

SUMA DE&I Committee Meeting – 4th Session

Wednesday, September 29th

4:30 PM – 5:30 PM

Attendees

- Kizzy Charles-Guzman (Faculty)
 - Steve Cohen (Faculty)
 - Shruti Deshpande (Alumna)
 - John Anthony Hodges (Student)
 - Mariví Perdomo Caba (Staff)
 - George Sarrinikolaou (Staff)
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Progress Update

The Hub

The Office of Academic and Research Programs, with the support of students and alumni from education programs affiliated with the Climate School's Earth Institute, launched The Hub, a professional network and online community for BIPOC students and alumni on LinkedIn. The Hub's goals are to cultivate a sense of community among its members, to expand their professional networks, and to generate opportunities for career advancement and mentoring. The Hub will allow for both informal networking among members, but also provide opportunities to participate in members-only programs and events. The Hub currently has more than 300 members. The ultimate goal is to easily identify adjunct instructors to teach in our programs

Faculty Training

The program is hiring Iere Strategies, the consultancy that conducted the DE&I audit to train faculty in DE&I teaching methods. The contract is awaiting approval. The training will include faculty in the Sustainability Management program, the Environmental Science and Policy program, and the Undergraduate Program in Sustainable Development.

Once faculty members are trained in this area, the program plans to introduce pertinent questions in course evaluations in the Spring 2022 semester. (the scope of work is included below for reference).

Curricular review

The Sustainability Management program is undertaking a curricular review to better integrate equity and end environmental justice concerns in pertinent courses. As part of the review, we have asked instructors to consider

(1) Specific additions or changes across the aspects with which any course operates, including readings/reading discussions, field trips, case studies, guest lecturers/discussants of student work, project topics, and partnerships; and

(2) That definitions of equity and inclusion are dependent upon context. American-raised students may reflect on the concepts relative to a national experience of race and racial structures; whereas

international students will want to include the legacy of colonialism. Likewise, each discipline will have its own history of racial assumptions and underpinnings.

To ensure that the review is robust, faculty are discussing these considerations in small groups of three instructors, and one or two volunteer students or alumni. We have organized the groups in nine groups, which include faculty who teach courses in related topics.

The groups are meeting through mid-October. The program will receive the notes from the syllabus review and comments from participating current students and alumni.

Inclusive syllabi

The program introduced language in all syllabi that addresses diversity, accessibility, names and pronouns, discrimination including the duty of faculty and staff to report related instances or allegations, confidential resources for students, and inclusion.

Student Updates

- Students met over the summer to discuss possible changes to the curriculum and program requirements.
- The curriculum change replacing an Economics course and adding a pure elective has been well received among students as it aligns with their interests.
- During the fall semester, the students will coordinate a town hall with all Committee members to go over the report.

Alumni Updates

- Alumni have expressed an interest in being more involved in the program's DE&I efforts. The Committee will invite alumni representatives to the next DE&I meeting.
- Alumni in the SUMA E&I committee will identify alumni interested in being more involved and will invite them to an upcoming meeting.

DE&I Audit Recommendations

The SUMA DE&I Committee reviewed and prioritized the recommendations included in the DE&I audit report. The implementation of some recommendations is underway; the implementation of others will take additional time.

The recommendations whose implementation is underway include:

- Implementation of clear and accessible ways to report bias or discrimination via the Diversity, Equity and Inclusion page on the program's website.
- Continue to be transparent in your DE&I efforts by sharing materials regularly via email or on the program website.
- Advertise the existing mentoring program between current students and alumni.
- Support minority-owned businesses whenever possible (purchases, catering, gifts, etc.)
- Education for faculty should include how to lead/have difficult conversations about DE&I matters, anti-racist teaching practices, individual and group level identity work, cultural competencies, implicit bias, microaggressions, etc.
- Develop inclusive syllabi and curricular standards that foster DE&I.
- Implement more courses that reflect an intersection between DE&I and sustainability.

- Continue recruitment efforts at HBCUs and other MSIs. In addition to other decision, the program is working with a new advertising company that is exploring advertising to HBCUs and BIPOC communities.

Next Steps

- The Committee will update all students, alumni, faculty, and staff on the work that has taken place to date and will also outline a roadmap of actions for the remainder of the academic year.
- The Committee will consult Iere Strategies on developing an annual DE&I report card to gauge performance.
- The program will engage the School of Professional Studies in keep better data on gender and race/ethnicity of applicants.

Scope of Work (next page)

**ATTACHMENT 1
SCOPE OF WORK**

Department or School Name: The Earth Institute

Agreement Terms: Start Date: 9.20.21 End Date: 6.30.22

Scope of Services Requested (What are your needs?)

DE&I training for ESP, SUMA, and the Undergraduate Program in Sustainable Development. Educational sessions, one-on-one coaching, and an assessment.

All training will be done online.

Detailed Description of Services Objective (How will Supplier meet your needs?)

Iere Strategies will provide a DEI-focused educational program for faculty in the ESP and SUMA programs.

- 1) **Two educational sessions:** one on either September 24, and the second on either November 5 or 12, 2021. Both trainings will center on DEI-informed teaching methods. Each session will be about 2 hours. These will be offered virtually. Iere proposes to a) discuss our decolonizing approach to this work, b) share some teaching-related data points from the ESP & SUMA DEI audits, c) create space for critical self reflection, d) share DEI-informed teaching methods, e) create space for faculty to brainstorm usage of the methods shared, f) provide opportunities for some faculty volunteers to model for the group.
- 2) **One-on-one coaching/Q&A sessions:** between both educational sessions, Iere will offer forty (40) 30-minute scheduled sessions for one-on-one meetings with individual faculty who may have questions about the first session and/or wish to receive individualized coaching. We will offer varied time slots for faculty to sign up. These will be offered virtually.
- 3) **Assessment:** Iere proposes varied forms of assessment: a) faculty self-assessment at the end of the semester, b) Iere-administered student surveys at the end of the semester (for students in the classes with faculty who have participated in the educational sessions, c) some class observations by Iere staff. We will analyze all data and issue a brief report in January 2022.

If necessary, feel free to attached additional documents to Attachment 1.

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**ATTACHMENT 1
SCOPE OF WORK**

If applicable, key Deliverables throughout Project (Phases)

1. Session Prep, Post-Session Assessment, Data Analysis and Report Generation
 2. Conducting Session 1
 3. Conducting Session 2
 4. Forty (40) 30-minute individual coaching sessions

Resources to Complete the Scope of Work (I.e. Training, Materials, Headcount)

If necessary, feel free to attached additional documents to Attachment 1.

**ATTACHMENT 1
SCOPE OF WORK**

What is the Final Product for Services Rendered?
(I.e. Database Management, Software, HR Benefits, Data Analysis Report, Architecture Drawings)

Two Educational Trainings
Individual coaching sessions
Post-Session Assessment

Payment Terms:
(\$ per hours, day, Milestone Rate Specified in an Addendum, Percentage Rate Based on Work Completion, or Fixed Fee)

In full monetary consideration for this SOW and the services performed by the Consultant hereunder, the University shall reimburse Consultant in an amount not to exceed \$20,000, which is based on:

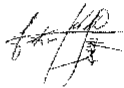
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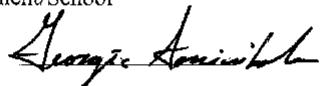
**ATTACHMENT 1
SCOPE OF WORK**

1. A rate of \$ _____ per _____ for such times as the Consultant actually performs services as called for by this SOW; or
2. **A milestone rate specified in an addendum to the Agreement;** or
3. A percentage rate specified as follows: _____

Note: The total consideration includes all other expenses, including transportation and subsistence expense, which shall be reimbursed to the Consultant in accordance with the reimbursement practices of the University; or as otherwise specified in an addendum to this Agreement.

SOW Approved by (Print Name) _____ for Contract Executed on _____.

“Service Provider”
Sign: 
Name: Hakim Williams
Title: Co-Principal
Date: 9.7.21

Department/School
Sign: 
Name: George Sarrinikobou
Title: Director, Office of Academic and Research Programs
Date: 9.14.21

NOTE1: This would articulate the incorporation of the standard University terms & conditions (PO boilerplate).

ATTACHMENT 1
SCOPE OF WORK

ADDENDUM

In full consideration of Consultants' performance of the Services and providing of all deliverables pursuant to the Agreement, Consultants will be compensated as follows:

Consultants will submit invoices in **three (3) equal** segments.

Three invoices will be issued based on the following deliverables:

- 1) Invoice 1 for \$ 6,666.66: completion of Session 1
- 2) Invoice 2 for \$6,666.67: completion of Session 2
- 3) Invoice 3 for \$6,666.67: data collection and analysis, and submitting of report