

# Diversity, Equity, and Inclusion Annual Report

# DEI



Every effort has been made to ensure the data and information in this report was correct at the time of publication, December 2022. To report an error, please contact [dei@gsb.columbia.edu](mailto:dei@gsb.columbia.edu).

# Table of Contents

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<b>Letter from the Vice Dean, DEI</b>	<b><u>02</u></b>
<b>Executive Summary</b>	<b><u>03</u></b>
<b>Dashboard</b>	<b><u>07</u></b>
<b>2021-22 Activities Report</b>	<b><u>09</u></b>
Students	<u>10</u>
Alumni	<u>15</u>
Faculty	<u>15</u>
Staff	<u>18</u>
<b>Values Statement</b>	<b><u>21</u></b>

# CBS's 3Cs

The three pillars of our commitment to diversity, equity, and inclusion:

## **Community Diversity**

Increasing Access  
and Opportunity

## **Curriculum & Classroom Inclusion**

Developing Diverse  
and Inclusive Leaders

## **Culture & Climate**

Fostering an Inclusive  
and Equitable  
Environment

## Letter from the Vice Dean, DEI 2021–22

I am pleased to report on the work done by the Diversity, Equity, and Inclusion Initiative in the past year, working in partnership with the DEI Standing Committee (composed of staff, faculty, and students) and the IDEAS Staff Standing Committee (staff only). Our efforts built on the important, foundational work completed between 2019 and 2021 by the inaugural Vice Dean for DEI, Gita Johar, and her team.

This year, our focus was on the collection of data on student, faculty, staff, and curriculum representation. Guided by these metrics and the findings from the Race, Diversity, and Inclusion Taskforce, as well as research on DEI, the DEI Team collaborated with partners across the School to identify strategic priorities for each of our constituencies: students, faculty, staff, and alumni.

This report highlights our accomplishments for each of our priorities and outlines a path forward for the upcoming academic year. We are proud of the progress we have made so far and look forward to building an even more diverse, equitable, and inclusive Columbia Business School together.



**Ann P. Bartel**

Merrill Lynch Professor of Workforce Transformation  
Vice Dean, DEI, 2021–22

# Executive Summary

Columbia Business School's Diversity, Equity, and Inclusion (DEI) Initiative, which began in 2019, published its inaugural annual report in Fall 2021. Our second annual report covers the 2021–22 academic year's activities and accomplishments of the DEI Initiative and its partners, the DEI Standing Committee and the IDEAS Staff Standing Committee. It also identifies the next steps for the academic year ahead. As of this report's publication date, the School has made progress on many of its priorities while at the same time acknowledging that there is more to do.

## Highlights from 2021–2022



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### Increasing Equitable Access and Opportunity

We have been intentional about creating equitable access and opportunities for populations that have historically been underrepresented in our community. Across all Columbia Business School 2021 entering students from the US, the percentage of underrepresented minority (URM) students increased from 15% to 20%, and the number of entering US Black or African American MBA students more than doubled from the previous year. To help us continue this trend, this year we admitted our first class of Perelman Scholars, students from underrepresented racial, ethnic, and socioeconomic groups who receive full tuition funding. We also established the Robert F. Smith '94 Scholarship Fund to support approximately 200 MBA students who graduated from HBCUs, overcame systemic barriers, or have demonstrated a strong commitment to diversity. As part of long-term effort to prepare diverse candidates for PhD programs and faculty roles, we launched the Columbia Business Undergraduate Scholars Program and the Commitment to Diversity in Business Education Award, which defrays the costs associated with applying to business doctoral programs for applicants who demonstrate a commitment to diversity.

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### Diversifying Our Classrooms and Curriculum

As our community grows more diverse, we are working to ensure that our educational offerings reflect the experiences and perspectives of our students and faculty. This past year, the DEI Initiative began discussions with the Arthur J. Samberg Institute for Teaching Excellence and CaseWorks to review our electives curriculum and identify cases, topics, and discussions that will provide opportunities to enhance DEI conversations in the classroom. We also reviewed and updated our Diverse Guest Speaker List and launched a new Adjunct Hiring Policy that includes systemic processes to identify, recruit, and retain diverse adjunct faculty.

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### Enhancing and Expanding Student Programming

As a business school, we have an opportunity and responsibility to help our students develop the skills to lead in an inclusive and ethical manner in school and in their careers. This past year, we fully implemented the Phillips Pathway for Inclusive Leadership (PPIL) co-curricular program with full-time MBA students, achieving a 95% completion rate, and we solidified plans to expand PPIL to the EMBA-NY program. Additionally, we added new DEI programming to our orientations for full-time MBA, EMBA-NY, and EMBA-Global students, and we developed and piloted Cluster DEI Representative Training for student leaders on how to structure DEI conversations within student groups.



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## Developing Inclusive Faculty and Staff

To create an inclusive and equitable campus environment and support our students, we must also support and provide professional development to our faculty and staff. This past year, the DEI Initiative established a partnership with the Arthur J. Samberg Institute for Teaching Excellence to assess the DEI resources available to faculty, identify gaps, and implement enhancements. For staff, we developed a peer-reviewed list of internal and external DEI workshops, training, and seminars that they can access and provided a series of workshops. The School also developed a multi-year plan to ensure thoughtful career planning for all staff, including a comprehensive approach to professional development and salary changes with an equity focus.

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## Strengthening Our Community

We are working to foster a climate where all our community members are treated equitably and feel included, respected, and valued. This past year, the DEI Initiative appointed a director to work with the student population on DEI-related programming and established monthly meetings with student affinity group presidents to provide guidance and resources. We also established deeper relationships with alumni affinity groups in order to partner on alumni-specific needs and broader School initiatives. And we met with all Employee Resource Group and Working Group Co-Captains to ensure their alignment with the overall DEI strategic priorities. As a result, several employee resource groups merged to improve staff engagement, and working groups presented their findings and recommendations to the office of the Vice Dean of Administration.

# Looking Ahead

To continue advancing our strategic priorities, the DEI Initiative will drive the following activities in the 2022–23 academic year:

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## Students

Analyze URM recruitment strategy across academic divisions and throughout the School and begin developing comprehensive pipeline initiatives for all student populations

Partner with the Office of Student Affairs to develop Consortium student programming for 2022–23

Implement PPIL with EMBA-NY students, and collaborate with MS and PhD departments to develop PPIL learning track and assessment for their students

Collaborate with MS and PhD administrators to create DEI components for orientation sessions

Work with Office of Student Affairs to develop a robust DEI learning journey for student leaders in all programs

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## Alumni

With Development and Alumni Relations, identify alumni working in DEI to establish database of alumni for potential engagement

Collaborate with Alumni Relations to develop broader programs for alumni affinity associations

Develop demographic-tracking tool to measure alumni engagement

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## Faculty

With the Samberg Institute, analyze inclusive teaching student evaluation responses to determine training needs, and review curriculum and course materials to identify the need for DEI support

With CaseWorks, continue to diversify cases used in classroom

Continue expanding Diverse Guest Speaker List and providing guidance to the academic divisions, centers, and programs on hiring diverse adjunct faculty

Continue working to shift composition of tenured and tenure-track faculty to better reflect the national pool of qualified candidates

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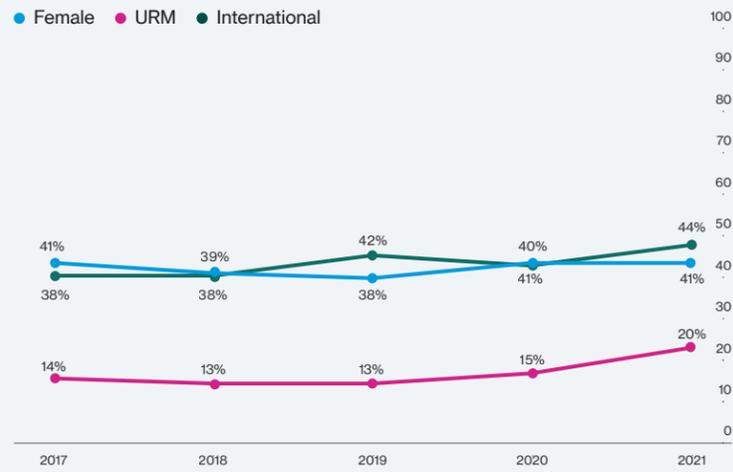
## Staff

With HR, support assessment of current organizational equity, reviewing policies and practices, pay rates, promotion rates, leadership pipelines, and Columbia University best practices for reducing bias in hiring and promotion practices

With HR, roll out new onboarding process with DEI curricular elements

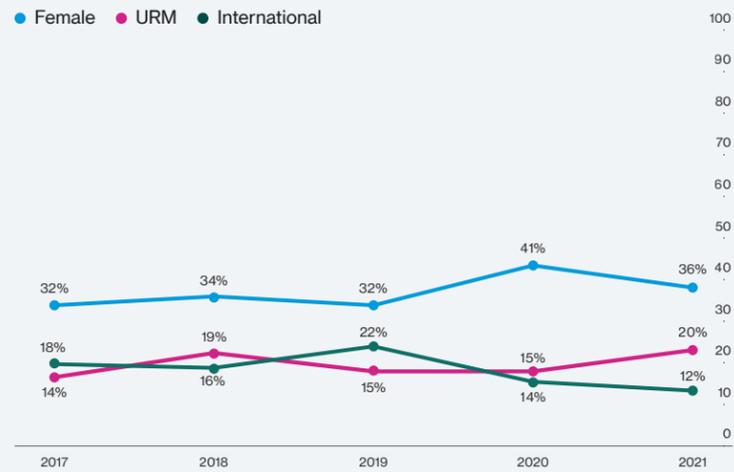
Contribute to DEI-focused professional development offerings

**Figure 01a. Entering MBA Students Over Time**  
URM expressed as percentage of US and Permanent Resident MBA student population.



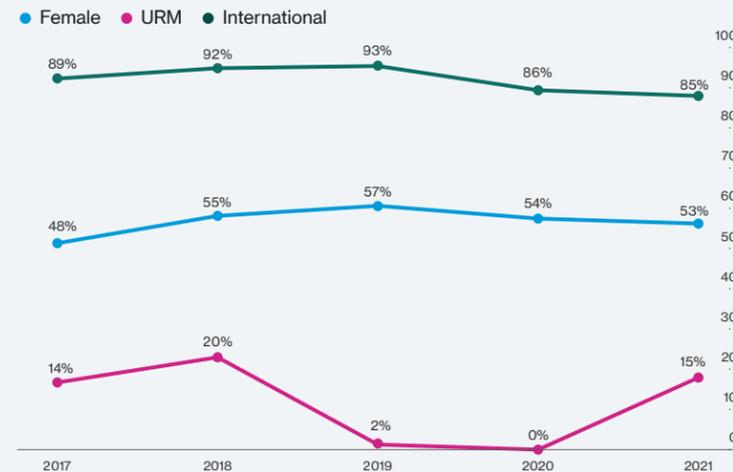
# for Each Category of Students, By Year  
Female and International Students # = 2017 - 758; 2018 - 757; 2019 - 754; 2020 - 782; 2021 - 849.  
URM Students # = 2017 - 470; 2018 - 472; 2019 - 439; 2020 - 465; 2021 - 478.

**Figure 02a. Entering EMBA Students Over Time**  
URM expressed as percentage of US and Permanent Resident EMBA student population.



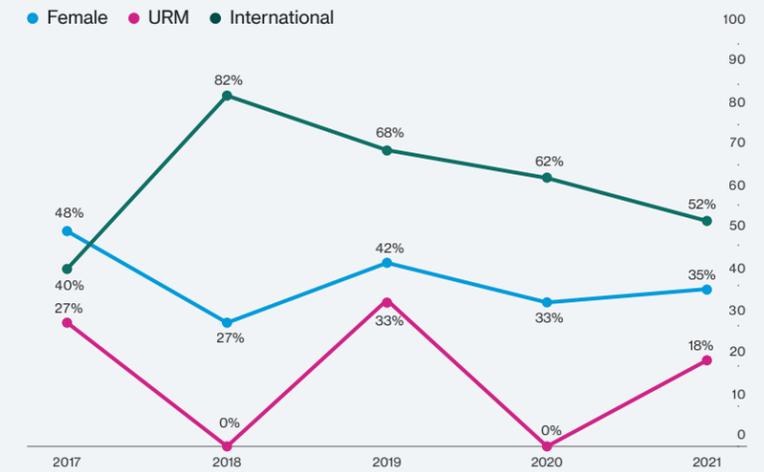
# for Each Category of Students, By Year  
Female and International Students # = 2017 - 314; 2018 - 321; 2019 - 320; 2020 - 293; 2021 - 273.  
URM Students # = 2017 - 257; 2018 - 269; 2019 - 250; 2020 - 252; 2021 - 241.

**Figure 03. Entering MS Students Over Time**  
URM expressed as percentage of US and Permanent Resident MS student population.



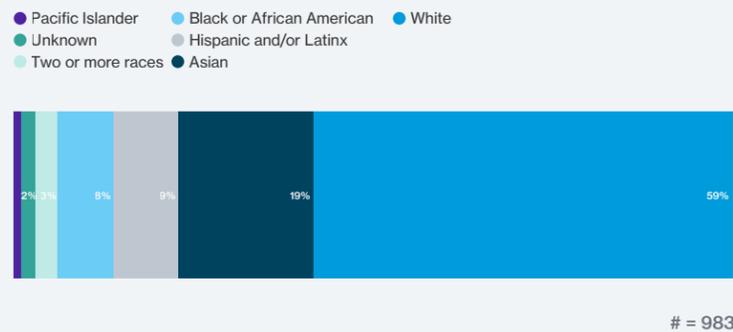
# for Each Category of Students, By Year  
Female and International Students # = 2017 - 61; 2018 - 60; 2019 - 58; 2020 - 59; 2021 - 85.  
URM Students # = 2017 - 7; 2018 - 5; 2019 - 4; 2020 - 8; 2021 - 13.

**Figure 04a. Entering PhD Students Over Time**  
URM expressed as percentage of US and Permanent Resident PhD student population.

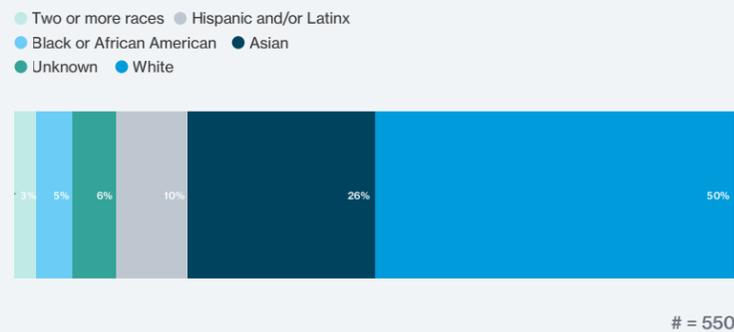


# for Each Category of Students, By Year  
Female and International Students # = 2017 - 25; 2018 - 22; 2019 - 19; 2020 - 21; 2021 - 23.  
URM Students # = 2017 - 15; 2018 - 4; 2019 - 6; 2020 - 8; 2021 - 11.

**Figure 01b. Race & Ethnicity of US/Permanent Resident MBA Students**  
(2021-22 Academic Year)



**Figure 02b. Race & Ethnicity of US/Permanent Resident EMBA Students**  
(2021-22 Academic Year)



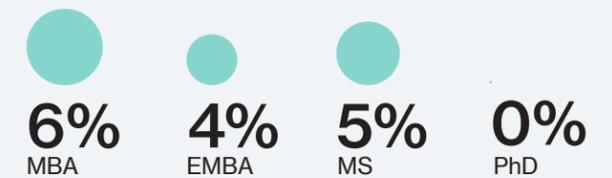
**Figure 04b. Total Enrolled PhD Students**  
(2021-22 Academic Year)

	Total Students	Total Female Students	Total Domestic Students	Total Domestic URM Students	Total International Students
Accounting	14	5	2	0	12
Decision, Risk, and Operations	28	6	3	0	25
Finance	29	13	13	3	16
Management	27	12	17	3	10
Marketing	22	12	10	0	12

**Figure 05. All Entering Students Over Time**  
URM expressed as percentage of US and Permanent Resident student population. Entering MBA, EMBA, MS, and PhD students are included.



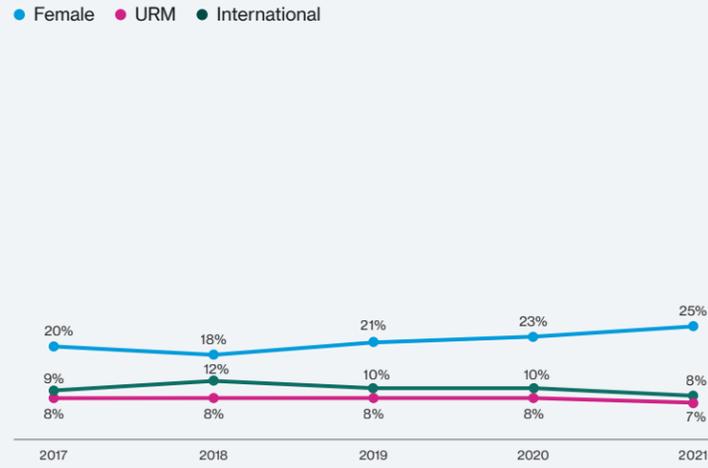
**Figure 06. LGBTQ+ Students by Program**  
(2021 Entering Cohorts)



**Notes:**  
Student data were pulled from SIS on 11/17/2022 for all years, with the exception of LGBTQ+ data, which is self-reported.  
URM students refers to students who identify as Black or African American, Hispanic and/or Latinx, American Indian, Alaska Native, Native Hawaiian, or other Pacific Islander.  
Entering years constitute calendar years, e.g. 2020 includes students entering in January 2020 and August 2020.  
Figures 01b, 02b, and 04b refer to the July-June academic year. Anyone who completed the Summer 2021, Fall 2021, or Spring 2022 semesters were included.

# Dashboard Faculty and Staff

**Figure 07a. Full-time Faculty Over Time**  
URM expressed as percentage of US and Permanent Residents.



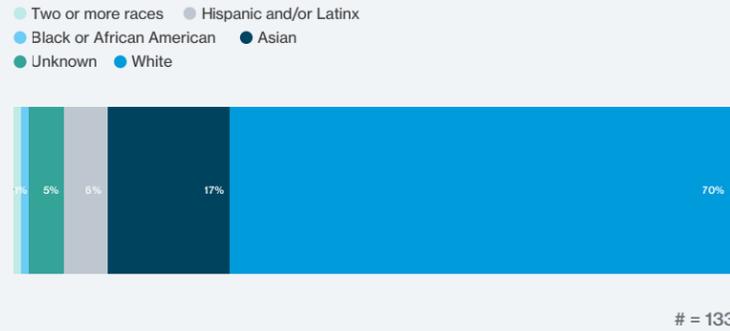
# for Faculty, by Year  
Female and International Faculty # = 2017 - 143; 2018 - 142; 2019 - 147; 2020 - 146; 2021 - 145.  
URM Faculty # = 2017 - 130; 2018 - 125; 2019 - 133; 2020 - 132; 2021 - 133.

**Figure 08a. Full-time Staff Over Time**  
URM expressed as percentage of US and Permanent Residents. Research staff, student/casual workers, and part-time staff are not included.

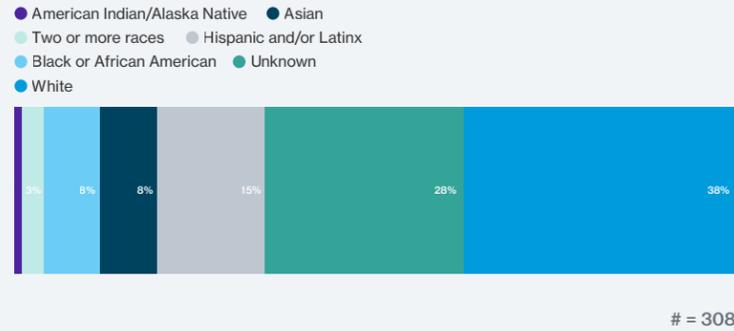


# for Staff, by Year  
Female and International Staff # = 2017 - 331; 2018 - 335; 2019 - 352; 2020 - 338; 2021 - 311.  
URM Staff # = 2017 - 330; 2018 - 332; 2019 - 348; 2020 - 334; 2021 - 308.

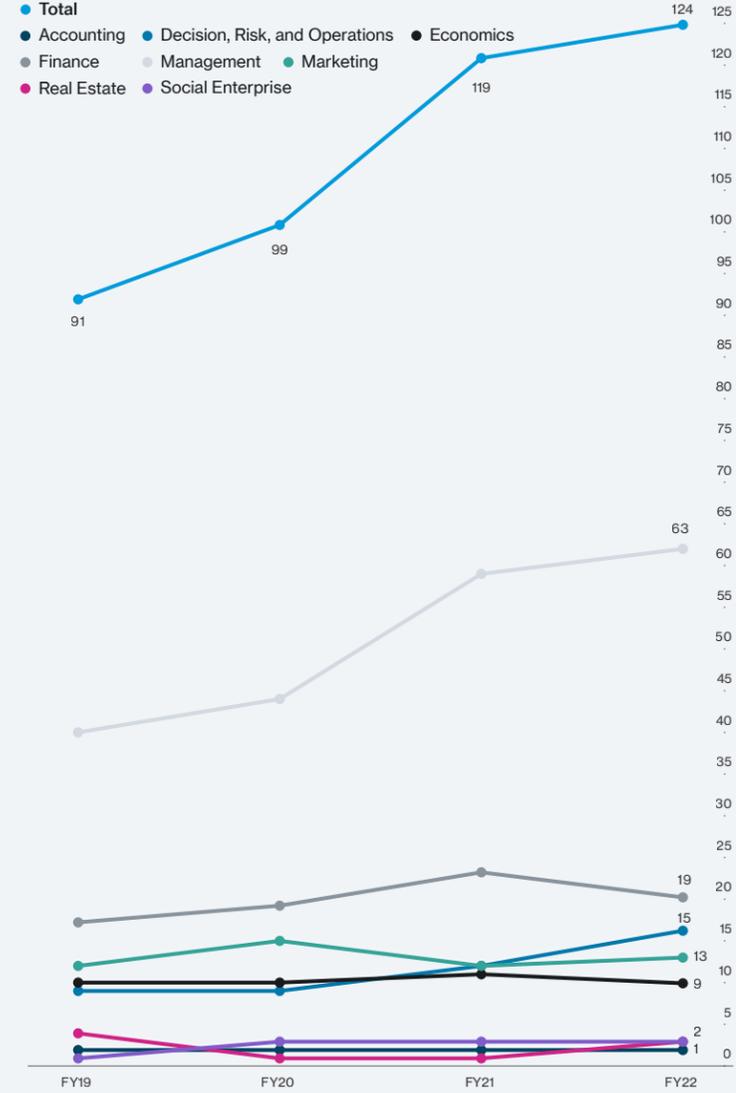
**Figure 07b. Race & Ethnicity of US/Permanent Resident Full-time Faculty**  
Fall 2021



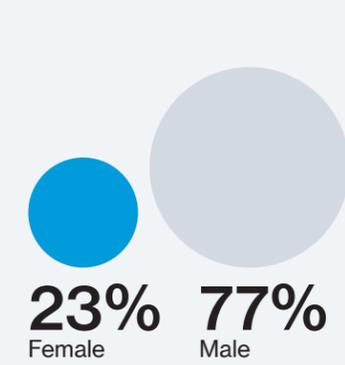
**Figure 08b. Race & Ethnicity of US/Permanent Resident Full-time Staff**  
Fall 2021



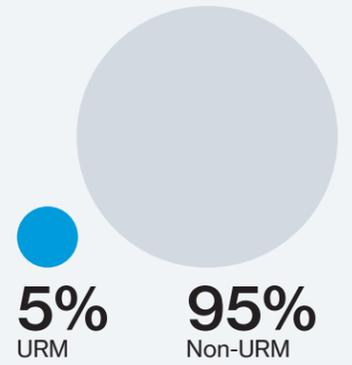
**Figure 09. Diversity in Cases Featured in Core and Elective Courses**  
Diverse cases are those with female, non-white, and/or LGBTQ+ protagonists. Approximately 305 cases, including diverse cases, are taught each year.



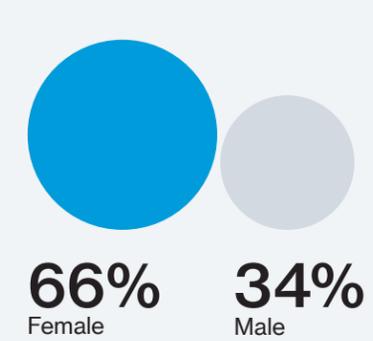
**Figure 10a. Part-Time Faculty Gender**  
Fall 2021



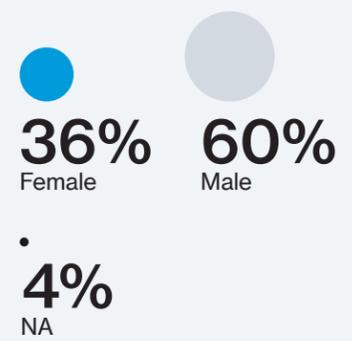
**Figure 10b. Domestic Part-Time Faculty URM**  
Fall 2021



**Figure 11a. Full-Time Staff Gender**  
Fall 2021



**Figure 11b. Classroom Guest Speaker Gender Breakdown**



**Notes:**  
Faculty/staff data were pulled from PAC on 11/17/2022 for all years.  
URM students refers to faculty/staff who identify as Black/African American, Hispanic and/or Latinx, American Indian, Alaska Native, Native Hawaiian, or other Pacific Islander. In PAC, some faculty/staff members are marked as 2+ races. Due to the structure of the data, we do not know which 2+ races each individual identifies as. As a result, these individuals are not included as URM but may in fact be URM.  
All faculty/staff graphics refer to the fall semester. Any faculty/staff members who were on the payroll at the end of each term are included.  
FT Faculty includes tenure/tenure track faculty members, as well as senior lecturers in discipline and professors of professional practice. Visiting faculty who teach FT are not included.  
Faculty who also hold staff positions are included in the staff populations.  
Research staff, student/casual workers, and PT staff are excluded from the staff population.



# 2021–22 Activities Report

These strategic priorities and activities are based on the recommendations from the Race, Diversity, and Inclusion Taskforce and conversations between the DEI Team and representatives from each of the Business School's constituencies: students, faculty, staff, and alumni. The priorities were subsequently endorsed by Dean Costis Maglaras and the Executive Committee.

## Students

We are pleased to see significant increases in the diversity of the various student populations. Across all Business School 2021 entering students from the US, the percentage of underrepresented minority (URM) students increased from 15% to 20%, and the number of entering US Black or African American MBA students more than doubled from the previous year.

In the MBA student population, diversity representation is trending positively across all metrics. Female students remained steady at 41%, and URM students increased to 20% from 15%. LGBTQ+ students increased to 6% from 5% of the student population. The percentage of international students has increased to 48% from 44%.

In the EMBA student population, international students decreased to 12% from 14% and URM students increased to nearly 20% from 15%. In the MS student population, URM representation has increased significantly to 15% from 0%.

We also acknowledge that while gains were made, there is much work that needs to be done.

Among EMBA students, the percentage of female students and LGBTQ+ students has decreased from 41% to 36% and from 5% to 4%, respectively.

In the MS and PhD student population, significant work must be done to increase gender and race diversity. Year over year, in the MS student population, the percentage of female (54% to 53%), international (86% to 85%), and LGBTQ+ (11% to 5%) students have all decreased. In the PhD student population, the percentage of international students continues to trend downward, decreasing from 62% to 52%. LGBTQ+ student representation declined from 10% to 0%; however, this metric is self-reported and relies on students to self-identify. Female students have increased to 35% from 33%, and URM students have increased to 18% from 0%.

## Accomplishments

### Strategic Priority 1

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#### Strengthen orientation programming

In consultation with the DEI Initiative, the Office of Student Affairs added a new DEI component to the orientation programming for the full-time MBA program. The session, “Meet in the Moment: Diversity, Equity, Inclusion, and Anti-Racism,” was moderated by Professor Valerie Purdie-Greenaway and delivered in August 2021 for fall semester students and in January 2022 for J-Term students. The session guided students through a discussion on anti-racism in the United States and featured testimonials from students on their experiences in the MBA program.

The DEI Initiative and the Office of Student Affairs developed a new DEI component to the orientation programming for Executive MBA-NY students as well. The session, “Actions Speak,” was delivered by the DEI Initiative and focused on best practices to build allyship in the Business School community. A second session focusing on the work of the DEI Initiative was delivered to EMBA-Global students in June 2021.

## Strategic Priority 2

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### Continue plans to expand the Phillips Pathway for Inclusive Leadership

The Phillips Pathway for Inclusive Leadership (PPIL) is a co-curricular program aimed at equipping students with the skills and strategies necessary to lead in an inclusive and ethical manner across industries. The program is inspired by the work of the late professor Katherine W. Phillips, a beloved member of the Columbia Business School community from 2011 to 2020 and a world-renowned expert on diversity in the workplace.

Designed by Mariah Celestine '20 and Camira Livers-Powell '20 in collaboration with the DEI Initiative, PPIL includes a combination of reflections, surveys, workshops, and programmatic endeavors that help hone and develop students' inclusive leadership skills throughout their educational journey at Columbia Business School. Each student population will experience PPIL as a required component, featuring structured programming based on student population needs.

Following the successful pilot phase of the program, PPIL was fully implemented for the full-time MBA student population during Fall 2021 and hosted a total of 77 student events during the academic year, in partnership with various departments and student organizations. Student completion rates were 95% for Class of 2022 and Class of 2023.

In collaboration with the Executive MBA Office of Student Affairs, the DEI Initiative began the initial phases of the expansion of PPIL to the EMBA-NY student population, effective Summer 2022. EMBA-NY students will have three structured PPIL sessions conducted during orientation and residency weeks and will self-select a PPIL session in their final semester.

## Student Reflections on PPIL Events

### Managing Difficult Conversations (Fall 2021)

**“This workshop made me recall several difficult conversations I have previously had, and how I could have handled them better to achieve a better collective outcome. This workshop has given me much to think about for self-reflection, to include ensuring that I am providing the right information to my team, and to remain focused on problem-solving.”**

– MBA Student

### A Woman's Place: From Kitchen to Iconoclast (Spring 2022)

**“One of my key learnings is that being a leader means supporting your team. We are all ambitious self-starters, but being reminded that your success is really a reflection of how you support others around you is super important. In times of trouble, we must turn to each other. I will make sure that in my future roles, I make good relationships, am a positive presence, and support others around me. People remember and appreciate this.”**

– MBA Student

### Unpacking the Man Box (Spring 2022)

**“Some of the key learnings of this session included modeling good behavior and cultivating empathy. As a leader you need to always remember to adapt your approach to get your message across in the most effective way possible— not everyone has had the same experiences and a leader needs to keep that in mind to reach people. I plan on bringing all of these behaviors with me not only to my leadership positions at [Columbia Business School], but also post-graduation.”**

– MBA Student

### Action Speak (Spring 2022)

**“I appreciated the reinforcement of how being an ally is a journey. Through my twenties, I failed to properly understand the significant [bias] that I carried through my everyday life. Going forward I hope to carry these lessons.”**

– EMBA-NY Student

### Strategic Priority 3

#### Train student leaders to address DEI dynamics

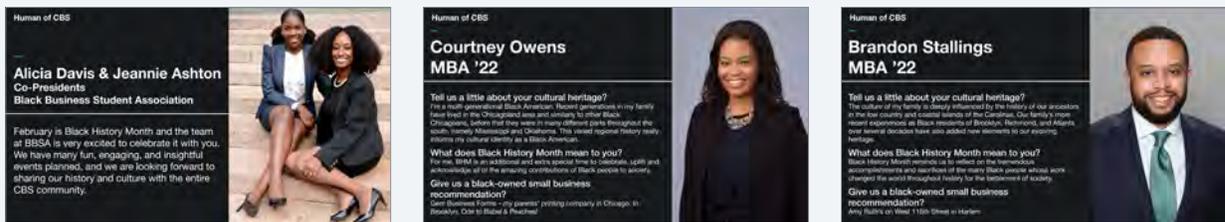
In collaboration with the full-time MBA Office of Student Affairs, the DEI Initiative developed and piloted the Cluster DEI Representative Training, delivered in February 2022. The training focused on structuring DEI conversations within student groups. In April 2022, the DEI Initiative delivered the newly developed Inclusive Excellence for Student Leaders for Co-Presidents training, which focused on leading a student organization inclusively. The Student Leaders resource website was also enhanced to include various resources such as script templates, inclusive leadership resources, and information about DEI resources across Columbia University.

### Strategic Priority 4

#### Increase touchpoints with affinity groups

To enhance support for student affinity groups, the DEI Initiative appointed a Director to work with the student population on DEI-related programming. As part of the support, affinity groups had monthly Co-President DEI Development sessions to review programming, questions, and resources as needed.

- **Heritage and Awareness Months Pilot** – During the Spring 2022 semester, the DEI Initiative, in collaboration with the Office of Student Affairs, launched a pilot to coordinate the recognition and celebration of heritage and awareness months. The pilot brought together students, staff, faculty, and keynote speakers for critical discussions and offered other community-wide programming opportunities. Key months celebrated include Black History Month, Women's History Month, AAPI Awareness Month, and Jewish-American Heritage Month.
- **Digital Campaign** – Components of the digital campaign included a monthly newsletter sent to the Business School community that outlined the history of the month, key events, and resources for learning. It also included showcasing the diversity of the community through digital profiles on display throughout the month featuring students, staff, and faculty.



Developed by the Black Business Student Association and the African Business Club for Black History Month



Developed by the Columbia Women in Business student organization for Women's History Month



Developed by the six Asian American and Pacific Islander student organizations for AAPI Heritage Month

### 2022 Women’s History Month Highlights

Led by the Columbia Women in Business student organization in collaboration with Cluster Q, the DEI Initiative, and the Office of Student Affairs, Women’s History Month featured a variety of programming and digital campaign coordination efforts.

Highlights of the month include:

March 1, 2022	Women’s Business Leadership in Tech: Advancing Women in Technology 5th Annual Conference
March 3, 2022	TalkIQ: Leadership in Tech Fireside Chat with Dayna Grayson
March 22, 2022	Mujeres Who Myth-Bust: Fireside Chat & Panel with Rachel ten Brink '01
March 24, 2022	Women’s History Month Keynote: Min Santandrea '06, Founder & CEO, SantM
March 31, 2022	X-Perience: The Transgender Experience and Ask Me Anything
March 31, 2022	The Gender Expansive Party
April 4, 2022	Women’s Week: The Women’s Wellness Revolution – Leading in Healthcare and Business
April 5, 2022	Women’s Week – Hannah Bronfman: Being a Renaissance Woman and Owning Your Brand

### Strategic Priority 5

#### Increase the number of underrepresented minority students in our programs, including BIPOC students

In consultation with the DEI Initiative, the Admissions Office successfully enrolled Columbia Business School as a partner to the Consortium for Graduate Study of Management, an organization whose mission is to enhance diversity and inclusion in global business education and leadership by striving to reduce the significant underrepresentation of African Americans, Hispanic Americans, and Native Americans in both member schools’ enrollments and the ranks of global management. We are very proud of the strides we have made in the past year to increase URM representation in the entire student body to 18.88%.

The CBS administration, including Admissions, the Career Management Center, and the Office of Student Affairs, have worked through the 2021–22 academic year in preparation to welcome the first Consortium cohort in Fall 2022. Sixty-six Consortium students will be attending Business School in Fall 2022.

## Scholarship Programs

Financial aid remains a top fundraising priority for the School, with a campaign underway to raise \$150 million for financial aid by 2025. Two gifts from Board members target aid to underrepresented students:

- **The Perelman Scholarship Fund** – A permanently endowed source of financial aid made possible by significant gifts from Ronald O. Perelman, Chairman and CEO of MacAndrews & Forbes Incorporated. Mr. Perelman's gifts, combined with additional funds from Columbia Business School, will offer full tuition awards for students from underrepresented racial, ethnic, and socioeconomic groups, with the aim of expanding a more diverse generation of business leaders. Columbia Business School welcomed its first class of Perelman Scholars in September 2022.
- **Robert F. Smith '94 Scholarship Fund** – Created by a \$10 million gift from Robert F. Smith, Founder, Chairman, and CEO of Vista Equity Partners, the scholarship is expected to support approximately 200 MBA students through partial or full scholarships over the next ten years. The scholarship will be awarded to enrolled Business School students who have graduated from Historically Black Colleges & Universities (HBCUs), overcome systemic hardships or challenges in their academic pursuits, or demonstrated a strong commitment to engaging in diversity issues.

## Looking Ahead

In our focus on students for the academic year 2022–23, the DEI Initiative will:

- Continue collaborating with MS and PhD administrators to create a DEI orientation session, effective Summer 2022. Current orientations will continue to be assessed and enhanced as necessary.
- Assess the Phillips Pathway for Inclusive Leadership's inaugural year, updating requirements and processes where necessary. In collaboration with the MS and PhD departments, the DEI Team will also develop the learning track and assessment to roll out the program to the MS and PhD student populations.
- Collaborate with the Office of Student Affairs to develop a robust learning journey for student leaders in all programs.
- Continue to assess touchpoints with student groups and re-deploy opportunities for all groups to share best practices, review strategies, and identify collaboration opportunities across the School.
- Partner with the Office of Student Affairs to develop programming for Consortium for Graduate Study of Management students for the 2022–2023 academic year. The DEI Team will be working toward developing a comprehensive inventory of pipeline initiatives for all student populations and, in partnership with academic divisions, analyze the current URM strategy for the School.

## Alumni

The DEI Initiative began to establish a close and consistent relationship with all affinity alumni clubs to learn from each group their specific needs and work in partnership to address those needs. Groups include Women's Circle, Asian Alumni Club, Hispanic Alumni Club, African American Alumni Association, and Veterans Alumni Association.

### Accomplishments and Looking Ahead

#### Strategic Priority 6

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**In collaboration with Development and Alumni Relations, identify key strategies for each alumni affinity group and determine the best way to support and engage them at the School**

Early discussions with the various affinity clubs focused on encouraging cross-collaboration, mentorship opportunities, and sponsorship.

#### Looking Ahead

The DEI Initiative will collaborate with Development and Alumni Relations to identify alumni who are working in the DEI space to establish a database of alumni for potential engagement. The team will work to develop a demographic-tracking tool to measure alumni engagement in the Business School community.

## Faculty

#### Full-Time Faculty

Columbia Business School remains committed to increasing the gender and racial diversity of its faculty in the short and long term, so that their representation more closely reflects the national talent pool in the field of business.

In 2018, the Business School set a five-year goal to achieve 22.5% female and 8% underrepresented minority (URM) (Black and Hispanic and/or Latinx) tenured or tenure-track faculty. As of July 1, 2021, the tenured and tenure-track faculty of Columbia Business School includes 146 faculty members of which 38 are female faculty members (26%).

We are pleased that we have exceeded the gender diversity goal for the tenured or tenure-track faculty. We will continue to focus on increasing the gender diversity of the tenured faculty, and the racial diversity of our faculty, to be consistent with the School's priority of having a faculty population that more closely reflects the national pool of qualified candidates (including those who identify as underrepresented minorities, or URM).

#### Part-Time Faculty

Gender representation of the part-time faculty population has increased to 26% female from 15% female. The part-time faculty population represents 5% URM and 95% non-URM.

## Accomplishments

### Strategic Priority 7

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#### Provide faculty DEI training and coaching

The DEI Initiative established a partnership with the Arthur J. Samberg Institute for Teaching Excellence to assess current resources available, review data captured to identify gaps, and enhance diversity, equity, and inclusion support resources for faculty.

### Strategic Priority 8

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#### Facilitate the process of integrating diverse perspectives in the classroom through cases and topics

In partnership with the Arthur J. Samberg Institute for Teaching Excellence and the CaseWorks team, the DEI Initiative began to review the core and multi-section electives curriculum to identify cases, topics, and discussions that provide opportunities and settings to enhance diversity, equity, and inclusion conversations. In the 2021–22 academic year, 305 total cases were taught in the core and elective classes, of which 123 cases (40%) featured female, non-white, and/or LGBTQ+ protagonists.

### Strategic Priority 9

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#### Identify and attract business leaders who identify as Black, Indigenous, Latino/a, and/or other underrepresented identities for a variety of teaching positions

To expand the diversity of the adjunct faculty to match that of the student population by the 2024–2025 academic year, the Business School developed a new Adjunct Hiring Policy, effective Fall 2022, to identify, recruit, and retain outstanding and diverse adjunct faculty. The DEI Initiative also rolled out an updated Diverse Guest Speaker List.

### Strategic Priority 10

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#### Recognize and address barriers that individuals who identify as Black, Indigenous, Latino/a, and/or other underrepresented identities face. Provide mentorship opportunities and address excess service commitments and other demands associated with their underrepresentation.

As of this report's publication date, we have not made the progress we had hoped to on this priority. We acknowledge that this important work must continue in order for the School to accomplish all its diversity, equity, and inclusion goals. In the larger scope of priorities, creating more diverse pipelines for talent is a strong focus area that the DEI Initiative will undertake.

### Strategic Priority 11

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#### Increase number of faculty who identify as Black, Indigenous, Latino/a, and/or other underrepresented identities, including in our tenured ranks

The DEI Initiative, in partnership with the Vice Dean for Research, rolled out initiatives to increase the diversity of the PhD pipeline as a first step to creating a long-term plan that will provide robust, diverse candidates.

- **Columbia Undergraduate Business Scholars (CUBS) Program** – The mission of the CUBS program is to increase participation of students from underrepresented groups in business research. CUBS are paired with faculty for whom they work as paid research assistants. This apprenticeship model exposes CUBS to the research challenges tackled in business school settings, teaches them basic research and data-analytics skills, and provides insight into careers in academia. The first cohort

included 10 undergraduate students, 50% female and 50% male. The student demographics were 40% Black or African American, 20% Hispanic and/or Latinx, 10% Hispanic-Asian, 20% African, and 10% N/A.

- **Commitment to Diversity in Business Education Award** – The award acknowledges and celebrates the importance of diversity, equity, and inclusion in our community and in the academy. This achievement is awarded annually to individuals from the Columbia University community who are pursuing a doctoral degree in business and who – by their background, life experience, service, and/or scholarship – demonstrate a commitment to a more diverse, equitable, and inclusive future. The award will defray the costs associated with applying to doctoral programs in business.

## Strategic Priority 12

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### Create more touchpoints for faculty and staff interactions

The academic divisions are encouraged to schedule faculty-staff luncheons and coffee breaks throughout the academic year.

## Strategic Priority 13

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### Create more touchpoints for faculty to support students and understand dynamics related to their identities

As of this report's publication date, we have not made the progress we had hoped to on this priority. We acknowledge that this important work must continue in order for the School to accomplish all its diversity, equity, and inclusion goals. The DEI Initiative encourages the use of the DEI Planning Checklist, incorporates this goal into existing programming available to the School community, and streamlines collaborative events through the Phillips Pathway for Inclusive Leadership.

## Looking Ahead

In our focus on faculty for the academic year 2022–23, the DEI Initiative will:

- Partner with the Samberg Institute to analyze inclusive teaching student evaluation responses and determine potential future training, as well as review curriculum and course materials to identify DEI support needs; the CaseWorks team will continue to diversify the cases used in the classroom.
- Further expand the Diverse Guest Speaker List and provide guidance to the academic divisions, centers, and programs on hiring diverse adjunct faculty.
- Support the School in its effort to shift the composition of our tenured and tenure-track faculty to more closely reflect the national pool of qualified candidates (including URM faculty). The School's leadership team is committed to providing significant financial support for this effort and to understanding and overcoming any non-financial barriers.

## Staff

The staff community at Columbia Business School numbers 311 (2022) and is a significant part of the School’s ecosystem. Though diverse gender representation throughout the administrative ranks of the School continues to be strong (66% female in 2021), the data demonstrate that Black, Indigenous, and people of color are in the minority. Underrepresented minority (URM) staff represent 23% of the total staff population, an increase from 19% in 2021. In partnership with Human Resources, we continue to initiate strategies that promote recruitment, retention, and promotion within the staff community.

### Accomplishments

#### Strategic Priority 14

##### Provide DEI training and coaching opportunities for staff

The DEI Initiative conducted a review of internal and external DEI training to develop a peer-reviewed list of workshops, training, and seminars that would benefit members of the Business School staff community. The team collected data on staff preferences and needs for professional development opportunities.

Workshops were rolled out as follows:

Date	Workshop
October 2021	Re-Envisioning African American and Asian American Relations with the DEI Initiative
November 2021	The Psychology of Persuasion with Professor Bob Bontempo
December 2021	Leadership and Emotional Intelligence with Professor Joel Brockner
February 2022	MLK Art & Activism Student and Staff Collaboration Showcase with the DEI Initiative
March 2022	Racial Microaggression Experiences & Coping Strategies of Black Women in Corporate Leadership with Dr. Aisha Holder Women’s Empowerment Forum with the DEI Initiative

#### Strategic Priority 15

##### Ensure all staff have knowledge and access to career growth opportunities

The Human Resources team developed a comprehensive, multi-year plan to ensure thoughtful career planning for all staff at the Business School, effective Fall 2022. The process involved an overhaul of the year-end HR process to include a comprehensive approach to salary changes (focused on individuals, as well as equity across the School), promotions, and professional development needs.

The DEI Initiative met with all Employee Resource Group and Working Group Co-Captains to review activities and ensure their alignment with the overall DEI strategic priorities for the School. As a result, several employee resource groups were consolidated to improve staff engagement, and working groups concluded their work by presenting their findings and recommendations to the office of the Vice Dean of Administration. IDEAS (Inclusion, Diversity, Equity, Access, System) is the learning and engagement platform for staff to co-create, drive, and engage in thoughtful diversity, equity, and inclusion conversations. IDEAS of the Month, an educational session for staff that encourages learning, discussion, and perspective-taking, is a part of the group's monthly meetings. The sessions were presented as follows:

**IDEAS Standing Staff Committee Highlights**

Month	Presenter(s)
August 2021 – Women’s Equal Pay Day	Bianca Bellino
September 2021 – Hispanic Heritage Month	Sarah Santana, Ana Campoverde, Cristian Morales
October 2021 – Cultural Appreciation	Pamela McKelvin-Jefferson, Bianca Bellino, Kellye Jackson
November 2021 – Veterans in Diversity, Equity, and Inclusion	Pamela McKelvin-Jefferson
December 2021 – Arts for Activism	Angel Yau and Greta Larson
January 2022 – Another View of Dr. Martin Luther King Jr.	Lisa Andujar-Ray and Zina Sockwell (C.A.F.E.)
February 2022 – Stop AAPI Hate	Ryan Hata
March 2022 – Women’s History Month Tribute to Kathy Phillips	Pamela McKelvin-Jefferson and Lisa Andujar-Ray
April 2022 – The Language of Privilege	Errold Jones and Ana Campoverde

IDEAS supports the activities of various working groups and employee resource groups as follows:

- **Working Groups** – The Information in Formation and the Belonging and Equitable Advancement Taskforce completed their work, which began in 2020. The two groups presented their findings and recommendations to the Office of the Vice Dean of Administration, which will be rolling out updated processes and policies effective Fall 2022.
- **Employee Resource Groups** – These communities provide engagement and learning to staff through educational and social programming. The initial coordination of these groups has been consolidated to impact the staff community more effectively. In addition to the existing employee resource groups, one more was added in the last year:
  - **Raices Latinx Resource Group** – Provides a safe space to build community for our Hispanic and Latinx Business School colleagues and allies with a focus on fostering relationships, providing professional development opportunities, and creating initiatives that highlight the diverse cultures of Latin America and the Caribbean.

**Strategic Priority 16**

**Diversify senior administrative positions**

As of this report’s publication date, we have not made the progress we had hoped to on this priority. We acknowledge that this important work must continue in order for the School to accomplish all its diversity, equity, and inclusion goals.



## Strategic Priority 17

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### Create more touchpoints for faculty and staff interactions

The Dean's Office, Vice Dean for Administration, and Human Resources have begun hosting various events (for new staff to meet leadership and for faculty and staff to gather informally).

- **New Staff Welcome Breakfast** – In an effort to build a relationship between the School's leadership and staff, new staff are invited to have breakfast with the Vice Deans, learning more about the Business School ecosystem and creating an opportunity for leadership to meet new staff.

## Looking Ahead

In our focus on staff for the academic year 2022–23, the DEI Initiative will:

- Collaborate with Human Resources to support the assessment of current organizational equity, reviewing current policies and practices, pay rates, promotion rates, leadership pipelines, and Columbia University best practices for reducing bias in hiring and promotion practices.
- Collaborate with Human Resources to roll out a new onboarding process focused on ensuring an effective start to a career at the Business School, featuring curricular elements that orient staff to DEI-related issues, developed by the DEI Initiative.
- Contribute to DEI-focused opportunities to enhance professional development offerings for staff.



# Values Statement

To achieve our vision of developing innovative ideas and inspiring leaders that transform the world, Columbia Business School (CBS) is committed to the principles of diversity, equity, and inclusion. The faculty, staff, students, and other stakeholders of CBS strive to build and sustain a welcoming and intellectual community that values and respects individuals' different and shared identities and perspectives, leading to a sense of belonging for all.

Individuals' identities can be based on race, ethnicity, gender, sexual orientation, age, disability, religion, language, socioeconomic status, geographic origin, political ideology, and more. CBS proudly celebrates the diversity of its hometown, New York City, and promotes diversity, equity, and inclusion in the following ways:

- Actively seeking and including new members in our community who challenge conventional beliefs and propose and respectfully debate bold ideas
- Fostering an inclusive learning environment and curriculum for all students
- Continuously measuring our progress by eliciting meaningful feedback from our community
- Basing decisions about policies and initiatives on evidence and data

We have a community-wide responsibility to uphold and defend our shared values and principles at CBS and beyond.



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Every effort has been made to ensure the data and information in this report was correct at the time of publication, December 2022. To report an error, please contact [dei@gsb.columbia.edu](mailto:dei@gsb.columbia.edu).