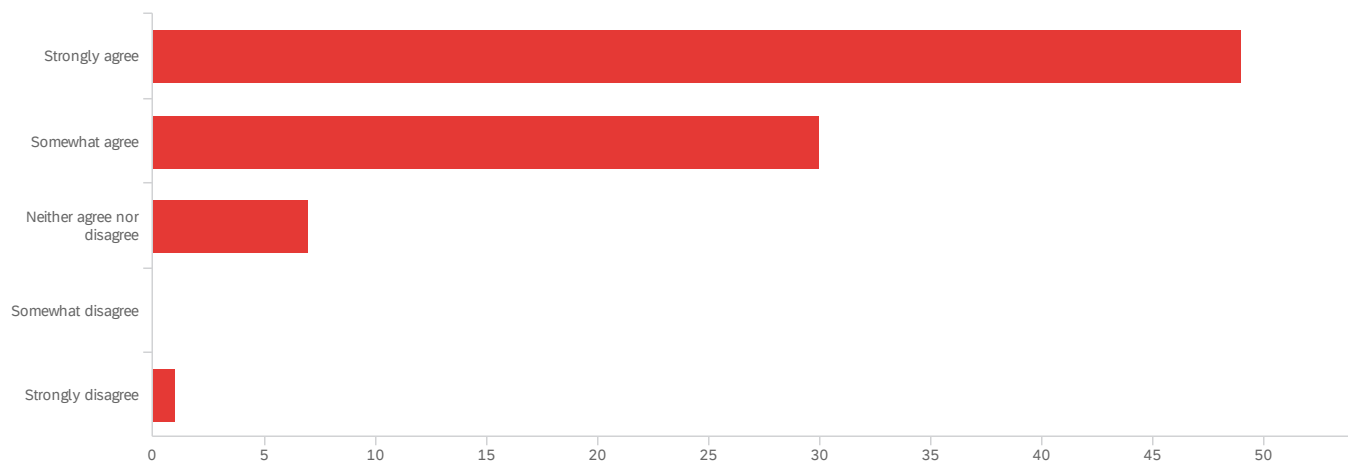
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am treated fairly and equitably in the Sustainability Management program in general.	1.00	5.00	1.55	0.74	0.55	87

#	Field	Choice Count	
1	Strongly agree	56.32%	49
2	Somewhat agree	34.48%	30
3	Neither agree nor disagree	8.05%	7
4	Somewhat disagree	0.00%	0
5	Strongly disagree	1.15%	1
			87

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	4.00	1.71	0.81	0.65	86

#	Field	Choice Count	
1	Strongly agree	47.67%	41
2	Somewhat agree	37.21%	32
3	Neither agree nor disagree	11.63%	10
4	Somewhat disagree	3.49%	3
5	Strongly disagree	0.00%	0
			86
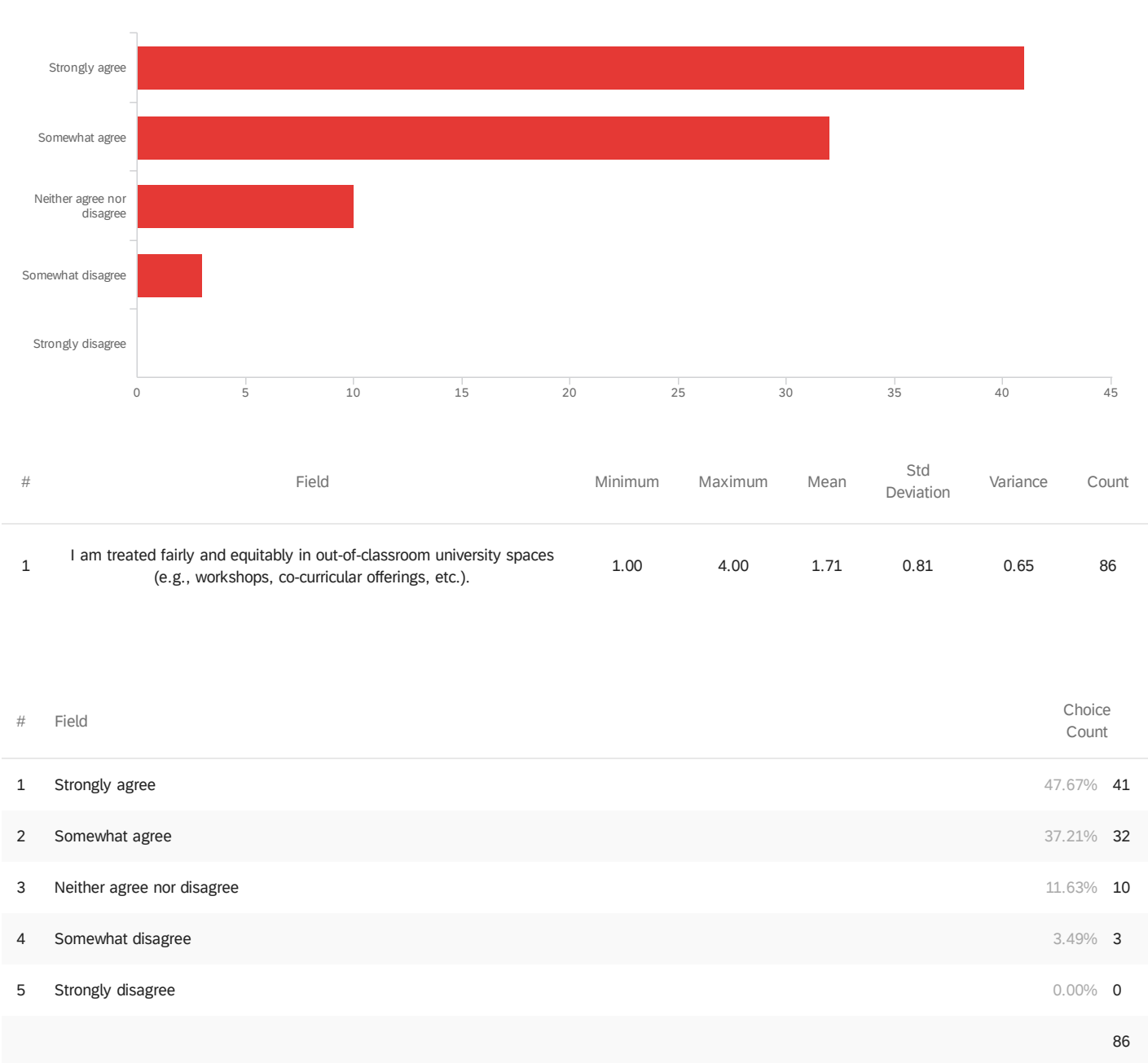
Showing rows 1 - 6 of 6

Q44 - Are you satisfied with the extent to which equity concerns are treated in your courses in the Sustainability Management program?
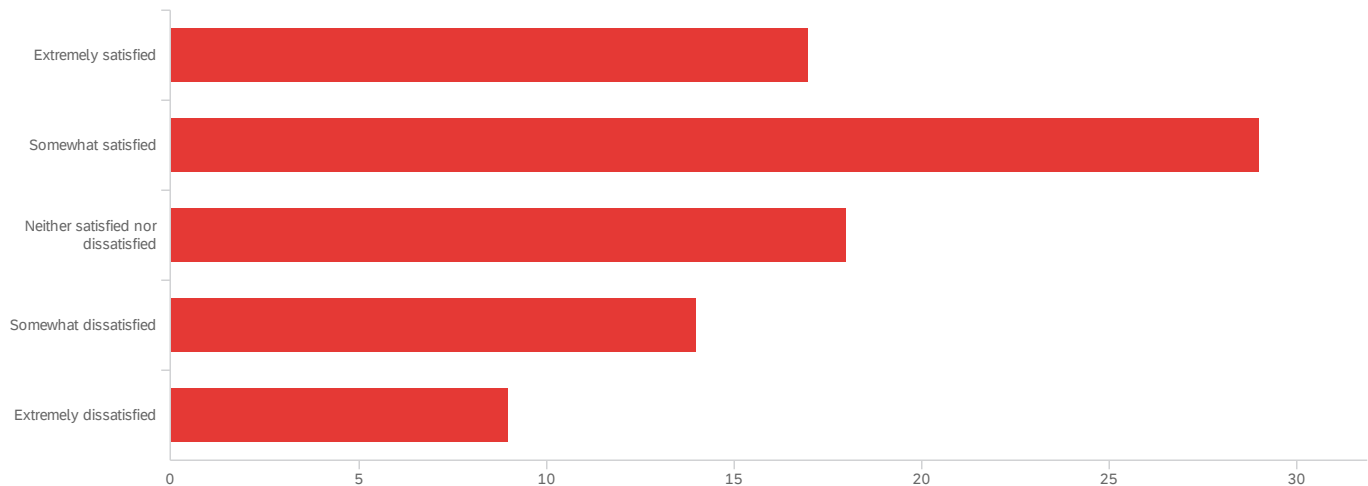
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you satisfied with the extent to which equity concerns are treated in your courses in the Sustainability Management program?	1.00	5.00	2.64	1.25	1.56	87

#	Field		Choice Count
1	Extremely satisfied	19.54%	17
2	Somewhat satisfied	33.33%	29
3	Neither satisfied nor dissatisfied	20.69%	18
4	Somewhat dissatisfied	16.09%	14
5	Extremely dissatisfied	10.34%	9
			87

Showing rows 1 - 6 of 6

Q46 - Do you think barriers exist in the Sustainability Management program to organizing and implementing anti-racism initiatives?
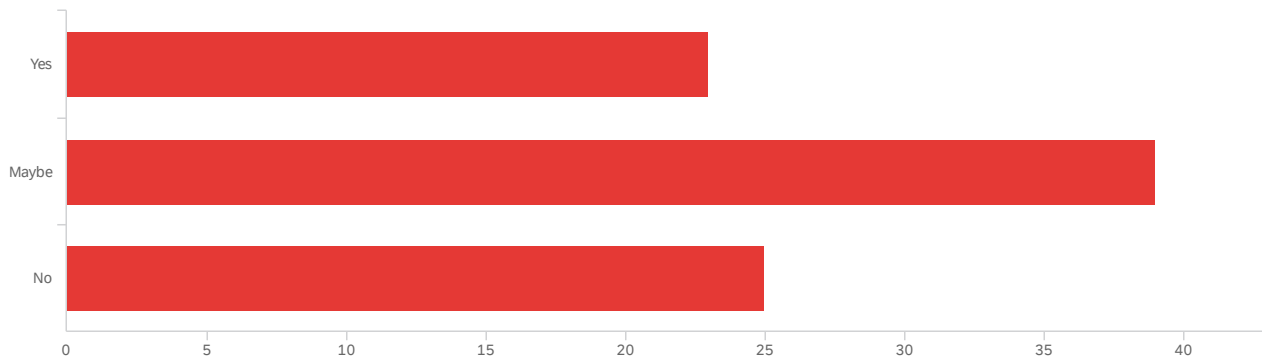
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you think barriers exist in the Sustainability Management program to organizing and implementing anti-racism initiatives?	1.00	3.00	2.02	0.74	0.55	87

#	Field		Choice Count
1	Yes	26.44%	23
2	Maybe	44.83%	39
3	No	28.74%	25
			87

Showing rows 1 - 4 of 4

Q48 - Do you believe that your coursework in the Sustainability Management 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 Sustainability Management program adequately prepares you for sustainability jobs where social equity and/or environmental justice will be important considerations?	1.00	3.00	1.87	0.71	0.50	87

#	Field		Choice Count
1	Yes	32.18%	28
2	Maybe	48.28%	42
3	No	19.54%	17
			87

Showing rows 1 - 4 of 4

Q50 - Knowing what you know now, will you recommend the Sustainability Management program to a prospective student?
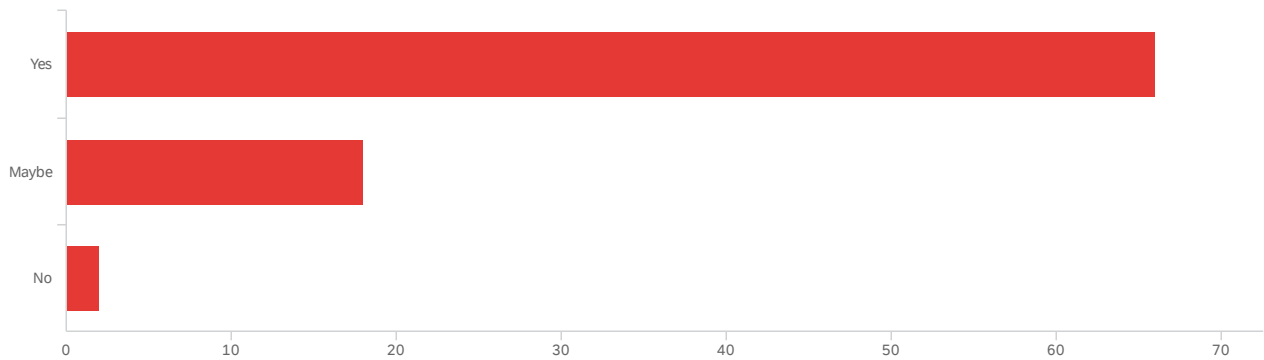
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Knowing what you know now, will you recommend the Sustainability Management program to a prospective student?	1.00	3.00	1.26	0.49	0.24	86

#	Field		Choice Count
1	Yes	76.74%	66
2	Maybe	20.93%	18
3	No	2.33%	2
			86

Showing rows 1 - 4 of 4

End of Report

SUMA Alumni Preliminary Survey Report

ALUMNI SURVEY - M.S. in Sustainability Management
April 4, 2021 1:28 PM EDT

Q3 - How long has it been since you were a student in the Sustainability Management program?
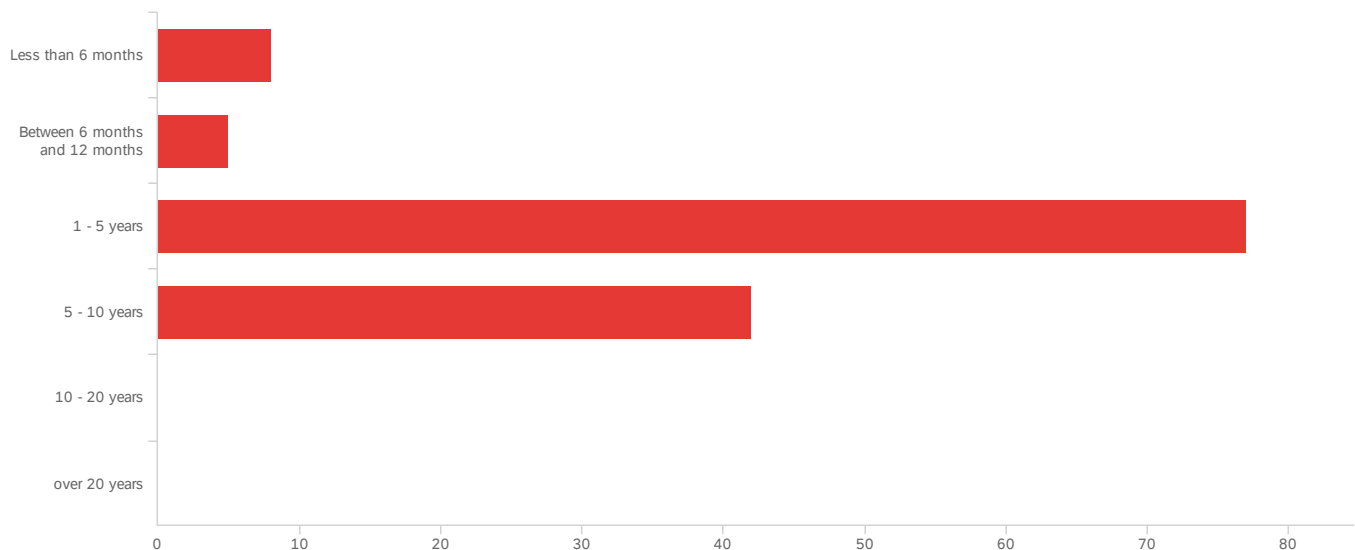
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long has it been since you were a student in the Sustainability Management program?	1.00	4.00	3.16	0.76	0.57	132

#	Field	Choice Count	
1	Less than 6 months	6.06%	8
2	Between 6 months and 12 months	3.79%	5
3	1 - 5 years	58.33%	77
4	5 - 10 years	31.82%	42
5	10 - 20 years	0.00%	0
6	over 20 years	0.00%	0
			132

Showing rows 1 - 7 of 7

117

Q4 - What is your current age (in years)?
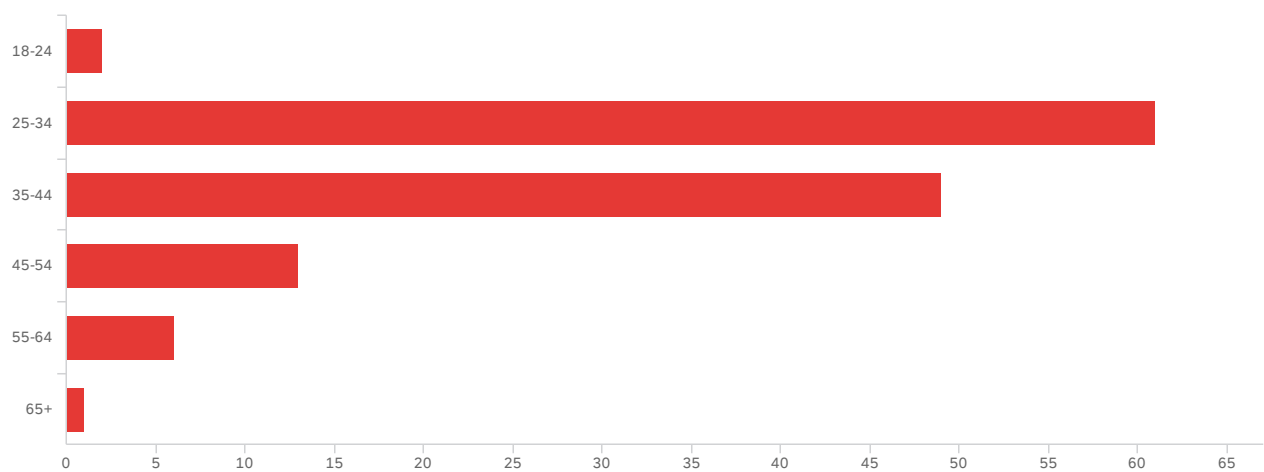
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current age (in years)?	1.00	6.00	2.72	0.89	0.79	132

#	Field	Choice Count	
1	18-24	1.52%	2
2	25-34	46.21%	61
3	35-44	37.12%	49
4	45-54	9.85%	13
5	55-64	4.55%	6
6	65+	0.76%	1
			132

Showing rows 1 - 7 of 7

Q5 - While a student in the Sustainability Management program, what was your family
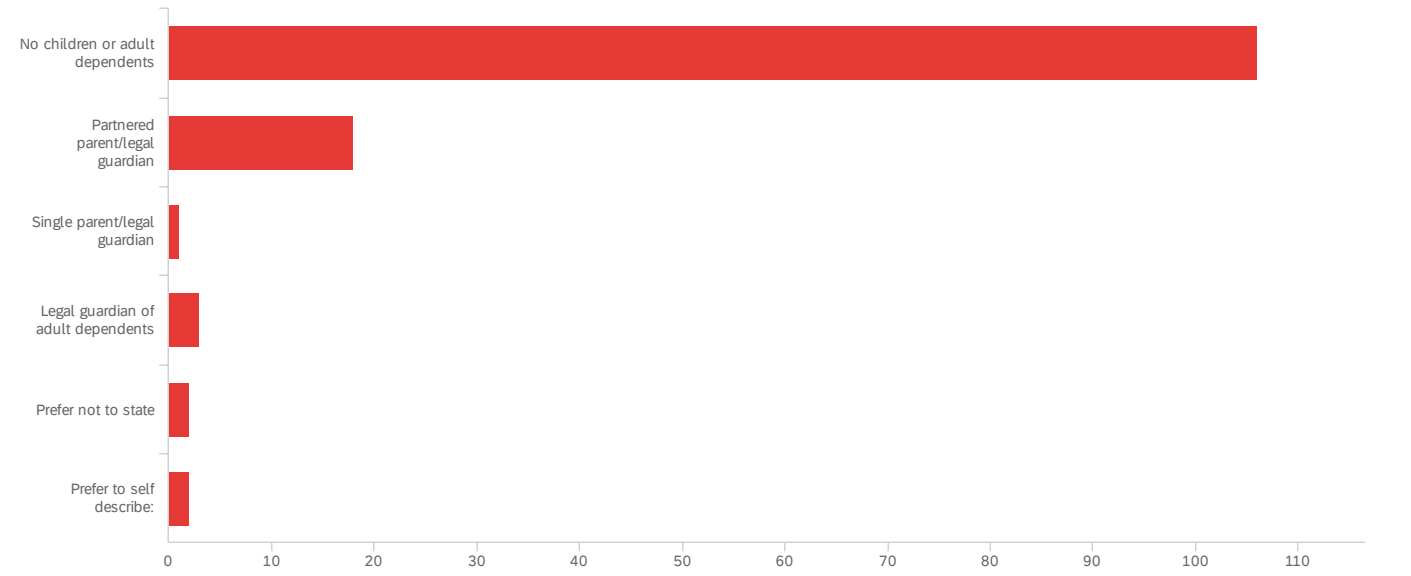
status?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While a student in the Sustainability Management program, what was your family status? - Selected Choice	1.00	6.00	1.36	0.93	0.87	132

#	Field		Choice Count
1	No children or adult dependents	80.30%	106
2	Partnered parent/legal guardian	13.64%	18
3	Single parent/legal guardian	0.76%	1
4	Legal guardian of adult dependents	2.27%	3
5	Prefer not to state	1.52%	2
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:

Married with child in college

Q6 - While a student in the Sustainability Management program, what was your gender identity?
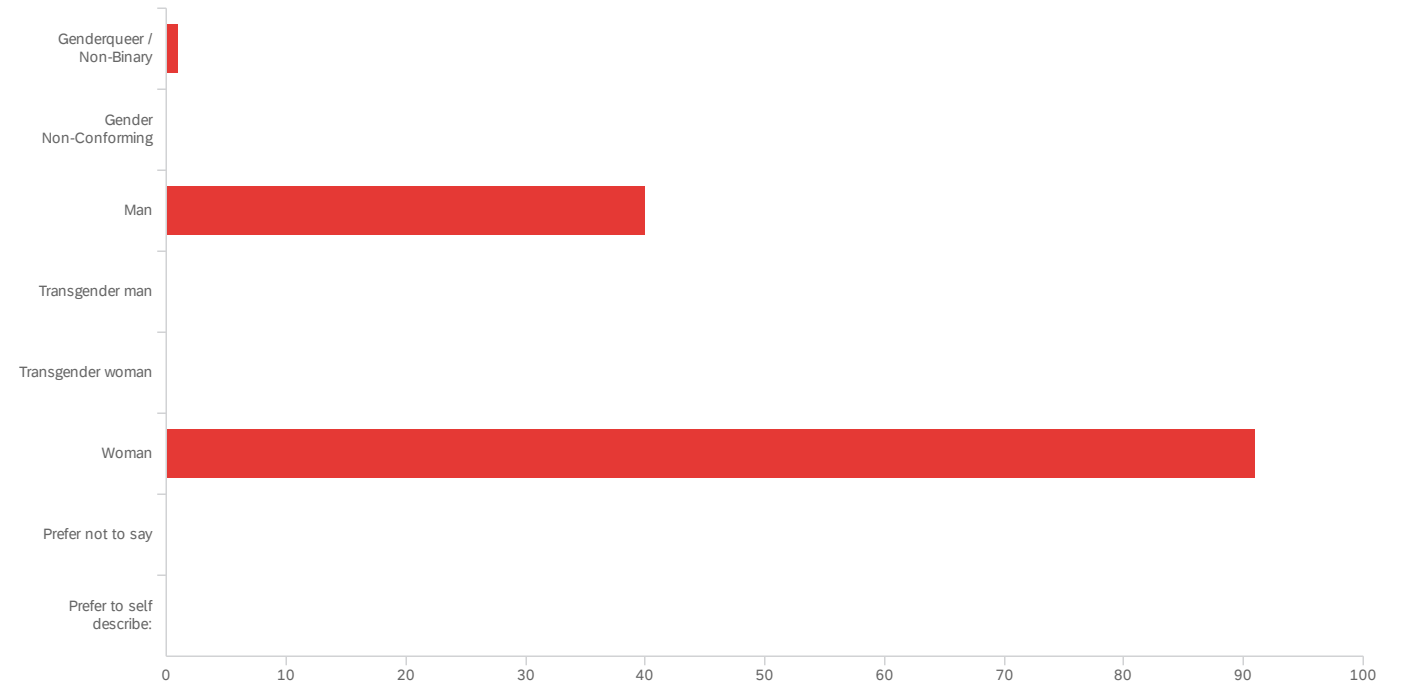
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While a student in the Sustainability Management program, what was your gender identity? - Selected Choice	1.00	10.00	9.02	1.54	2.39	132

#	Field		Choice Count
1	Genderqueer / Non-Binary	0.76%	1
6	Gender Non-Conforming	0.00%	0
7	Man	30.30%	40
8	Transgender man	0.00%	0
9	Transgender woman	0.00%	0
10	Woman	68.94%	91
11	Prefer not to say	0.00%	0
12	Prefer to self describe:	0.00%	0

#	Field	Choice Count
		132

Q6_12_TEXT - Prefer to self describe:

Prefer to self describe:

Q7 - While a student in the Sustainability Management program, what was your sexual orientation?
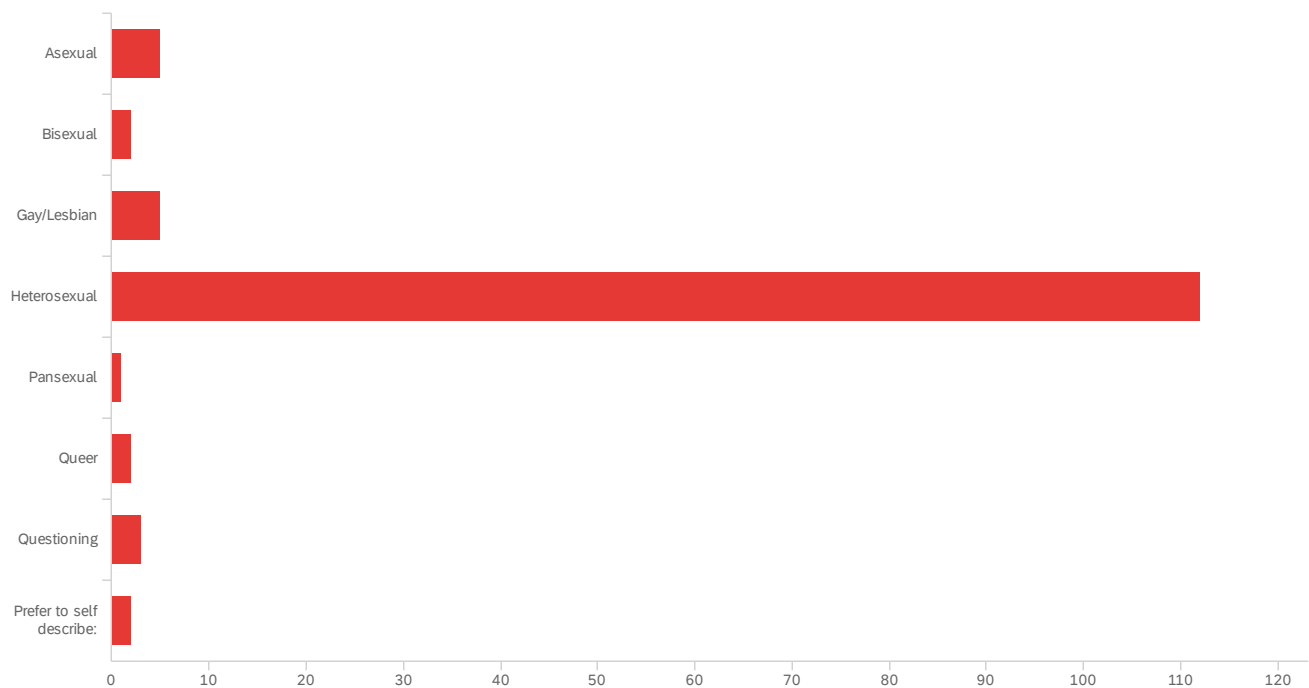
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While a student in the Sustainability Management program, what was your sexual orientation? - Selected Choice	1.00	8.00	3.98	0.98	0.95	132

#	Field		Choice Count
1	Asexual	3.79%	5
2	Bisexual	1.52%	2
3	Gay/Lesbian	3.79%	5
4	Heterosexual	84.85%	112
5	Pansexual	0.76%	1
6	Queer	1.52%	2
7	Questioning	2.27%	3
8	Prefer to self describe:	1.52%	2

#	Field	Choice Count
	124	132

Showing rows 1 - 9 of 9

Q7_8_TEXT - Prefer to self describe:

Prefer to self describe:

Other

Q8 - Please indicate the racial or ethnic groups with which you identify. (Check all that apply.)
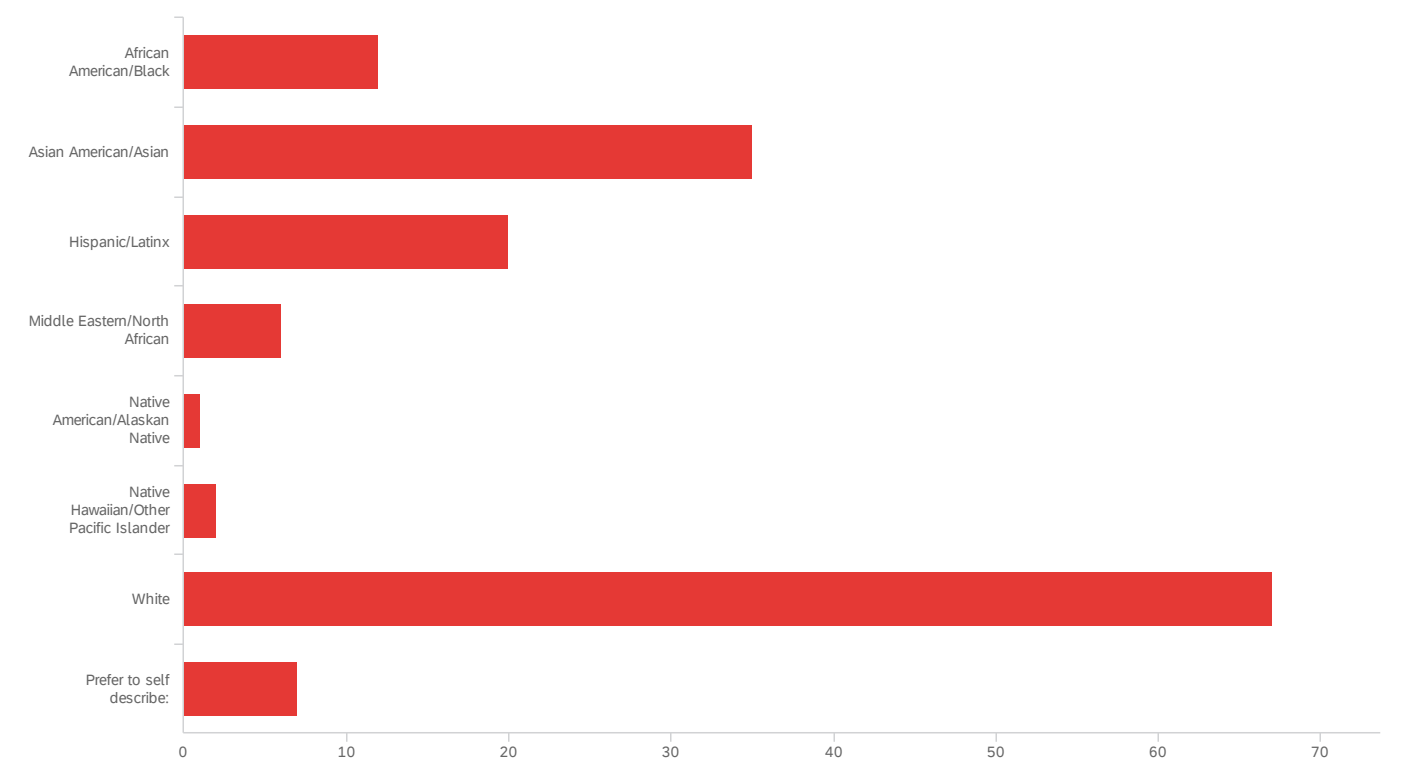
#	Field	Choice Count	
1	African American/Black	8.00%	12
2	Asian American/Asian	23.33%	35
3	Hispanic/Latinx	13.33%	20
4	Middle Eastern/North African	4.00%	6
5	Native American/Alaskan Native	0.67%	1
6	Native Hawaiian/Other Pacific Islander	1.33%	2
7	White	44.67%	67
8	Prefer to self describe:	4.67%	7
			150

Showing rows 1 - 9 of 9

Q8_8_TEXT - Prefer to self describe:

Prefer to self describe:

Prefer to self describe:

Mixed

International student. Nationality: Indian

American Polish

Indian

Jewish

Q9 - Please indicate the racial or ethnic groups with which you most identify.
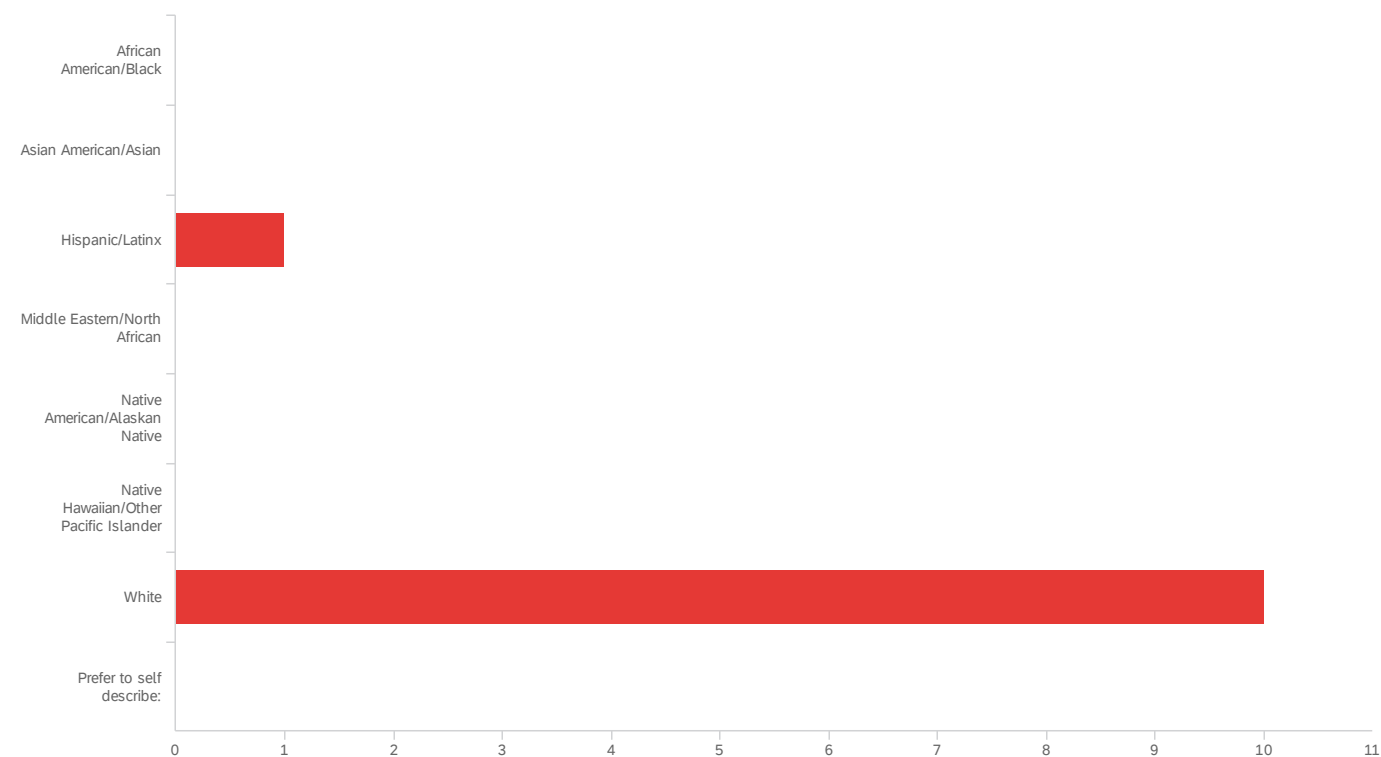
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate the racial or ethnic groups with which you most identify. - Selected Choice	3.00	7.00	6.64	1.15	1.32	11

#	Field		Choice Count
1	African American/Black	0.00%	0
2	Asian American/Asian	0.00%	0
3	Hispanic/Latinx	9.09%	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	90.91%	10
8	Prefer to self describe:	0.00%	0
			11

Q9_8_TEXT - Prefer to self describe:

Prefer to self describe:

Q10 - Were you born in the United States?
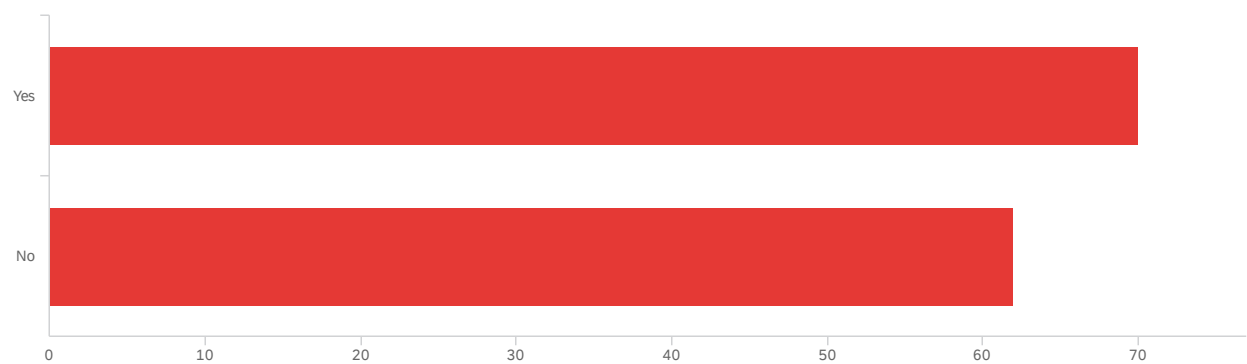
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Were you born in the United States?	1.00	2.00	1.47	0.50	0.25	132

#	Field		Choice Count	
1	Yes		53.03%	70
2	No		46.97%	62
				132

Showing rows 1 - 3 of 3

Q11 - In which country were you born?

In which country were you born?

India

Ecuador

Norway

South Korea

Taiwan

Nigeria

Nigeria

Cameroon

South Africa

India

Germany

France

France

Iran

United Kingdom

Mexico

Canada

Israel

India

India

Canada

Malaysia

In which country were you born?

Philippines

India

Slovak Republic

China

Kenya

Brazil

China

Chile

Venezuela

Spain

Colombia

Kazakhstan

Turkey

India

Brazil

Mexico

Canada

Israel

Saudi Arabia

China

Canada

Canada

Uruguay

India

In which country were you born?

Saudi Arabia

Mexico

Mexico

Uganda

Turkey

India

Q12 - While a student in the Sustainability Management program, were you an international student? (i.e. you needed a visa to study in the United States)
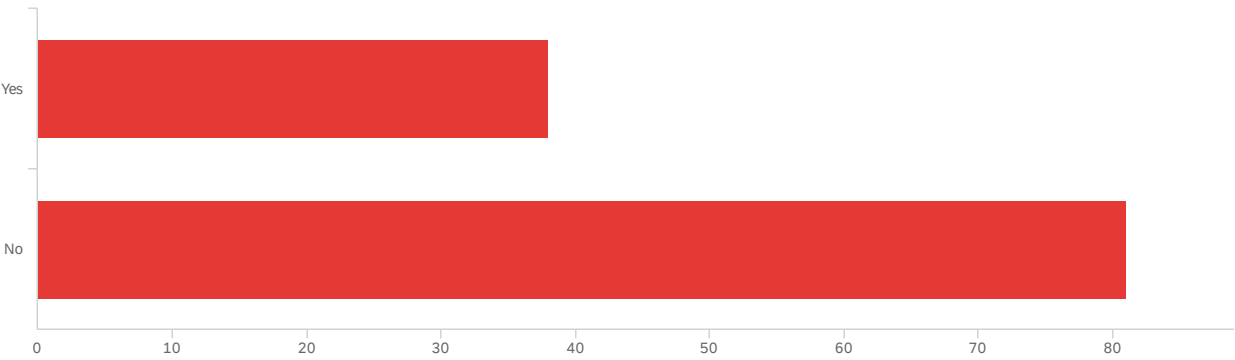
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While a student in the Sustainability Management program, were you an international student? (i.e. you needed a visa to study in the United States)	1.00	2.00	1.68	0.47	0.22	119

#	Field		Choice Count
1	Yes	31.93%	38
2	No	68.07%	81
			119

Showing rows 1 - 3 of 3

Q13 - What was your immigration status as a student in the Sustainability Management
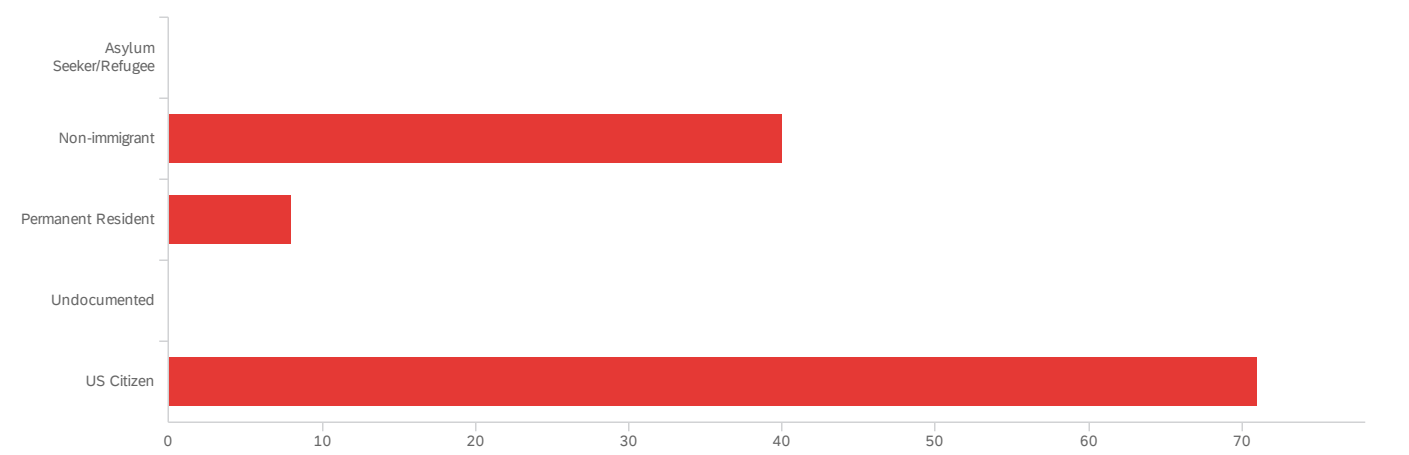
program?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What was your immigration status as a student in the Sustainability Management program?	2.00	5.00	3.86	1.41	1.99	119

#	Field		Choice Count
1	Asylum Seeker/Refugee	0.00%	0
2	Non-immigrant	33.61%	40
3	Permanent Resident	6.72%	8
4	Undocumented	0.00%	0
5	US Citizen	59.66%	71
			119

Showing rows 1 - 6 of 6

Q14 - With what religious background, if any, do you most identify?
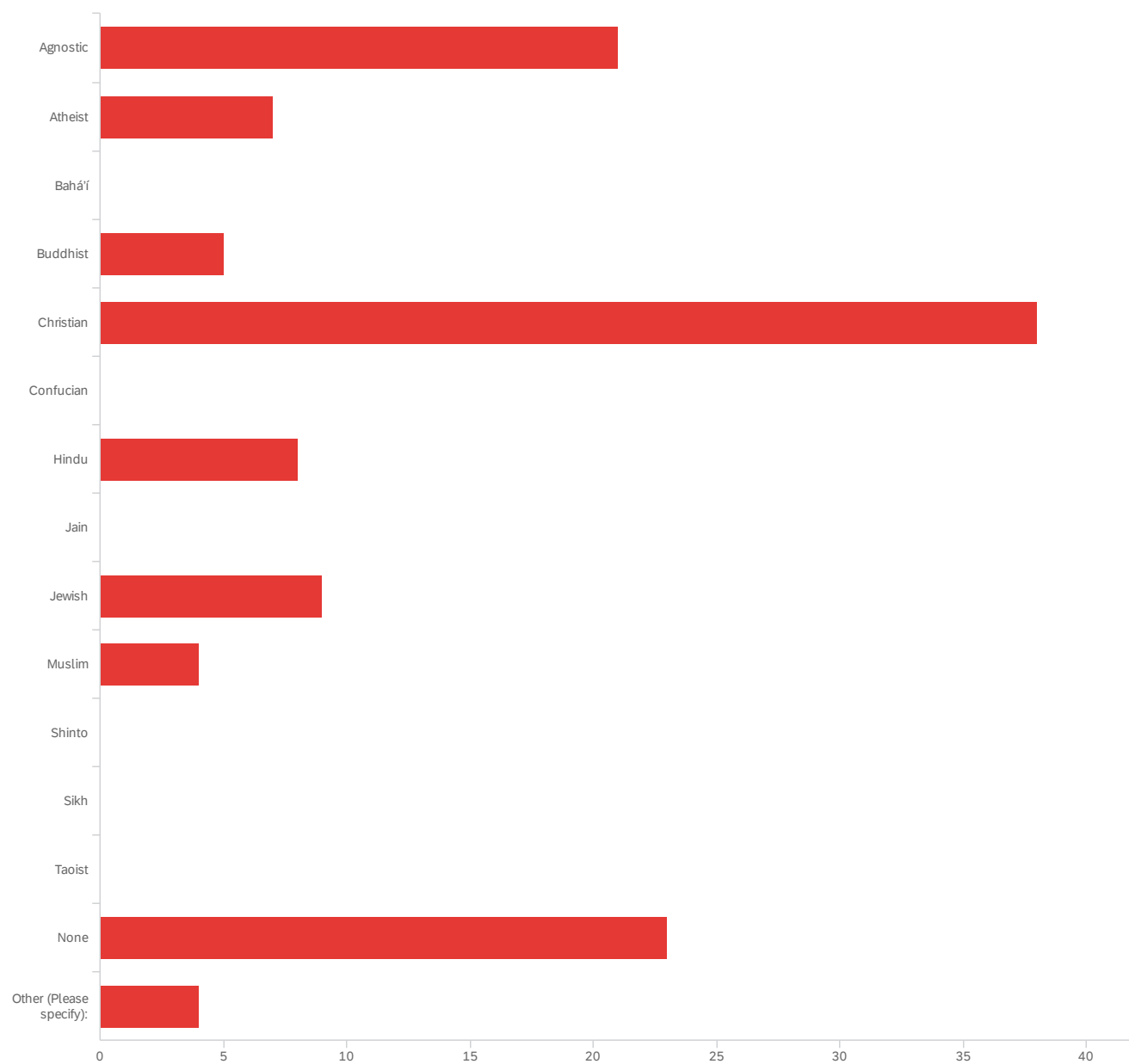
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	With what religious background, if any, do you most identify? - Selected Choice	1.00	15.00	6.76	4.65	21.65	119

#	Field		Choice Count
1	Agnostic	17.65%	21

135

#	Field		Choice Count
2	Atheist	5.88%	7
3	Bahá'í	0.00%	0
4	Buddhist	4.20%	5
5	Christian	31.93%	38
6	Confucian	0.00%	0
7	Hindu	6.72%	8
8	Jain	0.00%	0
9	Jewish	7.56%	9
10	Muslim	3.36%	4
11	Shinto	0.00%	0
12	Sikh	0.00%	0
13	Taoist	0.00%	0
14	None	19.33%	23
15	Other (Please specify):	3.36%	4
			119

Showing rows 1 - 16 of 16

Q14_15_TEXT - Other (Please specify):

Other (Please specify):

Hindu by birth, but still exploring.

Catholic

Spiritual

Catholic

136

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	2.19	0.54	0.29	120

#	Field		Choice Count
1	I have apparent/visible disabilities	0.83%	1
2	I do not have apparent or non apparent disabilities	85.00%	102
3	I have non-apparent/not visible disabilities	8.33%	10
4	Prefer not to state	5.83%	7
			120

Showing rows 1 - 5 of 5

Q16 - While you were a student in the Sustainability Management 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 Sustainability Management program, did you identify as an active member or veteran of the U.S. Armed Forces, Military Reserves, or National Guard?	2.00	3.00	2.99	0.09	0.01	120

#	Field	Choice Count	
1	Yes, active duty	0.00%	0
2	Yes, veteran	0.83%	1
3	No, I have never served	99.17%	119
			120

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	3.16	1.03	1.07	120

#	Field	Choice Count	
1	Neither parent/guardian attended any college or has a four-year degree	14.17%	17
2	Neither parent/guardian has a four-year degree but one or both attended college	4.17%	5
3	One or both parents/guardians have a four-year degree	33.33%	40
4	One or both parents/guardians have a postgraduate degree	48.33%	58
			120

Showing rows 1 - 5 of 5

Q18 - While in the Sustainability Management program, how satisfied were you with the overall campus climate/environment?
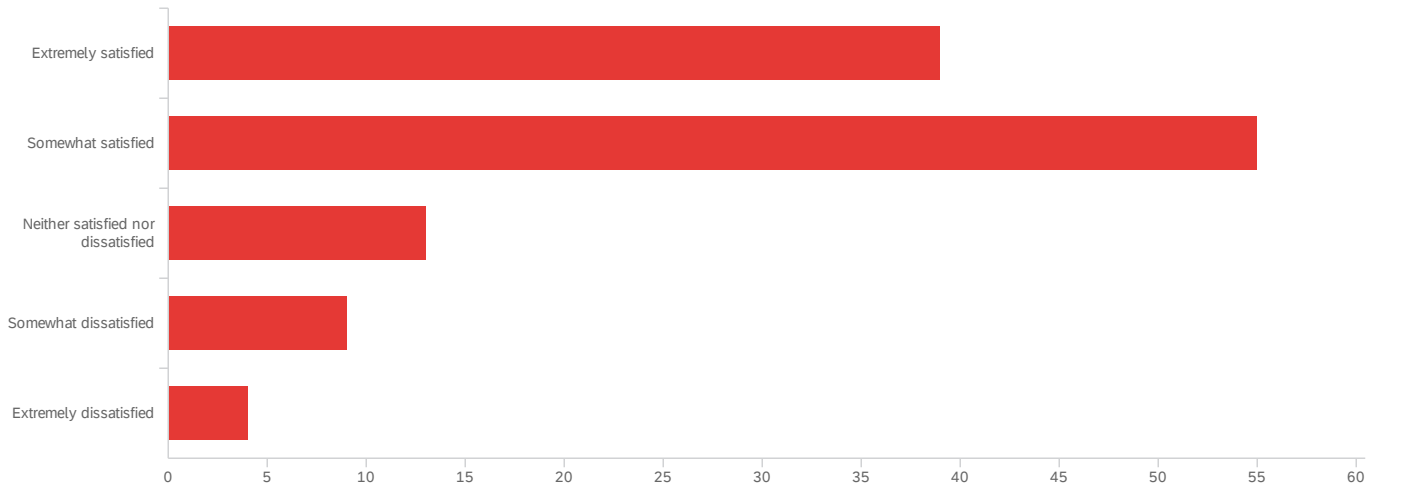
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While in the Sustainability Management program, how satisfied were you with the overall campus climate/environment?	1.00	5.00	2.03	1.02	1.03	120

#	Field	Choice Count	
1	Extremely satisfied	32.50%	39
2	Somewhat satisfied	45.83%	55
3	Neither satisfied nor dissatisfied	10.83%	13
4	Somewhat dissatisfied	7.50%	9
5	Extremely dissatisfied	3.33%	4
			120

Showing rows 1 - 6 of 6

140

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

Hostile:Friendly
Racist:Anti-racist
Homogenous:Heterogeneous
Disrespectful:Respectful
Contentious:Collegial
Sexist:Non-sexist

Legend:
- Sexist:Non-sexist
- Individualistic:Collaborative
- Competitive:Cooperative
- Homophobic:Non-homophobic
- Unsupportive:Supportive
- Ageist:Non-ageist
- Unwelcoming:Welcoming
- Elitist:Non-elitist
- Ableist:Non-ableist
- US-centric:Globalist
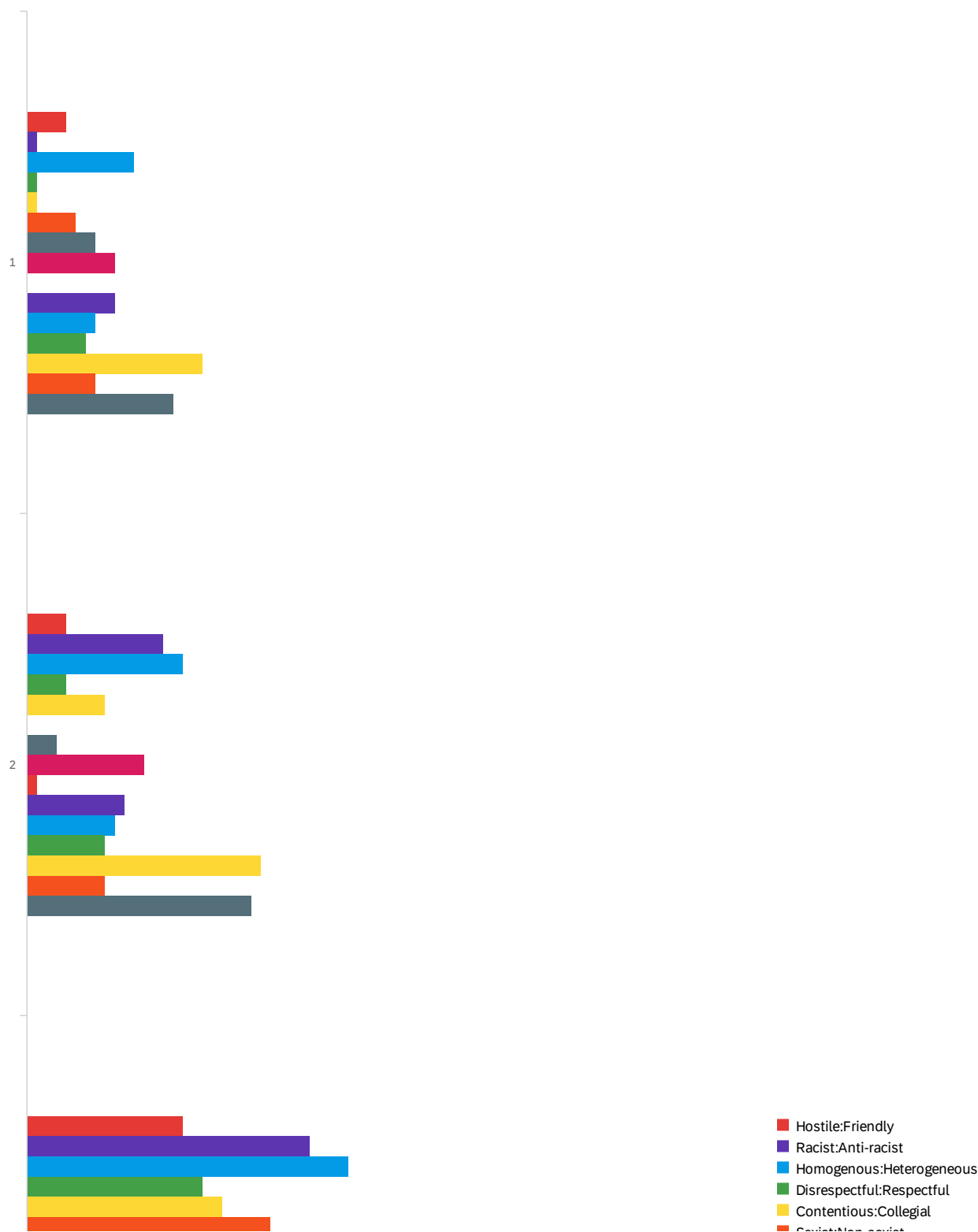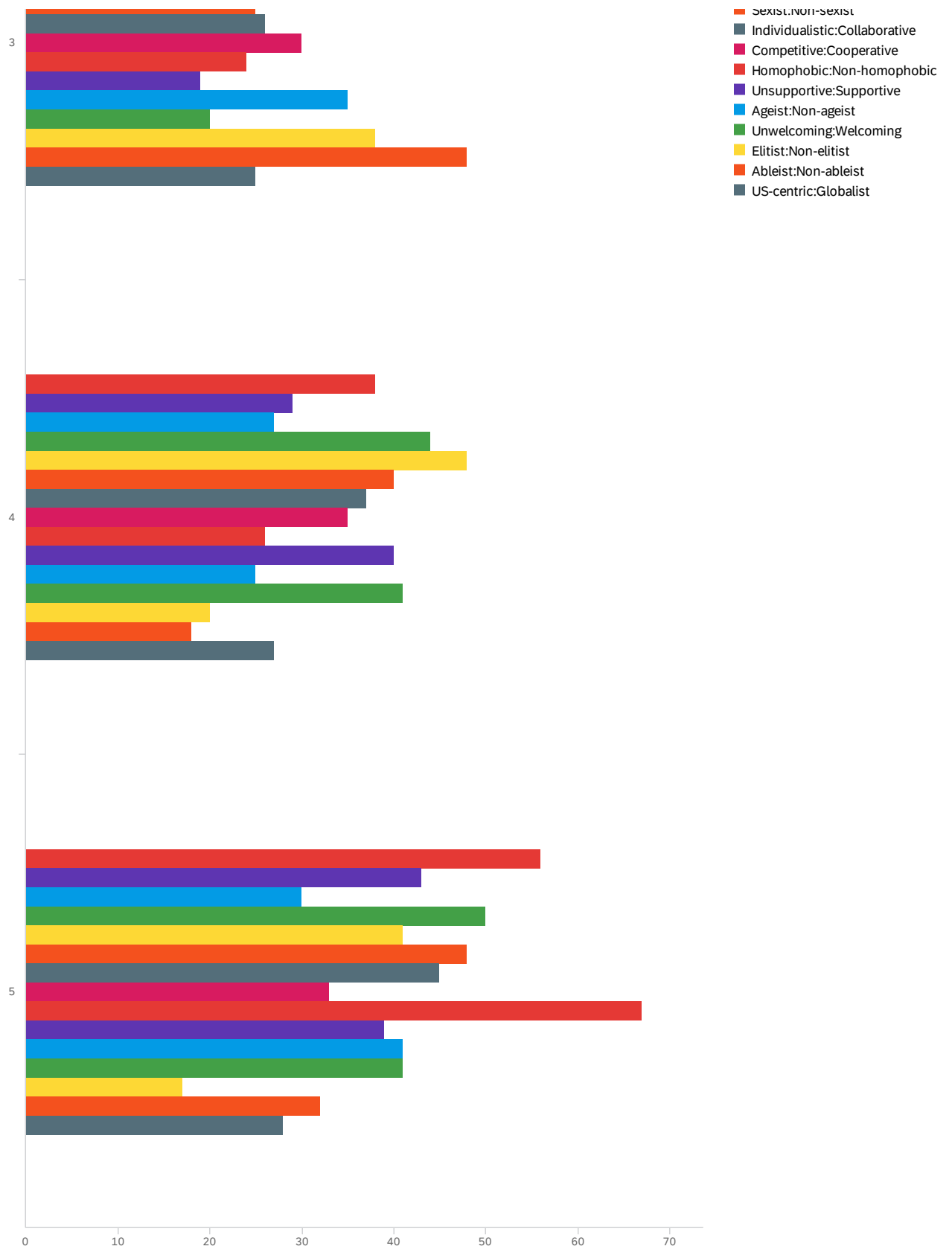
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Hostile:Friendly	1.00	5.00	4.17	1.01	1.02	118

142

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	Racist:Anti-racist	1.00	5.00	3.85	1.08	1.16	116
3	Homogenous:Heterogeneous	1.00	5.00	3.42	1.26	1.59	117
4	Disrespectful:Respectful	1.00	5.00	4.18	0.87	0.76	117
5	Contentious:Collegial	1.00	5.00	4.02	0.93	0.86	118
6	Sexist:Non-sexist	1.00	5.00	4.07	1.00	1.00	118
7	Individualistic:Collaborative	1.00	5.00	3.93	1.11	1.23	118
8	Competitive:Cooperative	1.00	5.00	3.60	1.20	1.45	119
9	Homophobic:Non-homophobic	2.00	5.00	4.35	0.83	0.68	118
10	Unsupportive:Supportive	1.00	5.00	3.77	1.22	1.48	117
11	Ageist:Non-ageist	1.00	5.00	3.72	1.19	1.42	117
12	Unwelcoming:Welcoming	1.00	5.00	3.89	1.12	1.25	116
13	Elitist:Non-elitist	1.00	5.00	2.95	1.25	1.57	117
14	Ableist:Non-ableist	1.00	5.00	3.53	1.15	1.33	113
15	US-centric:Globalist	1.00	5.00	3.25	1.35	1.82	118

#	Field	1		2		3		4		5		Total
1	Hostile:Friendly	3.39%	4	3.39%	4	13.56%	16	32.20%	38	47.46%	56	118
2	Racist:Anti-racist	0.86%	1	12.07%	14	25.00%	29	25.00%	29	37.07%	43	116
3	Homogenous:Heterogeneous	9.40%	11	13.68%	16	28.21%	33	23.08%	27	25.64%	30	117
4	Disrespectful:Respectful	0.85%	1	3.42%	4	15.38%	18	37.61%	44	42.74%	50	117
5	Contentious:Collegial	0.85%	1	6.78%	8	16.95%	20	40.68%	48	34.75%	41	118
6	Sexist:Non-sexist	4.24%	5	0.00%	0	21.19%	25	33.90%	40	40.68%	48	118
7	Individualistic:Collaborative	5.93%	7	2.54%	3	22.03%	26	31.36%	37	38.14%	45	118
8	Competitive:Cooperative	7.56%	9	10.08%	12	25.21%	30	29.41%	35	27.73%	33	119
9	Homophobic:Non-homophobic	0.00%	0	0.85%	1	20.34%	24	22.03%	26	56.78%	67	118
10	Unsupportive:Supportive	7.69%	9	8.55%	10	16.24%	19	34.19%	40	33.33%	39	117

#	Field	1		2		3		4		5		Total
11	Ageist:Non-ageist	5.98%	7	7.69%	9	29.91%	35	21.37%	25	35.04%	41	117
12	Unwelcoming:Welcoming	5.17%	6	6.90%	8	17.24%	20	35.34%	41	35.34%	41	116
13	Elitist:Non-elitist	15.38%	18	20.51%	24	32.48%	38	17.09%	20	14.53%	17	117
14	Ableist:Non-ableist	6.19%	7	7.08%	8	42.48%	48	15.93%	18	28.32%	32	113
15	US-centric:Globalist	12.71%	15	19.49%	23	21.19%	25	22.88%	27	23.73%	28	118

Showing rows 1 - 15 of 15

Q20 - During your time in the Sustainability Management program at Columbia University, how often had you been concerned about your physical safety on campus?
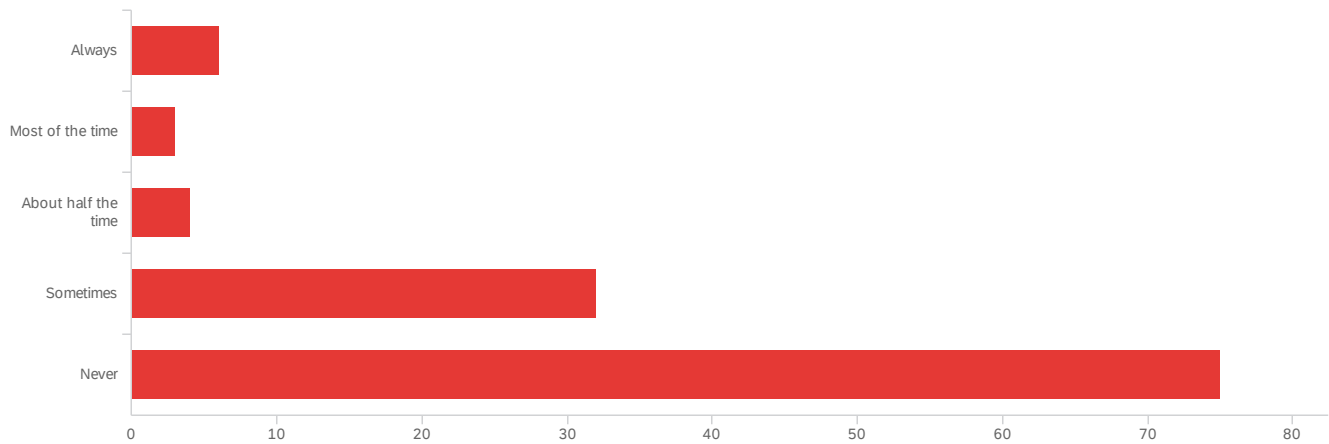
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Sustainability Management program at Columbia University, how often had you been concerned about your physical safety on campus?	1.00	5.00	4.39	1.03	1.05	120

#	Field	Choice Count	
1	Always	5.00%	6
2	Most of the time	2.50%	3
3	About half the time	3.33%	4
4	Sometimes	26.67%	32
5	Never	62.50%	75
			120

Showing rows 1 - 6 of 6

Q21 - During your time in the Sustainability Management 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.)
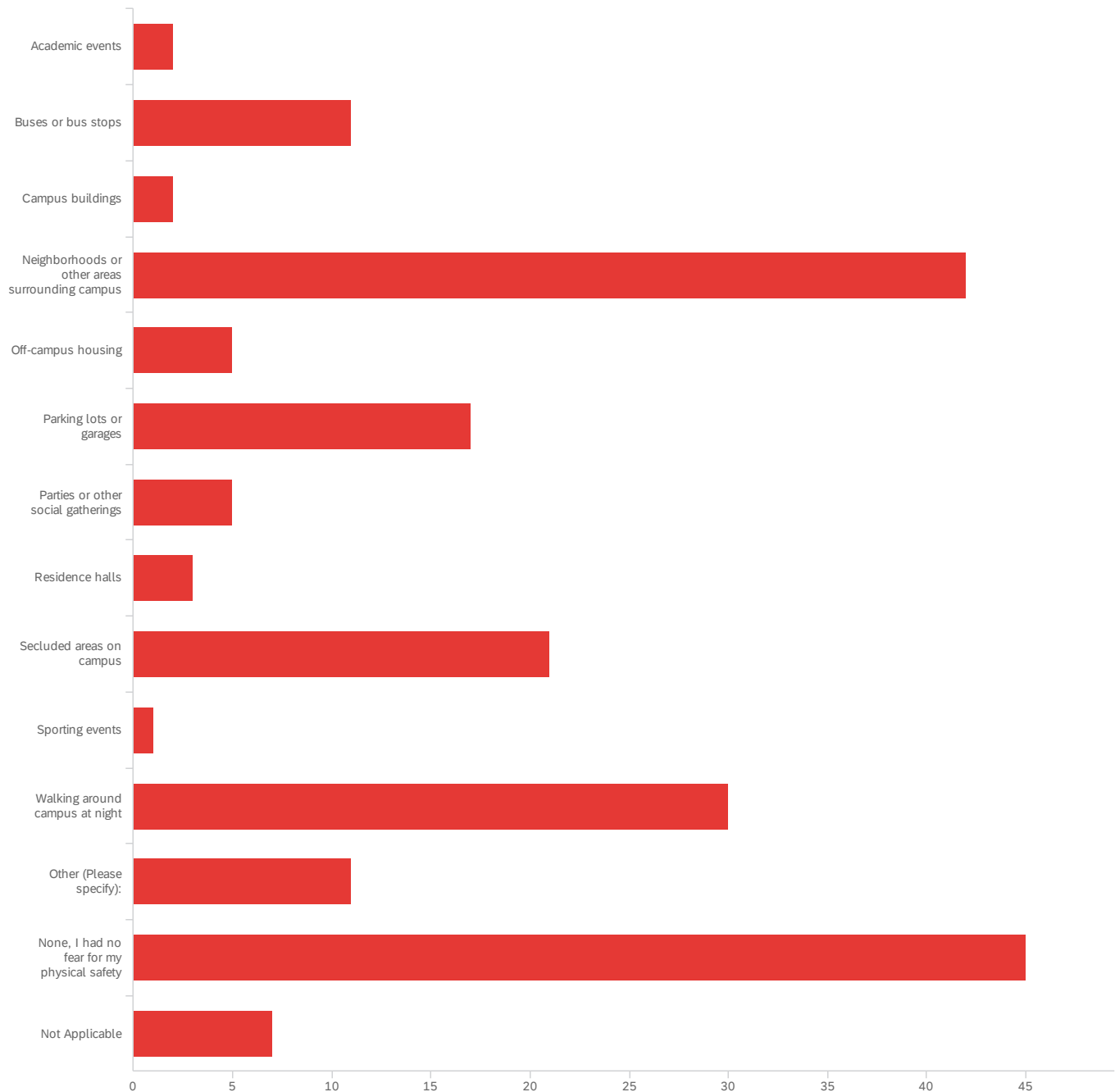
#	Field		Choice Count
1	Academic events	0.99%	2

#	Field		Choice Count	
2	Buses or bus stops	147	5.45%	11
3	Campus buildings		0.99%	2
4	Neighborhoods or other areas surrounding campus		20.79%	42
5	Off-campus housing		2.48%	5
6	Parking lots or garages		8.42%	17
7	Parties or other social gatherings		2.48%	5
8	Residence halls		1.49%	3
9	Secluded areas on campus		10.40%	21
10	Sporting events		0.50%	1
11	Walking around campus at night		14.85%	30
12	Other (Please specify):		5.45%	11
13	None, I had no fear for my physical safety		22.28%	45
14	Not Applicable		3.47%	7
				202

Showing rows 1 - 15 of 15

Q21_12_TEXT - Other (Please specify):

Other (Please specify):

Morningside Park at night

Parks

Only Apartheid Week and/or other events organized by Students for Justice in Palestine - very hostile and unwelcoming, not open to hear other perspectives so I avoided.

116 st subway

some groups of non-students from neighbourhoods that would parade through the campus

Surrounding parks at night

crossing morningside park to get to subway

online student

Student Groups- due to homogenous points of view that conflict with mine

Other (Please specify):

This is an absurd question, frankly

Q22 - During your time in the Sustainability Management program at Columbia

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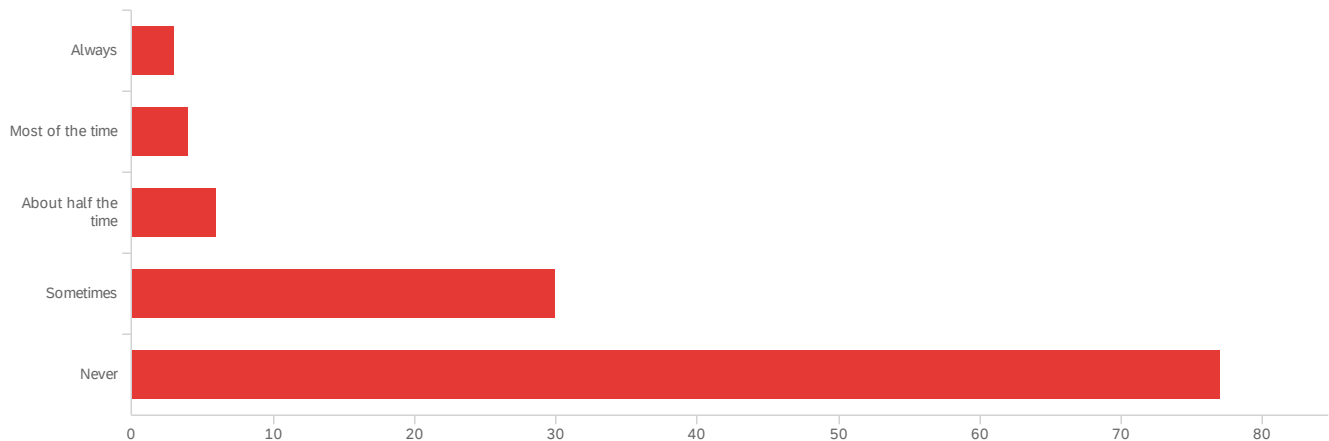
on campus?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Sustainability Management program at Columbia University, how often had you been concerned about your psychological/emotional safety on campus?	1.00	5.00	4.45	0.92	0.85	120

#	Field	Choice Count	
1	Always	2.50%	3
2	Most of the time	3.33%	4
3	About half the time	5.00%	6
4	Sometimes	25.00%	30
5	Never	64.17%	77
			120

Showing rows 1 - 6 of 6

Q23 - During your time in the Sustainability Management 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.)
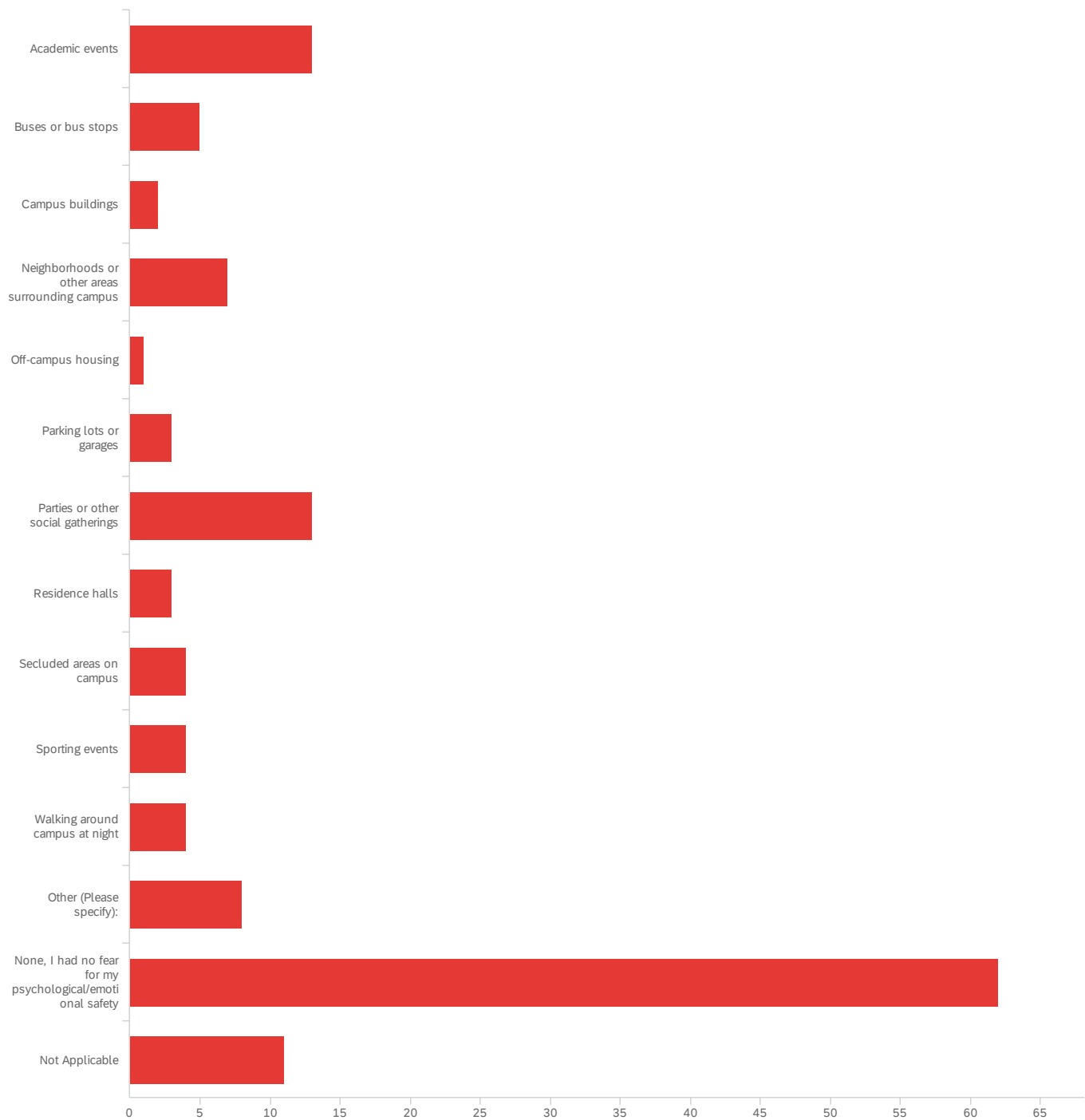
Field   Choice Count

#	Field	Choice Count	
1	Academic events	9.29%	13
2	Buses or bus stops	3.57%	5
3	Campus buildings	1.43%	2
4	Neighborhoods or other areas surrounding campus	5.00%	7
5	Off-campus housing	0.71%	1
6	Parking lots or garages	2.14%	3
7	Parties or other social gatherings	9.29%	13
8	Residence halls	2.14%	3
9	Secluded areas on campus	2.86%	4
10	Sporting events	2.86%	4
11	Walking around campus at night	2.86%	4
12	Other (Please specify):	5.71%	8
13	None, I had no fear for my psychological/emotional safety	44.29%	62
14	Not Applicable	7.86%	11
			140

Showing rows 1 - 15 of 15

Q23_12_TEXT - Other (Please specify):

Other (Please specify):

Morningside Park specifically

Not physical spaces. The general stress of bein an international studing in a new country. The stress was after the elections though (international were looked at differently)

Talking to my professors, their egos entered the room before they did.

Same as above. Only Apartheid Week and/or other events organized by Students for Justice in Palestine - very hostile and unwelcoming, not open to hear other perspectives so I avoided.

116 st subway

Group work

Extra curricular student events- as a Zionist I WAS unsafe with all of the attacks and slander toward us.

The "Israel Anti-Apartheid Week" is anti-Semitic and nasty, and the students showboating in front of Lerner Hall during that time are often loud and combative

Q24 - During your time in the Sustainability Management program at Columbia University, please indicate your level of agreement with each of the following statements:

Legend:
- I was valued as an individual.
- I belonged.
- Others didn't value my opinions.
- I considered leaving because I felt isolated or unwelcomed.
- I found one or more communities or groups where I felt I belonged.
- I was treated with respect.
- I had to work harder than others to be valued equally.
- My experience had a positive influence on my academic growth.
- There was too much emphasis put on issues of diversity, equity, and inclusi...
- There was a strong commitment to diversity, equity, and inclusion.
- Sufficient programs and resources to support the success of a diverse stude...
- I received opportunities for academic success that were similar to those of...
- It was a place where I was able to perform to my full potential.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I was valued as an individual.	1.00	5.00	2.15	1.12	1.26	120
2	I belonged.	1.00	5.00	2.19	1.18	1.40	116
3	Others didn't value my opinions.	1.00	5.00	3.80	1.18	1.38	118
4	I considered leaving because I felt isolated or unwelcomed.	1.00	5.00	4.35	1.08	1.16	120
5	I found one or more communities or groups where I felt I belonged.	1.00	5.00	2.24	1.17	1.37	120
6	I was treated with respect.	1.00	5.00	1.77	0.97	0.94	120
7	I had to work harder than others to be valued equally.	1.00	5.00	3.16	1.27	1.61	119
8	My experience had a positive influence on my academic growth.	1.00	5.00	1.88	1.02	1.04	120

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#	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	3.97	1.09	1.18	119
10	There was a strong commitment to diversity, equity, and inclusion.	1.00	5.00	3.16	1.28	1.63	120
11	Sufficient programs and resources to support the success of a diverse student body were provided.	1.00	5.00	3.11	1.26	1.58	119
12	I received opportunities for academic success that were similar to those of my peers.	1.00	5.00	2.28	1.19	1.43	119
13	It was a place where I was able to perform to my full potential.	1.00	5.00	2.20	1.17	1.38	120

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I was valued as an individual.	32.50%	39	38.33%	46	16.67%	20	6.67%	8	5.83%	7	120
2	I belonged.	32.76%	38	37.93%	44	13.79%	16	8.62%	10	6.90%	8	116
3	Others didn't value my opinions.	3.39%	4	15.25%	18	15.25%	18	30.51%	36	35.59%	42	118
4	I considered leaving because I felt isolated or unwelcomed.	3.33%	4	5.83%	7	9.17%	11	15.83%	19	65.83%	79	120
5	I found one or more communities or groups where I felt I belonged.	30.00%	36	40.00%	48	10.83%	13	14.17%	17	5.00%	6	120
6	I was treated with respect.	47.50%	57	37.50%	45	8.33%	10	3.33%	4	3.33%	4	120
7	I had to work harder than others to be valued equally.	10.92%	13	21.01%	25	29.41%	35	18.49%	22	20.17%	24	119
8	My experience had a positive influence on my academic growth.	45.00%	54	33.33%	40	11.67%	14	8.33%	10	1.67%	2	120
9	There was too much emphasis put on issues of diversity, equity, and inclusion.	2.52%	3	6.72%	8	25.21%	30	21.85%	26	43.70%	52	119
10	There was a strong commitment to diversity, equity, and inclusion.	10.00%	12	25.83%	31	21.67%	26	23.33%	28	19.17%	23	120
11	Sufficient programs and resources to support the success of a diverse student body were provided.	11.76%	14	21.85%	26	26.89%	32	22.69%	27	16.81%	20	119
12	I received opportunities for academic success that were similar to those of my peers.	31.09%	37	32.77%	39	21.01%	25	7.56%	9	7.56%	9	119
13	It was a place where I was able to perform to my full potential.	30.83%	37	40.83%	49	13.33%	16	7.50%	9	7.50%	9	120

Showing rows 1 - 13 of 13

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Q25 - During your time in the Sustainability Management program, how often did you interact in a meaningful way with people…

Legend:
- ...whose religious beliefs were different than my own
- ...whose political opinions were different from my own
- ...who were immigrants or from an immigrant family
- ...who were of a different nationality than my own
- ...who were of a different race or ethnicity than my own
- ...whose gender was different than my own
- ...whose sexual orientation was different than my own
- ...who were from a different social class
- ...who had physical or other observable disabilities
- ...who had learning, psychological, or other disabilities that are not readil...

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	...whose religious beliefs were different than my own	1.00	5.00	2.59	1.27	1.61	118
2	...whose political opinions were different from my own	1.00	5.00	3.39	1.18	1.40	117
3	...who were immigrants or from an immigrant family	1.00	5.00	2.31	1.09	1.19	117
4	...who were of a different nationality than my own	1.00	5.00	1.86	0.88	0.77	118
5	...who were of a different race or ethnicity than my own	1.00	5.00	2.05	0.99	0.98	118
6	...whose gender was different than my own	1.00	5.00	2.15	1.07	1.15	118
7	...whose sexual orientation was different than my own	1.00	5.00	2.79	1.23	1.52	115
8	...who were from a different social class	1.00	5.00	2.76	1.24	1.53	117
9	...who had physical or other observable disabilities	1.00	5.00	3.79	1.23	1.50	117
10	...who had learning, psychological, or other disabilities that are not readily visible	1.00	5.00	3.82	1.25	1.56	116

#	Field	Always		Most of the time		About half the time		Sometimes		Never		Total
1	...whose religious beliefs were different than my own	22.03%	26	33.90%	40	16.10%	19	18.64%	22	9.32%	11	118
2	...whose political opinions were different from my own	9.40%	11	14.53%	17	18.80%	22	41.88%	49	15.38%	18	117
3	...who were immigrants or from an immigrant family	27.35%	32	32.48%	38	25.64%	30	11.11%	13	3.42%	4	117

#	Field	Always		Most of the time		About half the time		Sometimes		Never		Total
4	...who were of a different nationality than my own	39.83%	47	40.68%	48	14.41%	17	4.24%	5	0.85%	1	118
5	...who were of a different race or ethnicity than my own	35.59%	42	33.05%	39	23.73%	28	5.93%	7	1.69%	2	118
6	...whose gender was different than my own	34.75%	41	28.81%	34	25.42%	30	8.47%	10	2.54%	3	118
7	...whose sexual orientation was different than my own	20.87%	24	20.87%	24	21.74%	25	31.30%	36	5.22%	6	115
8	...who were from a different social class	21.37%	25	20.51%	24	25.64%	30	25.64%	30	6.84%	8	117
9	...who had physical or other observable disabilities	7.69%	9	9.40%	11	13.68%	16	35.04%	41	34.19%	40	117
10	...who had learning, psychological, or other disabilities that are not readily visible	7.76%	9	8.62%	10	16.38%	19	28.45%	33	38.79%	45	116

Showing rows 1 - 10 of 10

Q26 - During your time in the Sustainability Management program, did you feel discriminated against?
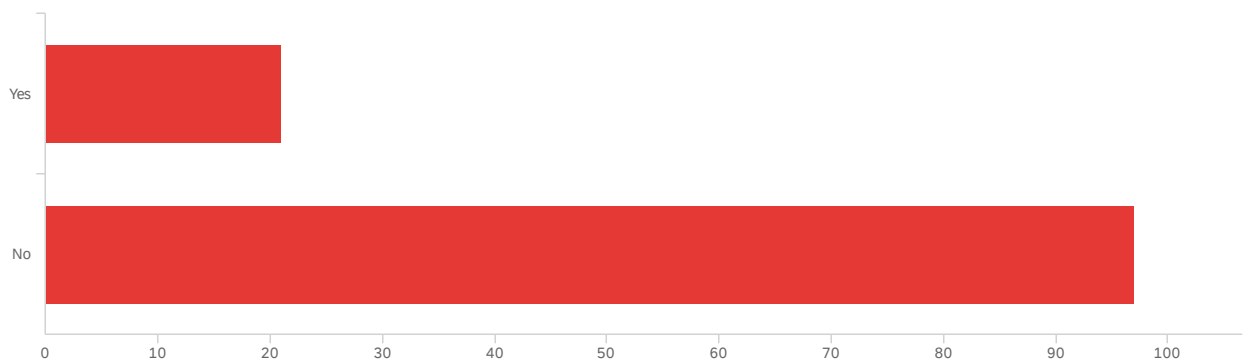
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Sustainability Management program, did you feel discriminated against?	1.00	2.00	1.82	0.38	0.15	118

#	Field		Choice Count
1	Yes	17.80%	21
2	No	82.20%	97
			118

Showing rows 1 - 3 of 3

Q27 - During your time in the Sustainability Management program, how often did YOU experience discriminatory events because of your:
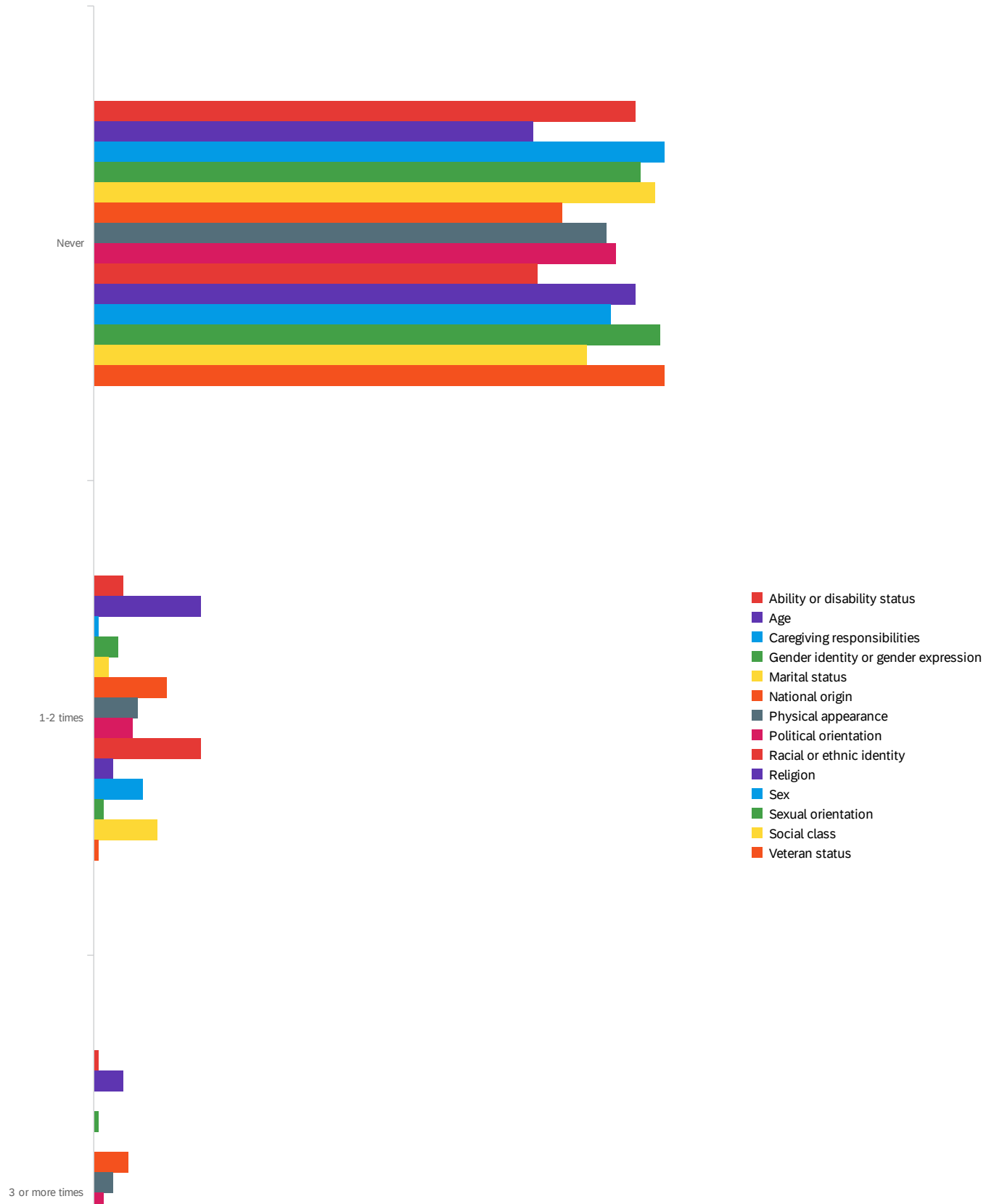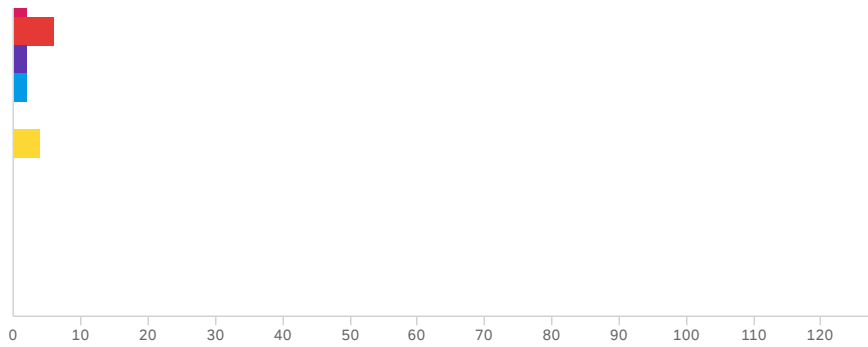
Legend:
- Ability or disability status
- Age
- Caregiving responsibilities
- Gender identity or gender expression
- Marital status
- National origin
- Physical appearance
- Political orientation
- Racial or ethnic identity
- Religion
- Sex
- Sexual orientation
- Social class
- Veteran status

Categories: Never, 1-2 times, 3 or more times

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability or disability status	1.00	3.00	1.07	0.28	0.08	118
2	Age	1.00	3.00	1.29	0.55	0.31	118
3	Caregiving responsibilities	1.00	2.00	1.01	0.09	0.01	118
4	Gender identity or gender expression	1.00	3.00	1.06	0.27	0.07	118
5	Marital status	1.00	2.00	1.03	0.16	0.02	118
6	National origin	1.00	3.00	1.25	0.55	0.30	118
7	Physical appearance	1.00	3.00	1.14	0.44	0.19	118
8	Political orientation	1.00	3.00	1.10	0.36	0.13	117
9	Racial or ethnic identity	1.00	3.00	1.29	0.55	0.30	119
10	Religion	1.00	3.00	1.07	0.31	0.10	117
11	Sex	1.00	3.00	1.12	0.37	0.14	118
12	Sexual orientation	1.00	2.00	1.02	0.13	0.02	118
13	Social class	1.00	3.00	1.18	0.46	0.21	118
14	Veteran status	1.00	2.00	1.01	0.09	0.01	118

#	Field	Never		1-2 times		3 or more times		Total
1	Ability or disability status	94.07%	111	5.08%	6	0.85%	1	118
2	Age	76.27%	90	18.64%	22	5.08%	6	118
3	Caregiving responsibilities	99.15%	117	0.85%	1	0.00%	0	118

#	Field	Never		1-2 times		3 or more times		Total
4	Gender identity or gender expression	94.92%	112	4.24%	5	0.85%	1	118
5	Marital status	97.46%	115	2.54%	3	0.00%	0	118
6	National origin	81.36%	96	12.71%	15	5.93%	7	118
7	Physical appearance	88.98%	105	7.63%	9	3.39%	4	118
8	Political orientation	91.45%	107	6.84%	8	1.71%	2	117
9	Racial or ethnic identity	76.47%	91	18.49%	22	5.04%	6	119
10	Religion	94.87%	111	3.42%	4	1.71%	2	117
11	Sex	89.83%	106	8.47%	10	1.69%	2	118
12	Sexual orientation	98.31%	116	1.69%	2	0.00%	0	118
13	Social class	85.59%	101	11.02%	13	3.39%	4	118
14	Veteran status	99.15%	117	0.85%	1	0.00%	0	118

Showing rows 1 - 14 of 14

Q28 - Have you experienced any discriminatory events in the Sustainability Management program that were not asked about in the previous questions?
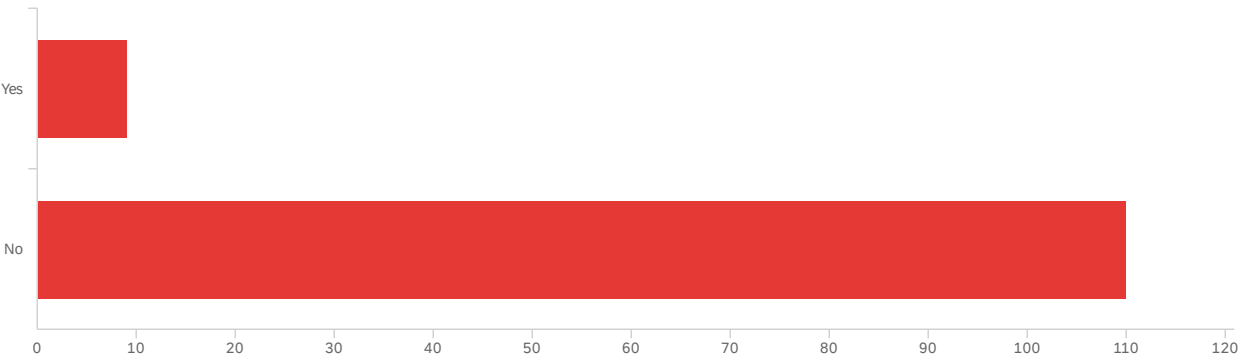
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you experienced any discriminatory events in the Sustainability Management program that were not asked about in the previous questions?	1.00	2.00	1.92	0.26	0.07	119

#	Field		Choice Count
1	Yes	7.56%	9
2	No	92.44%	110
			119

Showing rows 1 - 3 of 3

Q30 - While you were a student in the Sustainability Management program, did you

witness another employee or student being discriminated against?
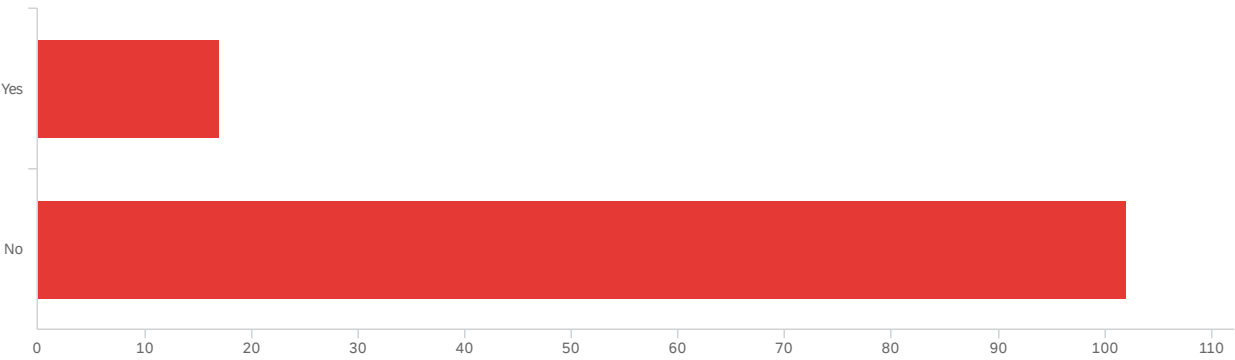
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While you were a student in the Sustainability Management program, did you witness another employee or student being discriminated against?	1.00	2.00	1.86	0.35	0.12	119

#	Field		Choice Count	
1	Yes		14.29%	17
2	No		85.71%	102
				119

Showing rows 1 - 3 of 3

Q32 - While you were a student in the Sustainability Management program, did you report any incidents of discrimination?
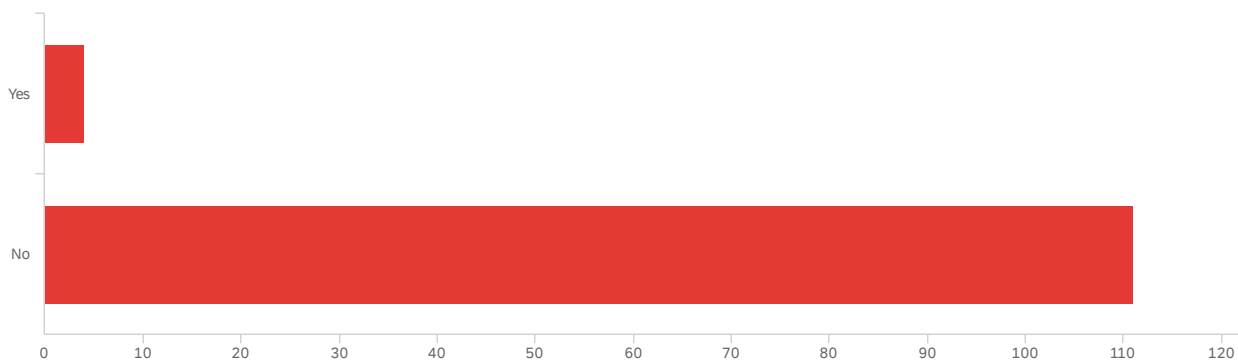
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While you were a student in the Sustainability Management program, did you report any incidents of discrimination?	1.00	2.00	1.97	0.18	0.03	115

#	Field		Choice Count	
1	Yes		3.48%	4
2	No		96.52%	111
				115

Showing rows 1 - 3 of 3
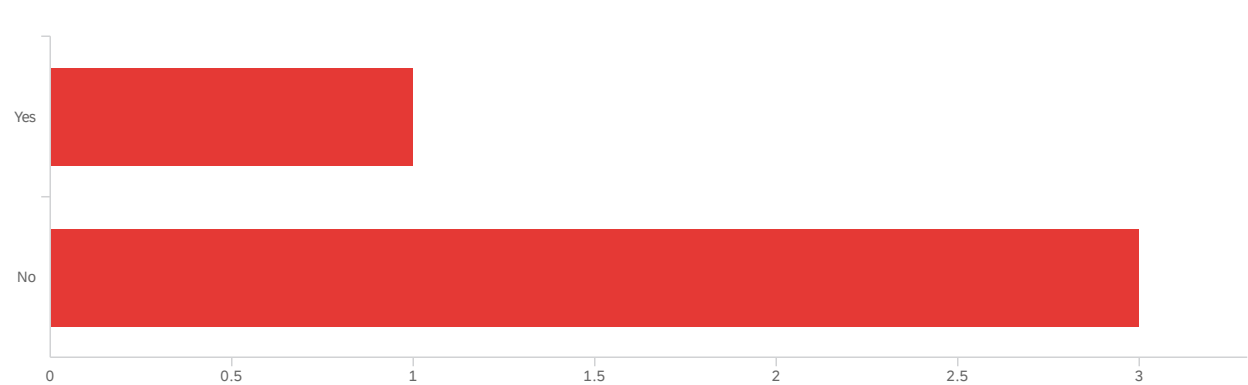
Q33 - Did you feel supported in that reporting process?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you feel supported in that reporting process?	1.00	2.00	1.75	0.43	0.19	4

#	Field		Choice Count
1	Yes	25.00%	1
2	No	75.00%	3
			4

Showing rows 1 - 3 of 3

Q35 - Was that particular issue for which you made a report resolved satisfactorily?
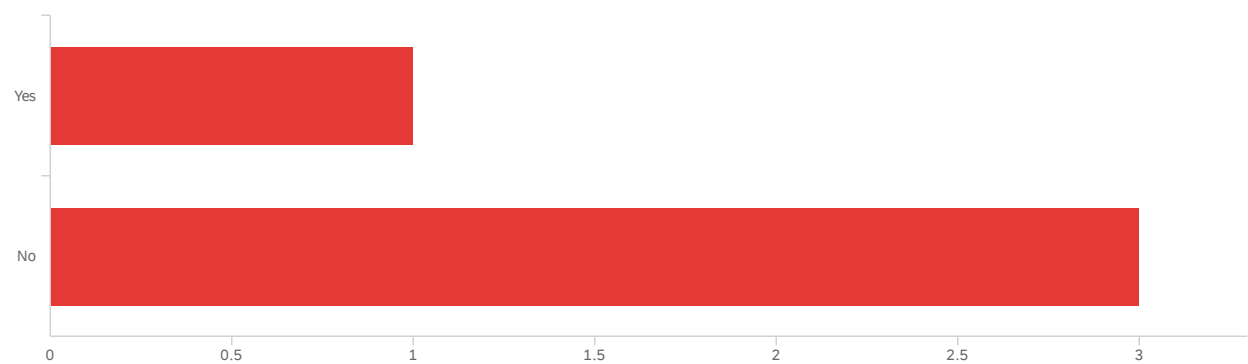
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Was that particular issue for which you made a report resolved satisfactorily?	1.00	2.00	1.75	0.43	0.19	4

#	Field		Choice Count	
1	Yes		25.00%	1
2	No		75.00%	3
				4

Showing rows 1 - 3 of 3

Q37 - In my classrooms and classroom settings in the Sustainability Management program (e.g. virtual platforms, labs, recitation sessions, clinical environments, etc.), I felt listened to by:
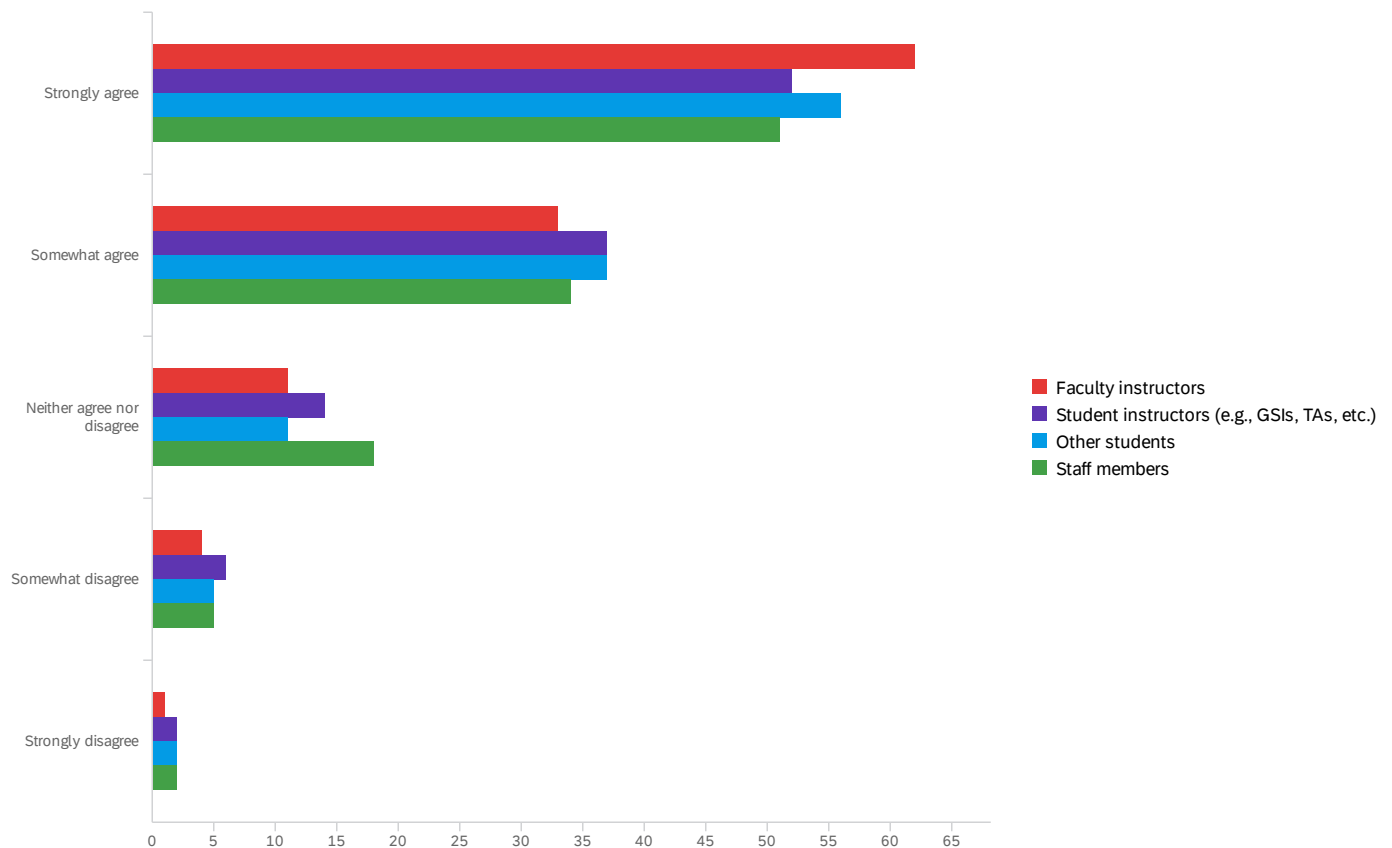
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Faculty instructors	1.00	5.00	1.64	0.87	0.75	111
2	Student instructors (e.g., GSIs, TAs, etc.)	1.00	5.00	1.82	0.97	0.94	111
3	Other students	1.00	5.00	1.74	0.94	0.88	111
4	Staff members	1.00	5.00	1.85	0.97	0.95	110

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	Faculty instructors	55.86% 62	29.73% 33	9.91% 11	3.60% 4	0.90% 1	111

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
2	Student instructors (e.g., GSIs, TAs, etc.)	46.85%	52	33.33%	37	12.61%	14	5.41%	6	1.80%	2	111
3	Other students	50.45%	56	33.33%	37	9.91%	11	4.50%	5	1.80%	2	111
4	Staff members	46.36%	51	30.91%	34	16.36%	18	4.55%	5	1.82%	2	110

Showing rows 1 - 4 of 4

Q38 - In the Sustainability Management program, in spaces outside of the classroom, I felt listened to by:

Legend:
- Faculty instructors
- Other faculty members
- Program administrators
- Staff members
- Student instructors (e.g., GSIs, TAs, etc.)
- Other students
- Other mentors/advisors

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
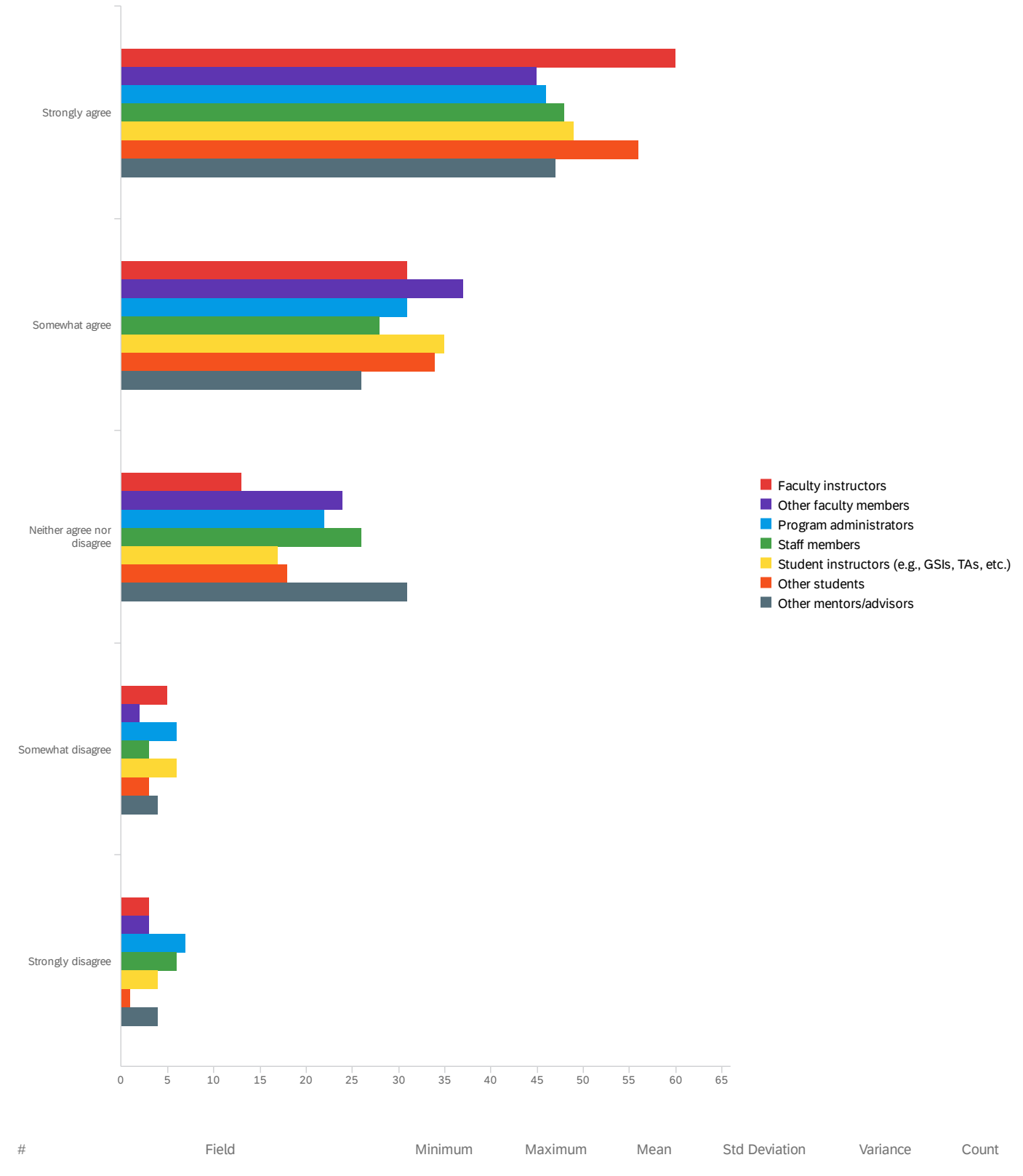
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Faculty instructors	1.00	5.00	1.75	1.00	1.01	112
2	Other faculty members	1.00	5.00	1.93	0.97	0.93	111
3	Program administrators	1.00	5.00	2.08	1.17	1.38	112
4	Staff members	1.00	5.00	2.02	1.12	1.26	111
5	Student instructors (e.g., GSIs, TAs, etc.)	1.00	5.00	1.93	1.06	1.13	111
6	Other students	1.00	5.00	1.74	0.88	0.78	112
7	Other mentors/advisors	1.00	5.00	2.04	1.08	1.16	112

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	Faculty instructors	53.57%	60	27.68%	31	11.61%	13	4.46%	5	2.68%	3	112
2	Other faculty members	40.54%	45	33.33%	37	21.62%	24	1.80%	2	2.70%	3	111
3	Program administrators	41.07%	46	27.68%	31	19.64%	22	5.36%	6	6.25%	7	112
4	Staff members	43.24%	48	25.23%	28	23.42%	26	2.70%	3	5.41%	6	111
5	Student instructors (e.g., GSIs, TAs, etc.)	44.14%	49	31.53%	35	15.32%	17	5.41%	6	3.60%	4	111
6	Other students	50.00%	56	30.36%	34	16.07%	18	2.68%	3	0.89%	1	112
7	Other mentors/advisors	41.96%	47	23.21%	26	27.68%	31	3.57%	4	3.57%	4	112

Showing rows 1 - 7 of 7

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Q39 - During my time in the Sustainability Management program at Columbia University, I considered the following groups to be diverse:
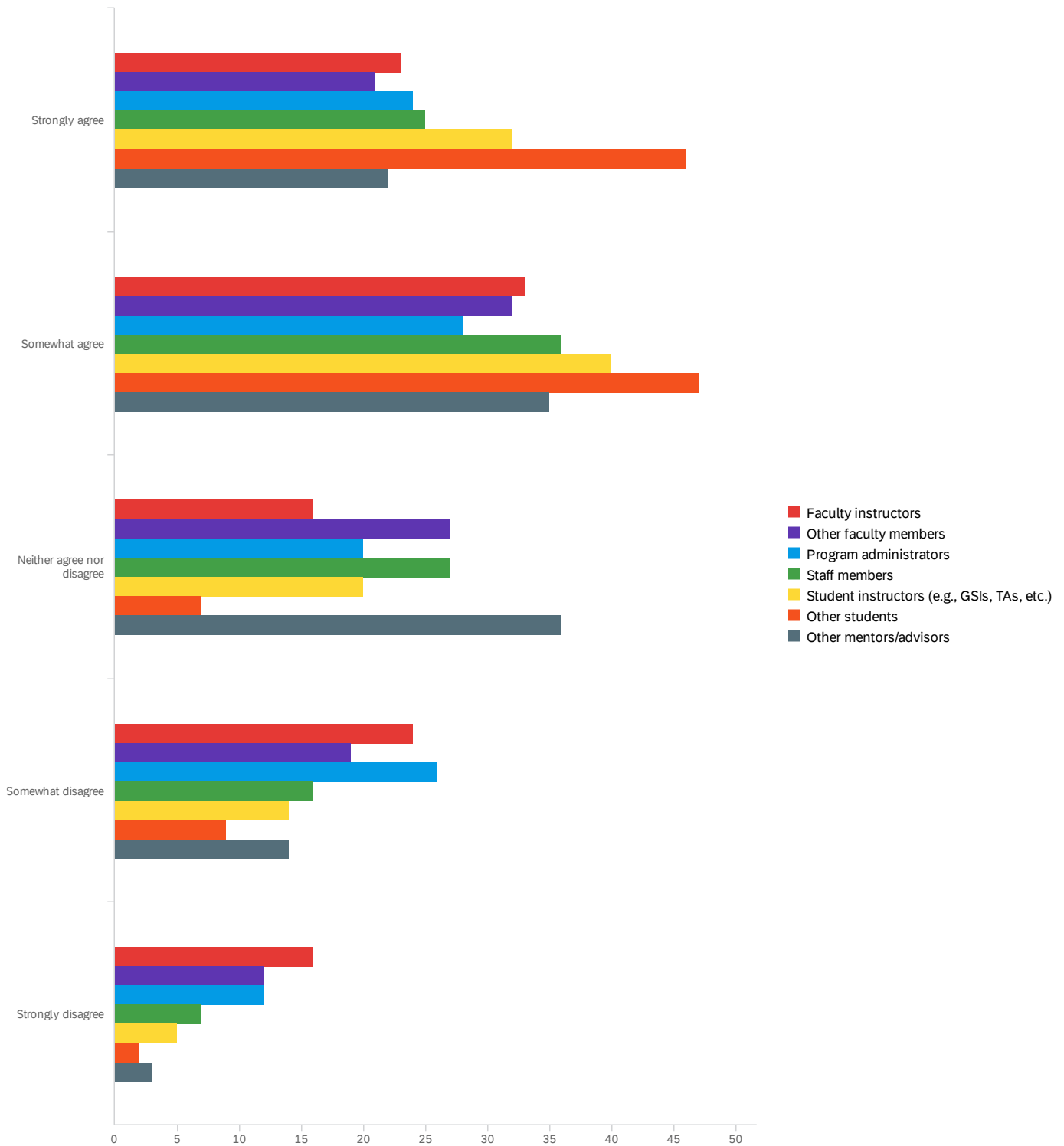
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Faculty instructors	1.00	5.00	2.79	1.36	1.86	112
2	Other faculty members	1.00	5.00	2.72	1.25	1.57	111
3	Program administrators	1.00	5.00	2.76	1.32	1.74	110
4	Staff members	1.00	5.00	2.50	1.17	1.37	111
5	Student instructors (e.g., GSIs, TAs, etc.)	1.00	5.00	2.28	1.14	1.30	111
6	Other students	1.00	5.00	1.86	0.97	0.95	111
7	Other mentors/advisors	1.00	5.00	2.46	1.03	1.07	110

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	Faculty instructors	20.54%	23	29.46%	33	14.29%	16	21.43%	24	14.29%	16	112
2	Other faculty members	18.92%	21	28.83%	32	24.32%	27	17.12%	19	10.81%	12	111
3	Program administrators	21.82%	24	25.45%	28	18.18%	20	23.64%	26	10.91%	12	110
4	Staff members	22.52%	25	32.43%	36	24.32%	27	14.41%	16	6.31%	7	111
5	Student instructors (e.g., GSIs, TAs, etc.)	28.83%	32	36.04%	40	18.02%	20	12.61%	14	4.50%	5	111
6	Other students	41.44%	46	42.34%	47	6.31%	7	8.11%	9	1.80%	2	111
7	Other mentors/advisors	20.00%	22	31.82%	35	32.73%	36	12.73%	14	2.73%	3	110

Showing rows 1 - 7 of 7

Q40 - In my courses in the Sustainability Management program at Columbia University (syllabi, lectures, activities, etc.), my identities were reflected.
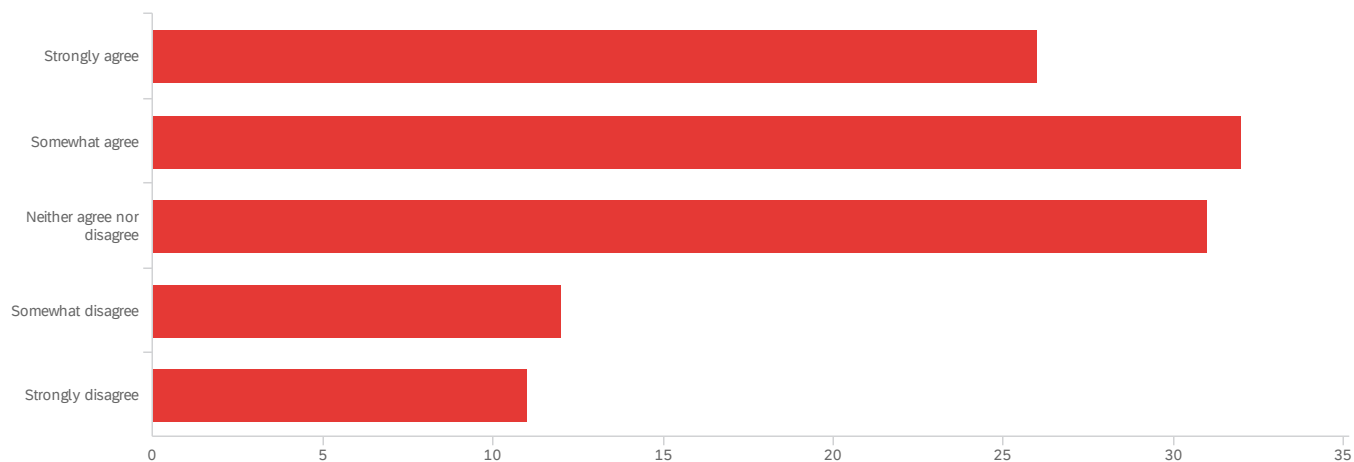
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In my courses in the Sustainability Management program at Columbia University (syllabi, lectures, activities, etc.), my identities were reflected.	1.00	5.00	2.55	1.23	1.51	112

#	Field	Choice Count	
1	Strongly agree	23.21%	26
2	Somewhat agree	28.57%	32
3	Neither agree nor disagree	27.68%	31
4	Somewhat disagree	10.71%	12
5	Strongly disagree	9.82%	11
			112

Showing rows 1 - 6 of 6

Q41 - I often felt like "I'm the only one" in the Sustainability Management program.
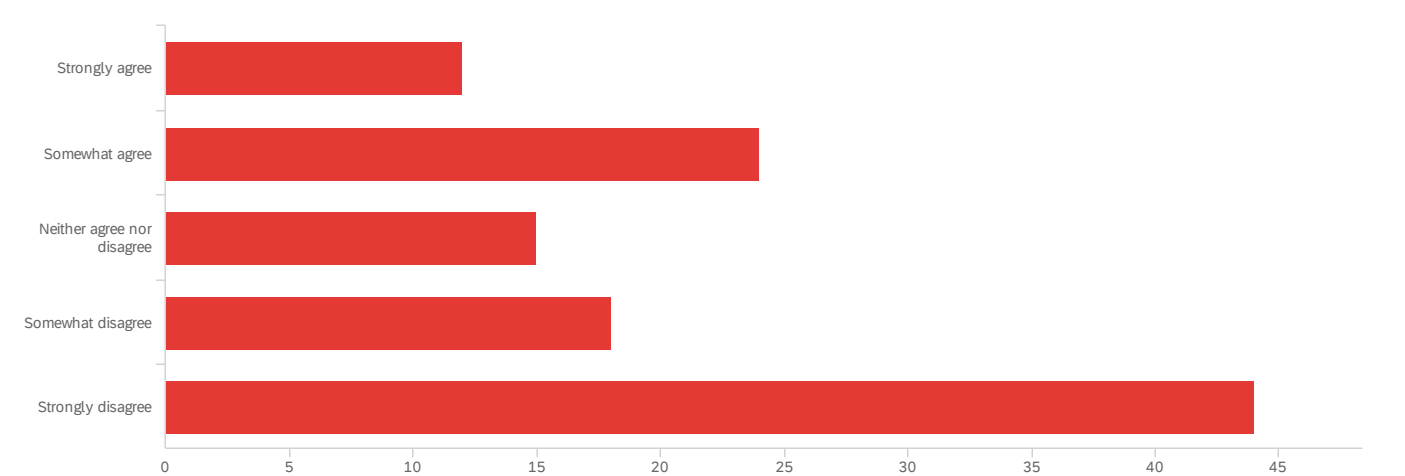
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I often felt like "I'm the only one" in the Sustainability Management program.	1.00	5.00	3.51	1.45	2.09	113

#	Field		Choice Count	
1	Strongly agree		10.62%	12
2	Somewhat agree		21.24%	24
3	Neither agree nor disagree		13.27%	15
4	Somewhat disagree		15.93%	18
5	Strongly disagree		38.94%	44
				113

Showing rows 1 - 6 of 6

Q42 - I was treated fairly and equitably in the Sustainability Management program at

Columbia University in general.
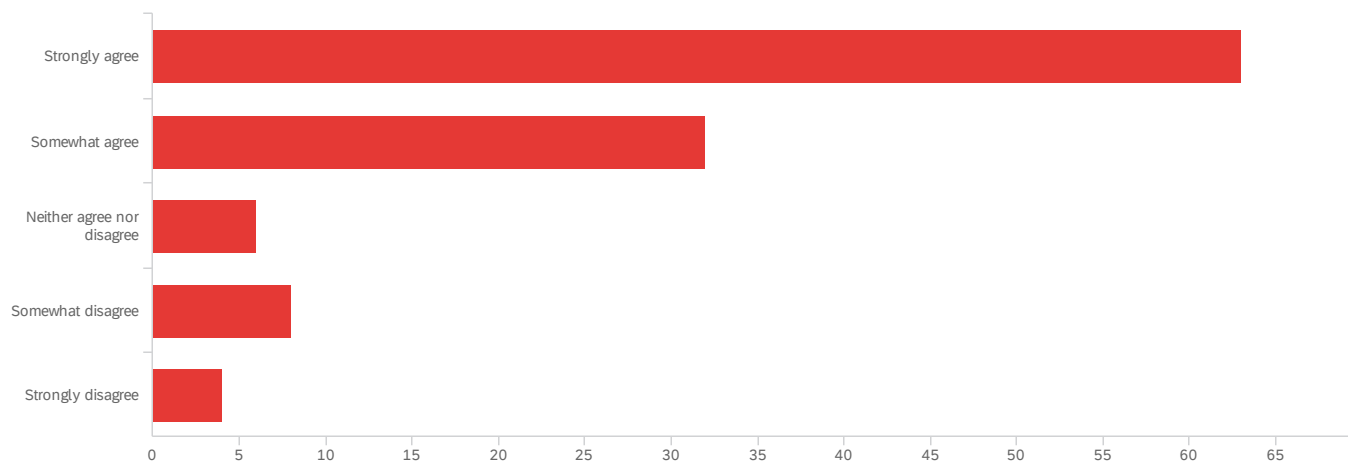
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I was treated fairly and equitably in the Sustainability Management program at Columbia University in general.	1.00	5.00	1.74	1.07	1.15	113

#	Field		Choice Count
1	Strongly agree	55.75%	63
2	Somewhat agree	28.32%	32
3	Neither agree nor disagree	5.31%	6
4	Somewhat disagree	7.08%	8
5	Strongly disagree	3.54%	4
			113

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	1.77	0.98	0.96	113

#	Field	Choice Count	
1	Strongly agree	51.33%	58
2	Somewhat agree	29.20%	33
3	Neither agree nor disagree	12.39%	14
4	Somewhat disagree	5.31%	6
5	Strongly disagree	1.77%	2
			113
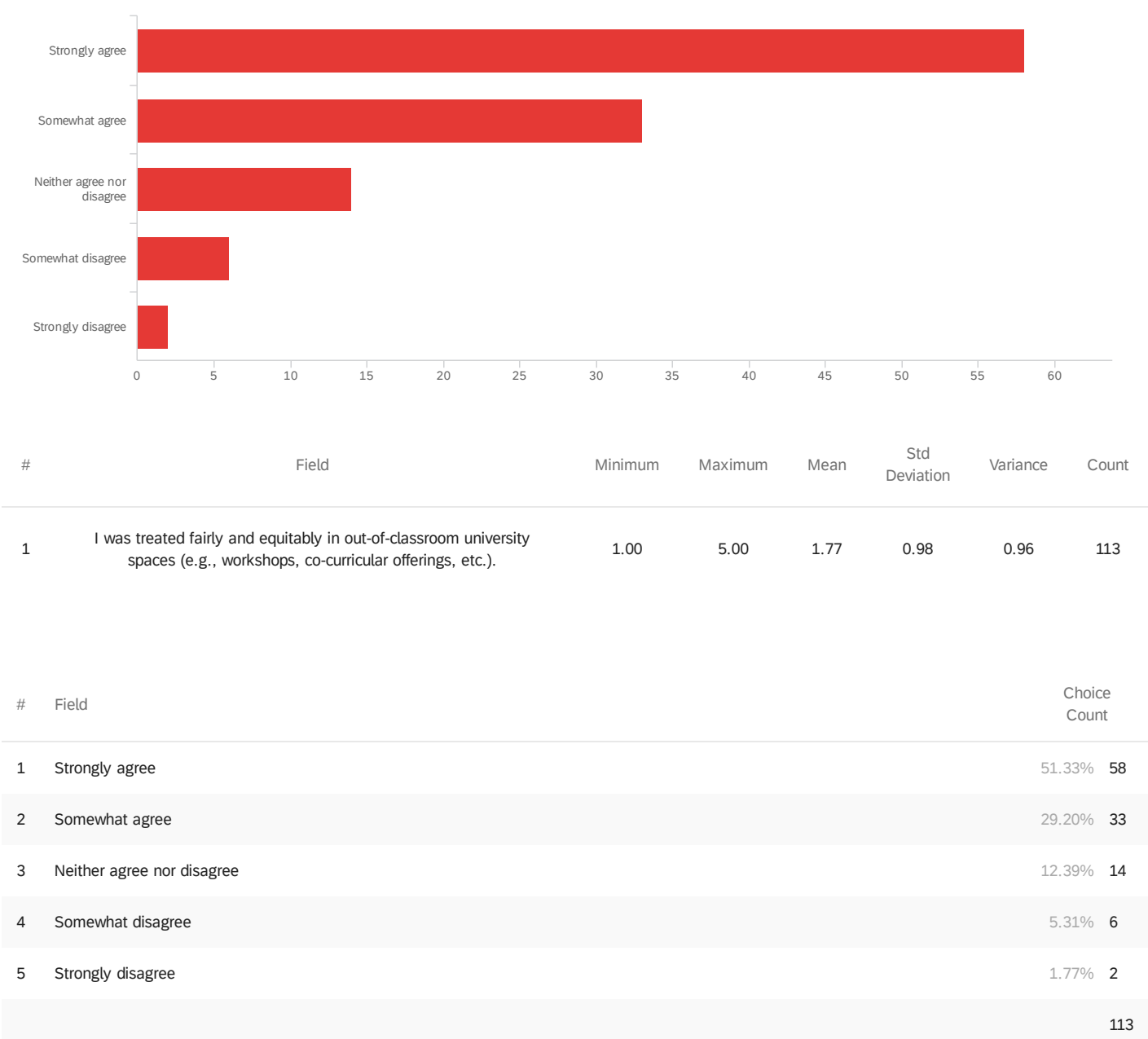
Showing rows 1 - 6 of 6

Q44 - Were you satisfied with the extent to which equity concerns were treated in your courses in the Sustainability Management program?
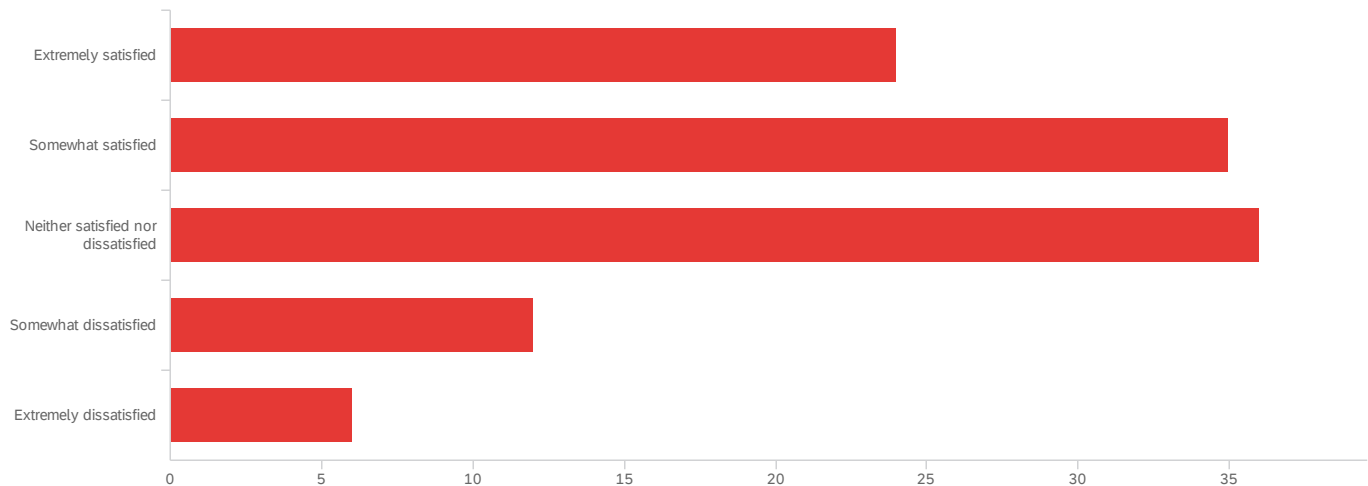
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Were you satisfied with the extent to which equity concerns were treated in your courses in the Sustainability Management program?	1.00	5.00	2.48	1.10	1.21	113

#	Field		Choice Count
1	Extremely satisfied	21.24%	24
2	Somewhat satisfied	30.97%	35
3	Neither satisfied nor dissatisfied	31.86%	36
4	Somewhat dissatisfied	10.62%	12
5	Extremely dissatisfied	5.31%	6
			113

Showing rows 1 - 6 of 6

Q45 - Of the courses taken in the Sustainability Management 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 Sustainability Management program, which in you...

I don't recall any of my courses addressing topics related to equity.

None

- Women in Cities - Spring 2019 - Responsiveness & Resilience - Fall 2019 - Sustainability Metrics - Fall 2019 - Energy & Sustainable Development - Fall 2019 - LCA - Spring 2020

LaRocca's course, I can't remember what year probably 2015.

None of the courses I took addressed the issue directly or substantively.

Professor Bose Cost Benefit Analysis Spring 2015 Professor Widder Capstone Course Spring 2017

SIPA courses

Sustainability workshops (Practicum) by George S.

The only courses that remotely brought up these issues were Impact Finance and Sustainability Metrics.

None

Sustainability Metrics, Fall 2012

I feel like we would discussed financial inclusion quite a lot from one class to another or with other students but I don't believe any particular class I took was particularly addressing equity in general

Poverty, Inequality and the Environment. - SIPA Hungry City Workshop. - SUMA

Did not touch on equity directly in none of the classes took

REGN U6149 Energy, Corporate Responsibility & Human Rights, Spring 2014 SUMA K4301, International Environmental Law, Spring 2014 HRTS S4180, Human Rights and Business, Summer 2014 SUMA K4162, Responsiveness and Resilience the Built Environment, Fall 2014 EESC W4917, Earth-Human Interactions, Fall 2014 SUMA K4020, Cost-Benefit Analysis, Spring 2015

Circular Economy - Spring 2019; CBA - Fall 2018

Energy and Sustainable Development, 3rd/final semester. Responsiveness & Resilience in the Built Environment, 1st semester. Integrative Capstone: Coastal Resilience to Climate Change, 3rd semester.

All, was not relevant to most of my classes.

Wade Gillis Hydrology Course, Carl Hermans Environmental Law Course, probably 2011-2012

I only recall my human rights course (taken during the summer) covering this to some extent. I don't recall this coming up in any of my other courses.

Not sure

The program was fairly diverse with people from different backgrounds, countries, and classes. I do not recall any specific emphasis on equity, but in my experience most people were treated equally and given a chance to collaborate and excel individually. Although I did not sense many other LGBTQ+ people in the program, I was never treated differently because of my identity. Others may have had a different experience.

Capstone and Responsiveness and Resilience in the Built Environment

Sustainable Urban Development - International Perspectives Spring 2011 Prof. Jyoti Hosagrahar

Responsiveness and Resiliency in the Built Environment, Lynette Widder fall 2019

The following was not a direct SUMA course as it was offered by another Columbia school/program. "Public Health, Water, and Sanitation" - Spring semester 2014

Sustainability Metrics Energy & Sustainable Development

Can't think of any

N/A

The General Sustainability Management course may have been the only one where the topic was metioned by the instructor in Spring 2019

Women in Cities (literally the only course in SUMA that talked about social justice and DEI issues)

Responsiveness and Resilience in the Built Environment

Cost Benefit Analysis, Fall 2018 Sustainable Metrics, Fall 2019

Ethics for SUMA I & II.

Unsure

None. At least not in my sense of equity, which is equality of opportunity and is not limited to just LGBTQ+, race, gender etc... Religion, political views, creed are NOT considered as important in Columbia and in SUMA specifically.

None of the courses.

NA

I can't remember, sorry. It was too long ago.

Sustainability Management, 2010 winter I think

Hungry City Workshop Fall 2015, Sustainable Cities Fall 2015, Mapping for Architecture Urbanism and the Humanities at GSAPP Spring 2016,

None of my courses, that i can recall, addressed topics related to equity.

None.

Humar right,s Adela Gondek (Thats it< i would recomend Sustainable Science wit a equity view or/ and Sustainable Cities) Also.. those related with infraestructure and accountability

Integrative Capstone Workshop - project on fuel analysis for the Staten Island Ferry led by Professor George Sarrinikolaou in Fall 2014

I didn't take the course, but often met with the professor during office hours — Sustainable Ethics, offered only during the fall semester

I don't think there was the public consciousness around DEIJ when I was in the program that there is today, so it's really hard to say that any of the courses I took attempted to address topics related to it.

Virtually every course with non-quantitative material addressed topics related to equity, often to the point of obsession.

Q46 - Do you think barriers existed in the Sustainability Management program to organizing and implementing anti-racism initiatives?
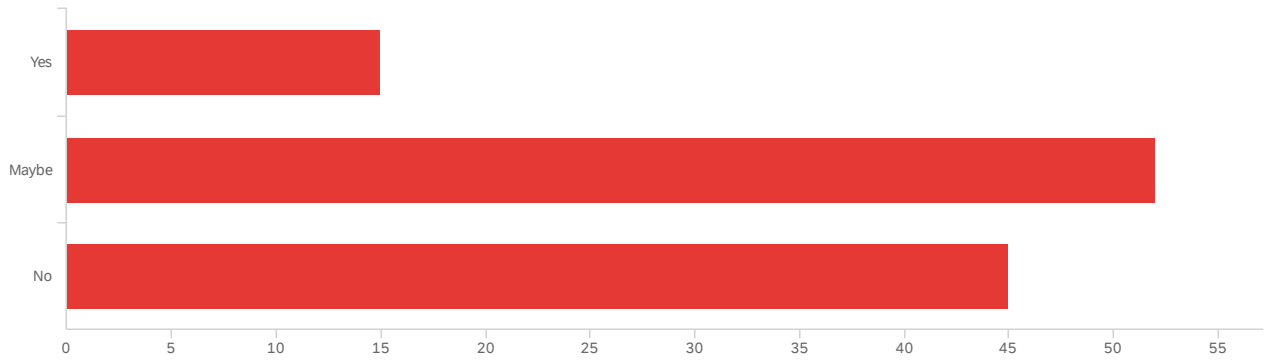
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you think barriers existed in the Sustainability Management program to organizing and implementing anti-racism initiatives?	1.00	3.00	2.27	0.68	0.46	112

#	Field		Choice Count
1	Yes	13.39%	15
2	Maybe	46.43%	52
3	No	40.18%	45
			112

Showing rows 1 - 4 of 4

Q48 - Do you believe that your coursework in the Sustainability Management 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 Sustainability Management program adequately prepared you for sustainability jobs where social equity and/or environmental justice are important considerations?	1.00	3.00	2.07	0.78	0.61	113

#	Field		Choice Count
1	Yes	27.43%	31
2	Maybe	38.05%	43
3	No	34.51%	39
			113

Showing rows 1 - 4 of 4

Q50 - Knowing what you know now, would you recommend the Sustainability

Management program to a prospective student?
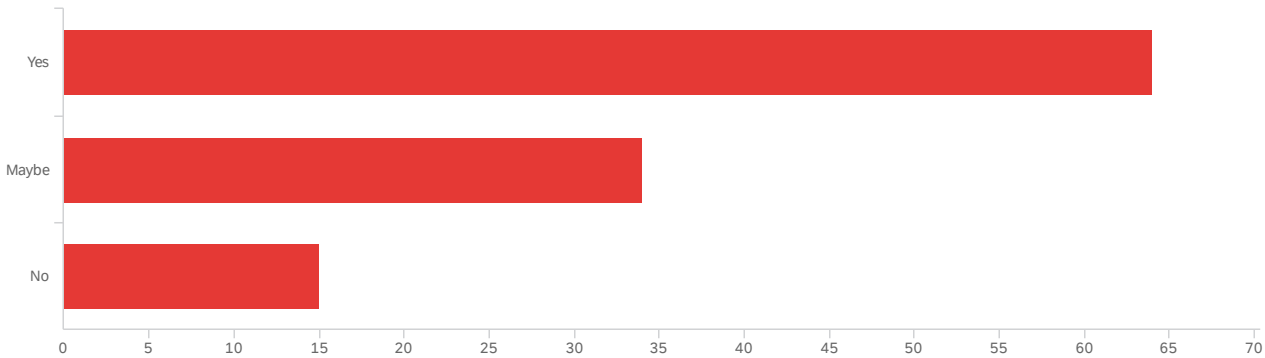
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Knowing what you know now, would you recommend the Sustainability Management program to a prospective student?	1.00	3.00	1.57	0.71	0.51	113

#	Field		Choice Count
1	Yes	56.64%	64
2	Maybe	30.09%	34
3	No	13.27%	15
			113

Showing rows 1 - 4 of 4

Q52 - As an alumnus/a of the Sustainability Management 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?
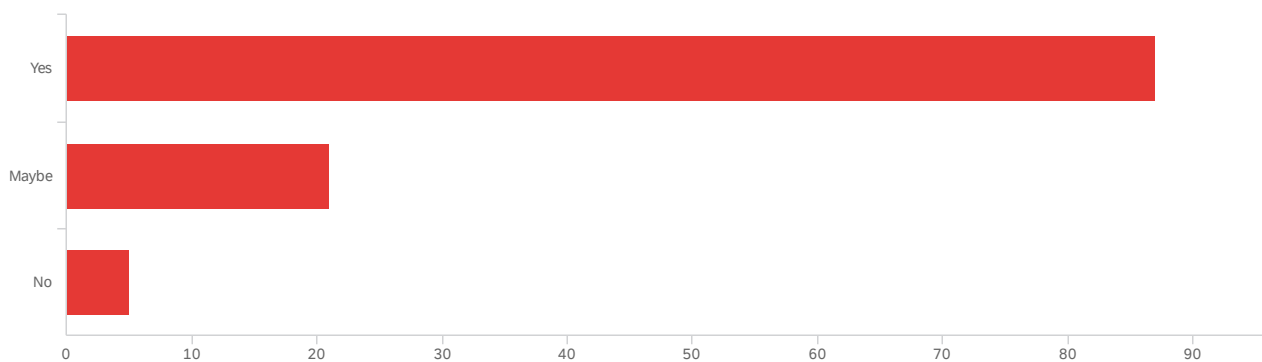
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	As an alumnus/a of the Sustainability Management program, do you see any professional value in additional coursework that will prepare students for sustainability jobs where social equity and environmental justice are important considerations?	1.00	3.00	1.27	0.54	0.29	113

#	Field		Choice Count
1	Yes	76.99%	87
2	Maybe	18.58%	21
3	No	4.42%	5
			113

Showing rows 1 - 4 of 4

End of Report

SUMA Faculty/Staff Preliminary Survey Report

FACULTY/STAFF SURVEY - M.S. in Sustainability Management

April 4, 2021 12:47 PM EDT

Q3 - What is your primary affiliation in the Sustainability Management program at Columbia University?
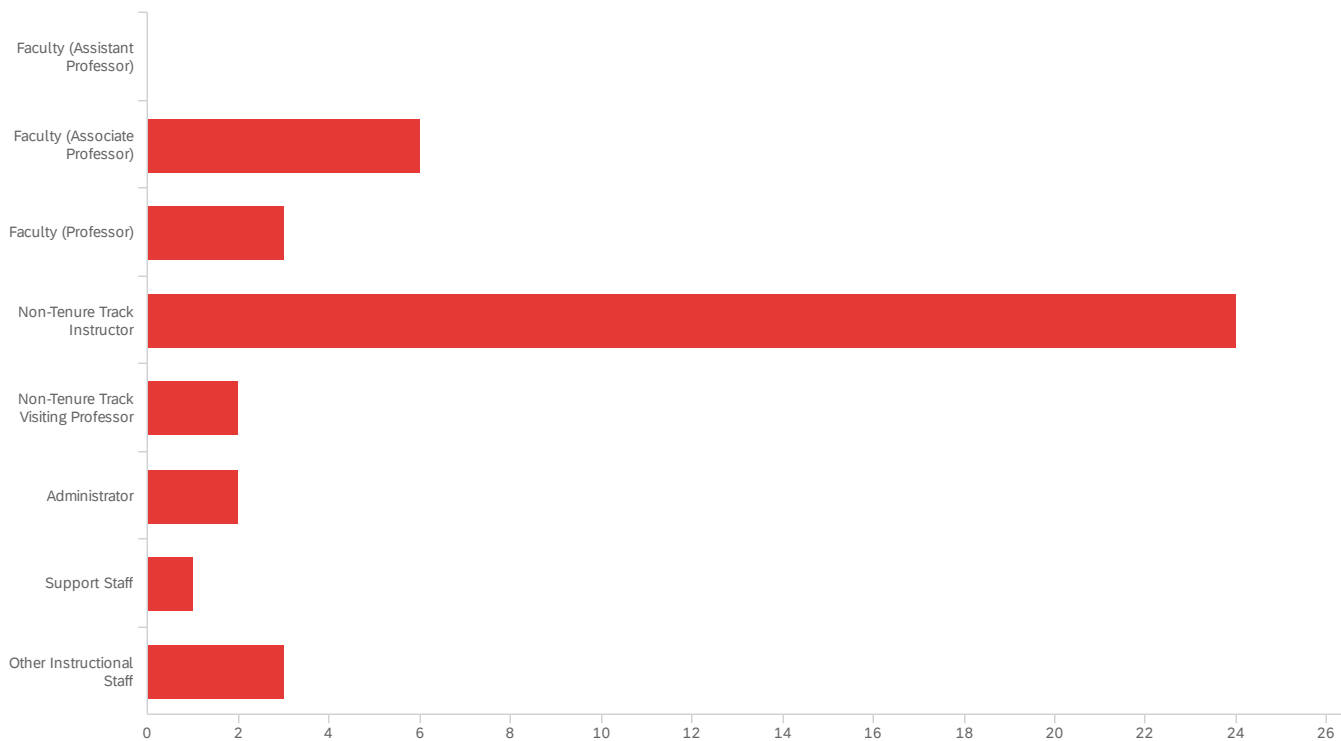
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your primary affiliation in the Sustainability Management program at Columbia University?	2.00	8.00	4.15	1.51	2.27	41

#	Field	Choice Count	
1	Faculty (Assistant Professor)	0.00%	0
2	Faculty (Associate Professor)	14.63%	6
3	Faculty (Professor)	7.32%	3
4	Non-Tenure Track Instructor	58.54%	24
5	Non-Tenure Track Visiting Professor	4.88%	2

#	Field		Choice Count
6	Administrator	4.88%	2
7	Support Staff	2.44%	1
8	Other Instructional Staff	7.32%	3
			41

Showing rows 1 - 9 of 9

Q4 - How long have you been an employee in the Sustainability Management program at Columbia University?
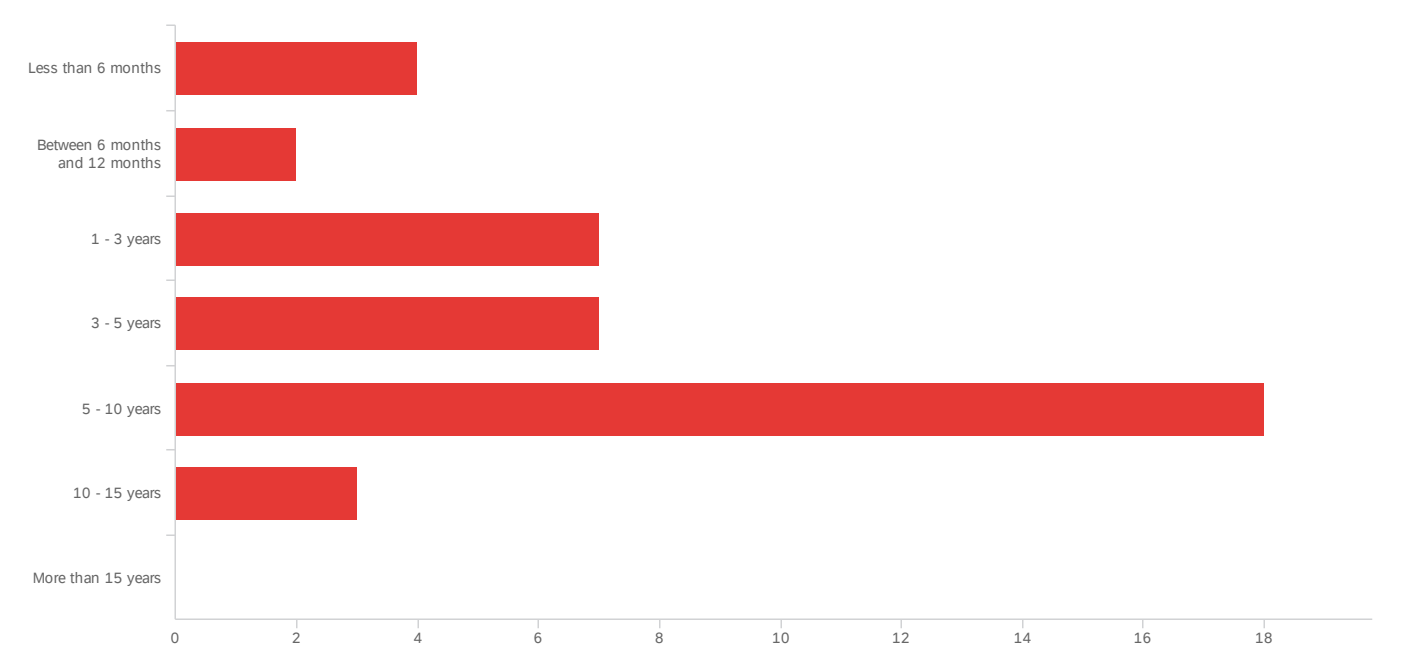
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been an employee in the Sustainability Management program at Columbia University?	1.00	6.00	4.02	1.41	1.98	41

#	Field		Choice Count
1	Less than 6 months	9.76%	4
2	Between 6 months and 12 months	4.88%	2
3	1 - 3 years	17.07%	7
4	3 - 5 years	17.07%	7
5	5 - 10 years	43.90%	18
6	10 - 15 years	7.32%	3
7	More than 15 years	0.00%	0
			41

Showing rows 1 - 8 of 8

Q5 - In your primary affiliation selected above, are you full-time or part-time?
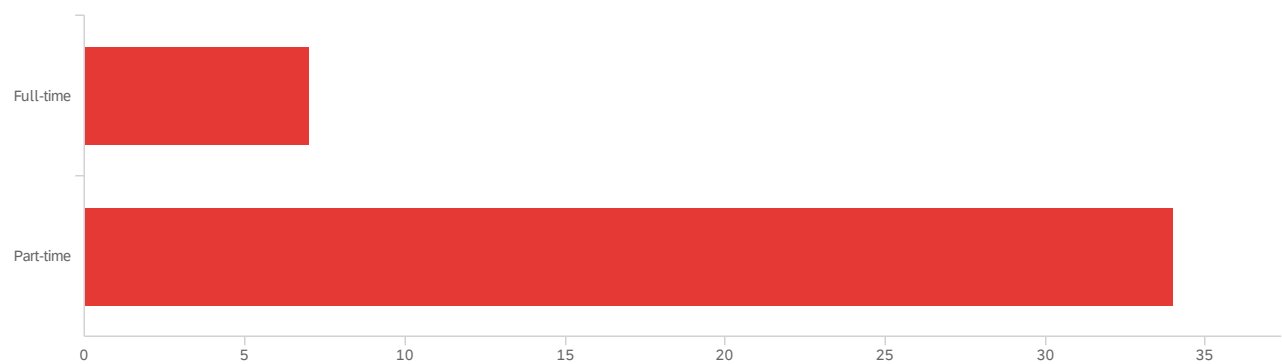
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In your primary affiliation selected above, are you full-time or part-time?	1.00	2.00	1.83	0.38	0.14	41

#	Field		Choice Count	
1	Full-time		17.07%	7
2	Part-time		82.93%	34
				41

Showing rows 1 - 3 of 3

Q6 - What is your current age (in years)?
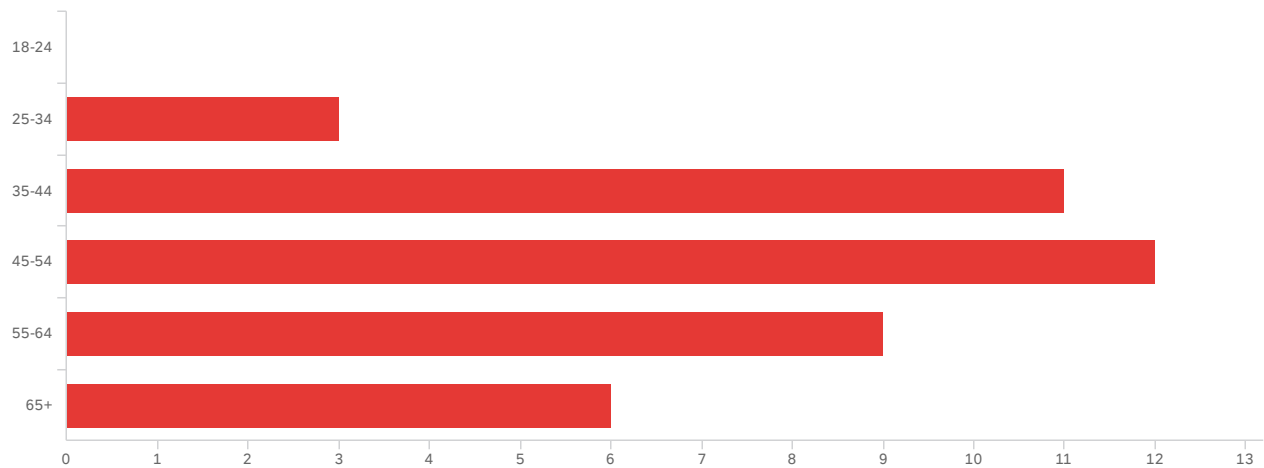
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current age (in years)?	2.00	6.00	4.10	1.16	1.36	41

#	Field	Choice Count	
1	18-24	0.00%	0
2	25-34	7.32%	3
3	35-44	26.83%	11
4	45-54	29.27%	12
5	55-64	21.95%	9
6	65+	14.63%	6
			41

Showing rows 1 - 7 of 7

Q7 - What is your family status?
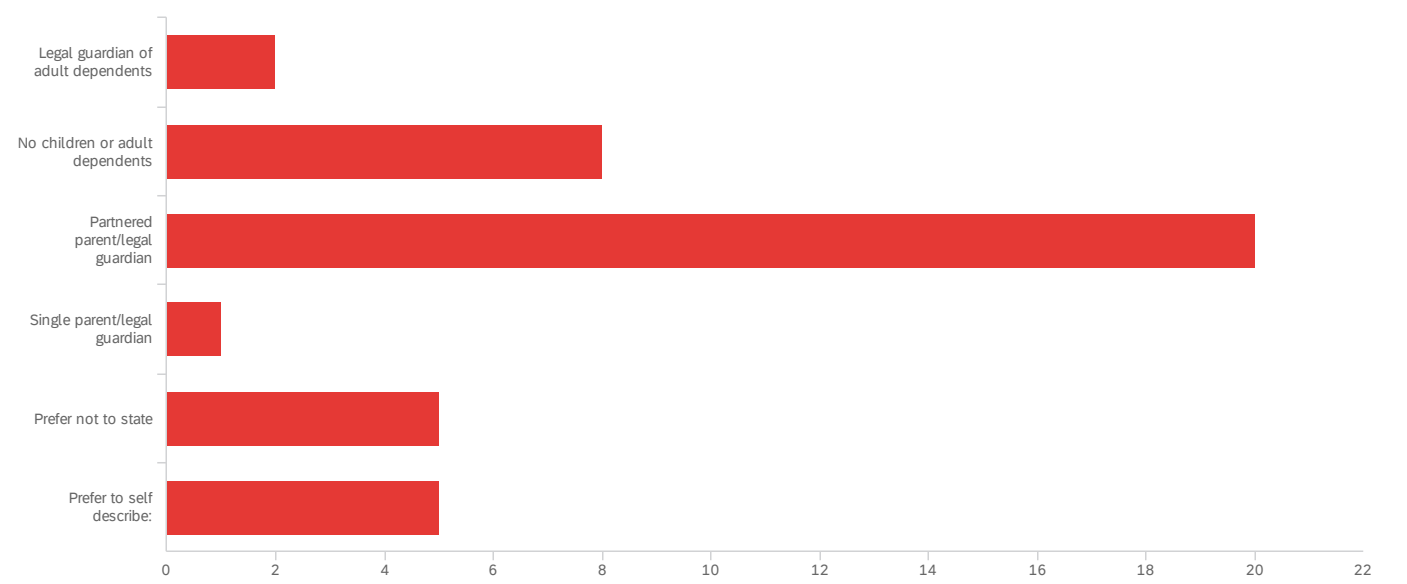
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your family status? - Selected Choice	1.00	6.00	3.34	1.37	1.88	41

#	Field	Choice Count	
1	Legal guardian of adult dependents	4.88%	2
2	No children or adult dependents	19.51%	8
3	Partnered parent/legal guardian	48.78%	20
4	Single parent/legal guardian	2.44%	1
5	Prefer not to state	12.20%	5
6	Prefer to self describe:	12.20%	5
			41

Showing rows 1 - 7 of 7

Q7_6_TEXT - Prefer to self describe:

Prefer to self describe:

Married

Two grown children

Married, with children

Parent with adult independent children

Married with grown children

Q8 - What is your gender identity?
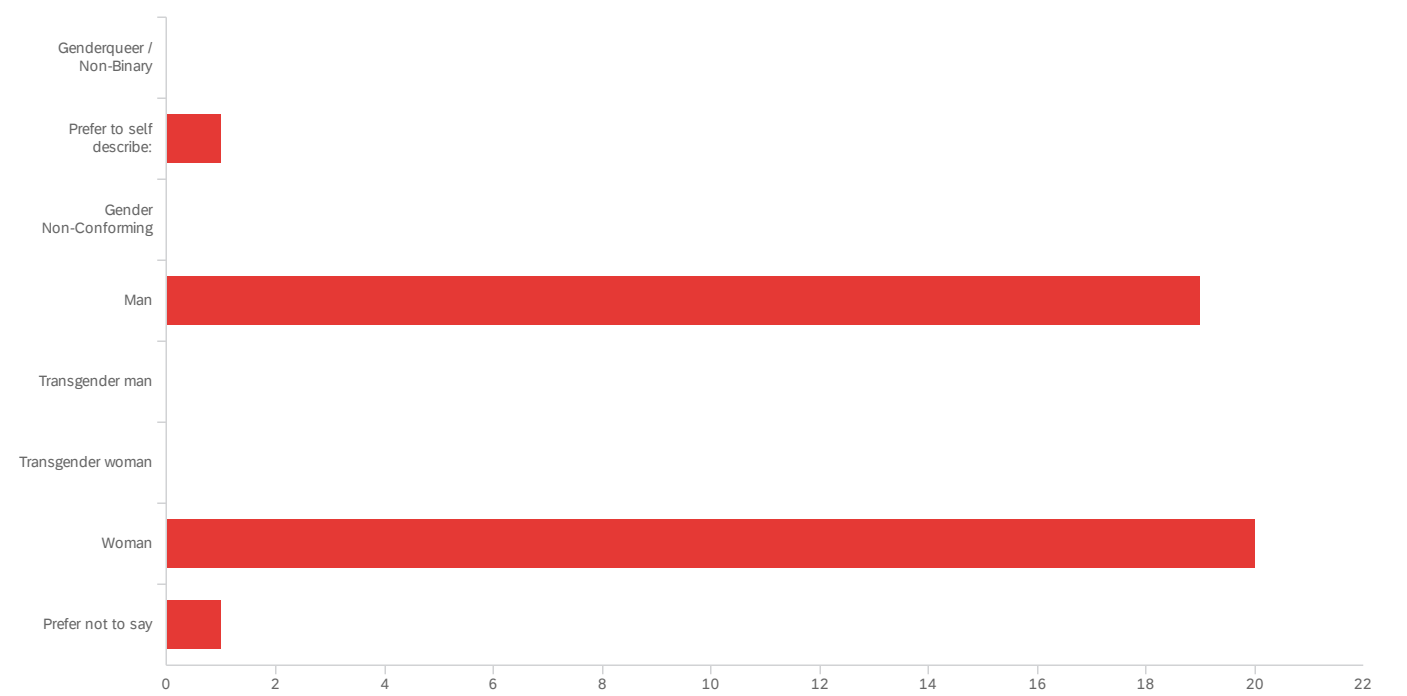
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your gender identity? - Selected Choice	5.00	11.00	8.51	1.61	2.59	41

#	Field	Choice Count	
1	Genderqueer / Non-Binary	0.00%	0
5	Prefer to self describe:	2.44%	1
6	Gender Non-Conforming	0.00%	0
7	Man	46.34%	19
8	Transgender man	0.00%	0
9	Transgender woman	0.00%	0
10	Woman	48.78%	20
11	Prefer not to say	2.44%	1
			41

Showing rows 1 - 9 of 9

Q8_5_TEXT - Prefer to self describe:

Prefer to self describe:

Cisgender Female

Q9 - What is your sexual orientation?
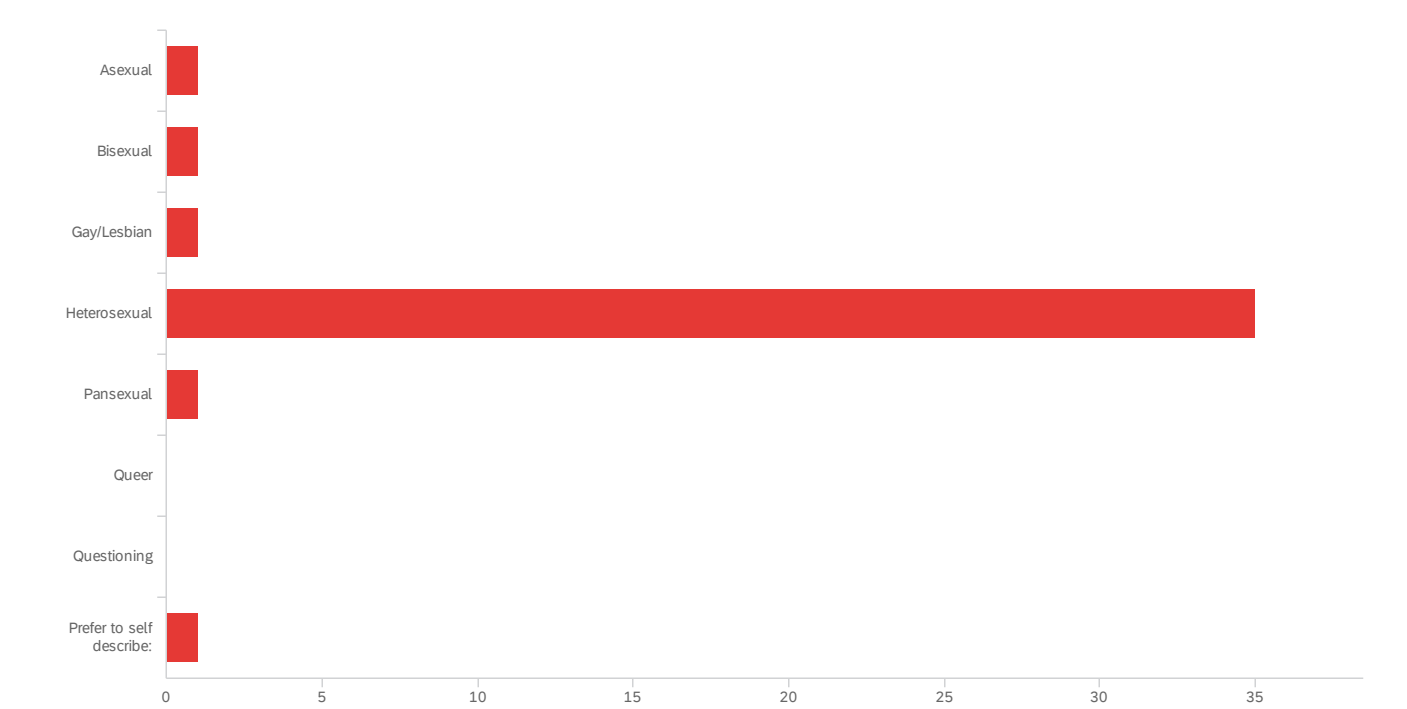
#	Field		Choice Count
1	Asexual	2.50%	1
2	Bisexual	2.50%	1
3	Gay/Lesbian	2.50%	1
4	Heterosexual	87.50%	35
5	Pansexual	2.50%	1
6	Queer	0.00%	0
7	Questioning	0.00%	0
8	Prefer to self describe:	2.50%	1
			40

Showing rows 1 - 9 of 9

Q9_8_TEXT - Prefer to self describe:

Prefer to self describe:

How on earth is this relevant to anything?

Q10 - Please indicate the racial or ethnic groups with which you identify. (Check all that apply.)
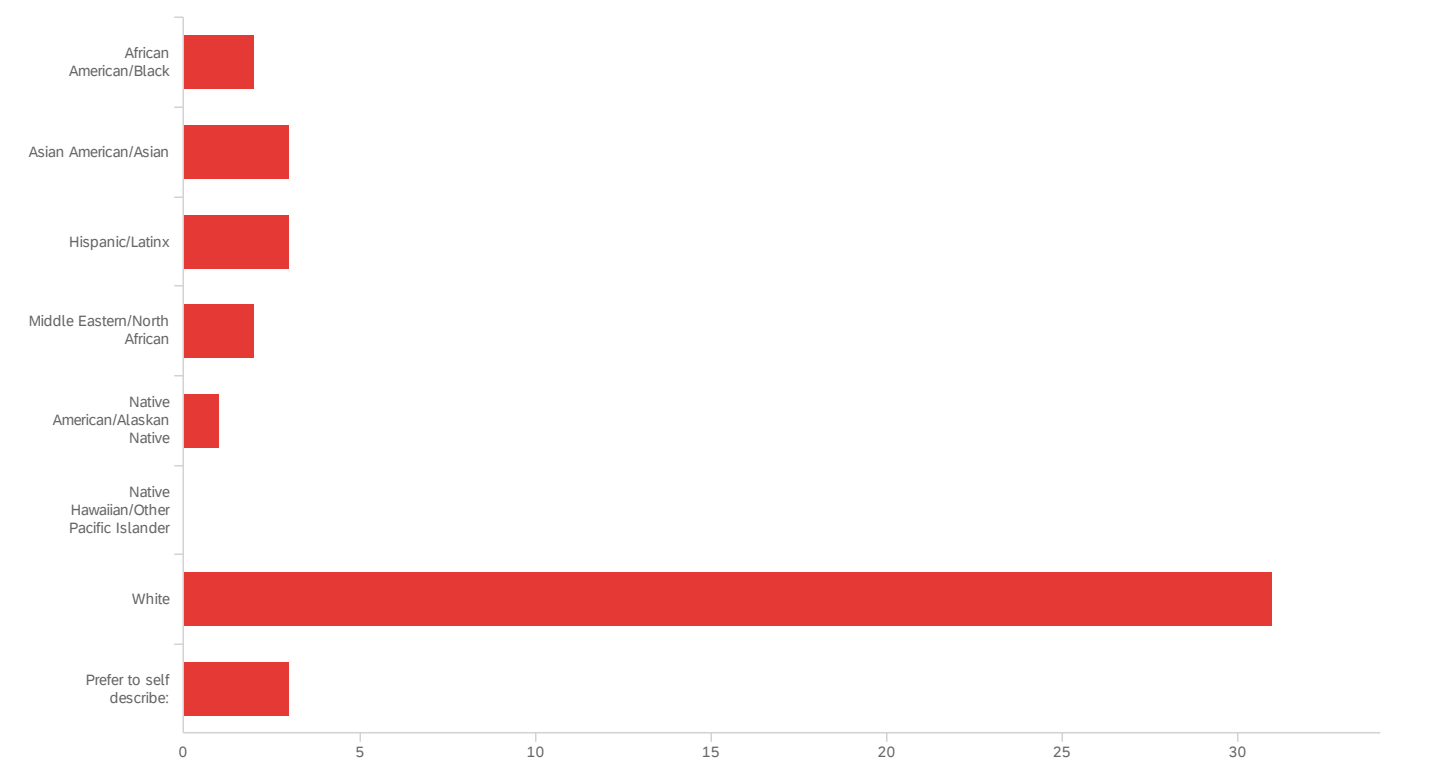
#	Field		Choice Count
1	African American/Black	4.44%	2
2	Asian American/Asian	6.67%	3
3	Hispanic/Latinx	6.67%	3
4	Middle Eastern/North African	4.44%	2
5	Native American/Alaskan Native	2.22%	1
6	Native Hawaiian/Other Pacific Islander	0.00%	0
7	White	68.89%	31
8	Prefer to self describe:	6.67%	3
			45

Showing rows 1 - 9 of 9

Q10_8_TEXT - Prefer to self describe:

Prefer to self describe:

Pangean

Slavic American

Q11 - Please indicate the racial or ethnic groups with which you most identify.
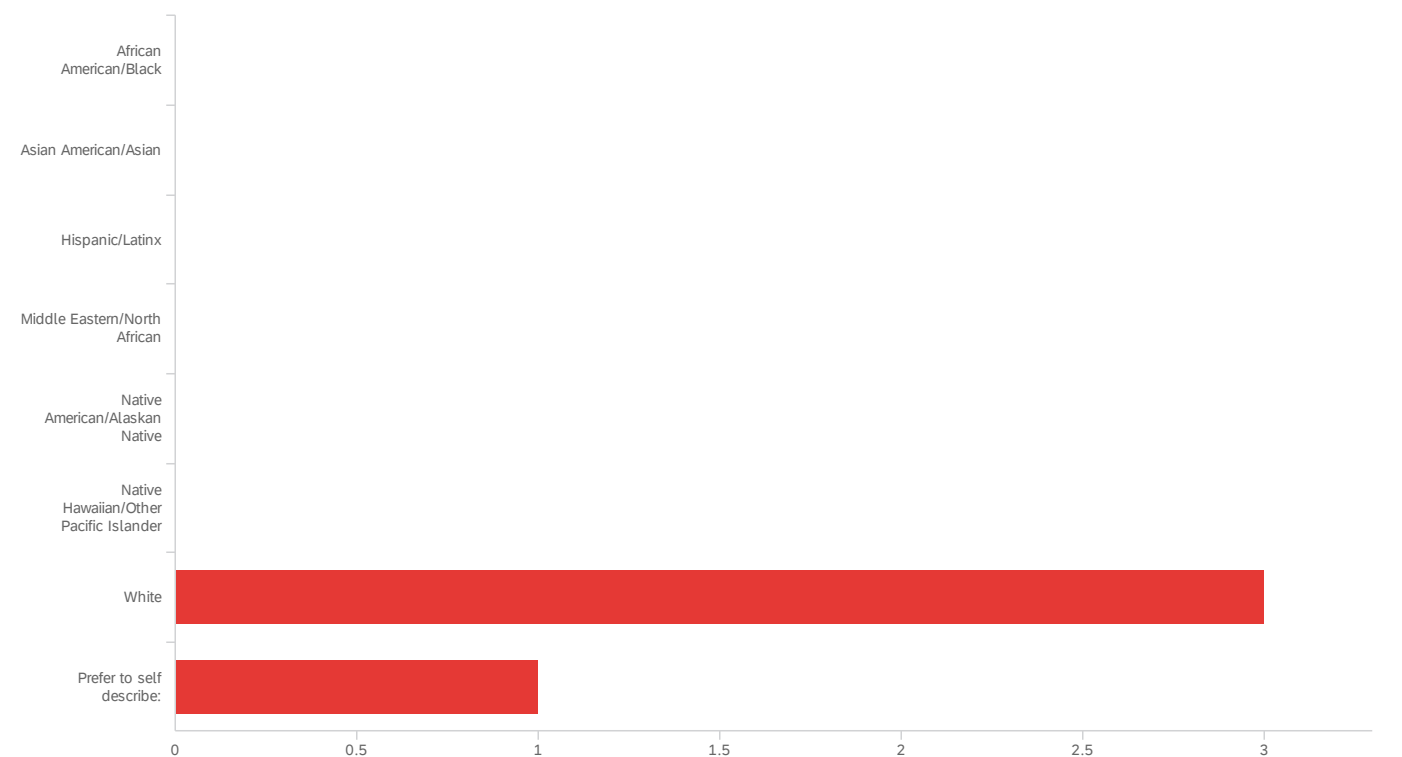
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate the racial or ethnic groups with which you most identify. - Selected Choice	7.00	8.00	7.25	0.43	0.19	4

#	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	75.00%	3
8	Prefer to self describe:	25.00%	1
			4

Q11_8_TEXT - Prefer to self describe:

Prefer to self describe:

Q12 - Were you born in the United States?
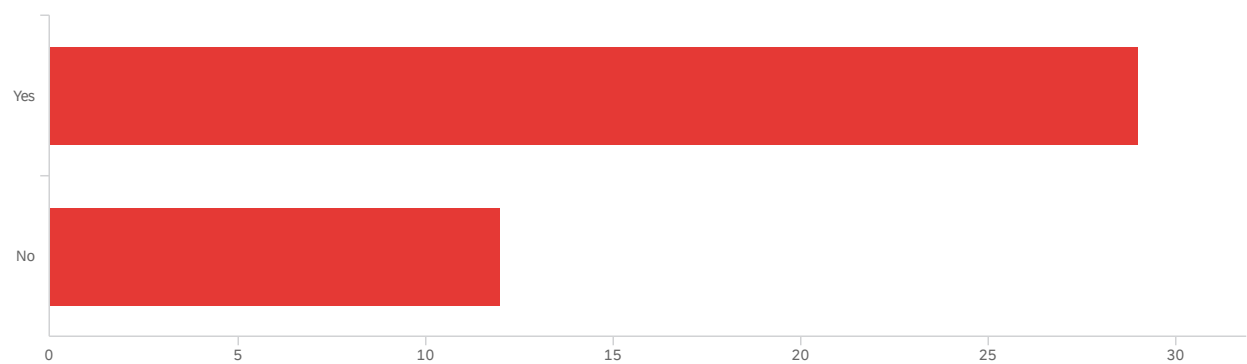
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Were you born in the United States?	1.00	2.00	1.29	0.45	0.21	41

#	Field		Choice Count	
1	Yes		70.73%	29
2	No		29.27%	12
				41

Showing rows 1 - 3 of 3

Q13 - In which country were you born?

In which country were you born?

Kenya

Greece

Dominican Republic

Canada

India

Germany

India

Q14 - What is your immigration status?
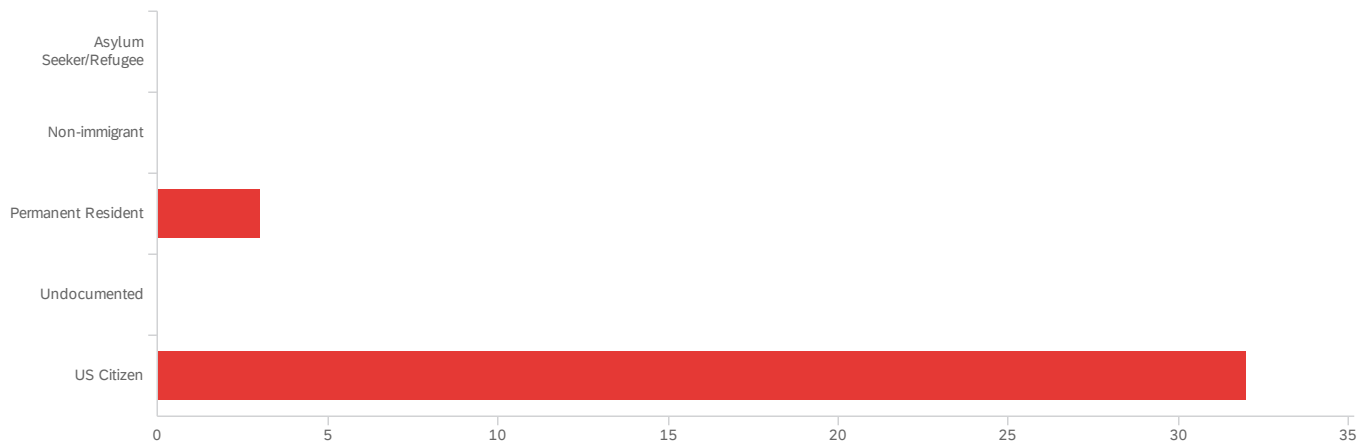
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your immigration status?	3.00	5.00	4.83	0.56	0.31	35

#	Field		Choice Count
1	Asylum Seeker/Refugee	0.00%	0
2	Non-immigrant	0.00%	0
3	Permanent Resident	8.57%	3
4	Undocumented	0.00%	0
5	US Citizen	91.43%	32
			35

Showing rows 1 - 6 of 6

Q15 - With what religious background, if any, do you most identify?
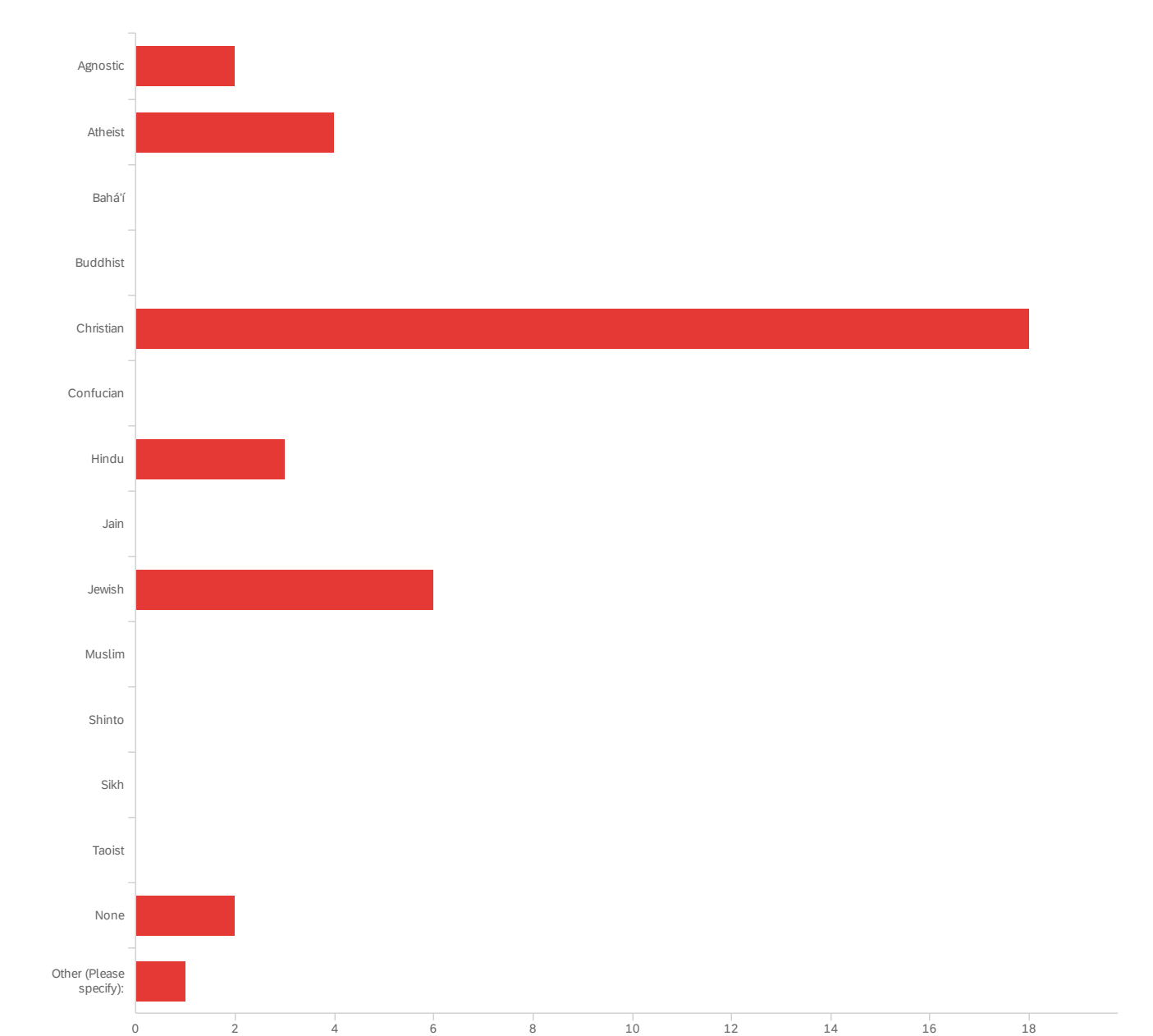
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	With what religious background, if any, do you most identify? - Selected Choice	1.00	15.00	6.06	3.32	11.05	36

#	Field		Choice Count
1	Agnostic	5.56%	2

#	Field		Choice Count
2	Atheist	11.11%	4
3	Bahá'í	0.00%	0
4	Buddhist	0.00%	0
5	Christian	50.00%	18
6	Confucian	0.00%	0
7	Hindu	8.33%	3
8	Jain	0.00%	0
9	Jewish	16.67%	6
10	Muslim	0.00%	0
11	Shinto	0.00%	0
12	Sikh	0.00%	0
13	Taoist	0.00%	0
14	None	5.56%	2
15	Other (Please specify):	2.78%	1
			36

Showing rows 1 - 16 of 16

Q15_15_TEXT - Other (Please specify):

Other (Please specify):
Jewish

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	2.19	0.46	0.21	36

#	Field	Choice Count	
1	I have apparent/visible disabilities	0.00%	0
2	I do not have apparent or non apparent disabilities	83.33%	30
3	I have non-apparent/not visible disabilities	13.89%	5
4	Prefer not to state	2.78%	1
			36

Showing rows 1 - 5 of 5
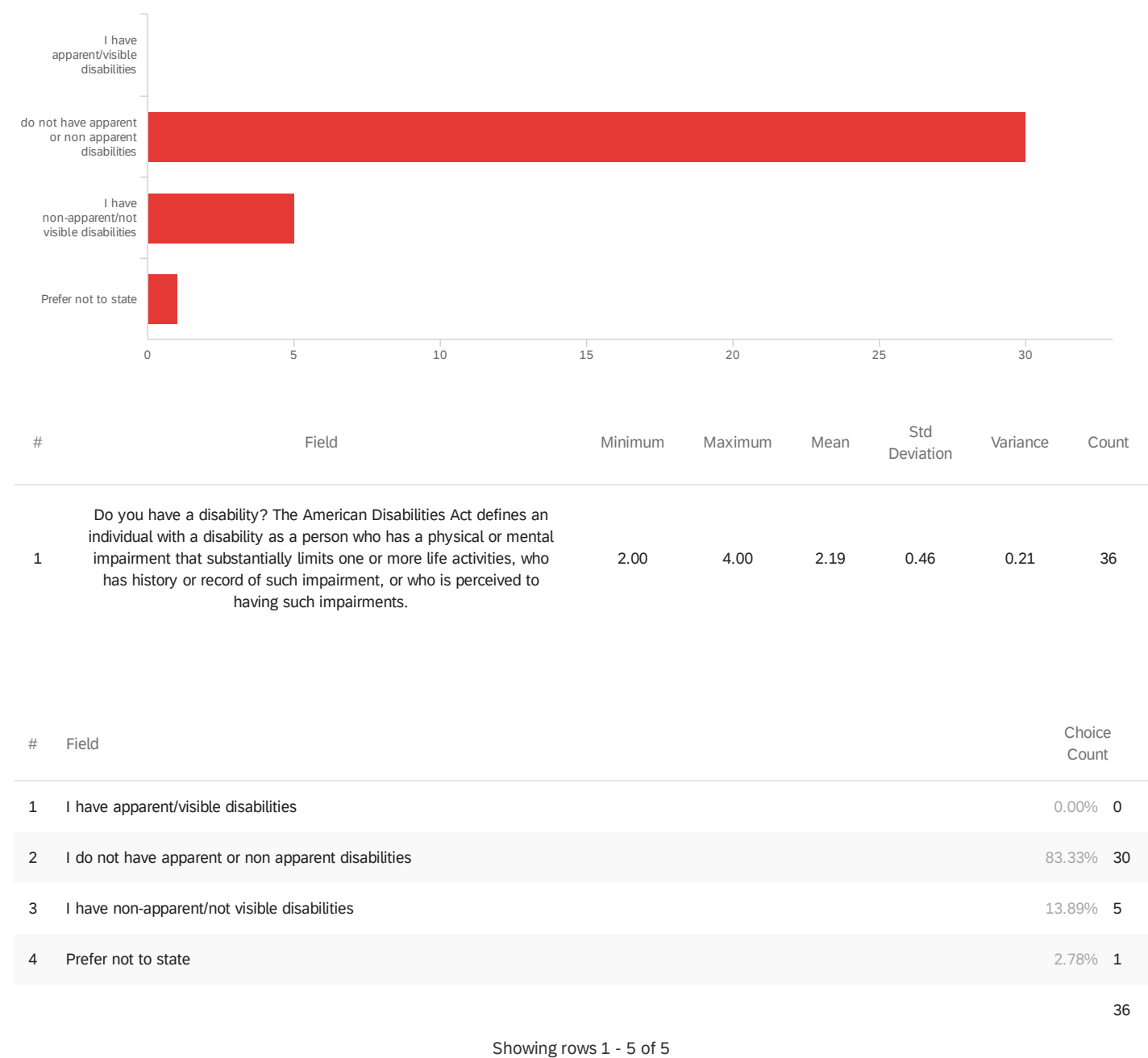
Q17 - Do you identify as an active member or veteran of the U.S. Armed Forces, Military

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	36

#	Field	Choice Count	
1	Yes, active duty	0.00%	0
2	Yes, veteran	0.00%	0
3	No, I have never served	100.00%	36
			36

Showing rows 1 - 4 of 4

Q18 - Which of the following best describes the educational experience of your parents/guardians?
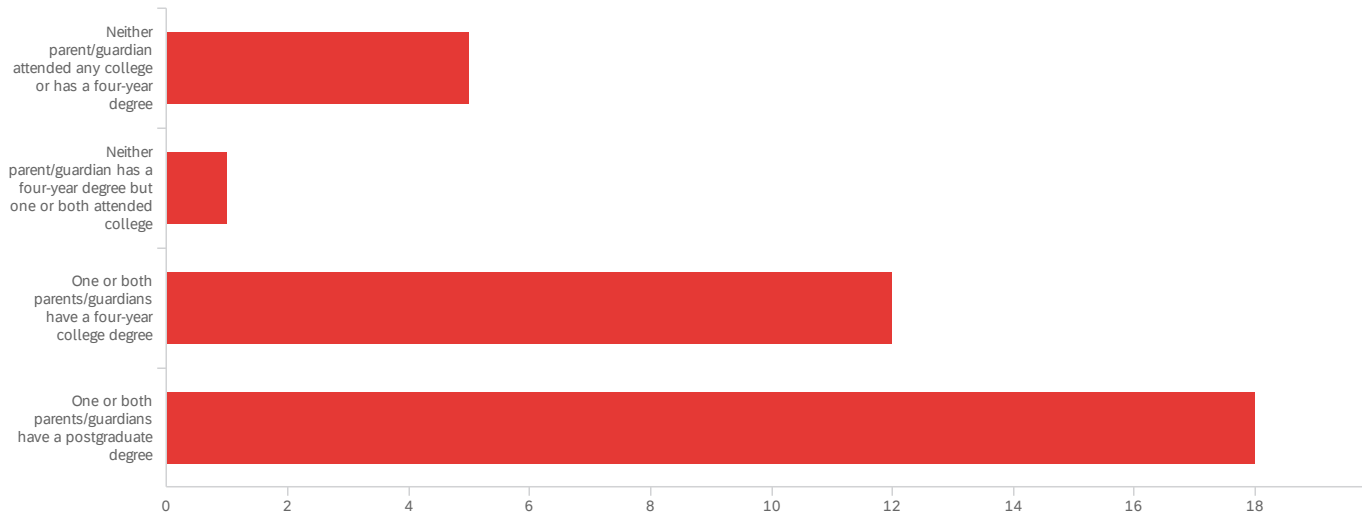
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following best describes the educational experience of your parents/guardians?	1.00	4.00	3.19	1.02	1.05	36

#	Field		Choice Count
1	Neither parent/guardian attended any college or has a four-year degree	13.89%	5
2	Neither parent/guardian has a four-year degree but one or both attended college	2.78%	1
3	One or both parents/guardians have a four-year college degree	33.33%	12
4	One or both parents/guardians have a postgraduate degree	50.00%	18
			36

Showing rows 1 - 5 of 5

Q19 - As an employee at Columbia University, how satisfied are you with the overall campus climate/environment?
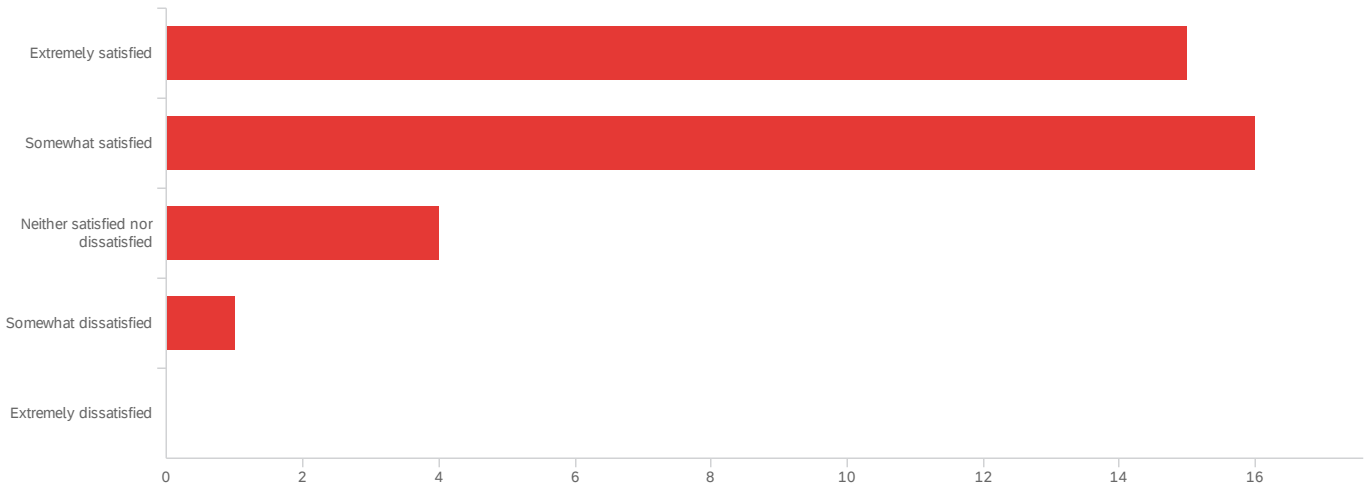
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	As an employee at Columbia University, how satisfied are you with the overall campus climate/environment?	1.00	4.00	1.75	0.76	0.58	36

#	Field		Choice Count
1	Extremely satisfied	41.67%	15
2	Somewhat satisfied	44.44%	16
3	Neither satisfied nor dissatisfied	11.11%	4
4	Somewhat dissatisfied	2.78%	1
5	Extremely dissatisfied	0.00%	0
			36

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 Sustainability Management program based on your direct experiences:

Hostile:Friendly
Racist:Anti-racist
Homogenous:Heterogeneous
Disrespectful:Respectful
Contentious:Collegial

Legend (right side of chart):

- Sexist:Non-sexist
- Individualistic:Collaborative
- Competitive:Cooperative
- Homophobic:Non-homophobic
- Unsupportive:Supportive
- Ageist:Non-ageist
- Unwelcoming:Welcoming
- Elitist:Non-elitist
- Ableist:Non-ableist
- US-centric:Globalist
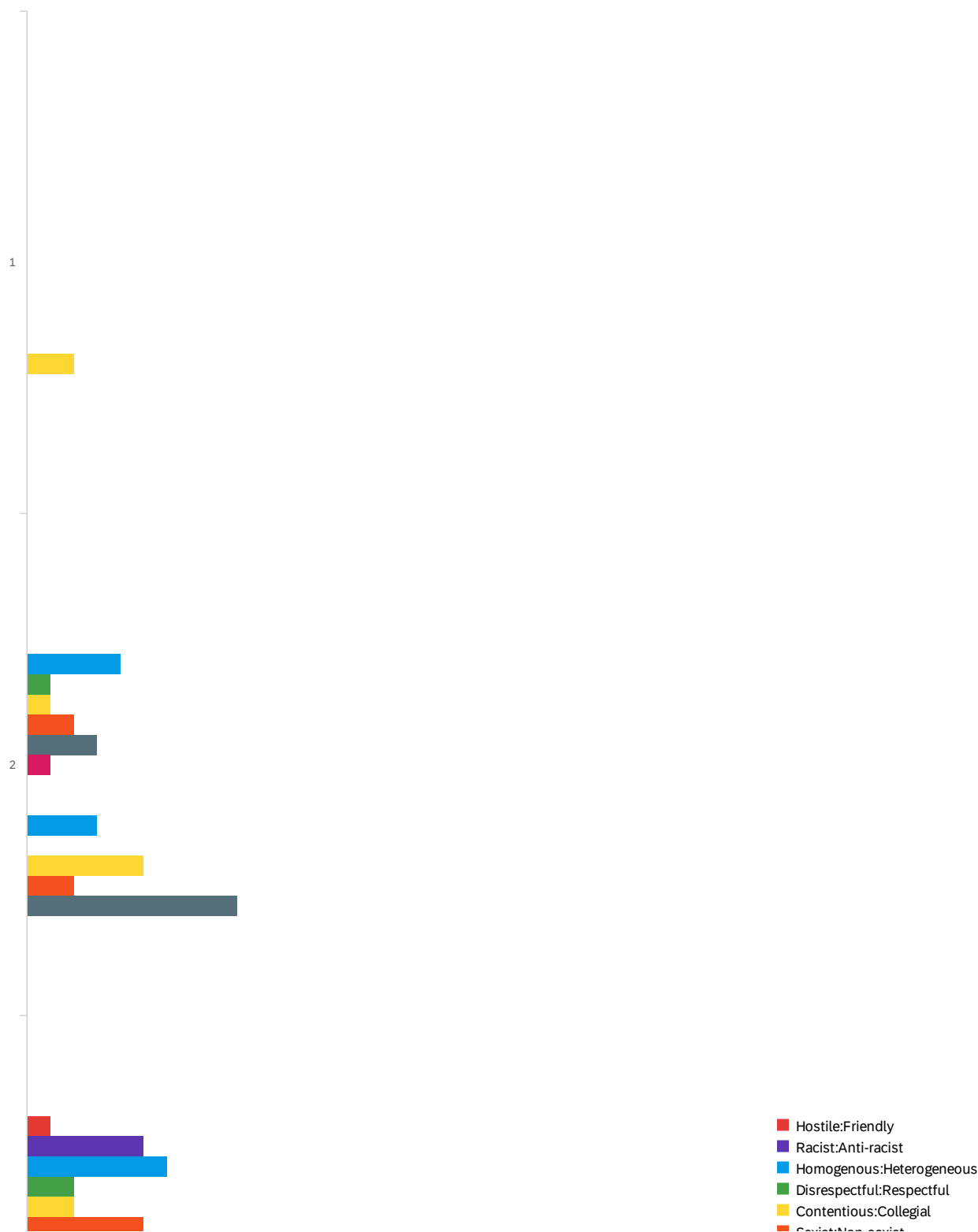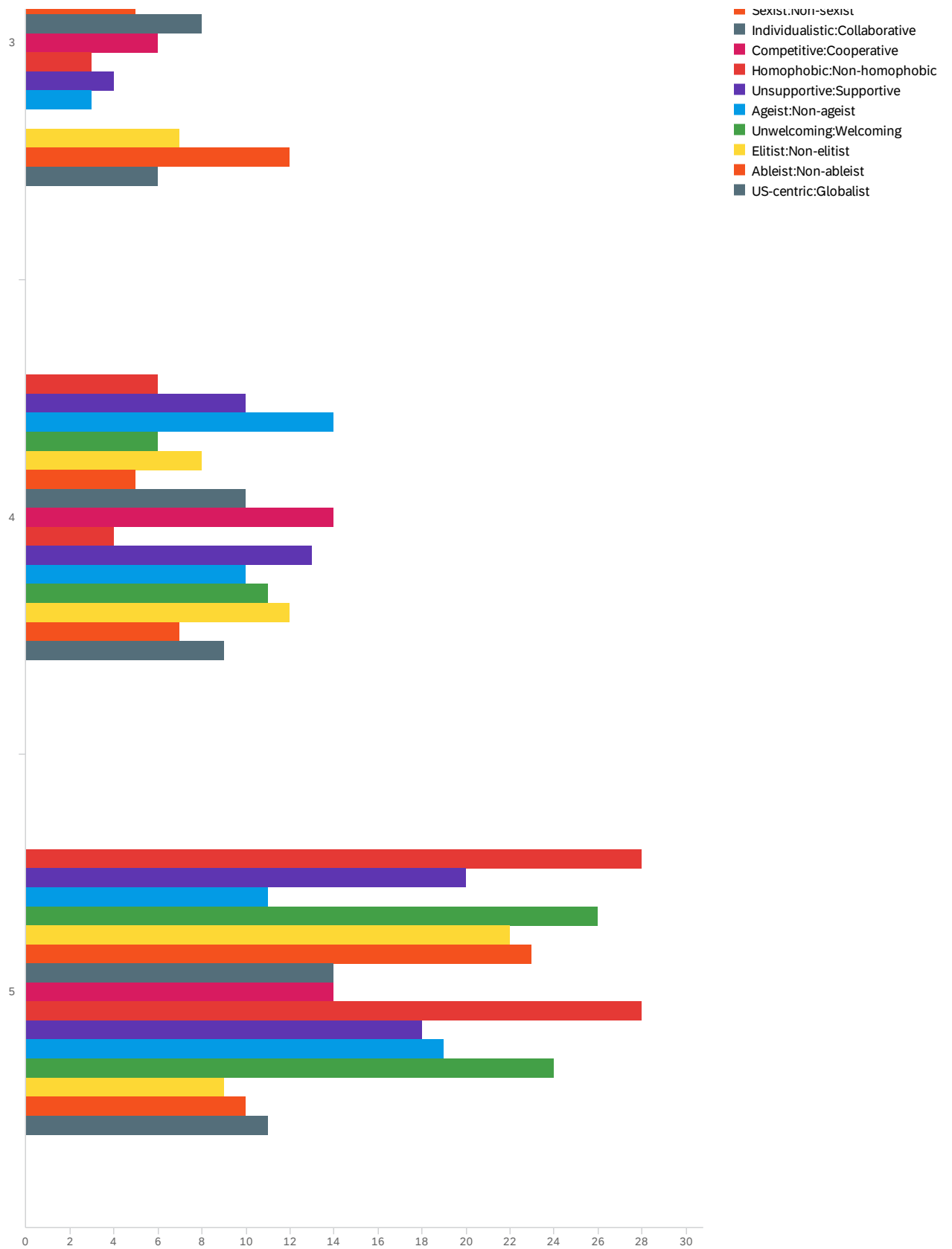
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Hostile:Friendly	3.00	5.00	4.77	0.48	0.23	35

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	Racist:Anti-racist	3.00	5.00	4.43	0.73	0.53	35
3	Homogenous:Heterogeneous	2.00	5.00	3.91	0.97	0.94	35
4	Disrespectful:Respectful	2.00	5.00	4.63	0.72	0.52	35
5	Contentious:Collegial	2.00	5.00	4.55	0.74	0.55	33
6	Sexist:Non-sexist	2.00	5.00	4.40	0.93	0.87	35
7	Individualistic:Collaborative	2.00	5.00	4.00	0.99	0.97	35
8	Competitive:Cooperative	2.00	5.00	4.17	0.81	0.66	35
9	Homophobic:Non-homophobic	3.00	5.00	4.71	0.61	0.38	35
10	Unsupportive:Supportive	3.00	5.00	4.40	0.68	0.47	35
11	Ageist:Non-ageist	2.00	5.00	4.29	0.94	0.89	35
12	Unwelcoming:Welcoming	4.00	5.00	4.69	0.46	0.22	35
13	Elitist:Non-elitist	1.00	5.00	3.60	1.18	1.38	35
14	Ableist:Non-ableist	2.00	5.00	3.81	0.96	0.93	31
15	US-centric:Globalist	2.00	5.00	3.63	1.17	1.38	35

#	Field	1		2		3		4		5		Total
1	Hostile:Friendly	0.00%	0	0.00%	0	2.86%	1	17.14%	6	80.00%	28	35
2	Racist:Anti-racist	0.00%	0	0.00%	0	14.29%	5	28.57%	10	57.14%	20	35
3	Homogenous:Heterogeneous	0.00%	0	11.43%	4	17.14%	6	40.00%	14	31.43%	11	35
4	Disrespectful:Respectful	0.00%	0	2.86%	1	5.71%	2	17.14%	6	74.29%	26	35
5	Contentious:Collegial	0.00%	0	3.03%	1	6.06%	2	24.24%	8	66.67%	22	33
6	Sexist:Non-sexist	0.00%	0	5.71%	2	14.29%	5	14.29%	5	65.71%	23	35
7	Individualistic:Collaborative	0.00%	0	8.57%	3	22.86%	8	28.57%	10	40.00%	14	35
8	Competitive:Cooperative	0.00%	0	2.86%	1	17.14%	6	40.00%	14	40.00%	14	35
9	Homophobic:Non-homophobic	0.00%	0	0.00%	0	8.57%	3	11.43%	4	80.00%	28	35
10	Unsupportive:Supportive	0.00%	0	0.00%	0	11.43%	4	37.14%	13	51.43%	18	35

#	Field	1		2		3		4		5		Total
11	Ageist:Non-ageist	0.00%	0	8.57%	3	8.57%	3	28.57%	10	54.29%	19	35
12	Unwelcoming:Welcoming	0.00%	0	0.00%	0	0.00%	0	31.43%	11	68.57%	24	35
13	Elitist:Non-elitist	5.71%	2	14.29%	5	20.00%	7	34.29%	12	25.71%	9	35
14	Ableist:Non-ableist	0.00%	0	6.45%	2	38.71%	12	22.58%	7	32.26%	10	31
15	US-centric:Globalist	0.00%	0	25.71%	9	17.14%	6	25.71%	9	31.43%	11	35

Showing rows 1 - 15 of 15

Q21 - How often are you concerned about your physical safety on campus?
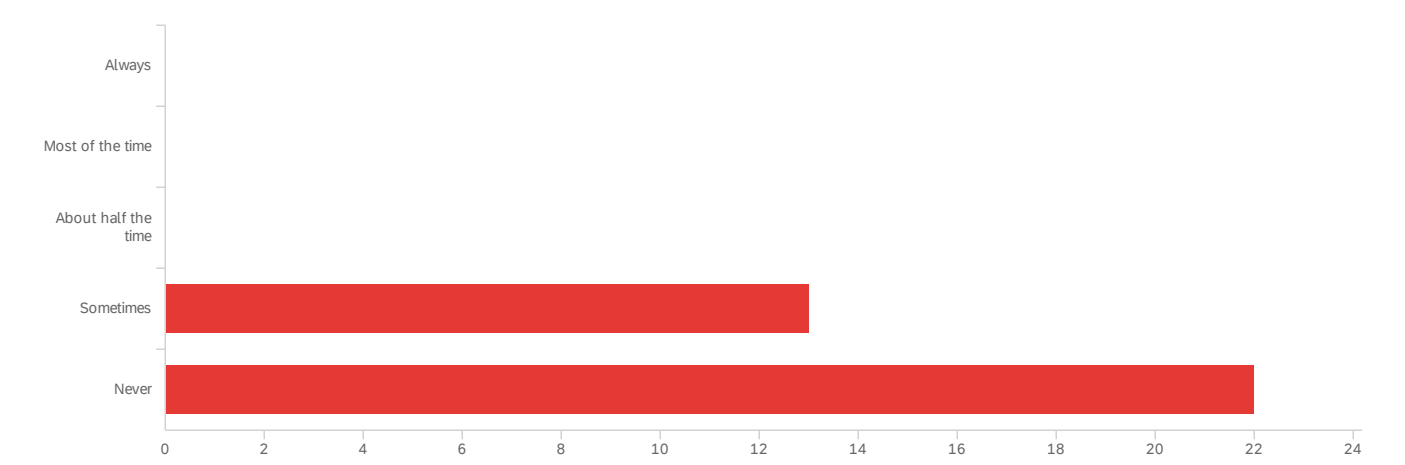
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How often are you concerned about your physical safety on campus?	4.00	5.00	4.63	0.48	0.23	35

#	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	37.14%	13
5	Never	62.86%	22
			35

Showing rows 1 - 6 of 6

214

Q22 - At Columbia University, which of the following have you avoided due to fear for your physical safety? (Check all that apply.)
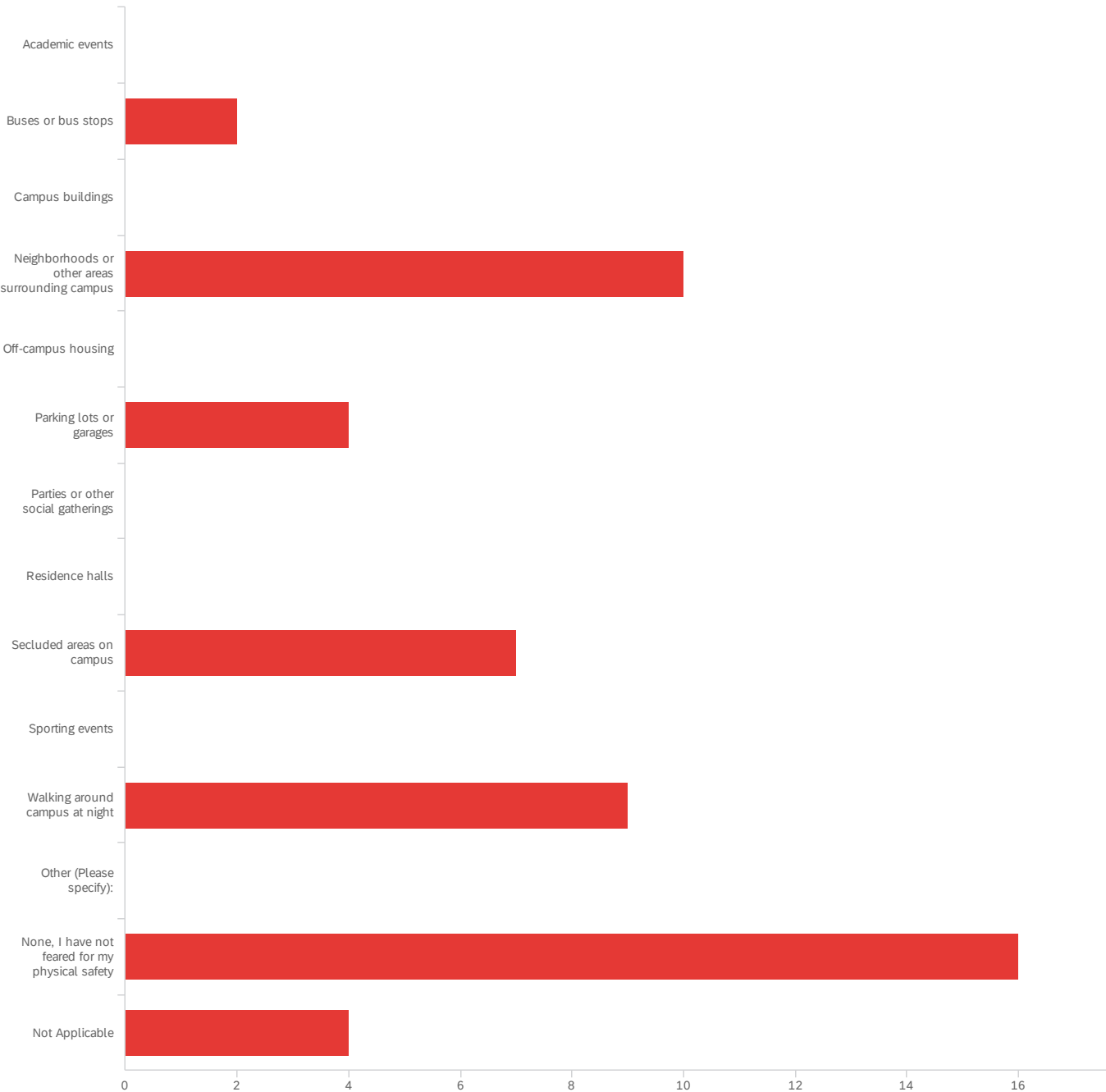
#	Field		Choice Count
1	Academic events	0.00%	0
2	Buses or bus stops	3.85%	2
3	Campus buildings	0.00%	0

#	Field		Choice Count
4	Neighborhoods or other areas surrounding campus	19.23%	10
5	Off-campus housing	0.00%	0
6	Parking lots or garages	7.69%	4
7	Parties or other social gatherings	0.00%	0
8	Residence halls	0.00%	0
9	Secluded areas on campus	13.46%	7
10	Sporting events	0.00%	0
11	Walking around campus at night	17.31%	9
12	Other (Please specify):	0.00%	0
13	None, I have not feared for my physical safety	30.77%	16
14	Not Applicable	7.69%	4
			52

Showing rows 1 - 15 of 15

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Q23 - How often are you concerned about your psychological/emotional safety on campus?
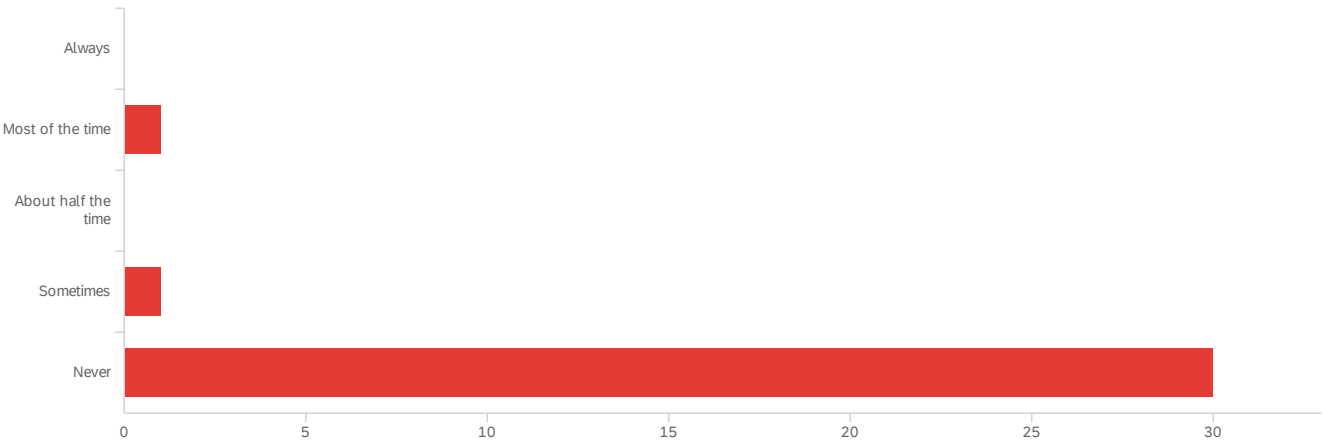
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How often are you concerned about your psychological/emotional safety on campus?	2.00	5.00	4.88	0.54	0.30	32

#	Field	Choice Count	
1	Always	0.00%	0
2	Most of the time	3.13%	1
3	About half the time	0.00%	0
4	Sometimes	3.13%	1
5	Never	93.75%	30
			32

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
1	Academic events	0.00%	0

#	Field		Choice Count
2	Buses or bus stops	0.00%	0
3	Campus buildings	0.00%	0
4	Neighborhoods or other areas surrounding campus	2.63%	1
5	Off-campus housing	0.00%	0
6	Parking lots or garages	0.00%	0
7	Parties or other social gatherings	2.63%	1
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	2.63%	1
12	Other (Please specify):	2.63%	1
13	None, I have not feared for my psychological/emotional safety	71.05%	27
14	Not Applicable	18.42%	7
			38

Showing rows 1 - 15 of 15

Q25 - During your time in the Sustainability Management program at Columbia University, please indicate your level of agreement with each of the following statements:

Legend:
- I am valued as an individual.
- I belong.
- Others don't value my opinions.
- I have considered leaving because I felt isolated or unwelcomed.
- I have found one or more communities or groups where I feel I belong.
- I am treated with respect.
- I have to work harder than others to be valued equally.
- My experience has had a positive influence on my personal and professional ...
- There is too much emphasis put on issues of diversity, equity, and inclusio...
- There is a strong commitment to diversity, equity, and inclusion.
- Sufficient programs and resources to support the success of a diverse stude...
- I have received opportunities for success that are similar to those of my p...
- It is a place where I am able to perform to my full potential.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am valued as an individual.	1.00	5.00	1.67	0.82	0.67	36
2	I belong.	1.00	5.00	1.67	0.88	0.78	36
3	Others don't value my opinions.	1.00	5.00	4.00	1.13	1.28	36
4	I have considered leaving because I felt isolated or unwelcomed.	2.00	5.00	4.67	0.78	0.61	36
5	I have found one or more communities or groups where I feel I belong.	1.00	5.00	2.40	1.15	1.33	35
6	I am treated with respect.	1.00	5.00	1.53	1.04	1.08	36
7	I have to work harder than others to be valued equally.	1.00	5.00	3.94	1.20	1.44	36

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
8	My experience has had a positive influence on my personal and professional growth.	1.00	5.00	1.44	0.80	0.64	36
9	There is too much emphasis put on issues of diversity, equity, and inclusion.	1.00	5.00	3.53	1.19	1.42	36
10	There is a strong commitment to diversity, equity, and inclusion.	1.00	4.00	1.94	0.91	0.83	36
11	Sufficient programs and resources to support the success of a diverse student body has been provided.	1.00	4.00	2.51	0.97	0.94	35
12	I have received opportunities for success that are similar to those of my peers.	1.00	3.00	1.92	0.83	0.69	36
13	It is a place where I am able to perform to my full potential.	1.00	3.00	1.72	0.65	0.42	36

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I am valued as an individual.	47.22%	17	44.44%	16	5.56%	2	0.00%	0	2.78%	1	36
2	I belong.	50.00%	18	41.67%	15	2.78%	1	2.78%	1	2.78%	1	36
3	Others don't value my opinions.	2.78%	1	11.11%	4	13.89%	5	27.78%	10	44.44%	16	36
4	I have considered leaving because I felt isolated or unwelcomed.	0.00%	0	2.78%	1	11.11%	4	2.78%	1	83.33%	30	36
5	I have found one or more communities or groups where I feel I belong.	28.57%	10	22.86%	8	34.29%	12	8.57%	3	5.71%	2	35
6	I am treated with respect.	69.44%	25	22.22%	8	0.00%	0	2.78%	1	5.56%	2	36
7	I have to work harder than others to be valued equally.	5.56%	2	8.33%	3	16.67%	6	25.00%	9	44.44%	16	36
8	My experience has had a positive influence on my personal and professional growth.	66.67%	24	27.78%	10	2.78%	1	0.00%	0	2.78%	1	36
9	There is too much emphasis put on issues of diversity, equity, and inclusion.	5.56%	2	13.89%	5	30.56%	11	22.22%	8	27.78%	10	36
10	There is a strong commitment to diversity, equity, and inclusion.	33.33%	12	50.00%	18	5.56%	2	11.11%	4	0.00%	0	36
11	Sufficient programs and resources to support the success of a diverse student body has been provided.	20.00%	7	22.86%	8	42.86%	15	14.29%	5	0.00%	0	35
12	I have received opportunities for success that are similar to those of my peers.	38.89%	14	30.56%	11	30.56%	11	0.00%	0	0.00%	0	36

#	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.	38.89% 14	50.00% 18	11.11% 4	0.00% 0	0.00% 0	36

Showing rows 1 - 13 of 13

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

Legend:
- …whose religious beliefs are different than my own
- …whose political opinions are different from my own
- …who are immigrants or from an immigrant family
- …who are of a different nationality than my own
- …who are of a different race or ethnicity than my own
- …whose gender is different than my own
- …whose sexual orientation is different than my own
- …who are from a different social class
- …who have physical or other observable disabilities
- …who have learning, psychological, or other disabilities that are not readi…

Categories:
- Always
- Most of the time
- About half the time
- Sometimes
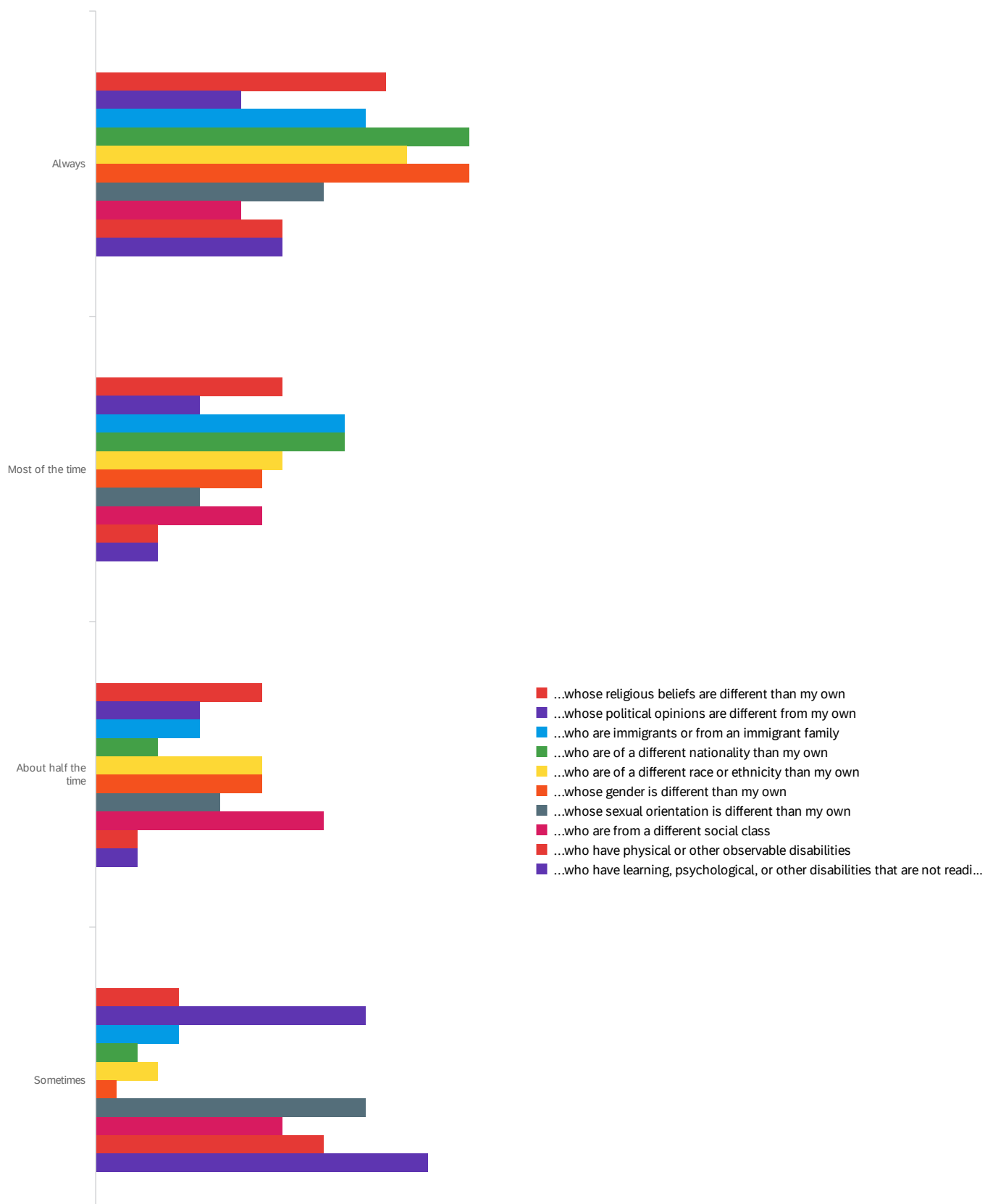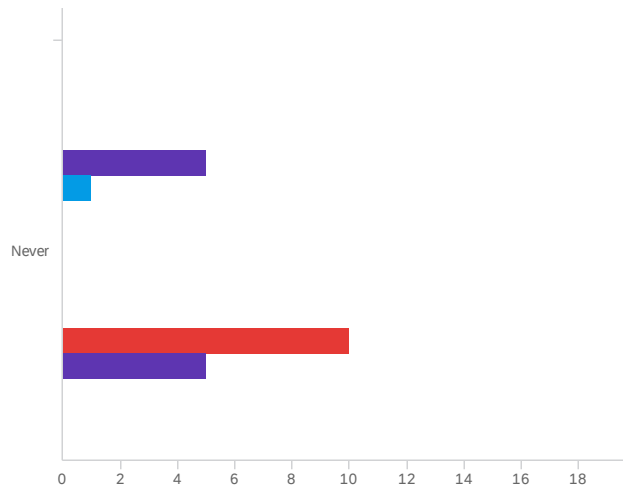
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	...whose religious beliefs are different than my own	1.00	4.00	2.06	1.04	1.08	35
2	...whose political opinions are different from my own	1.00	5.00	3.11	1.37	1.87	35
3	...who are immigrants or from an immigrant family	1.00	5.00	2.09	1.11	1.22	35
4	...who are of a different nationality than my own	1.00	4.00	1.69	0.85	0.73	35
5	...who are of a different race or ethnicity than my own	1.00	4.00	1.97	1.00	1.00	35
6	...whose gender is different than my own	1.00	4.00	1.77	0.90	0.80	35
7	...whose sexual orientation is different than my own	1.00	4.00	2.60	1.27	1.61	35
8	...who are from a different social class	1.00	4.00	2.63	1.07	1.15	35
9	...who have physical or other observable disabilities	1.00	5.00	3.29	1.58	2.49	35
10	...who have learning, psychological, or other disabilities that are not readily visible	1.00	5.00	3.14	1.46	2.12	35

#	Field	Always		Most of the time		About half the time		Sometimes		Never		Total
1	...whose religious beliefs are different than my own	40.00%	14	25.71%	9	22.86%	8	11.43%	4	0.00%	0	35
2	...whose political opinions are different from my own	20.00%	7	14.29%	5	14.29%	5	37.14%	13	14.29%	5	35
3	...who are immigrants or from an immigrant family	37.14%	13	34.29%	12	14.29%	5	11.43%	4	2.86%	1	35

#	Field	Always	Most of the time	About half the time	Sometimes	Never	Total
4	...who are of a different nationality than my own	51.43% 18	34.29% 12	8.57% 3	5.71% 2	0.00% 0	35
5	...who are of a different race or ethnicity than my own	42.86% 15	25.71% 9	22.86% 8	8.57% 3	0.00% 0	35
6	...whose gender is different than my own	51.43% 18	22.86% 8	22.86% 8	2.86% 1	0.00% 0	35
7	...whose sexual orientation is different than my own	31.43% 11	14.29% 5	17.14% 6	37.14% 13	0.00% 0	35
8	...who are from a different social class	20.00% 7	22.86% 8	31.43% 11	25.71% 9	0.00% 0	35
9	...who have physical or other observable disabilities	25.71% 9	8.57% 3	5.71% 2	31.43% 11	28.57% 10	35
10	...who have learning, psychological, or other disabilities that are not readily visible	25.71% 9	8.57% 3	5.71% 2	45.71% 16	14.29% 5	35

Showing rows 1 - 10 of 10

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Q27 - During your time in the Sustainability Management program, have you felt discriminated against?
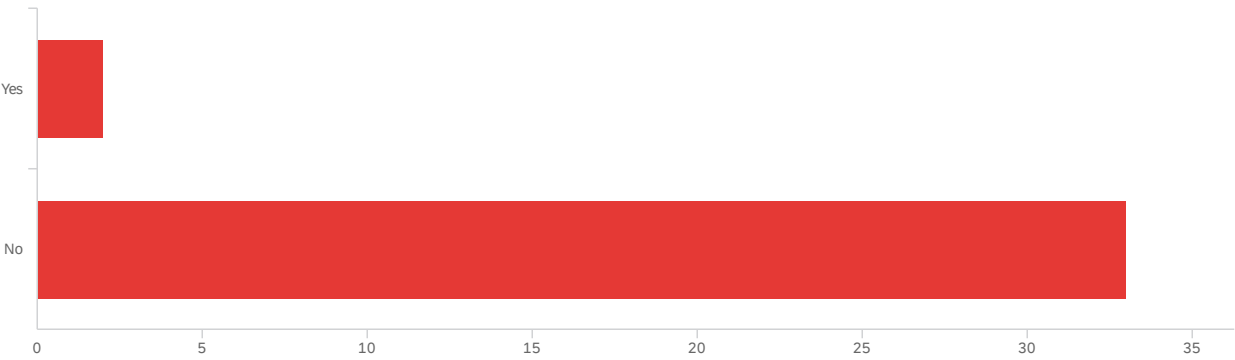
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Sustainability Management program, have you felt discriminated against?	1.00	2.00	1.94	0.23	0.05	35

#	Field		Choice Count
1	Yes	5.71%	2
2	No	94.29%	33
			35

Showing rows 1 - 3 of 3

Q28 - During your time in the Sustainability Management program, how often have YOU experienced discriminatory events because of your:

Legend:
- Ability or disability status
- Age
- Caregiving responsibilities
- Gender identity or gender expression
- Marital status
- National origin
- Physical appearance
- Political orientation
- Racial or ethnic identity
- Religion
- Sex
- Sexual orientation
- Social class
- Veteran status
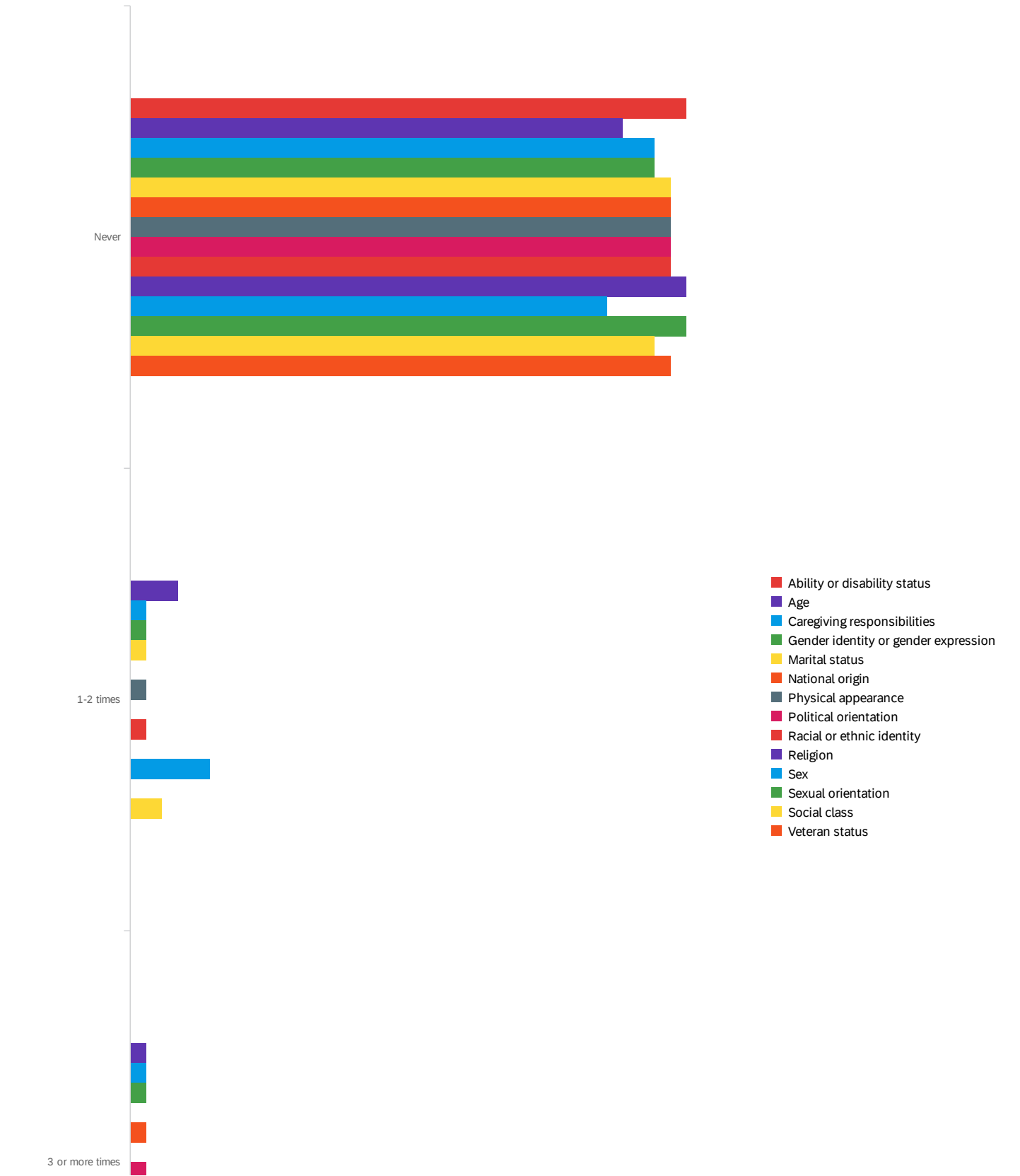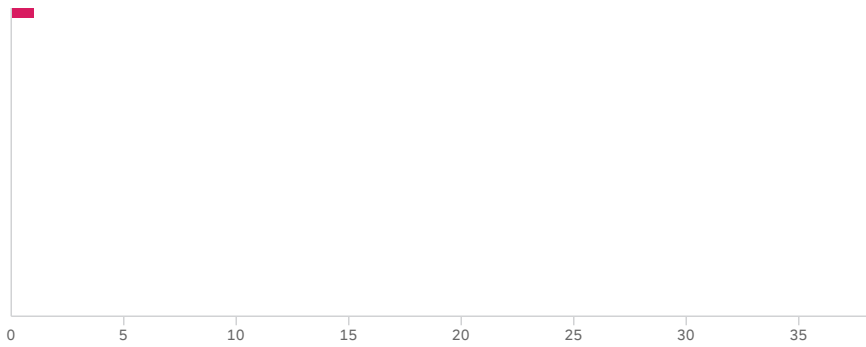
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability or disability status	1.00	1.00	1.00	0.00	0.00	35
2	Age	1.00	3.00	1.14	0.42	0.18	35
3	Caregiving responsibilities	1.00	3.00	1.09	0.37	0.14	35
4	Gender identity or gender expression	1.00	3.00	1.09	0.37	0.14	35
5	Marital status	1.00	2.00	1.03	0.17	0.03	35
6	National origin	1.00	3.00	1.06	0.33	0.11	35
7	Physical appearance	1.00	2.00	1.03	0.17	0.03	35
8	Political orientation	1.00	3.00	1.06	0.33	0.11	35
9	Racial or ethnic identity	1.00	2.00	1.03	0.17	0.03	35
10	Religion	1.00	1.00	1.00	0.00	0.00	35
11	Sex	1.00	2.00	1.14	0.35	0.12	35
12	Sexual orientation	1.00	1.00	1.00	0.00	0.00	35
13	Social class	1.00	2.00	1.06	0.23	0.05	35
14	Veteran status	1.00	1.00	1.00	0.00	0.00	34

#	Field	Never		1-2 times		3 or more times		Total
1	Ability or disability status	100.00%	35	0.00%	0	0.00%	0	35
2	Age	88.57%	31	8.57%	3	2.86%	1	35
3	Caregiving responsibilities	94.29%	33	2.86%	1	2.86%	1	35

#	Field	Never		1-2 times		3 or more times		Total
4	Gender identity or gender expression	94.29%	33	2.86%	1	2.86%	1	35
5	Marital status	97.14%	34	2.86%	1	0.00%	0	35
6	National origin	97.14%	34	0.00%	0	2.86%	1	35
7	Physical appearance	97.14%	34	2.86%	1	0.00%	0	35
8	Political orientation	97.14%	34	0.00%	0	2.86%	1	35
9	Racial or ethnic identity	97.14%	34	2.86%	1	0.00%	0	35
10	Religion	100.00%	35	0.00%	0	0.00%	0	35
11	Sex	85.71%	30	14.29%	5	0.00%	0	35
12	Sexual orientation	100.00%	35	0.00%	0	0.00%	0	35
13	Social class	94.29%	33	5.71%	2	0.00%	0	35
14	Veteran status	100.00%	34	0.00%	0	0.00%	0	34

Showing rows 1 - 14 of 14

Q29 - During your time in the Sustainability Management program, have you experienced

any discriminatory events that were not asked about in the previous questions?
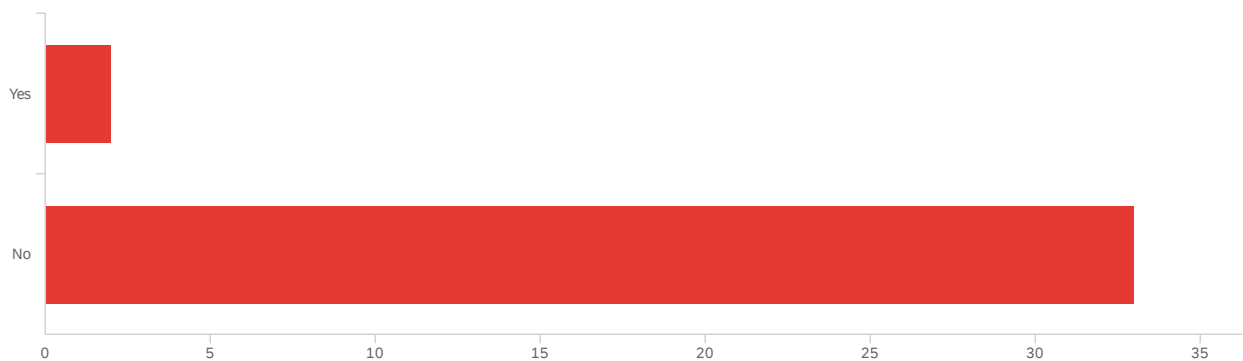
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Sustainability Management program, have you experienced any discriminatory events that were not asked about in the previous questions?	1.00	2.00	1.94	0.23	0.05	35

#	Field		Choice Count
1	Yes	5.71%	2
2	No	94.29%	33
			35

Showing rows 1 - 3 of 3

Q31 - During your time in the Sustainability Management program, have you witnessed another employee or student being discriminated against?
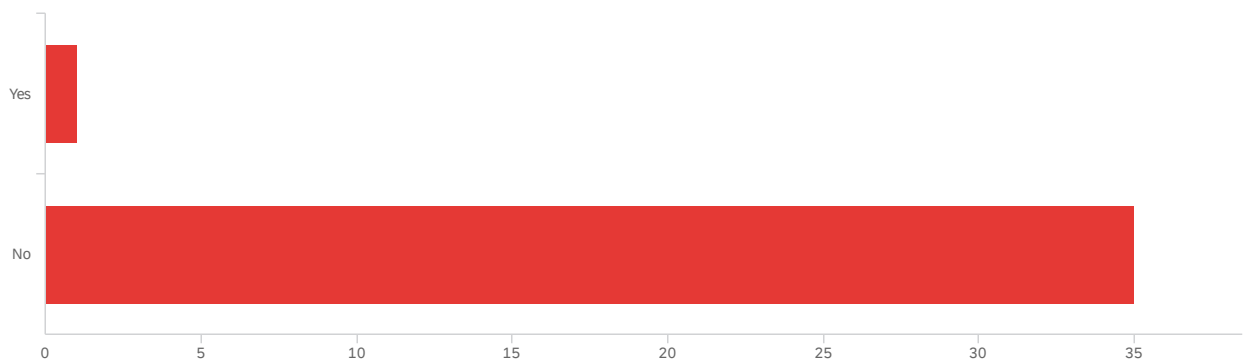
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	During your time in the Sustainability Management program, have you witnessed another employee or student being discriminated against?	1.00	2.00	1.97	0.16	0.03	36

#	Field		Choice Count
1	Yes	2.78%	1
2	No	97.22%	35
			36

Showing rows 1 - 3 of 3

Q33 - Have you reported any incidents of discrimination?
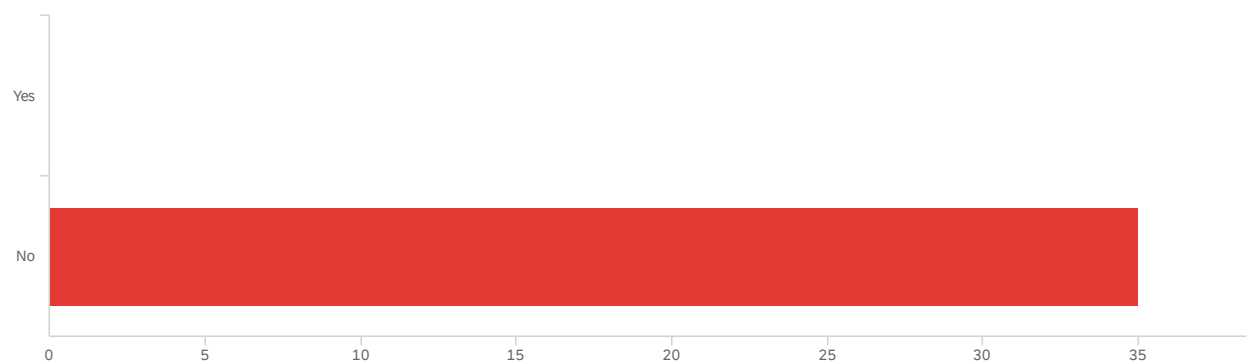
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you reported any incidents of discrimination?	2.00	2.00	2.00	0.00	0.00	35

#	Field		Choice Count
1	Yes	0.00%	0
2	No	100.00%	35
			35

Showing rows 1 - 3 of 3

Q34 - Did you feel supported in the reporting process?
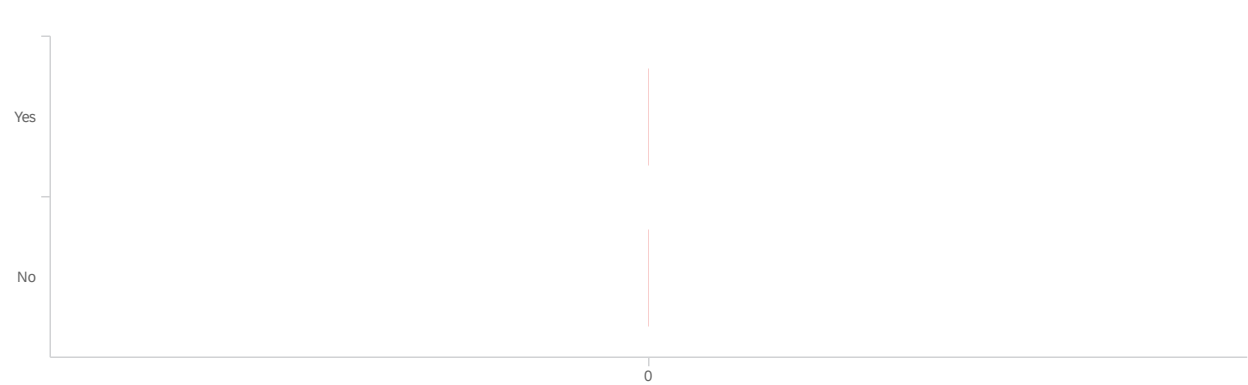
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you feel supported in the reporting process?	0.00	0.00	0.00	0.00	0.00	0

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

Showing rows 1 - 3 of 3

Q36 - Was that particular issue for which you made a report resolved satisfactorily?
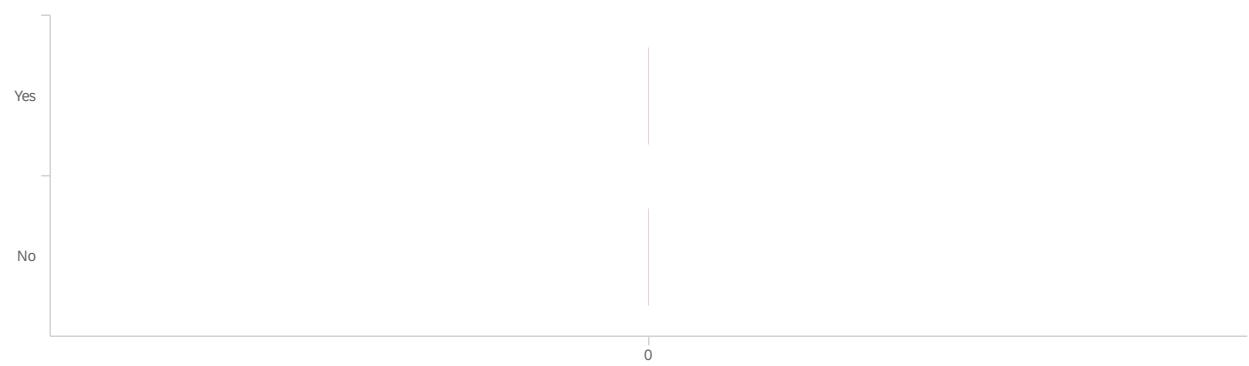
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Was that particular issue for which you made a report resolved satisfactorily?	0.00	0.00	0.00	0.00	0.00	0

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

Showing rows 1 - 3 of 3

Q38 - While an employee in the Sustainability Management program at Columbia University, how satisfied are you with the overall campus climate/environment that you have experienced?
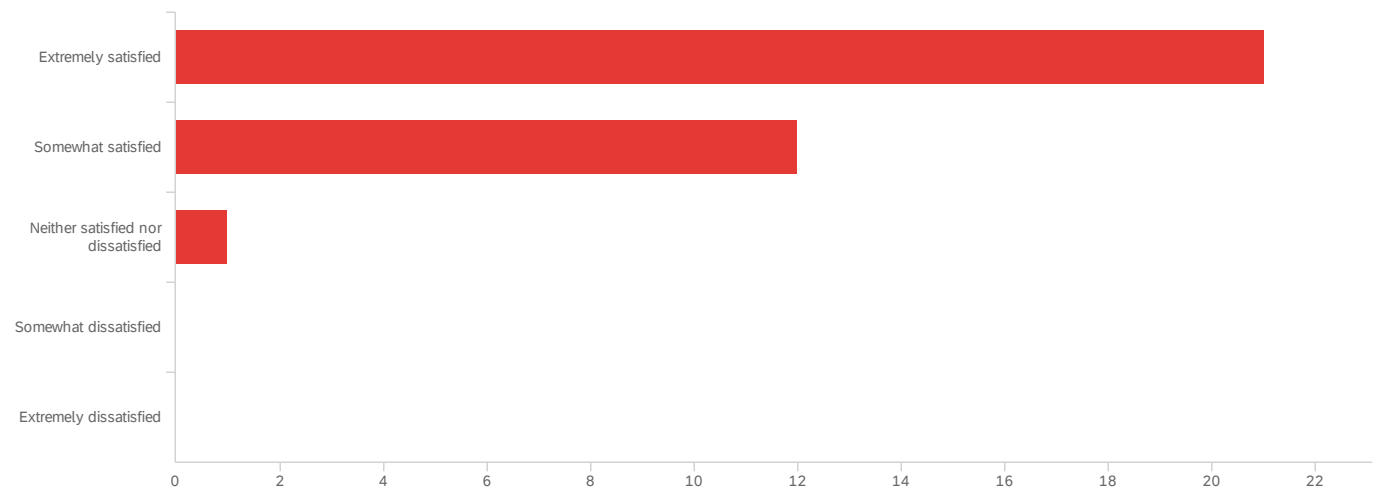
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	While an employee in the Sustainability Management program at Columbia University, how satisfied are you with the overall campus climate/environment that you have experienced?	1.00	3.00	1.41	0.55	0.30	34

#	Field		Choice Count
1	Extremely satisfied	61.76%	21
2	Somewhat satisfied	35.29%	12
3	Neither satisfied nor dissatisfied	2.94%	1
4	Somewhat dissatisfied	0.00%	0
5	Extremely dissatisfied	0.00%	0
			34

Showing rows 1 - 6 of 6

Q40 - If you teach in two departments/units to an equal degree, please simply choose the

Sustainability Management program to rate for this survey. Please indicate your level of

agreement with the following statements: I am valued in the Sustainability Management

program for my…
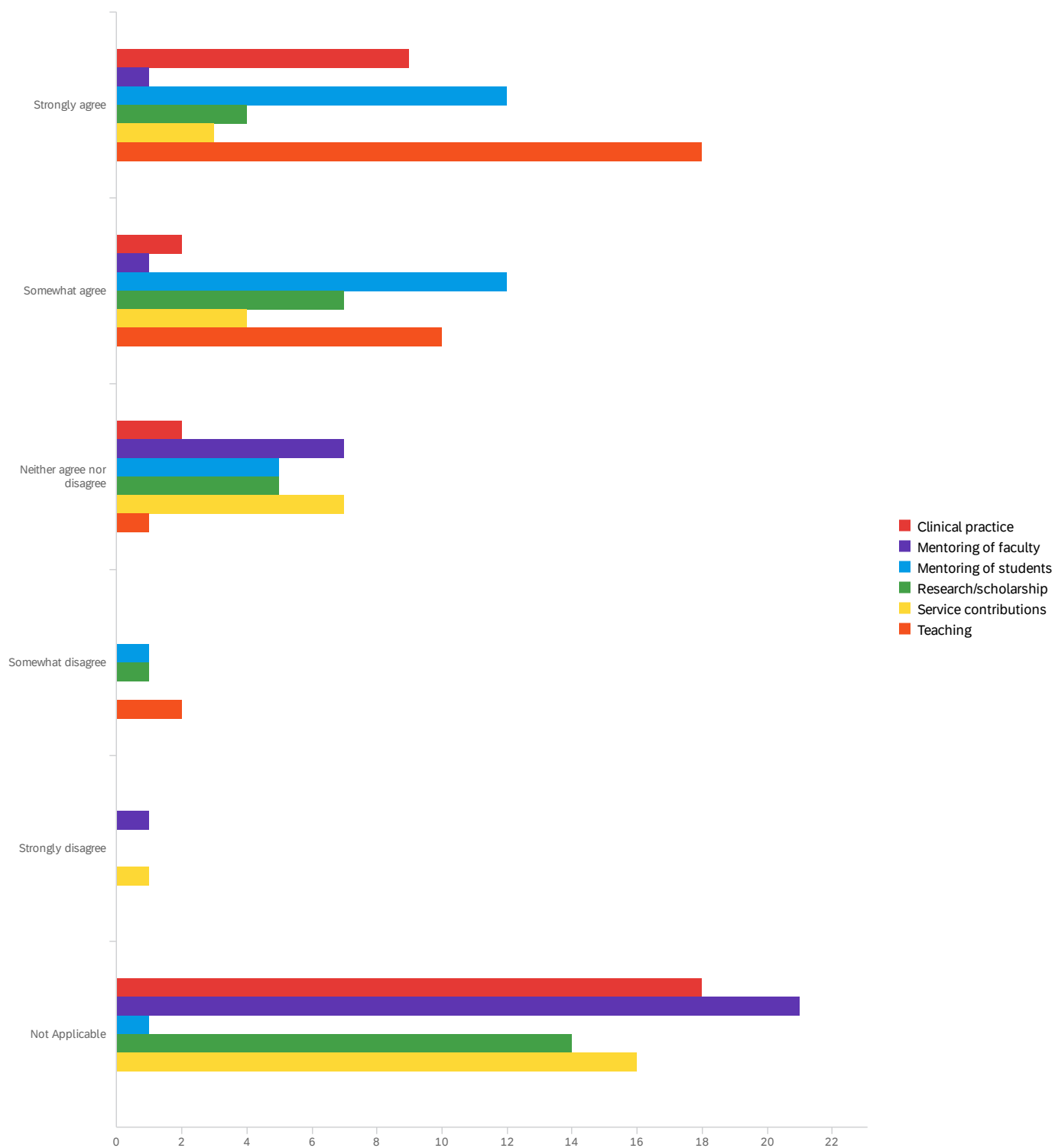
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Clinical practice	1.00	6.00	4.10	2.29	5.25	31
2	Mentoring of faculty	1.00	6.00	5.00	1.55	2.39	31
3	Mentoring of students	1.00	6.00	1.97	1.09	1.19	31

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4	Research/scholarship	1.00	6.00	3.90	2.01	4.02	31
5	Service contributions	1.00	6.00	4.29	1.90	3.63	31
6	Teaching	1.00	4.00	1.58	0.83	0.70	31

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Not Applicable		Total
1	Clinical practice	29.03%	9	6.45%	2	6.45%	2	0.00%	0	0.00%	0	58.06%	18	31
2	Mentoring of faculty	3.23%	1	3.23%	1	22.58%	7	0.00%	0	3.23%	1	67.74%	21	31
3	Mentoring of students	38.71%	12	38.71%	12	16.13%	5	3.23%	1	0.00%	0	3.23%	1	31
4	Research/scholarship	12.90%	4	22.58%	7	16.13%	5	3.23%	1	0.00%	0	45.16%	14	31
5	Service contributions	9.68%	3	12.90%	4	22.58%	7	0.00%	0	3.23%	1	51.61%	16	31
6	Teaching	58.06%	18	32.26%	10	3.23%	1	6.45%	2	0.00%	0	0.00%	0	31

Showing rows 1 - 6 of 6

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

Legend:
- I have a voice in the decision-making that affects the direction of the Sus...
- The teaching workload is fairly and equitably distributed in the Sustainabi...
- There are fair and equitable expectations regarding research in the Sustain...
- There are fair and equitable expectations regarding service in the Sustaina...
- There are fair and equitable processes for determining compensation in the ...
- Support is provided fairly and equitably in the Sustainability Management p...
- Rewards for work performance are fairly and equitably distributed in the Su...
- I have adequate resources and support to address issues of diversity and in...
- I rarely feel like "I'm the only one"
- My syllabus and course content adequately address issues of diversity and i...
- I understand the mechanisms to report or address issues surrounding discrim...

Categories: Strongly agree, Somewhat agree, Neither agree nor disagree, Somewhat disagree

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have a voice in the decision-making that affects the direction of the Sustainability Management program.	1.00	5.00	3.16	1.37	1.88	31
2	The teaching workload is fairly and equitably distributed in the Sustainability Management program.	1.00	3.00	1.93	0.89	0.80	30
3	There are fair and equitable expectations regarding research in the Sustainability Management program.	1.00	4.00	2.55	0.77	0.59	29
4	There are fair and equitable expectations regarding service in the Sustainability Management program.	1.00	4.00	2.34	0.92	0.85	29
5	There are fair and equitable processes for determining compensation in the Sustainability Management program.	1.00	4.00	2.30	0.94	0.88	30
6	Support is provided fairly and equitably in the Sustainability Management program.	1.00	3.00	1.77	0.91	0.82	31
7	Rewards for work performance are fairly and equitably distributed in the Sustainability Management program.	1.00	5.00	2.57	0.92	0.85	30
8	I have adequate resources and support to address issues of diversity and inclusion in my classes.	1.00	4.00	1.84	0.92	0.84	31
9	I rarely feel like "I'm the only one"	1.00	5.00	1.65	0.97	0.94	31
10	My syllabus and course content adequately address issues of diversity and inclusion.	1.00	4.00	1.77	0.76	0.58	30
11	I understand the mechanisms to report or address issues surrounding discrimination.	1.00	5.00	1.61	0.94	0.88	31

#	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 Sustainability Management program.	9.68%	3	32.26%	10	16.13%	5	16.13%	5	25.81%	8	31
2	The teaching workload is fairly and equitably distributed in the Sustainability Management program.	43.33%	13	20.00%	6	36.67%	11	0.00%	0	0.00%	0	30
3	There are fair and equitable expectations regarding research in the Sustainability Management program.	13.79%	4	20.69%	6	62.07%	18	3.45%	1	0.00%	0	29
4	There are fair and equitable expectations regarding service in the Sustainability Management program.	27.59%	8	13.79%	4	55.17%	16	3.45%	1	0.00%	0	29
5	There are fair and equitable processes for determining compensation in the Sustainability Management program.	26.67%	8	23.33%	7	43.33%	13	6.67%	2	0.00%	0	30
6	Support is provided fairly and equitably in the Sustainability Management program.	54.84%	17	12.90%	4	32.26%	10	0.00%	0	0.00%	0	31
7	Rewards for work performance are fairly and equitably distributed in the Sustainability Management program.	20.00%	6	10.00%	3	66.67%	20	0.00%	0	3.33%	1	30
8	I have adequate resources and support to address issues of diversity and inclusion in my classes.	45.16%	14	32.26%	10	16.13%	5	6.45%	2	0.00%	0	31
9	I rarely feel like "I'm the only one"	61.29%	19	19.35%	6	16.13%	5	0.00%	0	3.23%	1	31
10	My syllabus and course content adequately address issues of diversity and inclusion.	40.00%	12	46.67%	14	10.00%	3	3.33%	1	0.00%	0	30
11	I understand the mechanisms to report or address issues surrounding discrimination.	58.06%	18	32.26%	10	3.23%	1	3.23%	1	3.23%	1	31

Showing rows 1 - 11 of 11

Q43 - Please indicate your agreement with the following statements.

- I have clear, planned goals and objectives for my job.
- I am required to do things in a certain way that I would not choose.
- I receive assignments without the assistance to complete them.
- I know what my responsibilities are.
- I sometimes have to disregard a rule or policy in order to carry out an ass...
- I know exactly what is expected of me.
- I receive incompatible requests from two or more people.
- I feel certain about how much authority I have.
- I receive assignments without adequate resources and materials to complete ...
- I receive clear direction for performing my job responsibilities.
- I often work on unnecessary things.

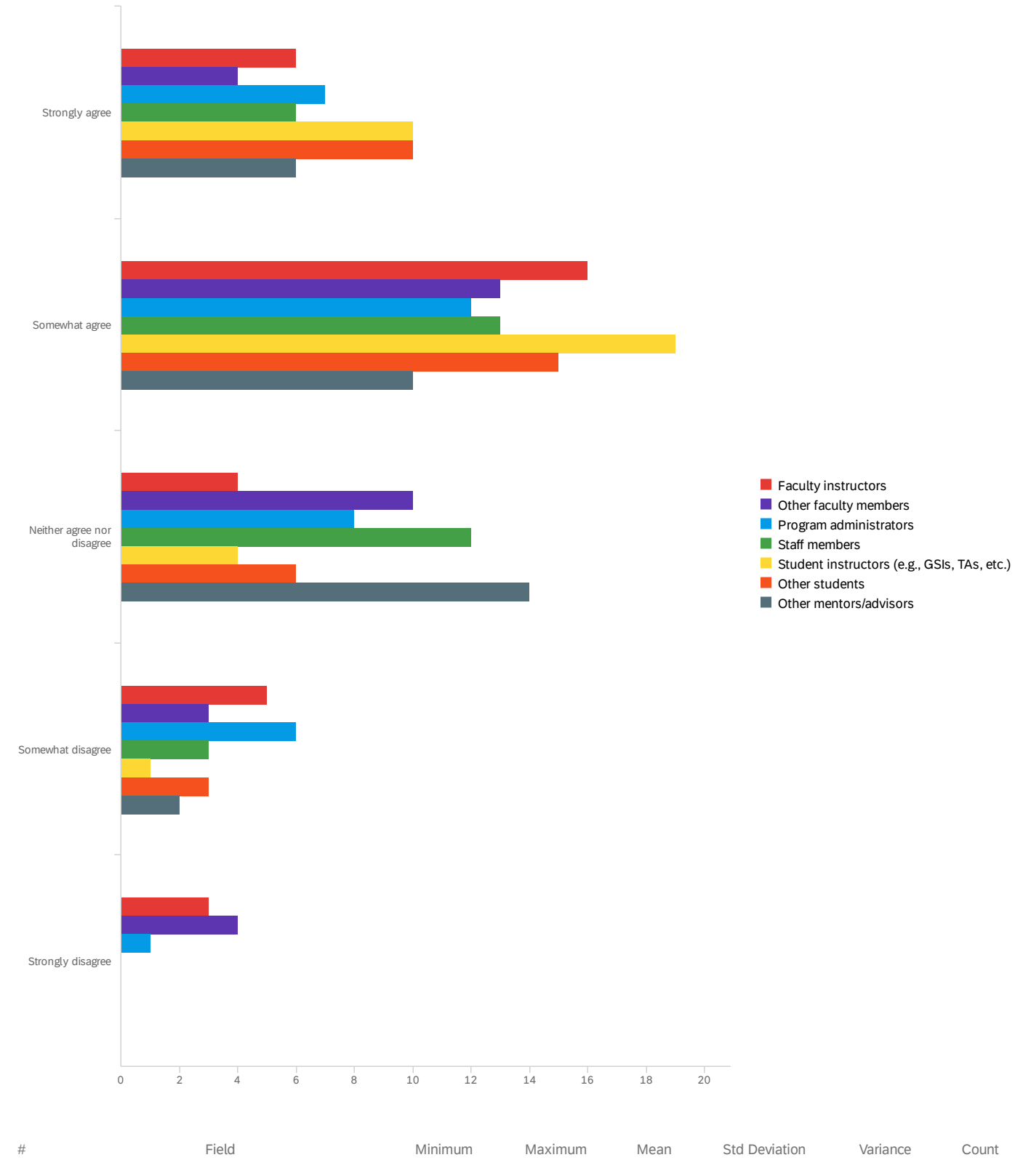| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have clear, planned goals and objectives for my job.	1.00	4.00	1.56	0.69	0.48	34
2	I am required to do things in a certain way that I would not choose.	2.00	7.00	5.03	1.20	1.44	34
3	I receive assignments without the assistance to complete them.	3.00	7.00	5.56	1.12	1.25	34
4	I know what my responsibilities are.	1.00	3.00	1.53	0.65	0.43	34

#	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.	2.00	7.00	5.50	1.12	1.25	34
6	I know exactly what is expected of me.	1.00	3.00	1.65	0.80	0.64	34
7	I receive incompatible requests from two or more people.	3.00	7.00	5.59	1.00	1.01	34
8	I feel certain about how much authority I have.	1.00	6.00	2.29	1.25	1.56	34
9	I receive assignments without adequate resources and materials to complete them.	1.00	7.00	5.76	1.28	1.65	34
10	I receive clear direction for performing my job responsibilities.	1.00	7.00	2.18	1.34	1.79	34
11	I often work on unnecessary things.	1.00	7.00	5.53	1.22	1.48	34

#	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.	52.94%	18	41.18%	14	2.94%	1	2.94%	1	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	5.88%	2	5.88%	2	8.82%	3	47.06%	16	23.53%	8	8.82%	3
3	I receive assignments without the assistance to complete them.	0.00%	0	0.00%	0	2.94%	1	14.71%	5	32.35%	11	23.53%	8	26.47%	9
4	I know what my responsibilities are.	55.88%	19	35.29%	12	8.82%	3	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	2.94%	1	2.94%	1	5.88%	2	35.29%	12	35.29%	12	17.65%	6
6	I know exactly what is expected of me.	55.88%	19	23.53%	8	20.59%	7	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	5.88%	2	5.88%	2	26.47%	9	47.06%	16	14.71%	5
8	I feel certain about how much authority I have.	29.41%	10	38.24%	13	14.71%	5	11.76%	4	2.94%	1	2.94%	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.	2.94% 1	0.00% 0	2.94% 1	2.94% 1	26.47% 9	32.35% 11	32.35% 11
10	I receive clear direction for performing my job responsibilities.	38.24% 13	29.41% 10	20.59% 7	5.88% 2	2.94% 1	0.00% 0	2.94% 1
11	I often work on unnecessary things.	2.94% 1	0.00% 0	5.88% 2	0.00% 0	29.41% 10	47.06% 16	14.71% 5

Showing rows 1 - 11 of 11

Q44 - In the Sustainability Management program, I consider the following groups to be diverse:

Legend:
- Faculty instructors
- Other faculty members
- Program administrators
- Staff members
- Student instructors (e.g., GSIs, TAs, etc.)
- Other students
- Other mentors/advisors

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Faculty instructors	1.00	5.00	2.50	1.19	1.43	34
2	Other faculty members	1.00	5.00	2.71	1.15	1.33	34
3	Program administrators	1.00	5.00	2.47	1.09	1.19	34
4	Staff members	1.00	4.00	2.35	0.87	0.76	34
5	Student instructors (e.g., GSIs, TAs, etc.)	1.00	4.00	1.88	0.72	0.52	34
6	Other students	1.00	4.00	2.06	0.91	0.82	34
7	Other mentors/advisors	1.00	4.00	2.38	0.86	0.73	32

#	Field	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	Faculty instructors	17.65%	6	47.06%	16	11.76%	4	14.71%	5	8.82%	3	34
2	Other faculty members	11.76%	4	38.24%	13	29.41%	10	8.82%	3	11.76%	4	34
3	Program administrators	20.59%	7	35.29%	12	23.53%	8	17.65%	6	2.94%	1	34
4	Staff members	17.65%	6	38.24%	13	35.29%	12	8.82%	3	0.00%	0	34
5	Student instructors (e.g., GSIs, TAs, etc.)	29.41%	10	55.88%	19	11.76%	4	2.94%	1	0.00%	0	34
6	Other students	29.41%	10	44.12%	15	17.65%	6	8.82%	3	0.00%	0	34
7	Other mentors/advisors	18.75%	6	31.25%	10	43.75%	14	6.25%	2	0.00%	0	32

Showing rows 1 - 7 of 7

Q45 - I am treated fairly and equitably in the Sustainability Management program in general.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am treated fairly and equitably in the Sustainability Management program in general.	1.00	2.00	1.15	0.35	0.13	34

#	Field		Choice Count
1	Strongly agree	85.29%	29
2	Somewhat agree	14.71%	5
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
			34
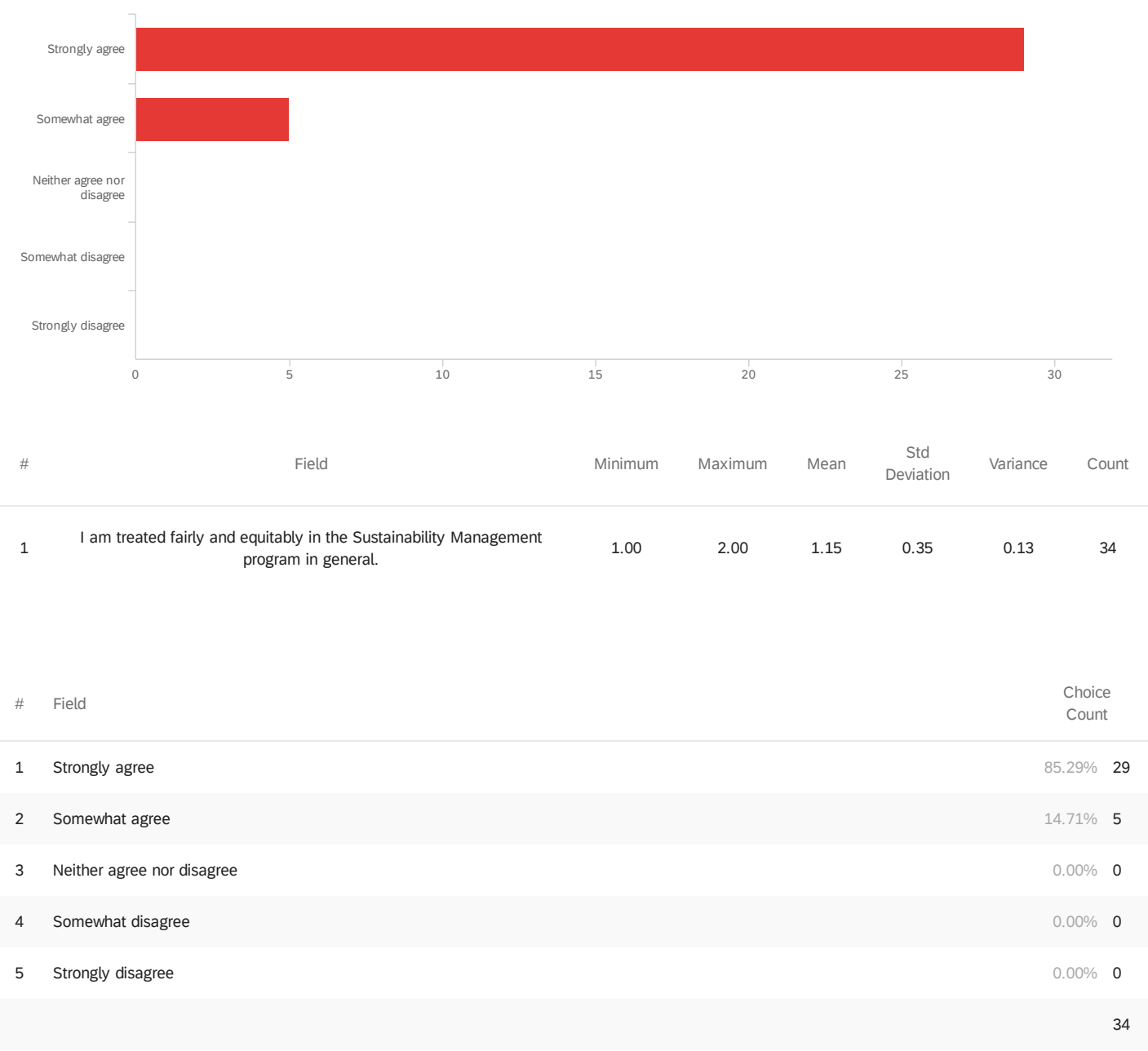
Showing rows 1 - 6 of 6

Q46 - I am treated fairly and equitably in out-of-classroom university spaces (e.g., workshops, meetings, etc.).
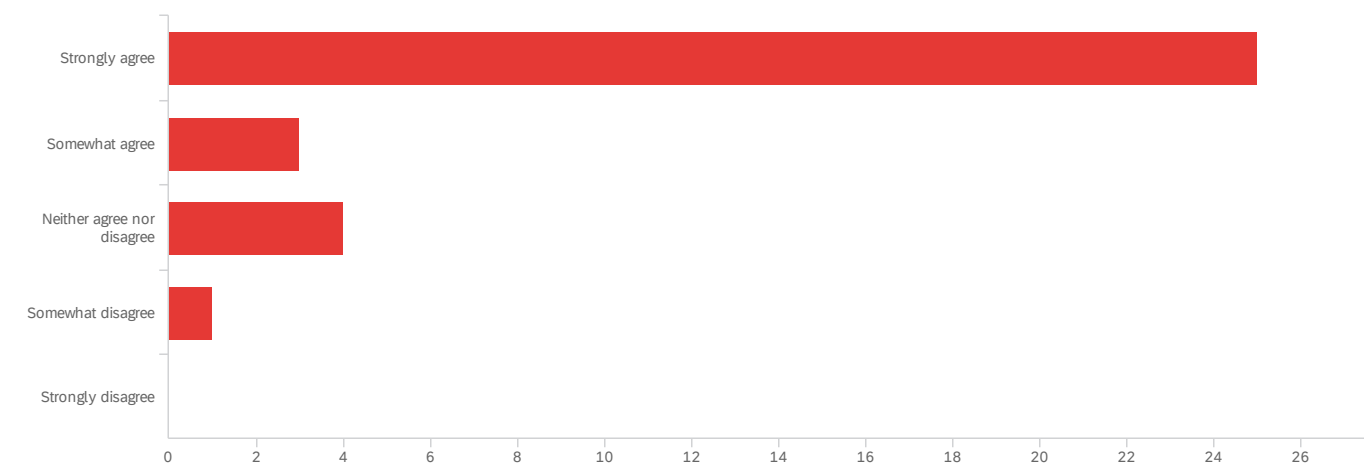
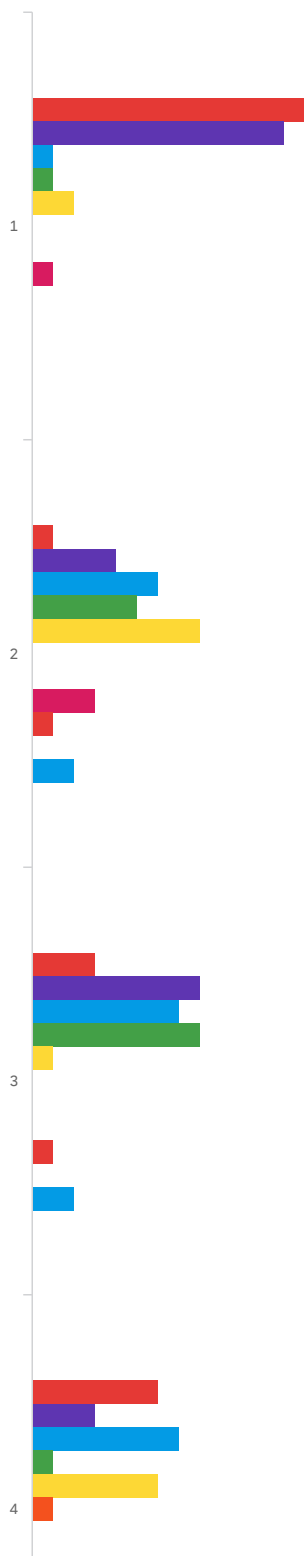| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am treated fairly and equitably in out-of-classroom university spaces (e.g., workshops, meetings, etc.).	1.00	4.00	1.42	0.82	0.67	33

#	Field		Choice Count
1	Strongly agree	75.76%	25
2	Somewhat agree	9.09%	3
3	Neither agree nor disagree	12.12%	4
4	Somewhat disagree	3.03%	1
5	Strongly disagree	0.00%	0
			33

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.)

Legend:
- Salary
- Job Satisfaction
- Sense of belonging at Columbia University
- Sense of belonging in the Sustainability Management program
- Mentoring
- Positive racial climate
- Family support
- Other factor 1
- Other factor 2
- Other factor 3
- Positive social/cultural climate
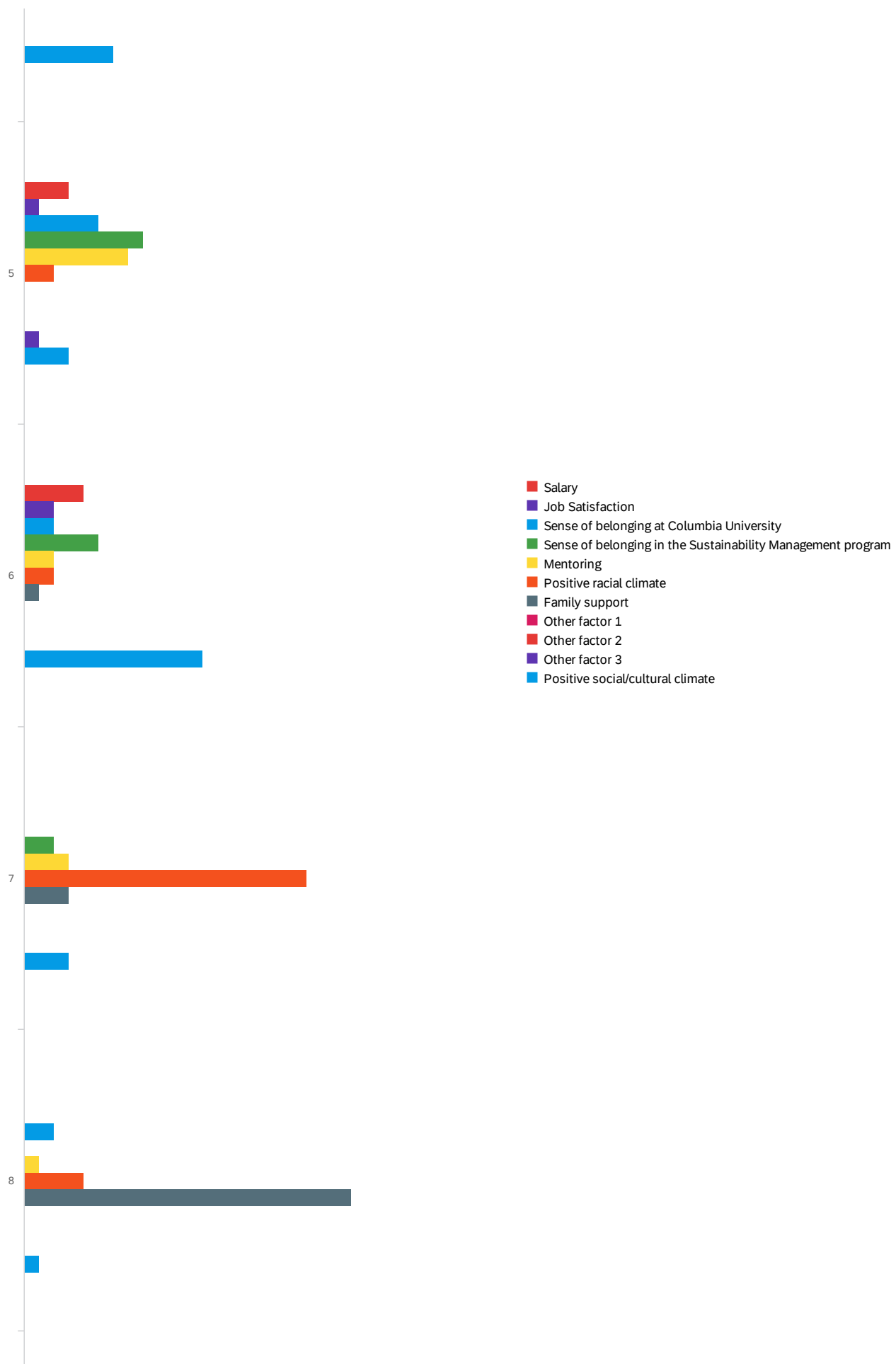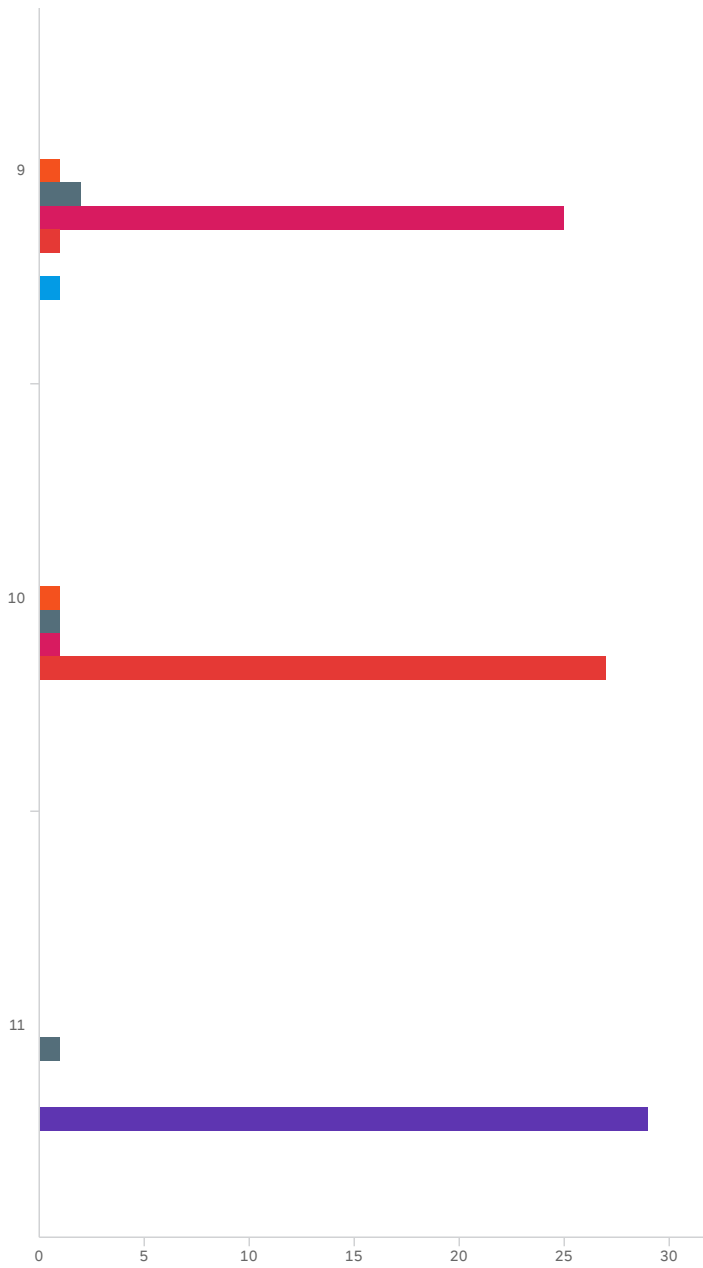
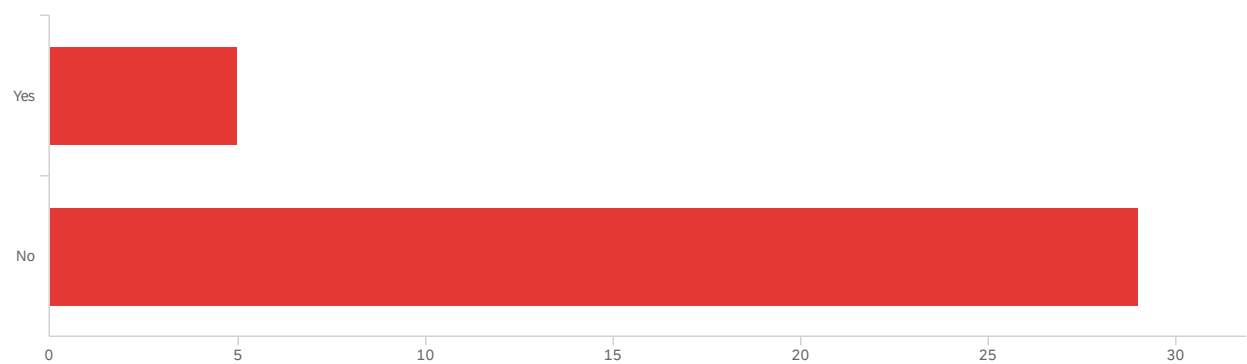| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Salary	1.00	6.00	2.90	1.89	3.56	30
2	Mentoring	1.00	8.00	4.03	1.91	3.63	30
3	Job Satisfaction	1.00	6.00	2.43	1.50	2.25	30
4	Sense of belonging at Columbia University	1.00	8.00	3.83	1.67	2.81	30
5	Sense of belonging in the Sustainability Management program	1.00	7.00	4.10	1.66	2.76	30
6	Positive social/cultural climate	2.00	9.00	5.30	1.62	2.61	30
7	Positive racial climate	4.00	10.00	7.00	1.10	1.20	30

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
8	Family support	6.00	11.00	8.07	0.85	0.73	30
9	Other factor 1	1.00	10.00	8.07	2.49	6.20	30
10	Other factor 2	2.00	10.00	9.47	1.87	3.52	30
11	Other factor 3	5.00	11.00	10.80	1.08	1.16	30

#	Field	1		2		3		4		5		6		7		8	
1	Salary	43.33%	13	3.33%	1	10.00%	3	20.00%	6	10.00%	3	13.33%	4	0.00%	0	0.00%	
2	Job Satisfaction	40.00%	12	13.33%	4	26.67%	8	10.00%	3	3.33%	1	6.67%	2	0.00%	0	0.00%	
3	Sense of belonging at Columbia University	3.33%	1	20.00%	6	23.33%	7	23.33%	7	16.67%	5	6.67%	2	0.00%	0	6.67%	
4	Sense of belonging in the Sustainability Management program	3.33%	1	16.67%	5	26.67%	8	3.33%	1	26.67%	8	16.67%	5	6.67%	2	0.00%	
5	Mentoring	6.67%	2	26.67%	8	3.33%	1	20.00%	6	23.33%	7	6.67%	2	10.00%	3	3.33%	
6	Positive racial climate	0.00%	0	0.00%	0	0.00%	0	3.33%	1	6.67%	2	6.67%	2	63.33%	19	13.33%	
7	Family support	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	3.33%	1	10.00%	3	73.33%	
8	Other factor 1	3.33%	1	10.00%	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	
9	Other factor 2	0.00%	0	3.33%	1	3.33%	1	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	3.33%	1	0.00%	0	0.00%	0	0.00%	
11	Positive social/cultural climate	0.00%	0	6.67%	2	6.67%	2	20.00%	6	10.00%	3	40.00%	12	10.00%	3	3.33%	

Showing rows 1 - 11 of 11

Q48 - Have you considered leaving your job in the Sustainability Management program?
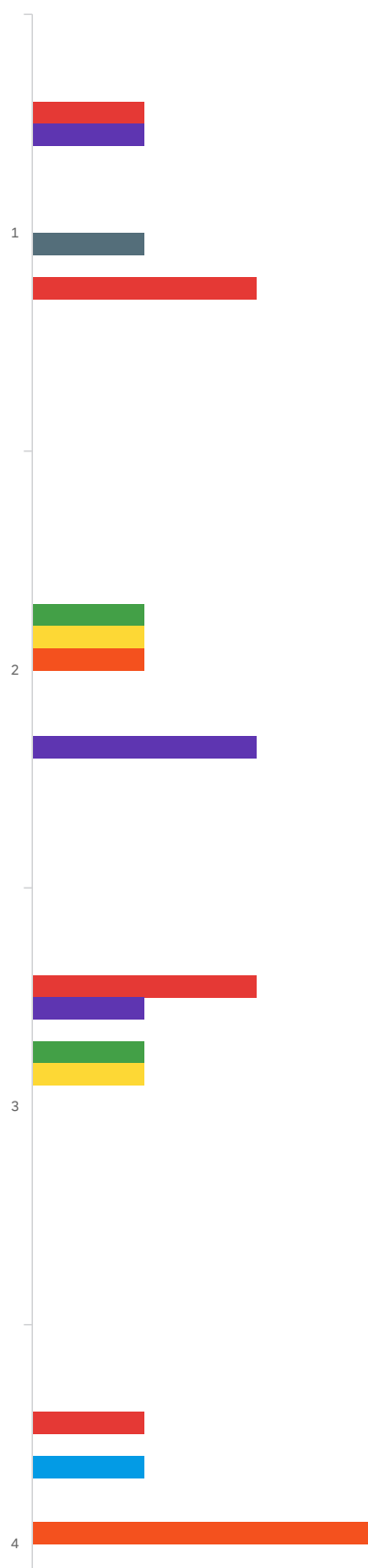

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you considered leaving your job in the Sustainability Management program?	1.00	2.00	1.85	0.35	0.13	34

#	Field		Choice Count	
1	Yes		14.71%	5
2	No		85.29%	29
				34

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.)

Salary
Isolation
Experience(s) with prejudice and/or discrimination
Role confusion/ambiguity/conflict
Unwelcoming culture at Columbia University
Not having a mentor
Little guidance about tenure process
Visa, Work Permit, Green Card related issues
Other factor 1
Other factor 2
Other factor 3
Unwelcoming culture in the Sustainability Management program

258

| 0 | 0.5 | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 | 4.5 | 5 | 5.5 |
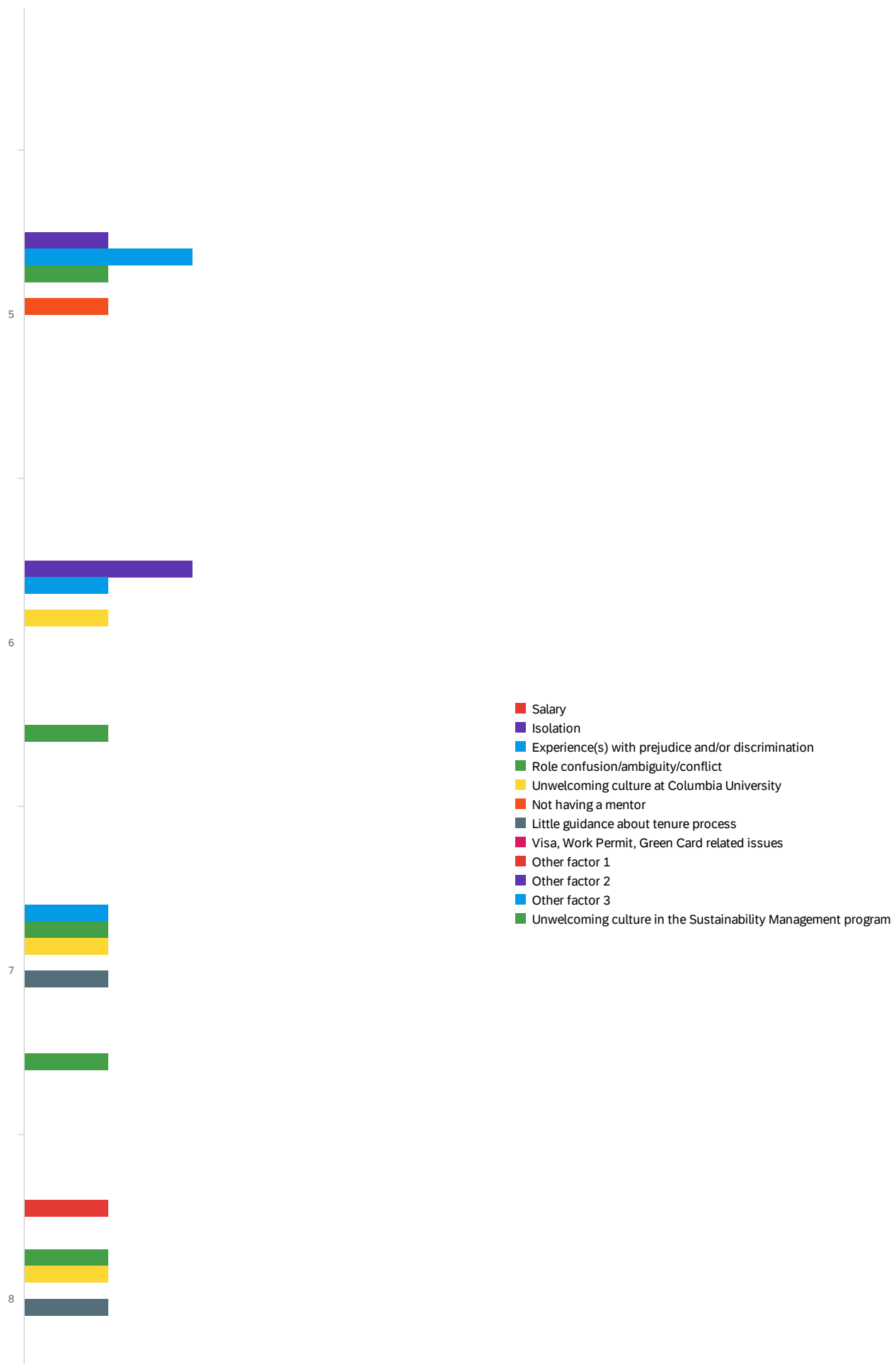
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Salary	1.00	8.00	3.80	2.32	5.36	5
2	Not having a mentor	2.00	5.00	3.80	0.98	0.96	5
3	Isolation	1.00	6.00	4.20	1.94	3.76	5
4	Experience(s) with prejudice and/or discrimination	4.00	7.00	5.40	1.02	1.04	5
5	Role confusion/ambiguity/conflict	2.00	8.00	5.00	2.28	5.20	5
6	Unwelcoming culture at Columbia University	2.00	8.00	5.20	2.32	5.36	5
7	Unwelcoming culture in the Sustainability Management program	6.00	9.00	7.80	1.17	1.36	5
8	Little guidance about tenure process	1.00	10.00	7.20	3.31	10.96	5
9	Visa, Work Permit, Green Card related issues	9.00	11.00	9.80	0.98	0.96	5
10	Other factor 1	1.00	10.00	6.40	4.41	19.44	5
11	Other factor 2	2.00	11.00	7.40	4.41	19.44	5
12	Other factor 3	12.00	12.00	12.00	0.00	0.00	5

#	Field	1		2		3		4		5		6		7	
1	Salary	20.00%	1	0.00%	0	40.00%	2	20.00%	1	0.00%	0	0.00%	0	0.00%	0
2	Isolation	20.00%	1	0.00%	0	20.00%	1	0.00%	0	20.00%	1	40.00%	2	0.00%	0
3	Experience(s) with prejudice and/or discrimination	0.00%	0	0.00%	0	0.00%	0	20.00%	1	40.00%	2	20.00%	1	20.00%	1
4	Role confusion/ambiguity/conflict	0.00%	0	20.00%	1	20.00%	1	0.00%	0	20.00%	1	0.00%	0	20.00%	1
5	Unwelcoming culture at Columbia University	0.00%	0	20.00%	1	20.00%	1	0.00%	0	0.00%	0	20.00%	1	20.00%	1
6	Not having a mentor	0.00%	0	20.00%	1	0.00%	0	60.00%	3	20.00%	1	0.00%	0	0.00%	0
7	Little guidance about tenure process	20.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	20.00%	1

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#	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	40.00% 2	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	40.00% 2	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 Sustainability Management program	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	20.00% 1	20.00% 1

Showing rows 1 - 12 of 12

Q50 - Are you satisfied with the extent to which equity concerns are treated in your courses in the Sustainability Management program?
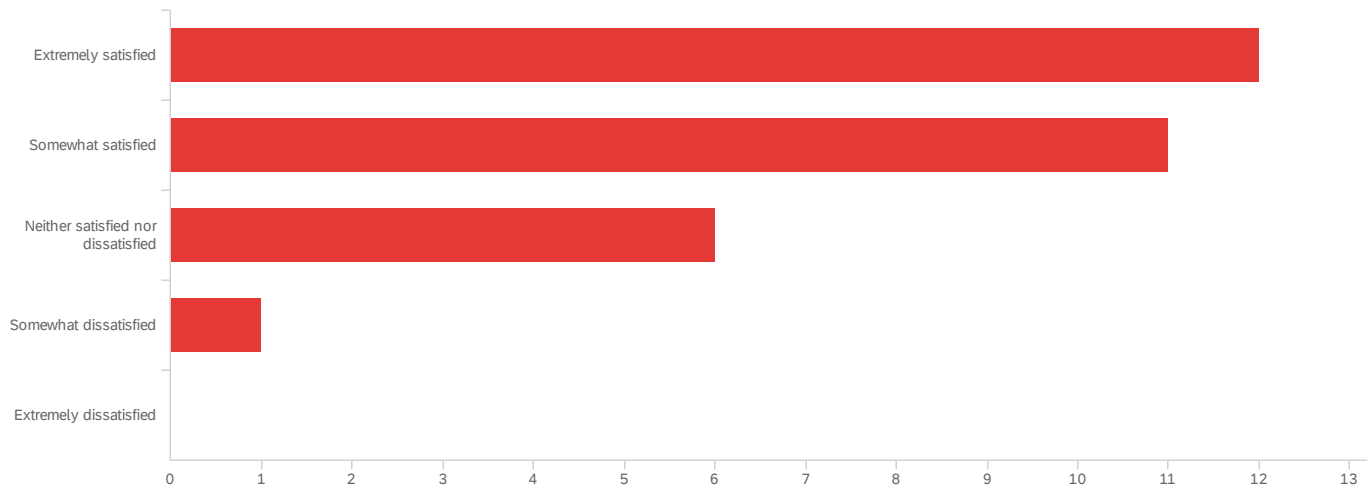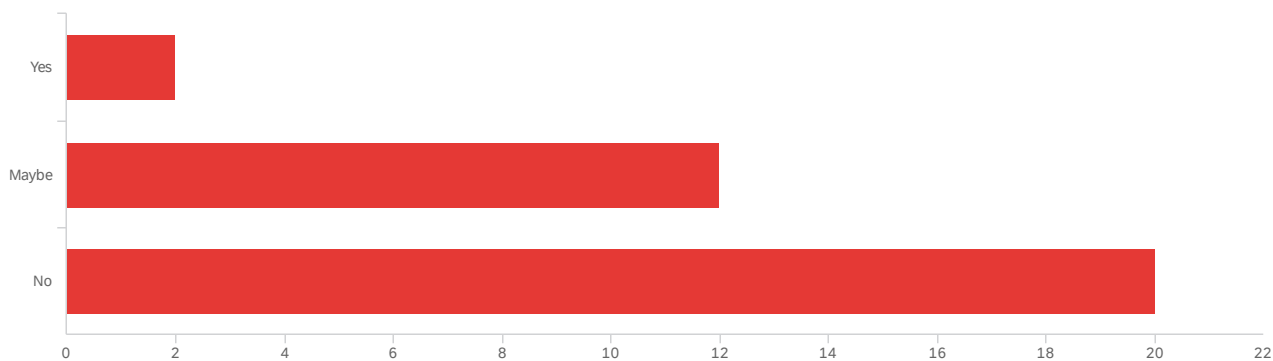

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you satisfied with the extent to which equity concerns are treated in your courses in the Sustainability Management program?	1.00	4.00	1.87	0.85	0.72	30

#	Field		Choice Count
1	Extremely satisfied	40.00%	12
2	Somewhat satisfied	36.67%	11
3	Neither satisfied nor dissatisfied	20.00%	6
4	Somewhat dissatisfied	3.33%	1
5	Extremely dissatisfied	0.00%	0
			30

Showing rows 1 - 6 of 6

255

Q51 - Do you think barriers exist in the Sustainability Management program to organizing and implementing anti-racism initiatives?
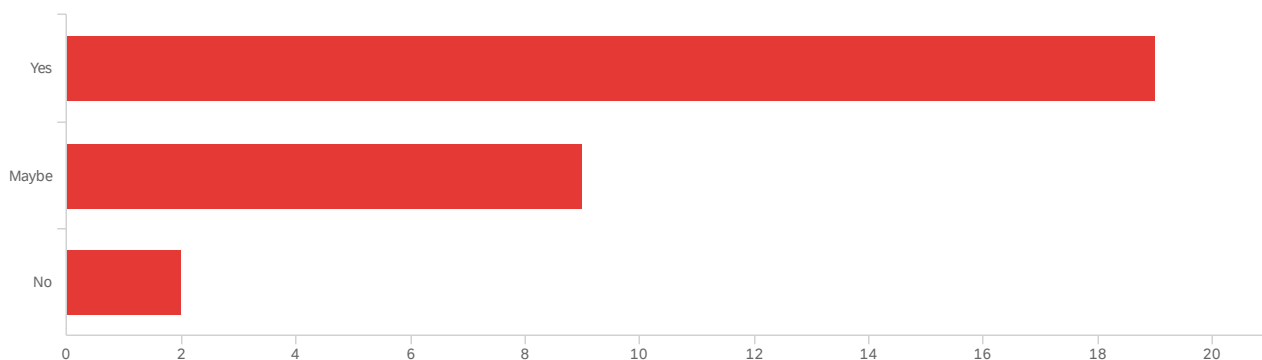

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you think barriers exist in the Sustainability Management program to organizing and implementing anti-racism initiatives?	1.00	3.00	2.53	0.61	0.37	34

#	Field		Choice Count	
1	Yes		5.88%	2
2	Maybe		35.29%	12
3	No		58.82%	20
				34

Showing rows 1 - 4 of 4

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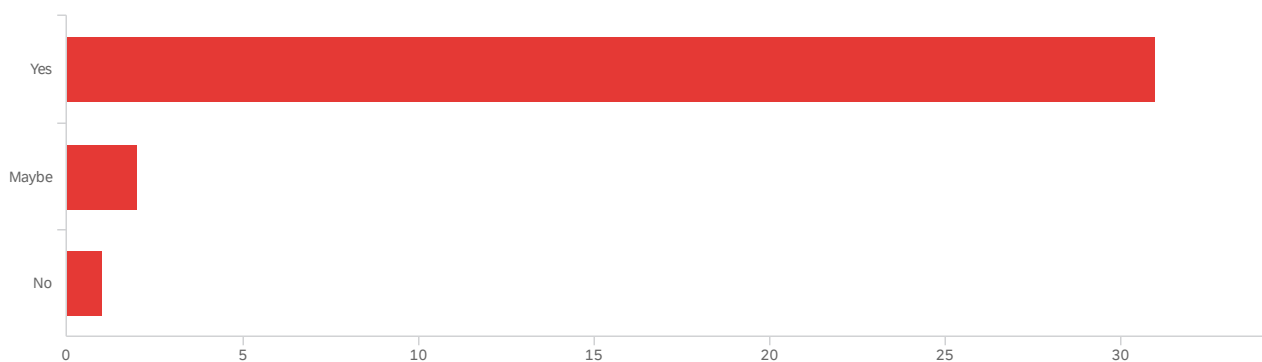

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you believe that your courses in the Sustainability Management program adequately prepares students for sustainability jobs where social equity and/or environmental justice will be important considerations?	1.00	3.00	1.43	0.62	0.38	30

#	Field		Choice Count
1	Yes	63.33%	19
2	Maybe	30.00%	9
3	No	6.67%	2
			30

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	3.00	1.12	0.40	0.16	34

#	Field		Choice Count
1	Yes	91.18%	31
2	Maybe	5.88%	2
3	No	2.94%	1
			34

Showing rows 1 - 4 of 4

End of Report

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.

CONTACT

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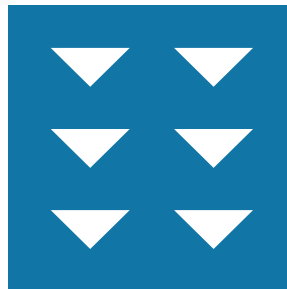
Iere Strategies, LLC values SUMA's enthusiasm to engage in a DEI audit and thanks members of the SUMA community – its students, faculty, staff and alumni, who so enthusiastically participated in numerous focus groups and interviews. Further, the DEI Committee is acknowledged for its flexibility and willingness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