



2021-2022 Annual Report on

The Social-Organizational Psychology Program at Teachers College, Columbia University

Diversity, Equity, Inclusion and Antiracism (DEIA)

2021-2022

Over the past year, the faculty, students and staff of the Social-Organizational Psychology Program at TC have worked hard to operationalize many of the recommendations that came out of our DEIA Working Group report last year.

This report provides some context for this work and details the actions taken and some of the initial outcomes of these ongoing efforts.

The Context

In the Summer of 2020...

- In response to the ongoing harms and injustices being inflicted on women, recent immigrants, Black, Indigenous and People of Color, and members of other marginalized groups in America.
- In recognition of the deeply and historically “racialized” nature of many of America’s institutions of higher education.
- In light of **Teachers College Diversity Mission** instituted in 1999 by the *Task Force on Community and Diversity*, and the *SOPP’s legacy of research, practice and education on social justice*.
- **The SOP faculty, students and staff launched a 1-year working group on DEIA.**

The 2020-2021 SOP DEIA Working Group Activities

- **We listened.** We offered several avenues (student-led peer groups, town halls, surveys, anonymous drop box) to solicit input and feedback from all of our stakeholders regarding the DEIA climate, challenges and potential remedies.
- **We gathered.** SOP Town Hall = 145 participants including faculty, staff, students, alumni in confidential break-out sessions explored program strengths and concerns re DEIA. Audio recorded, transcribed and coded for themes.
- **We identified what is already working.** Conducted a thorough inventory and assessment of DEIA activities that had been initiated in each of the SOP sub-units over the last 5-10 years. Assessed their impact.
- **We documented relevant SOP courses and faculty and student scholarship on DEIA.** Began conducting comprehensive multicultural curriculum audits of the course offerings in the SOP program.
- **We collected demographic data.** Conducted a demographic review of employee hiring and promotion and student recruitment and funding trends by demographic groups over the last 5-10 years.
- **We generated unit-specific feedback reports.** Provided feedback reports to each of the subunits regarding the DEIA-relevant strengths, challenges and potential remedies gleaned from survey and town hall discussions.
- **Generated SMART action plans for each unit.** Generation of action plans for each program unit that are specific, measurable, achievable, relevant and time-bound. Included metrics.

The Following Major Themes Were Identified...

- 1. Need to diversify faculty and student body**
- 2. Need to go deeper into DEIA – weave into all aspects of programs**
- 3. Need to examine SOP Program processes and procedures**
- 4. Need to institutionalize DEIA work**
- 5. Need to formalize support for students**
- 6. Need to enhance Program Work Climate**

Working Group Recommendations

- Develop a more strategic approach to DEIA program-wide and within each subunit as opposed to numerous stand-alone and ad-hoc measures.
- Review of recruiting strategy for all relevant subunits.
 - Marketing materials, targeted outreach to diverse populations, selection procedures etc.
- Effective dissemination of existing resources and opportunities
 - Focus communications on relevant courses, events and so on with DEIA-specific messaging.
- Need for more inclusive leadership
 - Improved recruitment of diverse faculty
 - More Professional Development opportunities on DEIA for faculty
- Conduct multicultural audits of curriculum.
 - PhD, MA, XMA, and MD-ICCCR Cert programs.

In 2021-2022, we continued this work across our Program subunits

- **MA and ELDP Programs**
- **PhD Program**
- **XMA Program**
- **The MD-ICCCR**

MA and ELDP Programs

We implemented several initiatives from our MA Program DEIA Action Plan during the 2021-2022 academic year

In the area of curriculum and education we offered two expert alumni panels on DEIA – one focused on external consulting, the other focused on advocacy and allyship. Both panels were well attended (~100+ participants) and well received. In addition, the MA Program Curriculum DEIA Audit is underway and syllabi for all our core courses are being assessed using an established DEIA rubric. Also, there was a robust enrollment in the 2nd iteration of the newly launched MA program course, *Equity, Diversity & Inclusion in Teams and Organizations*.

In the area of community and belonging, we conducted a monthly pulse check by surveying the MA students about their experience of inclusion in the program and we took action according to their feedback. As a result, we worked to increase the number of community-building events involving faculty, staff and students and also to increase the opportunities for peer mentoring. In addition, one of the monthly MA Program newsletters this year was wholly devoted to DEIA and included resources for community building and support as well as continued education including a listing of all DEIA courses offered across TC. Finally, we rewrote the job description for the role of Vice President in OHDCC, the MA Program student-run organization, so that it explicitly encompasses a charge to foster DEIA efforts within the S-OP community in professional development and social events.

MA and ELDP Programs

We implemented several initiatives from our MA Program DEIA Action Plan during the 2021-2022 academic year

Next year's work includes continuing these initiatives with a priority on completing the curriculum audit. We will also prioritize increasing the number of community-building events focused on DEIA that include S-OP staff, faculty and students working together.

Finally, we will work to engage full time and adjunct faculty who teach in our MA program in continuous professional development regarding DEIA.

In addition, for ELDP: (1) We are continuing to ask DEIA-related questions in the exit survey that we conduct with each ELDP cohort each year in order to get their feedback and suggestions and make improvements, and (2) We continue to have a DEIA Officer in the ELDP Cohort who serves as the liaison between DEIA initiatives at both TC and West Point.

SOP PhD Program

Based on the DEIA report generated in 2020-2021, the PhD program established 4 priorities for the 2021-2022 Academic year

1. Community Development: Develop norms for conversations about race in the PhD program and create feedback systems when conversations need to happen

We held a colloquium at the beginning of the academic year to report back the data generated in the 2020-2021 DEIA report about the PhD program and discussed how to respond to the feedback as a community. We then decided to develop a learning charter for our community to develop norms for having difficult conversations and working together so that we could hold each other accountable. The Community Development Committee kicked off this work with a presentation about how to create both psychological safety and psychological bravery. PhD students met at multiple points throughout the semester, had difficult conversations and developed a learning charter which they presented at the final colloquium of the year. In addition, all PhD advisors worked with PhD students on our program committees (Community Development Committee, Colloquium Committee and New Student Committee) to develop more inclusive working relationships between faculty and PhD students, beyond workgroups.

SOP PhD Program

Based on the DEIA report generated in 2020-2021, the PhD program established 4 priorities for the 2021-2022 Academic year

2. Faculty Development: Learn together about how to better mentor, teach and collaborate with each other and the PhD students.

Our goal this year was to create a climate where we would continue our learning together about DEIA issues. We had many conversations in our program meetings about how we work together to develop psychological safety and bravery and to develop a learning charter for working with one another and the PhD students. In addition, the PhD advisors watched a video about Decolonizing Mentorship from the Decolonizing Psychology Workshop sponsored by TC and discussed how this informed our own mentorship practices.

SOP PhD Program

Based on the DEIA report generated in 2020-2021, the PhD program established 4 priorities for the 2021-2022 Academic year

3. Doctoral Admissions: Review our admissions processes to improve recruitment of diverse students.

We updated our application review process this year to emphasize non-cognitive variables as well as cognitive variables in our reading of applications. In order to do this we developed a rubric for holistic application review as recommended by APA. In addition, we were more intentional in assigning faculty to read PhD applications so that all PhD advisors were readers and were matched with applicants who expressed an interest in their work. The PhD liaison developed and delivered a training session for current PhD student interviewers about bias in the interview process. We used more intentional interview matching based on current student and applicant interests and demographics. PhD student interviewers used this rubric to assess applicants in their interviews. The New Student Committee engaged in an AAR to take advantage of some lessons learned and areas for improvement next year.

SOP PhD Program

Based on the DEIA report generated in 2020-2021, the PhD program established 4 priorities for the 2021-2022 Academic year.

4. Faculty Recruitment: Given retirements of our faculty of color, recruit a tenure-track faculty member of color.

We have been successful in identifying an outstanding faculty of color for the Target of Opportunity hire. The department unanimously supported hiring this candidate and offer has been made by the Provost. Pending a successful tenure decisions, the faculty member will begin in September of 2023.

XMA DEIA Summary 2021-2022

XMA made progress on the four priorities identified for the 2021-22 Academic Year

1. Recruiting diverse cohorts via targeted campaign

- a. We implemented a targeted campaign across two admissions cycles which resulted in the largest and most diverse cohort in 2021-22.
- b. We are in the process of transitioning to admit a cohort every other year. This allows for routinely implementing a targeted campaign along with sufficient time for recruitment and onboarding of a diverse cohort.

2. Increasing diversity of faculty

- a. We increased diversity among subject matter expert faculty, executive coaches, coaching facilitators, and Ariel Group facilitators.
- b. We are committed to expanding the diversity of full-time faculty in XMA by increasing the diversity of faculty in the Social-Organizational Psychology Program. Towards this aim, we are engaged in a candidate-targeted search, and we are actively seeking candidates for a lecturer position whose teaching and experiences have prepared them to contribute to our commitment to diversity and inclusion within our program and the college overall.

XMA DEIA Summary 2021-2022

XMA made progress on the four priorities identified for the 2021-22 Academic Year

3. Conducting an audit of curriculum and required readings

- a. We audited required readings and increased the diversity of authors and perspectives.
- b. We are planning a formal audit of the curriculum for Academic Year 2023-24.

4. Providing a DEIA perspective on context | history of the field to accompany required readings and contextualize curriculum

- a. We revised the launch of XMA to include multiple perspectives on the origins of the field and expanded readings to reflect a diversity of perspectives and identities.
- b. We also included current readings on socio-political factors influencing the field. Related, we invited the cohort to contribute their perspectives on the differential impact of the pandemic on them as individuals, and on their organizations.

MD-ICCCR 2021-2022 DEIAJ Actions

1. Incentivize and institutionalize DEIA work at the center

- DEIA summary included in the center's annual report every year, with manageable timelines for ongoing actions
- MD-ICCCR Website 'About Us' page includes PDF of 2021 SMART DEIA Plan + Midyear updates

2. Audit + update all certificate program courses for DEIA inclusiveness

- A DEIA statement for all MD-ICCCR syllabi, on website and other public forums
- Clarify equitable policies related to grievances + assignments
- Collaborate with Research Associate to receive aggregated demographic information from CIA
- Ongoing DEIA audit + revision of all center courses
- Distributed DEIA statement in April 2022 after an extensive drafting and review process with staff & faculty
- Completed grievance policy + shared with Faculty + students - May 2022
- During debrief of the CIA in all courses, survey results are provided in the aggregate based on gender, age, race + ethnicity
- 'Negotiation' in process and complete by Fall 2022; 'Mediation' in process and to be completed by Spring 2023

MD-ICCCR 2022-2022 DEIAJ Report

3. Enhance instructors knowledge and ability to address DEIA elements and concerns within their course

- Build out the CMOD course to reach both academic + non-academic audiences
- Adapt the model to create public workshops, both in-person + online
- Create 3 workshops: Introduction to model: Model + Case Study: Optimal Tension
- 2 of the 3 workshops created and ready to be delivered

4. Expand representation of demographically diverse faculty, staff + students within the MD-ICCCR

- Expand recruitment outreach across TC + CU departments, including student groups/ affinity groups + CU Global Centers for Workstudy + Internship positions
- Incorporate questions related to DEIA practices into recruitment interviews
- Encourage + incentivize staff to use their professional development funds for DEIA-focused workshops/ learning modules
- All staff, workstudy and internship job postings include center's diversity statement
- Questions related to DEIA expertise, practice and focus incorporated into interviews
- Opportunities for professional development related to DEIA reg

MD-ICCCR 2022-2022 DEIAJ Report

5. Secure new clients for CMOD/DEIA consulting work

- Include 'Services' w/ DEIA Consulting on our website + announce on social media
- Provide a 'train the trainer' workshop for new DEIA facilitators to understand the model + provide payment for this
- Services included on 'Practice' page of MD-ICCCR website
- Planned CMOD workshop for DEIAJ consulting team

6. Ensure inclusion and accessibility is woven into all partnerships + contracts

- A signed contract to provide the pilot Advanced Lab in CIQ with all pieces in place: facilitators, materials, logistics set for each module, etc.
- Ensure sliding-scale payments are possible for under-resourced folks
- Pilot set for June 2022 + January 2023 with a low, subsidized fee per participant
- Ongoing: will incorporate payment scale into future iterations

7. Find funding for specific DEIA projects, to support DEIA education for staff + to support marginalized students

- Use research funds to pay under-resourced research assistants
- Fellowships provided to doctoral students from marginalized backgrounds
- Research funds are being sourced to provide funding to research assistants

MD-ICCCR 2022 DEIAJ Report

8. Expand reach, accessibility and inclusivity of research projects

- Resonance Project: explore application with different groups, ie the Movement for Black Lives, One Million Truths
- Review demographic information questions for surveys, assessments, applications to ensure inclusivity
- Resonance team connected with One Million Truths and exploring collaborations
- Demographic questions have been reviewed and updated to ensure inclusivity

9. Expand reach, accessibility and inclusivity of and for Workgroup members

- Focus on current DEIA issues for blog: create mini-series of blogs on a specific focus when desired
- 5 published blogs on DEIA-related research by Workgroup members in Spring 2022

Conclusions

The activities of the 2020-2021 SOP DEIA Working Group and the follow up actions taken over the last year are a continuation of the ongoing work in this area within the SOP.

There is of course considerable work left to be done to help establish and ensure a more welcoming and inclusive climate in our programs. However, the faculty, staff, students and alumni of the SOP program remain deeply committed to this work, and feel reenergized to do so in the most inclusive and efficient ways possible.

As the work continues, we ask that our community remain in communication with us, so that we can all benefit from the experiences, insights and energy that emanates from the SOP community.