

Diversity, Equity, and Inclusion Annual Report

DEI



Columbia Business School 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.

Every effort has been made to ensure the data and information in this report was correct at the time of publication, December 2021. To report an error, please contact dei@gsb.columbia.edu.

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Letter from the Vice Dean, DEI, 2019–2021

I am pleased to report on the work done by the Diversity, Equity, and Inclusion (DEI) Initiative in the past two years, working in partnership with the DEI Standing Committee (composed of staff, faculty, and students) and the IDEAS Staff Standing Committee (staff only).

I would like to thank Katie Bucaccio and Pamela McKelvin-Jefferson for their efforts as part of the DEI team. Our work was inspired by the reports submitted in 2019 by the 2018 Diversity Committee, chaired by Professors Modupe Akinola and Paul Tetlock, and the Faculty Respect, Inclusion, and Fairness Committee, chaired by Professor Adam Galinsky.

We began by writing a Values Statement for Columbia Business School and committed to upholding these values of respect and inclusion in our work. We also were focused on being guided by data and analyses, and started our work by collecting statistics on student, faculty, staff, and curriculum representation.

Guided by these metrics, as well as research on DEI, our work focused on three key pillars, our “3 Cs” – *Community Diversity*, *Curriculum and Classroom Inclusion*, and *Culture and Climate*. We worked to address these pillars as they relate to all our stakeholders – students, staff, faculty, alumni, and the community.

This report includes historical background as well as current information on DEI goals and metrics and describes programs that we have put in place to build up these pillars. We are proud of the progress we have made so far, but there is still a long way to go. I am grateful to my colleague Professor Ann Bartel for taking on this work in the coming year. At this historic moment, on the cusp of our move to Manhattanville, we look forward to making the journey to building an even more diverse, equitable, and inclusive Columbia Business School together.



Gita V. Johar, PhD
Meyer Feldberg Professor of Business
Vice Dean, DEI, 2019–2021

A wide-angle photograph of the main building of Columbia University, featuring a large dome and a portico with columns. People are seen sitting on the steps and on a lawn in the foreground.

Executive Summary

Two years ago, Dean Costis Maglaras created the role of Vice Dean for Diversity, Equity, and Inclusion (DEI) at Columbia Business School, furthering our commitment to the principles of DEI. In this new position, Dr. Gita Johar, Meyer Feldberg Professor of Business in the Marketing Division, focused on three key pillars: Community Diversity, Curriculum and Classroom Inclusion, and Culture and Climate. Guided by data and stakeholder input, Dr. Johar and the School implemented and expanded initiatives to increase access and opportunity for underrepresented groups, develop diverse and inclusive leaders, and foster an inclusive and equitable environment.

Diversity provokes thought and enhances creativity through pluralities of background, knowledge, and experiences; gender, race, ethnicity, nationality, and sexual orientation; and viewpoints and information. These differences foster innovation, lead to better decision making, and improve business and societal outcomes.

This inaugural Diversity, Equity, and Inclusion Annual Report includes:

- 01 Activities and accomplishments from 2019 to 2021 organized among three pillars:
 - The diversity of our community – students, faculty, and staff
 - Inclusion and equity in our classrooms and curriculum, with an emphasis on how cases and discussions reflect the challenges, opportunities, and value of diversity, equity, and inclusion in organizations and society
 - DEI as it manifests in and permeates the culture of our School
- 02 A dashboard of DEI metrics, from which future progress can be measured
- 03 Recommendations from the Race, Diversity, and Inclusion Task Force that will inform our continuing DEI work

There is work to be done at our School, and positive change will ultimately be the result of sustained effort over time. The School is committed to this effort.

The progress documented here is the result of collaboration among the DEI Initiative; DEI Standing Committee; Race, Diversity, and Inclusion Task Force; IDEAS Staff Committee; and countless students, faculty, staff, alumni, and community partners. We are grateful for these partnerships and proud of what we have achieved in just two years.

Notable Activities and Accomplishments, 2019–2021

Community Diversity: Increasing Access and Opportunity

At CBS, students, faculty, and staff comprise a dynamic and stimulating community that benefits from a diversity of backgrounds, experiences, and perspectives. We are proactively creating structured processes to help eliminate barriers to education by creating applicant pipelines and securing financial aid to create equitable access. We are holistically working to enhance diversity in our classrooms, from full-time faculty to adjuncts and guest speakers, as well as nurturing the pipeline of doctoral programs that feed into our faculty ranks. In addition, we are revamping human resource processes to address issues of diversity and opportunity in our administrative staff across seniority levels. Finally, we have developed the mechanisms to track and enhance diversity of students, faculty, guest and seminar speakers, and staff in order to have actionable data. Highlights from the last two years include:

Student Pipeline

- Joined [The Consortium for Graduate Study in Management](#) to reaffirm our commitment to admitting a racially diverse MBA student body.
- Announced programs to remove cost barriers to business education, including the [Perelman Scholarship Fund](#) to offer tuition awards for students from underrepresented racial, ethnic, and socioeconomic groups and a five-year fundraising campaign to grow the [African American Alumni Association \(4A\) Committee Scholarship Fund](#).
- Partnered with [First Generation Investors](#), a nonprofit program that teaches high school students in underserved communities the power of investing.
- Launched the [Columbia Undergraduate Business Scholarship \(CUBS\)](#) program of paid research assistantships to create awareness among underrepresented minority (URM) Columbia undergraduates about business research and academic careers.

PhD Student & Faculty Pipeline

- Founder-member of [PREDOC \(Pathways to Research and Doctoral Careers\)](#), a consortium that creates pathways for undergraduates to enter business PhD programs.
- Continued our partnership with [The PhD Project](#), which can help diversify our full-time faculty.
- Established policy and accountability to increase the gender, racial, and ethnic diversity of our adjunct faculty and guest speakers.
- Established the [Katherine Phillips Professorship in Business](#) to celebrate the life and accomplishment of our late colleague, Kathy, and to help recruit leading diverse faculty to our School.

School-Wide Diversity

- Developed mechanisms to track the diversity of students, faculty, guest and seminar speakers, and staff in order to have data from which we can take meaningful action toward enhancing diversity.

Curriculum and Classroom Inclusion: Developing Diverse and Inclusive Leaders

Business cases, protagonists, and classroom discussions should all reflect the diversity of our classrooms and help all of our students become inclusive leaders. We are taking a comprehensive look at our curriculum, introducing more diverse protagonists in our cases, offering additional courses on DEI topics, and developing co-curricular programming for all MBA students on inclusive leadership, which we plan to expand to more of our community. We are increasing DEI resources and support for faculty to better prepare them to approach classroom interactions through a DEI lens, and we are making inclusive practices like sharing pronouns and name pronunciation common and affirming for everyone. Highlights from the last two years include:

Leadership Development

- Piloted and launched the [Phillips Pathway for Inclusive Leadership \(PPIL\)](#) for all MBA students.
- Introduced online and in-person DEI training for faculty, added the “Faculty in Conversation” series on inclusive teaching, and partnered with Samberg Institute to provide faculty with DEI coaching and resources.

Classroom Inclusion

- Introduced pronouns and name pronunciation tools in classrooms, as well as randomized seating for core classes, to promote classroom inclusion.

Case and Curriculum Diversity

- Launched the Dean’s Summer Fellows: The Course Development Track, through which student fellows work with faculty and Columbia CaseWorks to prioritize annually the development of materials that increase diversity and inclusion.
- Partnered with the [Arthur J. Samberg Institute for Teaching Excellence](#) and Columbia CaseWorks to audit classroom materials, including a survey on inclusive language.
- Added elective courses with a DEI focus, including Bridging the American Divides and Executive Ethics.

Culture and Climate: Fostering an Inclusive and Equitable Environment

The culture in our classrooms, hallways, offices, events – in every aspect of our School’s life – should be inclusive and respectful, with equitable treatment of our community members. Our new Values Statement anchors our work, and with the support of robust training and resource groups, we are helping our community live up to our values and uphold and defend our principles. We are listening – and responding – to the insights and feedback gathered by our Race, Diversity, and Inclusion Task Force, and by our CBS Reflects student advisory board. Highlights from the last two years include:

Community Inclusion

- Students: Added six new DEI trainings and inclusive leadership sessions for MBA students.
- Faculty: Launched research seminar series in partnership with each academic division to showcase research on DEI topics.
- Staff: Created IDEAS (Inclusion, Diversity, Equity, Access, Social & Systemic Justice) Committee, introduced several employee resource groups, and provided 12 DEI trainings and workshops.

School-Wide Initiatives

- Established the DEI Standing Committee composed of CBS students, faculty, and staff.
- Developed the Columbia Business School Values Statement to affirm our core values of inclusion and respect.
- Established the Race, Diversity, and Inclusion Task Force to review and make recommendations on the topic of racial justice at CBS.

Looking Ahead

The next phase of the DEI Initiative will be led by Dr. Ann Bartel, Merrill Lynch Professor of Workforce Transformation in the Economics Division, who was appointed Vice Dean for DEI in July 2021, and Dr. Ufuoma Abiola, who was named the inaugural Executive Director for DEI in August 2021. They are supported by a newly established team with two Directors dedicated to DEI. Dr. Bartel and Dr. Abiola will lead initiatives focused on further advancing the 3 Cs, guided by the recommendations of the Race, Diversity, and Inclusion Task Force, summarized below.

Community Diversity Increasing Access and Opportunity

- Increase number of underrepresented minority (URM) students in our programs
- Increase number of female and URM full-time and adjunct faculty
- Diversify senior staff positions
- Provide transparency by publishing statistics on the diversity of students, faculty, staff, and speakers

Curriculum and Classroom Inclusion Developing Diverse and Inclusive Leaders

- Increase diversity of gender, race, and ethnicity of in-class guest speakers to match demographics of our student body
- Expand case study initiative to increase gender and race diversity of case protagonists
- Design and launch faculty DEI training and coaching
- Create touchpoints for faculty to support students and understand dynamics related to their identities
- Recognize and address barriers that URM individuals face, through initiatives such as the enhancement of our faculty mentorship program

Culture and Climate Fostering an Inclusive and Equitable Environment

- Strengthen student orientation programming with enhanced DEI sessions
- Train student leaders to address DEI dynamics
- Increase touchpoints with student affinity groups
- Expand Phillips Pathway for Inclusive Leadership
- Provide staff with DEI training and coaching
- Ensure staff have knowledge and access to career growth opportunities
- Identify opportunities for staff and faculty to interact outside of standard workplace settings

Figure 01a. Entering MBA Students Over Time

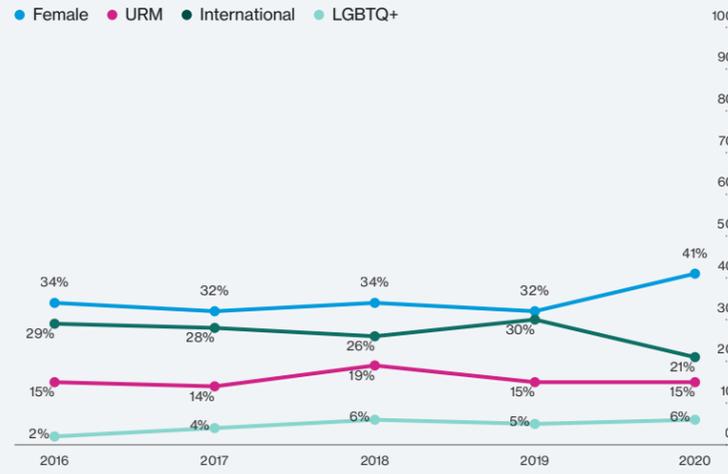
URM applies only to US and Permanent Resident MBA student data. URM students refers to students who identify as Black/African American, Hispanic and/or Latinx, American Indian, Alaska Native, Native Hawaiian, or other Pacific Islander.



N for Each Category of Students, By Year
 Female, International, and LGBTQ+ Students N = 2016: 776; 2017: 753; 2018: 756; 2019: 754; 2020: 782.
 URM Students N = 2016: 438; 2017: 429; 2018: 438; 2019: 400; 2020: 438

Figure 02a. Entering EMBA Students Over Time

URM applies only to US and Permanent Resident EMBA student data. URM students refers to students who identify as Black/African American, Hispanic and/or Latinx, American Indian, Alaska Native, Native Hawaiian, or other Pacific Islander.

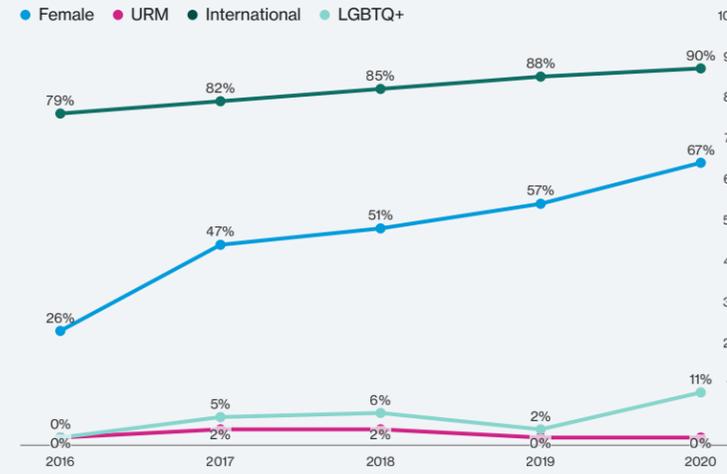


N for Each Category of Students, By Year
 Female, International, and LGBTQ+ Students N = 2016: 304; 2017: 314; 2018: 321; 2019: 319; 2020: 293.
 URM Students N = 2016: 216; 2017: 226; 2018: 238; 2019: 223; 2020: 232

N in all graphs refers to the total sample.
 Percentages may not add up to 100 due to rounding.

Figure 03. Entering MS Students Over Time

URM applies only to US and Permanent Resident MS students. Between 2016 and 2020, International students represented between 79% and 90% of total entering MS students.



N for Each Category of Students, By Year
 2016: 19; 2017: 57; 2018: 53; 2019: 58; 2020: 61

Figure 04a. Entering PhD Students Over Time

URM applies only to US and Permanent Resident PhD students. Between 2016 and 2020, International students represented between 50% and 88% of total entering PhD students.



N for Each Category of Students, By Year
 2016: 16; 2017: 24; 2018: 21; 2019: 20; 2020: 21

Figure 01b. MBA Student Race & Ethnicity Breakdown

Breakdown of MBA students by race and ethnicity (2020–2021). Race and ethnicity total sample set includes only US and Permanent Resident MBA student data.

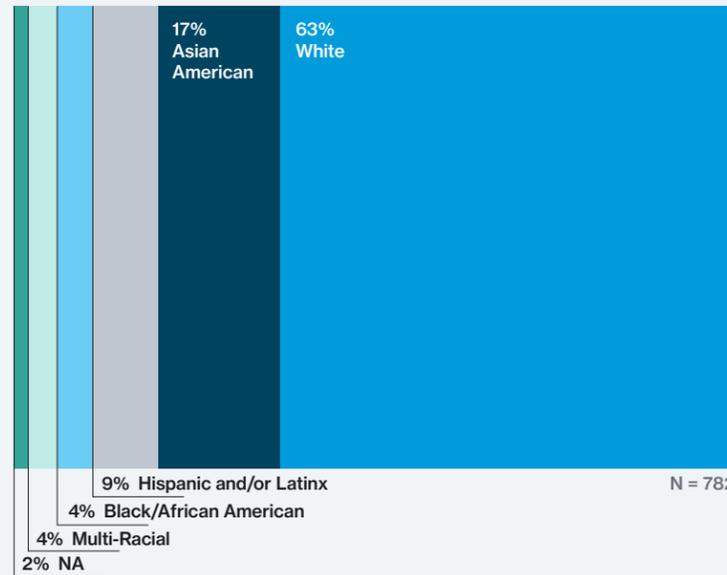


Figure 02b. EMBA Student Race & Ethnicity Breakdown

Breakdown of EMBA students by race and ethnicity (2020–2021). Graph reflects combined data from all three EMBA programs: EMBA-Americas, EMBA-NY Saturday, and EMBA-NY Friday/Saturday). Race and ethnicity total sample set includes only US and Permanent Resident EMBA student data.

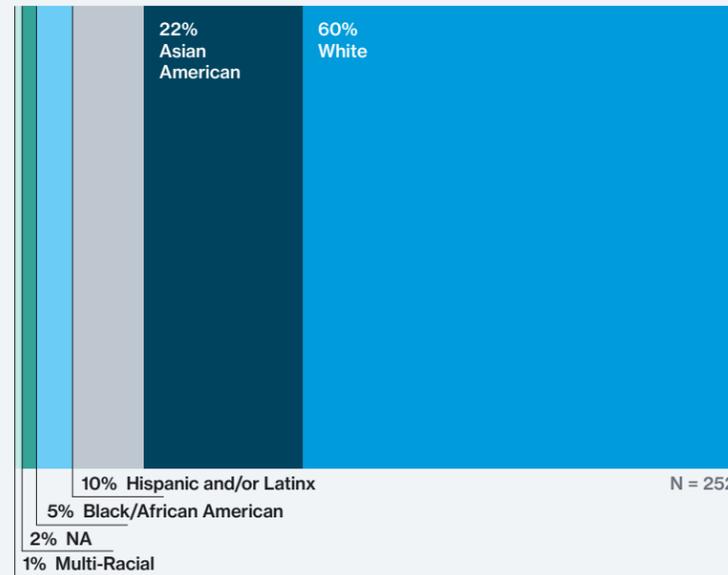


Figure 04b. Total Number of Entering PhD Students Over Five Years

URM applies only to US and Permanent Resident PhD students.

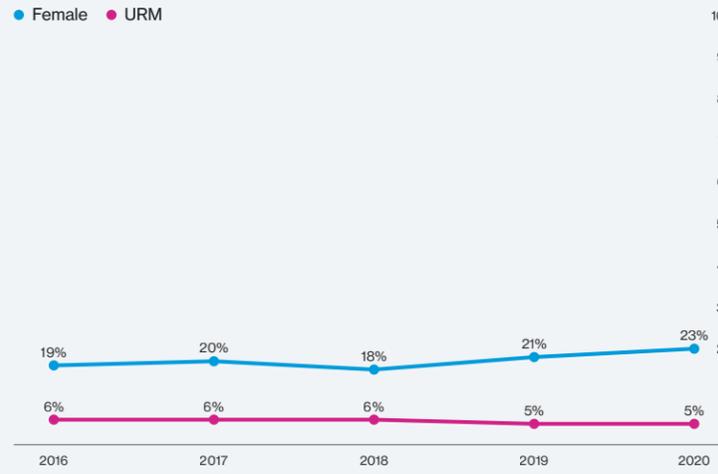
	Total number of students over 5 years	Total number of female students over 5 years	Total number of URM students over 5 years	Total number of international students over 5 years
Accounting	13	4	0	11
Decision, Risk, and Operations	26	5	1	24
Finance	25	12	2	15
Management	19	7	2	8
Marketing	19	11	1	12

Dashboard Faculty and Staff

N in all graphs refers to the total sample.
Percentages may not add up to 100 due to rounding.

Figure 05a. Full-time Faculty Over Time

URM applies only to US and Permanent Resident faculty. URM faculty refers to faculty who identify as Black, Hispanic and/or Latinx, or Indigenous/Native American.



N for Faculty, by Year
2016: 142; 2017: 143; 2018: 144; 2019: 147; 2020: 146

Figure 05b. Full-time Faculty Race & Ethnicity Breakdown

July 2020. Race and ethnicity total sample set includes only US and Permanent Resident faculty data.

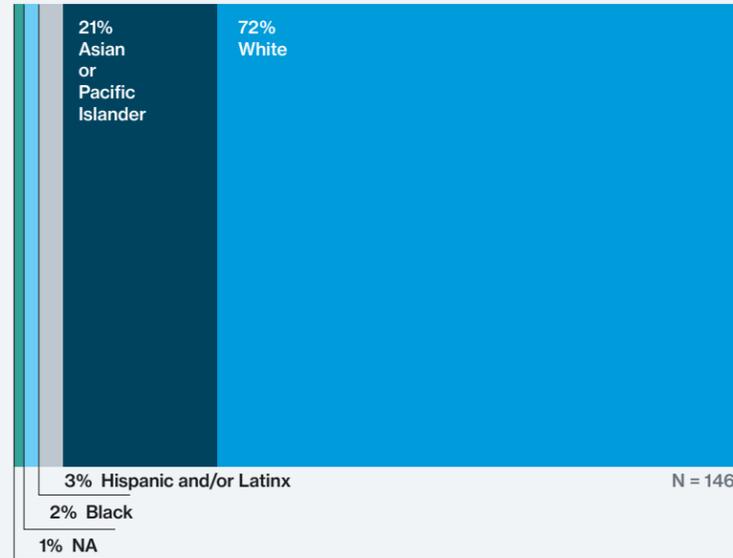
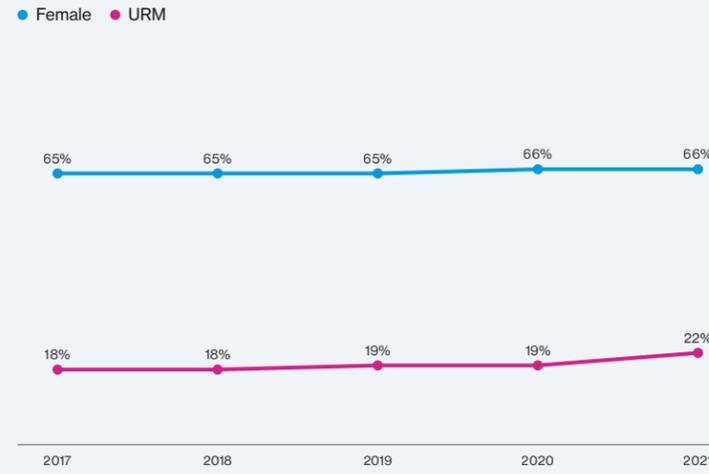


Figure 06a. Staff Over Time

URM applies only to US and Permanent Resident staff. URM staff refers to staff who identify as Black, Hispanic and/or Latinx, or Indigenous/Native American.



N for Staff, by Year
2017: 370; 2018: 375; 2019: 378; 2020: 365; 2021: 336

Figure 06b. Staff Race & Ethnicity Breakdown

Race and ethnicity total sample sets includes only US and Permanent Resident staff data.

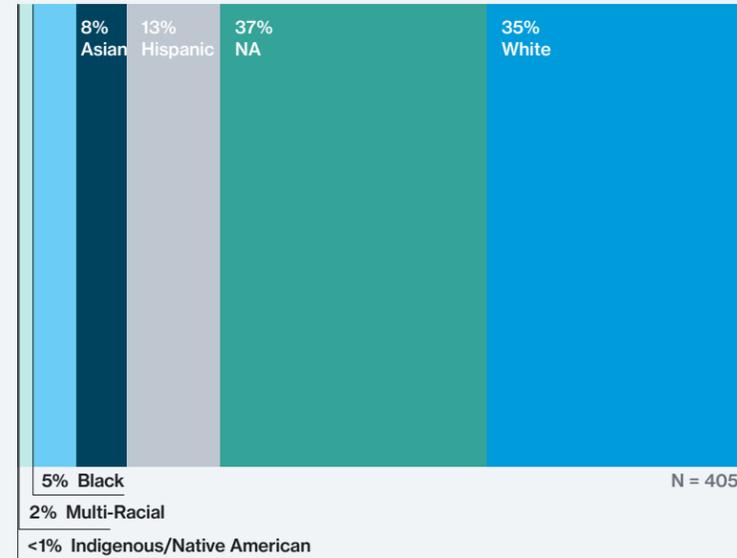


Figure 07. Diverse Cases Taught in Core and Elective Classes

Diverse cases are those with female, non-white, and/or LGBTQ+ protagonists. Approximately 270 cases, including diverse cases, are taught each year.

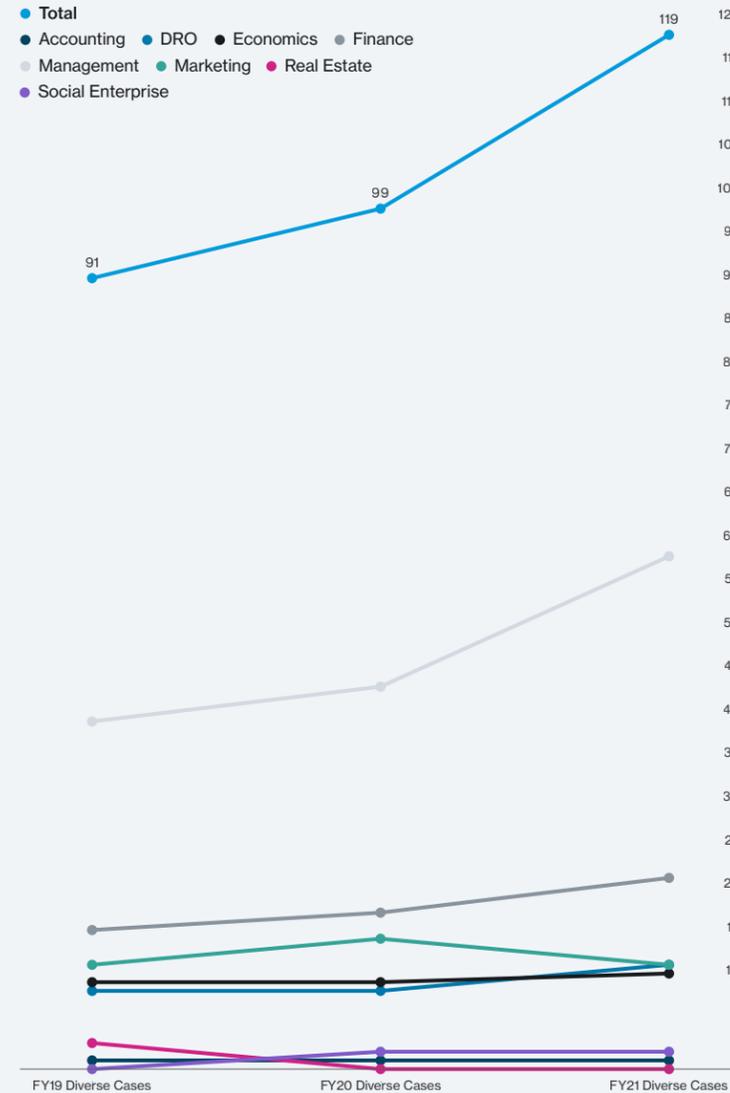


Figure 08a. Adjunct Faculty Gender Breakdown

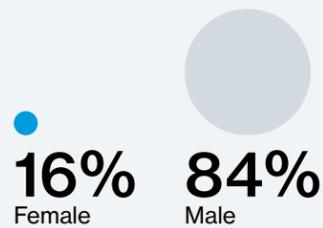


Figure 08b. Adjunct Faculty URM Breakdown

URM refers to adjunct faculty who identify as Black or Hispanic and/or Latinx. Adjunct faculty who did not self-identify their race or ethnicity are counted as non-URM.

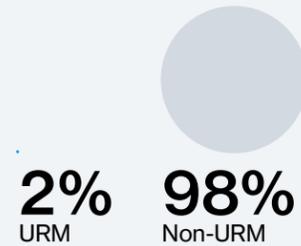


Figure 09. Staff Gender Breakdown

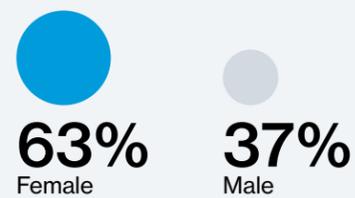
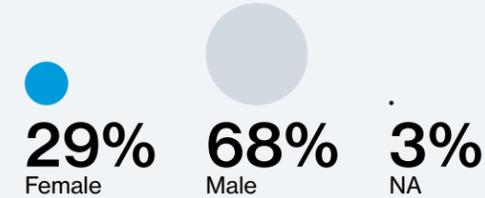


Figure 10. Guest Speaker Gender Breakdown



Schomburg Center FOR RESEARCH IN BLACK CULTURE

Introduction

We embark on the report of Diversity, Equity, and Inclusion at Columbia Business School recognizing and celebrating the powerful legacy that defines the community that we are proud to be a part of.

The Harlem Renaissance, and the many scholars, activists, business leaders, politicians, and iconic Black legends that came out of it, hold a special place in the hearts and minds of America. Though Harlem is not the only community that laid the groundwork for Black literature and Black consciousness, it attracted a significant concentration of the highest intellect and talent that America had to offer and still serves as one of the strongest beacons for this cultural awakening. Columbia Business School is proud to partner with the community in Harlem, a historical landmark that is our home.



←

Harlem Hospital Center
New Patient Pavilion

This report provides an overview of the Diversity, Equity, and Inclusion Initiative's activities at Columbia Business School over the last two years (2019–2021). While we will provide a deep dive into this experience with that timeframe in mind, we would be remiss if we did not start from the beginning of our journey as one of the oldest business schools and one of six Ivy League business schools.

Columbia Business School (CBS) opened its doors in 1916 owing in large part to a generous gift from Emerson McMillin an anti-slavery banking executive who fought for the Union Army. Starting with its inaugural class, CBS accepted women as members of its student body – the first class of 61 students included 8 women. Columbia Business School (and Columbia College) had no official policy against accepting students because of their race – they did not actively bar students of color from attending, but they did not actively recruit them either. The first known student of color at Columbia Business School was Theodora Rutherford, a Black woman and member of the 1924 class. Most of the students who attended Columbia Business School were White men. The history of different student groups at CBS (Asian, Black, Jewish, LGBTQ+, and women students) can be found in the appendix.

In 2018, Dean Glenn Hubbard appointed two committees to examine issues of diversity and inclusion among students and faculty at Columbia Business School. The Diversity Committee, chaired by Professors Modupe Akinola and Paul Tetlock, and the Faculty Respect, Inclusion, and Fairness Committee, chaired by Professor Adam Galinsky, submitted their reports at the end of the 2018–2019 academic year. Based on their recommendations, Dean Costis Maglaras created the role of Vice Dean for Diversity, Equity, and Inclusion (DEI) in July 2019, to create and oversee programs to intentionally advance CBS as an inclusive community that values diversity and cultivates belonging.

Dr. Gita Johar, Meyer Feldberg Professor of Business in the Marketing Division, was appointed the inaugural Vice Dean for DEI. In the first year of her appointment, she established the Diversity, Equity, and Inclusion Standing Committee with representation from faculty, staff, and students across all CBS programs, followed by the launch of a staff-only standing committee, to help accomplish the DEI goals of the school (see committee membership). The DEI Initiative launched in August 2019.



Theodora Rutherford, the School's first known student of color; class of 1924.

DEI X 3Cs

01 Community Diversity

Increasing Access
and Opportunity

02 Curriculum & Classroom Inclusion

Developing Diverse
and Inclusive Leaders

03 Culture & Climate

Fostering an Inclusive
and Equitable
Environment

The DEI Initiative, 2019–2021

Since 2019, the DEI Initiative has been advancing and leading programs focused on three key pillars, which we refer to as the “3 Cs”: **Community Diversity, Curriculum and Classroom Inclusion, and Culture and Climate**. The following sections report on our activities and accomplishments across these three impact areas over the last two years.

Community Diversity

Increasing Access and Opportunity

Creating a more diverse, equitable, and inclusive Columbia Business School starts with recognizing that we do not all have the same access to resources and opportunities. Racism and sexism have created disparate barriers, experiences, and outcomes for underrepresented minorities and women in academia and in business. We must be proactive about creating equitable access to, and opportunities for, those who have historically been underrepresented in our community. Here are some of the activities CBS is engaged in to increase equitable access and opportunity.

Faculty



Full-Time Faculty Diversity

Columbia Business School (CBS) 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 their availability pools in the field of business. We are also committed to increasing the diversity of our PhD program, and are working collaboratively to increase diversity of PhD programs of peer schools, to build a robust pipeline for full-time faculty recruitment.

In 2018, CBS set a five-year goal to achieve 22.5% female and 8% under-represented minority (URM) (Black and Hispanic and/or Latinx) tenured or tenure-track faculty. As of July 1, 2020, the tenured and tenure-track faculty of Columbia Business School includes 130 faculty members, 32 female faculty members (24.6%), three Black faculty members (2.3%), and four Hispanic and/or Latinx faculty members (3.1%). Forty-two percent of junior faculty (21 out of 50) on the tenure-track are women, which is promising for the future gender diversity of full-time faculty. While we have made progress, the School has not yet achieved the level of diversity to which we aspire. We will continue to work on increasing the diversity of our faculty through hiring, promotion, retention, and ensuring that all faculty feel a sense of inclusion and belonging.

Adjunct Faculty Diversity

Adjunct faculty are an important part of the CBS community. They are experienced practitioners who teach some of the most popular courses in our curriculum, and collectively teach a significant portion of our course sections. CBS is committed to continuous improvement of the quality and diversity of its adjunct faculty.

In Fall 2020, in partnership with the CBS Senior Vice Dean for Faculty Affairs, the Senior Vice Dean for Curriculum and Programs, and the entire Executive Committee, the DEI Initiative established an adjunct faculty hiring policy to increase the presence of women and underrepresented minorities in our adjunct faculty ranks. We aim to match, and even try to exceed, the diversity in our student body in our adjunct faculty within five years.

In the year 2019–2020, CBS had 146 adjunct faculty (22 female, 15%) who taught 244 sections in aggregate. In the year 2020–2021, CBS had 167 adjunct faculty (26 female, 16%) who taught 240 sections in aggregate.

Staff



Staff Diversity

The staff community at Columbia Business School numbers 336 (2021) and is a significant part of the School's ecosystem. (See [Dashboard](#) for the demographics of our staff community over the last four years.) Though there is diverse gender representation throughout the administrative ranks of the School, the data show that Black, Indigenous, and people of color are in the minority, especially in the most senior level positions. In 2020, staff working groups came together to work with Human Resources and the Vice Dean of Administration to develop and recommend strategies for closing the gaps in representation, and to create pipelines to leadership for underrepresented minorities.

Students

MBA Student Diversity

The Master of Business Administration (MBA) Admissions Office works to increase the representation of Black, Hispanic and/or Latinx, LGBTQ+, women, and veteran members in our community through their diversity recruitment efforts. The Admissions team offers dozens of events each year to give prospective students the opportunity to connect with current students from specific affinity clubs, including five flagship events targeting the recruitment of specific underrepresented populations.

Columbia Business School is affiliated with many diversity recruitment-focused programs and associations, including Management Leadership for Tomorrow, The Robert Toigo Foundation, the Riordan Fellows Program, Sponsors for Educational Opportunity, the Forté Foundation, Reaching Out MBA, CHeck uS Out (a multi-school admissions event for LGBTQ+ prospective students that takes place in New York City and San Francisco each fall), the Yellow Ribbon Program, and the Ten School Diversity Alliance, a joint effort by the nation's

leading business schools to affect and influence the diversity of MBA campuses, organization, and the global community.



- **The Consortium for Graduate Study in Management:** In March 2021, Columbia Business School joined The Consortium for Graduate Study in Management, a national nonprofit organization focused on diversity, equity, and inclusion in graduate business education and American business. The Consortium works with top-ranked MBA programs around the country to increase underrepresented minority students in business education and corporate leadership. The membership, effective beginning July 1, 2021, represents CBS' commitment to diversifying our MBA pipeline and bringing in more students who identify as Black, Hispanic and/or Latinx, and Indigenous/Native American, in addition to others who are committed to The Consortium's vision. This new partnership is a significant step in our goal to enhance and improve diversity, equity, and inclusion as a top business school.
- **Admissions Advocates Program:** In partnership with External Relations and the Office of Admissions, the Admissions Advocates program connects Black and Hispanic and/or Latinx admitted MBA students to alumni from our African American Alumni Association (4A) and the Hispanic Alumni Association in an effort to increase yield for MBA admitted students who are part of these communities.
- **Perelman Scholarship Fund:** In April 2021, CBS announced the creation of 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. The scholarship fund will offer 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 will welcome its first class of Perelman Scholars in September 2022, following the opening of the School's new Manhattanville campus in January 2022.
- **The African American Alumni Association (4A) Committee Scholarship Fund:** In 1994, members of the CBS African American Alumni Association (4A) spearheaded the creation of the endowed 4A Scholarship Fund

to enable the School to provide scholarships to Black MBA students. In 2020–2021, in partnership with the 4A Committee, External Relations launched an ambitious five-year fundraising campaign, followed by a match from the Dean, to significantly grow the 4A Scholarship Fund.

- **Pipeline Partnerships:** In addition to building the immediate pre-MBA pipeline to diversify our MBA student body, CBS has also been building relationships with nonprofit organizations that work with high school and college students in order to build awareness about MBA programs. An example is Scholarship Plus, a nonprofit organization dedicated to helping outstanding low-income students graduate from college. We have created awareness of summer internships and the Predoctoral Fellows programs, as well as the deferred enrollment MBA program, with these students.



EMBA Student Diversity

Between 2016 and 2020, the diversity of the Executive Master of Business Administration (EMBA) entering classes saw the most improvement among female (34% to 41%) and LGBTQ+ (2% to 11%) students. See all figures in [Dashboard](#).

MS Student Diversity

Between 2016 and 2020, the diversity of the Master of Science (MS) entering classes saw generally consistent improvement among international (79% to 90%), female (26% to 67%), and LGBTQ+ (0% to 11%) students. See all figures in [Dashboard](#).

PhD Student Diversity

- **Summer Research Internships:** We are committed to increasing summer internship opportunities for URM undergraduate students interested in business research. Summer internship programs offer interns the opportunity to work closely with faculty on a summer research project. We have identified [The Leadership Alliance](#) as a partner that can help us attract diverse candidates to these summer internship programs. The Alliance runs the Summer Research-Early Identification Program (SR-EIP), which is “a fully paid summer internship that provides undergraduates with training and mentoring in the principles underlying the conduct of research and prepares them to pursue competitive applications to PhD or MD-PhD programs.”
- **Columbia Undergraduate Business Scholarship (CUBS) Program:** The mission of CUBS is to increase participation of Columbia and Barnard

undergraduates from underrepresented groups in business research. CUBS recipients are paired with faculty for whom they work as paid research assistants and gain exposure to the research challenges tackled in business school settings, learn basic research and data-analytics skills, and gain insight into careers in academia. The 10 CUBS recipients include five men and five women; four identify as African American, two as Hispanic and/or Latinx, one as Hispanic-Asian, and one undisclosed, while two are international students from Africa.

- **The PhD Project:** Columbia Business School is a member of The PhD Project and will be an even more active member going forward. The PhD Project helps Black and/or African Americans, Latinx and/or Hispanic Americans, and Indigenous/Native Americans attain their business PhD (Doctor of Philosophy) and become the business professors who will mentor the next generation of leaders. We are committed to having faculty representatives attend the annual conference.
- **PREDOC:** Columbia Business School is an active member of the Pathways to Research and Doctoral Careers (PREDOC) consortium, whose goal is to increase the representation of women and people of color traditionally underrepresented in the quantitative social sciences by removing barriers to graduate training. Lack of awareness and information on available research opportunities, costs, and lack of mentorship are some of the barriers keeping women and people of color from being represented in the quantitative social sciences at rates similar to those observed in STEM fields.
- **Predocctoral Fellowships:** This program provides an opportunity to gain experience in academic research, with a special focus on fields such as Accounting; Decision, Risk & Operations; Economics; Finance; Management; and Marketing. The two-year program helps fellows earn admittance to PhD programs and prepares them for successful graduate school careers.
- **The Rising Scholars Conference:** This conference is a platform for diverse PhD and postdoctoral students from across the country to present their research and interact with faculty. The conference will now rotate between the M7 (magnificent seven) schools, and Columbia Business School is committed to participating and hosting it.



Curriculum and Classroom Inclusion

Developing Diverse and Inclusive Leaders

As our community grows more diverse, we must provide educational offerings that reflect the experiences and perspectives in our classrooms. We also recognize the immense responsibility and opportunity we have to prepare our students to lead in a business world that is increasingly diverse — and increasingly values diversity within organizations. Here are some of the ways Columbia Business School is working to ensure our curriculum and classrooms support our students and prepare them to be inclusive leaders, now and in the future.

Faculty & Students

Phillips Pathway for Inclusive Leadership

The [Phillips Pathway for Inclusive Leadership \(PPIL\)](#) is a first-of-its-kind, CBS community-driven co-curricular program for MBA students designed by Mariah Celestine '20 and Camira Livers-Powell '20 in collaboration with the DEI Initiative, and piloted in collaboration with the DEI Initiative as well as the Sanford C. Bernstein & Co. Center for Leadership and Ethics.

PPIL aims to equip CBS students with the essential skills necessary for leading inclusively through a combination of assessments, workshops, and programmatic endeavors throughout their educational journey. PPIL events are co-created by CBS stakeholders including student clubs, academic divisions, Centers and Programs, the Office of Student Affairs, the Dean's Office, and more. All Centers and Programs, academic divisions, and student clubs are encouraged to host at least one PPIL-approved event each year, covering one essential skill and one DEI topic from the list below.

10 DEI Topics

- 01 Ability, Disability, Ableism
- 02 Age, Aging, Ageism
- 03 DEI Tools and Policies
- 04 Faith, Religious Identity, or Secular Worldview
- 05 Gender Identity and Equity
- 06 Global Citizenship
- 07 LGBTQIA+ Identity and Equity
- 08 Privilege and Power
- 09 Racial Identity and Equity
- 10 Socioeconomic Status and Classism

5 Essential Skills

- 01 Creating an Inclusive Environment
- 02 Mitigating Bias
- 03 Communicating Across Identities
- 04 Addressing Systemic Inequality
- 05 Managing Difficult Conversations

Program History

In January 2020, Camira Livers-Powell and Mariah Celestine registered for an independent study course with Vice Dean Johar, with the goal of mapping out a journey of DEI touchpoints for MBA students. Through the Dean's Summer Fellowship program in Summer 2020, they continued working with the Vice Dean, and the original vision evolved into a proposal for a transformative new co-curricular program for all students across the academic programs. Dean Maglaras embraced the opportunity to bring this innovative DEI co-curricular program to CBS students, and he instituted an ambitious timeline for the PPIL with a pilot program set for first-year MBA students in Spring 2021. The full program will launch over the course of the 2021–2022 academic year.

Spring 2021 Pilot Phase

During the pilot phase of the PPIL, all first-year MBA students were enrolled in the community-wide mandate to attend at least one PPIL-approved event and submit a post-event reflection form. In order to successfully phase in the program for all academic programs in the future, we also formed a student advisory council, which provided us with critical feedback to help us address the specific needs of each student population as well as assess the overall impact of the program on the student body.

PPIL is inspired by the profound research and life's work of the late Professor Katherine W. Phillips. A beloved member of the Columbia Business School community since 2011 and world-renowned expert on diversity in the

workplace, Professor Phillips was a highly dedicated teacher, mentor, and collaborator who worked diligently to create an inclusive community among faculty, staff, and students. She was a real agent for change, and CBS is honored to name this groundbreaking program in her honor.

During this phase, all students across the academic programs had the opportunity to plan and participate in PPIL-approved events and workshops. The CBS Dean's Office, Office of Student Affairs, Career Management Center, numerous academic divisions, 15 Centers and Programs, and 21 student clubs coordinated over 65 PPIL-approved events. Student reflections have yielded valuable insights about the initial launch and success of the program, as demonstrated in these sample PPIL reflection excerpts on the following page:

↓

PPIL is inspired by the profound research and life's work of the late Professor Katherine W. Phillips.



Conveniently Overlooked: Being Asian in America

Essential Skills
Addressing Systemic Inequity, Creating an Inclusive Environment, Mitigating Bias

DEI Topics
Global Citizenship and Racial Identity & Equity

Student Reflection

“As an Asian international student, I have experienced some Asian discrimination in the US. This event helped me to put my experiences into a broad context and history. In terms of leadership, it is necessary to know about existing discrimination with background and history. I think I can use this knowledge to create a more inclusive culture in my teams.”

X-Perience: The Transgender Experience + AMA (TDOV)

Essential Skills
Addressing Systemic Inequity, Communicating Across Identities, Managing Difficult Conversations

DEI Topics
LGBTQIA+ Identity and Equity

Student Reflection

“This session equipped me with specific tools to help me create a more inclusive environment for my trans and gender non-conforming peers and coworkers, from guidance on language/pronouns to suggestions on how to show support for transitioning people. I appreciated the mixture of high-level and fine-grain insight the speakers offered, and will start applying their advice literally tomorrow in class.”

VCision 20/20: Navigating VC from the Lens of Underrepresented CBS Alumni

Essential Skills
Addressing Systemic Inequity, Creating an Inclusive Environment, Mitigating Bias

DEI Topics
DEI Tools and Policies, Gender Identity and Equity, Racial Identity and Equity, Socioeconomic Status and Classism

Student Reflection

“It was truly eye-opening to hear some of the experiences that the speakers went through in their pursuit of careers in venture capital and once they had broken into the industry. It really emphasized how important it is to be aware of how systemic racism and sexism are baked into almost every industry and how these forces negatively impact the lives of underrepresented groups. In my career, I will always try to recognize these forces in action and play an active role in combating them.”

Sample PPIL Student Journey (MBA)

First Semester

LEAD Survey DEI Assessment
Leading Inclusively
One PPIL-Approved Event + Reflection
Optional: Managing Difficult Conversations Workshops

Second Semester

One PPIL-Approved Event + Reflection
Optional: Unconscious Bias Workshop

Third Semester

One PPIL-Approved Event + Reflection
Optional: Unpacking Diversity Dynamics in Organizations Workshop

Fourth Semester

One PPIL-Approved Event + Reflection
LEAD Final Assessment
Optional: Understanding Intersectionality at Work

DEI Training for Faculty

- **Training and Faculty in Conversation:** Since 2019, CBS has featured different types of training: two Everfi online training modules on Diversity in the Workplace and Managing Bias, a number of events featuring outside trainers, as well as “Faculty in Conversation” (FiC) sharing best practices in inclusive teaching.
- **DEI Coach:** The Samberg Institute has a new DEI-focused faculty coach available for consultation since early 2020; the coach has met with eight faculty members to work on facilitating difficult DEI-related discussions

and to help them make their course materials and activities more inclusive.

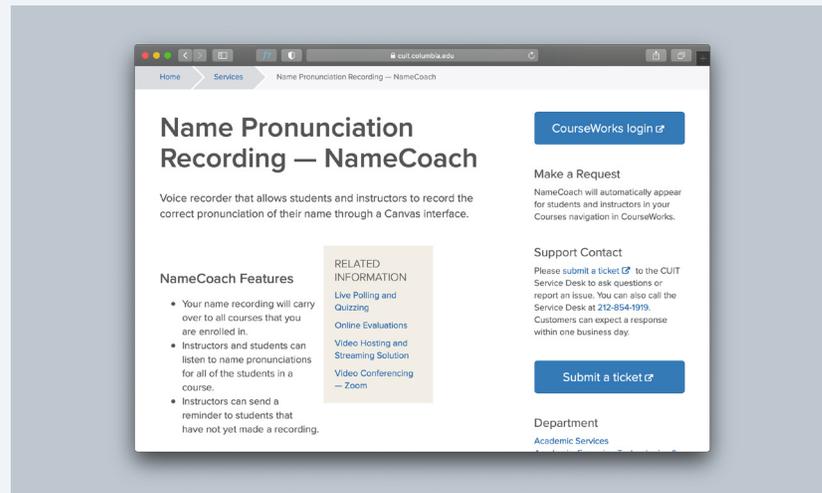
- **DEI Resources at Samberg:** Samberg has expanded their website to include information on inclusive teaching in different formats and created a one-page inclusive teaching checklist for faculty.

DEI Elective Courses

In addition to the mandatory co-curricular Phillips Pathway for Inclusive Leadership (PPIL) program, CBS offers other electives with a focus on diversity, equity, and inclusion such as the ReEntry Acceleration Program, Bridging the American Divides, and Executive Ethics. You can read descriptions of these courses [in the appendix](#).

Introducing Pronouns and Name Pronunciation to the CBS Classroom

In January 2020, Columbia Business School was among the first schools at Columbia University to participate in the University Life Pronouns in Use pilot program. This program offered MBA, EMBA, MS, and PhD students the opportunity to register their gender pronouns and record their name pronunciation using the [NameCoach](#) tool in Canvas.



In Fall 2020, the CBS Office of Student Affairs and the Information Technology Group introduced custom virtual backgrounds that feature the user's pronouns.

Seating Randomization

Following a recommendation from the 2018–2019 DEI Committee, in Fall 2019, the Samberg Institute for Teaching Excellence introduced randomized seating in core classes in order to create a more inclusive learning environment for all students.

Guest Speakers

One of the rich opportunities available to CBS students is the chance to hear from excellent industry experts visiting classes for guest lectures. We are committed to ensuring that these visitors represent diverse backgrounds and perspectives. In partnership with External Relations, the DEI Initiative developed and shared a list of women and BIPOC CBS alumni with faculty to facilitate connections.

In addition, we instituted a new practice of tracking previously uncaptured data on guest speakers in our classrooms. We will continue to capture this data and in time, set diversity goals for the speakers in our classrooms.

Cases

Columbia CaseWorks develops teaching cases and materials specifically designed for the Columbia Business School classroom. All materials are closely tied to or based on the e-research and expertise of Columbia Business School's world-renowned faculty. As part of the DEI Initiative at CBS, CaseWorks has begun work to increase women, URM, and international representation in the case catalog. The goal is to be close to 50% female protagonists in cases taught in the core, and there has been clear progress toward the goal as seen in the data. ([Figure 07.](#))

Dean's Summer Fellows Program

This program paired MBA, EMBA, and MS students with faculty in the summer of 2020 to work on updating classroom materials and cases, with a stated diversity and inclusion focus. Nineteen cases came out of this effort, with 11 featuring diverse protagonists – international, female, LGBTQ+, or URM. The Fellows were presented a survey question: "The material developed will increase diversity in the course." The overall score on a 5-point scale was 4.5, with 5 meaning "strongly agree." As the following quotes reveal, the students worked hard to diversify course content. This program was repeated in Summer 2021.

Share an aspect or impact of your project/course that was meaningful to you and let us know why:

"We were able to diversify examples taught in LEAD; removal of antiquated examples and certain biases."

Leslye Barth '20

"It was refreshing to find diverse protagonists and incorporate their accomplishments into the case."

Caroline Froehlich '20

"It was great to participate in a conversation about equity and inclusion surrounding cases (writing and teaching) during these trying times. I clearly see the effort and care CaseWorks puts into all cases, old and new, to make sure they reflect the values of our times."

Christiana Rosales '21

"Working with a team coming from different cultural backgrounds (Lebanese, French, and Chinese) as well as working on two companies operating in Europe and Africa was very interesting and an enriching experience that has widened my horizon and knowledge in these regions and industries."

Karim Soubra '21

Culture and Climate

Fostering an Inclusive and Equitable Environment

Building a more diverse Columbia Business School requires more than a concerted effort to expand our community. In addition to recruiting a diverse faculty, staff, and student body, we must also foster a climate where they will want to stay, one where all community members — including our surrounding community in New York City — feel included, respected, and valued, and are treated equitably. Here are some of the ways CBS is working to ensure that the values of diversity, equity, and inclusion are embedded in every facet of our culture.

School-Wide Initiatives



Columbia Business School Values Statement

To anchor our DEI work, in May 2020, the 2019–2020 Diversity, Equity, and Inclusion Standing Committee created and published the Columbia Business School Values Statement. The statement received unanimous support from the Executive Committee and articulates the School's commitment to diversity, equity, and inclusion.

[Read the statement in the introduction.](#)

Race, Diversity, and Inclusion Task Force

Since its inception in 2019, the Columbia Business School DEI Initiative has focused on these critical areas of racial justice:

- Creating an inclusive and equitable campus environment
- Building a sustainable, racially diverse CBS faculty
- Increasing the racial diversity of MBA/EMBA students
- Establishing a rewarding environment for staff that is diverse and inclusive

In August 2020, Dean Maglaras convened a Task Force on Race, Diversity, and Inclusion (RDI Task Force) at Columbia Business School to make recommendations in these areas. The task force was co-chaired by Professors Modupe Akinola and Chris Mayer and composed of faculty, staff, and students.

In May 2021, the RDI Task Force provided detailed recommendations to the DEI Initiative to ensure that the Business School is a place that is inclusive. [These recommendations](#), some of which are well underway, inform the DEI goals and strategy for the next three years.

DEI Event Planning Checklist

In August 2020, in an effort to help all CBS stakeholders develop more diverse and inclusive events, the DEI Initiative and The Sanford C. Bernstein & Co. Center for Leadership and Ethics partnered to create and publish a [DEI Event Planning Checklist](#) to be used school-wide, including guidance on topics like speaker sourcing, agenda creation, venue selection, accessibility, and more. This checklist has been shared with student clubs and Centers and Programs.

Faculty

Seminar Speakers

Our academic divisions host robust research seminar series, and we have started tracking previously uncaptured data on seminar speakers at CBS. In Fall 2020, the DEI Initiative launched a new research seminar series in partnership with each academic division to showcase research on DEI topics. Throughout the 2020–2021 year, we hosted six seminars in partnership with academic divisions and a Center.



Provost's Grants

Each year, the Office of the Vice Provost for Faculty Advancement at Columbia University offers a grant program for junior and mid-career faculty. These grants are designed to support Schools' diversity plans by advancing the career success of outstanding junior and mid-career faculty who contribute to the diversity goals of the University by their research, teaching, and mentoring activities. The DEI Initiative, in partnership with the CBS Office of the Senior Vice Dean of Faculty Affairs, prepares submissions for these grants every semester. Since 2015, 15 CBS faculty members have been named award recipients through this grant program.

Child Care Travel Support Program

In January 2020, CBS introduced a new initiative, the Faculty Child Care Travel Support Program, to provide partial funding for additional child care that may be necessary when faculty members travel for academic and professional development purposes. Starting in January 2020, Columbia Business School piloted this program to full-time faculty members to help meet the costs of child care incurred due to professional travel. Faculty members attending

conferences, meetings, or professional development opportunities, or conducting approved research, will be eligible to apply for up to \$1,500 per calendar year.

Students

Leadership Roles

In Spring 2020, the MBA Student Government Executive Board introduced two new roles, the Vice Presidents of Diversity, Equity, and Inclusion. Through signature events and individual contributions to the CBS culture and community, the VPs of DEI promote the areas of DEI, citizenship, leadership, mutual respect, and integrity. The VPs of DEI also assist the Office of Student Affairs and the DEI Initiative with the planning and execution of mandated programming such as the Sexual Respect & Community Citizenship Initiative and other relevant non-mandated programming.

In addition to these Executive Board (ExBo) roles, cluster leadership also evolved in Fall 2020 to include a designated Diversity, Equity, and Inclusion chair for each cluster. These chairs work closely alongside the ExBo VPs for DEI as well as the larger cluster board.

DEI Training for MBA Students

At CBS, all MBA students attend inclusive leadership and global citizenship sessions as part of mandatory training during Orientation. Building off these introductory sessions, our first-year students, as part of their LEAD class, also attend a half-day “Leading Inclusively” module midway through their first semester.

In addition to these standing sessions, which we are working on revising and expanding, the DEI Initiative assisted with the rollout of six additional DEI trainings and inclusive leadership sessions for MBA students throughout the 2020–2021 academic year with a combination of internal and external trainers:

- **Peer Advisor + CMC Fellows Training:** Through an effort by the OSA, the Career Management Center (CMC), and faculty teaching the LEAD core course, Peer Advisors and CMC Fellows received inclusive leadership training prior to starting their leadership positions in Fall 2020.
- **Implicit Bias Training:** The OSA and multiple clusters in the Class of 2022 partnered in Fall 2020 to host an implicit bias training with Project Implicit.
- **Cluster Chair and DEI Chair Training:** The OSA, the DEI Initiative, and the Bernstein Center hosted a peer leadership training with Natalia Villarmán, CEO of Seen@Work. This training included strategies for facilitating difficult conversations and practicing cross-cultural competencies.
- **Spring Peer Advisor Training:** The OSA, in partnership with the Office of University Life and the DEI Initiative, hosted a “Navigating Uncomfortable Conversations” for Peer Advisors who would be leading J-term orientation activities.
- **Antiracism 101:** In partnership with the OSA, Dean Melanie Pagán of SIPA, and Dean Samantha Shapses of CBS, the DEI Initiative hosted an introductory conversation on antiracism and systemic oppression.
- **Bias Reduction Training with Dr. Crawford:** Dr. Dana E. Crawford, PhD, is a nationally recognized clinical psychologist who is currently a scholar in residence at Columbia University’s Zuckerman (Mind, Brain & Behavior) Institute. Dr. Crawford facilitated an interactive training focused on reducing bias in professional and personal contexts, using her patented Crawford Bias Reduction Theory.

- **CBS Reflects Survey:** CBS Reflects is a student-run leadership advisory board designed to build and bolster a culture of diversity, equity, and inclusion (DEI) at Columbia Business School. Their flagship project is a DEI climate survey for all students across the CBS community. A first-year survey is conducted every fall to gauge the culture and climate in incoming clusters, and a school-wide survey is conducted every spring for all MBA students. The findings from these surveys inform the work of the DEI Initiative, OSA, CMC, Admissions, the Dean's Office, Samberg, CaseWorks, and more.
- **Advancing Racial Equity:** The Advancing Racial Equity course was built in partnership with the DEI Initiative, Executive Education Social Enterprise Program, and three Faculty leads, Modupe Akinola and Adam Galinsky from CBS, and Caryn Block from Teachers College. This program provides participants with an in-depth understanding of the barriers that organizations face in increasing diversity and racial equity, offering a range of solutions and hands-on tools for eliminating these barriers and creating more inclusive organizations.

Staff

IDEAS

Founded in 2020 by three members of the staff community, Bianca Bellino, Pamela McKelvin-Jefferson, and Lan To, IDEAS (Inclusion, Diversity, Equity, Access, Social & Systemic Justice) Committee is a DEI professional community focused on building staff capacity to co-create, drive, and engage in a thoughtful DEI culture at CBS. The vision is for CBS to have a diverse and talented workforce and an inclusive and responsible workplace where everyone feels a strong sense of belonging.

DEI Training for Staff

Over the past year, the DEI Initiative provided over 12 staff-specific trainings and workshops on topics including racial bias reduction, having difficult conversations, cultural agility, performance management, and active allyship with an anti-racist lens.



External Partnerships

Columbia Business School has long-standing commitments to the Harlem community through our small business training initiatives and volunteer opportunities with Harlem schools and nonprofit organizations. We highlight three initiatives below, and you can find a list of the community-based programs and partnerships of Columbia Business School in Harlem and Washington Heights [here](#).



Columbia-Harlem Small Business Development Center (SBDC)

The Columbia-Harlem Small Business Development Center (SBDC) offers resources, mentorship, and programs for small business owners and entrepreneurs in the Harlem and southern Bronx neighborhoods.

Columbia-Harlem SBDC Services are provided at no cost and serve anyone starting or growing a business in New York State.

Counseling Efforts – Economic Impact Goals for 2021

\$8,750,000 to NYS Businesses
 1,448 Jobs Supported
 28 Startups Launched
 400 Clients Counseled

Programs Include

Finance Workshops
 Marketing Workshops
 Operations Workshops
 Monthly Lean Startup Lab
 1-on-1 Counseling

Dean’s Summer Fellows Program

The [Dean’s Summer Fellows Program](#) provides paid summer internship opportunities in multiple tracks for first-year and graduating second-year MBA students. In the summer of 2020, EMBA and MS students participated as well. As part of the Small Business Consulting track, 12 students, mentored by Professor Alonso Martinez (as well as Executives-in-Residence Toos Daruvalla and Joe Timko), worked jointly with the Columbia-Harlem Small Business Development Center (SBDC) to provide consulting services to businesses in the community. The companies served included many Black, Hispanic and/or Latinx, and women-owned businesses. Fellows honed their consulting skills on a variety of issues, including enhancing digital capabilities in response to

COVID-19, developing better financial reporting and project economics, and improving hiring and retention practices.

Columbia First Generation Investors Partnership

In Fall 2020, the DEI Initiative launched a new partnership with First Generation Investors, a nonprofit program that teaches high school students in underserved communities the power of investing. Philip Zhou, a CBS EMBA student who since graduated, led this effort, with Columbia undergraduate students mentoring 10 high school students at the Columbia Secondary School. More information can be found at www.firstgenerationinvestors.com.

College students volunteer their time to teach high school students about investing and give them real money to invest.

8-Week Program Overview

College student volunteers enroll local high school students

Volunteers deliver interactive sessions about investing

Students choose real investments with \$100 provided by donors

CBS-Sponsored Program Includes

30 high school students at Columbia Secondary School in Harlem

Run by Columbia undergraduate Wesley Uwaezuoke with 15 CU volunteers

Mentored by CBS EMBA student Philip Zhou '21

Looking Ahead

Columbia Business School is committed to addressing issues of diversity, equity, and inclusion; and to working with our community on creating a comprehensive strategy for which we will be held accountable. We will continue to increase our community diversity, will strive to advance curriculum and classroom inclusion, and will work diligently to enhance our culture and climate. We will continue to report relevant metrics and make decisions based on data. Finally, we will address the issues raised by the RDI Task Force and implement the recommendations of the DEI Standing Committee working groups on website and communications, DEI benchmarking, and future DEI reports.

The next phase of the DEI Initiative will be led by Dr. Ann Bartel, Merrill Lynch Professor of Workforce Transformation in the Economics Division, who was appointed Vice Dean for DEI in July 2021, and Dr. Ufuoma Abiola, who was named the inaugural Executive Director for DEI in August 2021. They are supported by a newly established team with two Directors dedicated to DEI. Dr. Bartel and Dr. Abiola will lead initiatives focused on further advancing the 3 Cs, guided by the recommendations of the Race, Diversity, and Inclusion Task Force, summarized below.

**Community Diversity
Increasing Access
and Opportunity**

- Increase number of underrepresented minority (URM) students in our programs
- Increase number of female and URM full-time and adjunct faculty
- Diversify senior staff positions
- Provide transparency by publishing statistics on the diversity of students, faculty, staff, and speakers

**Curriculum and
Classroom Inclusion
Developing Diverse
and Inclusive Leaders**

- Increase diversity of gender, race, and ethnicity of in-class guest speakers to match demographics of our student body
- Expand case study initiative to increase gender and race diversity of case protagonists
- Design and launch faculty DEI training and coaching
- Create touchpoints for faculty to support students and understand dynamics related to their identities
- Recognize and address barriers that URM individuals face, through initiatives such as the enhancement of our faculty mentorship program

**Culture and Climate
Fostering an Inclusive
and Equitable
Environment**

- Strengthen student orientation programming with enhanced DEI sessions
- Train student leaders to address DEI dynamics
- Increase touchpoints with student affinity groups
- Expand Phillips Pathway for Inclusive Leadership
- Provide staff with DEI training and coaching
- Ensure staff have knowledge and access to career growth opportunities
- Identify opportunities for staff and faculty to interact outside of standard workplace settings

Conclusion

This past year has been a difficult one, with the global pandemic disproportionately affecting underrepresented groups from a health and economic perspective, the national conversation confronting systemic racism and anti-Black violence, as well as racially motivated anti-Asian rhetoric and attacks. We hope to open up the space for discussion, conversation, and reflection on these social justice issues and to come together to build a CBS community that sees the value in diversity and respects and treats everyone with dignity.

Appendix

In areas where recorded history specific to Columbia Business School is lacking, the climate at the university overall can give glimpses of what the experience might have been like at CBS for members of these marginalized groups.

Asian Community at CBS

Research shows that the Asian student population had to overcome anti-Asian sentiments pervasive in America leading to their own experiences of opposition, oppression, and marginalization at Columbia Business School. Students from Asia had been coming to study at Columbia since the late 1800s. In the early decades of the twentieth century, several of them, including Chinese intellectual leader Hu Shih, were attracted to Columbia by the philosopher and educator John Dewey. Well before the Second World War spurred an expanded interest in Asia, the Department of Asian Studies established Columbia as one of the few American universities teaching Asian languages, history, literature, religion, and politics.

At Columbia Business School, The Center for Japanese Economy and Business was established in 1986 by [Professor Hugh Patrick](#), the only affinity-based center at CBS. Despite being confronted with adversity and anti-Asian sentiment over the years, the Asian student community at Columbia Business School has created a very robust and diverse level of engagement. Below is a list of the Asian affinity clubs at CBS:

[Asian Business Association](#)

[Greater China Society](#)

[Japan Business Association](#)

[Korean Business Association](#)

[South Asia Business Association](#)

[Southeast Asian Business Association](#)

Black Community at CBS

The first known student of color at Columbia Business School was [Theodora Rutherford](#), a Black woman and member of the 1924 class. Much like the broader University's treatment of African Americans, Theodora had a difficult time finding community at Columbia Business School. Her classmates did not want to study with her; and when she finally found a study group, they refused to eat with her in public spaces. Through sheer will and perseverance, Theodora obtained her master's in accounting degree; but she was ineligible to utilize the conferred degree until 30 years later.

Theodora's story is not uncommon for the Black student experience at myriad of higher education institutions. Though the historical account of Theodora Rutherford is three years shy of a century, it is a salient experience for many students of color today. Columbia Business School students and alumni have created safe spaces for engagement, camaraderie, and networking to strengthen the Black experience at Columbia Business School. Below is a list of the communities created for Blacks/African Americans at CBS:

[Black Business Student Association](#)

[African American Alumni Association](#)

Jewish Community at CBS

According to *A History of American Higher Education* by John Thelin (2004), race was a less volatile issue than religion and ethnicity at Northeast Universities (pg. 173). In his text, Thelin notes that Columbia University former President Nicholas Murray Butler openly stated concerns about the influx of immigrant children from Ireland and Eastern Europe tarnishing the cultural stature and composition of the university. Thus, it came as no surprise that Anti-Semitism was official in Columbia admissions practices in the 1900s. "Token accommodation of diverse groups was the rule of thumb."

By 1920 selective admissions practices were heightened as Dean Frederick P. Keppel expressed concern over "the Jewish problem" when the enrollment of Jewish students rose between 15% and 40%. Research by Columbia historian Robert McCaughey suggests that Seth Low Junior College (SLJC), a professional school for aspiring law and medical students, was created with the explicit goal of reducing the number of Jewish students on the Morningside campus. In *Stand, Columbia: A History of Columbia University*, McCaughey notes that enrollment of Jewish students at Columbia College after Seth Low

Junior College's (SLJC) opening dropped from 40% to 25%. Segregation was evident and so were the disparities in education. SLJC offered no degree and no guarantee of matriculation to Columbia professional schools, yet tuition was just as expensive. This marginalization persisted well into the 1940s, when anti-Jewish sentiment subsided, and more Jewish students began matriculating at the school.

Today Columbia Business School has a vibrant Jewish population. The [Jewish Business Student Association](#) is one of the largest student clubs at CBS. The club is designed to create a welcoming, social, and fun community for its members to explore Judaism and Jewish culture.

LGBTQ+ at CBS

The first queer student organization in the nation was founded in the fall of 1965 at Columbia University. In 1965, few were battling for or speaking out on LGBTQ+ rights, and Stonewall and the Gay Pride Parade were nonexistent. Families may have disowned you, employers could fire you (federal law was only recently passed on June 15, 2020, to protect LGBTQ+ employment rights), police could place you under arrest, and being LGBTQ+ was still considered a clinical divergent issue. Columbia's campus environment was no different. Faculty kept quiet for fear of their sexual orientation impacting their tenure review, and students would be kicked out or sent to a psychologist if identified as LGBTQ+.

Today Columbia Business School has a strong community of business students who celebrate their LGBTQ+ identity and build community through [Cluster Q](#), Columbia's LGBTQ+ MBA club. Cluster Q provides a strong network for LGBTQ+ students by organizing a variety of social, advocacy, and career-oriented events throughout the year, helping to foster the LGBTQ+ community on campus and develop relationships with recruiters. This year marks the 25th anniversary of the creation of Cluster Q.

Women at CBS

As mentioned in the overview, women have been accepted into Columbia Business School since its inception in 1916. The first incoming class included eight women, though they were a clear minority and had very little in the way of community, housing, and faculty representation. Today Columbia Business School is proud to have women representation in leadership, in its student body, and in its faculty. There are ongoing initiatives to continue to increase women representation in the classroom, in our cases, and in our community and business partnerships.

Below is a list of the communities created for women at CBS:

[Columbia Women in Business](#)

[CBS Alumni Women's Initiative](#)

[Women's Circle](#)

External DEI Initiatives/Partnerships

- **Day of Impact:** Volunteer work with local nonprofit organizations.
- **Columbia Community Business Program:** Housed in the School's Small Business Development Center, the Columbia Community Business Program (CCBP) gives for-profit businesses based in Upper Manhattan access to the School's various entrepreneurial resources, including training sessions with business coaches and regular meetings with students, faculty members, and alumni. Through this engagement, local entrepreneurs gain valuable advice from current and future industry leaders on how to transform their businesses. CCBP partners with community organizations such as the Abyssinian Development Corporation, the Harlem Business Alliance, the Upper Manhattan Empowerment Zone, and others, who serve as advisors to the program.
- **Nonprofit Board Leadership Program:** Part of the School's Tamer Center for Social Enterprise, the Nonprofit Board Leadership Program pairs current students with New York City nonprofits to work on research projects throughout the year. Students present their findings and offer suggestions to the boards of the nonprofits, using the business skills they learn at the School to help influence public service in real time. Past nonprofit partners include Friends of the Children, the Riverside Park Fund, Pathways to Housing, and many more.
- **Harlem Tutorial Program:** A joint project with the Law School, the Harlem Tutorial Program matches 80 Columbia Business School students each year with Harlem-area junior high school students, whom they tutor on campus one or two afternoons per week. In addition to helping the participants achieve academic success, the objective of the program is for tutors to act as role models for junior high school students, aiding in their social and educational development.
- **Community Career & Money Skills Student Club:** CCMS is a community service club that educates the community surrounding CBS by encouraging and empowering individuals to take control over their financial well-being, informing the community about best practices related to career preparation and personal money management, and driving financial awareness in and around the greater NYC area.
- **Holiday Party for Kids:** Each November, the Graduate Business Association invites 180 schoolchildren from the local area to campus to attend a holiday celebration thrown by Columbia Business School students. Uris Hall is transformed into a children's party space complete with holiday decorations, seasonal music, activity stations, and even an MBA student doubling as Santa Claus. Children play games, sing carols, and leave with a present.

The DEI Curriculum

Re-Entry Acceleration Program (REAP)

REAP is a full-semester immersion course developed and historically taught by Professor Damon Phillips, designed to introduce current and future business leaders to the impact of the US criminal justice system on employment and entrepreneurship prospects for formerly incarcerated people. The course explores both the challenges of our correctional system as well as potential solutions. Based on the pioneering work by Professor Greg Fairchild, '99 M.Phil, '01 PhD, at the University of Virginia, MBA students are trained to teach incarcerated students inside of prisons. Leveraging the academic expertise at Columbia Business School, and in partnership with Resilience Education, Hour Children, Osborne Association, and local facilities, students teach curriculum covering financial empowerment, entrepreneurship, problem-solving and consensus building. This initiative is intended to provide valuable training to incarcerated persons, and to change the perspectives of the MBA students who teach these courses around talent and hiring of formerly incarcerated people.

Bridging the American Divides

Bridging the American Divides, co-taught by Professors Todd Jick and Bruce Usher, is an elective designed for Columbia Business School students to gain a better understanding of the causes and consequences of the American divides – and what might be done to help bridge them as future business leaders. The first half of the course contains on-campus class sessions devoted to topics exploring the causes and consequences of a divided America, including globalization, automation, immigration, race relations, and the opioid epidemic. The travel portion of the course was unfortunately put on hold due to COVID-19 travel restrictions. Prior to Fall 2020, the second half of the course included travel to Youngstown, Ohio, and Decatur, Georgia, where students met with people whose fortunes have been changed by de-industrialization – manufacturers, unions, local government, and nonprofit service-providers.

Executive Ethics

Executive Ethics involves the ability to take the disparate value propositions of various stakeholders and integrate them into a coherent strategy/vision that helps executives and their organizations respond to a wide range of ethical challenges. Doing so requires the capacity to take a stand and to offer a coherent justification for one's decisions. This Executive MBA course, taught by Professor Adam Galinsky, helps students develop the ability to consider a wide range of value perspectives and to integrate them when navigating through any ethical quagmire.

Staff DEI Efforts

IDEAS Committee Members

Alexandra Toubia	Jessica Brucas	Lan To	Rob Ayres
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Amy Jones	Jon Hicks	Leonel Peralta	Ryoko Ogino
Angel Yau	Jordan Blitzer	Lindsey Varghese	Sarah Santana
Angelica Sheffer	Jordan Greenwood	Lisa Andujar	Sasha Seecharran
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Cecilia Manzollilo	Kalpana Kanthan	Melissa Brown	Soemanta Mendez
Chaia Milstein	Kasheba Marshall	Melissa Spooner	Swati Chandra
Cristina Cojoc	Katherine Bucaccio	Melody Brumfield	Tania Emilian
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Evangeline Lew	Kellye Jackson	Nicholas Kalogeropoulos	Tom Hannon
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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 2021. To report an error, please contact dei@gsb.columbia.edu.