

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
A Graduate School of Education, Health & Psychology

**DIVERSITY, EQUITY &
INCLUSION REPORT**
2021

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INTRODUCTION



To say that we are living in exceptional times is an understatement. Our country has always struggled with issues of race, anti-Semitism, white supremacy, voter suppression and the challenges of building an equitable democracy. The past two years, though, have brought increased awareness of the unjustified killings of Black and Brown people and a global pandemic with inequitable effects on health, families, education and the economy. The January 6, 2021 insurrection, and egregious acts of extremism and racial violence, have left most of us breathless, stunned and angry but not surprised. The clear divide among people is dangerous. Yet, it will always be education that keeps us moving forward.

All of us affiliated with Teachers College contribute to the forward movements and have done so for generations. The College's long-standing commitment to diversity nationally, internationally and within our walls spans decades.

The College's diversity mission statement, established in 1999, continues to be 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.

The fight for racial justice, democracy and against systemic racism and anti-Semitism has intensified the College's continued commitment and efforts in

these critical arenas. Institutionalizing diversity, equity and inclusion (DEI) is a core priority in President Thomas Bailey's strategic plan for the College, and to that end, I am pleased to share the first report on our DEI status and efforts.

While TC's public-facing DEI-related efforts have accelerated in response to recent crises — spanning initiatives from the development of New York City's new K-12 Black Studies curriculum to hosting the Decolonizing Psychology Training conference in the spring of 2021 — this report focuses on DEI efforts as they pertain to the experiences at the College of our immediate community: faculty, staff and students. DEI affects and is integral to everyone in our community.

We have structured the report to focus on three main areas:

- ▶ Increasing Diversity;
- ▶ Improving Cultural Competencies and Personal Engagements (Inclusion); and
- ▶ Support for Faculty, Students and Staff (Equity).

Each area includes available data on our current state, strengths and areas for growth, what we are currently doing and future plans to make progress on identified gaps. The report offers a snapshot in time (Spring 2021) of demographic data that provides initial insights revealing strengths and weaknesses and initial markers against which we will hold ourselves accountable. I do hope you find the report useful for our collective movement forward.

Sincerely,

Janice S. Robinson, Esq. '75, '76
Vice President for Diversity and Community Affairs
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Department of Organization & Leadership
Teachers College Title IX Coordinator

HIGHLIGHTS FROM TC'S HISTORY TO THE PRESENT DAY

TC's rich history has been centered around improving the lives of the underprivileged since our founding by Grace Dodge in 1887. Her driving principle was to provide a new kind of schooling for NYC'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.

During the profoundly segregated 1930s and 1940s, TC provided graduate education for Black teachers, principals and leaders from the South. They traveled to TC and then returned to their schools armed with additional knowledge provided by TC's academic opportunities.

In 1973, the Gordon Institute for Urban and Minority Education (IUME) was created and led by our beloved, renowned and legendary psychologist Dr. Edmund W. Gordon. The Gordon Institute (IUME) was one of the first university-based institutes devoted to designing research and programs to improve education and life outcomes for people of color in urban areas.

Twenty-five years ago, the TC Minority Postdoctoral Fellowship Program was established to create opportunities for people of color to become members of the faculty. In 2016, we celebrated the Minority Postdoctoral Fellows' 20th anniversary and saw the return of the numerous graduates who went on to successful academic careers, including four who joined our TC faculty.

In 1999, the Board of Trustees led the way by supporting the recommendations of the Diversity Taskforce Report, including the appointment of a senior leader reporting to the president devoted to these complex issues and charged with working with the entire community — now the VP for Diversity and Community Affairs.

The Office for Diversity and Community Affairs was created in December 2000, in response to recommendations of the President's 1999 Taskforce Report. The Office leads the President's and College's initiatives concerning community, diversity, civility, equity, inclusion, anti-discrimination and anti-racism. In 2008, then-President Susan Fuhrman elevated the office to the Vice President level, recognizing and supporting the work as central to TC's mission.

The President's Committee for Community and Diversity (CCD), established in 2003, is the College's only cross-constituency committee with faculty, students and staff, including collective bargaining members, to improve the academic, professional and cultural climate.

In 2015, Students for a Quality Education (SQE), a multicultural student advocacy group, identified areas of needed improvements in diversifying teaching, curricula/syllabi, faculty hiring, mentorship and support for students and faculty. They presented before the full faculty in 2016 and set forth a roadmap to guide progress. Also in 2015, TC launched the Center for Sustainable Futures which examines how environmental, social, health and economic forces differentially impact groups based on ethnicity, socio-economic status, and other markers of identity.

In the summer of 2020, when the racist murders of George Floyd and Breonna Taylor and so many others by the police without judicial accountability brought into painful relief the fact of structural inequities and racial injustices that continue to pervade our institutions, our students once again spoke out and moved their academic programs to take immediate actions. Students and faculty collaborated to review curricula, syllabi, and experiences of microaggressions and racism. They met, discussed, reworked courses and academic experiences and engaged in microaggressions education sessions.

Spurred by these conversations, as well as a national surge of anti-Asian violence, in Spring 2021, the Faculty Executive Committee's (FEC) Subcommittee on Race, Culture and Diversity (RCD) developed and moved the passing of a faculty resolution committed to regular collection, evaluation and reporting of faculty, staff and student diversity data to understand the College's demographic profile both as an organization committed to diversity and relative to peer institutions and to inform approaches and processes for the diversification of the faculty and student body; support for professional development opportunities and ongoing commitment to fostering and sustaining a culture committed to the affirmation and development of all members of the Teachers College community; and active engagement in the development of scholarly and professional community that values diversity, equity and inclusion through dialogue, communication and collaboration.

Our faculty, students and staff are already energetically pursuing this last imperative, having launched countless initiatives to build community and advance practices around social justice, diversity, equity and inclusion. These include — but are not limited to — the Decolonizing Psychology Training conference, which in 2021 was attended by 5,000 students, educators, and practitioners and focused on addressing racism in curriculum, research practices, clinical supervision and mentorship; the Racial Literacy Roundtable, which brings together thought leaders and fosters dialogue pertaining to race, anti-racism, language, disabilities, and sexual orientation; the Annual Winter Roundtable in Psychology and Education, which deepened its already existing commitment to fostering anti-racist practices at its 2021 conference, "A Pandemic of Racism," and will again at its February 2022 event, "Collective Action and Liberatory Practices"; and a landmark initiative led by the Black Education Research Collective to develop an interdisciplinary K-12 Black studies curriculum for the city's public schools.

Active engagement of the scholarly and professional community also extends to our community of more than 90,000 alumni, who play a vital role in our impact as an institution. The Academic Festival in Fall 2021, themed "Advancing Social Justice in a Post-Pandemic World," featuring a number of TC alumni, is just one example of initiatives to strengthen our collaboration with them to advance our DEI priority across the nation and the globe.

This brief history, which reflects only 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, should galvanize us all. What is wonderful about TC is our stance that everyone has something to contribute AND our commitment to continuously doing the work while being flexible in how we approach it.

If the past predicts the future, 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.

PRESIDENT'S DEI STRATEGIC PRIORITY: INSTITUTIONALIZING DIVERSITY, EQUITY AND INCLUSION

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

In keeping with this mission, Institutionalizing Diversity, Equity and Inclusion at TC is the second of the five priorities in the College's strategic plan. 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).

Despite TC's position at the forefront of advancing DEI work through innovations such as the Gordon Institute for Urban and Minority Education 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. As such, we have identified six objectives we will pursue to achieve our goal of institutionalizing DEI at TC.

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.

OBJECTIVE 1

▶ **Develop a Plan to Increase Diversity Across the College**

Teachers College will develop a comprehensive proposal to increase diversity among its students, faculty, staff, and governing bodies of influence and recommend the appropriate supports to ensure both equity and inclusion. The plan should address:

■ **Students**

Review and identify gaps in representation and success and recommend changes to admissions, enrollment, and other practices and policies that may be barriers to entry, engagement, or completion for underrepresented populations and encourage interest among a more diverse applicant pool.

■ **Faculty** (Professorial and Instructional)

Review and recommend changes to the Permission-to-Recruit and tenured faculty search/hiring practices that may create barriers for underrepresented populations. Recommend tactics to encourage interest, selection, and ultimately promotion of underrepresented candidates into positions of influence.

■ **Staff**

Review and recommend changes to the current staff recruiting, hiring, training, professional development, and promotion practices in order to identify barriers and encourage representation among historically underserved populations.

■ **Support**

Design, advise on, and make available training, coaching, mentoring, and other educational programming, procedures, systems and reviews to improve cultural competency and engagement, decrease unconscious bias, and support equitable outcomes across the College.

OBJECTIVE 2

▶ **Analyze the Curriculum for Inclusion and Responsiveness**

Teachers College will evaluate and strengthen the curriculum and instructional content to ensure representation, respect and inclusiveness of the multiple identities represented within the College community.

OBJECTIVE 3

▶ **Align Existing DEI Infrastructure**

Teachers College will review and strengthen relationships among existing DEI structures, i.e., the Office of the Vice President for Diversity and Community Affairs, Committee for Community & Diversity, Faculty Executive Committee - Subcommittee on Race, Culture and Diversity, and the Office of Access and Services for Individuals with Disabilities (OASID), establishing common purposes and processes for regular collaboration.

OBJECTIVE 4

▶ **Develop an Annual DEI Report**

Teachers College will deliver an annual DEI report to candidly reveal areas for improvement and share milestones and progress. The report will provide quantitative data and analysis of student, faculty and staff diversity and the experiences of our community as it relates to diversity, equity and inclusion. To support annual reporting, TC will bolster data collection mechanisms to determine experiences of inclusion and equity and to measure a broader range of diversity, including but not limited to LGBTQ+, religious affiliation, parental and veteran status.

OBJECTIVE 5

▶ **Ensure Organizational Practice is Transparent and Inclusive**

Teachers College will undertake a review of academic policies, procedures and practices, the accessibility of this information and knowledge, and the disparities, if any, of outcomes (e.g., promotion, degree progress) that faculty or students may experience, and recommend changes to reconcile differences.

OBJECTIVE 6**► Engage the Public in the College's DEI Priority**

Through public outreach, Teachers College will actively provide DEI-centered educational opportunities to community-based organizations within its local reach in Harlem and in/around New York City.

This report focuses largely on these objectives as they relate to increasing diversity, equity and inclusion among faculty, students, and staff, in our curriculum and our organizational practices. The report reviews our current state, completed actions, ongoing initiatives, and future plans and is organized around the three pillars: Diversity: Increasing Diversity Across the College; Inclusion: Improving Cultural Competencies and Personal Engagements; and Equity: Improving Support for Faculty, Students and Staff.

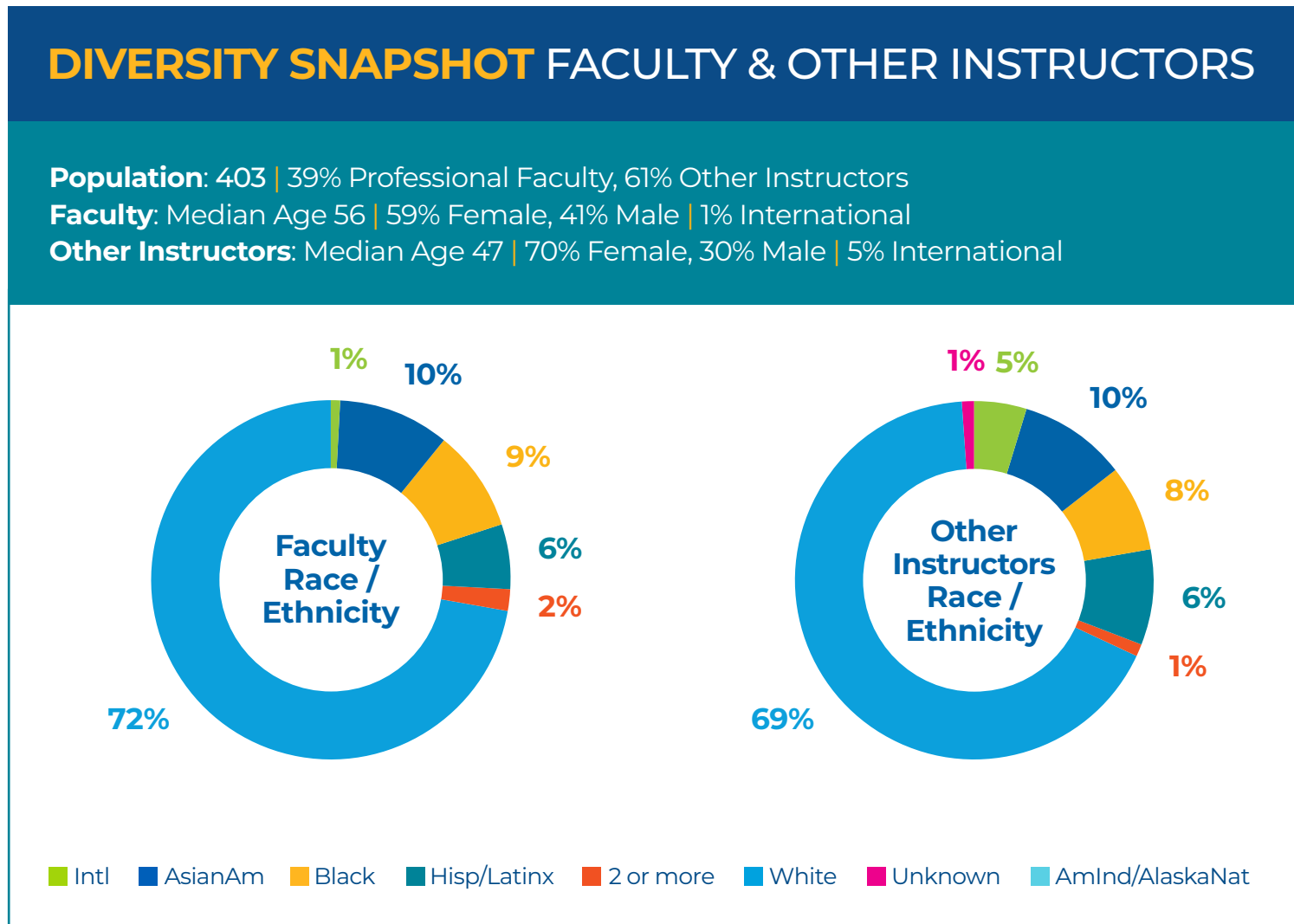
INSTITUTIONALIZING DIVERSITY, EQUITY & INCLUSION: CURRENT STATE, FUTURE PLANS

I. DIVERSITY: INCREASING DIVERSITY ACROSS THE COLLEGE

This section reviews and analyzes the demographics of TC employees and students as of April 15, 2021. Regarding the analysis, TC's 1,957 active employees fall into six groups: Faculty, Other Instructors, Administrative Staff, Collective Bargaining Unit Staff, Student Employees and Interim Employees (see Appendix, Figure 3a).

This report focuses its analysis on "Faculty and Other Instructors" and "Non-Instructional Staff," aka Administrative and Collective Bargaining Unit staff.

Faculty and Other Instructors Demographics



Faculty and Other Instructors Demographics

Teachers College employed 403 faculty and other instructors as of April 15, 2021 (Figure 1a). This number fluctuates term-to-term since some academic positions are semester-based appointments.

Of the 403 instructors who held active jobs in the College, 39% were classified as “faculty” and 61% as “other instructors.” Tenured and tenure-track faculty, research professors and professors of practice comprise “faculty,” and full- and part-time instructors and adjuncts make up “other instructors” (Figure 1a). Among the faculty, 59% were female and 41% male, while other instructors were 70% female and 30% male (see Appendix, Figure 1b).

The analysis also indicates that 27% of faculty and 31% of other instructors identify as people of color (see Appendix, Figure 1b). While these numbers do not perfectly reflect the diversity of the U.S. population, of which 60% is White, they compare favorably with the national average for degree-granting postsecondary institutions, in which 75% of faculty were White as of 2018 (Institute of Education Sciences, NCES: Fast Facts 2018).

Overall, among TC faculty and other instructors, Whites are heavily represented and some racial groups are underrepresented in comparison with our student body. For example, Latinos/as comprise 6% of faculty and instructional staff, but 11.6% of students. Additionally, men of color are significantly underrepresented among faculty; 87% of male faculty members are White.

Additionally, diversity is uneven across academic departments, with White faculty making up anywhere from 50% to 94% of departmental faculty. Five departments have no Black faculty, and more than half of Black faculty are concentrated in two departments. Three departments have no Asian faculty, and three have no Latino/a faculty, indicating a clear area for growth (Figure 1e). For more information on faculty diversity, please see the Appendix.

Figure 1a : Faculty & Other Instructors by Type (Total: 403)

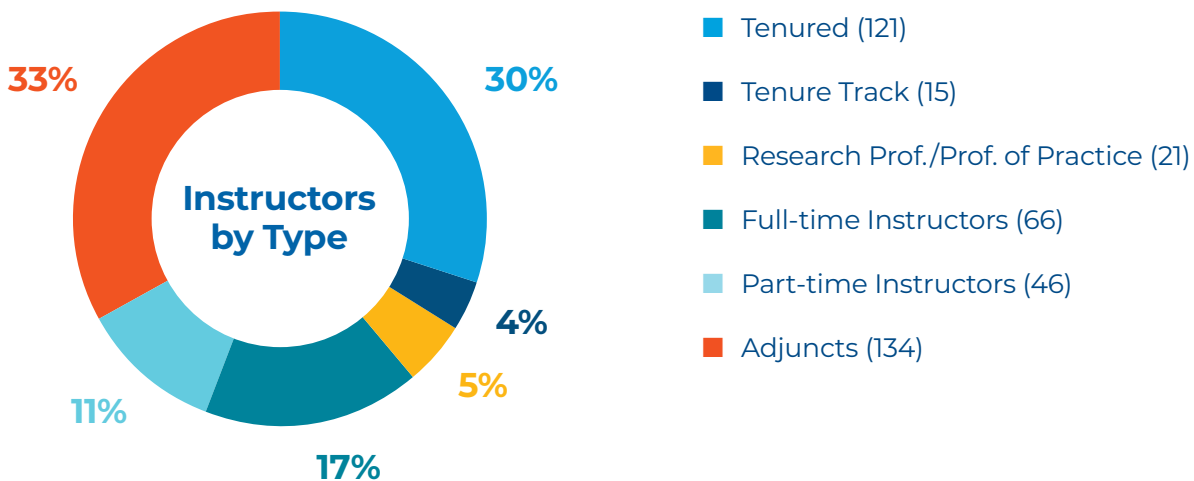


Figure 1e : Faculty Race/Ethnicity and Legal Sex by Department

Faculty Race/Ethnicity Distribution by Department*										
	A&H	BBS	C&T	CCP	EPSA	HBS	HUD	ITS	MST	ORL
Inter-national								12%		
Asian American	8%		22%	27%		13%	15%		14%	4%
Black / Af Am	8%		7%			7%			29%	22%
Hisp / Latinx	8%	8%	14%	13%	6%				7%	
2 or more		8%					15%			
White	76%	76%	57%	60%	94%	80%	70%	88%	50%	74%
Unknown		8%								
Total Dept. Faculty	25	12	14	15	16	15	13	8	14	23

Faculty Legal Sex Distribution by Department*										
	A&H	BBS	C&T	CCP	EPSA	HBS	HUD	ITS	MST	ORL
Female	60%	83%	71%	60%	50%	53%	46%	63%	64%	48%
Male	40%	17%	29%	40%	50%	47%	54%	37%	36%	52%
Total Dept. Faculty	25	12	14	15	16	15	13	8	14	23

*Percentages represent proportion of each department's faculty.

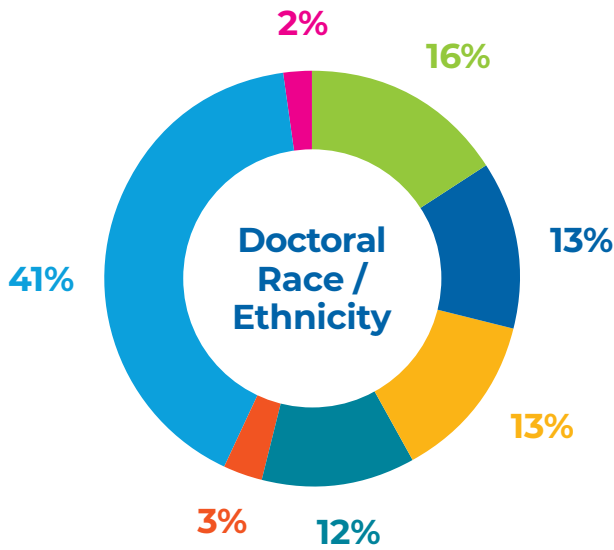
Student Demographics

DIVERSITY SNAPSHOT STUDENTS

Population: 4,270 | 18% Doctoral, 71% Master's, 1% Certificate

Doctoral: Median Age 35 | 72% Female, 28% Male | 16% International

Master's & Certificate: Median Age 25 | 80% Female, 20% Male | 27% International



Intl AsianAm Black Hisp/Latinx 2 or more White Unknown AmInd/AlaskaNat

Student Demographics

TC's 4,270 enrolled students are diverse across many dimensions — race/ethnicity, nationality, parental education, and age. As of Spring 2021, 36% of TC students were people of color, over a third were the first in their families to graduate from college and nearly a quarter (24%) of students were international (59% of whom came from Mainland China) (Figure 2b). In FY21, 702 students registered with OASID (see Appendix, Figure 2g).

Of students enrolled in Spring 2021, almost 28% were pursuing doctoral degrees and roughly 72% were pursuing master's degrees, with less than 1% pursuing certificates (Figure 2a). Our doctoral students are 72% percent female and 28% male; 16% are international students. Master's and certificate students are 80% female, 20% male; 27% are international students. While majorities of both degree levels are female, more doctoral students were male relative to master's students. Master's students were also more likely to be international citizens compared to doctoral students (27% versus 16%) (Diversity Snapshot: Students). Doctoral students were more likely to have been first-generation college students, even after restricting to U.S. citizens (see Appendix, Figure 2c).

Black students are more strongly represented among doctoral students than master's students; 15% of Ed.D. students and 12% of our Ph.D. students were Black or African American, which exceeds their representation among holders of bachelor's degrees in the U.S. (10.4%) (see Appendix, Figure 2d). Latino/a and Asian American students were similarly represented in both degree levels.

While the diversity of the student body is a reason to be pleased, there are areas for growth. At 9.2% and 11.6%, respectively, of total graduate enrollment (Figure 2b), Black/African American and Latino/a students are underrepresented compared to their representation among U.S. bachelor's degree holders (10.4% and 14.2%, respectively). And while there is a reasonably consistent distribution of students of color across departments, there are still low numbers of students of color in some departments (Figure 2f). For more information on student diversity, please see the Appendix.

Figure 2a : Enrolled Students by Degree Type

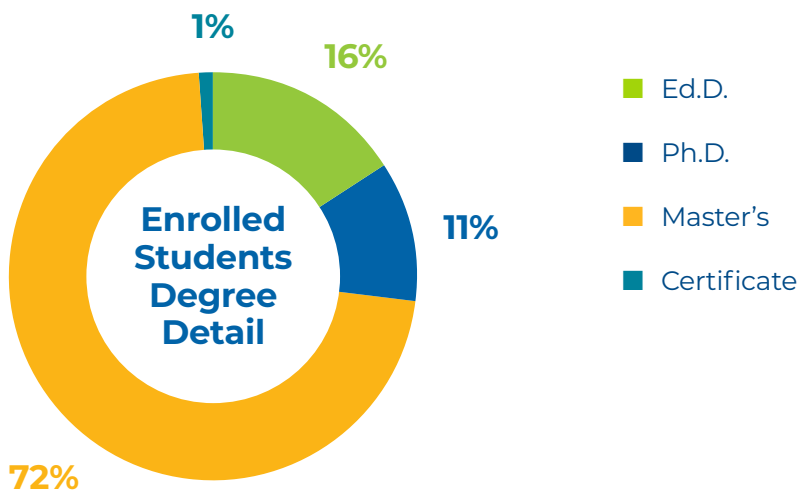


Figure 2b : Enrolled Students Demographics

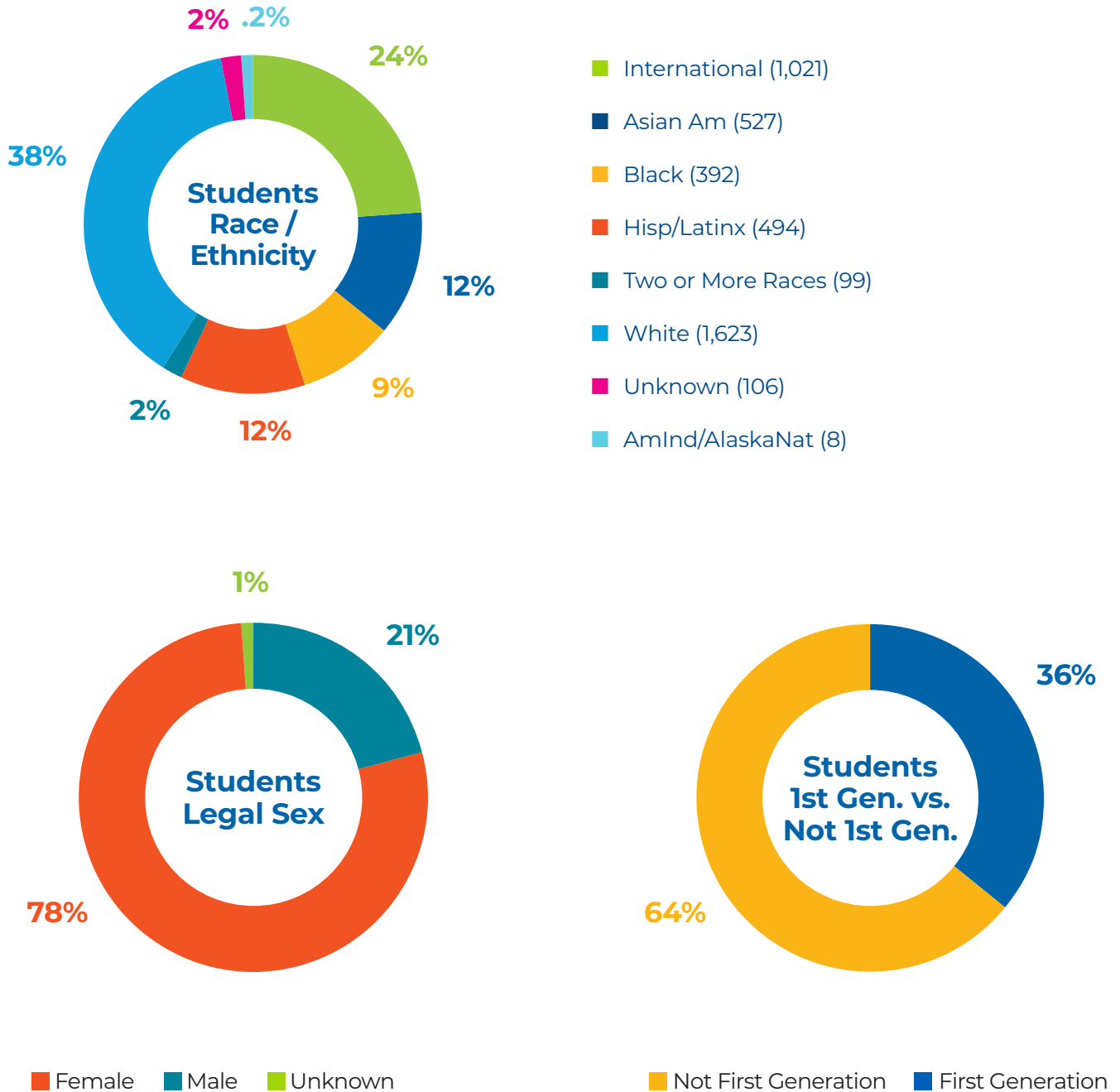


Figure 2f : Student Race/Ethnicity and First-Generation Status by Department (U.S. Citizens Only)

STUDENT RACE/ETHNICITY DISTRIBUTION BY DEPARTMENT*										
	A&H	BBS	C&T	CCP	EPSA	HBS	HUD	ITS	MST	ORL
Am Indian / Alaska Nat					1%	1%		1%		
Asian American	16%	13%	12%	15%	12%	14%	31%	21%	27%	15%
Black / Af Am	10%	9%	13%	9%	19%	10%	9%	16%	14%	18%
Hisp / Latinx	11%	17%	14%	16%	19%	17%	16%	17%	14%	17%
Nat Hawaiian / Pac Island				<1%						
2 or more	3%	3%	2%	3%	5%	3%	2%	3%	4%	3%
White	57%	53%	56%	52%	42%	53%	41%	40%	37%	45%
Unknown	3%	5%	3%	5%	2%	2%	1%	2%	4%	2%
Total Dept. Students	820	284	341	701	203	502	265	217	375	534

STUDENT FIRST-GEN STATUS DISTRIBUTION BY DEPARTMENT*										
	A&H	BBS	C&T	CCP	EPSA	HBS	HUD	ITS	MST	ORL
First Gen.	34%	34%	32%	37%	37%	42%	30%	38%	38%	40%
Not First Gen.	66%	66%	68%	63%	63%	58%	70%	62%	62%	60%
Total Dept. Students	820	284	341	701	203	502	265	217	375	534

*Percentages represent proportion of each department's student population.

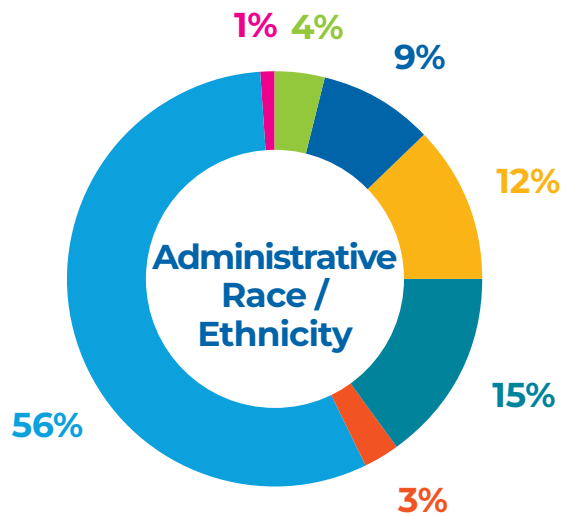
Non-Instructional Staff Demographics

DIVERSITY SNAPSHOT NON-INSTRUCTIONAL STAFF

Population: 826 | 78% Administrative, 22% Collective Bargaining

Administrative: Median Age 39 | 73% Female, 27% Male | 4% International

Collective Bargaining: Median Age 51 | 49% Female, 51% Male | 0% International



■ Intl
 ■ AsianAm
 ■ Black
 ■ Hisp/Latinx
 ■ 2 or more
 ■ White
 ■ Unknown
 ■ AmInd/AlaskaNat

Non-Instructional Staff Demographics

The non-instructional diversity snapshot provides an overview of demographics for our other major employee groups: administrative staff and employees represented by a collective bargaining agreement. Teachers College currently has three unions including Local 2110 UAW, Teamsters Local 707, and Local 32BJ.

As the data indicates, administrative staff diversity is an area of strength for the College: 44.6% of our administrative employees are people of color, with representation of Black and Latino/a staff members roughly reflecting student demographic distributions (see *Appendix, Figure 3b*). Among senior leaders (Cabinet-level), 44% are people of color and 66% are women; 24% of direct reports to Cabinet-level leaders are people of color. Collective bargaining staff are the one employee group among whom the majority are people of color — two-thirds of collective bargaining staff are Black or Latino/a (see *Appendix, Figure 3b*). Administrative staff tended to be younger than either faculty/other instructors or collective bargaining staff.

Despite these strengths, there are areas for growth. Women and people of color are disproportionately represented among the lowest earners of our staff (cafeteria and facilities workers); and the majority of managers among collective bargaining staff are White. Asian Americans are also underrepresented among staff in comparison with our student body. For more information on non-instructional staff diversity, please see the Appendix.

Increasing Diversity: Current Initiatives

Representation matters, and a primary conclusion from the above data review is that our faculty and instructional staff, while slightly more diverse than nationally representative samples of peer institutions, do not reflect our society or, in some cases, our student body. Furthermore, uneven distribution of faculty of color across departments and the fact that women predominate among instructional staff but experience a decline in representation among tenured and tenure-track positions are areas of concern.

Among collective bargaining staff, employees of color are underrepresented in management positions, and women and persons of color from historically underrepresented racial/ethnic groups are overrepresented in the lowest wage-earning positions on campus (e.g., facilities, public safety, dining services). Among administrative staff, Asian-identified employees are underrepresented in comparison with the student body. Finally, while our student body is diverse, Black and Latino/a students are still underrepresented in some departments and programs, and in comparison to their numbers among bachelor's degree holders in the U.S.

In order to retain and support a diverse student body, our faculty and staff must reflect the rich diversity of our students and the communities we serve. This is the basis for our focus on increasing faculty diversity — it buttresses our work in improving cultural competencies and personal engagements for our entire community, as well as our efforts to offer robust support and mentoring for our faculty, staff and students. We must strive to eliminate institutional barriers that impact the experience of historically underrepresented groups within the Teachers College community and implement programs that reflect our core values.

A top priority for the immediate future is to work to diversify our faculty. We have already introduced several policies and procedures to advance toward this goal, which include the following:

1. We have launched a new Inclusive Faculty Search (IFS) initiative, a collaborative effort between the Provost's Office and Human Resources to diversify faculty candidate pools. The IFS initiative consists of workshops with each Faculty Search Committee to assist with writing an inclusive job description, recognizing and preventing unconscious biases during the search process, and developing a recruitment plan for an equitable and broad search.
2. We have developed a Target of Opportunity Recruitment (TOR) process that will allow departments, especially those with significant diversity needs, to engage faculty candidates outside the typical recruitment process. As with other faculty search processes, the TOR process will involve a search committee, a formal interview process, and a department faculty vote as part of the hiring process.
3. For all employee groups, both faculty and staff, we are implementing best practices to help promote fair and equitable hiring and minimize barriers to inclusive hiring by institutionalizing DEI best practices in all searches using search committee and hiring manager training (e.g., diverse hiring committees, search committee training, objective hiring criteria, blind resume screening). We are assisting hiring managers in identifying recruitment resources and strategies to attract women, minorities, persons with disabilities, special disabled veterans, and other eligible veterans identified in the TC affirmative action plan. We have also established a pregnant and parenting policy to ensure individuals are treated equitably and fairly.

Continuing to attract a diverse group of students from the U.S. and countries throughout the world is also a priority, particularly for College departments and programs where students of color are underrepresented. To this end, the Division of Enrollment is taking the following steps:

1. The Division of Enrollment is working with faculty and academic programs to improve recruitment, admission and enrollment of underrepresented students.
2. The Division of Enrollment has recently hired an admissions assistant director with diversity responsibilities who will coordinate with ODCA in these efforts.
3. The new admissions assistant director is focused on working with a broader set of Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs) to spread the word about TC and enlarge the pool and acceptances.

Increasing Diversity: Future Plans

We will continue to pursue and strengthen these activities that are already underway with the addition of the following initiatives and resources:

1. Increase hiring of underrepresented faculty by reviewing the creation of search committees and decisions to ensure equitable hiring decisions; dedicating funds for Target of Opportunity Recruitment hiring; and reviewing the current PTR process to determine its effects on the influence of hiring more faculty of color and others whose work involves research in equity areas in their fields.
2. Increase diversity among students, particularly in departments where they are underrepresented, by dedicating funds for recruitment and retention of students from historically underrepresented backgrounds; reviewing the admissions process to ensure equitable admissions decisions; and expanding financial support and collaborative work of the Diversity Doctoral Initiative (formerly Black and Latino Male Doctoral Education Initiative).
3. Develop an apprenticeship program for Facilities staff members to support career growth and progression, and implement a series of trainings and other opportunities that support advancement to management for collective bargaining staff, with particular encouragement for women and people of color.
4. Continue to work with the Board of Trustees' Committee on Trustees to improve the diversification of the Board. Self-reported and incomplete data currently indicate that of 35 board members, representation is as follows: 11% Black, 3% Latino/a/Hispanic, 6% Asian descent, and 80% White.

II. INCLUSION: IMPROVING CULTURAL COMPETENCIES AND PERSONAL ENGAGEMENTS

The College's goal is to improve cultural competencies and personal engagements in individuals in academic departments and the administration so they are consistently reflected in our teaching, in our curriculum and syllabi, and in the way in which we engage and treat each other in all of our work. We expect all of our faculty and staff to have the skills and knowledge to work effectively with our diverse student body and must continue to nurture and improve our caring and decent community.

To understand where we stand in relation to our goal to improve cultural competencies and engagements, one source of data is the TC Graduate Exit Survey (GES) for AY21 and another is the Enrolled Student Survey (ESS) for AY21. In both surveys, students reported high levels of satisfaction with TC (79% and 76% overall) and with the quality of faculty and courses in their programs of study (GES 84% and 89%; ESS 87% and 82%). Racial and ethnic differences in self-reported experiences were relatively rare.

Despite these overall positive ratings, there were areas in which underrepresented groups felt less positive about the social climate in their programs. International, Black, Latino/a, and LGBTQ+ students reported significantly fewer opportunities to interact in meaningful ways with students from different backgrounds. Black, Latino/a, and White students were less likely than other groups to feel that students are respected by faculty, and Black and Latino/a students were less likely to feel their program has a positive social climate (*Figure 4a*).

For faculty and staff, we do not currently have an analogous source of data regarding their experiences of cultural competency and personal engagement. For this reason, we will be launching a faculty and staff engagement survey this year which will include questions about DEI. The results of this survey will serve as a baseline to gauge progress.

To gain additional insight into experiences of diversity and inclusion in our classrooms, we will also be incorporating questions on course evaluations related to members' level of cultural competence and the inclusion of diverse perspectives. These data will also serve as an accountability measure against which we can gauge the impact of new and existing initiatives.

Figure 4a : Student Survey Responses to TC Climate Questions

Grad Exit Survey AY21: Response Rate = 42% (790 out of 1,864)

Enrolled Student Survey AY21: Response Rate = 36% (1,529 out of 4,272)

Question	Demographic	Graduate Exit Survey AY21 % Agreed	Enrolled Student Survey AY21 % Agreed
Students are treated with respect by faculty	All Students	90	91
	Asian American	95	85
	Black / AfAm	87	94
	Hisp / Latinx	88	87
	White	86	91
	International	94	95
	LGBTQ+	93	
First Generation	93		

Question	Demographic	Graduate Exit Survey AY21 % Agreed	Enrolled Student Survey AY21 % Agreed
The social climate in my program is positive	All Students	83	81
	Asian American	89	80
	Black / AfAm	75	85
	Hisp / Latinx	76	75
	White	81	81
	International	90	86
	LGBTQ+	83	
First Generation	83		

Question	Demographic	Graduate Exit Survey AY21 % Agreed	Enrolled Student Survey AY21 % Agreed
I have had opportunities at TC to interact in a meaningful way with students of different backgrounds or identities than mine	All Students	86	79
	Asian American	90	75
	Black / AfAm	84	82
	Hisp / Latinx	83	79
	White	88	83
	International	83	83
	LGBTQ+	83	
First Generation	86		

Improving Cultural Competencies and Personal Engagements: Current Initiatives

Teachers College has long had a focus on providing opportunities to enhance cultural competencies among faculty and staff. Current initiatives include the following:

1. Since 2007, ODCA has hosted a required New Employee-Faculty Orientation for all new full-time faculty and staff in the fall and spring semesters, to align our values and expectations for conduct. The interactive sessions are Cultural and Racial Microaggressions, Promoting Mutual Respect and Preventing Workplace Harassment, and Federal Privacy Compliance to ensure workplace confidentiality and respect. Importantly, the orientation is the only educational session where faculty, staff and collective bargaining staff are learning and engaging together.
2. ODCA staff provides ongoing educational coaching for staff, faculty and programs and administrative offices related to issues that come up and are brought to the attention of the office.
3. In 2015, Students for Quality Education advocated for improving teaching skills to facilitate classroom discussions regarding race, racism, gender, religion, disabilities and class; broadening the curriculum and syllabi with diverse authors; and making sure the experiences of students of color and others including varying genders and abilities are represented. Since then, there has been an intensified focus on developing an inclusive climate at Teachers College where all faculty can thrive, and department chairs have figured prominently in that strategy. To that end, we have used annual retreats and monthly meetings for training in anti-racist leadership and building an inclusive department climate.
4. We also have initiatives addressing the community's experiences of microaggressions, bias, harassment and discrimination through education, appropriate responses, resolutions to get conduct to stop, as well as training and formal investigations as needed.
5. TC has also focused on ensuring that our community is culturally and educationally inclusive of individuals with disabilities. The Office of Access and Services for Individuals with Disabilities (OASID) works with all academic departments, faculty members, and administrative offices to ensure that individuals with disabilities can participate fully and equitably in the Teachers College community. OASID provides reasonable accommodations for students, staff, faculty, and visitors with disabilities to access academic courses, events/activities, programming, and all forms of employment. In addition to providing direct accommodations, OASID works to remove physical, attitudinal, and digital barriers that individuals with disabilities in the TC community may experience.

Throughout the pandemic, the number of individuals requesting disability-related accommodations through OASID increased, likely due to exacerbations of symptoms caused by COVID-19-related stressors and the emergence of new disabilities as a result. In 2020–21, there was a 38% increase in the total number of students (702) registered from 2019–20 (508), with a 25% increase in students registered with multiple disabilities (201 in 20–21 and 161 in 19–20) (*see Appendix, Figure 2g*). There was an 81% increase in the total number of employees registered from 2019–20 (32) to 2020–21 (58) (*see Appendix, Figure 3c*). There were 59 software/products officially reviewed for accessibility to enhance competency.

Improving Cultural Competencies and Personal Engagements: Future Plans

We will continue to pursue and strengthen the activities that are already underway with the addition of the following initiatives and resources:

- ▶ The Provost's Office will partner with other entities (e.g., FEC/RCD, IR) to assess curricular offerings per DEI topics.
- ▶ ODCA office will initiate DEI training for faculty needing to improve their competence in general topics such as microaggressions as well as in DEI topics per their discipline, program, and department as reflected in their program curricula/ individual courses, additional relevant DEI events, competence for managing classroom DEI dialogues, and stated experiences of students.
- ▶ The College will introduce programming, professional development, and leadership training to develop/update staff and faculty DEI competence as needed, including:
 - Senior Leadership and frontline manager training in combating unconscious bias, addressing microaggressions and practicing allyship.
 - Coaching and development for managing and motivating diverse teams.
 - Cultural and racial microaggressions education for part-time employees.
 - Education/training for the community on digital accessibility best practices to assist in creating an inclusive and accessible online environment.
 - Education/training for those who work with and provide accommodations to individuals with disabilities to assist in cultivating a supporting and inclusive environment.
- ▶ The College will develop additional educational, effective and ongoing DEI educational engagements that are not tied to compliance or misconduct and focused on providing international and domestic students opportunities to meaningfully interact and engage with each other.
- ▶ We will introduce data-collecting mechanisms to better evaluate experiences of cultural competency and engagement, including a staff climate survey with a DEI component to gauge staff perspectives and experiences of the TC work climate, and questions on course evaluations to access members' level of cultural competency and inclusion of diverse perspectives.

III. EQUITY: IMPROVING SUPPORT AND MENTORING FOR FACULTY, STUDENTS AND STAFF

The College's goal is to provide the support and mentoring resources for faculty, students, and staff so they have equitable opportunities to thrive in a diverse, anti-racist academic and work environment. Existing demographic data are the lens and tools we are using to establish measurable goals and offer transparency to the community.

A priority for the College is to create an environment for women and people of color who are hired into tenured or tenure-track positions to be successfully promoted to full professor. Among faculty and other instructors, an area of concern is the lack of transparency and inconsistency across departments around career progression and promotion, particularly among those of color.

Among our student body, graduating Black and Latino/a students were twice as likely as other groups to report that finances and work obligations were obstacles to academic progress. First-generation and LGBTQ+ students also reported these as significant obstacles (*see Appendix, Figure 4b*).

In addition, Black students were more likely to report that family, course scheduling, and program structure or requirements were also significant obstacles. (*see Appendix, Figure 4b*). Finally, graduating Black, Latino/a, and LGBTQ+ students were less likely to be satisfied with the career preparation they received from their programs, and graduating Black and LGBTQ+ students were the least likely to be satisfied with the academic advising they received (*Figure 4c*). These are the high-priority areas for redress and are the basis for the initiatives we describe below.

Key initiatives to advance equity at the College include centralizing and systematizing data collection and analysis to better identify gaps and disparities and to increasing transparency and guidance around policies and processes that may present barriers to opportunity and advancement.

Figure 4c : Responses on TC Supports from Enrolled & Exiting Students

Grad Exit Survey AY21: Response Rate = 42% (790 out of 1,864)
Enrolled Student Survey AY21: Response Rate = 36% (1,529 out of 4,272)

Question	Demographic	Graduate Exit Survey AY21 % Agreed	Enrolled Student Survey AY21 % Agreed
The quality of academic advising is/was good or excellent	All Students	65	63
	Asian American	64	63
	Black / AfAm	54	62
	Hisp / Latinx	59	61
	White	58	61
	International	79	73
	LGBTQ+	57	
	First Generation	68	

Question	Demographic	Graduate Exit Survey AY21 % Agreed	Enrolled Student Survey AY21 % Agreed
Career preparation from your academic program is/was good or excellent	All Students	56	
	Asian American	63	
	Black / AfAm	52	
	Hisp / Latinx	52	
	White	57	
	International	56	
	LGBTQ+	51	
	First Generation	55	

Improving Support and Mentoring for Faculty, Staff and Students: Current Initiatives

The College is committed to high-quality support of all faculty, especially faculty from marginalized social groups, and is currently implementing the following strategies:

1. A key strategy has been the naming of a new Vice Dean for Faculty Affairs, Dr. Marie Miville, a faculty member and former Department Chair from our Counseling Psychology program. Dr. Miville has deep expertise in issues of race, ethnicity, gender and academic and administrative leadership.
2. New DEI initiatives were advanced to enhance faculty development to ensure sufficient preparation for tenure and promotion processes, key processes critical to the retention of diverse faculty. In particular, mentoring committees, in place of traditional dyadic approaches, were created as another means of ensuring the retention of faculty during their pre-tenure stages. We continued to refine our new faculty mentoring team approach so that all pre-tenured faculty now have a committee of four senior faculty mentors engaged in providing feedback to each candidate. The feedback focuses on various aspects of tenure, including research interests, methods, program/department perspectives, as well as reflections per the College-wide tenure Standing Committee.
3. ODCA continues to support students, faculty and staff with the Vice President's Diversity and Community Initiatives Grant. It actively promotes community, civility, social justice and the development of relationships and connections with all members of the College community. The DCI Grant provides financial support (up to \$1,000 per grant) for projects, programs and events that benefit the entire TC community with the goal of supporting new and innovative ideas. The Grant funds interactive, inter-group communication, collaborative and educational activities with an emphasis on community and/or diversity.
4. While the Student Pathways initiative is not an explicitly DEI-driven initiative, it is designed to create an improved, more engaged experience for all students and ensure they have the resources they need to navigate obstacles and achieve their personal, academic and professional goals. As part of the initiative, all offices will embrace a student-centered model that includes Pathways of Connection, Support & Engagement. Pathways of Connection provides activity and financial support for our student organizations, opportunities for Niche Communities and Identities, and a greater role for student leaders as resources and stakeholders. Pathways of Success redesigns the New Student Experience to sustain the positivity and passion that new students bring to TC, provides additional academic support services, partners with academic departments and key stakeholders, highlights and identifies milestone moments for students, and celebrates individual successes.
5. Graduate Student Life & Development (GSLD) has hired a Coordinator to support our students who are parents to further develop support, guidance, and activities for these students.
6. ODCA supports student research with the Vice President's Student Research in Diversity Grant (\$3,000 per recipient) as well as smaller independent grants for those who wish to create activities that educate about diversity, community, social justice or anti-racism and anti-Semitism; holds HBCU gatherings to support TC students who are HBCU alumni; supports diverse first-generation students, faculty and staff with our annual Diversity and First-Gen Graduation Celebration; and encourages and enhances knowledge about doctoral education through its Diversity in Doctoral Education Initiative (formerly the Black and Latino Male Doctoral Education Initiative).

7. ODCA provides support, guidance and resolutions for community members experiencing microaggressions, harassment, bias and discrimination academically and in the workplace.

8. TC also supports students, faculty and staff through the long-established College Ombuds Office (see *Appendix, Figure 6*). The College Ombuds is a key confidential resource and support available to students, faculty, and staff for resolving problems and conflicts. Members of the College community can use the services of the Office when they need assistance or advice or after other efforts have not succeeded. The Office provides information and explains options for resolving a wide range of problems and rectifying many situations affecting the academic or work life of members of the College community. The Ombuds respond to all concerns and continually work for a satisfactory outcome for all parties involved in a situation. The work of the Office is confidential, impartial, independent, and informal.

Improving Support and Mentoring for Faculty, Staff and Students: Future Plans

In addition to the above existing initiatives, TC plans to develop and implement the following initiatives:

- ▶ Support for faculty of color who are doing informal and formal mentoring of students within and beyond their programs; offer development on advising and mentoring for faculty.
- ▶ Develop consistent academic program guides with appeals processes for all academic programs.
- ▶ Improve access to information on employment opportunities and professional development.
- ▶ Review College policies and procedures to ensure equity in implementation.
- ▶ Create a structured process for identifying, cultivating, and supporting academic leaders among faculty.
- ▶ Enhance, create and promote opportunities for staff professional development and career mobility and improve transparency about career opportunities within TC by regularly alerting the community about open positions.
- ▶ Develop an apprenticeship program for facilities employees and implement a series of trainings and other opportunities that support progression to management for collective bargaining staff, with particular encouragement for women and people of color.
- ▶ Create equitable and transparent pay and promotion practices grounded in benchmarking analysis with annual reviews; develop guidance for promotion to full faculty and annually evaluate pay data.

Evaluating Data Progress: Future Plans

Critical to all of our efforts in our strategic priority to institutionalize diversity, equity and inclusion is to systematize and centralize data collection, maintenance and analysis within the Office of Institutional Research so that we are able to assess our progress toward our DEI goals, hold ourselves accountable and identify root causes when we fall short. With clear documentation and robust data sets which accurately represent TC's diverse student, faculty and staff populations and experiences, we will track trends and seek to identify and remove structural barriers that harm our community and prevent equitable outcomes. Serious challenges remain given the multitude of data-storage systems that do not work together and the need to develop processes to identify and collect new data. For example, we have no data on how many of our students are parents. We must first address the system challenges in order to acquire reliable data.

Our goal currently underway is to compile and centrally store time-series data spanning the student, faculty and staff pipelines, including both leading indicators (such as mentorship, advisement and climate) and lagging indicators (such as time-to-degree, graduation rates, turnover, promotion and tenure). These data will be communicated to and accessible by departments and, eventually, programs for transparency to build a shared understanding around our institutional commitment to DEI.

Alumni Support and Engagement: Future Plans

TC has over 90,000 living alumni worldwide, working at the front line around the globe to advance TC's vision of creating a smarter, healthier, more equitable world. Integral to our DEI priorities is ensuring our alumni have ample opportunities for support, engagement, networking and impact.

As referenced above, last fall's Academic Festival 2021, which featured a number of TC alumni, is an example of initiatives that strengthen our collaboration with them to engage the broader community in our DEI priority. The College also plans several DEI initiatives to strengthen alumni relations and support, including:

- ▶ Alumni Relations, in partnership with the Vice President's Office for Diversity and Community Affairs, the Office of Graduate Student Life & Development, TC NEXT — our newly rebranded career services office — as well as Staff Advocacy & Support Council (SASC), will collaborate with alumni leaders and group the four identity-based affinity networks to deliver a series of new programs.
- ▶ Expand identity-based, optional, self-reported data. Develop a survey to assess how Teachers College, Alumni Relations and the Alumni Association can better support all alumni, especially women, alumni of color, LGBTQ+ and people with disabilities.
- ▶ Increase active engagement of diverse alumni volunteers.
- ▶ Evaluate and assess available alumni data, the collection methods used and the purpose for which we seek to increase the amount of self-reported data on file. Incorporate enhanced data settings to the database, for example, adding preferred pronouns, sexual orientation and expanding gender identities to align with College-wide database configurations.

CONCLUSION

Our goal in this report has been to highlight the internal work that we have done and will continue to do to ensure that all of us across the College live, breathe, and make real in our daily work the values of diversity, equity, inclusion and anti-bias. While we have been focused on such efforts for decades, the events of the summer of 2020 made clear that there is much still to do to advance racial justice, gender equity and fight anti-Semitism and anti-Asian hate in our communities, our country and our personal lives.

The TC community, with all of our encompassing identities, has acted energetically on our DEI imperative and, in the past year and a half, has led an extraordinary number of initiatives to engage, educate, and inspire communities across the city, country and internationally.

Our internal culture must reflect this commitment. Ensuring that it does will involve consistent extra effort and ownership by every member of our community. We look forward to partnering, collaborating and interweaving our work to truly institutionalize DEI across the College, thus allowing us to serve as a beacon and a model for the values of diversity, equity, inclusion and anti-bias that inform our lives, our work and our impact.

In closing, we must acknowledge and thank the Teachers College Board of Trustees, led by William D. Rueckert, Chair, and Leslie Morse Nelson, Vice-Chair, for steadfastly supporting the College and specifically the deep work of our faculty, students, staff and Office of the Vice President for Diversity and Community Affairs through the years.

ACKNOWLEDGEMENTS

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Jerée Matherson, Doctoral Student, Higher and Postsecondary Education

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Janice S. Robinson, Vice President for Diversity and Community Affairs

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Lisa Seales, Vice President for Administration

Brandon L. Velez, Associate Professor of Counseling Psychology

FACULTY EXECUTIVE COMMITTEE: SUBCOMMITTEE ON RACE, CULTURE AND DIVERSITY

Peter T. Coleman, Professor of Psychology and Education

Sonya Douglass Horsford, Professor of Education Leadership

Brandon L. Velez, Chair, Associate Professor of Counseling Psychology

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VP OFFICE FOR DIVERSITY AND COMMUNITY AFFAIRS

Juan Carlos Reyes, Director for Diversity, Community Affairs, and Equity; Deputy 504 Compliance Officer

Melissa Rooker, Associate Vice President for Diversity, Community Affairs, and Equity; 504 Compliance Officer

APPENDIX

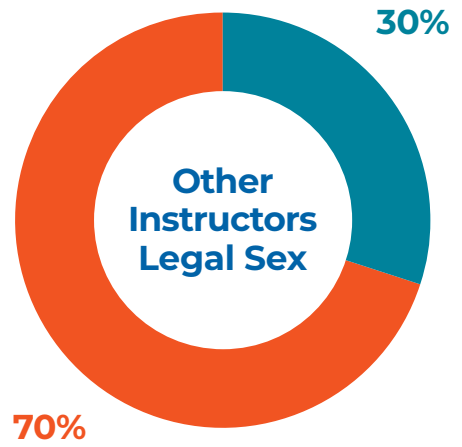
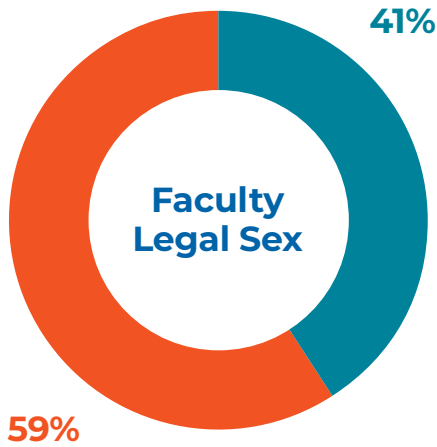
Additional Information about Faculty and Other Instructors Demographics

As of April 15, 2021, 403 instructors held active jobs in the College, of whom 39% were classified as “faculty” and 61% “instructional staff.” Among faculty older than 64, 56% were male and 90% were White, whereas among those 48 or younger, 39% were male and 63% were White (*Figure 1c*). Additionally, most of the racial/ethnic diversity represented in the faculty is found among women—87% of males were White compared to 63% of females—and the differential was actually larger among younger faculty (*Figure 1c*).

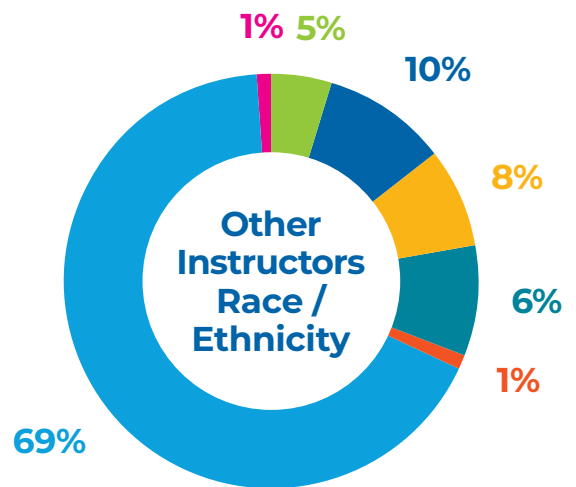
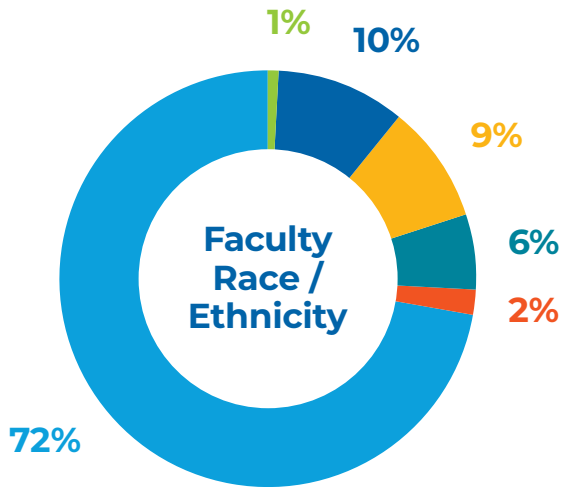
Similarly, among faculty on the tenure track, those with tenure were more likely to be White and male. Black and Latino/a faculty were poorly represented in both groups, but Asian American and multiracial faculty were better represented among the untenured group than those faculty with tenure (*Figure 1d*).

APPENDIX

Figure 1b : Faculty & Other Instructors by Legal Sex and Race/Ethnicity



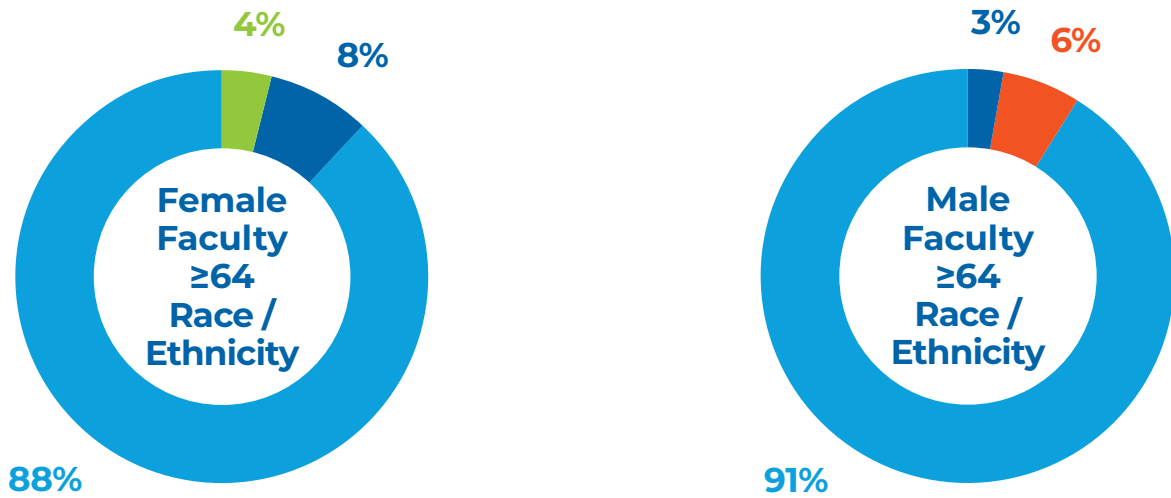
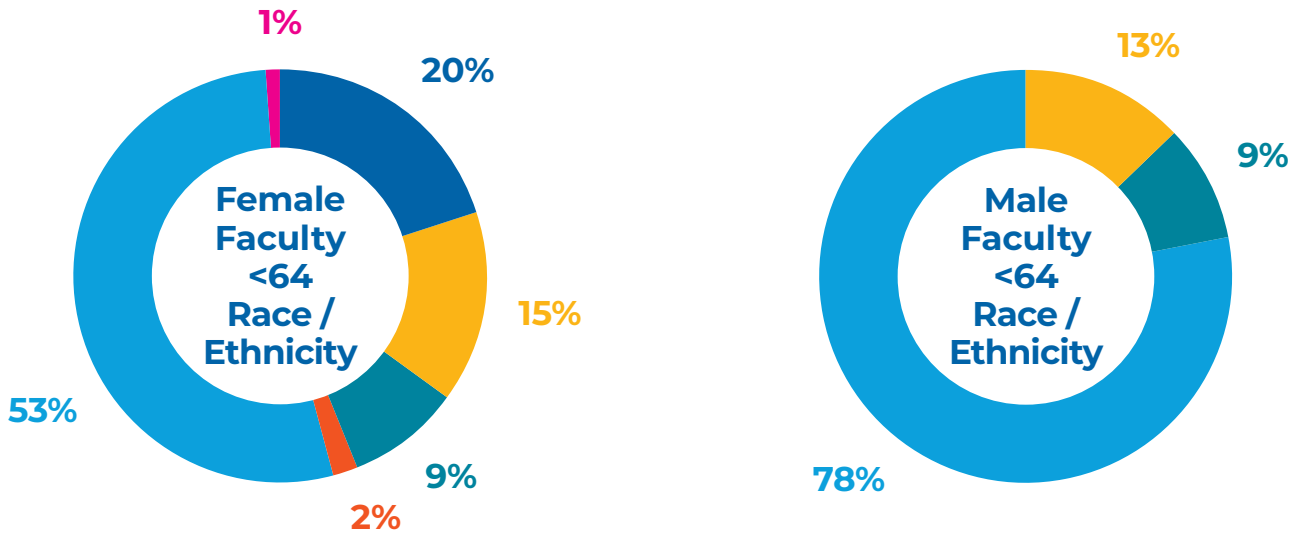
Female Male



Intl AsianAm Black Hisp/Latinx 2 or more White Unknown

APPENDIX

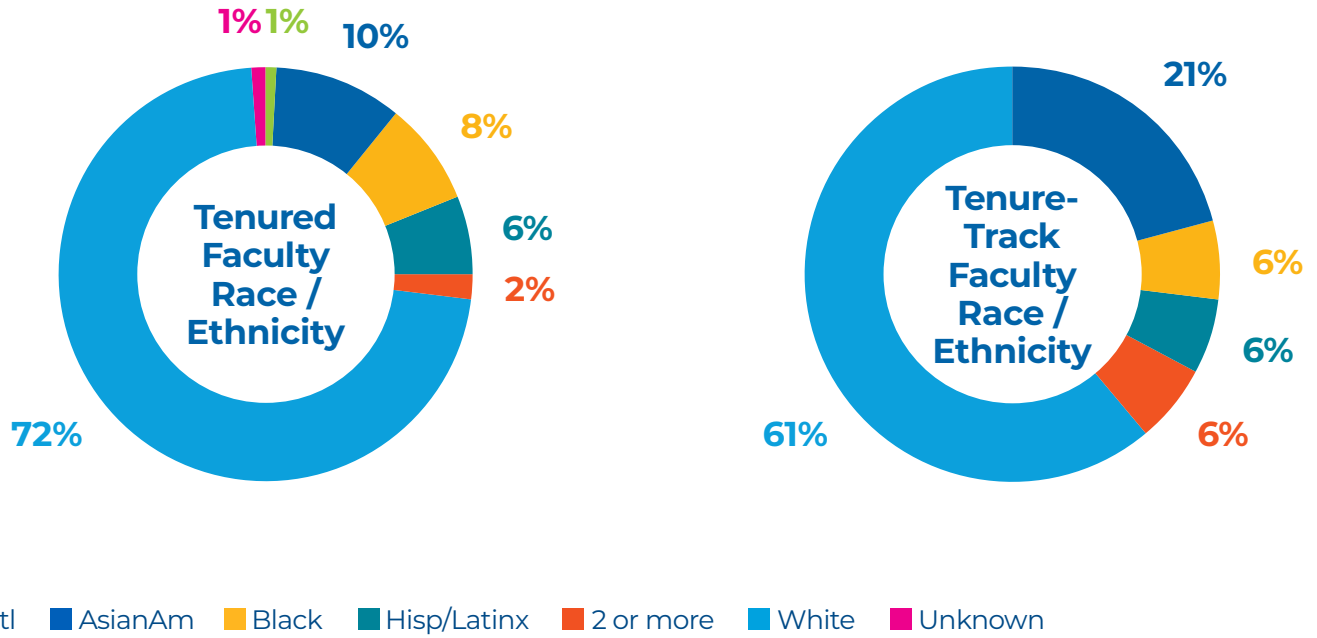
Figure 1c : Faculty Race/Ethnicity by Legal Sex and Age



Intl AsianAm Black Hisp/Latinx 2 or more White Unknown

APPENDIX

Figure 1d : Tenure & Tenure-Track Faculty Demographics



APPENDIX

Additional Information about Student Demographics

In Spring 2021, TC enrolled 4,270 degree-seeking students. Around 71.8% were pursuing a master’s degree and 27.6% a doctoral degree. Taken as a whole, students are more racially/ethnically diverse than faculty/other instructors and more likely to be female compared to faculty. Among TC students, 36% of students were people of color, over a third were the first in their families to graduate from college, and nearly a quarter of students were international (24%).

While majorities of both degree levels were female, more doctoral students were male relative to master’s students (Figure 2d). Master’s students were also more likely to be international citizens compared to doctoral students (27% versus 16%).

Black students were more strongly represented among doctoral than master’s students, whereas Hispanic/Latino/a and Asian American students were similarly represented in both degree levels. Doctoral students were more likely to have been first-generation college students.

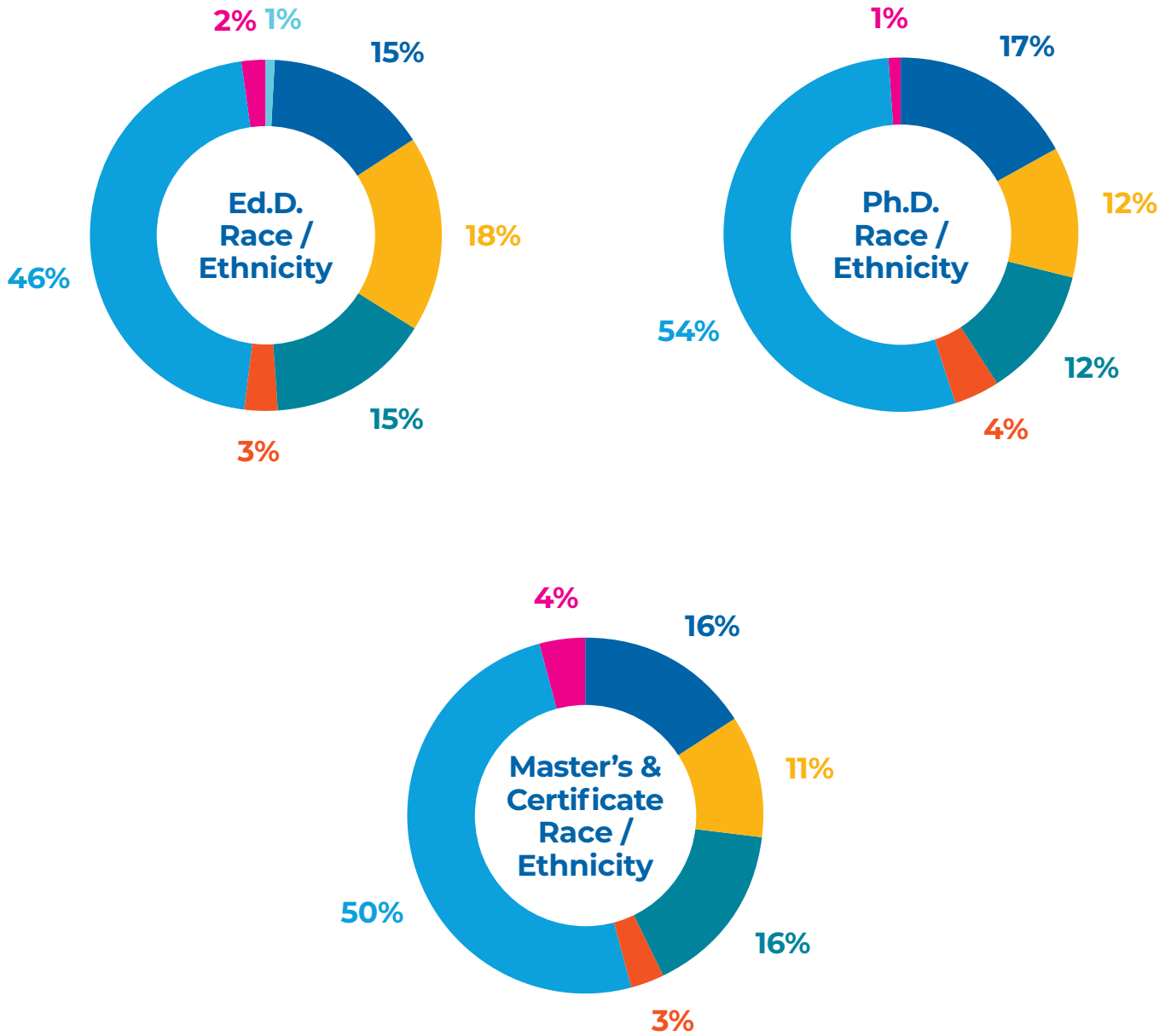
Among U.S. citizens at the master’s level, Black female students were underrepresented—only 9% of female master’s students were Black, compared to 16% of male master’s students (Figure 2e). (Among U.S. citizens at the doctoral level, race/ethnicity distributions were similar by sex).

Figure 2c : **First-Generation Status by Degree Type**

FIRST-GEN STATUS BY DEGREE TYPE		
	First Gen	Not First Gen
U.S. STUDENTS Master's	34%	66%
U.S. STUDENTS Doctoral	42%	58%
INTERNATIONAL STUDENTS Master's	31%	69%
INTERNATIONAL STUDENTS Doctoral	40%	60%

APPENDIX

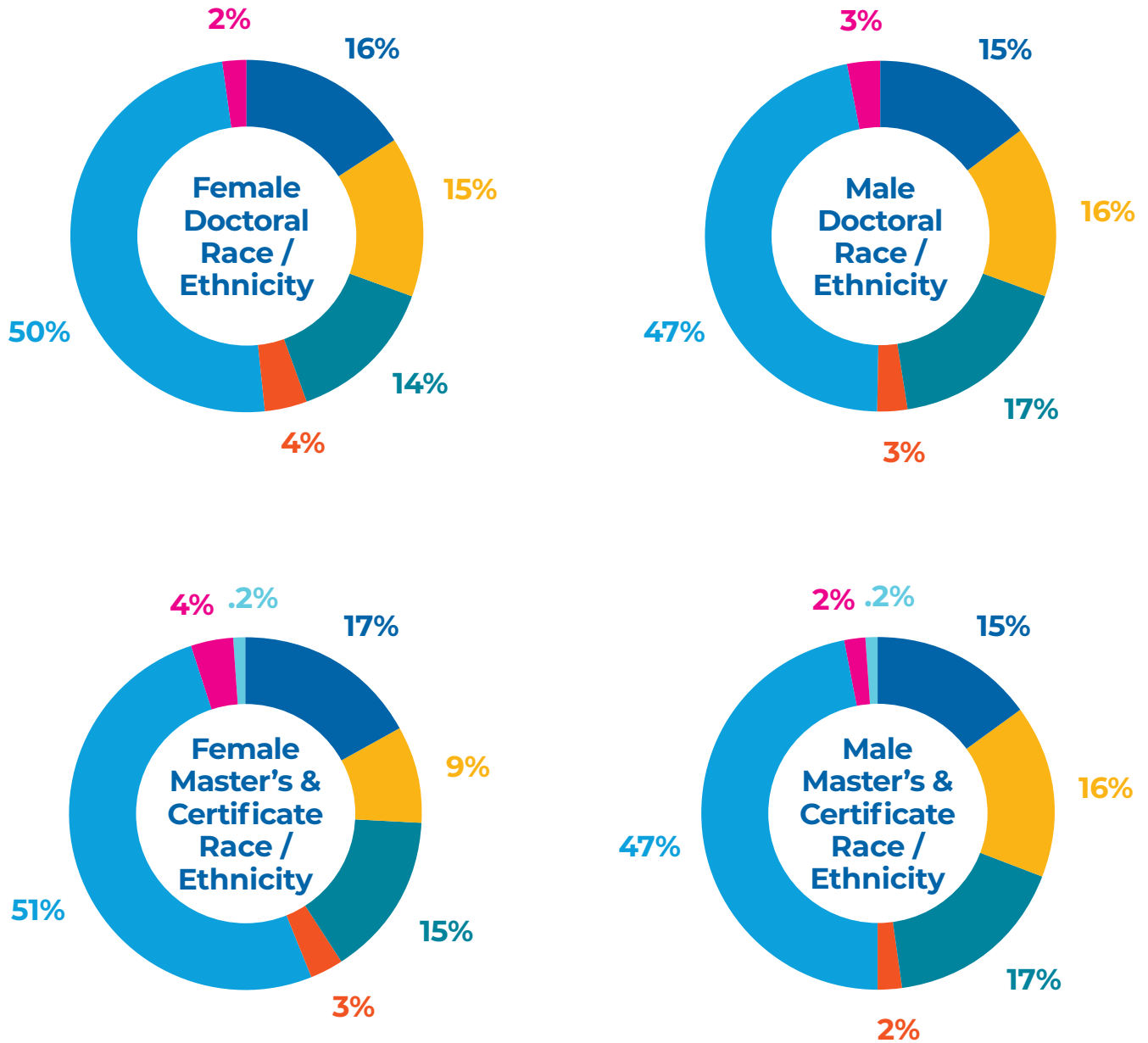
Figure 2d : Student Race/Ethnicity by Degree Type (U.S. Citizens Only)



■ AsianAm
 ■ Black
 ■ Hisp/Latinx
 ■ 2 or more
 ■ White
 ■ Unknown
 ■ AmInd/AlaskaNat

APPENDIX

Figure 2e : Student Race/Ethnicity by Legal Sex and Degree Level (U.S. Citizens Only)



■ AsianAm
 ■ Black
 ■ Hisp/Latinx
 ■ 2 or more
 ■ White
 ■ Unknown
 ■ AmInd/AlaskaNat

APPENDIX

Figure 2g : **Enrolled Students Registered with OASID**

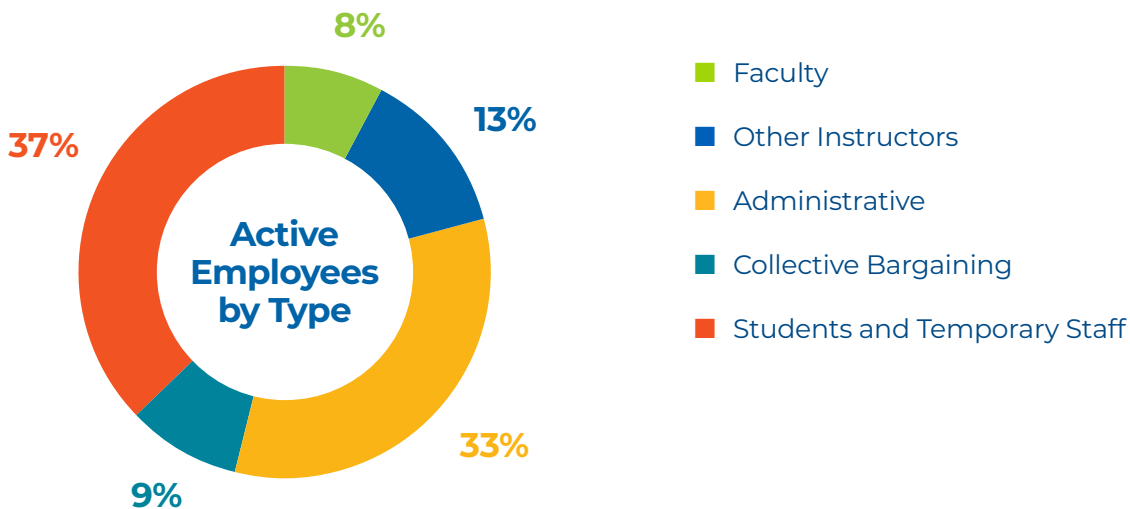
OASID AND RELATED ACCOMODATIONS (number counts)		
	FY20	FY21
Total number of STUDENTS registered with OASID	508	702
Total number of STUDENTS registered with OASID that have multiple disabilities	161	201
Total number of STUDENTS registered with OASID that have print disabilities	92	138

Additional Information About Non-Instructional Staff Demographics

The following demographic data reflects where our non-instructional staff representation currently stands and underscores the importance of cultivating an inclusive workplace culture and climate.

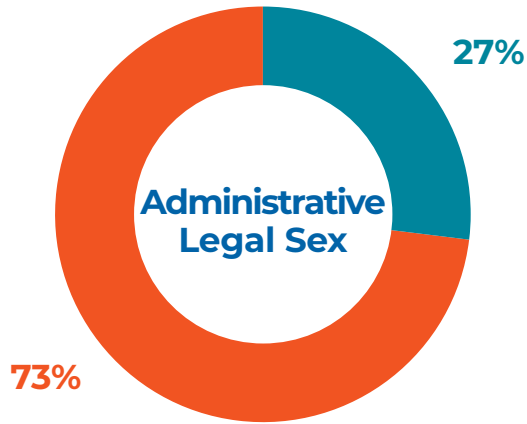
Non-instructional staff includes Administrative Staff and Collective Bargaining Unit Staff. TC currently has three unions including Local 2110 UAW, Teamsters Local 707, and Local 32BJ.

Figure 3a : **Staff by Employment Categorization**

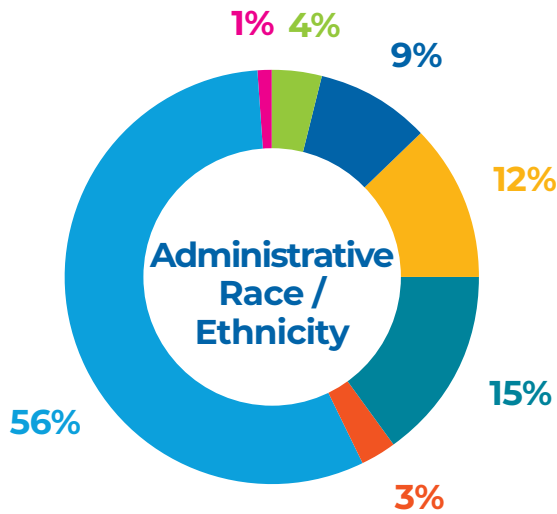


APPENDIX

Figure 3b : Non-Instructional Staff Demographics



Female Male



Intl AsianAm Black Hisp/Latinx 2 or more White Unknown

APPENDIX

Figure 3c : Employees With Work-Related Accomodations

OASID AND RELATED ACCOMODATIONS (number counts)		
	FY20	FY21
Total number of EMPLOYEES with work-related accomodations	32	58

Other Supplementary Information

Figure 4b : Student Survey Responses on Obstacle to Completion*

Grad Exit Survey AY21: Response Rate = 42% (790 out of 1,864)

Demographic	Immigration	Work/ Financial	Family	Course Scheduling	Program Structure
All Students	10%	33%	13%	10%	8%
Asian American	0%	27%	14%	8%	4%
Black / AfAm	7%	55%	24%	21%	14%
Hisp / Latinx	2%	56%	17%	13%	8%
White	1%	29%	11%	10%	8%
International	25%	24%	8%	4%	8%
LGBTQ+	12%	43%	12%	11%	9%
First Generation	8%	39%	16%	10%	8%

*Percentages indicate students who said these issues posed obstacles to completion.

Figure 5 : Alumni Affairs Diversity of Speakers

Fiscal Year	# of Virtual Webinars	# of Speakers	Women Speakers	BIPOC Speakers	Speakers who self-identify as LGBTQIA+
FY19	9	9	6	2	unknown
FY20	25	26	20	10	2
FY21	23	35	27	17	3

APPENDIX

Figure 6 : **Past TC College Ombuds**

Dr. Stephen Peverly	Spring 2021–Present
Dr. Katie Embree	Fall 2020
Dr. Stephen Peverly	Spring 2019–Summer 2019
Dr. Marie Miville	Fall 2019–Summer 2020
Dr. Stephen Peverly	Fall 2017–2019
Dr. Riddhi Sandil	Fall 2016–2019 Ombuds for Gender-Based Misconduct Matters
Dr. Erwin Flaxman	Fall 2002–2017
Janice S. Robinson, Esq.	Interim, 2001–2002
Dean Leonard Blackman	1999–2000 Past College Dean and Emeritus Professor