

## **COMMITTEE ON FACULTY RESPECT, INCLUSION, AND FAIRNESS**

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### **REPORT DELIVERED TO DEANS ON MAY 13, 2019**

#### **COMMITTEE FORMATION AND REPRESENTATION**

On October 17, 2018, Dean Glenn Hubbard asked the Executive Committee to approve an Ad Hoc committee to address issues of professional respect among faculty, particularly around issues of gender. The Executive Committee approved this appointment and Executive Committee member Adam Galinsky was asked to chair this Ad Hoc committee. Subsequently, Linda Green (DRO), Gita Johar (Marketing), Malia Mason (Management), and Chris Mayer (Finance) were asked and agreed to join the committee.

Although the original impetus for the formation of the Ad Hoc committee concerned gender respect, the committee quickly realized that the issues of respect, inclusion and fairness were broader issues that both were specific to and transcended gender. The committee also recognized that these issues were necessary to address in order to retain and improve our competitive standing among business schools, today and in the future. Thus, we collectively decided to name the committee the Faculty Committee on Faculty Respect, Inclusion, and Fairness.

#### **EXECUTIVE SUMMARY.**

The Committee on Faculty Respect, Inclusion, and Fairness was formed to explore the extent to which members of the community have felt harassed, excluded, or disrespected and to identify steps the School can take to foster a culture of collegiality, mutual respect, and comfort among its community members.

To gather information about community members' experiences with harassment, disrespect and unfairness, the committee undertook a two-part, fact-finding mission. Faculty and doctoral students were first asked to respond to an anonymous survey that solicited information about their personal experiences with these issues as well as potential solutions for mitigating them moving forward. The committee subsequently hosted discussion groups with faculty and PhD students to learn more about incidents of disrespect, exclusion and harassment. These meetings also afforded community members an opportunity to raise questions about the true extent of the problem and discuss various policies to address these issues and their implications.

The committee also looked at data on the school's performance in recruiting and increasing the percentage of tenured women and in having women serve in leadership positions. At the very top level, women and underrepresented minorities have been well represented in appointed positions in the dean's office as Vice Dean or Senior Vice Dean. However, since 2005, there have been no women who have served as elected divisional chairs and only one woman who was elected to the Executive Committee. Women comprised about 13 percent of elected Promotion and Tenure Committee members, about the same share as the overall tenured faculty over this period, but there have been none since 2015. The composition of the elected Curriculum and Instruction Committee has been over 28 percent women, a committee that is time consuming, but less influential than the other two committees.

One challenge to women holding leadership positions has been that the share of tenured women on the CBS faculty has only increased from 11 to 13 percent from 2003 to the present. This is not without efforts to increase female representation. Since 2003, about 25 percent of all tenured and tenure-track faculty hired were women (32 percent in the last four years), and women hired as assistant professors have been more likely than men to get tenure. However, women have been less than 10 percent of newly hired tenured faculty and tenured women have been much more likely than tenured men to leave the business school.

The information the committee gathered confirms that steps should be taken to foster greater respect among faculty and heighten awareness of the discrepant ways in which male faculty and female faculty may be treated, as well to recruit and retain talented senior faculty who are women or underrepresented minorities. On the whole, women were more likely than men to report feeling disrespected or discriminated against by colleagues. These perceptions were especially pronounced among female PhD students and untenured female faculty. Having a more representative tenured faculty with additional women and underrepresented minorities in leadership positions would also likely help these efforts. This report discusses these findings in greater detail and highlights other challenges that need to be addressed.

The issues identified by the Committee do not appear to be unique to Columbia, but we do believe that addressing them is critical to the quality and success of the school going forward. It is essential that we foster an inclusive and respectful culture. Our diversity is an asset that we need to protect to remain relevant and to be attractive to all students.

With this need in mind, the Committee recommends three paths toward a more respectful, inclusive, and fair CBS. First, we need a clear explication of the values we hold round these issues and clear signals of the importance of those values. Second, we need to provide support to underrepresented (women and minorities) and less powerful groups (e.g., junior faculty and PhD students). Finally, we need institutional oversight over these issues that will create accountability. By articulating and reinforcing our values, offering critical support to the less represented and powerful members of our community, and ensuring accountable oversight, we can produce a more respectful, more inclusive, and more fair business school.

## DATA COLLECTION AND FINDINGS

### SURVEY DATA COLLECTION

We began our exploration of issues around faculty respect, inclusion and fairness by devising and sending out a survey to all faculty and graduate students. On Jan 10, Dean Hubbard sent a note to faculty and doctoral students (see Appendix A). The survey (see Appendix B) was designed to produce both qualitative and quantitative data.

The small sample size precludes drawing strong inferences from these survey data, although the results are generally consistent with a much larger survey conducted by the American Economic Association ([linked here](#)). That said, most of the survey items were designed to assess respondents' perceptions about their experiences and thus cannot be treated as objective facts. That said, there is a reoccurring theme in these data that the school would be wise to address, and perceptions are important. As well, even a single response of outright harassment or assault is quite troubling. These data focus on differences in means but we report the variances and other basic statistics in Appendix C.

### Response Rates

A total of 117 people provided complete survey responses. Twenty-four of these individuals were junior-faculty members, 44 were tenured-faculty members, 6 were non-tenure track faculty, and 43 were PhD students. Sixty-two% of individuals indicated that they were male, 31% identified as female, 2% as nonbinary, and the rest did not provide a gender. Approximately 25% indicated that they considered themselves to be a member of an underrepresented group (e.g., "African American", "Women tenure-track faculty", "International student from Asia"), 50% did not, another 21% said they "preferred not to answer", about 4% of people did not respond at all. Among the people asked about their age (tenured faculty and non-tenure track faculty), approximately 65% of faculty said they were above 45 years of age. Details on response rates are provided in the appendix (Appendix C).

### Findings from the Survey

#### Personal Experiences with Discrimination, Assault, and Unfair Treatment

- Acts of **outright harassment or assault** were uniquely reported by women. More than 11 percent of tenured-female faculty report having had this experience, 14% of untenured-female faculty, and 21% of female-PhD students. The perpetrators were identified as "other" – neither tenured faculty, nor administrators nor other PhD students, except in one case where the respondent identified the perpetrator as being an untenured faculty member. Eight-five percent of these incidents were reported to University Authorities.
- About a quarter of people in our sample have felt treated in a way that **didn't rise to the level of harassment or assault but felt discriminatory or unfair**, and which caused personal distress. Across all the groups, female faculty and PhD students were more likely to report this experience as compared to faculty and PhD students but a fair number of men reported these experiences as well, especially male PhD students and to some extent tenured male faculty. The perpetrators were primarily tenured faculty but acts of disrespect were by no means unique to that group of people.

#### Administrative Burdens

- Tenured female faculty were especially likely to report feeling like they have significantly greater administrative duties than their colleagues. This perception was not shared by junior female faculty nor any other faculty group. In general, junior faculty seem to feel that they have low administrative burdens.

- Untenured female faculty reported feeling less comfortable turning down requests to perform specific administrative duties as compared to all other faculty groups.

### **Teaching Burdens and Stressors**

- Non-tenure-track faculty (all men) were the group who felt most respected and valued by the students, followed by tenured female faculty, tenured male faculty, untenured male faculty and then untenured female faculty in that order.
- Tenured male faculty were least likely to report feeling like their teaching responsibilities (e.g., independent studies, course preps) eat into their time for research. Extent agreement with this issue was strongest among untenured female faculty. Untenured male faculty and tenured female faculty felt this way to a greater extent than tenured male faculty but to a lesser extent than untenured female faculty.
- Both untenured male faculty and untenured female faculty reported feeling more stressed about teaching as compared to tenured faculty. Tenured female faculty were the least likely to report feeling stressed about teaching.

### **Having a Voice and Feeling Like One's Opinions Matter**

- Untenured female faculty reported less comfort expressing their true opinion as compared to all other groups, including PhDs and non-tenure-track faculty. Tenured male faculty and female faculty, non-tenure-track faculty (all men), and untenured male faculty report similar levels of comfort expressing their true opinion.
- Untenured female faculty and non-tenure-track faculty (all men) were the least likely to report that their colleagues solicit their opinions when an important group decision needs to be made.
- Likewise, both untenured female faculty and non-tenure-track faculty are least likely to report feeling like their colleagues care what they think.

### **Feeling Valued at Work**

- When asked the extent to which they feel valued and respected by their colleagues, the groups reported approximately equally high levels of respect. The one exception is the non-tenure-track faculty who report feeling considerably lower levels of respect from their colleagues as compared to the other groups.
- When asked the extent to which they feel valued by senior colleagues in particular, untenured female faculty report feeling valued slightly less than untenured male faculty.

### **Financial Support, Advocacy and Mentorship**

- Tenured male faculty and female faculty felt strongly that they have (and have had) colleagues who advocate for them. This sentiment is weaker among untenured faculty, especially untenured female faculty.
- All faculty groups report feeling that they have sufficient financial resources to pursue their research agenda.
- Junior female faculty are less likely than junior male faculty to report receiving helpful feedback on research from senior faculty
- Junior faculty report that the environment in the division is somewhat nurturing.

### **Non-Tenure-Track Experience (all men)**

- As stated above, non-tenure-track faculty were the group who felt most respected and valued by the students.
- They are less stressed about their teaching responsibilities than any other group

- For the most part, they report feeling comfort expressing their true opinions.
- As stated above, non-tenure-track faculty feel less respected and valued by their faculty colleagues than any other group.
- They report feeling like their colleagues do not care much about what they think when an important decision needs to be made by their division
- They report receiving a moderate amount of helpful feedback regarding their divisional contributions
- They report receiving a moderate amount of helpful feedback on their teaching
- To a moderate extent, they feel they have tenured colleagues who will advocate on their behalf.
- They report no strong desire to be more included in the informal socializing that goes on among colleagues.

### **PhD Experience**

- Neither male nor female PhDs report feeling high levels of comfort expressing their true opinion but male PhD students were slightly more inclined to report having comfort as compared to female PhD students.
- Male and female PhD students report feeling equally high levels of respect from their fellow PhD students.
- Female PhD students were slightly more likely to report feeling valued and respected by their advisor than were male PhD students.
- There was no difference in male and female perceptions of the extent to which their division's PhD Coordinator respected and valued them.
- There were no appreciable differences in the extent to which male and female PhD students felt valued and respected by other faculty in their division but the ratings were not especially high.
- While male PhD students are slightly more likely than female PhD students to feel that they are a part of the PhD student community, neither group indicated a strong desire to informally socialize more with peers.
- Male and female PhD students report moderate confidence that there are faculty in their division who will advocate on their behalf. The feeling that one has faculty advocates was slightly stronger among female PhD students as compared to male PhD students.

### **GROUP DISCUSSIONS**

After analyzing the survey data, the Committee set up four meetings (3 with faculty and 1 with doctoral students) in which we both shared our preliminary findings and sought out reactions and suggestions from the attendees. To foster open conversation, each meeting had a separate room for junior faculty and senior faculty.

#### **Meeting Structure**

1. Committee Members provide a short introduction of Committee's Purpose and Charge
2. Participants asked to share opinions, experiences, or raise items to discuss
3. Committee Members share some emerging themes and ideas for discussion based on responses to the survey
4. Participants asked to share ideas about ways to improve School processes and culture to increase Respect, Inclusion, and Fairness

#### **Findings from the Discussion Groups**

The discussions with small groups of faculty reinforced some of the survey findings around the lack of a shared culture of respect, issues of accountability and norms around diversity, fairness and inclusion.

The unique position of scholarship in academia sometimes results in issues of inclusion being set aside in the interest of individual research excellence, both by individual faculty and by the institution. There was an interest in sharing examples on these issues in conversational, nonjudgmental, informal meetings of faculty and also giving people the opportunity to practice responding effectively to a variety of situations. Faculty noted that PhD students are the next generation of faculty and they should also be included in these conversations and PhD students themselves would like to see more inclusion and celebration of the doctoral program and the students in the school. Mentorship was frequently mentioned as being inconsistent although it was viewed as being very important. Overall, faculty believe that creating a culture of institutional pride and mutual respect is critical and that there is important work to be done in this respect.

The discussion groups raised a number of important issues that were hard to get fully documented in the survey. One issue raised by both women and men was the concern that in the current environment, men may be reluctant to either mentor women or have confidential conversations behind a closed door (see <https://www.nytimes.com/2019/02/13/opinion/me-too-male-bosses.html>). A second issue raised was whether having preferential recruiting might lead to the perception that women face a lower standard for being hired than men. This point was raised by female untenured professors and graduate students, who reported painful comments from some colleagues about how it might be easier for them to obtain faculty positions based on their gender. It also became clear that raising a child as a female doctoral student creates many challenges, including how to count a year on maternity leave and the related challenges of getting funding during and after maternity leave.

#### **DATA ON LEADERSHIP POSITIONS**

In addition to the survey and discussion groups, the Committee also examined data on the role of women in leadership positions at the Business School. To do so, we obtained data since 2005 on all faculty serving in appointed positions in the Dean's office, including Senior Vice Dean (SVD) and Vice Dean (VD), as well as elected roles on the Executive Committee (EC), including Divisional Chairs and at-large members, the Promotion and Tenure Committee (P&T), and the Curriculum and Instruction Committee (CIC), previously known as the Teaching and Curriculum Committee and the MBA Committee. The data suggest women have historically been severely under-represented in key elected leadership positions at the School.

In appointed positions, women have served important roles in the school. Two of the five SVDs were women, serving full three-year terms. As well, one of the three recent VD appointments was a woman. These appointed positions have also included underrepresented minorities. From a senior leadership perspective, the School has had important and diverse voices.

However, the representation of women and minorities in elected positions, especially as members of the Executive Committee and as Divisional Chairs, has been much more limited. Of the 98 person-years on EC, only one was represented by a woman. In other words, for the most important policy-making committee in the School, in 13 of the last 14 years, there were no women serving. In the last 14 years, not a single woman has served as a divisional chair. This was a period when the School had been trying to improve the diversity of its faculty, hiring many women among its junior faculty, and at times trying to address important gender-related issues. Given the important role that Divisional Chairs play in the day-to-day decisions and culture at the School, this represents a lost opportunity.

On P&T, women were better represented, although not recently. Women represented 13% of the voting members of P&T, about the same percentage of women in the tenured faculty. However, there were many years when there were no women on P&T, including the years since 2015.

Finally, the CIC had much broader representation of women, with female members making up over 28 percent of the membership over the same period of time. While CIC is important, it is a time-consuming committee whose decisions play a less important role in the governance of the school. One concern raised in the survey was that women feel that they have an undue administrative burden. To the extent that women are serving in roles like CIC rather than EC and divisional chairs (and P&T), it appears that women might have administrative burdens in less influential roles.

### **RECRUITING AND RETENTION OF WOMEN AND MINORITY FACULTY**

The Committee also was able to obtain a spreadsheet with data on the names of faculty since 2003. To simplify, the analyses below focuses on tenured and tenure-track faculty. The spreadsheet lists the title of all faculty members, but does not always show whether an associate professor was tenured or untenured. The Committee undertook an effort to provide appropriate tenure status for all faculty, but this effort may require additional confirmation. Nonetheless, the data show a consistent pattern in which women represented a much larger share of newly hired untenured faculty and the total faculty, but the share of women in tenured roles only increased by 2 percent since 2003 (See Figure 1).

The analysis shows a consistent pattern of hiring women from the inception of the data in 2003. Over that time period, women faculty represented 25 percent of all faculty hired and the School also hired all four of its current African-American faculty. In the last four years, women represented about one-third of hired faculty. That said, almost all female recruiting has been for untenured positions. About 28 percent of untenured faculty hires were women (Figure 2), but women represented only 9 percent of tenured hires, a smaller percentage than the overall faculty.

We also examined tenure decisions and departures for faculty hired as assistant professors. The data show that Columbia has done a good job of recruiting talented female assistant professors. Of the assistant professors hired and not still on the faculty in an untenured position, 32 percent of the women were tenured at Columbia, whereas 22 percent of men received tenure. Where we could identify the time between hiring and tenure, men were tenured almost one year more quickly than women (5.6 vs 6.5 years).

While the pattern of hiring and tenuring younger faculty is a positive step, the overall composition of the faculty has not changed appreciably since 2003. In 2003, 11% of the tenured faculty was women; in 2019 it is 13%. There are two reasons that the hiring and tenure pattern has not changed the overall composition of tenured faculty: tenured faculty hires have been largely men (91% of tenured hires) and newly tenured women are more likely to leave Columbia than newly tenured men (34% vs 13%).

The continuing small number of tenured women has likely contributed to the leadership gap in recent years on P&T and as divisional chairs.

## RECOMMENDATIONS

This Committee has documented a number of concerning facts and believes that significant steps are needed to create a Business School community that fully lives up to our values. Below we highlight a number of recommendations that we think can enhance the culture at CBS.

### VALUES

**Values Statement.** We believe Columbia Business School should create a values statement that embodies our commitment to producing a respectful, inclusive, and fair environment for all faculty and doctoral students. During our discussions, we heard that there seems to be a misperception among some faculty that a focus on diversity is at odds with a focus on quality; that is, by stressing the importance of creating a diverse faculty, we might be compromising our academic standards. Recent research shows that connecting diversity goals with a commitment to merit increases engagement by both majority and underrepresented minorities (Gündemir & Galinsky, 2017). Hence, this values statement needs to be clear that diversity and merit are not to be viewed in conflict; rather, greater diversity can and does increase the quality and experience of our faculty.

Below are some examples of fields and schools that have produced values statement around respect, inclusion, and fairness.

- Economics: “a professional environment with equal opportunity and fair treatment for all economists”
- Wharton has the following paragraph included in their offer letters “All University of Pennsylvania faculty are expected to uphold the highest standards for professional conduct and ethical behavior. Faculty are expected to treat everyone in the work environment, including colleagues, learners, research team members, staff, and visitors with courtesy, respect and dignity. Faculty are responsible for cultivating a respectful and inclusive work environment, for modeling professional conduct, and for responding to unprofessional behavior on the part of others. All faculty are expected to adhere to applicable University and Wharton School policies and procedures. Professional conduct, as well as research, service, and teaching will be considered as part of the evaluation for reappointment, granting of tenure, and promotion to full professor.”

**Values Recognition:** Recognition of individuals and divisions that embody respect, inclusion, and fairness can help the values statement come to life. Thus, the school could highlight best practices by divisions and faculty who exemplify treating others respectfully. One potential idea would be a Faculty Respect Award for a faculty member who is recognized for treating their colleagues with respect, although the Committee was ultimately split on this recommendation.

### SUPPORT

Beyond values articulation and recognition, it is clear that the school can provide more direct support for faculty. As both our survey results and discussions highlighted, many faculty members feel they do not have the necessary resources to maximize their potential. Below, we list a variety of types of support the school could provide.

- **Hiring and Leadership Goals:** Ultimately, women and underrepresented minorities will feel more included when they achieve greater representation of the tenured faculty and in leadership positions within the School. The Executive Committee has already committed multiple lines to increase the diversity of the faculty. The committee recommends that this support continue. In addition, the Dean’s office might formally require searches to interview and report on its efforts to attract qualified candidates of diverse backgrounds to address barriers



that some diversity candidates face in the recruitment process. Finally, the School should identify possible steps to address the gap in leadership at the divisional chair and P&T level.

- **Leadership Training for Division Chairs:** Although Division Chairs have significant leadership responsibilities, they receive no formal leadership training. Our recommendation is that all Division Chairs receive some leadership training that is specific to addressing challenges documented in this report. An important part of leadership is ensuring that all voices are heard in conversations, meetings, and seminars, a concern raised by untenured women in the survey
- **Workloads:** The survey documented that tenured women often report greater workloads than men. At the same time, women are often underrepresented in leadership positions. This dichotomy requires further study, but it is clear that the School and Divisional leadership should manage the requests placed on women faculty relative to their male colleagues.
- **Diversity Intervention Training:** Generally, formal training around both implicit bias and sexual harassment are not very effective in decreasing bias or harassment. Poor training can also make people skeptical of the importance of treating colleagues fairly. What appears to more effective is Bystander Training—training people how to intervene when they observe an incident of exclusion or harassment, whether it is among students, among faculty, or between students and faculty. Another approach is case based—creating cases out of our faculty’s own experiences and holding informal conversations among our faculty members on how best to deal with these challenging circumstances. Training can sensitize people to the many small ways in which discrimination can occur, not just focusing on sexual assault or harassment. For example, faculty training on how to sensitively discuss issues around diversity would be helpful, including the impact of comments about how members of some groups may face different burdens in getting hired and promoted. Our recommendation is that we work to find a training that can help our faculty deal with the complex issues we have with the ever-increasing diversity of our faculty and student body.
- **Ombuds:** The committee met with Marilyn Molina, the Assistant Ombuds Officer at Columbia. Marilyn detailed the four principles of Ombuds (independent, impartial, informal, and confidential). Currently, the Columbia Ombuds sees 800 visitors a year and they offer a range of advice, including informal mediation. Having a robust Ombuds is important because work by Sociologist Frank Dobbins shows that individuals who use formal grievance procedures for sexual harassment face adverse effects and often subtle forms of retaliation. Our recommendation is that the school provide robust information about the powerful resource available through the University Ombuds. Some committee members believed that having a specific time (say a day a week) that a university Ombuds Officer came to the business school would make it more likely that members of the business school community would feel comfortable reaching out to the Ombuds. For some of the most concerning issues raised in the survey, increased use of the Ombuds Officer might be the best resource available.
- **Inclusive Mentorship Program:** Research shows that one of the best predictors of promotion rates of women and underrepresented minorities is the implementation of an inclusive mentoring program, i.e., one not geared to women or underrepresented minorities but consistently applied across all employees. Although CBS currently has a mentorship program for junior faculty, we recommend that the program needs to be more robust and executed in a way that ensures all untenured faculty have effective mentors and advocates. We propose that specific practices be articulated by the school to be implemented by each division with supervision by the Junior Faculty Liaisons.
- **Teaching Evaluations:** Given the perceptions of junior faculty regarding lack of respect by MBA students, it may be helpful to institute a multi-faceted teaching evaluation process, rather than simply relying on numerical ratings from students. For example, senior faculty and mentors

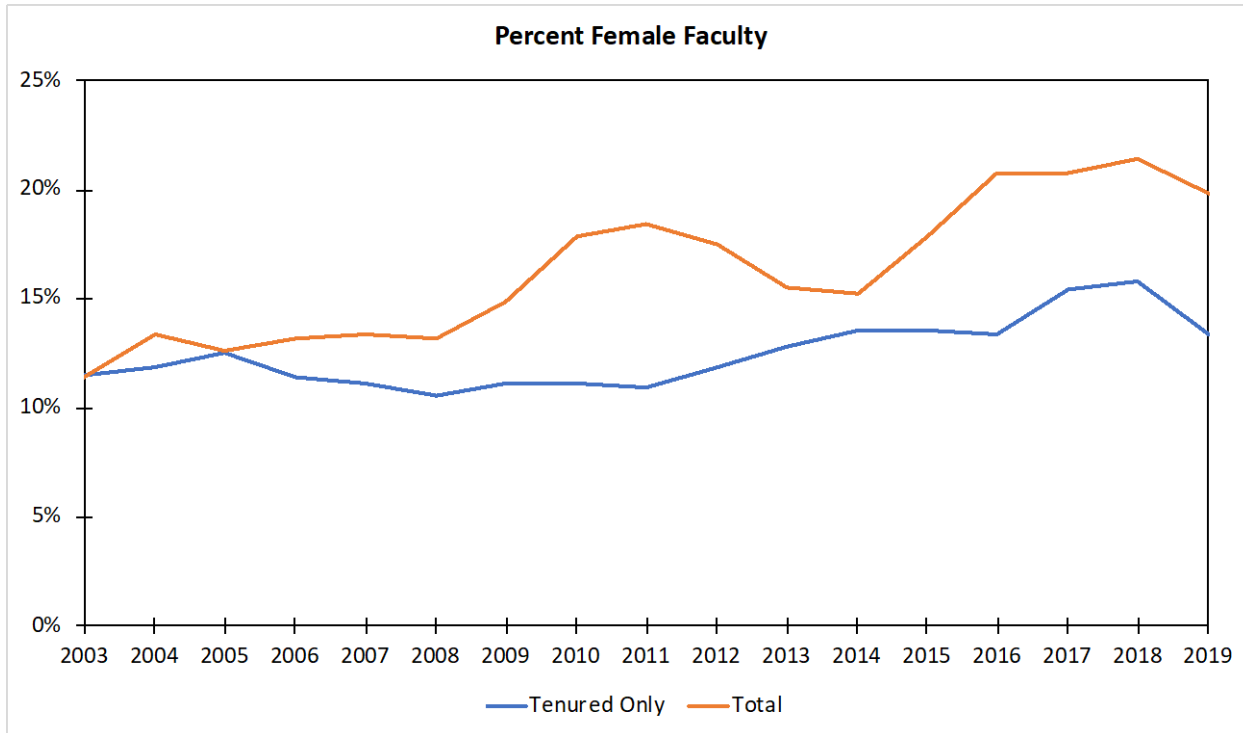
could play a role in providing teaching feedback and evaluations, a practice currently in place at some of our peer schools (e.g., HBS).

- **Financial support for dependent care obligations at conferences:** One issue that came up repeatedly is the difficulty that female faculty have in keeping pace with their colleagues when they have kids. One area where this emerged is restrictions on travel to conferences or talks because of childcare issues. Other schools (e.g., NYU Stern) provide supplemental funding to help pay for childcare at conferences. We recommend that the school institute a program similar to existing ones at peer schools to help with childcare for faculty who need to travel with the small children.
- **Doctoral Students: Parental Leave, Extra Year of Funding for Doctoral Students, Child Care Subsidies:** Building off our previous recommendation, doctoral students who have children currently receive no leave or extra funding (though some Divisions provide that leave, it appears to be a Chair-based decision). This puts PhD students at a severe disadvantage going on the job market. We feel it is imperative that doctoral students who have a child during their five years of funding receive an official leave and an extra-year of funding. We think the school should also consider child-care subsidies for doctoral students. In general, the doctoral students reported feeling disempowered and also felt a lack of community. It would help to put in place similar structures for student government, representation, and feedback that are currently in place for the MBA students. In addition, it is important to build community among PhD students and between PhD students and faculty.
- **Giving Voice:** In addition to the other points raised above, it is important for all faculty member to be aware of their own interactions with colleagues and ensure that they are soliciting opinions and giving voice to all members of the community

## OVERSIGHT

- **Standing Committee:** Issues of faculty respect, inclusion, and fairness will not disappear even if all of the committee's proposed recommendations immediately go into effect. The Committee believes that a Standing Committee on Faculty Respect, Inclusion, and Fairness will help deal with both ongoing issues and serve as the go-to resource on these issues for all faculty members. They could also address and deal with new issues that emerge as our faculty become more diverse. The Standing Committee could also consider other solutions on which the current Committee did not reach firm conclusions (e.g., Vice Dean Position for Diversity and Inclusion recommended by the Akinola/Tetlock Diversity Committee) and to conduct on-going benchmarking. Such a committee might be created with a specific time duration and a review to ensure that it is accomplishing its important goals.
- **Increase Transparency and Rule-Based Decision-making:** Great strides have occurred in the last year in terms of requiring every Division to clearly state its search procedures and its promotions and tenure processes. Similarly, the school is currently updating its P&T procedures. The committee recommends that this trend be continued and reinforced. Addressing the importance of diversity in these rules and processes is quite important.
- **Incorporate issues of respect, inclusion, and fairness into the yearly faculty survey:** The survey the committee analyzed provided very useful data and perspective. The committee recommends that some of these questions be incorporated into the annual faculty survey.
- **Continued Data Collection and Reporting:** It is important that the school continues to collect objective data on demographics and committee membership. This could include demographic data on faculty interviews and offers, not just hires. As well, the school should periodically re-do the survey that this committee undertook as a way of benchmarking progress. These data should be reported back to the standing faculty on a periodic basis to monitor progress.

**Figure 1: Share of Tenured and Untenured Faculty who are Women**



**Figure 2: Untenured Faculty Hires including Gender**

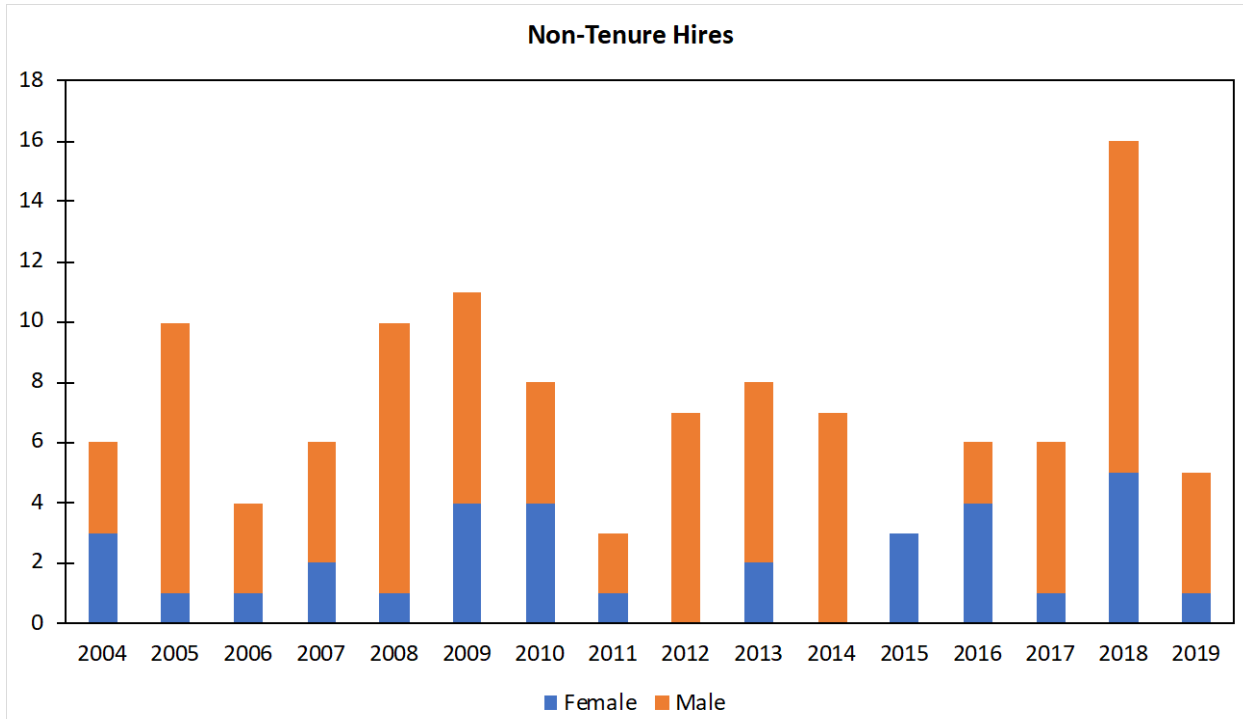
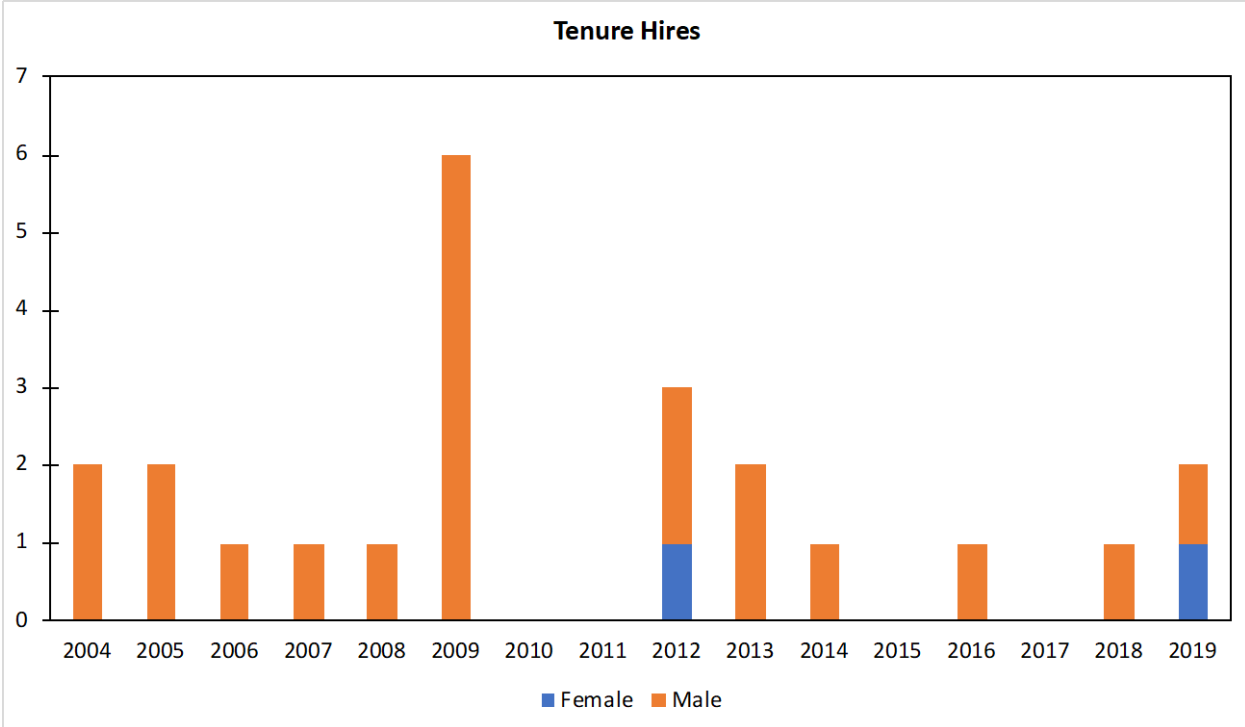


Figure 3: Tenured Faculty Hires including Gender



## APPENDIX A: SURVEY EMAIL

**From:** Hubbard, Glenn <ghubbard@gsb.columbia.edu>

**Sent:** Thursday, January 10, 2019 2:42 PM

**Subject:** Survey from the Committee on Faculty Respect, Inclusion, and Fairness – Please complete by Wednesday, January 23

Dear Colleagues:

Please see the below request from the Faculty Committee on Faculty Respect, Inclusion, and Fairness.

With regards,  
Glenn

Dear Colleagues:

As you know, Glenn has appointed the Committee on Faculty Respect, Inclusion, and Fairness to explore the issues of gender bias and sexual harassment/misconduct and recommend strategies for addressing these issues. While the committee was initially formed in the wake of specific incidents regarding sexual harassment/misconduct, we have broadened our focus to encompass wider issues of respect, inclusion, and fairness. Our goal is to identify steps that can be taken at the Business School that will foster a culture of collegiality, mutual respect, and comfort among our faculty and across our community.

The committee plans to begin its work with a broad fact-finding mission to identify and understand the problems and concerns that faculty and doctoral students have regarding these issues, as well as to solicit potential solutions for mitigating them. To that end, the following link [https://columbia.az1.qualtrics.com/jfe/form/SV\\_eWjukaVoGnqXWTz](https://columbia.az1.qualtrics.com/jfe/form/SV_eWjukaVoGnqXWTz) contains a short survey which we encourage you to fill out to help us in this effort. We will also be scheduling focus groups and office hours early in the semester. And you can email or set up one-on-one meetings with any member of the committee to discuss these issues or the work of the committee. We want to reassure everyone that all information received by the committee will be collected anonymously, and will be reported only in aggregate and kept confidential, except in cases where specific information about a particular incident is transmitted that, as noted below, must be reported to the Equal Opportunity and Affirmative Action Office. As per University policy, and subject to state and federal law requiring investigations about incidents that may pose a threat to the community, it is up to individuals whether any further action is taken when an incident is reported to the Equal Opportunity and Affirmative Action office.

We look forward to hearing from you and thank you for your help.

Best,

Adam Galinsky, Linda Green, Gita Johar, Malia Mason, and Chris Mayer  
The Committee on Faculty Respect, Inclusion, and Fairness

NOTE: This committee is not intended nor equipped to investigate specific issues of sexual misconduct or sexual assault. These issues are handled by the University's Office of Equal Opportunity and Affirmative Action, and university policy

([https://eoaa.columbia.edu/files/eoaa/content/EOAA\\_Policy\\_10\\_03\\_2018.pdf](https://eoaa.columbia.edu/files/eoaa/content/EOAA_Policy_10_03_2018.pdf)) requires that anyone who is made aware of such incidents must report them to the EOAA office. We encourage everyone to

use this avenue if they feel they have been a victim of misconduct. To report an incident, follow this link (<https://eoaa.columbia.edu/eoaa-policies-and-procedures>) and click on the Report an Incident button.

## APPENDIX B: SURVEY

### Inclusiveness Survey - Committee on Faculty Respect, Inclusion, and Fairness

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Start of Block: Default Question Block

Thank you for answering the following questions.

The survey will take 5-10 minutes to complete. Please be assured that your responses are anonymous. The goal of the survey is to understand how the CBS community as-a-whole feels about issues of respect, inclusion and fairness at Columbia Business School.

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What is your position at Columbia Business School?

- Untenured / Tenure-Track Faculty (1)
  - Tenured Faculty (2)
  - Non-Tenure-Track Faculty (3)
  - PhD Student (4)
- 

*Display This Question:*

*If What is your position at Columbia Business School? = Tenured Faculty*

*Or What is your position at Columbia Business School? = Non-Tenure-Track Faculty*

What is your age?

- 45 years old or less (1)
- Over 45 years old (2)

*Display This Question:*

*If What is your position at Columbia Business School? = Tenured Faculty*

Did you join Columbia as a tenured faculty member

- Yes (1)
  - No (2)
-

Display This Question:

If What is your position at Columbia Business School? = Untenured / Tenure-Track Faculty

We would like you to respond to this survey based on your time at Columbia Business School (focusing on the last 10 years or as long as you have been here).

**Research and Support**

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I have senior-colleagues who will advocate for me when I am not present. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a nurturing environment in my division for junior faculty. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the financial resources I need to pursue my research agenda. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get helpful feedback from my senior divisional colleagues on my research. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If What is your position at Columbia Business School? = Tenured Faculty

We would like you to respond to this survey based on your time at Columbia Business School (focusing on the last 10 years or as long as you have been here).

**Research and Support**

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I have the financial resources I need to pursue my research agenda. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get helpful feedback from my divisional colleagues on my research. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Display This Question:

If What is your position at Columbia Business School? = Tenured Faculty

And Did you join Columbia as a tenured faculty member = No

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
When I came up for tenure, I had senior-colleagues who advocated for me when I was not present (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If What is your position at Columbia Business School? = Untenured / Tenure-Track Faculty

Or What is your position at Columbia Business School? = Tenured Faculty

Teaching and Service	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I struggle to find the time to do my research because I have too many teaching responsibilities (e.g., independent studies, meetings with students, too many course preps, etc.) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel respected and valued by the students. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am stressed about teaching. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared to my colleagues (other faculty at my level, in my division), I have significantly more administrative duties. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a choice about taking on or turning down any specific administrative duty. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If What is your position at Columbia Business School? = Untenured / Tenure-Track Faculty

**Faculty Relations**

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I feel valued and respected by my senior faculty colleagues. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued and respected by my junior faculty colleagues. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When we are making important decisions in the division, my faculty colleagues often do not solicit my opinions. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When we are making important decisions in the division, my faculty colleagues seem to care about what I think. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I felt more welcome and included in the informal socializing that goes on among my faculty colleagues. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable expressing my true opinion in front of senior faculty. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If What is your position at Columbia Business School? = Tenured Faculty

## Faculty Relations

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I feel valued and respected by my faculty colleagues. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When we are making important decisions as a group, my faculty colleagues often do not solicit my opinions (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When we are making important decisions as a group, my faculty colleagues seem to care about what I think. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I felt more welcome and included in the informal socializing that goes on among my faculty colleagues. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable expressing my true opinion in front of my senior colleagues. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Display This Question:*

*If What is your position at Columbia Business School? = Non-Tenure-Track Faculty*

**We would like you to respond to this survey based on your time at Columbia Business School (focusing on the last 10 years or as long as you have been here).**

	Strongly disagree (1)	Disagree (2)	Neither agree not disagree (3)	Agree (4)	Strongly agree (5)
I have faculty members who will advocate for me when I am not present. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get helpful feedback from my divisional colleagues on my teaching (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get helpful feedback from my senior divisional colleagues on my divisional contributions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel respected and valued by the students. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am stressed about teaching. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued and respected by my faculty colleagues. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When we are making important decisions as a group, my faculty colleagues often do not solicit my opinions (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When we are making important decisions as a group, my faculty colleagues seem to care about what I think. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I felt more welcome and included in the informal socializing that goes on among my faculty colleagues. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am comfortable  
expressing my  
true opinion in  
front of my  
faculty  
colleagues. (10)

Display This Question:

*If What is your position at Columbia Business School? = PhD Student*

**We would like you to respond to this survey based on your time at Columbia Business School**

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I have faculty members who will advocate for me when I am not present. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the financial resources I need to pursue my research agenda. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get helpful feedback from my divisional faculty colleagues on my research. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued and respected by my fellow PhD students. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued and respected by my advisor(s) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued and respected by other faculty members. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued and respected by the faculty member who is the PhD coordinator in my division (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I felt more welcome and included in the informal socializing that goes on among my fellow students. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable expressing my true opinion in front of faculty. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I do not feel like I  
am part of the  
community of  
PhD students at  
Columbia  
Business School.  
(10)

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Have you personally been discriminated against or treated unfairly in a way that would not rise to the level of harassment or assault, but caused personal distress?

- Yes (1)
- No (2)

---

*Display This Question:*

*If Have you personally been discriminated against or treated unfairly in a way that would not rise t... = Yes*

Was this mistreatment by a tenured faculty member, untenured faculty member, administrator, or PhD student? (Check all that apply.)

- Tenured faculty member (1)
- Untenured faculty member (2)
- Administrator (3)
- PhD Student (4)
- Other (Other student or affiliate) (5)

---

*Display This Question:*

*If Do you believe this mistreatment was based on gender, sexual identity, or race? = Yes*

Do you believe this mistreatment was based on gender, sexual identity, or race?

- Yes (1)
- No (2)
-

Have you witnessed discrimination / unfair treatment that you believe was based on gender, sexual identity, or race?

Yes (1)

No (2)

---

*Display This Question:*

*If Have you witnessed discrimination / unfair treatment that you believe was based on gender, sexual... = Yes*

Was this mistreatment by a tenured faculty member, untenured faculty member, administrator, or PhD student? (Check all that apply.)

Tenured faculty member (1)

Untenured faculty member (2)

Administrator (3)

PhD Student (4)

Other (Other student or affiliate) (5)

---

Have you personally experienced acts of harassment or assault?

Yes (1)

No (2)

---

*Display This Question:*

*If Have you personally experienced acts of harassment or assault? = Yes*

Did you report this to authorities at the University

Yes (1)

No (2)

---



Display This Question:

If Have you personally experienced acts of harassment or assault? = Yes

Was this mistreatment by a tenured faculty member, untenured faculty member, administrator, or PhD student? (Check all that apply.)

- Tenured faculty member (1)
- Untenured faculty member (2)
- Administrator (3)
- PhD Student (4)
- Other (Other student or affiliate) (5)

---

If you are willing, please describe any relevant incidents of discrimination, exclusion, harassment, or assault you have experienced or have witnessed at Columbia Business School, regardless of when they occurred. (Note that you should eliminate personally identifying details if you want this to remain anonymous.)

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Do you have any comments, ideas, or suggestions to share about how to improve the climate at Columbia Business School as it relates to diversity, inclusion, harassment, and professional conduct?

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What is your gender?

- Male (1)
  - Female (2)
  - Other (3)
- 

*Display This Question:*

*If What is your gender? = Other*

Please specify gender if you selected other in the previous question

---

Do you consider yourself a member of an underrepresented group? (Optional)

- Yes (1)
  - No (2)
  - I prefer not to answer (3)
- 

*Display This Question:*

*If Do you consider yourself a member of an underrepresented group? (Optional) = Yes*

If you would like to specify your underrepresented group, please do so here:

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## APPENDIX C: SURVEY RESULTS

# Respect, Inclusion, and Fairness Report on Survey Findings

Committee on Faculty Respect, Inclusion, and Fairness

April 19th, 2019

## Background

In January of 2019, faculty and PhD students were asked to respond to a survey that assessed their concerns about the CBS culture. We were particularly interested in understanding whether community members feel that their ideas are respected, that their experiences are inclusive, and that their outcomes and resources are fair.

## Respondents

A total of 117 people provided complete survey responses (out of 143 faculty & 113 doctoral students = 256; response rate of 45.70%). 24 of these individuals were junior-faculty members (out of 45; response rate of 53.33%), 44 were tenured-faculty members (out of 82; response rate of 53.66%), 6 were non-tenure track faculty (out of 16; response rate of 37.50%), and 43 were PhD students (out of 113; response rate of 38.05%).

62% of individuals indicated that they were male, 31% identified as female, 2% as nonbinary, and the rest did not provide a gender.

Approximately 25% indicated that they considered themselves to be a member of an underrepresented group (e.g., “African American” “Women tenure-track faculty” “International student from Asia”), 50% did not, another 21% said they “preferred not to answer, and about 4% of people did not respond at all.

Among the people asked about their age (tenured faculty and non-tenure track faculty), approximately 65% of faculty said they were above 45 years of age.

## Important Note

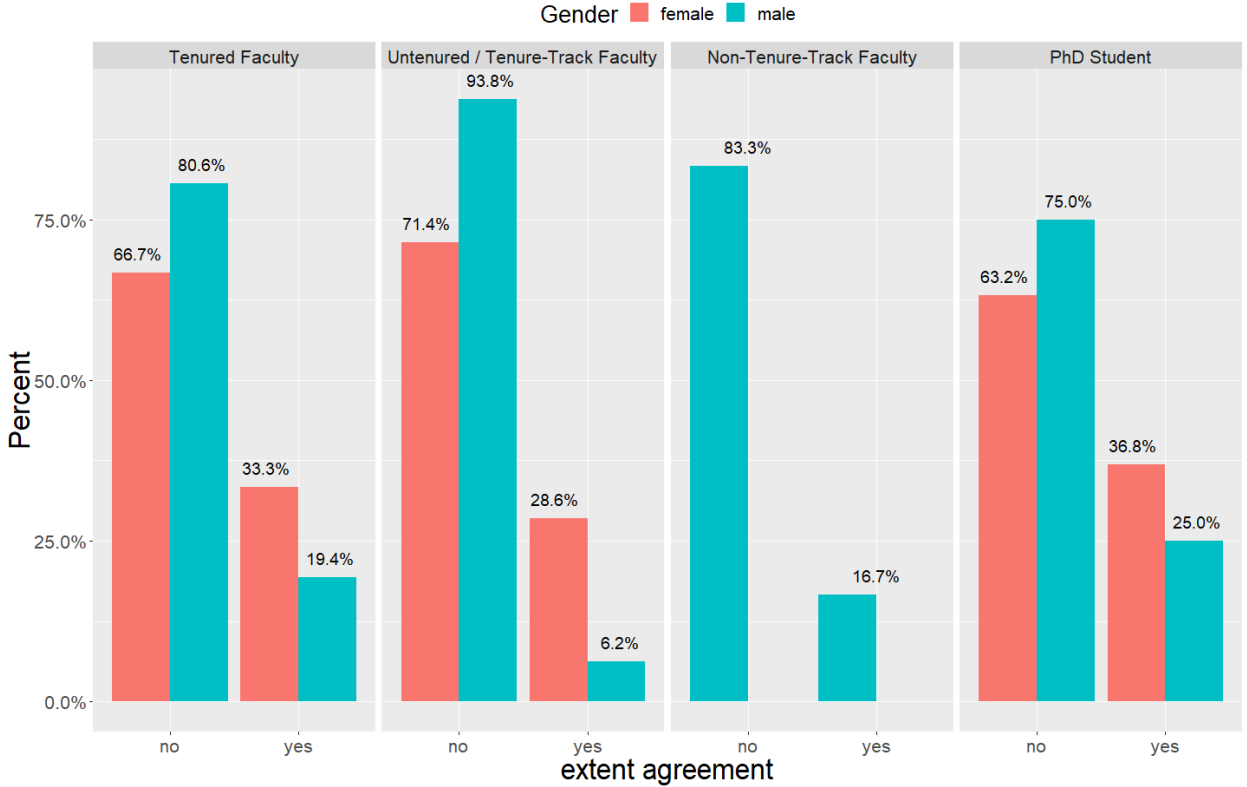
Responses that have the potential to compromise anonymity because of low sample sizes are not summarized in this report. Therefore, responses from respondents who identified as nonbinary are not included. We note that these responses suggest high levels of perception of unfair treatment and discrimination and that there is an urgent need to address this issue.

# Experienced Discrimination or Treated Unfairly

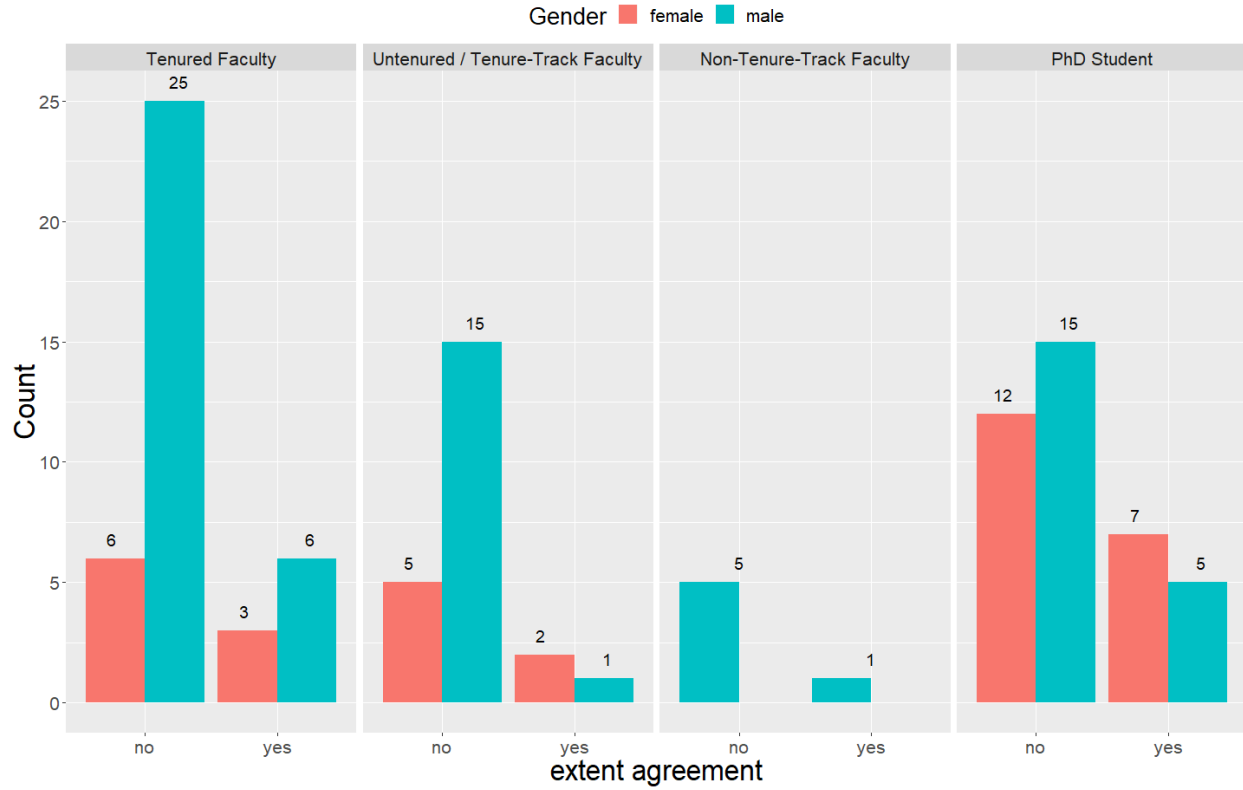
We asked all respondents to tell us if they've ever **felt treated unfairly or discriminated against** in their time at CBS.

*Have you personally been discriminated against or treated unfairly in a way that would not rise to the level of harassment or assault, but caused personal distress?*

## Experienced Discrimination or Unfair Treatment



## Experienced Discrimination or Unfair Treatment



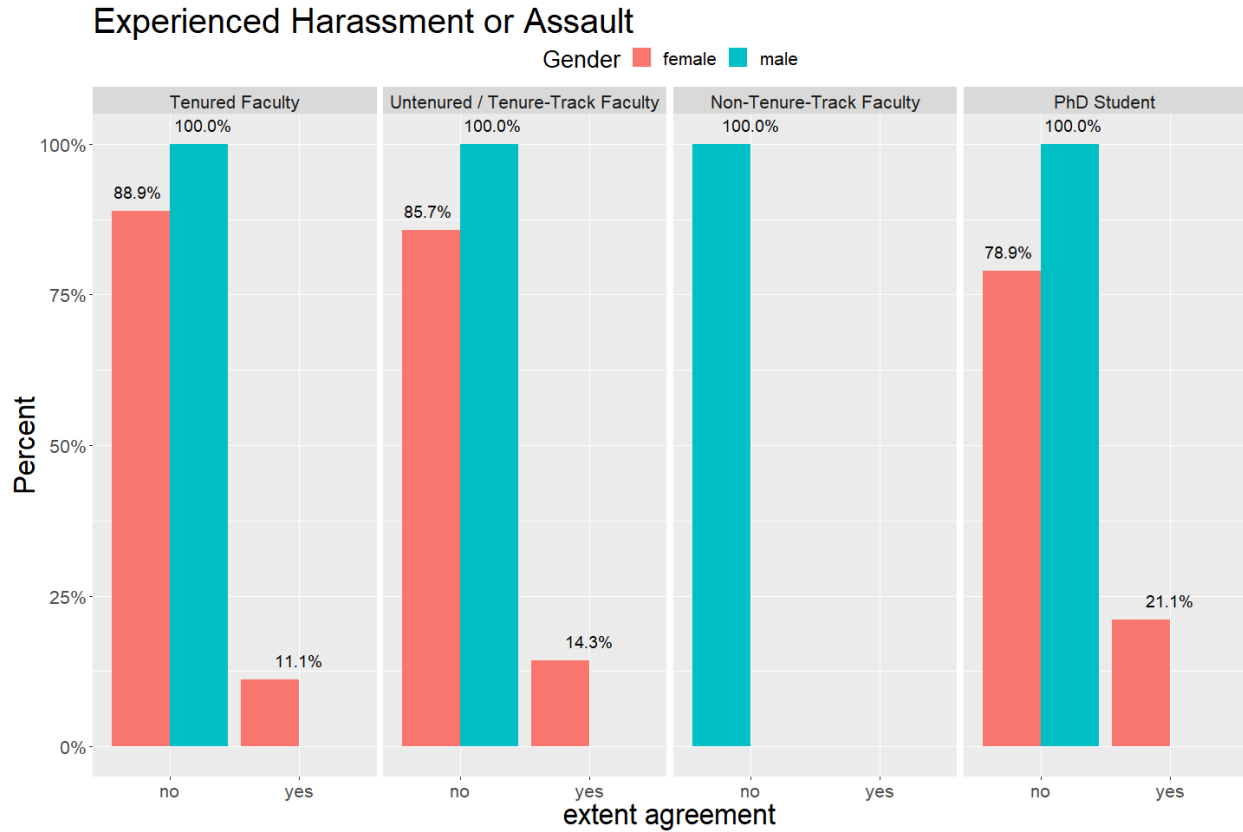
Those who said Yes reported the mistreatment was by ... (check all that apply)

discBy	count
Tenured faculty	19
Untenured faculty	3
Administrator	4
PhD Student	4
Other	3

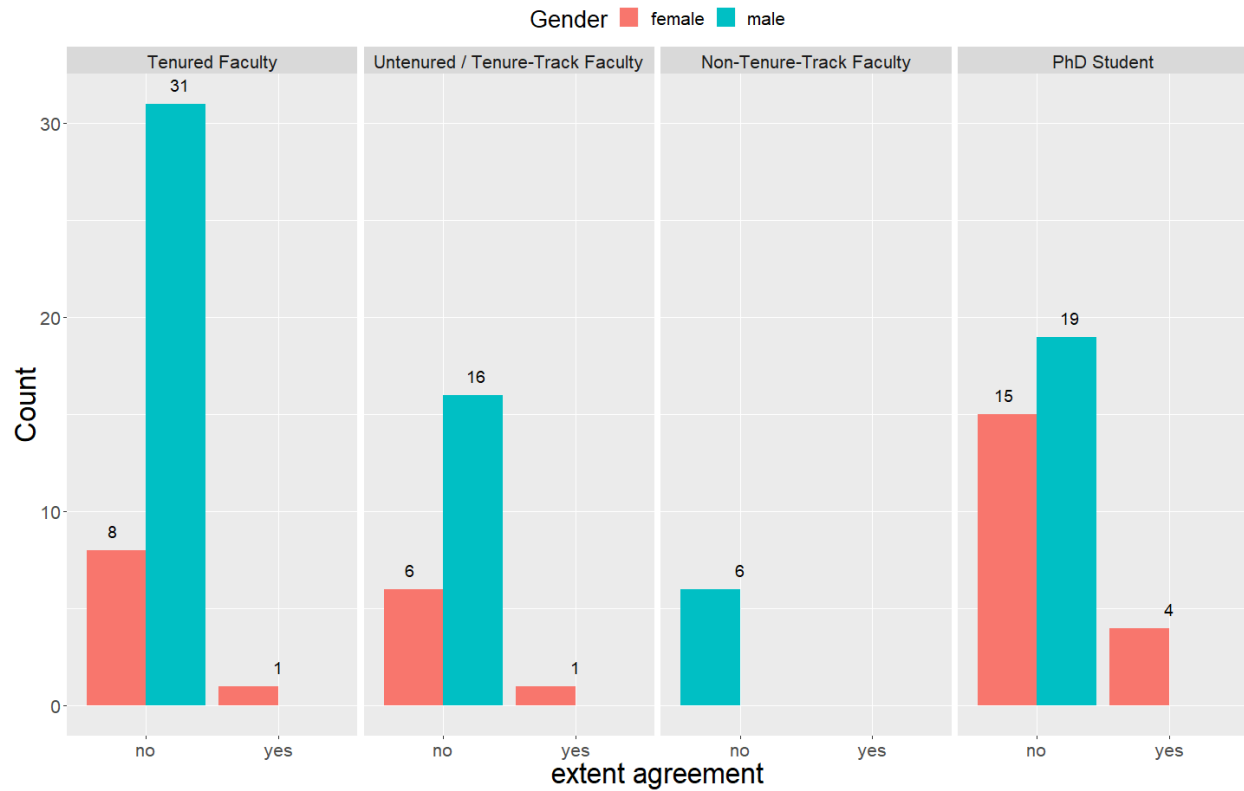
## Experienced Harassment or Assault

We asked all respondents to tell us if they've ever **been harassed or assaulted** in their time at CBS.

*Have you personally experienced acts of harassment or assault?*



## Experienced Harassment or Assault



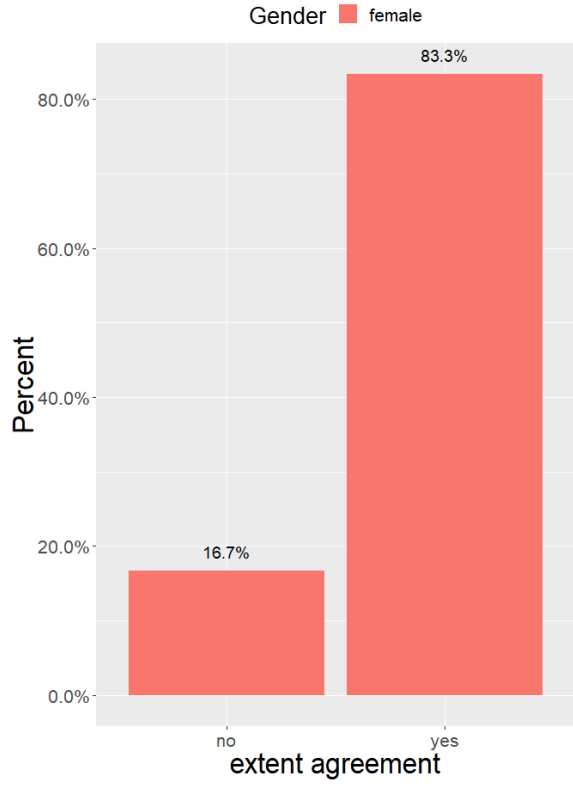
Those who said Yes reported the mistreatment was by ... (check all that apply)

assualtBy	count
Tenured faculty	0
Untenured faculty	1
Administrator	0
PhD Student	0
Other	5

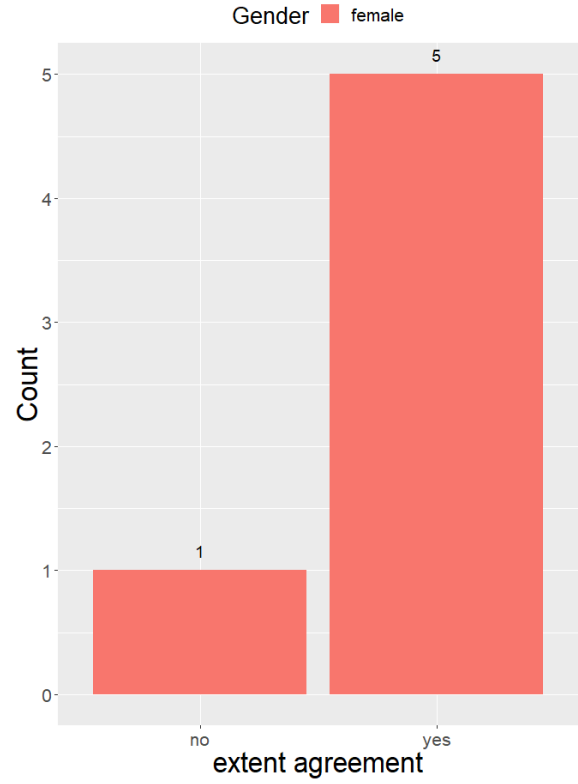
To those who said Yes, we asked:

*Did you report this to authorities at the University?*

### Reported This To Authorities



### Reported This To Authorities

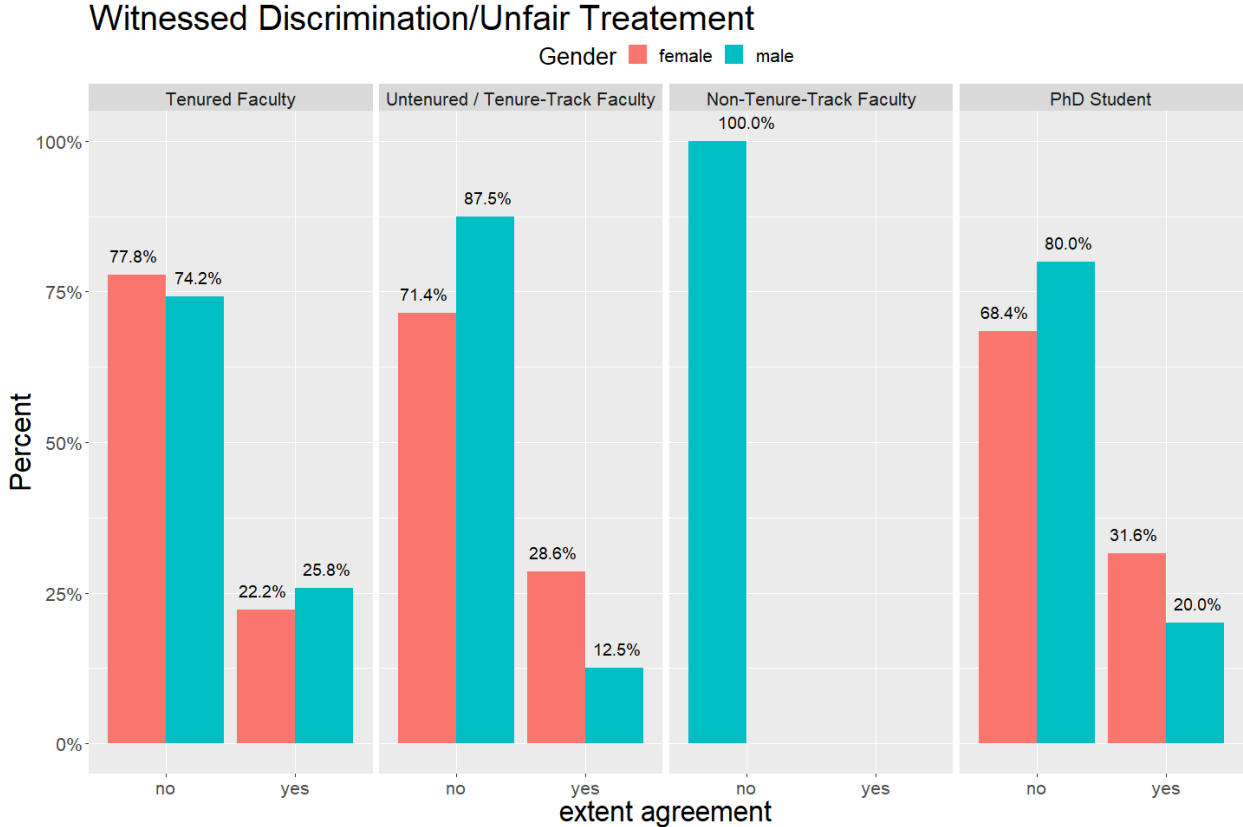




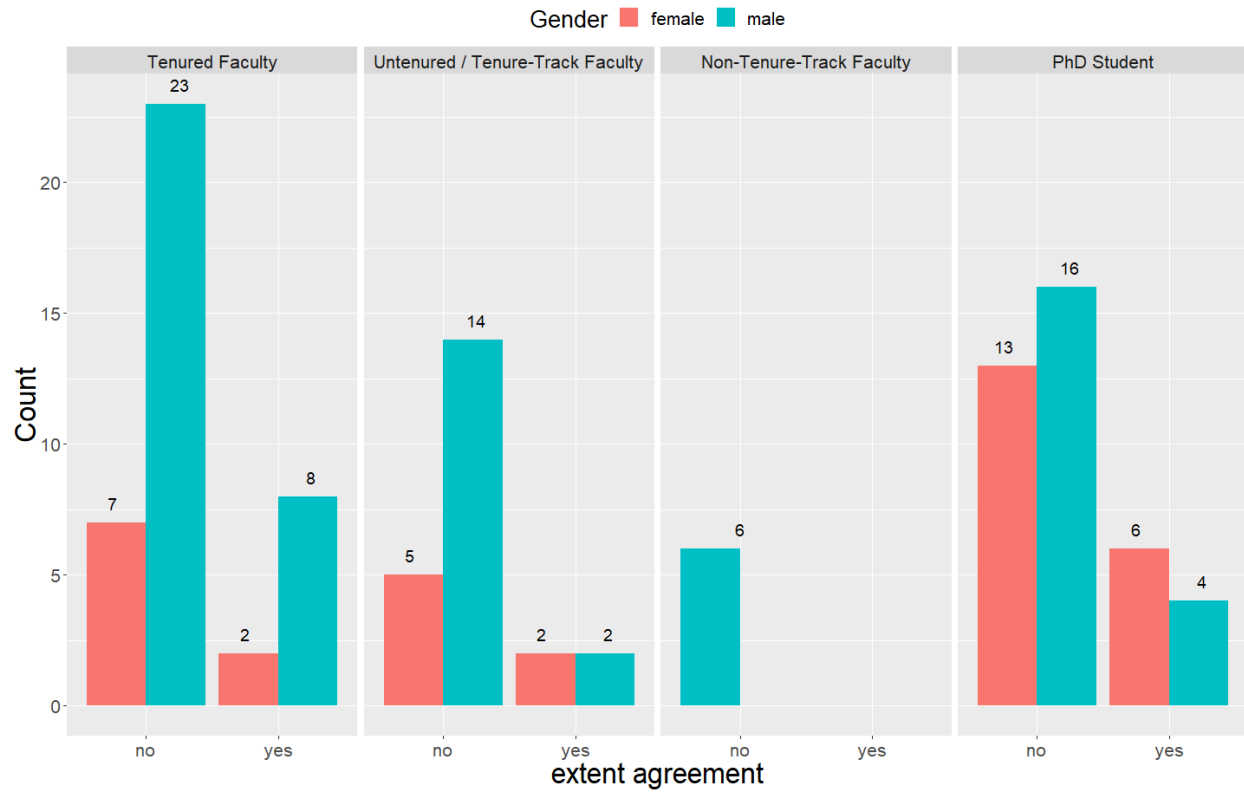
# Witnessed Discrimination or Unfair Treatment

We asked all respondents to tell us if they've ever **witnessed discrimination or unfair treatment** in their time at CBS that they believe was **based on gender, race, or sexual identity**.

*Have you witnessed discrimination/unfair treatment that you believe was based on gender, sexual identity or race?*



## Witnessed Discrimination/Unfair Treatment



Those who said Yes reported the mistreatment was by ... (check all that apply)

witnessBy	count
Tenured faculty	15
Untenured faculty	5
Administrator	4
PhD Student	5
Other	2

## Administrative Duties

How do faculty feel about their administrative responsibilities?

### 1. Perceived load relative to others [Tenured & Untenured/Tenure-track Faculty Only]

To assess the extent to which people perceive they have **more administrative work than their peers**, respondents were asked to indicate their extent of agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*Compared to my colleagues (other faculty at my level, in my division), I have significantly more administrative duties.*

We first examined responses broken down by **rank** and **gender**:

Question	Compared to my colleagues, I have significantly more administrative duties.	Compared to my colleagues, I have significantly more administrative duties.	Compared to my colleagues, I have significantly more administrative duties.	Compared to my colleagues, I have significantly more administrative duties.
rankText	Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty
genderText	female	male	female	male
M	4.00	3.42	2.86	2.62
SD	1.22	1.18	0.69	0.81
N	9	31	7	16

Here are results by **gender**, collapsing across rank:

Question	Compared to my colleagues, I have significantly more administrative duties.	Compared to my colleagues, I have significantly more administrative duties.
genderText	female	male
M	3.50	3.15
SD	1.15	1.12
N	16	47

## 2. Freedom to decline requests [Tenured & Untenured/Tenure-track Faculty Only]

To assess the extent to which people feel they can **decline requests to do administrative tasks**, respondents were asked to indicate their extent of agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I have a choice about taking on or turning down any specific administrative duty.*

We first examined responses broken down by **rank** and **gender**:

Question	I have a choice about taking on or turning down any specific administrative duty.	I have a choice about taking on or turning down any specific administrative duty.	I have a choice about taking on or turning down any specific administrative duty.	I have a choice about taking on or turning down any specific administrative duty.
rankText	Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty
genderText	female	male	female	male
M	3.00	3.00	2.43	3.12
SD	0.87	0.89	0.98	0.81
N	9	31	7	16

Here are results by **gender**, collapsing across rank:

Question	I have a choice about taking on or turning down any specific administrative duty.	I have a choice about taking on or turning down any specific administrative duty.
genderText	female	male
M	2.75	3.04
SD	0.93	0.86
N	16	47

## Teaching Burdens and Stressors

How do faculty feel about their teaching load and their classroom experience?

### 1. Respect from MBA students [Faculty Only]

To assess the extent to which people feel **respected by MBA students**, respondents were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I feel respected and valued by the students.*

We first examined responses broken down by **rank** and **gender**:

Question	I feel respected and valued by the students.	I feel respected and valued by the students.	I feel respected and valued by the students.	I feel respected and valued by the students.	I feel respected and valued by the students.
rankText	Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty	Non-Tenure-Track Faculty
genderText	female	male	female	male	male
M	4.22	3.90	3.14	3.62	4.33
SD	0.67	0.94	1.21	0.89	1.21
N	9	31	7	16	6

Here are results by **gender**, collapsing across rank:

Question	I feel respected and valued by the students.	I feel respected and valued by the students.
genderText	female	male
M	3.75	3.87
SD	1.06	0.96
N	16	53

## 2. Not time for research b/c too many teaching responsibilities [Tenured & Untenured/Tenure-track Faculty Only]

To assess the extent to which people **struggle to do research because of teaching demands**, respondents were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I struggle to find the time to do my research because I have too many teaching responsibilities (e.g., independent studies, meetings with students, too many course preps, etc..*

We first examined responses broken down by **rank** and **gender**:

Question	I struggle to find the time to do my research because I have too many teaching responsibilities.	I struggle to find the time to do my research because I have too many teaching responsibilities.	I struggle to find the time to do my research because I have too many teaching responsibilities.	I struggle to find the time to do my research because I have too many teaching responsibilities.
rankText	Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty
genderText	female	male	female	male
M	3.11	2.77	3.57	3.06
SD	0.60	1.23	0.98	1.00
N	9	31	7	16

Here are results by **gender**, collapsing across rank:

Question	I struggle to find the time to do my research because I have too many teaching responsibilities.	I struggle to find the time to do my research because I have too many teaching responsibilities.
genderText	female	male
M	3.31	2.87
SD	0.79	1.15
N	16	47

### 3. Stressed about teaching [Faculty Only]

To assess the extent to which people **experience stress over teaching**, respondents were asked to indicate their extent agreement with the following statement(5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I am stressed about teaching.*

We first examined responses broken down by **rank** and **gender**:

Question	I am stressed about teaching.	I am stressed about teaching.	I am stressed about teaching.	I am stressed about teaching.	I am stressed about teaching.
rankText	Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty	Non-Tenure-Track Faculty
genderText	female	male	female	male	male
M	2.33	3.00	3.43	3.38	1.83
SD	0.87	0.89	1.27	0.89	1.17
N	9	31	7	16	6

Here are results by **gender**, collapsing across rank:

Question	I am stressed about teaching.	I am stressed about teaching.
genderText	female	male
M	2.81	2.98
SD	1.17	1.01
N	16	53

## Feeling Respected and Valued

Do faculty feel they are valued by the community and treated with respect?

### 1. Comfort expressing views

To assess the extent to which people **feel comfortable expressing their true opinion**, respondents were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I am comfortable expressing my true opinion in front of my colleagues (tenured)/senior colleagues (untentured)/faculty colleagues (non-tenure track)/faculty (PhD students).*

We first examined responses broken down by **rank** and **gender**:

Question	I am comfortable expressing my true opinion.	I am comfortable expressing my true opinion.	I am comfortable expressing my true opinion.	I am comfortable expressing my true opinion.	I am comfortable expressing my true opinion.	I am comfortable expressing my true opinion.	I am comfortable expressing my true opinion.
rankText	Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty	Non-Tenure-Track Faculty	PhD Student	PhD Student
genderText	female	male	female	male	male	female	male
M	4.22	4.13	2.71	3.94	4.17	2.84	3.35
SD	0.44	1.12	1.38	0.68	0.75	1.01	1.18
N	9	31	7	16	6	19	20

Here are results by **gender**, collapsing across rank:

Question	I am comfortable expressing my true opinion.	I am comfortable expressing my true opinion.
genderText	female	male
M	3.17	3.88
SD	1.15	1.07
N	35	73



## 2. Colleagues Do Not Solicit Opinions [Faculty Only]

To assess the extent to which people feel their colleagues **actively seek their input**, respondents were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*When we are making important decisions as a group, my faculty colleagues often do NOT solicit my opinions.*

We first examined responses broken down by **rank** and **gender**:

Question	When we are making important decisions as a group, my faculty colleagues often do NOT solicit my opinions.	When we are making important decisions as a group, my faculty colleagues often do NOT solicit my opinions.	When we are making important decisions as a group, my faculty colleagues often do NOT solicit my opinions.	When we are making important decisions as a group, my faculty colleagues often do NOT solicit my opinions.	When we are making important decisions as a group, my faculty colleagues often do NOT solicit my opinions.
rankText	Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty	Non-Tenure-Track Faculty
genderText	female	male	female	male	male
M	2.11	2.03	3.00	2.31	3.17
SD	1.27	0.95	1.41	1.01	1.17
N	9	31	7	16	6

Here are results by **gender**, collapsing across rank:

Question	When we are making important decisions as a group, my faculty colleagues often do NOT solicit my opinions.	When we are making important decisions as a group, my faculty colleagues often do NOT solicit my opinions.
genderText	female	male
M	2.50	2.25
SD	1.37	1.04
N	16	53

### 3. Feeling that one's opinion is valued [Faculty Only]

To assess the extent to which people **feel their opinion is valued**, respondents were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*When we are making important decisions as a group, my colleagues care about what I think.*

We first examined responses broken down by **rank** and **gender**:

Question	When we are making important decisions as a group, my colleagues care about what I think.	When we are making important decisions as a group, my colleagues care about what I think.	When we are making important decisions as a group, my colleagues care about what I think.	When we are making important decisions as a group, my colleagues care about what I think.	When we are making important decisions as a group, my colleagues care about what I think.
rankText	Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty	Non-Tenure-Track Faculty
genderText	female	male	female	male	male
M	3.78	3.84	3.43	4.06	3.00
SD	1.20	0.90	0.79	0.68	0.89
N	9	31	7	16	6

Here are results by **gender**, collapsing across rank:

Question	When we are making important decisions as a group, my colleagues care about what i think.	When we are making important decisions as a group, my colleagues care about what i think.
genderText	female	male
M	3.62	3.81
SD	1.02	0.88
N	16	53

#### 4. Feeling valued by senior faculty [Untenured/Tenure-track Only]

To assess the extent to which people **feel they are valued and respected by senior faculty**, respondents were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I feel valued and respected by my senior faculty colleagues*

We examined responses broken down by **gender**:

Question	I feel valued and respected by my senior faculty colleagues.	I feel valued and respected by my senior faculty colleagues.
rankText	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty
genderText	female	male
M	3.57	4.00
SD	0.98	1.03
N	7	16

## 5. Feeling valued by fellow faculty colleagues [Faculty only]

To assess the extent to which people **feel they are valued and respected by peers**, respondents were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I feel valued and respected by my faculty colleagues.*

We first examined responses broken down by **rank** and **gender**:

Question	I feel valued and respected by my faculty colleagues.	I feel valued and respected by my faculty colleagues.	I feel valued and respected by my faculty colleagues.	I feel valued and respected by my faculty colleagues.	I feel valued and respected by my faculty colleagues.
rankText	Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty	Non-Tenure-Track Faculty
genderText	female	male	female	male	male
M	4.11	4.10	4.14	4.44	3.17
SD	0.93	0.94	0.38	0.51	1.17
N	9	31	7	16	6

Here are results by **gender**, collapsing across rank:

Question	I feel valued and respected by my faculty colleagues.	I feel valued and respected by my faculty colleagues.
genderText	female	male
M	4.12	4.09
SD	0.72	0.93
N	16	53

## 6. Feeling valued by fellow PhD students [PhD Students Only]

To assess the extent to which PhD students **feel they are valued and respected by fellow PhD students**, respondents were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I feel valued and respected by my fellow PhD students*

We examined responses broken down by **gender**:

Question	I feel valued and respected by my fellow PhD students.	I feel valued and respected by my fellow PhD students.
rankText	PhD Student	PhD Student
genderText	female	male
M	4.11	4.25
SD	0.99	0.91
N	19	20

## 7. Feeling valued by advisor [PhD Students Only]

To assess the extent to which PhD students **feel they are valued and respected by their advisor(s)**, respondents were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I feel valued and respected by my advisor(s)*

We examined responses broken down by **gender**:

Question	I feel valued and respected by my advisor(s)	I feel valued and respected by my advisor(s)
rankText	PhD Student	PhD Student
genderText	female	male
M	4.22	3.85
SD	0.65	1.27
N	18	20

## 8. Feeling valued by PhD coordinator [PhD Students Only]

To assess the extent to which PhD students **feel they are valued and respected by the PhD coordinator**, respondents were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I feel valued and respected by the faculty member who is the PhD coordinator in my division*

We examined responses broken down by **gender**:

Question	I feel valued and respected by the faculty member who is the PhD coordinator in my division	I feel valued and respected by the faculty member who is the PhD coordinator in my division
rankText	PhD Student	PhD Student
genderText	female	male
M	3.74	3.75
SD	1.10	1.33
N	19	20

## 9. Feeling valued by other faculty members [PhD Students Only]

To assess the extent to which PhD students **feel they are valued and respected by other faculty members**, respondents were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I feel valued and respected by other faculty members*

We examined responses broken down by **gender**:

Question	I feel valued and respected by other faculty members	I feel valued and respected by other faculty members
rankText	PhD Student	PhD Student
genderText	female	male
M	3.56	3.35
SD	0.98	1.31
N	18	20

## Inclusive Experience

To what extent do people feel like CBS has an inclusive culture?

### 1. Feeling included in CBS social life

To assess the extent to which people **feel included in CBS social life**, respondents were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I wish I felt more welcome and included in the informal socializing that goes on among my peers.*

We first examined responses broken down by **rank** and **gender**:

Question	I wish I felt more welcome and included in the informal socializing that goes on among my peers.	I wish I felt more welcome and included in the informal socializing that goes on among my peers.	I wish I felt more welcome and included in the informal socializing that goes on among my peers.	I wish I felt more welcome and included in the informal socializing that goes on among my peers.	I wish I felt more welcome and included in the informal socializing that goes on among my peers.	I wish I felt more welcome and included in the informal socializing that goes on among my peers.	I wish I felt more welcome and included in the informal socializing that goes on among my peers.
rankText	Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty	Non-Tenure-Track Faculty	PhD Student	PhD Student
genderText	female	male	female	male	male	female	male
M	2.56	2.29	2.43	2.56	2.33	2.89	2.90
SD	0.73	0.97	0.98	1.15	1.03	1.20	1.37
N	9	31	7	16	6	19	20

Here are results by **gender**, collapsing across rank:

Question	I wish I felt more welcome and included in the informal socializing that goes on among my peers.	I wish I felt more welcome and included in the informal socializing that goes on among my peers.
genderText	female	male
M	2.71	2.52
SD	1.05	1.14
N	35	73

## 2. Not feeling part of the CBS PhD Community [PhD Students Only]

To assess the extent to which PhD students **do not feel that they are part of the CBS PhD community**, respondents were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I do not feel like I am part of the community of PhD students at Columbia Business School*

We examined responses broken down by **gender**:

Question	I do not feel like I am part of the community of PhD students at CBS.	I do not feel like I am part of the community of PhD students at CBS.
rankText	PhD Student	PhD Student
genderText	female	male
M	2.32	2.40
SD	1.16	1.19
N	19	20



## Financial Support and Mentorship

How do respondents feel about advocacy and mentorship at Columbia Business School?

### 1. Having advocates

To assess the extent to which people **feel they have advocates** (or had them in the case of tenured-faculty respondents), people were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I have/had tenured colleagues who will advocate for me when I am not present.*

We first examined responses broken down by **rank** and **gender**:

Question	I have/had tenured colleagues who will advocate for me when I am not present.	I have/had tenured colleagues who will advocate for me when I am not present.	I have/had tenured colleagues who will advocate for me when I am not present.	I have/had tenured colleagues who will advocate for me when I am not present.	I have/had tenured colleagues who will advocate for me when I am not present.	I have faculty members who will advocate for me when I am not present.	I have faculty members who will advocate for me when I am not present.
rankText	Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty	Non-Tenure-Track Faculty	PhD Student	PhD Student
genderText	female	male	female	male	male	female	male
M	4.86	4.84	3.43	3.94	4.00	3.79	3.55
SD	0.38	0.37	0.79	1.00	1.26	0.98	1.39
N	7	19	7	16	6	19	20

Here are results by **gender**, collapsing across rank:

Question	I have/had tenured colleagues who will advocate for me when I am not present.	I have/had tenured colleagues who will advocate for me when I am not present.
genderText	female	male
M	3.94	4.10
SD	0.97	1.15
N	33	61

## 2. I have the financial resources I need to pursue my research agenda [Tenured, Untenured/Tenure-track, & PhD Student Only]

To assess the extent to which people **feel they have financial support**, people were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I have the financial resources I need to pursue my research agenda.*

We first examined responses broken down by **rank** and **gender**:

Question	I have the financial resources I need to pursue my research agenda.	I have the financial resources I need to pursue my research agenda.	I have the financial resources I need to pursue my research agenda.	I have the financial resources I need to pursue my research agenda.	I have the financial resources I need to pursue my research agenda.	I have the financial resources I need to pursue my research agenda.
rankText	Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty	PhD Student	PhD Student
genderText	female	male	female	male	female	male
M	4.33	4.26	4.29	4.50	3.53	3.55
SD	0.50	0.96	0.76	0.63	1.02	1.28
N	9	31	7	16	19	20

Here are results by **gender**, collapsing across rank:

Question	I have the financial resources I need to pursue my research agenda.	I have the financial resources I need to pursue my research agenda.
genderText	female	male
M	3.89	4.10
SD	0.93	1.06
N	35	67

### 3. Helpful Feedback on Research [Tenured, Untenured/Tenure-track, & PhD Student Only]

To assess the extent to which people **feel they get helpful feedback from senior faculty**, people were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I get helpful feedback from my senior divisional colleagues on my research ( untenured/tenure-track) OR my divisional colleagues on my research (tenured) OR my divisional faculty colleagues on my research (PhD student) on my research.*

We first examined responses broken down by **rank** and **gender**:

Question	I get helpful feedback on my research.	I get helpful feedback on my research.	I get helpful feedback on my research.	I get helpful feedback on my research.	I get helpful feedback on my research.	I get helpful feedback on my research.
rankText	Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty	PhD Student	PhD Student
genderText	female	male	female	male	female	male
M	4.22	4.03	3.29	3.81	4.05	3.75
SD	0.67	1.11	0.76	1.17	0.71	1.21
N	9	31	7	16	19	20

Here are results by **gender**, collapsing across rank:

Question	I get helpful feedback on my research.	I get helpful feedback on my research.
genderText	female	male
M	3.94	3.90
SD	0.76	1.14
N	35	67

### 4. Helpful Feedback on Teaching [Non-tenure-track Only]

To assess the extent to which people **feel they get helpful feedback from divisional colleagues on teaching**, people were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I get helpful feedback from my divisional colleagues on my teaching.*

Note, All Non-tenure-track faculty respondents were male:

Question I get helpful feedback from my divisional colleagues on my teaching.

rankText Non-Tenure-Track Faculty  
genderText male

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M 3.5  
SD 1.22  
N 6

## 5. Helpful Feedback on Contribution [Non-tenure-track Only]

To assess the extent to which people **feel they get helpful feedback from divisional colleagues on their contributions**, people were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*I get helpful feedback from my senior divisional colleagues on my divisional contributions.*

Note: All Non-tenure-track faculty respondents were male:

Question I get helpful feedback from my senior divisional colleagues on my divisional contributions.

rankText Non-Tenure-Track Faculty  
genderText male

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M 3.67  
SD 1.21  
N 6

## 6. Nurturing environment [Untenured/Tenure-track Only]

To assess the extent to which people **feel that their division has a nurturing environment**, people were asked to indicate their extent agreement with the following statement (5-point scale; 1 = Strongly disagree, 5 = Strongly agree):

*There is a nurturing environment in my division for junior faculty.*

We examined responses broken down by **gender**:

Question There is a nurturing environment in my division for junior faculty.      There is a nurturing environment in my division for junior faculty.

rankText Untenured / Tenure-Track Faculty      Untenured / Tenure-Track Faculty  
genderText female      male

---

M 3.43      3.56  
SD 1.27      1.15  
N 7      16

## Report Table of Means: Faculty Only

Committee on Faculty Respect, Inclusion, and Fairness

April 20th, 2019

		Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty	Non-Tenure-Track Faculty
		female	male	female	male	male
<b>Have you personally been discriminated against or treated unfairly in a way that would not rise to the level of harassment or assault, but caused personal distress?</b>	<b>M*</b>	0.33	0.19	0.29	0.06	0.17
	<b>SD</b>	0.5	0.4	0.49	0.25	0.41
	<b>N</b>	9	31	7	16	6
<b>Have you personally experienced acts of harassment or assault?</b>	<b>M*</b>	0.11	0	0.14	0	0
	<b>SD</b>	0.33	0	0.38	0	0
	<b>N</b>	9	31	7	16	6
<b>Have you witnessed discrimination/unfair treatment that you believe was based on gender, sexual identity or race?</b>	<b>M*</b>	0.22	0.26	0.29	0.12	0
	<b>SD</b>	0.44	0.44	0.49	0.34	0
	<b>N</b>	9	31	7	16	6
<b>Compared to my colleagues (other faculty at my level, in my division), I have significantly more administrative duties.</b>	<b>M</b>	4	3.42	2.86	2.62	NA
	<b>SD</b>	1.22	1.18	0.69	0.81	
	<b>N</b>	9	31	7	16	
<b>I have a choice about taking on or turning down any specific administrative duty.</b>	<b>M</b>	3	3	2.43	3.12	NA
	<b>SD</b>	0.87	0.89	0.98	0.81	
	<b>N</b>	9	31	7	16	
<b>I feel respected and valued by the students.</b>	<b>M</b>	4.22	3.9	3.14	3.62	4.33
	<b>SD</b>	0.67	0.94	1.21	0.89	1.21
	<b>N</b>	9	31	7	16	6
<b>I struggle to find the time to do my research because I have too many teaching responsibilities.</b>	<b>M</b>	3.11	2.77	3.57	3.06	NA
	<b>SD</b>	0.6	1.23	0.98	1	
	<b>N</b>	9	31	7	16	
<b>I am stressed about teaching.</b>	<b>M</b>	2.33	3	3.43	3.38	1.83

	<b>SD</b>	0.87	0.89	1.27	0.89	1.17
	<b>N</b>	9	31	7	16	6

		<b>Tenured Faculty</b>	<b>Tenured Faculty</b>	<b>Untenured / Tenure-Track Faculty</b>	<b>Untenured / Tenure-Track Faculty</b>	<b>Non-Tenure-Track Faculty</b>
		<b>female</b>	<b>male</b>	<b>female</b>	<b>male</b>	<b>male</b>
<b>I am comfortable expressing my true opinion in front of my colleagues (tenured) / senior colleagues (untenured) / faculty colleagues (non-tenure track).</b>	<b>M</b>	4.22	4.13	2.71	3.94	4.17
	<b>SD</b>	0.44	1.12	1.38	0.68	0.75
	<b>N</b>	9	31	7	16	6
<b>When we are making important decisions as a group, my faculty colleagues often do NOT solicit my opinions.</b>	<b>M</b>	2.11	2.03	3	2.31	3.17
	<b>SD</b>	1.27	0.95	1.41	1.01	1.17
	<b>N</b>	9	31	7	16	6
<b>When we are making important decisions as a group, my colleagues care about what I think.</b>	<b>M</b>	3.78	3.84	3.43	4.06	3
	<b>SD</b>	1.2	0.9	0.79	0.68	0.89
	<b>N</b>	9	31	7	16	6
<b>I feel valued and respected by my senior faculty colleagues</b>	<b>M</b>			3.57	4	NA
	<b>SD</b>	NA	NA	0.98	1.03	
	<b>N</b>			7	16	
<b>I feel valued and respected by my faculty colleagues.</b>	<b>M</b>	4.11	4.1	4.14	4.44	3.17
	<b>SD</b>	0.93	0.94	0.38	0.51	1.17
	<b>N</b>	9	31	7	16	6
<b>I wish I felt more welcome and included in the informal socializing that goes on among my peers.</b>	<b>M</b>	2.56	2.29	2.43	2.56	2.33
	<b>SD</b>	0.73	0.97	0.98	1.15	1.03
	<b>N</b>	9	31	7	16	6
<b>I have/had tenured colleagues who will advocate for me when I am not present.</b>	<b>M</b>	4.86	4.84	3.43	3.94	4
	<b>SD</b>	0.38	0.37	0.79	1	1.26
	<b>N</b>	7	19	7	16	6
<b>I have the financial resources I need to pursue my research agenda.</b>	<b>M</b>	4.33	4.26	4.29	4.5	NA
	<b>SD</b>	0.5	0.96	0.76	0.63	

		Tenured Faculty	Tenured Faculty	Untenured / Tenure-Track Faculty	Untenured / Tenure-Track Faculty	Non-Tenure-Track Faculty
		female	male	female	male	male
<b>I get helpful feedback from my senior divisional colleagues on my research (untenured/tenure-track) / my divisional colleagues on my research (tenured)</b>	<b>M</b>	4.22	4.03	3.29	3.81	NA
	<b>SD</b>	0.67	1.11	0.76	1.17	
	<b>N</b>	9	31	7	16	
<b>I get helpful feedback from my divisional colleagues on my teaching.</b>	<b>M</b>	NA	NA	NA	NA	3.5
	<b>SD</b>					1.22
	<b>N</b>					6
<b>I get helpful feedback from my senior divisional colleagues on my divisional contributions.</b>	<b>M</b>	NA	NA	NA	NA	3.67
	<b>SD</b>					1.21
	<b>N</b>					6
<b>There is a nurturing environment in my division for junior faculty.</b>	<b>M</b>	NA	NA	3.43	3.56	NA
	<b>SD</b>			1.27	1.15	
	<b>N</b>			7	16	
	<b>N</b>	9	31	7	16	

Note: M\* = Proportion of people who responded "Yes" and other means are on a 5-point strongly disagree (1) to strongly agree (5) scale.

# Report Table of Means: PhD Students Only

Committee on Faculty Respect, Inclusion, and Fairness

April 20th, 2019

		PhD Student	PhD Student
		female	male
<b>Have you personally been discriminated against or treated unfairly in a way that would not rise to the level of harassment or assault, but caused personal distress?</b>	<b>M*</b>	0.37	0.25
	<b>SD</b>	0.5	0.44
	<b>N</b>	19	20
<b>Have you personally experienced acts of harassment or assault?</b>	<b>M*</b>	0.21	0
	<b>SD</b>	0.42	0
	<b>N</b>	19	19
<b>Have you witnessed discrimination/unfair treatment that you believe was based on gender, sexual identity or race?</b>	<b>M*</b>	0.32	0.2
	<b>SD</b>	0.48	0.41
	<b>N</b>	19	20
<b>I am comfortable expressing my true opinion in front of faculty.</b>	<b>M</b>	2.84	3.35
	<b>SD</b>	1.01	1.18
	<b>N</b>	19	20
<b>I feel valued and respected by my fellow PhD students.</b>	<b>M</b>	4.11	4.25
	<b>SD</b>	0.99	0.91
	<b>N</b>	19	20
<b>I feel valued and respected by my advisor(s).</b>	<b>M</b>	4.22	3.85
	<b>SD</b>	0.65	1.27
	<b>N</b>	18	20
<b>I feel valued and respected by the faculty member who is the PhD coordinator in my division.</b>	<b>M</b>	3.74	3.75
	<b>SD</b>	1.1	1.33
	<b>N</b>	19	20



		PhD Student	PhD Student
		female	male
<b>I feel valued and respected by other faculty members</b>	<b>M</b>	3.56	3.35
	<b>SD</b>	0.98	1.31
	<b>N</b>	18	20
<b>I wish I felt more welcome and included in the informal socializing that goes on among my peers.</b>	<b>M</b>	2.89	2.9
	<b>SD</b>	1.2	1.37
	<b>N</b>	19	20
<b>I do not feel like I am part of the community of PhD students at CBS.</b>	<b>M</b>	2.32	2.4
	<b>SD</b>	1.16	1.19
	<b>N</b>	19	20
<b>I have faculty who will advocate for me when I am not present.</b>	<b>M</b>	3.79	3.55
	<b>SD</b>	0.98	1.39
	<b>N</b>	19	20
<b>I have the financial resources I need to pursue my research agenda.</b>	<b>M</b>	3.53	3.55
	<b>SD</b>	1.02	1.28
	<b>N</b>	19	20
<b>I get helpful feedback from my divisional faculty on my research.</b>	<b>M</b>	4.05	3.75
	<b>SD</b>	0.71	1.21
	<b>N</b>	19	20

**Note: M\* = Proportion of people who responded "Yes" and other means are on a 5-point strongly disagree (1) to strongly agree (5) scale.**