Marxe School of Public and International Affairs

Diversity Equity and Inclusion Committee
2020-2022 Report

April 2023 Final Report

Table of Contents

I. Introduction

This report summarizes the efforts the Marxe School has made to improve the processes and policies to create diverse, inclusive, and equitable recruitment, retention, and overall climate at the school since our last report two years ago. The Diversity, Equity, and Inclusion Committee (DEIC) has facilitated many of these efforts. A true signal of change, however, is the number of efforts that originate across the School's various committees and units, not just within the DEIC. This report endeavors to detail those efforts and progress, in accordance with our School's bylaws and strategic plan, and to identify priorities for the coming years.

DEIC was created in 2015 with the purpose of overseeing the School's progress and processes focused on DEI so that the School might "lead by example" to demonstrate how the various agencies and organizations in which our alumni work might also embrace DEI.

The DEIC charges are as follows:

1) create more diverse and inclusive leadership;
2) generate research and measurements to assess progress;
3) educate faculty, staff, and students on DEI issues, efforts and opportunities;
4) perform a cultural audit of how recruitment, orientation, performance evaluation, promotion, training and development are done and help align management systems to weed out forms of bias;
5) support School or committee initiatives to instill accountability towards these goals.

Since this charge, however, our faculty has expanded the DEIC's focus to include the needs, processes, and policies of staff, administration, and students. As a reflection of our intention for this committee to serve the whole Marxe community, the faculty voted in February 2021 to change the bylaws to extend voting membership of the committee to include two Marxe staff, one Marxe graduate student, and one Marxe undergraduate student. Further, in response to the murder of George Floyd, our committee published - with the signature support of over 70 Marxe faculty, staff, and students – four priority areas of our school, which expanded our committee's focus to include students and the New York City community.

The four priority areas are as follows:

1) to increase tenure track faculty and staff diversity at the Marxe School, with a focus on recruiting and retaining historically underrepresented minorities - and particularly Black people - in decision-making positions;
2) to remove barriers to entry for students of color, so we can truly prepare the next generation of change agents;
3) to develop and implement curricula grounded in principles of racial equity;
4) to actively work with marginalized and historically underrepresented minority groups, in New York City and beyond, to achieve social justice and equal justice under the law.

In the 2020-2021 academic year, our committee focused on addressing key policy areas in the pursuit of these four priority areas; in the 2021-2022 academic year, we expanded our work to include a fifth

priority area: (5) Learning to use a DEI Lens at the Marxe School (capacity-building and community-building around DEI issues); specifically, this includes organizing events that prioritize level-setting our community's understanding on DEI issues (i.e., helping our community gain a shared terminology and familiarity with DEI issues), and creating community and connection around these issues.

This report will detail our efforts in these five priority areas over the past two years.

A. The "Leading by Example" Philosophy

The DEIC aims to embody the ideas of anti-racist workplaces[1], to acknowledge and address issues that come with a white-dominant workplace culture[2], and to lead with feminist approaches[3]. This has meant holding meetings with fewer agenda items, to make time for more connection and deliberation. It has meant creating events and meetings that connect our intellectual abilities with clear and open acknowledgment of the emotional labor that this work requires, especially of people of color. It has meant learning to live with discomfort and creating spaces where others can do the same, as well as trying to implement a high level of transparency in our work and the work of our School. While we do not always achieve these goals, we continue to assess our progress and move forward with intention. We welcome conversations at the Marxe School on how more of our interactions can take these approaches and create a learning environment in which this type of leadership is explored, embodied, and improved upon.

The writing of this report has been a process of feminist and antiracist engagement. With the understanding that DEI work occurs across the School, we solicited information from all committee chairs and office/department leadership on the initiatives they have undertaken and the challenges they have encountered in making the Marxe school a more equitable place. We asked them to report this in a shared document (for DEIC members, chairs, and leaders at Marxe) in order to demonstrate transparency, shared leadership, accountable collaboration, and the multitude of ways our Marxe community thinks about and implements ideas of equity.

Moreover, our committee membership these past two years has been comprised predominantly of women and people of color. We have worked to balance expertise and work: to capitalize on the experience and expertise of our committee members as members of the Marxe community and also as individuals with unique (and underrepresented) perspectives, experiences, and positionality within the School. At the same time, we are acutely aware of the invisible burden that falls on women and people of color in service work. This issue remains a challenge for our committee and for our School.

B. Committee Membership

2020-2021
Voting/elected members: Cristina Balboa (chair); Faculty members: Hilary Botein; Neil Hernandez; Sonia Jarvis; Ideen Riahi; Ad hoc members: Jeremy Block (part-time professor); Graduate Student: Rene Hernandez; Administrators: Leora Johnson, Melissa Sultana (administration)

2021-2022
Voting/elected members: Cristina Balboa (chair); Faculty Members: Angie Beeman, Anna D'Souza, Sonia Jarvis, and Na Yin; Staff and Administrators: Leora Johnson and Elaine Truong; Graduate Student: Alexa Mincey; Undergraduate student: Ka Lye Chan

II. Who Makes Up Our Marxe Community?

This section describes the demographics of Marxe faculty, students, staff and administrators over the past five years (including comparisons to NASPAA-accredited programs and the population of New York City.) All tables and figures can be found at the end of this document.

A. Data Sources and Notes

The data were obtained from the Baruch Office of Diversity, Compliance, and Equity Initiatives, the Baruch College Office of Institutional Research, the National Center for Educational Statistics, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA); and the U.S. Census Bureau. For consistency, we use their terminology and categories of data.

Professorial includes all tenure-track faculty; Lecturer includes full-time non-tenure track faculty; Part-time includes adjunct faculty. To ensure the anonymity of our staff and administrators, these two categories are combined and include both part-time and full-time individuals. The data on race and ethnicity and on gender are self-reported; individuals may select the categories with which they most closely identify or choose not to respond. Race and ethnicity are typically categorized into five groups (with an additional option of two or more races in recent years) and gender is typically denoted as a binary variable. Note that we use the term "gender" to be consistent with the CUNY data sources; however, the more appropriate term for the woman/man categorization is "sex". Also, note that we use the term "minority" to be consistent with the CUNY data sources; however, we recognize that the term is no longer useful, for example, in cities where "minority" groups make up the majority of the population. Further, there are some discrepancies in the time periods of the data; e.g., some data cover full academic years and other data cover only the fall semesters.

The descriptions below do not represent a statistical analysis and we caution readers to draw inferences based on small sample sizes. Rather, our goal is to document the demographics.

B. Data by Race and Ethnicity

Table 1 shows counts of Marxe faculty (by rank and full-time status), staff and administrators, and students for the past five years. Tables 2 through 6 show the data in shares, along with comparisons to labor market data when available.

Figures 1-5 show the demographic classifications from 2021-22; the 2020-21 figures look very similar with some exceptions, which we note below.

These data indicate:

- Over time, minorities and women have come to represent a larger share of part-time faculty, as well as staff and administration.

- While our numbers and utilization percentages have improved over the past five years for the Latinx and AAPI faculty categories, our utilization percentage of Black/African American faculty has been reduced in half over that same time period. Further, comparing to New York City, our faculty severely underrepresent Black/African American and Latinx local populations. ***Of note, our lack of Black faculty was highlighted in the 2022 NASPAA Accreditation Report as an area for improvement***.

- The sustained lack of any Native American faculty is disappointing.

- The category of Lecturer is comprised of predominantly white faculty with some Black faculty; and there are no other racial/ethnic groups represented in our lectureships. The labor market demonstrates a higher percentage of minority-identifying lecturers, which demonstrates a stark when compared to our utilization numbers for that same category.

- Our Adjunct Faculty category demonstrates more representation of Black and Native American groups, but still not at the level of all NASPAA schools.

- Our Staff and Administration category is predominantly comprised of people from minority groups, which is consistent with data from throughout Baruch.

- Student diversity at Marxe tends to mirror the diversity of NASPAA students and the population of New York City. While the number of minority students has decreased from 2020 to 2021, the percentage of the Marxe student body who are from minority groups has remained constant.

C. Data by Gender

There has been little change in the share of faculty, staff, and administrators, or students over the past few years. Table 1 shows that the gender share is correlated with faculty rank and that the share of female faculty is severely underrepresented compared to other NASPAA programs.

Figures 9 and 10 show the most recent data for faculty and students, respectively.

These data indicate:

- Our student body has more female representation than the share of all NASPAA schools and the City of New York.

- While the Lecturer category of Marxe seems to mirror the gender representation of NASPAA, the Marxe Professorial, and Part-Time Faculty categories fall noticeably below both NASPAA and the City of New York in terms of female representation.

- As was the case in our last report, our Staff and Administration remain predominantly female-identifying.

D. Recent Changes

In 2022, Marxe hired four new faculty members (including a new dean); two of whom are from underrepresented racial and ethnic groups; three of whom are women; and one of whom identifies as a member of the LGBTQ+ community. And this year, there are five searches being held; we hope that candidates from marginalized groups are prioritized in our hiring.

III. What are Our DEI Priority Areas?

This section describes the status of work in our five priority areas, including describing the status of work toward the recommendations we made in our last report (see Appendix 1).

A. Priority Area 1: Further Diversify our Faculty and Staff

Priority Area 1: To increase tenure track faculty and staff diversity at the Marxe School, with a focus on recruiting and retaining historically underrepresented faculty and staff - and particularly Black people - in decision-making positions.

1A. Hiring. The Marxe School received approval to search for a faculty member to teach the new required course in Race, Inequality and Public Policies; and hired a faculty member to teach the new required course. In 2022, we hired a total of three new faculty members. See demographic section above for details. As an academic institution, our faculty has low turnover, making the process of diversifying difficult. For this reason, every hire at the Marxe school is an opportunity to change our demographics. The DEIC is working with the Dean to explore best practices in hiring to make our faculty more representative of the city and the students we serve.

In the 2022 NASPAA Accreditation Report for the Marxe School, our lack of underrepresented faculty was highlighted as an area for improvement. Thus, we urge the Dean to work with the Office of Compliance, Diversity, Equity, and Inclusion, and the Office of the Provost to devise a plan for improving our hiring processes so that it results in more Black faculty, in particular.

1B: To develop a definitional statement on diversity, equity, and inclusion for Marxe. In fall 2017, the Learning Assessment Committee approached the DEIC with the need to define DEI for the Marxe School in order to evaluate our efforts in this area and assess student learning on DEI. That same year, a draft IDEA Statement (Inclusion, Diversity, and Equity in Academia Statement) was circulated, with feedback solicited from all Marxe School staff and faculty, with forty-seven faculty and fourteen staff providing feedback. The final statement was approved and adopted by faculty at the February 11, 2021 faculty meeting and can be found on the DEIC website.

1C: To survey search committee chairs and diversity point people on hiring practices, inform better training for search committees, and identify barriers to diversifying faculty. This area now falls under the purview of the interim Associate Dean's office.

1D: Pay Equity Study. Request #2 of our 2017-2020 report was to request a Pay Equity Study of salaries at Baruch College. The DEIC has filed three official requests for a College-wide pay equity study with Baruch's Chief Legal Officer (November 2020), President, via the Chief of Staff (March 2021), and Executive Chief Diversity Officer (November 3, 2021). We asked the new Chief Diversity Officer to prioritize this pay equity study with his office, when he started the position in August 2021. He included the need for an Equity Study as an item in the Action/Implementation Plan that ODCEI submitted to President Wu on September 30, 2021. Going forward, ODCEI will include the specific requests for an Equity Study from the Marxe School DEI Committee into the College's evolving DEI Strategic Plan. The Dean's office at Marxe has also been working on consistency in offering packages to new hires; and has begun reconnaissance to determine what a pay equity study might look like. We request that the Dean's office continue to lay the groundwork for a pay equity study and that the OCDEI support this work (**Request/Recommendation 1**).

1E. Better demographic data. DEIC identified key issues in the collection of data. Numbers differ when a person elects to identify in one source but not another, since demographic data is voluntary. This may be a result of having blunt categories for people to identify themselves. Individuals who do not see the complexity of their racial background as an option may answer differently to various surveys. Moreover, we want more types of demographic data based on our definition of diversity in our IDEA statement. In response we:

- Identified a need for more than racial/ethnic data to address other axes of diversity.

- Recommended that those offices at Baruch and CUNY which collect this data find a way to inform us on more demographic categories to help us in our charge (as per Recommendation 1 of our 2017-2020 report)

- Submitted an official request to the CUNY Advisory Council on DEI via councilmember Michael Seltzer, to make creating better data for equity a priority of that council, since most of the data at the School is collected on a CUNY-wide basis (March 29, 2021).

We have not received any information from the CUNY Advisory Council regarding our request; we do not know if the topic was discussed, despite several emails to the council. Unfortunately, publicly-accessible student demographic data (through the CUNY student data book) no longer allow the selection of specific degree programs at Marxe. The Office of Institutional Research at Baruch is working on making better data available, but this effort is focused on making accessible the previous level of data, not improving categories to reflect the complexity of diversity at the School or College.

1F. To clarify the search committee process. Recommendation 2 of the 2017-2020 DEIC report focused on the lack of clarity in the search committee process and recommended that the Office of the Associate Dean institutionalize this two-step process to create a more transparent process: 1) Search chairs should submit the list of advertising venues to the Diversity chair on an annual basis so that the Diversity Committee can develop a master list of resources for potential searches. 2) Search

chairs should also create a clear process of informing current faculty and staff when a position search has been approved.

Our committee chair spoke with Associate Dean Patria De Lancer Julnes regarding this matter. The Dean's office in collaboration with the Baruch Office of Compliance, Diversity, Equity, and Inclusion has accumulated the lists of advertising venues for search committees to use. Interim Associate Dean Hilary Botein (and former DEIC faculty member) has created a document describing the search committee process with responsible parties clearly identified and an internal document of frequently asked questions for our School.

1G. To understand barriers and best practices to recruit and retain faculty of color.
The 2017-2020 report requested that the Marxe Dean collaborate with the Deans of both the Weissman and the Zicklin Schools to conduct research on our recent recruitments and departures (**Request/Recommendation 2**). In addition, we request that the Associate Dean's office debrief search committee chairs annually to identify barriers to recruitment experienced in each search process. This research should be used to create a strategy of best practices for the deployment of additional funding to recruit and retain faculty of color. (**Request/Recommendation 3)**

In spring 2021, Baruch became an institutional partner of the National Center for Faculty Development and Diversity. All faculty now have access to online resources, including workshops, webinars and seminars related to increasing writing productivity, improving time management, cultivating mentors, securing external funding and maintaining work-life balance.

1H. To establish outreach to HBCU/HSI/NAS-NTI. The previous report's request #3 was that the office of the Associate Dean research potential programs within Historically Black Colleges and Universities; Hispanic Serving Institutions and/or schools from the Hispanic Association of Colleges and Universities; and Native-American Serving, Non-tribal institutions; where we might directly advertise job searches to recruit faculty of color, particularly Black tenure track faculty.

The DEIC accumulated a list of faculty and programs in HBCU, HIS, and NASI schools that overlap in research interest with our school of Public and International Affairs, and will be reaching out to individuals to invite speakers, applicants for positions, and collaborations.

1I. To develop a formal mentoring program. Request #4 of the last report asked the Marxe Executive Committee (EC) to implement a formal mentoring program in the 2020-2021 academic year.

In the 2021-2022 academic year, Interim Dean Aries worked with Interim Associate Dean Botein to develop structure for a mentoring program that will involve sessions on topics related to getting settled at the school. They implemented a qualtrics survey in which faculty indicated what topics they were willing act as resources on for new faculty. This new approach to mentoring began in fall 2022.

The DEIC recommends the Provost's Office consider creating a college-wide mentoring program, with a focus on peer mentoring and sponsorship (**Request/Recommendation 4)**. We feel this will reflect a few important ideas in mentoring: 1) it may be difficult to have faculty match in mentor-mentee relationships in small schools, like Marxe; 2) peer-mentoring groups are emerging as more helpful for

early-career scholars who may experience academia differently than scholars who were early-career decades ago; 3) groups might be best positioned to access and/or create resources for support, such as writing groups, professional workshops, etc.; and 4) being mentored by faculty who are not from an historically excluded group may not be as helpful as peer mentoring by faculty who have similar identity markers.

1J. Committee membership and sharing the service burden. In 2021-2022, the Executive Committee began efforts to improve the process of submitting nominations to the faculty for committee membership, in order to ensure broad representation of faculty on committees so that service does not fall disproportionately on individual faculty members. This includes circulating the full list of committees, the current membership of all committees, the committee vacancies for the upcoming year, and eligibility requirements annually for discussion about how to ensure that all faculty understand their service responsibility and engage in the process. We request the Executive Committee to continue these efforts to examine the process of committee membership, as well as to clarify the requirements of service and the distribution of the service burden, and to expand their examination to include teaching load distribution and its impacts of faculty historically excluded groups (**Request/Recommendation 5)**.

B. Priority Area 2: Reduce Barriers for Students of Color

Priority Area 2: To remove barriers to entry for students of color, so we can truly prepare the next generation of change agents.

2A. Transparency on Academic Excellence Fee. In 2020, Students demanded more information about this. Dean Birdsell held a meeting to respond to students. We recommend that the Dean's office hold annual town halls or meetings with student leaders to increase transparency on this and any other issues that students might raise (**Request/Recommendation 6**).

2B. Transparency on internship process. Students asked for more clarity in the decision-making process for internships (which we extend to include GA assignments). We also would like transparency about the demographics of who gets GA assignments and internships. The DEIC has checked with our internship director and it is our understanding that there is no formal record of the demographics of the students who receive internships. We will work with the internship director and the GA coordinator to design a way to get demographic data and to clarify the process of qualification.

The DEIC also notes that while the process of applying for a Marxe Assistantship (the new name for Graduate Assistantships) now has fewer requirements in order to reduce barriers for inclusion (see website for details), the purpose of these positions is still unclear - does this program prioritize creating professional or research experience for our graduate students, creating a potential income/scholarship for students, or creating support for faculty and staff on their work within Marxe? Each of these purposes would require a different priority for hiring criteria and different training in order to meet job objectives. We request that the Executive Committee to work with staff

to clarify this further and perhaps create training opportunities for MAs (**Request/Recommendation 7**).

2C. Increased efforts to recruit more Black students. The Office of Graduate Admissions has several efforts underway to recruit more Black students and students from other historically excluded groups. These include:

- **Admission Ambassadors:** The Office of Graduate Admissions hires between 5-10 current students to assist with recruitment, networking, events, and prospective student communications. Hiring is done with a DEI lens to ensure that admissions can represent a broad range of student experiences, and especially provide relevant insight for prospective underrepresented students.

- **Student Interns and Work Study Students:** As possible and available, Graduate Admissions hires student interns and work study students who assist with diverse projects, including front line communications with prospective students. These students are also able to share their experiences regarding internship requirements and working while completing their degree.

- **External Recruitment:** Graduate Admissions recruits students and builds pipeline relationships with several organizations that either focus primarily on or include high representation from underrepresented professionals in the public affairs and higher education fields in affinity groups. These organizations include: the DOE and other city agencies, the PPIA Summer Institute, Graduate Horizons, the College Access Consortium of NY, the Latinx Scholars Network, Beyond Barnard, and several higher education consortia for professionals of color.

2D. Remove barriers to entry at Marxe for graduate students/GRE. Admissions no longer requires the GRE for applying to the Marxe School and instead focuses on alternative ways of assessing applicant strength.

2E. Remove barriers to entry at Marxe for graduate students/alternative avenues for entry. The Certificate in Public Communications was created as another avenue for current and potential graduate students.

2F. Merit Scholarship discussion. Marxe Community members have raised concerns that Merit Scholarships are restrictive and may not reach many students of color. An analysis of the demographics of Merit Scholarship recipients might facilitate conversations with donors regarding the specifications for merits scholarships and DEI. Additionally, an analysis of recipients may also reveal a need for the Marxe Scholarship Committee to modify their evaluation process and establish DEI-centered criteria. We recommend the Committee on Admissions and Scholarships work with the Dean's office to perform this analysis (**Request/Recommendation 8**).

2G. Remove barriers to entry at Marxe for BSPA students. The BSPA program has increased efforts to eliminate some courses and major prerequisites in the BSPA program that function as barriers to entry (or successful completion) for some students while not serving any real curricular or instructional purpose.

2H. Creating an inclusive environment and prioritizing DEI in Advisement. Part of removing barriers to inclusion is setting a culture among students about the priority of DEI at Marxe. To this end, Marxe Advisement has advertised for students to participate in DEI Fridays in its newsletters and other venues, offered the first student-only DEI Friday event (March 11, 2022); and incorporated discussion on the importance of DEI in Orientation events. As detailed below in item 3B, the DEIC also organized a DEI-related orientation events for students in August 2022. Because there are so many events at Marxe, Baruch, and CUNY, the Advisement Office suggests offering a DEI Conference Day @Marxe every year to attract more students to the conversations on DEI that are already happening at Marxe.

C. Priority Area 3: Inclusive Curricula and Programming

Priority Area 3: To develop and implement curricula grounded in principles of racial equity.

3A. IDEA Statement. The IDEA Statement described in Priority Area 1 above can be used by the learning assessment committee to incorporate DEI into their assessment processes; the Dean can also use this document as part of the charge for hiring committees.

3B. DEI Fridays for Students. In 2022, Academic Advisement sponsored a student-focused DEI Fridays event on why DEI is important to the Marxe School and how students might build their skills and understanding of DEI. In Fall 2022, new students had the opportunity to attend a DEI-focused orientation event; these events will continue to be a part of new student orientation. Recordings of the DEI Friday events can be found on our DEIC website.

3C. Social Justice Employer Panels. Marxe Career Services and Alumni collaborated with Columbia School of Social Work to implement an employer panel on social justice (racial equity - spring 2021, health equity - spring 2022); they have also created a Diversity, Equity, and Inclusion Focused Professional Association's list on our career resources webpage.

3D. Syllabus Audit. In 2020, students requested a syllabus audit to determine how representative the readings and authors are based on multiple axes of inclusion. We have approached this project in multiple ways. First, an HEA graduate student started an assessment on HEA syllabi for their capstone, but due to added stresses of the pandemic, this was not completed. We have reached out to the Weissman Political Science Department and the Zicklin School to find out how they structured the analysis of their syllabi. Zicklin's audit was focused on language for services and accommodations for students. The Political Science Department is hoping to publish its methods and findings and thus is not yet ready to share the details of its assessment.

In subsequent discussions with Dean Aries and Associate Dean Botein, we discussed an approach where the DEIC could work with the Schwartz Communication Institute and others to create a process for assessing syllabi. For example, faculty who teach core courses can discuss how inclusive and representative their syllabi are as a whole and share resources and ideas for creating more inclusive courses. This idea is still in the nascent stage, and we recommend the curriculum committee play a leading role in this process (**Request/Recommendation 9**).

3E. Inclusive Pedagogy Trainings. Full detail on how the Marxe School has created opportunities for faculty to be trained in inclusive pedagogy can be found in section 5A of this report. As of Summer 2022, 50% of Marxe full time faculty have completed a multi-day workshop on the topic (see tables under Priority 5).

3F. Revise the MPA core curriculum to address social and racial equity. A new MPA Core Class "Race, Equity, and Public Policies" was approved by our faculty in May 2021. In the summer of 2021, the course creators Nancy Aries and Sonia Jarvis conducted a five-week seminar to help other faculty learn the material of the course and build the capacity to teach it. In 2022, the Marxe School hired a new faculty member with specific expertise for this course. She will begin teaching the course in Spring 2023.

3G. MPA Specialization in Social Justice. In 2021, the MPA director led a group of interested faculty in the design and proposal of a new Social Justice Specialization within the MPA program. The details will be finalized in fall 2022 with the specialization to be offered in Spring 2023.

3H. Research and Analysis core courses in the MPA/MIA curriculum. Faculty have focused on revising the research and analysis sequence of the core courses, based in part from learning assessment results, to better align the core methods courses with students' strengths and wide-ranging professional interests. With support from Marxe faculty of various disciplines, a differentiated research methods core was developed to better address the quantitative needs and interests of Marxe students.

3I. MIA Program Goals for DEI. The Marxe MIA program has developed a draft of goals regarding diversity, equity, and inclusion for the program. They will continue discussions on these goals and finalize them in fall 2022. In particular, MIA program held a town hall with students in the summer 2021 in response to feedback and brainstorming, and are performing the following actions:

- mapping the course learning objectives to the DEI goals when they are finalized, so students can see how their curriculum is related to important issues of international inequities, etc.;

- creating a repository of course materials from non-Western scholars and practitioners and those from historically under-represented and marginalized groups (we will discuss the process for this in Fall 2022);

- developing a database of more diverse voices and ideas in international affairs;

- setting up a discussion among MIA faculty about broadening our knowledge of the intellectual debates and pedagogy in our different fields of study that address issues of global equity;

- drawing in students to that discussion and research, using both the classroom and other fora.

3J. Revise BSPA curriculum to address social and racial equity. BSPA Director a led faculty efforts to revise core course 3010. At the December 10, 2020 Faculty Meeting, the Marxe faculty voted to approve changes to the course, which will now be named "Race, Inequality, and Public Policy" and

has revised learning objectives to refocus the course on these issues. Further, two new BSPA Courses, "Immigrant Cities" (3018) and "Advocacy and Protest in Social Movements", both focus on issues of social justice.

3K. HEA Program Curriculum. The HEA program has made the Diversity in Higher Education course a required course. Also, the faculty are examining program learning outcomes and stressing DEI across the curriculum.

3L. Promote equal access to crucial information for BSPA students. BSPA advisor, Liting Zhang, creates and sends weekly bulletins to students to ensure that everyone can access information about programming, internship, scholarship, work, and study opportunities.

3M. Resources and opportunities for faculty on addressing racism and racial inequality in the classroom. We have revised our website to make it more user-friendly and have included resources for faculty, staff, and students. All the content (including videos and resources) from the DEI Friday events is available on our DEIC website. See Priority 5 for a summary of faculty involvement in DEI-related programming at Marxe.

3N. Quantitative Student Support Department. This department was founded in 2021, although some current support services were previously available in different forms. This department offers graduate tutoring services, creates helpful review workshops, and generally provides supportive academic programs for Marxe students. While initially offered only to those students identified as needing help with their math/quant skills, the introductory quantitative workshops are now open to all students. For a full list of workshop and support services, see their website.

3O. Writing Support for Public and International Affairs. The Schwartz Institute has hired an Assistant Director of Writing in Public and International affairs to promote equity and access for all students by creating supportive learning environments through the creation of writing workshops, one-to-one consultations, and staff development and Schwartz staff DEI onboarding tailored specifically to the needs of the Marxe School.

- **Writing Workshops** aim to demystify graduate writing, make visible hidden curriculums, and provide all students with the resources to approach the many genres of writing they encounter at Marxe. They also create opportunities for students to build their confidence as editors of their own writing through intensive focus on sentence-level concerns. The program currently offers: "Introduction to Writing in the Marxe Graduate Programs," "Editing Strategies for Style, Clarity, and Professionalism," and "Understanding the Literature Review", which build on the embedded, in-class workshops that are strategically placed in the curriculum to support writing skills-development early on. Developed in partnership with Marxe faculty members, these workshops contextualize core writing skills within the disciplinary context of the courses and assignments.

- **One-to-One Consultations** are offered to students in linked courses, all capstone students, and students referred by Marxe faculty and advisement. In the 2021-2022 academic year, 225 total consultations took place: 100 in Fall 2021 and 125 in Spring 2022. In fall 2022, this program plans to pilot a new program where students who are identified by faculty and advisement as especially

"high need" will be able to opt-in to weekly or bi-weekly sessions with the same consultant throughout the semester.

- **Staff Development on DEI & Fellow Onboarding** is offered regularly to program staff at Schwartz, focused on anti-racist pedagogy as well as equity and inclusion. This has enabled the program staff to act as a resource to Marxe faculty, participating in conversations about implementing peer and self-assessment in the classroom, strategies for providing written feedback on assignments, and approaching grading and assessment more broadly. In addition, they are specifically trained to support English Language Learners in writing consultations.

3P. Inclusive learning assessment for written communication. The communication faculty has raised concerns that traditional assessment of the quality of student writing and speech might tend to unnecessarily impose the standards of culturally dominant groups on students. Communication faculty have been considering labor, experience, and improvement-based approaches to assessment and also portfolio assessment as alternatives. Lessons learned from implementing this approach will inform other areas of learning at Marxe, as well as the work of the Learning Assessment Committee.

3Q. Identifying a learning gap. In 2021, the MPA director initiated research on whether a student outcomes gap (measured by GPA, graduation rate, etc.) exists between students based on racial/ethnic identity. The Learning Assessment Committee, in conjunction with the DEIC, has begun the process of measuring potential learning gaps in order to identify strategies to reduce learning disparities. This work continues in the 2022-2023 academic year, with the goal of completing the assessment at the end of the academic year.

3R. Academic standing appeals. The Academic Standing committee considers appeals for academic record changes which often influence students' academic progress. Each appeal is considered on its own merits and within the context of precedence. The committee states it would benefit from an analysis of past appeals - to look back at the nature of the appeals received (request, reasons, documentation) and the resulting vote, stratified by student-level variables including GPA, number of credits earned, degree program, and demographics (race/ethnicity, language, age, gender). This process could identify any issues of inclusion and equity that might need to be addressed. We recommend the committee work with the Dean's office to undertake this analysis (**Request/Recommendation 9**).

3S. Policy to protect faculty from targeting. As higher education increases its focus on learning and teaching about racism and racial justice, so too have attacks on those who research and teach about racism and racial justice. The Marxe School has recently hired faculty specifically to teach a required course "Race, Inequality, and Policy", and many current faculty teach about and research racism and other social injustices. We cannot hire people for their work on racism and then not protect them from attacks because of their work on racism. We request that Baruch creates policy to protect faculty – especially faculty of color and those faculty who teach about or research racism and other issues of social justice - from targeting (**Request/Recommendation 10**).

D. Priority Area 4: Community Engagement for Justice

Priority Area 4: To actively work with marginalized and historically underrepresented minority groups in New York City and beyond to achieve social justice and equal justice under the law.

4A. Leadership Fellows New York. In 2015, the Marxe School in partnership with the New York Community Trust established the NY Community Trust Fellowship, a leadership program that equips and empowers mid-career nonprofit practitioners in the metropolitan New York City region, with particular focus on Black, indigenous, and people of color (BIPOC) nonprofit leaders, through applied learning, direct mentorship, and a lifelong community of practice. The fellowship program represents a diverse, inclusive, and talented community of nonprofit leaders who are advancing social justice missions in New York and beyond. As of Spring 2022, we have launched 14 cohorts and our community consists of 379 alumni, 250 nonprofits, 60 mentors, and 17 Baruch faculty members (several of whom are from the Marxe School) who help us cultivate the future leaders of the New York nonprofit sector. In Fall 2022, the program changed its name from the NY Community Trust Fellowship to Leadership Fellows New York to signal the program's broader impact on the NY nonprofit community. Read more about the program here.

4B. Anti-racist training for administrators. See item 3H above and Priority area 5 below.

4C. Center for Equality, Pluralism, and Policy (CEPP). The CEPP has historically supported scholarly research, conferences, and curriculum projects that explore how social and economic inequality manifests in our racially, ethnically, and culturally diverse society. The Faculty of the Marxe School is reimagining the mission for CEPP as it undergoes recertification in the 2022-2023 academic year, a process led by Acting Director Sonia Jarvis.

4D. Marxe Tech Support for public events. Our IT team has done incredible work in supporting more accessible online programming, from training the entire faculty in the sudden pivot to online learning caused by the pandemic to continued support for students who create programming celebrating diversity. Marxe tech support was essential in our school's ability to operate and maintain contact with each other and our students, and present programming to the world beyond Marxe.

4E Land and Labor Acknowledgement. On the request of faculty, we have created a land acknowledgement that is available to all on our website for use in their syllabi and events. We are currently researching the labor history of CUNY – with particular focus on the history of enslaved labor – to create a labor acknowledgment. We have been in communication with the OCDEI for any background they might have, but information on Baruch and CUNY's interaction with enslaved labor is not easy to find; to our knowledge, no other CUNY school has created such a statement previously. In Spring 2023, there will be a DEI Friday on Moving Beyond Land Acknowledgements, including indigenous speakers from the Lenape Center in New York City; we hope that this session will engage the broader Baruch community in the implementation of activities that support indigenous people in New York City and beyond.

4F. Statement on the SCOTUS Decision Overturning Roe v. Wade. In June 2022, in support of the right to personal autonomy and choice, and understanding how the decision limits reproductive choices and jeopardizes the health, welfare, and, ultimately, personhood of pregnant Americans, particularly for those who are marginalized, over 90 Marxe faculty, staff, and students signed a statement

strongly condemning the Supreme Court's opinion in Dobbs v. Jackson Women's Health Organization overturning Roe v. Wade and severely limiting access to abortion.

4G. Inclusive practices for public-facing events. There has been an ongoing discussion at the Marxe School about how to ensure that our public-facing events feature speakers with demographic diversity and that our social media interactions reflect the importance of DEI to our work. While more long-term capacity building on the barriers to inclusion for underrepresented groups will help this discussion, the Dean's office is working on oversight mechanisms for public-facing communications at the school.

E. Priority Area 5: Using a DEI Lens

Priority Area 5: Learning to use a DEI lens at the Marxe School

Underlying all this activity is the need to transform our culture at the Marxe School to create a climate that fosters DEI in all our activities and goals. To do this, our committee aims to move from merely increasing the diversity of our school, towards building capacity and space for faculty and staff[4] to apply an equity lens to all school endeavors, ranging from our daily interactions and practices, to our policies and long-term planning. To do this, we recommend a long-term plan of learning at the Marxe School that will concentrate on creating a common understanding of both history and practice. We aim to build the capacity of Marxe faculty and staff to

1. understand individual positionality and identity,
2. articulate the barriers of higher education in general for BIPOC and other historically excluded groups,
3. implement the tools of inclusive pedagogy, and
4. create the process of continual auditing for equity, including
    a. evaluating our current policies and practices in order to dismantle any barriers they uphold,
    b. creating new policy and practices that are focused on breaking down these barriers,
    c. identifying clear DEI aims and goals for the school, and
    d. regularly evaluating our progress as a school towards these ends.

The Marxe School has already sponsored multiple opportunities for learning to use a DEI lens, each focusing on these different objectives:

	Understanding individual positionality and identity	Identifying barriers of higher education in general for BIPOC and other historically marginalized groups	Learning tools of inclusive pedagogy	Creating a process of continual auditing for equity
Schwartz Institute		XX	XX	
CURB	XX	XX		XX
DEI Fridays	XX	XX	XX	XX
Praxis Matters Training 1	XX			
Praxis Matters Training 2 (upcoming)				XX
Ackerman Lectures		(potential)		
Race, Inequality, and Policy Reading Group	XX	XX	XX	

5A. Schwartz Communication Institute Inclusive Pedagogy Workshop. In 2016 the Marxe Diversity Committee asked the Schwartz Institute to create and implement an inclusive pedagogy workshop for our faculty. They created a 2-day workshop with follow-up meetings once per month for the rest of the semester. By summer 2021, it had been offered four times to our faculty (17 trained participants) and once each to both Weissman and Zicklin faculty. Since then, we have worked with Schwartz to create a process for this to be offered regularly to faculty at Baruch. Schwartz staff have "trained the trainers" (people who have already attended the workshop) so that our own faculty can facilitate this workshop starting in August 2021. To demonstrate the importance of these workshops, faculty are paid for their participation. These workshops are co-facilitated in order to offer diverse perspectives on the issues, from different axes of inclusion and different disciplinary lenses. We also secured support for the facilitators of these workshops, so that for every two cohorts they co-facilitate, they will receive one course release from their regular teaching load. In the 2021-2022 academic year, Marxe Faculty Anna D'Souza and David Hoffman were co-facilitators of these workshops. As of fall 2022, 24 full-time faculty (50% of Marxe full-time faculty) and 2 part-time faculty have completed these workshops.

In Spring2022, Dean Nancy Aries requested that the Schwartz Institute develop a new workshop to address difficult conversations in the classroom related to race/ethnicity. The initiative was funded by BRESI (see section below) and is in development with the support of several Marxe faculty.

5B. Coalition for Undoing Racism at Baruch (CURB). CURB is a group on campus that meets monthly to talk about different ways to dismantle racism at Baruch. To be a member, one must attend a training on Undoing Racism and Community Organizing from the People's Institute for Survival and Beyond, which costs approximately $300 per participant. We would like to find the different ways that faculty and staff can pay for this training through School resources. In other departments, like the SEEK Program, staff use their professional development funding to pay for the training. We recommend the Dean's office examine ways for faculty and staff to receive funding to participate in this training (**Request/Recommendation 11)**.

5C. DEI Fridays. DEI Fridays are a practice of community building, reflection, and learning via one-hour gatherings on Zoom in which participants explore a DEI-related issue. This initiative engages faculty, staff, and students in a collaborative effort to deepen our understanding and build community. The series was conceptualized after Marxe faculty and staff who attended a DEI training in June 2021 wanted to continue learning collaboratively, and identified there were no opportunities for community members to gather regularly to engage in such activities. Additionally, at a Town Hall jointly held by the MPA Club and the Marxe Dean's Office following the murder of George Floyd in summer 2020, students explicitly requested more spaces to discuss structural racism and its manifestations in the country, the state, the College, and our School.

In 2021-22, its inaugural year, DEI Fridays included 16 events attended by over 390 participants (Appendix 1). We have built a repository of all the resources shared at our events, intentionally highlighting and elevating the contributions of Black, Latinx, Indigenous, Asian, and other racially subordinated groups. The resources, along with recordings and speaker biographies, can be found on the events section of the DEIC website.

In 2022, Professor Anna D'Souza received BRESI funding (see section below) to broaden our reach by hiring a video editor and social media designer, compensating speakers, holding in-person events with refreshments, and gathering data that will allow us to further refine the programming and better meet the needs of the Baruch College community.

5D. Praxis-Matters Training. In June 2021, we hired the group Praxis Matters to conduct two, 3-hour trainings for our faculty and staff to ensure we are all working with the same vocabulary and concepts on DEI. These trainings were attended by 28.7% of our faculty and staff, with 43% of all staff attending.

5E. The Lillie and Nathan Ackerman Lectures on Equality and Justice in America. This lecture series invites leading intellectuals and public figures to address major questions of equity and social justice. The Ackerman Chair plans and facilitates this series, which has addressed major issues, such as immigration, policing, prisons, and, most recently, LGBTQ+ Youth and Schooling. There is a great potential with these lectures to address one of our core learning objectives at Marxe: Understanding the barriers to inclusion for BIPOC and other underrepresented groups in schooling and higher education in particular.

5F. Race, Inequality, and Policy Reading Group. In the summer of 2021, Sonia Jarvis and Nancy Aries organized a six-week workshop to review the course objectives and readings for the new Race, Inequality, and Policy core course. This workshop was created for faculty who might be interested in teaching the course, and wanted to work with others to explore how the different topics might be taught. While initially the focus was on the readings themselves (addressing the second learning objective above), the discussions expanded to include both positionality and the tenets of inclusive pedagogy. Twenty-two faculty attended these workshops (in addition to our two faculty facilitators) and from that cohort, one adjunct professor and one distinguished lecturer have begun teaching the core course.

5G. Engagement in Marxe DEI events, workshops, and training. Over the past two years, there have been several opportunities for Marxe faculty and staff to participate in events that raise awareness about individual positionality, identity, and perspectives, about the barriers for underrepresented groups in higher education, inclusive pedagogy, and the process of continually auditing our policies and programs for equity. Participation in the different types of events varies by rank and position at Marxe (see Table below). A high percentage of full-time faculty attended at least one event (79.2%) as did a high percentage of staff and administration (52%). Those at the Full Professor rank, the non-tenure-track faculty, and part-time faculty had the highest percentage of non-participants. For part-time faculty, this is understandable since their contracts do not require these events and most events are uncompensated. Moreover, 46.9% of staff and administration were non-participants.

Almost 60% of our Marxe community attended at least one event, almost 35% attended two or more, and half of our full -time faculty have been trained in inclusive pedagogy techniques in a semester-long workshop. We hope even more faculty (particularly, Full rank) and staff will join these numbers in the coming years, and that leadership will articulate that DEI is a core part of our School and, thus, part of everyone's responsibilities (and regular work schedules) at Marxe.

IV. How Does the Marxe Community Contribute to College and University DEI Efforts?

The City University of New York and Baruch College have been undertaking many DEI initiatives. Here we note examples of initiatives in which Marxe faculty and staff have been active participants and leaders.

A. Baruch President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)

As part of Baruch's efforts to understand how DEI are experienced across the college, and as part of the first focus goal 1F,[5] the Presidential Advisory Council for Diversity, Equity, and Inclusion conducted a series of focus groups or "listening sessions" in Spring 2021, Marxe Faculty member, Cristina Balboa, was the Principal Investigator of this project, working with a team of three Advisory Council members –Leslie Hunt, Director of Graduate Programs, Weissman School of Arts and Sciences and Co-chair of the Presidential Advisory Council on Diversity, Equity and Inclusion; Robert Kunicki, Director of New Student & Family Programs; and Kenya Lee, Chief of Staff.

These listening sessions were designed to inform our policies and practices on the broad array of experiences with DEI. PACDEI held a total of 45 listening sessions in March 2021, with over 250 community members registered. The team trained 30 volunteers to act as session facilitators and/or recorders. The team coded and analyzed data and submitted a 300-page report to President Wu and an abridged 150-page report to the President's cabinet; the report is informing the current strategic planning process. The PACDEI team is currently planning outreach events to the community to disseminate our findings.

B. Baruch College 2022 Strategic Planning Process

In the spring of 2022, Baruch College began its strategic planning process for the 2023-2028 Strategic Plan. As mentioned above, the results from the PACDEI Listening Sessions are informing this work. DEI has been centered in much of the planning process, including addressing the demographic differences between the diversity of our faculty and the student population and city we serve. Marxe Faculty member Zachariah Mampilly, and Marxe Undergraduate student Osvaldo Garcia are core members of the Strategic Planning Committee.

C. Coalition to Undo Racism at Baruch (CURB)

The Coalition to Undo Racism at Baruch (CURB) is a group of staff and faculty who meet monthly to discuss and implement anti-racist work into their professional activities and to organize antiracist programming. All members have participated in the Undoing Racism Workshop developed by the People's Institute for Survival and Beyond (thus far, over 65 Baruch faculty and staff have attended the workshop). Marxe School participation has been limited, with only one faculty member, Anna D'Souza, participating regularly.

D. Black Studies Colloquium

The Black Studies Colloquium provides a space for interdisciplinary discussion and the development of scholarship for Baruch faculty interested in Black Studies, including several Marxe faculty. Faculty engage with exciting scholars, activists, and public intellectuals whose works speak to issues critical to Black Studies through lectures and works-in-progress discussions, writing workshops, and professional development opportunities and exchanges. Three Marxe faculty, Angie Beeman, Anna D'Souza, and Zachariah Mampilly serve on the Black Studies Colloquium planning board and work with the Black Futures, Black Ecologies, and African Social Research Project, which was funded by a Provost Innovation Seed Grant in 2021-2022. As part of this work, Marxe faculty helped to organize and lead a multi-day symposium, panels, book talks, workshops, and teach-ins. Marxe faculty were also involved in the selection of Black Futures scholars. Two students were selected from the Undergraduate Race, Inequality, and Public Policy course, one of whom presented their work at the Provost's Inaugural Research Symposium, spring 2022. These students were rewarded with a cash prize and their work was featured on the Black Futures public-facing website. Marxe faculty are continuing this work with Black Futures scholars this fall 2022.

E. The Baruch College Office of Diversity, Compliance, and Equity Initiatives

During the 2020-2021 academic year, there was no Executive Chief Diversity Officer (ECDO) (though the office was staffed). In fall 2021, Elliott Dawes was hired as ECDO to lead the Office of Diversity, Compliance, and Equity Initiatives. Marxe faculty, staff and administration have had a collaborative relationship with this office.

F. University Advisory Council on Diversity (UACD)

The University Advisory Council on Diversity (UACD) is charged with advising the Chancellery on ways to deepen the University's commitment to creating and sustaining an inclusive workforce. UACD is comprised of 15 members with University-wide representation to provide policy and programmatic direction for the University. Six to seven meetings are held during the academic year. Marxe Faculty, Michael Seltzer, serves as a member of the Council.

G. CUNY DEI Incubator

The CUNY Incubator is a movement of CUNY community members who meet regularly to learn about and interrogate manifestations of racism (structural, individual, etc.) on CUNY campuses and beyond, with an explicit focus on centering marginalized groups and building relationships to contribute to a more equitable and inclusive environment. Members organize community-building, inclusive events and work strategically to identify and support DEI-enhancing initiatives on campus. The Incubator is managed by the Center for Ethnic Racial and Religious Understanding at Queens College and funded by the New York City Council to improve the university experience for Black, indigenous, and people of color faculty, staff, and students. One Marxe faculty member is a member of the Incubator.

H. Black, Race Ethnic Studies Initiative (BRESI)

In 2020, CUNY received $10 million from the Mellon Foundation to advance social and racial justice, among other key initiatives. CUNY created the Black, Race and Ethnic Studies Initiative (BRESI) using $3 million of the gift to reimagine and further develop University programs in these areas. Baruch College submitted 49 applications and 13 were awarded, 3 of which went to Marxe faculty. In addition, Marxe faculty Hector Cordero-Guzman served on the BRESI Planning Commission and Council and one of our DEIC faculty members, Angie Beeman, served on a BRESI committee.

I. Baruch Initiative on the Study of Latin America (ISLA)

Our faculty, and in particular Marxe Professor Enrique (Desmond) Arias, regularly collaborates with this initiative, including events on Venezuelan, Colombian, and Ecuadorian history, co-organizing an event as part of the Global Insights Series on transitional justice; and organizing a recruitment event for the MIA program with their student community

V. Moving Forward

There are well over 50 items in this report that demonstrate progress towards our goal of becoming more diverse, inclusive, and equitable at the Marxe School. These efforts would not be possible without broad collaboration across the School. The DEIC appreciates the support of many members of the Marxe community.

There is, however, much work to be done. We summarize the requests and recommendations in this report as follows:

R1: (Item 1A) We ask that the Dean work with the OCDEI and the Provost's office to create actionable plans and timetables for diversifying our faculty, as a response to the NASPAA Accreditation Report's recommendation that we "giv(e) particular attention to articulating School and Program-level initiatives with actionable plans and timetables, including those that particularly address student and alumni concerns about the lack of underrepresented representation on the faculty."

R2: (Item 1D) We request that the Dean's office continue to lay the groundwork for a pay equity study and that the OCDEI support this work.

R3: (Item 1G) We request that the Marxe Dean collaborate with the Deans of both the Weissman and the Zicklin Schools to conduct research on our recent recruitments and departures (repeated request from 2020 report).

R4: (Item 1G) We request that the Associate Dean's office debrief search committee chairs annually to identify barriers to recruitment experienced in each search process.

R5: (Item 1L) The DEIC recommends the Provost's Office consider creating a College-wide mentoring program, with a focus on peer mentoring and sponsorship.

R6: (Item 1J) We request the Executive Committee continue current efforts to examine the process of committee membership, as well as to clarify the requirements of service and the distribution of the service burden, and to expand their examination to include teaching load distribution and its impacts of faculty from historically marginalized groups.

R7: (Item 2A) We recommend that the Dean's office hold annual town halls or meetings with student leaders to increase transparency on this and any other issues that students might raise.

R8: (Item 2B) We request that the Executive Committee work with staff to clarify the purpose of Marxe Assistantships further and perhaps create training opportunities that support their purpose.

R9: (Item 2F) We recommend the Committee on Admissions and Scholarships work with the Dean's office to perform an equity analysis on our Merit Scholarship programs.

R10: (Item 3D) We recommend the Curriculum Committee play a leading role in creating a generative process of auditing syllabi for equity.

R11: (Item 3S) We request that Baruch creates policy to protect faculty – especially faculty of color and those faculty who teach about or research racism and other issues of social justice - from targeting.

R12 (Item 3R) We recommend the Academic Standing Committee work with the Dean's office to undertake an equity analysis of the decisions and processes for academic appeals.

R13 (Item 5B): We recommend the Dean's office examine ways for faculty and staff to receive funding to participate in CURB training.

R14 (General communication): We recommend that various committees including the DEIC regularly communicate with staff and faculty about our priorities and efforts on DEI. While this report is required every other year because its contents are detailed and wide-ranging; staff, faculty, and students have requested more frequent and less cumbersome opportunities for the Marxe Community to increase understanding and engagement on DEI issues through, for example, newsletters, social media and other communication tools. The DEIC and other committees should coordinate the best way to create better lines of communication across the school on DEI issues.

We understand some of the barriers to fully realizing progress in our five priority areas. For example, one important measure of inclusivity at our School is how representative our faculty is to the demographic profile of the city and the students we serve. These demographics have a long way to go, and in a field like higher education where turnover is so infrequent, this progress will take time. In the short term, we need to prioritize hiring faculty members in multiple disciplines and policy areas who also hold the expertise we need to advance the focus on social equity within Marxe, and, when possible, we recommend recruiting full faculty from historically marginalized groups.

Engaging our students is challenging right now, considering zoom fatigue, cumulative and unresolved stress due to the pandemic, and the fact that the nature of the topics we teach and the work our students do in their professional positions require a lot of emotional labor. Our students feel the weight of a public service mission and so asking them to do things that are not required, beyond their jobs, beyond their families, and beyond their coursework, remains difficult. Moreover, some students who are the most in need of support are the hardest to reach because they do not have time for workshops, tutoring, and other engagements. Understanding the needs of those who are struggling and thinking through how to support them through our regular coursework might be key to closing any gap we find in academic outcomes. However, this also highlights the tension often discussed at Marxe between prioritizing learning objectives and content within courses with other skills, abilities, and connections.

The DEIC seeks to improve the understanding of and support for Marxe staff in a meaningful way. More must be done to envision opportunities for staff to create community around DEI and to integrate DEI-related development into regular work schedules. In addition, we must fully engage the vast expertise that our staff represent to overcome barriers to inclusion for our students and the Marxe community as a whole.

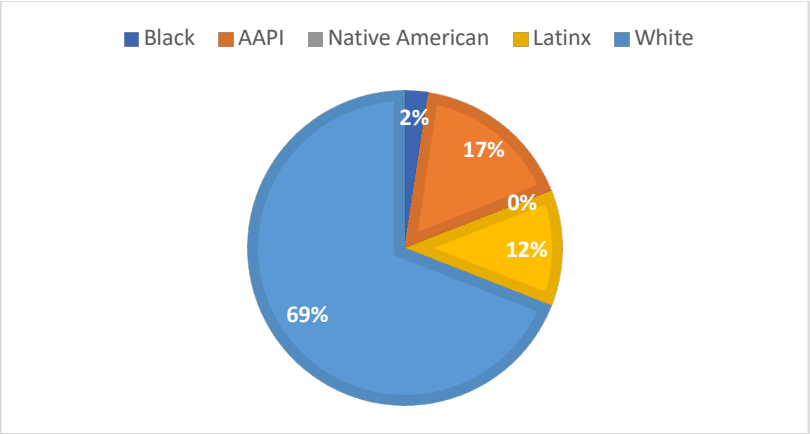
Regularly engaging faculty in DEI work has its challenges. More specifically, as higher education is a place of intellectual interactions, the work of creating inclusive spaces highlights the importance of connecting the intellectual with both bodily and emotional feeling. This is uncomfortable space. It is space that academics are not used to engaging. But it also is essential for creating a Marxe community where students, staff, and faculty feel like they belong and are valued for their unique selves.

In conclusion, to quote the Marxe School's IDEA statement:

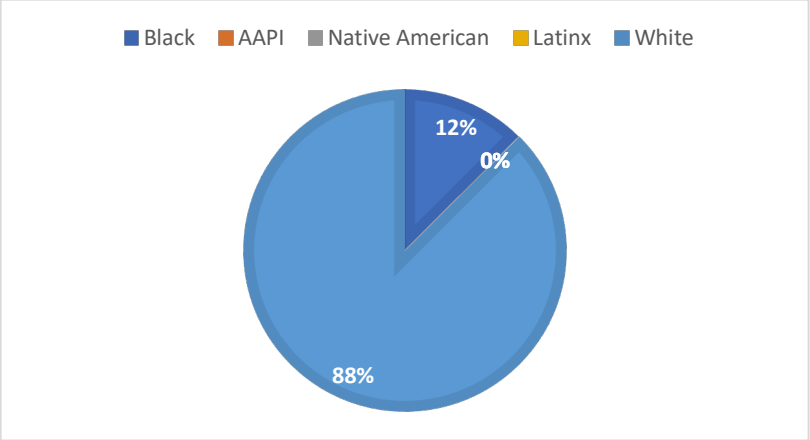
"We at the Marxe School are committed to promoting diversity, inclusion, and equity in our teaching and learning; in our recruitment and retention of faculty and staff; and in our school climate. We embrace these values in our research, management, pedagogy, and public programs because they enhance student and faculty understanding of - and contributions to - the world. We understand these core democratic values as essential to advancing our mission, which calls us to equip our students and leaders "to foster effective, inclusive institutions and societies." As a school, we have a lot to learn and a lot to do to reach these ideals. We invite the broader Marxe community to contribute to this process, to support our students as together we advocate for these values, and to hold ourselves accountable."

VI. Figures and Tables

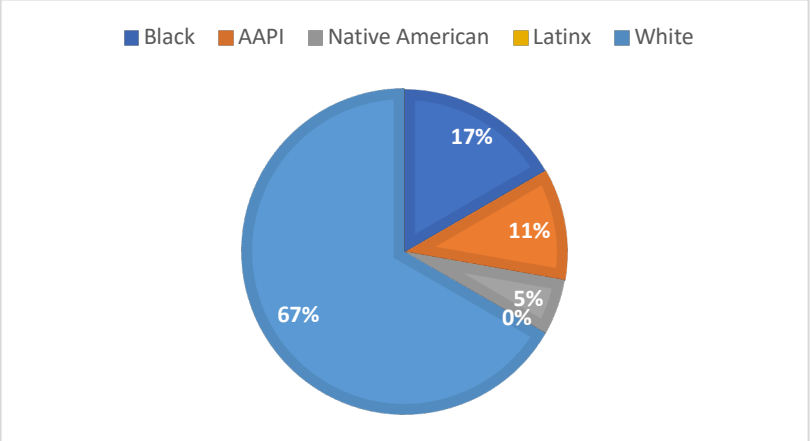
A. Figure 1: 2021-2022 Faculty Professorial



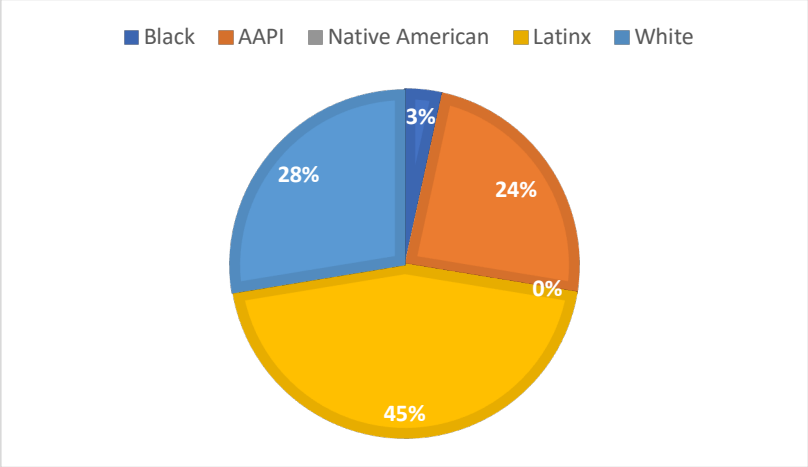
B. Figure 2: 2021-2022 Faculty Lecturer



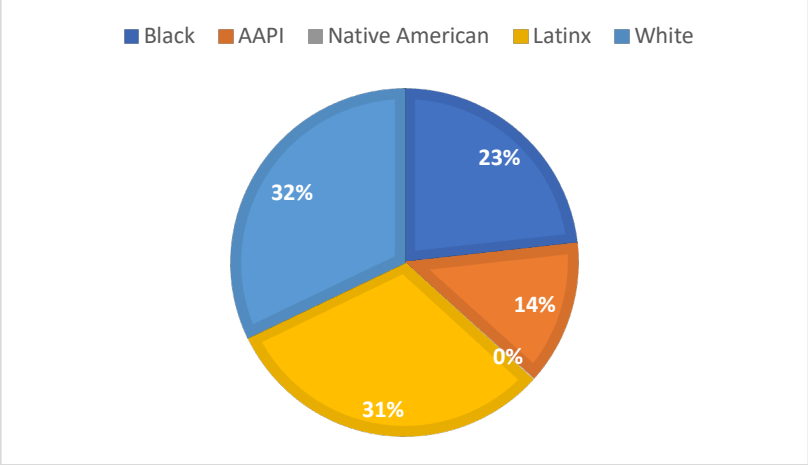
C. Figure 3: 2021-2022 Faculty Part-Time



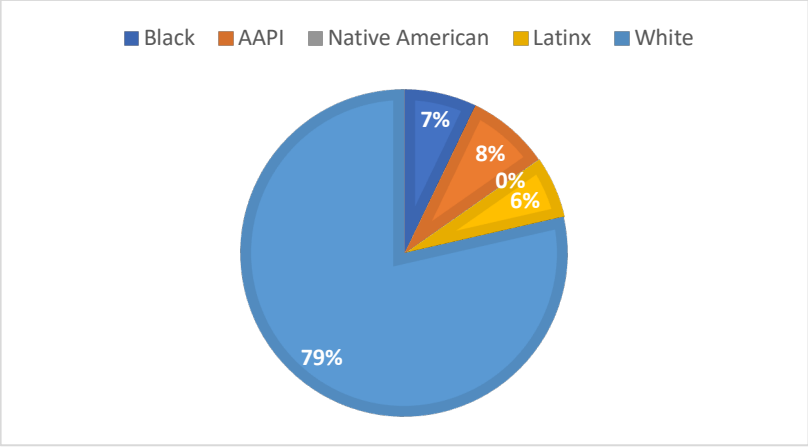
D. Figure 4: 2021-2022 Staff and Administrators



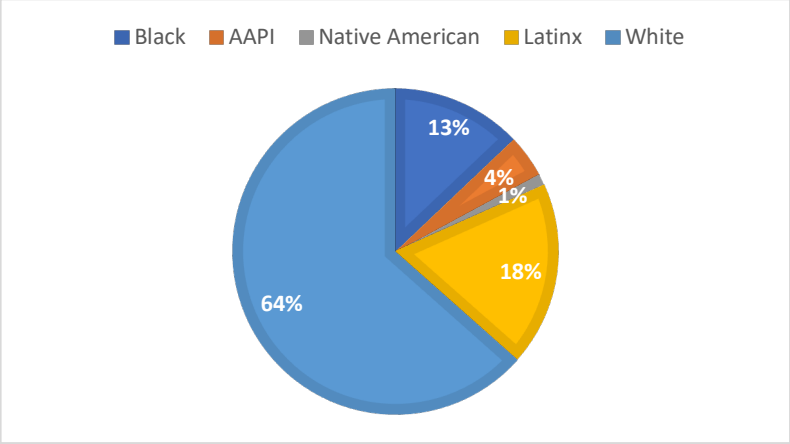
E. Figure 5: 2021-2022 Students



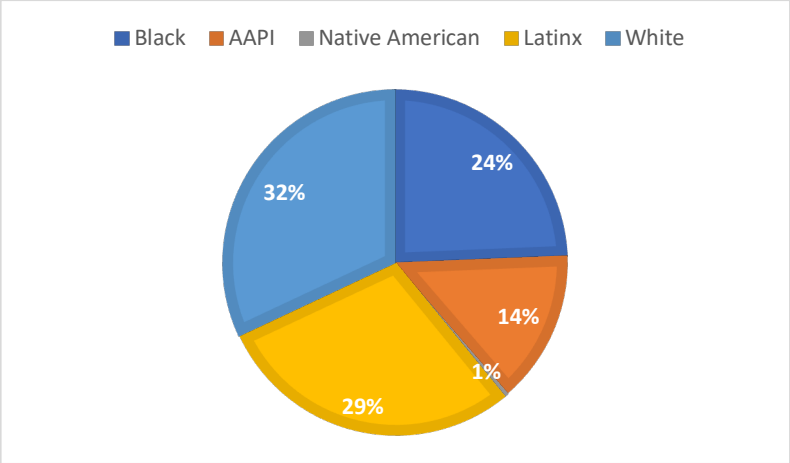
F. Figure 6: 2019-2020 NASPAA-accredited Programs Faculty



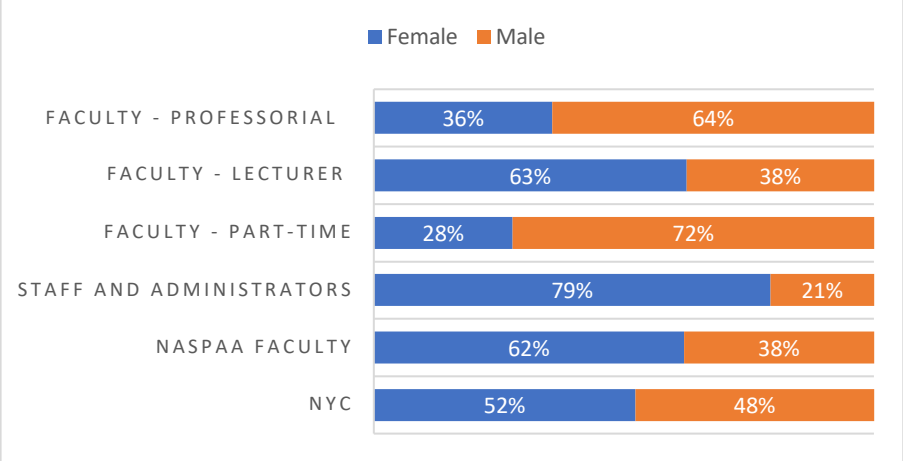
G. Figure 7: 2019-2020 NASPAA-accredited Programs Students



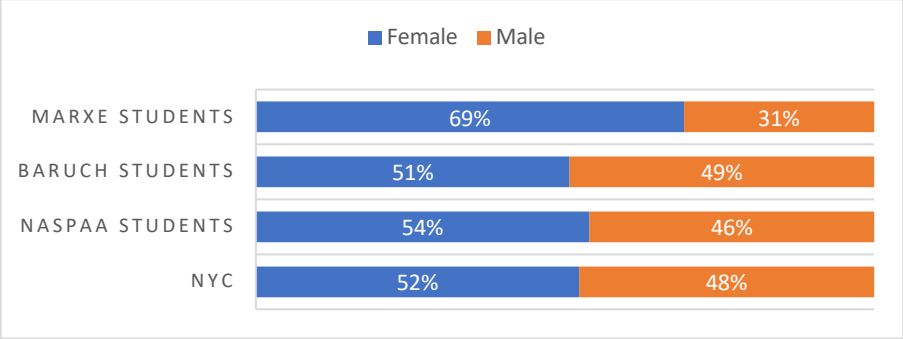
H. Figure 8: 2021 New York City



I. Figure 9: Faculty Data by Gender



J. Figure 10: Student Data by Gender



K. Table 1: Data by Demographic Group

Number of Faculty and Staff by Demographic Group									
	Total Minority	Black / African American	Asian, Pacific Islander, other	Native American	Latinx	White	Female	Male	Total
Faculty - Professorial									
2017-2018	8	2	4	0	2	27	13	22	35
2018-2019	10	1	5	0	4	28	14	24	38
2019-2020	11	1	5	0	5	28	14	25	39
2020-2021	12	1	6	0	5	29	14	27	41
2021-2022	13	1	7	0	5	29	15	27	42
Faculty - Lecturer									
2017-2018	3	2	1	0	0	8	5	6	11
2018-2019	1	1	0	0	0	10	6	5	11
2019-2020	1	1	0	0	0	8	5	4	9
2020-2021[a]	1	1	0	0	0	7	5	3	8
2021-2022[a]	1	1	0	0	0	7	5	3	8
Faculty - Part-time									
2017-2018[a]	3	1	2	1	0	16	12	9	21
2018-2019	4	2	1	0	1	5	2	7	9
2019-2020[a]	4	3	0	0	1	12	3	14	17
2020-2021[a]	2	0	2	1	0	11	3	11	14
2021-2022[a]	5	3	2	1	0	12	5	13	18
Staff and Administrators									
2019-2020 [b]	15	2	6	0	7	9	17	9	26
2019-2020 [b]	19	3	8	0	8	9	22	8	30
2019-2020 [b]	17	2	7	0	8	10	22	7	29
2020-2021[b]	17	1	5	0	10	9	18	8	26
2021-2022[b]	21	1	7	0	13	8	23	6	29
All Marxe Students									
2020-2021[c]	633	213	127	1	292	279	653	330	983
2021-2022[d]	604	207	119	1	277	286	634	312	946

Sources: Baruch College ODCEI, Baruch College Office of Institutional Research; Notes: [a] One person with race unspecified; [b] One person with race unspecified; one person with two or more races; [c] Ten people with two or more races; [d] Five people with two or more races

L. Table 2: Data for Faculty – Professorial

Faculty - Professorial									
	Total Minority	Black / African American	Asian, Pacific Islander, other	Native American	Latinx	White	Female	Male	Total
	2017-2018								
Marxe Faculty (#)	8	2	4	0	2	27	13	22	35
Actual utilization %	22.9%	5.7%	11.4%	0.0%	5.7%	-	37.1%	-	
Labor mkt %	32.3%	21.5%	4.1%	0.0%	4.9%	-	67.3%	-	
	2018-2019								
Marxe Faculty	10	1	5	0	4	28	14	24	38
Actual utilization %	26.3%	2.6%	13.2%	0.0%	10.5%	-	36.8%	-	
Labor mkt %	32.3%	21.5%	4.1%	0.0%	4.9%	-	67.3%	-	
	2019-2020								
Marxe Faculty (#)	11	1	5	0	5	28	14	25	39
Actual utilization %	28.2%	2.6%	12.8%	0.0%	12.8%	-	35.9%	-	
Labor mkt %	31.4%	18.1%	7.3%	0.0%	4.9%	-	62.7%	-	
	2020-2021								
Marxe Faculty (#)	12	1	6	0	5	29	14	27	41
Actual utilization %	29.3%	2.4%	14.6%	-	12.2%	-	34.1%	-	
Labor mkt %	31.4%	18.1%	7.3%	-	4.9%	-	62.7%	-	
	2021-2022								
Marxe Faculty (#)	13	1	7	0	5	29	15	27	42
Actual utilization %	30.0%	2.4%	16.7%	-	11.9%	-	35.7%	-	
Labor mkt %	31.4%	18.1%	7.3%	-	4.9%	-	62.7%	-	
New York City (%) (July 2021) [a]	-	24.3%	14.3%	0.4%	28.9%	31.9%	52.3%	-	

Sources: Baruch College ODCEI; US Census Bureau. [a] Data also include 3.5 % Two or more races; 0.1% Native Hawaiian / Pacific Islander

M. Table 3: Data for Faculty – Lecturer

Faculty - Lecturer									
	Total Minority	Black / African American	Asian, Pacific Islander, other	Native American	Latinx	White	Female	Male	Total
	2017-2018								
Marxe Faculty (#)	3	2	1	0	0	8	5	6	11
Actual utilization %	27.3%	18.2%	9.1%	-	0.0%	-	45.5%	-	
Labor mkt %	36.3%	18.2%	4.8%	-	10.9%	-	76.6%	-	
	2018-2019								
Marxe Faculty (#)	1	1	0	0	0	10	6	5	11
Actual utilization %	9.1%	9.1%	0.0%	-	0.0%	-	54.5%	-	
Labor mkt %	36.3%	18.2%	4.8%	-	10.9%	-	76.6%	-	
	2019-2020								
Marxe Faculty (#)	1	1	0	0	0	8	5	4	9
Actual utilization %	11.1%	11.1%	0.0%	-	0.0%	-	55.6%	-	
Labor mkt %	48.0%	21.0%	8.9%	-	15.8%	-	58.4%	-	
	2020-2021								
Marxe Faculty (#) [a]	1	1		0	0	7	5	3	8
Actual utilization %	12.5%	12.5%	0.0%	-	0.0%	-	62.5%	-	
Labor mkt %	48.0%	21.0%	8.9%	-	15.8%	-	58.4%	-	
	2021-2022								
Marxe Faculty (#) [a]	1	1		0	0	7	5	3	8
Actual utilization %	12.5%	12.5%	0.0%	-	0.0%	-	62.5%	-	
Labor mkt %	48.0%	21.0%	8.9%	-	15.8%	-	58.4%	-	
New York City (%) (July 2021) [b]	-	24.3%	14.3%	0.4%	28.9%	31.9%	52.3%	-	

Sources: Baruch College ODCEI. Notes: [a] One person with race unspecified; [b] Data also include 3.5 % Two or more races; 0.1% Native Hawaiian / Pacific Islander

N. Table 4: Data for Faculty – Part-time

Faculty - Part-time									
	Total Minority	Black / African American	Asian, Pacific Islander, other	Native American	Latinx	White	Female	Male	Total
	2017-2018								
Marxe Faculty (#) [a]	3	1	2	1	0	16	12	9	21
Marxe Faculty (%) [a]	14.3%	4.8%	9.5%	4.8%	0.0%	76.2%	57.1%	42.9%	
	2018-2019								
Marxe Faculty (#) [a]	4	2	1	0	1	5	2	7	9
Marxe Faculty (%) [a]	44.4%	22.2%	11.1%	0.0%	11.1%	55.6%	22.2%	77.8%	
	2019-2020								
Marxe Faculty (#) [a]	4	3	0	0	1	12	3	13	16
Marxe Faculty (%) [a]	25.0%	18.8%	0.0%	0.0%	6.3%	75.0%	18.8%	81.3%	
	2020-2021								
Marxe Faculty (#) [a]	2	0	2	1	0	11	3	11	14
Marxe Faculty (%) [a]	14.3%	0.0%	14.3%	7.1%	0.0%	78.6%	21.4%	78.6%	
	2021-2022								
Marxe Faculty (#) [a]	5	3	2	1	0	12	5	13	18
Marxe Faculty (%) [a]	27.8%	16.7%	11.1%	5.6%	0.0%	66.7%	27.8%	72.2%	
New York City (%) (July 2021) [b]	-	24.3%	14.3%	0.4%	28.9%	31.9%	52.3%	-	

Sources: Baruch College ODCEI. US Census Bureau. Notes: [a] One person with race unspecified; [b] Data also include 3.5 % Two or more races; 0.1% Native Hawaiian / Pacific Islander

O. Table 5: Data for Staff and Administrators

Staff and Administrators - FT and PT									
	Total Minority	Black / African American	Asian, Pacific Islander, other	Native American	Latinx	White	Female	Male	Total
	2017-2018								
Marxe Staff (#) [a]	15	2	6	0	7	9	17	9	26
Marxe Staff (%) [a]	57.7%	7.7%	23.1%	0.0%	26.9%	34.6%	65.4%	34.6%	
	2018-2019								
Marxe Staff (#) [a]	19	3	8	0	8	9	22	7	30
Marxe Staff (%) [a]	63.3%	10.0%	26.7%	0.0%	26.7%	30.0%	73.3%	23.3%	
	2019-2020								
Marxe Staff (#) [a]	17	2	7	0	8	10	22	7	29
Marxe Staff (%) [a]	58.6%	6.9%	24.1%	0.0%	27.6%	34.5%	75.9%	24.1%	
	2020-2021								
Marxe Staff (#) [b]	17	1	5	0	10	9	18	8	26
Marxe Staff (%) [b]	65.4%	3.8%	19.2%	0.0%	38.5%	34.6%	69.2%	30.8%	
	2021-2022								
Marxe Staff (#) [b]	21	1	7	0	13	8	23	6	29
Marxe Staff (%) [b]	72.4%	3.4%	24.1%	0.0%	44.8%	27.6%	79.3%	20.7%	
New York City (%) (July 2021) [c]	-	24.3%	14.3%	0.4%	28.9%	31.9%	52.3%	-	

Sources: Baruch College ODCEI, US Census Bureau. Notes: [a] One person with unspecified race and unknown gender. One person with two or more races; [b] One person with two or more races; [c] Data also include 3.5 % Two or more races; 0.1% Native Hawaiian / Pacific Islander

P. Table 6: Data for Students

Students (%) by Program	Total Minority	Black / African American	Asian, Pacific Islander, other	Native American	Latinx	White	Female	Male	Total
	2018-2019								
BSPA	-	17.2%	17.8%	0.6%	31.9%	32.5%	55.8%	44.2%	163
MPA	-	22.8%	16.4%	0.0%	21.2%	39.7%	65.3%	34.7%	
Marxe Students	-	20.6%	17.4%	0.2%	24.9%	36.8%	64.3%	35.7%	942
Baruch Students (Fall 2018)	-	10.9%	41.0%	0.1%	17.2%	30.8%	48.6%	51.4%	17,589
	2019-2020								
BSPA	-	18.5%	17.3%	0.0%	32.7%	31.5%	63.0%	37.0%	162
MPA	-	23.8%	16.7%	0.0%	25.2%	34.3%	66.0%	34.0%	
Marxe Students	-	22.2%	16.1%	0.0%	27.2%	34.5%	66.7%	33.3%	906
Baruch Students (Fall 2019)	-	11.0%	41.5%	0.1%	17.6%	29.8%	48.4%	51.6%	18,222
	2020-2021								
BSPA	75.3%	17.6%	17.6%	0.0%	40.0%	19.4%	71.2%	28.8%	170
MPA	63.1%	23.5%	13.3%	0.2%	26.1%	31.3%	61.7%	38.3%	528
MIA	45.0%	13.7%	7.6%	0.0%	23.7%	35.1%	65.6%	34.4%	131
MSEd	73.4%	26.6%	11.0%	0.0%	35.7%	22.7%	77.9%	22.1%	154
Marxe Students [a]	64.2%	20.4%	12.4%	0.0%	31.4%	27.1%	69.1%	30.9%	983
Baruch Students (Fall 2020)	70.5%	11.2%	41.0%	0.1%	18.1%	29.5%	49.2%	50.8%	19,409
	2021-2022								
BSPA	74.3%	13.2%	16.9%	0.0%	44.1%	22.1%	68.4%	31.6%	136
MPA	60.3%	22.5%	12.5%	0.2%	25.1%	35.3%	63.1%	36.9%	521
MIA	51.9%	17.8%	11.9%	0.0%	22.2%	28.1%	63.7%	36.3%	135
MSEd	77.3%	31.2%	9.7%	0.0%	36.4%	22.1%	81.8%	18.2%	154
Marxe Students [a]	65.9%	21.2%	12.7%	0.0%	32.0%	26.9%	69.3%	30.7%	946
Baruch Students (Fall 2021)	71.2%	11.5%	39.9%	0.1%	19.7%	28.8%	50.8%	49.2%	19,574
NASPAA-accredited Program (2019-20)	-	12.0%	4.0%	1.0%	17.0%	59.0%	54.0%	46.0%	

Sources: Baruch College Office of Institutional Research; NASPAA 2019-20 Annual Data Report; [a] New category of two or more races included

Q. Table 7: DEI Fridays Programming

2021-22 and 2022-23 DEI Fridays Programming		
Date	**Topic**	**Partici-pants**
11/5/21	Welcome to DEI Fridays	33
11/19/21	Rethinking Grading: Anti-Racist Assessment of Student Writing	40
12/3/21	DEI Issues and Activities (students only)	8
12/10/21	Understanding Critical Race Theory and the Current Politics around it	46
12/17/21	Reimagining Inclusion and Belonging at Marxe	28
2/4/22	Cultivating Genuine Anti-Racist Allyship	18
2/18/2	Teach-In Supporting First-Generation College Students (joint with Provost Office)	54
2/25/3	Demystifying Disability	12
3/4/22	Community Voices	12
3/11/22	Equity as a Cornerstone of Your Leadership (students only)	8
3/18/22	Pedagogy Workshop: Re-imagining Assessment (joint with Provost Office)	18
3/25/22	Voices of LGBTQ+	22
4/1/22	Racism and Colorism in the International Context	25
4/8/22	Teach-In on Intercultural Approaches to Teaching and Learning (joint with Provost Office)	44
4/29/22	Integrating DEI into Faculty Development	20
5/6/22	Using an Equity Lens in Faculty Hiring	8
9/16/22	Re-Imagining Equity and Inclusion at Baruch	40
10/7/22	Integrating an Equity Lens in Your Work	39
10/21/22	Supporting Neurodiversity in the Workplace and Classroom	28
11/4/22	Teach-In: Trauma-Informed Pedagogy (joint with Provost Office)	21
11/18/22	Using Liberatory Structures to Build Equitable and Inclusive Communities	29
12/2/22	Integrating DEI in Staff Development and Leadership (staff only)	17

R. Table 8: Attendance in DEI events by rank and position (2020-2022)

	Total	Praxis Matters		Inclusive Pedagogy		DEI FRIDAY		Race & Policy	
Professor	22	6	27.3%	10	45.5%	7	31.8%	7	31.8%
Associate Professor	13	2	15.4%	8	61.5%	7	53.8%	7	53.8%
Assistant Professor	5	4	80.0%	3	60.0%	3	60.0%	1	20.0%
NTT Full-Time Faculty	8	3	37.5%	3	37.5%	6	75.0%	4	50.0%
All Full-Time Faculty	48	15	31.3%	24	50.0%	23	47.9%	19	39.6%
Part-Time Faculty	21	0	0.0%	2	9.5%	1	4.8%	3	14.3%
Administration & Staff	32	14	43.8%	1	3.1%	4	12.5%	0	0.0%
TOTAL	101	29	28.7%	26	37.7%	28	27.7%	22	21.8%

S. Table 9: Attendance across all DEI events by rank and position (2020-2022)

	Total	At least 1		Attended 2 or more events		Did not attend any events	
Professor	22	15	68.2%	9	40.9%	7	31.8%
Associate Professor	13	12	92.3%	12	92.3%	1	7.7%
Assistant Professor	5	5	100.0%	4	80.0%	0	0.0%
NTT Full-Time Faculty	8	6	75.0%	6	75.0%	2	25.0%
All Full-Time Faculty	48	38	79.2%	31	64.6%	10	20.8%
Part-Time Faculty	21	4	19.0%	2	9.5%	17	81.0%
Administration & Staff	32	17	53.1%	2	6.3%	15	46.9%
TOTAL	101	59	58.4%	35	34.7%	42	41.6%

VII. Appendix

A. Appendix 1: Recommendations and Requests from DEIC 2017-2020 Report

Recommendation 1: We recommend that those offices at Baruch and CUNY which collect this data find a way to inform us on more demographic categories to help in this cause.

Recommendation 2: We recommend that the office of the Associate Dean, which identifies search chairs, further institutionalize two steps of this process: 1) Search chairs should submit the list of venues to the Diversity chair on an annual basis so that the Diversity Committee can develop a master list of resources for potential searches. 2) Search chairs should also create a clear process of informing current faculty and staff when a position search has been approved.

Recommendation 3: we recommend adding representatives from students, staff, and part-time professors.
Request 1: we request that the Dean collaborate with the Deans of both the Weissman and the Zicklin Schools to conduct research on our recent recruitments and departures to create a strategy of best practices for the deployment of additional funding to recruit and retain faculty of color.

Request 2: We also request that the College's Chief Diversity Officer conduct a full equity study of salaries at Baruch, as a first step to address any potential equity issues at the college level.

Request 3: we also request that the office of the Associate Dean research potential programs within Historically Black Colleges and Universities; Hispanic Serving Institutions and/or schools from the Hispanic Association of Colleges and Universities; and Native-American Serving, Non-tribal institutions; where we might directly advertise job searches to recruit faculty of color, particular black tenure track faculty.

Request 4: we request that the Marxe Executive Committee implement a formal mentoring program in the 2020-2021 academic year.