

2021 REPORT

# Diversity, Equity, and Inclusion



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## Letter from Sarah A. Soule

It's now been three years since our inaugural Diversity, Equity, and Inclusion (DEI) Report, which outlined our [continuing commitment](#) to help shape a better future at Stanford GSB and beyond. The first two years, the report focused on the data we collected, the challenges we identified, the solutions we imagined, and the strategic pilot programs we were building. All these efforts remain important, and we see an opportunity to share the stories of other initiatives across the GSB. That's why this year's DEI Report focuses on the impact of our efforts so far.

We hope that by sharing stories of these small successes through our networks — within the GSB and Stanford University, among our students and alumni, and within society — we can encourage broader change that in turn will contribute to inclusion and a sense of belonging in our organizations and communities.

This year's impact stories report on short- and long-term pilots that contribute to each of our primary DEI goals. In some cases their impact has already been felt, while others are longer-term investments. In developing each initiative, we continued to rely on the use of a "DEI lens" that enables us to consider diversity, equity, and inclusion in all the work we do. As one of the world's leading business schools, this work is fundamental to our mission of producing principled leaders from diverse backgrounds capable of leading equitable organizations that create positive change in the world.

This year's report also includes an update to our July 2020 Action Plan for Racial Equity (APRE). In 2021, we elevated the APRE to become our sixth DEI goal, reflecting an ongoing commitment to address racial inequality within our GSB community, Stanford University, and society at large. As we were preparing this report, an act of hate in one of our residence halls offered a stark reminder of why this work is imperative. A racial slur was scrawled on the message boards of two students and were seen by many of our Black students and staff in the residences. The pain caused by such a hateful act underscores why we need the energy, attention, and deep resolve of our entire community to change our culture. Reflecting on the past year, backlash, burnout, and backsliding all have potential to undermine what we are trying to achieve and erode our accomplishments, thus we must all fight against these forces.

We know our work to date is propelled by a large community of students, staff, faculty, and alumni working together to produce needed and lasting change. We are grateful to all of you who have shared your feedback, insights, and talent with us in this effort, and look forward to continuing this critical work with your help.

**[SARAH A. SOULE](#)**

*Morgridge Professor of Organizational Behavior and Senior Associate Dean  
Stanford Graduate School of Business*



# Introduction

In this third edition of Stanford GSB’s Diversity, Equity, and Inclusion Report, we look more closely at the impact new DEI pilot programs are beginning to have both at the school and beyond.

Several new initiatives were launched in 2021, each one a product of the energy, insights, and commitment of an increasingly activated community. They were conceived, crafted, and implemented by students, faculty, staff, and alumni working together.

Impact must be broadly defined; some progress is more immediately evident, while other changes are only felt after years of behind-the-scenes effort. As the status quo slowly begins to shift, however, we continue to gauge the effectiveness of each of our DEI efforts with the goal of increasing positive impact overall.

On the following pages you’ll learn about six ongoing initiatives designed to address one of the school’s primary DEI goals. Although imperfect, each has helped identify gaps and shown promising potential to create small wins and meaningful change. You will also find a summary of additional efforts underway over the past year, reflections on what worked and what didn’t, and links to the data that illuminate these outcomes.

## DEI Goals

**Increase** the diversity of our Stanford GSB community

**Create** an inclusive classroom and learning experience

**Create** an inclusive and welcoming campus community

**Support** new research efforts

**Share** good ideas with the world

**Address** racial inequality in our community and society

**A NEW APPROACH TO MBA ADMISSIONS RECRUITMENT AND OUTREACH:** The admissions team revamped its playbook and boosted the number of underrepresented students in GSB cohorts. They’ve done it using new partnerships, a far-reaching new fellowship, and developing resources with the goal of ensuring that no student will be disadvantaged by a lack of knowledge about the business school application process.

**MAKING A CASE FOR DIVERSITY:** More inclusive teaching materials were developed, including 35 new business case studies that feature business leaders and entrepreneurs from diverse backgrounds.

**THE ARC OF LEARNING:** A new course helps incoming MBA1s expand their understanding of identity, bias, and inclusion.

**NEW DEI RESEARCH:** A growing atmosphere of diversity, equity, and inclusion on campus is encouraging researchers to investigate the implications of DEI in all of the GSB’s academic areas.

**BUILDING MOMENTUM:** A unique conference connects entrepreneurs from underrepresented communities with a diverse group of founders and investors to provide support, strategies, and networking.

**BOLD FELLOWS FUND:** A new fellowship augmenting the GSB’s existing financial aid breaks down barriers to business school for 20 students from diverse backgrounds — nearly 5% of the class of 2023.

Following these impact stories, we describe a DEI pilot program that failed, and share how that failure helped us develop a new understanding of the personal, organizational, and social challenges we continue to encounter as we hone these efforts. We hope you will partner with us in this ongoing work, in whatever way you choose, to help move us all toward a better future.



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## Increasing Diversity

It's been the same question for decades, one that has vexed and sometimes mystified applicants to top business schools: Who gets in? Last year, as part of Stanford GSB's commitment to make diversity, equity, and inclusion a strategic priority, the MBA admissions team reimagined their process and approach, and in doing so underscored a different question: Who is in the pool?

Their goal is to make business school admission at Stanford — and everywhere — more equitable, accessible, and affordable. And the early results are promising: Students of color account for 48% of the U.S. citizens and permanent residents enrolled in the [MBA class of 2023](#), up from 39% for the Class of 2021.

"It's always been important to us to bring together diverse perspectives in every classroom at Stanford so that students can learn from each other and challenge their perspectives," says [Kirsten Moss](#), assistant dean for admission and financial aid. "Stanford's commitment to diversity, equity, and inclusion has empowered us to prioritize these efforts to expand the diversity of our applicant pool and ensure that those who apply can be successful."

The team increased admissions transparency, helped coach prospective students through the application process, and established new partnerships to reach candidates who may not yet imagine themselves at Stanford GSB.



**“We’re trying to meet people where they are, and provide the tools so they can tell their stories, whether they end up applying to Stanford or not.”**

**WIL TORRES**

*Director of Outreach for MBA Admissions  
Stanford GSB*

## **Increasing Diversity** continued

“We’re trying to meet people where they are, and provide the tools so they can tell their stories, whether they end up applying to Stanford or not,” says [Wil Torres](#), director of outreach for MBA admissions. “This is an educational moment, a philosophical shift that’s changing the tenor of how we approach and connect with individuals.”

That effort was on display during 2021’s inaugural Application Week, which featured an eight-part virtual workshop giving prospective students tools and information to demystify the application process. The program aims to ensure that no one — particularly those unfamiliar with the application process or unable to afford expensive admissions coaching — was disadvantaged by a lack of knowledge about applying. The workshops attracted 4,500 attendees and have been posted online as a resource for future applicants.

Throughout the year, the admissions team looked for new DEI opportunities and partners within and outside Stanford GSB to increase the pool of MBA candidates from diverse backgrounds. For example, they established the [Sí Se Puede Latin American Fee Waiver Program](#), which waives admission fees for low-income GSB applicants from Latin America.

They also partnered with the Forté Foundation, which assists and mentors women considering business school; and QuestBridge, an organization supporting low-income, first-generation students on their path to an MBA.

Moss also pointed to Stanford GSB’s new partnership with The Consortium, one of the nation’s oldest and largest nonprofit organizations

working to increase diversity in business education and leadership. The initiative will significantly reduce business school application costs for students from underrepresented groups, and support them throughout their education and careers with a wide network of sponsors, mentors, and advocates.

“We’re working to figure out how all these programs — some of them seedling experiments — can garner the momentum we need to expand our applicant pool,” Moss says. “We still have a long way to go, but all these small steps will ultimately encourage high-potential leaders, no matter their background or financial situation, to believe they can come to Stanford. One day, the leaders of tomorrow will more closely mirror the communities from which they come.”





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# Creating a More Inclusive Classroom

Discussing and debating business case studies is a vital part of the [Stanford GSB curriculum](#), but until recently students of color have been largely unable to see anyone who looks like them profiled in these cases. Moreover, students of all backgrounds have lacked case study examples of successful founders from diverse communities.

Representation matters, and it's the impetus behind a 2021 pilot program that last year created 35 new case studies featuring business leaders of color.

A previous audit of cases being taught in first-year core courses showed that less than 1% featured a Black protagonist, a situation that galvanized [Ryan Goldsberry](#), MBA '94, and fellow members of the GSB Black Alumni Chapter to take action.

"We looked at that figure and said, 'That's the wrong number. What are we going to do about it?'" says Goldsberry, who was meeting regularly with senior associate dean [Sarah Soule](#) on the implementation of Stanford GSB's DEI plans.

Goldsberry and his classmates had entered Stanford GSB in the immediate wake of the Rodney King verdict and its resulting calls for social justice.

## Creating a More Inclusive Classroom continued



**“...the more opportunities I have to experience diversity in all its dimensions through professors, case studies, lectures, guest speakers, and classmates, the more value I gain from the business school experience.”**

**SPENSER BROWN**

MBA2

“Now we were in another dire situation, as the world protested the murder of George Floyd,” he says. “My classmates felt this was insane; we had come full-circle and were now having the same conversations we’d had when we first met each other almost 30 years ago.”

To begin correcting the lack of representation, Stanford GSB declared that all case writing resources in 2021 would be used to develop studies featuring protagonists of color from diverse backgrounds. That meant changing the way cases historically have been sourced, says [Deborah Whitman](#), director of the Center for Entrepreneurial Studies.

“Typically, faculty write cases about people they’ve met in their own networks. We wanted to expand their networks,” she says. “Alumni, particularly members of the [Black Alumni Chapter](#), helped us identify not only Black founders, but Latino founders, female founders, et cetera. This is not just for the year. We’ll be proactively continuing this process.”

Management lecturer [Robert Siegel](#) worked on and now teaches some of the new cases to his students.

“In an early interview, one of these founders happened to mention how he looks at risk differently as a Black executive in Silicon Valley,” Siegel says. “His case study provided the perfect company with the perfect story for our theme of Systems Leadership, but also allowed us to have a great teachable moment involving race. Neither of these cases are about race or DEI, but DEI was woven into the pedagogy, which to me makes the class infinitely more interesting.”

MBA2 Spenser Brown is a member of the [Stanford Diversity and Advocacy Committee](#), and also sits on Stanford GSB’s newly formed DEI Council. He’s taken courses that include case studies with diverse protagonists.

“The more exposure I get to experiences that I have no idea about, and the more opportunities I have to experience diversity in all its dimensions through professors, case studies, lectures, guest speakers, and classmates, the more value I gain from the business school experience,” Brown says. “The more I learn, the better equipped I’ll be to lead through some of those challenges in the future.”

“What resonated for me was seeing people with lived experiences who understand the struggle and have experienced it themselves, and who are now in positions of power and the decision-makers in the room,” says MBA2 Hillary Do. “I’m someone who’s had similar experiences, and this made me feel like I was seen in the classroom. Seeing how successful the founders are and how they’re now the ones leading the change was really powerful.”







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## Creating an Inclusive and Welcoming Campus Community

The 426 members of Stanford GSB's [MBA Class of 2023](#) likely hadn't finished unpacking their suitcases last fall before they found themselves immersed in the school's new Diversity, Equity, and Inclusion Arc of Learning. The program debuted during Week Zero, taking students through a multi-day, self-paced learning journey designed to help them expand their understanding of identity, bias, and inclusion, reflect on that new knowledge, and take small actions — alone or in collaboration with others — to promote a culture of inclusion and belonging. It continued throughout the quarter, regularly drawing class members into small discussion groups to talk about what they'd learned and to share personal — and often painful — experiences.

The course was created by professor [Sarah Soule](#), senior associate dean for academic affairs at the GSB, who co-taught the program with organizational behavior lecturer [Matt Abrahams](#). Soule worked with students to design a program that would create safe spaces for dialogue at the GSB and help ensure students leave the school able to work effectively with diverse teams.

## Creating an Inclusive and Welcoming Campus Community continued



**“Before this program I anticipated that DEI would be a sort of subset of whatever I choose to do. Now, I don’t want DEI to be a secondhand part of my career. I want it to be the focus.”**

**NYAMEKYE COLEMAN**

*MBA1*

“Our first goal with this is to build a culture at the GSB where everyone feels they can contribute and belong,” Soule says. “And we knew we also needed to do more to train the next generation of ethical leaders. Our students are going to be leading massive organizations all over the world, and they need to recognize that diversity, equity, and inclusion needs to be baked into those organizations. It’s now a leadership competency, like being able to read a balance sheet or talk about competitive advantage.”

Although the Arc of Learning is still in its infancy — and school officials stress it’s a baby step — it has already produced some small wins. One course participant reported helping a classmate after witnessing a micro-aggression in the classroom following Arc training, and a group of students have been inspired to consider creating a software program to discern bias in performance evaluations.

Soule and Abrahams are now considering future iterations based on student feedback.

“We suspect we need multiple tracks,” Soule says. “Some students have more experience in DEI than others, and some international students can find this current approach confusing, since it is U.S.-focused. The strongest feedback is that this is a lot of work for an uncredited course.”

What the Arc of Learning does provide is a starting point for important conversations, says MBA1 Nyamekye Coleman.

“This is creating a foundation for what I think will be a long journey on DEI at Stanford,” she says. “It’s a stepping stone to get us there, and it’s setting the tone. As a person of color, I don’t necessarily want to bring up DEI issues, but in this program I felt I had the floor to share some of these harder or more traumatic experiences.

“Before this program I anticipated that DEI would be a sort of subset of whatever I choose to do. Now, I don’t want DEI to be a secondhand part of my career. I want it to be the focus, and that’s eye-opening.”





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## Supporting New Research

There still is much to discover about how to create diverse and inclusive environments. The [GSB faculty](#) is committed to evidence-based answers across a range of academic disciplines. Only with new insights will we meaningfully educate the next generation of ethical leaders who can make change happen.

In 2021, faculty in all seven academic areas contributed research that added to our understanding of how diversity, equity and inclusion can be studied and applied. Their findings, for example, [shed new light on the effects of racial bias entered into credit algorithms](#), on [how firms' diversity statements influence job seekers' decisions](#), and [how gender impacts backlash in negotiations](#).

“An academic and social environment that places high value on diversity and equity creates fertile ground for society-changing inquiry,” says professor of economics [Chad Jones](#).

“Most research is generated more or less organically,” he says. “Researchers change their research because they decide that something’s important, and elevating it in our thinking is how that happens. You do that by creating a climate where these issues are discussed. DEI is in the air around the country and at Stanford, which means that we’re thinking about these issues, then thinking about our research.”

## Supporting New Research continued



**“I’ve come to appreciate that DEI-related issues have important implications for the macro economy and economic growth, and that DEI is an area that macroeconomists and growth economists can contribute to.”**

**CHAD JONES**

*The STANCO 25 Professor of Economics*

One such idea led to a recent [study](#) by Jones and two colleagues examining the extent to which overall living standards among Black Americans have improved over time. In large part due to increases in life expectancy, Black Americans made substantial economic gains in comparison to White Americans. However, COVID has wiped out 10 years of those gains because of the higher mortality rate among Black people who contracted the virus.

[Another query](#) led Jones and three colleagues to study discrimination in the workplace to determine its aggregate effect in the labor market. The team’s findings showed that 25% of growth in the U.S. GDP between 1960 and 2010 was the result of greater gender and racial balance in the workplace. In essence, talented non-White women and men who in previous generations had been shut out of certain professions had replaced mediocre White men, resulting in increased GDP.

“I’m a macroeconomist, and we have not traditionally thought about DEI-related issues, but the way you start thinking about them is when things are going on around you, and happening in the community,” he says. “I’ve come to appreciate that DEI-related issues have important implications for the macro economy and economic growth, and that DEI is an area that macroeconomists and growth economists can contribute to.”





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## Sharing Good Ideas with the World

In spring of 2021, aspiring entrepreneur Veronica Jimenez faced a world of uncertainties. Roused by the pandemic to embrace more personally meaningful work, she'd recently left her job as a user experience researcher and, together with her best friend, was preparing to embark on a new career selling premium food items "that people of color, especially kids of immigrants, identify with."

"Suddenly I was outside my familiar environment and trying to figure things out, like how to build a company outside the tech bubble," Jimenez says. "We were in the very beginnings of defining our business when I heard about the [Building Momentum Conference](#)."

Launched by the Stanford GSB's [Center for Entrepreneurial Studies](#) (CES) in 2017 and repeated in 2019, the biennial Building Momentum Conference originally provided women, most of whom were affiliated with Stanford, with the inspiration, skillset, and networking opportunities to help them succeed as founders. That mission shifted in 2021.

## Sharing Good Ideas with the World continued



**“We knew we needed to make a bigger impact and have [the Building Momentum Conference] become more inclusive. We wanted to take our Stanford entrepreneurial experience and network and make it accessible to entrepreneurs outside the university community, particularly those from underrepresented groups.”**

### **MANDY CHANG**

*Assistant Director,  
Program Operations  
Center for Entrepreneurial  
Studies*

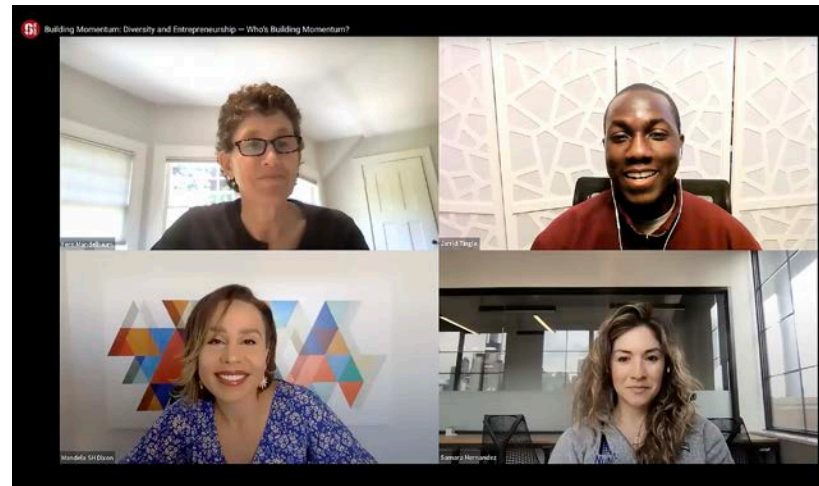
“We knew we needed to make a bigger impact and have this conference become more inclusive,” says [Mandy Chang](#), Building Momentum’s planning lead. “We wanted to take our Stanford entrepreneurial experience and network and make it accessible to entrepreneurs outside the university community, particularly those from underrepresented groups.”

The need was clear. Individuals identifying as Black and Latino comprise a combined 32% of the U.S. population, but founders from those groups receive 3%-4% of available venture capital funding, says CES director [Deborah Whitman](#).

“Our hope,” she says, “is that by hearing from founders from diverse backgrounds, those who are supporting and funding them — and the positive outcomes they’re having — we can contribute to building momentum toward a more inclusive entrepreneurial economy.”

The team reimagined the conference with a goal to reach founders from a range of backgrounds. Working with community organizations around the country, they expanded the scope beyond the Stanford community. “Building Momentum: Diversity and Entrepreneurship” was held virtually in April 2021, attracting 355 U.S. and international registrants, 62% of whom were unaffiliated with Stanford, and 50% of whom identified as either Black or Latino.

“I hadn’t found anything like this before,” Jimenez says. “I was able to see a different perspective from founders who took a steadier path, and chose to opt out of that move fast/take on debt/conquer the world approach, and who were just trying to make a meaningful impact.



“It was so important for me to see their success and to hear them talk about their difficult decisions surrounding money, how they’re building company cultures that value diversity, and how they see taking those risks as a contribution to a larger community.”

The conference will convene again in 2023. As for Jimenez, she and her co-founder plan to launch their premium snack food business online this spring, followed by a brick-and-mortar pop-up in Los Angeles this summer.

“I’ve learned to forge my own path, and that there’s a world of people out there like me who are already doing that,” Jimenez says.



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## Addressing Racial Inequality in Society

Many students apply for financial aid, but [Kirsten Moss](#) and her colleagues in the admissions and [financial aid office](#) realized that a number of promising prospective students as well as current students face additional considerations in paying for their education.

“They weren’t only financially responsible for their own education, but often were financially supporting parents or other members of their extended family,” says Moss, assistant dean of MBA admissions and financial aid. “Their savings were the financial security blanket for their family, and they worried that investing in themselves and using these savings to pay for their education might put their family at risk.”

Moss and her team responded by conceiving a new fellowship — one that would augment existing need-based financial aid and support a diverse group of students. The [Building Opportunities for Leadership Diversity \(BOLD\) Fellows Fund](#) was quickly adopted by Stanford GSB in the summer of 2020. The fund made its first awards in fall of 2021 to 20 fellows — nearly 5% of the Class of 2023. Each recipient comes to the program with a demonstrated commitment to advancing diversity, equity, and inclusion, and each receives up to \$15,000 per year, or \$30,000 for the two-year MBA program.

## Addressing Racial Inequality in Society continued



**“I am motivated to help others... so other immigrant children, people of color, sexual and gender minorities, and low-income, first-generation students can envision themselves in—and pursue—leadership positions.”**

**JASON GOMEZ**

*BOLD Fellow*

“When I heard about the BOLD Fellows program, it was a sense of reassurance,” says fellow Jason Gomez. “I felt seen, and knew instantly that I wanted to apply.”

BOLD Fellows’ enthusiastic reception — and the fund’s ability to aid so many students — was in large part a result of an activated alumni community. “When we asked for support, our alumni immediately responded to the call, enabling us to launch this new program so quickly,” Moss says. “Without their generous commitment, we could never have met the demand we have for this program.” Our alumni are ensuring that high potential leaders, no matter their financial situation, can both believe an MBA at Stanford might be possible and commit to attend.” Applications for 2022 BOLD Fellowships already exceed last year’s numbers by about 30% , and fundraising is underway to establish an endowment to cement the fellowship as a permanent and vital part of Stanford GSB’s ongoing diversity, equity, and inclusion effort.

“The BOLD initiative is a new piece in helping us deliver on that fundamental educational mission,” says [Dean Jonathan Levin](#). “We look at this fellowship as a way to create additional opportunity, and we’re looking for students who have a commitment to creating that same type of opportunity for others.”

That commitment is a strong motivator for the Class of 2023’s inaugural group of BOLD Fellows, including Oyinda Ajayi.

“I hope my experiences as a diverse leader encourages many others who look like me or have diverse backgrounds to not rule themselves out, but instead bet on themselves,” she says.

Jason Gomez agrees.


“I am motivated to help others stand on my shoulders,” he says. “To send the elevator back down so other immigrant children, people of color, sexual and gender minorities, and low-income, first-generation students can envision themselves in — and pursue — leadership positions.”





# Strategic Pilots

THAT HAVE LAUNCHED OR PROGRESSED WITHIN THE PAST YEAR



<b>Increase the Diversity of Our Stanford GSB Community</b>	<a href="#">MBA Admissions</a> team implemented a plethora of innovative ideas and small wins, has a staff role focused on diversity and outreach, and signed a partnership with <a href="#">The Consortium</a> .
	Welcomed over 4,500 participants during MBA Application Week, a series of events aimed at underrepresented communities to close the information gap that exists in admissions.
	Expanded the classroom instructor population through a new recruiting portal designed to help recruit more diverse faculty.
	Hosted <a href="#">IDDEAS@Stanford</a> , a two-day immersion program for undergraduate students from diverse backgrounds interested in research and academia.
<b>Create an Inclusive Classroom and Learning Experience</b>	Developed more inclusive teaching materials, including 35 new business case studies that feature business leaders and entrepreneurs from diverse backgrounds.
	Increased representation of speakers and guests from diverse backgrounds, including the <a href="#">View From the Top</a> series and Leadership Perspectives course.
	Created the Racial Equity Grant Program, allocating \$14,200 to eight student groups working on racial equity projects through the <a href="#">Center for Social Innovation</a> .
	Coached faculty to better support inclusive classroom environments, including managing sensitive topics, through faculty workshops and panels discussions.
<b>Create an Inclusive and Welcoming Campus Community</b>	Launched Diversity, Equity, and Inclusion Arc of Learning, a program designed to help MBA students expand their understanding of identity, bias, and inclusion to better promote a culture of inclusion and belonging.
	Appointed leadership to the new Student Engagement & Inclusion Team dedicated to supporting student-led activities and engagement surrounding DEI priorities.
	Implemented a DEI lens across career education programming through identity-based networking resources and diversity recruiting events.
	Removed commonly used, but discriminatory, terms and language from information technology-related documentation and communications.

## Strategic Pilots continued

<p><b>Support New Research Efforts</b></p>	<p>Published new research illuminating important aspects of diversity, equity, and inclusion including “<a href="#">The confidence gap predicts the gender pay gap among STEM graduates</a>,” “<a href="#">How Race Influences and Amplifies Backlash Against Outspoken Women</a>”, and “<a href="#">Corporate Activism and Corporate Identity</a>.”</p> <p>Published research on the state of entrepreneurship through the <a href="#">Stanford Latino Entrepreneurship Initiative (SLEI)</a>, including “The Ongoing Impact of COVID-19 on Latino-owned Businesses” and “U.S. Black-owned Businesses: Pre-pandemic Trends &amp; Challenges.”</p>
<p><b>Share Good Ideas with the World</b></p>	<p>Expanded access to the <a href="#">Building Momentum</a> Conference beyond the university to aspiring entrepreneurs from underrepresented backgrounds to share inspiration, skill sets, and networking opportunities.</p> <p>Produced the <a href="#">Leadership for Society</a> Race and Power webinar series to over 8,000 participants featuring 28 speakers, including 18 people of color, on an array of issues around DEI.</p> <p>Launched the <a href="#">High-Potential Women Leaders Program</a> aimed at transforming the unique challenges women face as leaders into effective strategies and solutions.</p> <p>Shared The <a href="#">Racial Equity Playbook</a>, an online tool created by members of the Stanford MBA Class of '94, for business leaders looking to promote racial equity.</p>
<p><b>Address Racial Inequality in Society and our Community</b> (Action Plan for Racial Equity)</p>	<p>Awarded the first <a href="#">Building Opportunities for Leadership Diversity (BOLD)</a> to 20 fellows committed to advancing diversity, equity, and inclusion. Each recipient receives up to \$15,000 per year, or \$30,000 for the two-year MBA program.</p> <p>Proposed <a href="#">recommended initiatives</a> and <a href="#">resource library</a>, by the Racial Equity Alumni Task Force, aimed toward eliminating bias beyond our campus with a near-term focus on anti-Black racism.</p> <p>Launched the <a href="#">Black Leaders Program</a>, a one-week intensive Executive Education program aimed at exploring the challenges and opportunities of being a Black leader today.</p>



## Lessons and Reflections

We have launched a number of pilots and responded to incidents over the past year with a mixed record of success. Below is an example of one pilot that failed, and what we learned as a result. One of our primary DEI goals is to create inclusive classrooms and learning experiences, which requires having a broad representation of speakers and topics. As part of that effort, we piloted a program asking our guest speakers to voluntarily share their demographic information with us through an anonymous survey. Out of almost 250 guests, we received one response.

After reviewing what went wrong, we concluded that the pilot failed on several levels — personal, organizational, and societal — and we began asking new questions. How can we make sure every individual involved in our DEI work feels personally connected with our programs and with us? Can we improve our organizational approach? Who continues to be underrepresented in our work?

Incorporating these perspectives into everything we do gives us a broader framework to use as we learn from our pilots, continue to implement a DEI lens, and endeavor to win hearts and minds.

**PERSONAL:** Changes related to diversity, equity, and inclusion are often uncomfortable, and we will work to consider each individual's readiness to lean into that discomfort. Our **community** is made up of people with a wide range of lived experiences, and we must recognize those differences, understand where people are on their personal DEI journeys, and meet them there. As an example, feedback from the DEI Arc of Learning showed us that we had to create more options, choices, or tracks for students, since some were well versed in DEI-related topics, while others had not had the opportunity to explore these issues. We have to develop a differentiated learning approach.



## Lessons and Reflections continued

**ORGANIZATIONAL:** We will strive to create more effective pathways for our work. As an example, the DEI Council began with working committees focused on broad areas such as data, education, and processes. As our work became more specific, however, we found our efforts overlapping across all committees, so we moved to a project-based approach. We must evolve our organizational structures as the work itself evolves.

**SOCIETAL:** We will continue to ask a pivotal question posed in our [inaugural DEI report](#): Who is underrepresented in our work to date? It is just as important to see who may be left out of our efforts as it is to celebrate who has been included so far. Yet doing so creates a delicate tension — how can we identify who is excluded without tokenizing, othering, or further excluding them? We will strive to be more inclusive in the planning stages of all our work, as well as in the auditing and refining.

No lesson was more important than the one stemming from the racial act of hate on our campus. There is no room for complacency regarding this work or naïveté about the challenges remaining. It really does take all of us to create a culture in which every member of our community feels safe, affirmed, and free to be themselves.

In the end, what we learned this past year and intend to take into our future work is linked to our GSB motto: “Change lives, change organizations, change the world.” Our increasing understanding of [diversity, equity, and inclusion](#) will contribute strongly to that goal.



## Final Thoughts

We have focused on the impact of our efforts in this report and are grateful to the many members of our growing community for engaging, providing guidance, and holding us accountable. Much work remains on the journey before us, but we all advance this [movement of movements](#) by citing the impacts and ripple effects of our small (and not so small) wins.

As we do this, we also want to stay grounded by acknowledging, sharing, and learning from our failures. Wherever you are on your DEI journey, we invite you to join us in this meaningful and powerful work. As we are learning, every action at the personal and organizational levels can have a positive impact. What we all do matters. We invite you to activate and focus your DEI lens and join us.

Let us know what you think at our [Share Your Thoughts](#) form. We look forward to hearing from you.

# Appendix

## [DATA:](#)

### Class profiles:

- MBA
- MSx
- PhD

### Faculty Profile

### Staff profile

### Course Evaluations: “Various Viewpoints” responses

### Classroom Guest Speaker Demographics

### PhD Seminar Speaker Demographics

### VFTT Speaker Demographics