

# DIVERSITY, EQUITY & INCLUSION REPORT

2022 - 2023

**Published November 2023** 

# Teachers College COLUMBIA UNIVERSITY

A Graduate School of Education, Health & Psychology

# TO DIVERSITY, EQUITY & INCLUSION REPORT 2023

# INTRODUCTION



The United States struggles with anti-Black racism, racism against many people, anti-Semitism, white supremacy, Islamophobia, anti-trans and unequal women's health care, voter suppression, antiimmigration and the continued challenge of building an equitable democracy. The past two years (2022-2023) have seen the true loss of equal rights for women in the United States with the U.S. Supreme Court Dobbs decision (June 2022), which exacerbated unequal health care and spurred a series of state laws preventing women from traveling for health care. We have also seen an increase in anti-LGBTQ+ and antitrans hate; legislation introduced in numerous states has created unsafe and unequal lives. This year, the U.S. Supreme Court's June 2023 SFFA v. Harvard opinion held that use of affirmative action in admissions is unconstitutional. Specifically, it eliminated the use of race as one factor among many in higher education admission decisions. It, too, has created unequal opportunities for a college education for Blacks and Hipsanic/Latinx people. The opinion has also opened the door for future lawsuits to eliminate opportunities in hiring, and further attacks on corporations' and law firms' supportive programs for Black and Hispanic/Latinx people. The organized legislative attacks on Black history, books and education plus increased censorship overall has left most of us angry and stunned-but not undaunted.

Education will always be the path to learn, collaborate with different people and together fight for change and social justice nationally and globally. All of us affiliated with Teachers College in our different capacities contribute to the forward movement of social justice as the College has done for generations. Seeing, accepting and respecting who we are enhances our collective sense of belonging and is integral to the way forward during these times.

The Teachers College Diversity Mission, established in 1999, is our guiding charge:

To establish Teachers College as an institution that actively attracts, supports and retains diverse students, faculty and staff at all levels, demonstrated through its commitment to social justice, its respectful and vibrant community and its encouragement and support of each individual in the achievement of their full potential.

During these extraordinary times nationally and internationally, the fight for racial justice, the rule of law, educational access and opportunity and the fight against systemic racism, religious discrimination, Islamophobia, anti-semitism, censorship of history and books and climate change has intensified and underscores the College's continued commitments and efforts in these essential arenas through education, research and teaching.

Institutionalizing diversity, equity and inclusion is a core priority under President Tom Bailey's leadership. To that end, I am pleased to share the 2022 - 2023 DEI Report. The report is structured to focus on:

- Diversity-Data: Where We Are in 2022 and 2023
- A Review of Inclusion Efforts across the College

I do hope that you find the report useful for our collective work in leading and improving education and inspiring change in the world as we go forward together.

Sincerely,

Janice S. Robinson, Esq. '75 '76



# TC'S HISTORICAL COMMITMENT

TC's rich history has been centered around improving the lives of the underprivileged since our founding by Grace Hoadley Dodge in 1887. Her driving principle was to provide a new kind of schooling for New York City's poor, dedicated to improving the quality of their lives. It is a principle from which we have not strayed while expanding our work nationally and globally. You can review the highlights of TC's historical commitments and actions here. It is a brief history that reflects a fraction of the work our community and alumni have done to advance social justice and the principles of DEI, both internally and in the broader community.

We are poised to build upon our strong foundation through institutionalizing our diversity, equity, inclusion and social justice initiatives and positioning the College as the type of anti-racist community that this moment in our history demands.

As TC's history makes clear, a commitment to social justice is integral to the College's mission:

To empower committed learners and leaders to build a smarter, healthier, more just and equitable world through multidisciplinary knowledge creation, policy engagement, and practice innovations across education, psychology, and health.

From our teacher education programs to psychology, health and leadership programs, our faculty are uniquely focused on research and teaching that foregrounds the experiences of low-income, minoritized, first-generation, immigrant, and otherwise marginalized communities. Students report being drawn to TC because of this, and our alumni note that their exceptional training in socially just professional practice sets them apart from their peers.

At TC, we believe that everyone has something to contribute. We commit to continuously focusing on this work while being flexible in our approach.

# **DEFINITION OF TERMS**

**Diversity** refers to differences in identity and is usually used in reference to representation of different groups in a community. While the term emerged from the Civil Rights Movement of the 1960s and referred primarily to race, it now includes other markers of difference including gender, sexual orientation, ability, immigration status and religion.

**Equity** refers to the imperative of providing impartial and fair procedures and processes and/or the distribution of alternative resources by a system to ensure that all groups are supported to reach comparable, favorable outcomes.

Inclusion refers to internal practices, policies and processes that shape an organization's culture and ensure individuals from all backgrounds feel they belong and are valued.





# PRESIDENT'S DEI STRATEGIC PRIORITY:

### INSTITUTIONALIZING DIVERSITY, **EQUITY AND INCLUSION**

In keeping with our institutional mission, Institutionalizing Diversity, Equity and Inclusion at TC is the second of the five priorities that President Tom Bailey laid out for the College when he became

president in 2018.

This priority requires us to consider ways to cultivate a campus community that reflects the broader society that we serve (diversity), establishes a climate of belonging where input from each community member is respected and considered (inclusion) and makes us cognizant and responsive to inequality of resources and opportunities that can lead to inequitable outcomes (equity).

TC holds itself accountable to its position at the forefront of advancing DEI work through innovations such as the Gordon Institute for Urban and Minority Education (IUME) and the cross-stakeholder Committee for Community & Diversity (CCD) to improve the academic, professional and social climate at the College. Internal analyses reveal that we can do better, and we work to do so. As such, we have identified key objectives as we pursue our goal of institutionalizing DEI at TC. You can see these priorities and updates here.

# INSTITUTIONALIZING DIVERSITY **EQUITY AND INCLUSION**

### **OUR CURRENT STATE:** WHO ARE WE?

This section reviews and analyzes demographic data for members of the TC community, focusing on students and employees. For context, TC's employees fall into six groups: Faculty; Lecturers; Other Instructors; Administrative Staff; Collective Bargaining Unit Staff; and Student Employees & Temporary Staff. Our analysis omits student and temporary staff, and combines the above categories into three groups:

- Instructional Staff–Faculty, Lecturers and Other **Instructors:** For purposes of this report, "Faculty" includes individuals classified as tenured and tenure track professors, research professors, and professors of practice. "Lecturers" includes full-time lecturers and senior lecturers, and "Other Instructors" includes full- or part-time instructors and adjuncts.
- Non-Instructional Staff: We analyze employees (non-students) active as of April 2023.
- · Students: Included are student data for those attending TC during the 2022-23 academic year.



# INSTRUCTIONAL STAFF DIVERSITY SNAPSHOT: FACULTY, LECTURERS AND OTHER INSTRUCTORS

Teachers College employed 429 Faculty, Lecturers and Other Instructors as of Spring 2023 (Figure 1). This number fluctuates term to term since some academic positions are semester-based appointments. Of the 429, 35% were classified as Faculty (including tenured and tenure track professors, research professors and professors of practice), 16% were classified as Lecturers, and 49% were classified as Other Instructors.

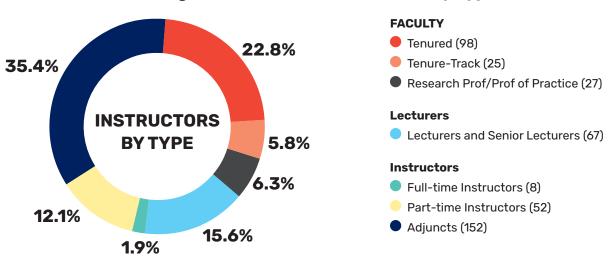


Figure 1: All Instructional Staff by Type (N=429)

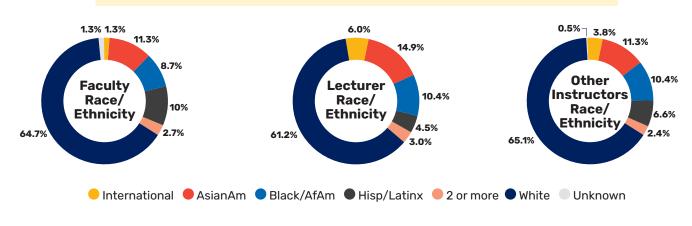
Among the Faculty, 64.7% identify as White; 11% as Asian/American; 10% as Hispanic/Latinx and 8.7% as Black/African American. Among Lecturers, 61% identify as White; 15% as Asian/American; 10% as Black/African American; and 5% as Hispanic/Latinx. Among Other Instructors, 65% identify as White; 11% identify as Asian/American; 10% as Black/African American; 7% as Hispanic/Latinx (Figure 2). The picture shifts when we look at years of service and tenured and tenure-track faculty (Figures 4 and 5 below).

Figure 2: Instructional Staff by Race & Ethnicity (N=429)

Population: 429 | 35% Faculty | 16% Lecturers | 49% Other Instructors

Faculty: Median Age - 55 | 57% Female, 43% Male | 1% International

Lecturers: Median Age - 49 | 82% Female, 18% Male | 6% International Other Instructors: Median Age - 44 | 64% Female, 36% Male | 4% International



Among the Faculty, 57% identified as female and 43% male with a median age of 55. Among the Lecturers, 82% identified as female and 18% male, with a median age of 49. The majority of Other Instructors also identified as female (64% compared to 36% male) with a median age of 44 (Figure 3).

Faculty
Legal Sex

Legal Sex

Solution

Lecturer
Legal Sex

Solution

Legal Sex

Solution

Female Male

Male

Figure 3: Instructional Staff by Legal Sex (N=429)

To better understand and prepare for areas of focus in hiring and planning, we provide here more detailed data on tenured and tenure track professors, research professors, and professors of practice, which number 150 in April 2023:

### Faculty Race/Ethnicity by Years of Service (N=150)

More than 64% of 2022-23 Faculty identified as White. While this percentage remains higher than regional and national population figures, it is a significant improvement when compared to the 2020-21 academic year, where 72% of Faculty identified as White. And while progress has been made, disparities still exist in terms of racial/ethnic diversity based on years of service at Teachers College and tenure status. More than 75% of Faculty with greater than 20 years of service identified as White. Conversely, among Faculty with less than 20 years of service, only 58% identified as White (Figure 4). Similarly, there is far greater diversity among Tenure-track faculty, where 48% identified as persons of color compared to Tenured faculty where only 28% identified as persons of color (Figure 5).

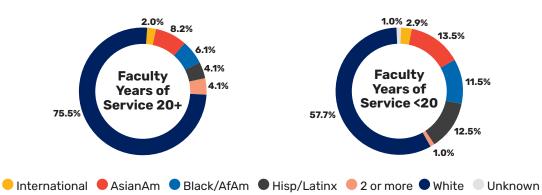
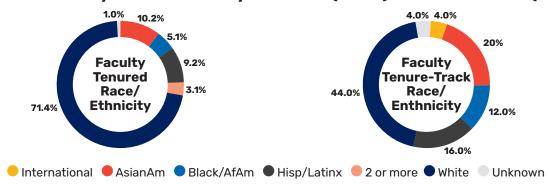


Figure 4: Faculty Race/Ethnicity by Years of Service (N=150)

Figure 5: Faculty Race/Ethnicity: Tenured (N=98) & Tenure-Track (N=25)



Additionally, despite some improvements, diversity remains uneven across academic departments, with White faculty making up anywhere from 29% to 80% of departmental faculty. Five departments have no Black faculty (BBS, CCP, EPSA, HAEP, HUD, and ITS), and more than half of Black faculty are concentrated in two departments (MST and ORL). Three departments (BBS, ITS, and ORL) have no Asian faculty, and three (HAEP, HUD, and ORL) have no Hispanic/Latinx faculty, indicating an area of potential growth in the future (see Figure 6).

Figure 6: Faculty Race/Ethnicity and Legal Sex Distribution by Department

Faculty Race/Ethnicity by Department										
	A&H	BBS	C&T	CCP	EPSA	HAEP	HUD	ITS	MST	ORL
International	0	0	0	0	0	0	1	1	0	0
AsianAM	2	0	3	4	1	2	3	0	2	0
Black/AfAm	2	0	2	0	0	1	0	0	3	5
Hisp/Latinx	5	1	4	2	1	0	0	1	1	0
2 or more	0	1	0	0	1	1	1	0	0	0
White	16	10	4	9	11	11	7	6	7	14
Unknown	1	1	0	0	0	0	0	0	0	0
Grand Total	26	13	13	15	14	15	12	8	13	19

Faculty Legal Sec by Department										
	A&H	BBS	C&T	CCP	EPSA	HAEP	HUD	ITS	MST	ORL
Female	16	11	8	9	7	8	4	5	8	10
Male	10	2	5	6	7	7	8	3	5	9
Grand Total	26	13	13	15	14	15	12	8	13	19

Abbreviation	Department	Abbreviation	Department
A&H	Arts & Humanities	HAEP	Health Studies & Applied Educational Psychology
BBS	Biobehavioral Sciences	HUD	Human Development
C&T	Curriculum & Teaching	ITS	International & Transcultural Studies
CCP	Counseling & Clinical Psychology	MST	Math, Science, Technology
EPSA	Education Policy & Social Analysis	ORL	Organization & Leadership

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### NON-INSTRUCTIONAL STAFF

As of April 2023, there were approximately 849 active Non-Instructional Staff employed at Teachers College. As noted previously, for purposes of this report "Non-Instructional Staff" includes employees classified as Administrative Staff (N=677) and those classified as Collective Bargaining Unit Staff (N=172). Teachers College currently has three unions in the Collective Bargaining Unit: Local 2110 UAW, Teamsters Local 707 and Local 32BJ.

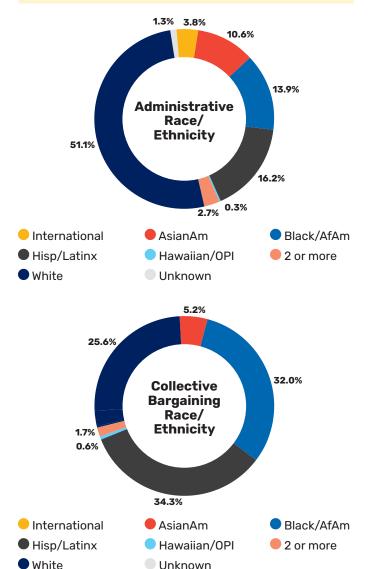
# Figure 7: Non-Instructional Staff Demographics

Population: 849 | 80% Administrative 20% Collective Bargaining

Administrative: Median Age - 40 | 73% Female,

27% Male | Median Service Time: 4 Years

Collective Bargaining: Median Age - 52 49% Female, 51% Male | Median Service Time: 10 Years



Nearly 44% of TC's administrative staff identified as persons of color. This is an increase of more than 4% compared to Spring 2021. Among senior leaders (Cabinet-level), 44% are persons of color and 67% are women.

Administrative staff tended to be younger than other employee groups and have been at TC for a much shorter period of time (median service time of 4 years compared to 10 for collective bargaining staff and 15 for Faculty).

Collective bargaining staff are the one group where the majority of members identify as persons of color and male. Two-thirds of collective bargaining staff identified as Black or Hispanic/Latinx and 52% identified as male.

Despite these strengths, there are ample opportunities for continued improvement moving forward. Women and persons of color are disproportionately represented among the lowest earners of TC's staff (in particular among cafeteria and facilities workers). Asian Americans are also underrepresented among staff, particularly in comparison with our student body.

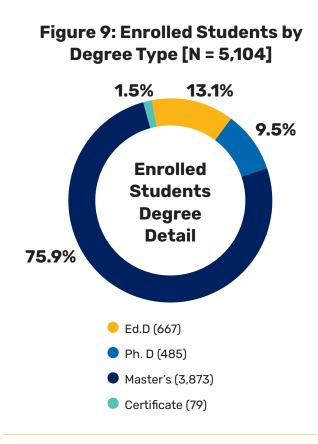


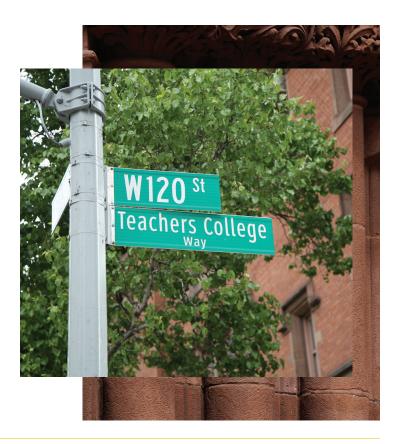
26.0% 47.7% Collective **Administrative Bargaining** 52.3% **Legal Sex** Legal Sex 74.0% Female 
Male

Figure 8: Non-Instructional Staff by Legal Sex (N=849)

### TC STUDENTS

For purposes of this report, "Students" includes degree/certificate-seeking students registered for courses at any time during the 2022-23 academic year. Overall, of the 5,104 students enrolled, nearly 23% of students were pursuing doctoral degrees and 76% were pursuing master's degrees (approximately 1% were pursuing certificates). If a student was enrolled in more than one degree/certificate program during the academic year, only the first program in which they were enrolled was used in the analysis (Figure 9).





### **Student Demographics**

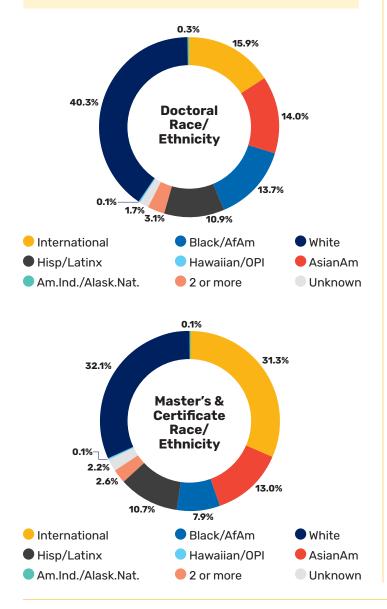
TC's 5,104 students are diverse across many dimensions including race/ethnicity (Figure 10), nationality, parental education and age.

### Figure 10: Student Demographics

Population: 5,104 | 23% Doctoral | 76% Master's | 1% Certificate

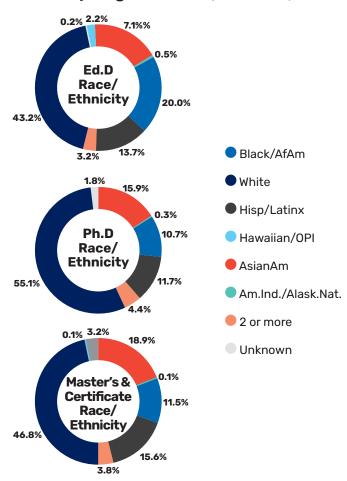
Doctoral: Median Age - 33 | 70% Female, 29% Male | 16% International

Master's & Certifcate: Median Age - 25 | 79% Female | 20% Male | 31% International



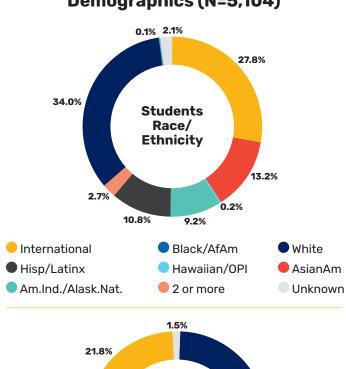
Academic year 2022-23 saw the largest number of international students in TC's history with 1,421 students enrolled, hailing from more than 70 countries across six continents (16% of Doctoral students and 31% of master's students). Approximately 61% of the international students came from Mainland China, Of the domestic students enrolled in 2022-23, about 50% identified as persons of color. However, there are some differences worth noting when looking at race/ ethnicity data by degree level. Nearly 55% of Ed.D. students identified as persons of color while 50% of master's students identified as persons of color. However, 43% of Ph.D. students identified as persons of color with a little over 10% identifying as Black. The number of Black Ph.D. students (N=41) is the lowest figure at TC in more than a decade. At all degree levels, the overwhelming majority of students identified as female (Figure 11).

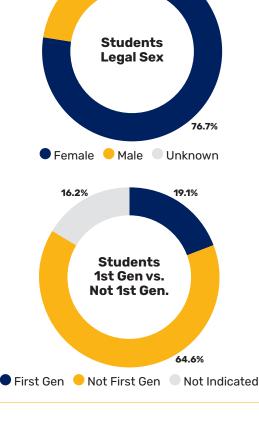
# Figure 11: Students (U.S Citizens Only) Race/Ethnicity by Degree Level (N=3,683)



Nearly 20% of students indicated that they were first-generation college students, although the percentage is slightly higher among Doctoral students (Figure 12). First-generation is defined as the first in the family to graduate from an undergraduate college.

### Figure 12: Enrolled Students **Demographics (N=5,104)**







### Figure 13: Students Race/Ethnicity and First-Generation Status by Department

	Students Race/Ethnicity by Department									
	A&H	BBS	C&T	CCP	EPSA	HAEP	HUD	ITS	MST	ORL
International	27%	15%	15%	28%	35%	18%	61%	50%	45%	11%
Am.Ind./ Alask.Nat.	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
Asian Am	13%	16%	13%	13%	6%	14%	13%	10%	17%	12%
Black	7%	7%	12%	6%	12%	10%	3%	8%	7%	18%
Hisp/Latinx	9%	20%	10%	12%	13%	12%	5%	9%	6%	12%
2 or more	3%	2%	3%	3%	2%	3%	0%	2%	2%	4%
Unknown	2%	2%	2%	2%	1%	2%	1%	1%	3%	3%
Hawaiian/0PI	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
White	38%	37%	44%	35%	31%	40%	17%	21%	19%	39%
Total # Dept. Students	935	371	289	938	255	467	335	247	493	753

Students First-Generation Status by Department										
	A&H	BBS	C&T	CCP	EPSA	HAEP	HUD	ITS	MST	ORL
First Gen	19%	21%	20%	21%	20%	22%	16%	19%	20%	24%
Not First Gen	71%	66%	68%	72%	68%	67%	76%	72%	64%	66%
Not Indicated	10%	13%	12%	7%	12%	11%	9%	9%	15%	10%
Total # Dept. Students	935	371	289	938	255	467	335	247	493	753

Abbreviation	Department	Abbreviation	Department
A&H	Arts & Humanities	HAEP	Health Studies & Applied Educational Psychology
BBS	Biobehavioral Sciences	HUD	Human Development
C&T	Curriculum & Teaching	ITS	International & Transcultural Studies
CCP	Counseling & Clinical Psychology	MST	Math, Science, Technology
EPSA	Education Policy & Social Analysis	ORL	Organization & Leadership



# A REVIEW OF INCLUSION **EFFORTS ACROSS TC**

Teachers College holds itself accountable to designing and implementing practices, policies, and processes that ensure that its full community is not simply represented but also valued, welcomed, and feels like everyone belongs. This effort must span all members of the community, from students to staff to faculty, while they are within the walls of the College and beyond, including individuals with varying abilities in all aspects of education, employment, programs, and activities.

As such, we will report here on a few efforts and populations where we have taken steps to meet our commitments, including spotlights on: TC's Lecturers; our Accessibility First Initiative and updates that enhanced TC's cultural environment and ensured access; Staff; Faculty; Digital Access Through DFI; and TC Alumni.

# A SPOTLIGHT ON TC'S LECTURERS

Lecturers serve as full time, non-tenure track members of TC's instructional staff. Though lecturers focus primarily on teaching, many lecturers also engage in graduate student advising, program admissions and program administration. They are a vital part of the community and several steps were taken in Academic Year 2022-23 to increase their College-wide visibility and inclusion as outlined below.

- Faculty Meeting Attendance: For the first time, lecturers were invited to attend TC faculty meetings throughout the year, creating opportunities for lecturers to engage in the College and offer their perspectives on issues affecting the College as a whole.
- FEC Representation: The Faculty Executive Committee (FEC) acts between Faculty meetings to exercise those powers delegated to the Faculty

by the College Statutes and other documents, including recommendations to the Provost for new faculty positions, along with Department Chairs. FEC membership, which previously consisted of tenured faculty only, opened two seats for lecturer representatives in AY 22-23. filled by Drs. Jessica Riccio and Adele Bruni. As such, the FEC enabled lecturer voices to be part of crucial College faculty leadership conversations.

- · Lecturer-Centered Work: Dr. Marie Miville, Vice Dean for Faculty Affairs, initiated sustained work with the FEC lecturer representatives to identify and articulate lecturer concerns, listed below along with actions that we are taking to address them:
  - 1. Communication Because lecturers are not designated as faculty members, they have sometimes been omitted from College-wide communications relevant to their TC role and livelihood.
    - · Action: TC implemented a more inclusive communication system to ensure that lecturers receive all necessary information in a timely manner moving forward.
  - 2. Contract Clarity Lecturer contracts vary widely across programs and departments, and the responsibilities allocated can be vague, leading to a lack of equity among lecturers. In addition to issues with contract language, the timeline for dissemination has been inconsistent. Without knowing when and if their contracts will be renewed. lecturers face job insecurity, which impacts a sense of belonging and inclusion in the TC community.
    - · Action: The Provost's office is improving procedures around all contract renewals, including timely notification, in an effort to respond to the issues raised and will communicate a transparent contract timeline once developed.

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- 3. Promotional Pathway While there exists one opportunity for promotion in the role of lecturer (lecturer to senior lecturer), the criteria for promotion are unclear and the institutional support for such promotion can be inconsistent. We recognize that those who can see and build a pathway–and therefore a future–for themselves within the College are those most likely to invest in the TC community and feel an integral part of the College.
  - Action: TC is committed to examining and rewriting its current policies for lecturers to establish a clear promotional pathway undergirded by intentional mentorship.
- 4. Title The term "lecturer" is somewhat antiquated and no longer commonly used by TC's peer institutions for those in comparable academic positions. With its suggestion of transience and peripherality, the term "lecturer" can also challenge inclusivity.
  - Action: The Provost's office is undertaking research to determine what title might best encapsulate the essential role lecturers occupy within the TC community and will propose options.

# INCLUSION: SPOTLIGHT ON OUR ACCESSIBILITY FIRST INITIATIVE

In Spring 2023, we launched a campaign called Accessibility First, a collaboration between the Office of Access and Services for Individuals with Disabilities (OASID), Office of Diversity & Community Affairs (ODCA), Digital Futures Institute (DFI), Office of the Provost, Office of Digital Campus Infrastructure and Teachers College Information Technology (TCIT). The campaign is focused on digital inclusivity at the launch of all digital media processes, such as creating Canvas content, web pages, videos, documents and procuring software, rather than as a reaction to needs that arise. As a part of the Accessibility First Initiative, these offices have established TC's Digital Accessibility Policy, which aims to make TC's digital environments accessible and inclusive.

Accessibility First will help support the rollout of the Policy, educate the community about digital accessibility and ensure that access is considered from the beginning of all TC related work, academics, activities and initiatives. This campaign includes the Accessibility First website, which contains additional information, training and resources related to digital accessibility at TC.



# Updates that enhanced TC's cultural environment and ensured access

• Barrier Removal Committee: Our College-wide Barrier Removal Committee (BRC), Co-Chaired by Juan Carlos Reyes, Executive Director, ODCA, and Marissa Sala, Executive Director, OASID, co-sponsored in March 2023 "Disability Imaginings," an art-based, student-led initiative that invited students, faculty, and community members to (re)imagine disability in the College through talking, listening, art, and play. BRC further identified a barrier within the Human Captioning Submission Process and has identified a potential solution to streamline the process, now under review for implementation.

Under the BRC's auspices, wheelchair lifts were installed in Russell courtyard in Spring 2023. This initiative was the result of BRC's identification of a barrier to equitable use of the parking lot and events held in the courtyard space. With the collaborative support from Cabinet, BRC, Facilities and Public Safety, the Courtyard may now be used as a legally accessible event space, which we celebrated with a ribbon-cutting ceremony during our Juneteenth Cookout in June 2023.

- Accessible Wayfinding: We have partnered with GoodMaps to develop an innovative new digital mapping system, designed primarily for people who are blind or visually impaired. This new system will support safe and efficient navigation of TC's seven academic buildings using indoor mapping data. GoodMaps is working with OASID, Facilities and TCIT to finalize the maps with an expected launch in 2024.
- 2023-2024 Accommodation-Related Data: OASID continued to track requests to make accommodations for employees and students.

A summary of accommodations follows.

Time Period	New Student registrations for accommodations	Exams Proctored	Pages Text Edied	New employee registrations for accommodations
Fall 2021-Summer 2022	144	180	1869	53
Fall 2022-Summer 2023	182	96	5625	42



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# INCLUSION: SPOTLIGHT ON STAFF

The concept of inclusivity incorporates adjustments to our way of working as a result of the COVID pandemic and its impact in reshaping the employment world. Like many organizations, TC has embraced that remote work is here to stay and that it is a requirement for today's workforce. Leveraging what was learned during the pandemic, new practices and ways of working were implemented in response to increased staff expectations regarding flexibility. We strive to create a culture that underpins work-life balance, well-being and, therefore, enables the College to achieve the strategic priorities and its mission.

# TC Hybrid and Flexible Work Arrangements Pilot Program Launched in Fall 2022

The Office of Human Resources created and led the Hybrid and Flexible Work Arrangements Pilot Program with staff input. Our standard Hybrid and Flexible Work Policy enables employees to work on campus three days each week and to work elsewhere two days a week. There is greater flexibility during the summer months and weeks leading up to the winter break. Employees seeking more flexibility can work with their managers to establish a tailored flexible work arrangement that can be renewed as appropriate.

The Pilot Program aimed to address key concerns raised by colleagues through different channels, including the President's Committee on Community and Diversity (CCD), such as:

- supporting operational needs of TC's various offices;
- standardizing guidelines for flexible work arrangements;
- differentiating practices during non-peak academic periods (e.g, summer and winter breaks);
- aligning with best practices at other institutions;
- providing clear guidance and support for managers and colleagues to ensure success; and
- promoting TC's Hybrid Work Model through job postings.

The Office of Human Resources surveyed TC staff in the Spring of 2023 to assess the effectiveness of the new work arrangements. Results indicated that the impact and effectiveness of the policy was respectively 85% and 80% favorable. Interactive focus groups further enabled staff to translate the survey results into actionable outcomes. The College has since operationalized new norms, such as:

- coordinating established operating hours to ensure effectiveness across departments and meeting the needs of seasonal fluctuations;
- setting expectations for responding to non-urgent communications during non-work hours;
- reinstating "Wellness Wednesdays" or an hour of focus time a week; and
- ensuring that all job postings include work modality and highlight the hybrid work environment so as to attract the most qualified and diverse candidate pools.

These efforts, and a sustained focus on addressing what's important to current and future workforce, amplify employee voices in shaping a workplace culture where all can thrive, build trust and create a greater sense of belonging at all levels.





### INCLUSION: SPOTLIGHT ON FACULTY

### **Faculty Climate Survey**

Faculty experiences regarding diversity, equity, inclusion, and belongingness were assessed in Spring 2022 through a Faculty Climate Survey disseminated through the Provost's Office to full-time TC faculty and lecturers. Responses from 92 tenure-track faculty (TTF), 14 professors of practice, 60 full-time lecturers (FTL), and 2 research professors (RP) were received. The majority of respondents were female (111, 67%) and White (112, 68%), with the following diverse racial-ethnic representation: 12 (7%) Asian; 17 (10%) Black/African American; 9 (5%) Hispanic/Latinx; and 19 (11%) unidentified/preferred not to respond. A small number of faculty also identified themselves as non-binary/not identified for gender, 3 (2%).

In Fall 2022, the Race, Culture, and Diversity Subcommittee (RCD) of the Faculty Executive Committee (FEC), composed of Peter Coleman (Chair), Srikala Naraian, and Haeny Yoon, engaged in a series of conversations with faculty on the findings of the report, and offered a general summary of the findings, with a focus on race-ethnicity, gender, and faculty position. Findings were presented and discussed at the TC Faculty Meeting in December 2022, and are summarized below:

- · Gender: Faculty across gender categories expressed significant differences in experiences of respect, inclusivity, civility and support between the College (lesser) and Department (greater) levels. Fellow faculty often were cited as a major source of disrespect, followed by students, then staff.
- Race-ethnicity: There was a significant gap between how faculty of color responded to the survey relative to White colleagues. Across the board, there was at least a 20% gap between how Faculty of Color felt (less satisfaction) regarding opportunities, equitable procedures, teaching assignments, space, service, decision-making, and proving legitimacy.

• Faculty position: Compared with tenure-track faculty, full-time lecturers felt the College's procedures were less open for discussion, experienced less voice in decision-making processes, less transparency around procedures, and noted that college service responsibilities were a source of workload stress.

Findings were also shared with and will serve as a resource for new Provost KerryAnn O'Meara, who joined the College in July 2023. They will help to guide future faculty development and support initiatives offered through the Provost's Office/Vice-Dean for Faculty Affairs, the Office of the Vice-President for Diversity and Community, the Faculty Executive Committee, and other relevant entities.

### **DEI Academic Department Grant Funding For Faculty 2022-23**

As a continued commitment to improve the College's DEI efforts and outcomes, the Office of the Vice President for Diversity and Community Affairs offered an opportunity for academic departments to receive grant funding in support of their individual DEI department efforts. Grants were focused on one of three areas:

- enhancing the diversity of curricula and/or syllabi and/or developing course materials;
- · improving cultural competencies and personal engagements; or
- fostering belonging among faculty, students, and/ or staff.

Rather than to support individual faculty members' works, the grant program was designed to encourage faculty collaboration toward tackling DEI efforts. A total of \$35,000 was awarded among seven academic departments: the Department of Arts and Humanities, Chair Kelly Parkes; Department of Biobehavioral Studies, Chair Lori Quinn; Department of Counseling and Clinical Psychology, Chair Laura Smith; Department of Curriculum and Teaching, Chair Maria Paula Ghiso; Department of Health and Behavior Studies, Chair Laudan Jahromi; Department of Human Development, Gary Natriello; and Department of Mathematics, Science & Technology, Chair Felicia Mensah.



# INCLUSION: SPOTLIGHT ON DIGITAL **ACCESS THROUGH THE DIGITAL FUTURES INSTITUTE (DFI)**

### **Digital Accessibility**

DFI, under the leadership of Professors Lalitha Vasudevan and Charles Lang, is engaged in ongoing collaboration with OASID to move toward increased digital accessibility across TC. In the spring of 2023, DFI activated Ally, a tool to assist faculty in checking and improving accessibility in their courses and in Canvas. DFI provided trainings and info sessions for faculty and instructors to utilize Ally. DFI is also supporting OASID in facilitating accessibility recommendations across teaching/learning and research efforts at the College, including advocating for the use of live captions in all media hosted on the TC website.

### **Tech Playground**

DFI established the Tech Playground series aimed at increasing engagement with emerging technologies in a playful way, in order to increase engagement and build community through digital exploration. In the 22-23 AY, 6 Tech Playgrounds were designed on the following topics:

- Immersive learning (October 5, 2022);
- · Create your own media (November 2, 2022);
- Adaptive/assistive technology (December 7, 2022);
- Coding (February 1, 2023);
- · Artificial Intelligence (March 1, 2023); and
- Robots/Drones (April 5, 2023).

### **Pedagogical Innovation Fellows Program**

This program recruits and supports faculty to engage in pedagogical innovation through the use of technology. Working through a cohort structure, the program promotes increased pedagogical inclusion by providing faculty with space to experiment with new ideas, learn new tech, build community, and develop pedagogical projects (i.e. new course design for increased engagement, new assignments) or approaches.

### **Teachers Supporting Teachers**

DFI engaged K-12 teachers in the integration of technology into their classrooms toward promoting greater inclusion in the classroom through use of digital tools. Teachers were supported in the experimentation and interaction with new technologies such as programmable robots and drones, virtual reality, and artificial intelligence. They engaged in facilitated discussion and fostered community as they explored the ways that technology can support socioemotional learning, classroom community, and student learning.

### **Future of Teaching Project**

DFI facilitated a faculty seminar on the future of teaching, which met six times during the spring of 2022. This seminar served as a foundation on which to create a set of resources to support the integration of technologies to promote greater inclusion in TC courses, including through increased accessibility, design of multimodal assignments, incorporation of diverse media and other resources into course syllabi.

# TO DIVERSITY, EQUITY & INCLUSION REPORT 2023



A vital part of the TC Community are the alumni–more than 90,000 strong–who are collectively working to create a smarter, healthier, more equitable world. TC staff in our Alumni Experience (AE) team are dedicated to ensuring alumni voices are heard in program development through quantitative and qualitative data gathering. Using DEI principles in program development, TC's alumni efforts are responsive to the needs and experience of our diverse populations and is inclusive of but not limited to geography, age, race, affinity, and academic fields, and supportive of all alumni, especially women and non-binary identifying, alumni of color, LGBTQ+ people, and people with disabilities.

#### **Alumni Voices:**

- In 2019, a survey to our full alumni database provided us with a detailed breakdown of alumni needs and included a broader set of self-reported characteristics, which helps us understand who they are and what keeps them connected.
- Follow-on surveys in 2022 to stakeholders, and in 2023 to new graduates, helped us identify gaps in representation, so that we might build programming to reach diverse populations.
- Newly embedded surveys in all programming continue to draw feedback and meet the needs of our constituent groups.
- A weekly, open door virtual alumni lounge was launched and augments survey data by enabling us to hear directly from alumni, with plans underway for an on-campus alumni space as well.

### **Improved DEI practice:**

- Event registrations now include the opportunity to share preferred pronouns, sexual orientation and expanded gender identities, aligning with Collegewide practice.
- Alumni Experience staff has completed a series of DEI professional development workshops led by The Inclusion Firm that has helped to design more inclusive experiences for our alumni.

# **Expanded Programming– Affinity Groups:**

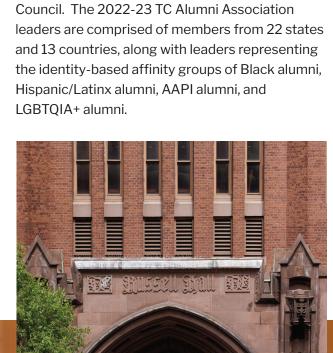
- Nearly 370 alumni have joined the alumni affinity groups, more than doubling the initial membership count documented in TC's 2021 DEI report. As of July 2023, the TC Alumni Affinity Groups include an LGBTQIA+ Affinity Group (78 members), a Black Alumni Network (124 members), an AAPI Alumni Network (102 members); and a Hispanic/Latinx Alumni Network (62 members).
- Affinity group alumni members have participated in TC events such as New Student Orientation mixers, panel discussions, and cultural celebrations as well as civic engagement events such as Pride, TC Take Action, and TC Votes and TC (Re)Unites.



# T DIVERSITY, EQUITY & INCLUSION REPORT 2023

### **Increased engagement of** diverse alumni volunteers:

· Alumni Council and Association - The TC Alumni Council in 2021-22 was comprised of alumni from nine cities over five states and three countries. and in 2022-23 from eight cities over four states and three countries. The incoming 2023-24 Council is composed of alumni from eight cities over five states and three countries. The Alumni Experience team has a goal to recruit five new members to run for the Alumni Council for Academic Year 2024-25, taking into account the identities that are not yet represented on the Council. The 2022-23 TC Alumni Association and 13 countries, along with leaders representing the identity-based affinity groups of Black alumni, Hispanic/Latinx alumni, AAPI alumni, and LGBTQIA+ alumni.



- **Regional volunteers** Over the past two years alumni across the 27 regions have participated in Impact Day. In 2022, over 300 alumni volunteered in their communities and contributed to over 100 job postings on TC NEXT, and donated 1,857 books to TC partner schools. In 2023, regional group leaders led local initiatives such as community clean-ups in San Francisco and New York City. During Impact Day and throughout the year, TC alumni worked with TC Take Action to write hundreds of letters to their elected representatives to share their voice regarding pressing issues of the day.
- · Affinity groups and Alumni Association **Committees** – The TC Alumni Association comprises over 90,000 living alumni worldwide, and our Alumni Association Committees and affinity groups are created to reflect the diversity of these alumni. As of July 2023 the Committees include: The Young Alumni & Student Engagement Committee (66 members); The Regional & Affinity Groups Committee (36 members); and The Alumni Experience Committee (12 members). As of July 2023, we have Regional Group Leaders and Alumni Area Network Representatives on the Alumni Association Committees, including representatives from 18 geographic regions across the world.



# CONCLUSION

We recognize that the work of diversity, equity, and inclusion is ongoing. This report demonstrates that all stakeholders-students, staff, faculty, and alumni-bear the responsibility of building a learning and work culture that integrates difference, holds ourselves accountable for treating each other with respect even as we differ in opinions, and ensures that all community members belong here. This requires each of us, at all levels, to speak up and listen actively to ensure that all voices are heard and considered, particularly in the context of our historic commitment to courageous inquiry.

Our work continues as we build an organizational culture that reflects our values of diversity, equity, and inclusion. With gratitude to our Board of Trustees, Chaired by Leslie Morse Nelson, for their commitment to and support for this work, we welcome feedback as well as active involvement as we strive to improve.

# **ACKNOWLEDGMENTS**

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Robin Willig, Presidential Speechwriter and Special Projects Advisor

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