

Diversity Committee Findings and Recommendations

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Key Questions

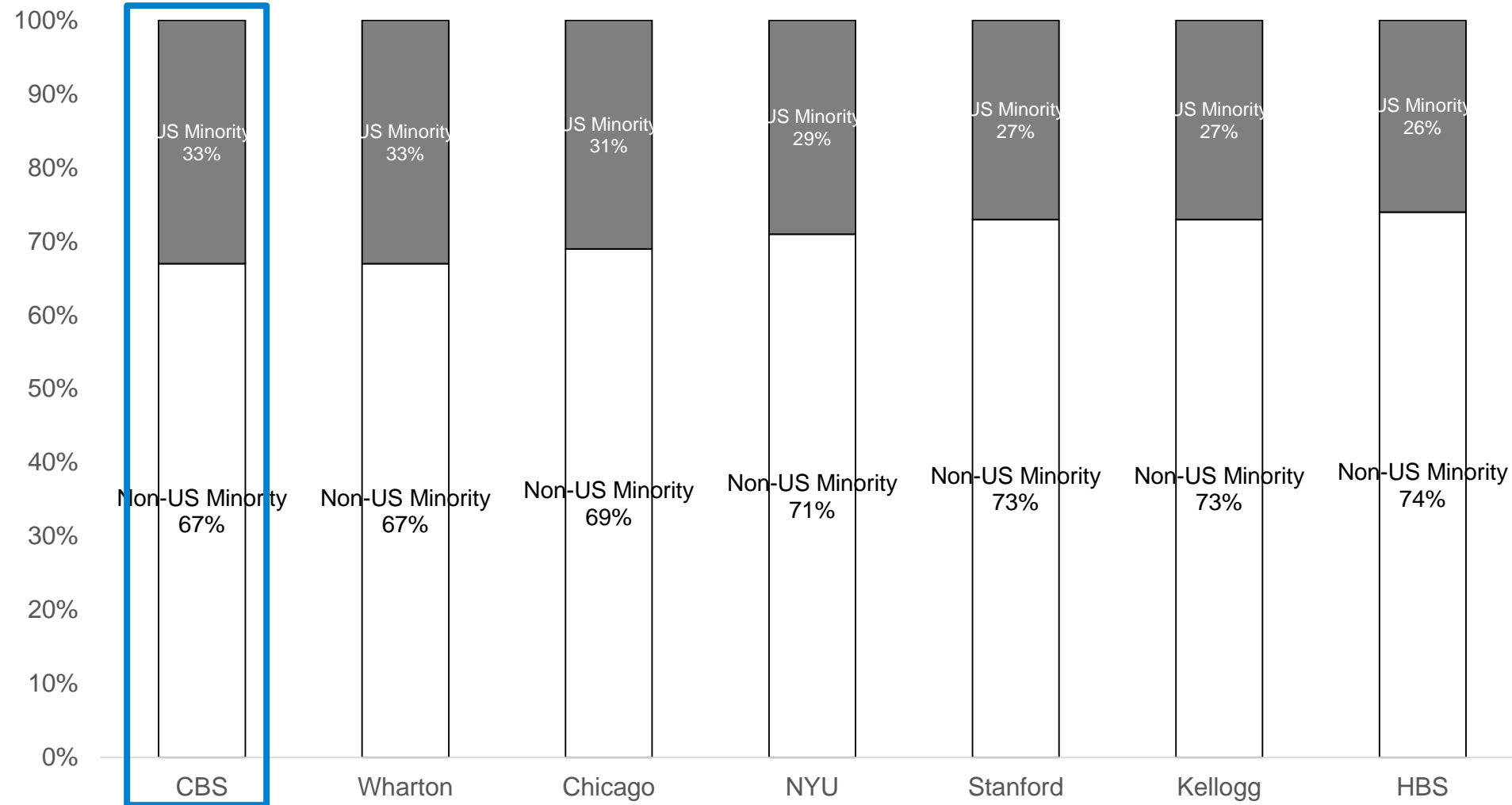
- How should we structure DEI (diversity, equity, and inclusion) leadership?
- How can we enhance DEI in the curriculum and throughout CBS?
- How can we prepare faculty to address DEI issues as they arise in the classroom?
- How can we create a more inclusive culture for CBS students?

- **Who are minorities?**
 - ***Underrepresented US Minorities (URMs)***
 - African American / Black
 - Asian: Filipino, Hmong*, or Vietnamese only
 - Hispanic / Latinx
 - Native American / Alaskan Native
 - Native Hawaiian / Other Pacific Islander
 - ***US Minorities***
 - Any non-white/non-Hispanic group
 - i.e., URM, as well as Indian American, Chinese American, Japanese American etc.
 - ***Definitions don't include non-US students***

Peer Schools: US Minorities by School

(class entering in 2018)

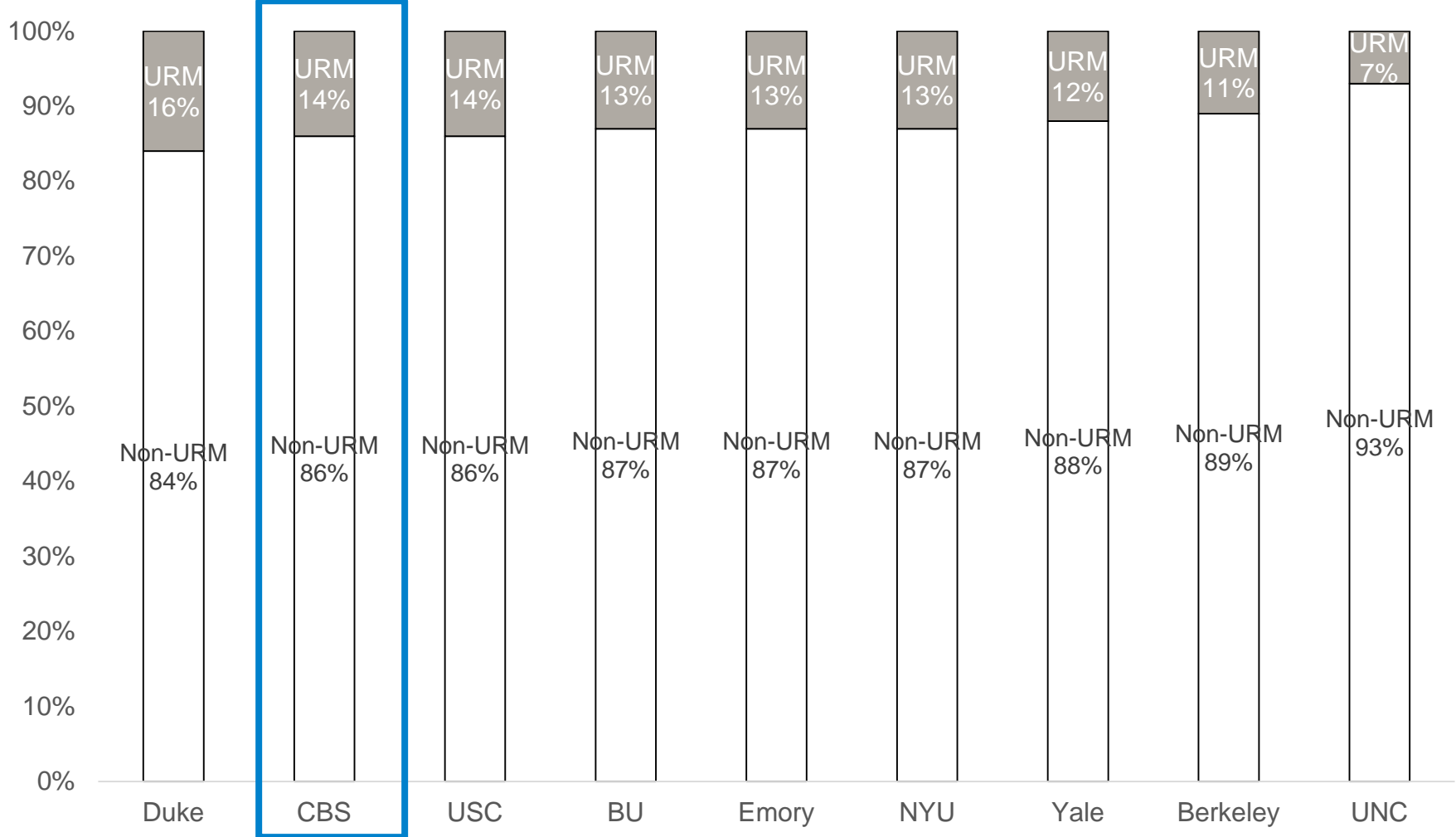
Columbia leads other top MBA programs in US minority representation...



Schools with public data: URM^s by School

(class entering in 2018)

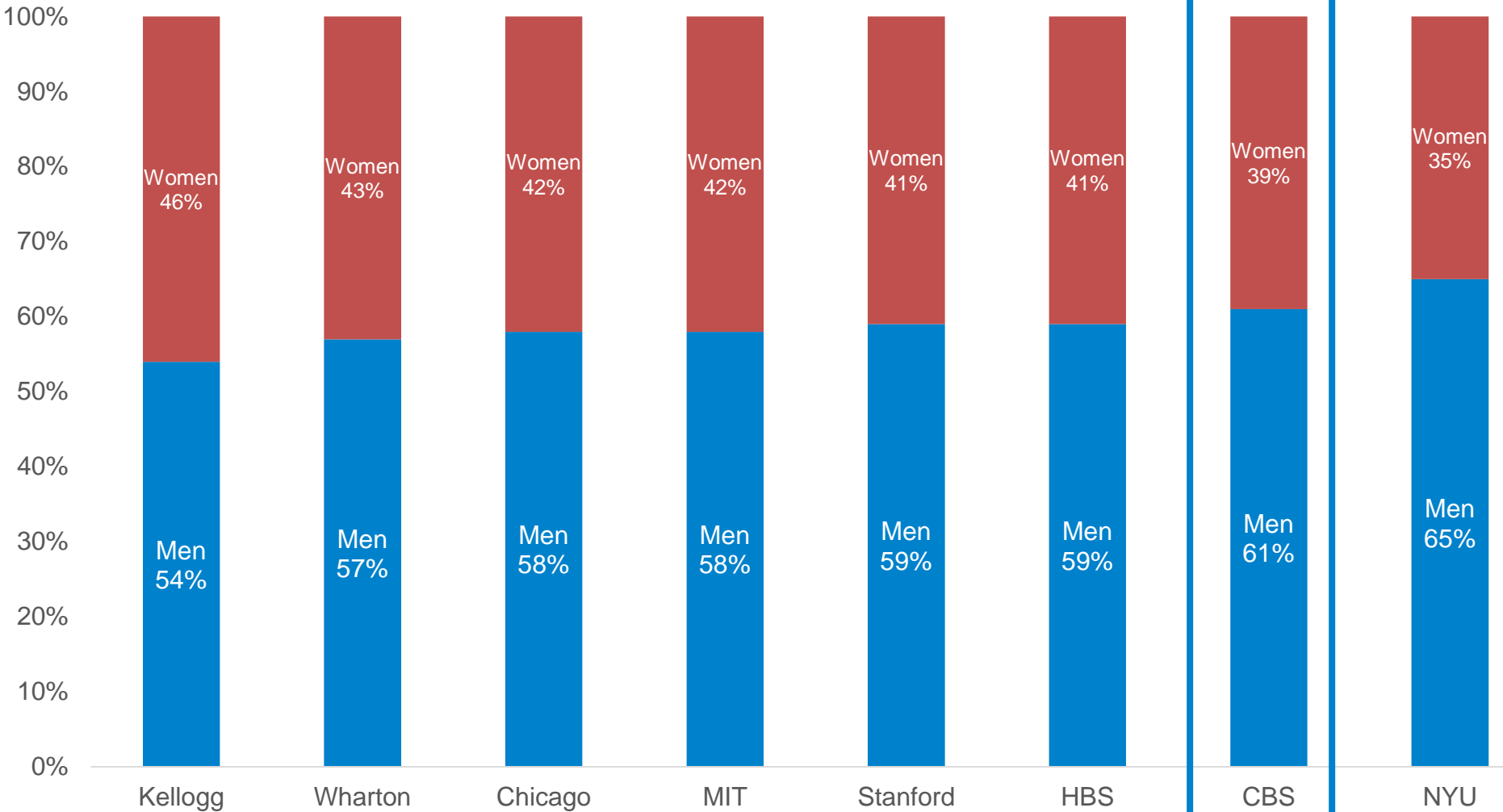
... and is a leader in URM representation



Peer Schools: Women by School

(class entering in 2018)

Top MBA programs like Columbia are over 40% female



DEI Leadership

Key Question

- How should we **structure DEI leadership positions**?
 - E.g., Vice Dean of DEI and Diversity Committee

Problems

- No systematic way to address DEI issues as they arise
- No central repository for DEI concerns
- Limited and sporadic DEI awareness

Our Process

- ***Talked to OSA and Dean's office*** about DEI challenges experienced by students inside and outside of the classroom and the process for handling issues
- ***Gathered information on DEI roles at peer schools***
 - Collected information on job descriptions and reporting structures
- ***Gathered information on DEI roles at Columbia Univ.***
 - Examined which professional schools have specific DEI positions
 - Collected information on job descriptions and reporting structures

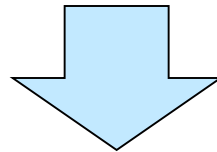
DEI Leadership: What we heard

If an issue arises, student goes to...

- Someone they trust
 - Administrator, faculty member, or student leader
- Nobody; and the issue goes under the radar
- Others outside of CBS

If the issue is brought to OSA regarding a classroom experience...

- It may be discussed with the Vice Dean of C&I
 - Has discretion to bring it to faculty member or say nothing
- There are rarely multiple incidents with the same professor



No systematic data collection

No explicit process to deal with issues/complaints

Limited understanding of problem

DEI Leadership: Other Business Schools

Several key business schools are incorporating DEI leadership positions

The Harvard Crimson

Harvard Business School Plans New Position Focused on Diversity, Inclusion, and Belonging

By Sam E. Sharfstein, Crimson Staff Writer
3 days ago

Amid ongoing efforts to increase minority representation in its case studies, the Harvard Business School is planning to hire its first-ever Associate Director for Diversity, Inclusion, and Belonging, according to Ellen Mahoney, chief human resources officer at HBS.



NYU Stern Equity, Diversity, and Inclusion Task Force

- 1) The NYU Stern Equity Diversity and Inclusion Task Force was launched in April 2016. Members of the Task Force include Undergraduate and Graduate Students, Faculty, and Administrators who bring forth input and feedback from the NYU Stern community to accomplish the following:
 - assess what Stern is doing and how well it is doing with respect to supporting diversity and fostering inclusion,
- 2) formulate actionable recommendations for improvement, and
- 3) create mechanisms for tracking progress.
- 4) **Associate Dean of Diversity, Equity, Inclusion, and Belonging was hired in 2019 reporting directly to the Dean of the Business School**



Diversity, Equity, and Inclusion Action Plan

October 2018

Diversity, Equity, and Inclusion Approach

6. Senior Leadership commits to lead with a shared diversity, equity, and inclusion vision for Haas, engaging in ongoing training, working toward a deeper understanding, and infusing this vision throughout our school.
7. **Hire a Chief Diversity, Equity, and Inclusion Officer, who reports directly to the Dean, and is responsible for informing, assessing, and executing the school's DEI plan with the goal of achieving a more diverse, inclusive, and equitable Haas.**
8. Improve support for current URM students across degree programs through increased funding for diversity initiatives developed by affinity groups or other student-led initiatives, financial support for diversity-related case competitions and academic endeavors, and funding for periodic events for URM community building (staff, faculty, students, alumni); increase staff responsibilities/support for key school diversity events.



Every academic department, division, school, and administrative division of Dartmouth will be required to develop and post an annual diversity and inclusion plan. These plans will be particular to each division's role and priorities, and may include mentoring initiatives, curricular offerings, recruitment, training, professional development opportunities and community outreach.

DEI Leadership: Other Business Schools

Several key business schools have faculty and staff in DEI leadership positions as Deans or as leaders of Centers

HARVARD BUSINESS SCHOOL



CHICAGO
BOOTH

The University of Chicago
Booth School of Business

NYU | STERN

MIT
MANAGEMENT
SLOAN SCHOOL

Yale SCHOOL OF
MANAGEMENT

Berkeley Haas

UCLA Anderson
SCHOOL of MANAGEMENT

NORTHWESTERN UNIVERSITY

Kellogg
School of Management

USC Marshall
School of Business

M
MICHIGAN
ROSS SCHOOL OF BUSINESS

Tuck



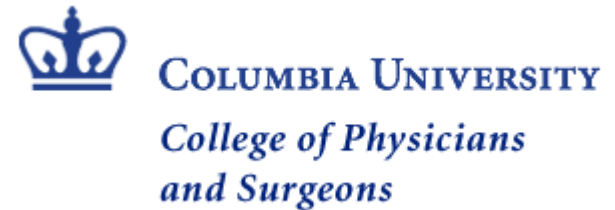
UNIVERSITY
of VIRGINIA

DARDEN SCHOOL OF BUSINESS

EMORY
GOIZUETA
BUSINESS
SCHOOL

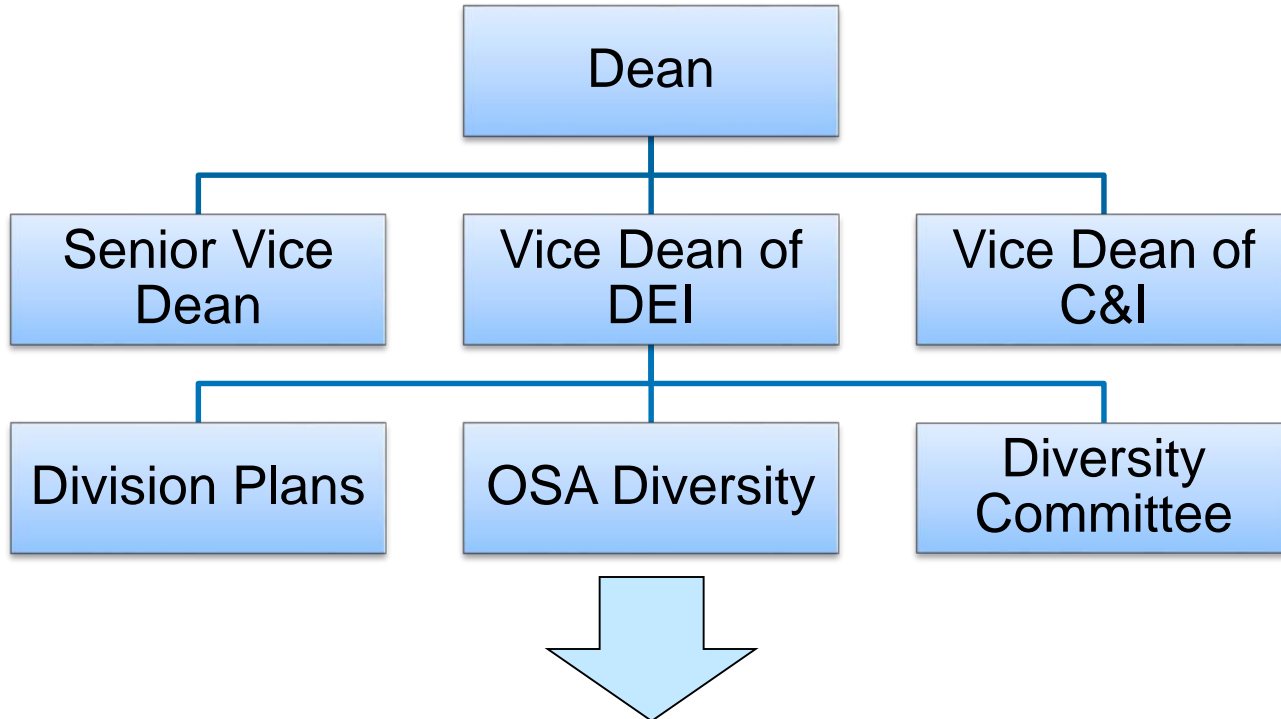
DEI Leadership: Columbia University

Likewise, several schools at Columbia have faculty and staff in DEI leadership positions as Deans or as leaders of Centers



DEI Leadership: One Possible Model

A Vice Dean of DEI reporting directly to the Dean



Rationale:

Structure aligned with peer schools

Signals DEI is important to the school

Many topics outside purview of other Vice Dean positions

Gives equal footing with other Vice Deans

DEI Leadership: Recommendations

Goals

- **Develop a 5-year DEI action plan with measurable results**
 - Incorporate and augment recommendations from this DEI committee
 - Progress monitored by Dean and Board of Overseers
- **Create a Vice Dean of DEI faculty position**
 - New Vice Dean of DEI faculty role reporting directly to the Dean
 - Ensures issues are systematically addressed and solutions communicated effectively
- **Establish a standing Diversity Committee comprising students, faculty and staff (e.g., OSA)**
 - Collects and information about DEI at CBS (e.g., CBS reflects)
 - Tracks progress on DEI at CBS and serves as a DEI resource at CBS
- **Establish processes to ensure regular, bidirectional flows of DEI information**
 - Student DEI issues reported to OSA or Diversity Committee, relayed to VD of DEI
 - Course-related DEI issues handled by VDs of DEI and C&I
 - Faculty-related DEI issues handled VD of DEI and SVD
 - Division-related DEI
 - Division DEI reports shared with VD of DEI
 - Reports include curriculum, Centers/Programs, and faculty recruitment

DEI in the Curriculum

Students' Academic Experience

Key Question

- How can we enhance DEI in the curriculum and throughout CBS?

Problems

- Cases do not reflect the demographics of the CBS student body
- There is little diversity (e.g., ethnicity, gender, nationality) in class speakers and examples used in class
- There are very few electives on diversity
- Diversity isn't specifically discussed in the core
- There is little diversity in speakers at CBS centers
- There is little diversity in Boards of centers

Curriculum: What we found

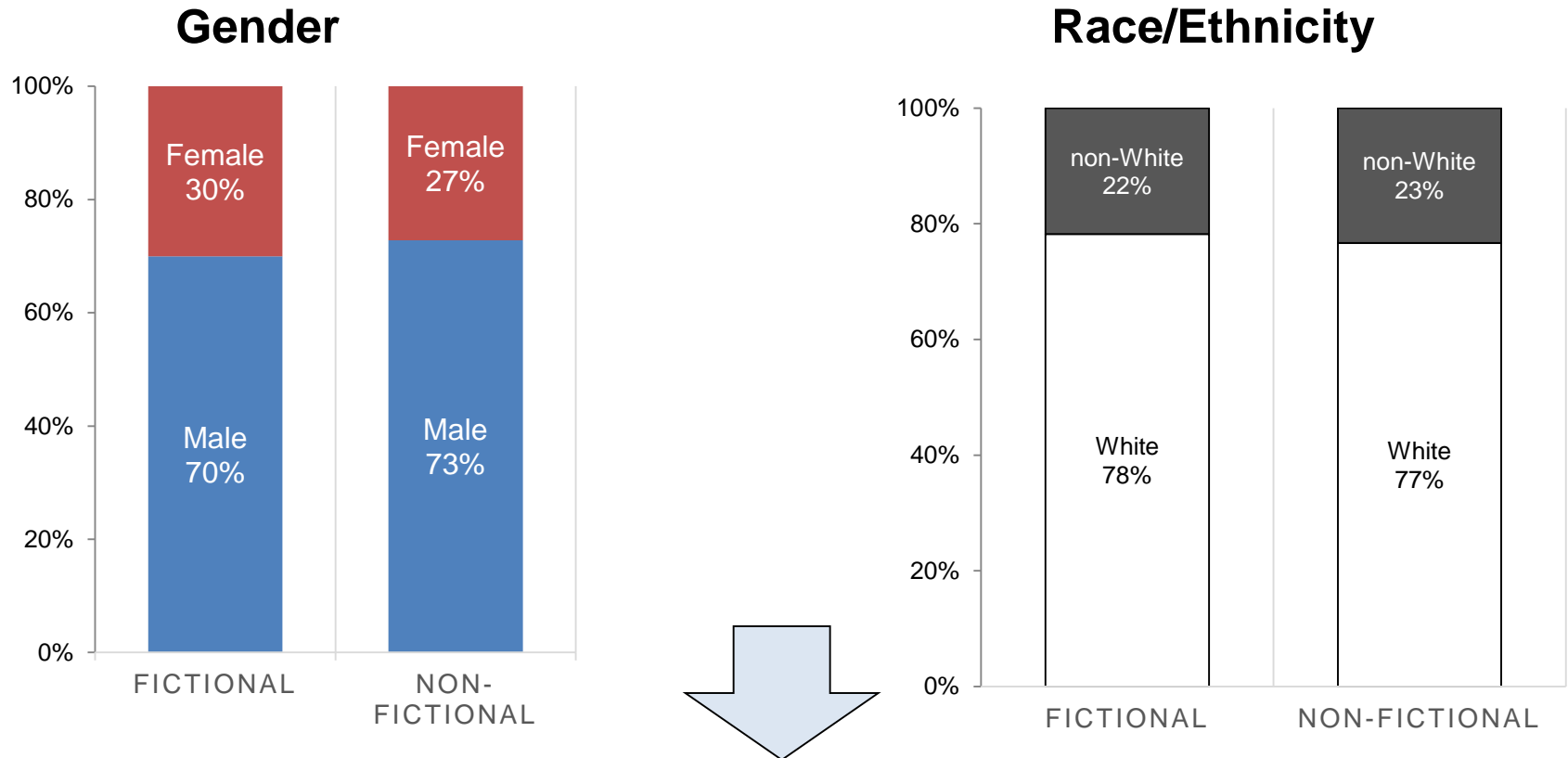
Our Process

- ***Examined Core course materials***
 - Collected demographics of case “protagonists”
 - Traditional (“Jane Doe sat at her desk, wondering about...”)
 - Broader “cast” (e.g. CEO quoted re: decision he/she made)
 - Classified fictional people probabilistically based on name
 - No protagonists in Managerial Econ or Managerial Stats
 - Also collected protagonist information on problem sets
- ***Examined elective course materials***
 - All CBS Caseworks cases across all electives
 - All cases (including non-CBS) in high enrollment courses (i.e., 22 courses with at least 100+ students last year)
- ***Began examining peer school curricula***
 - Benchmarked selected peer schools to assess how DEI is incorporated into their curricula

Cases in the Core

(56 out of 75 cases in the Core have protagonists)

Core protagonists are roughly 70% male and 80% white



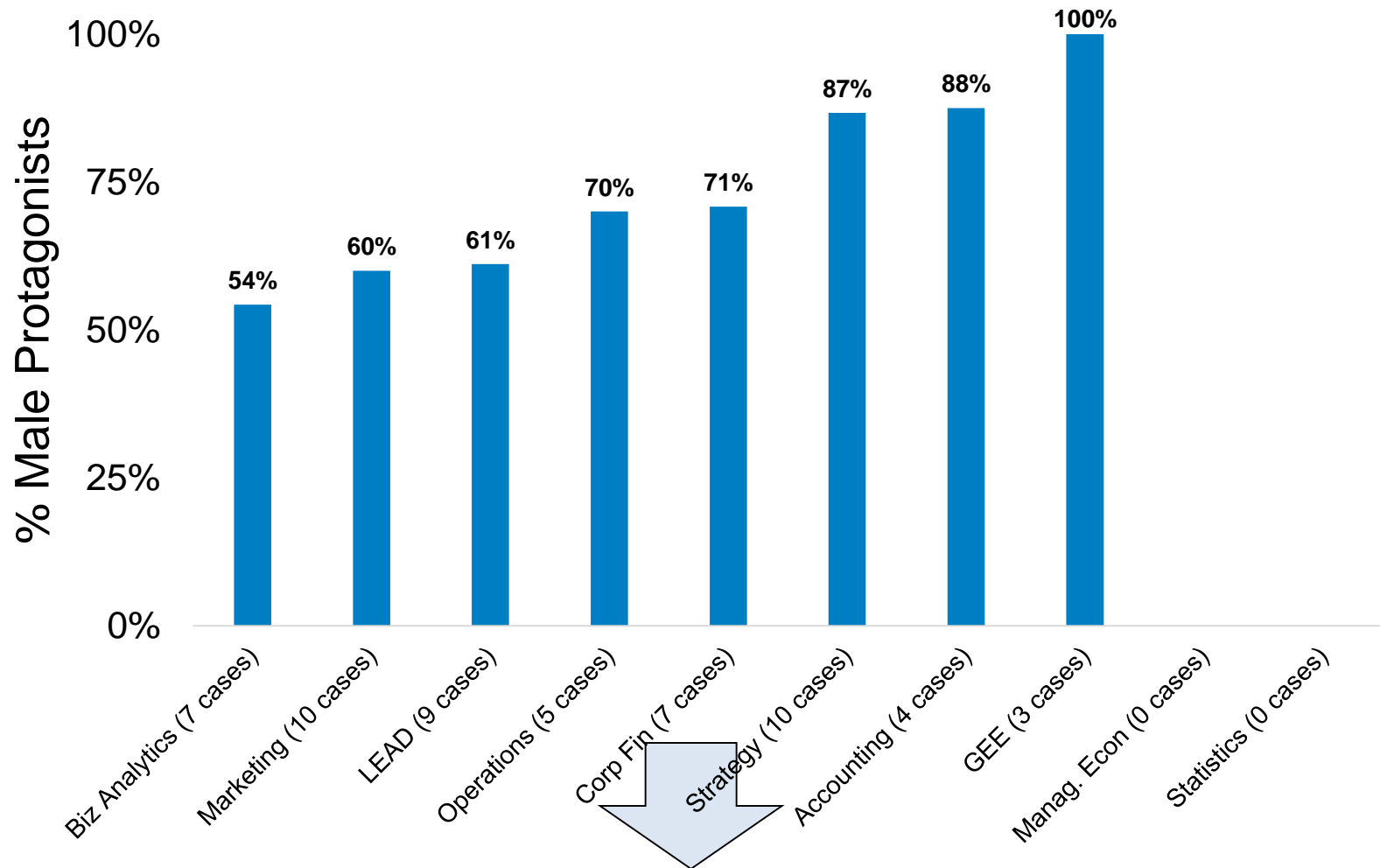
Male protagonists more likely to be non-fictional (71% vs. 57%)

Number of non-fictional URM protagonists is zero

(Non-white protagonists are from Spain, Asia, Middle East, etc.)

Variation Across Core Courses (Gender)

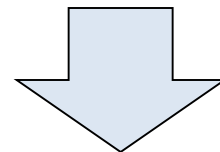
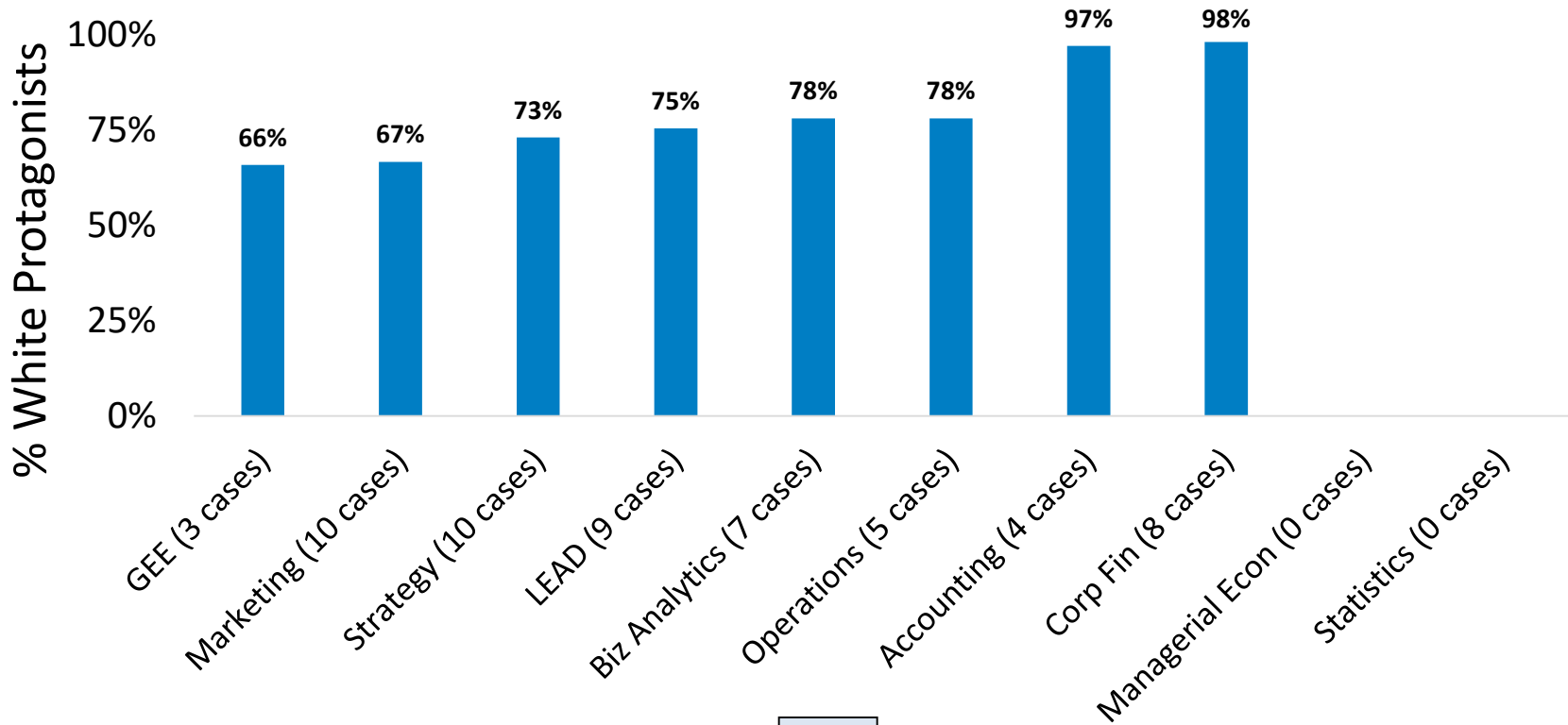
Protagonist gender varies significantly across courses



Male %: varies from 54% to 100%

Variation Across Core Courses (Ethnicity)

Protagonist ethnic diversity varies significantly across courses

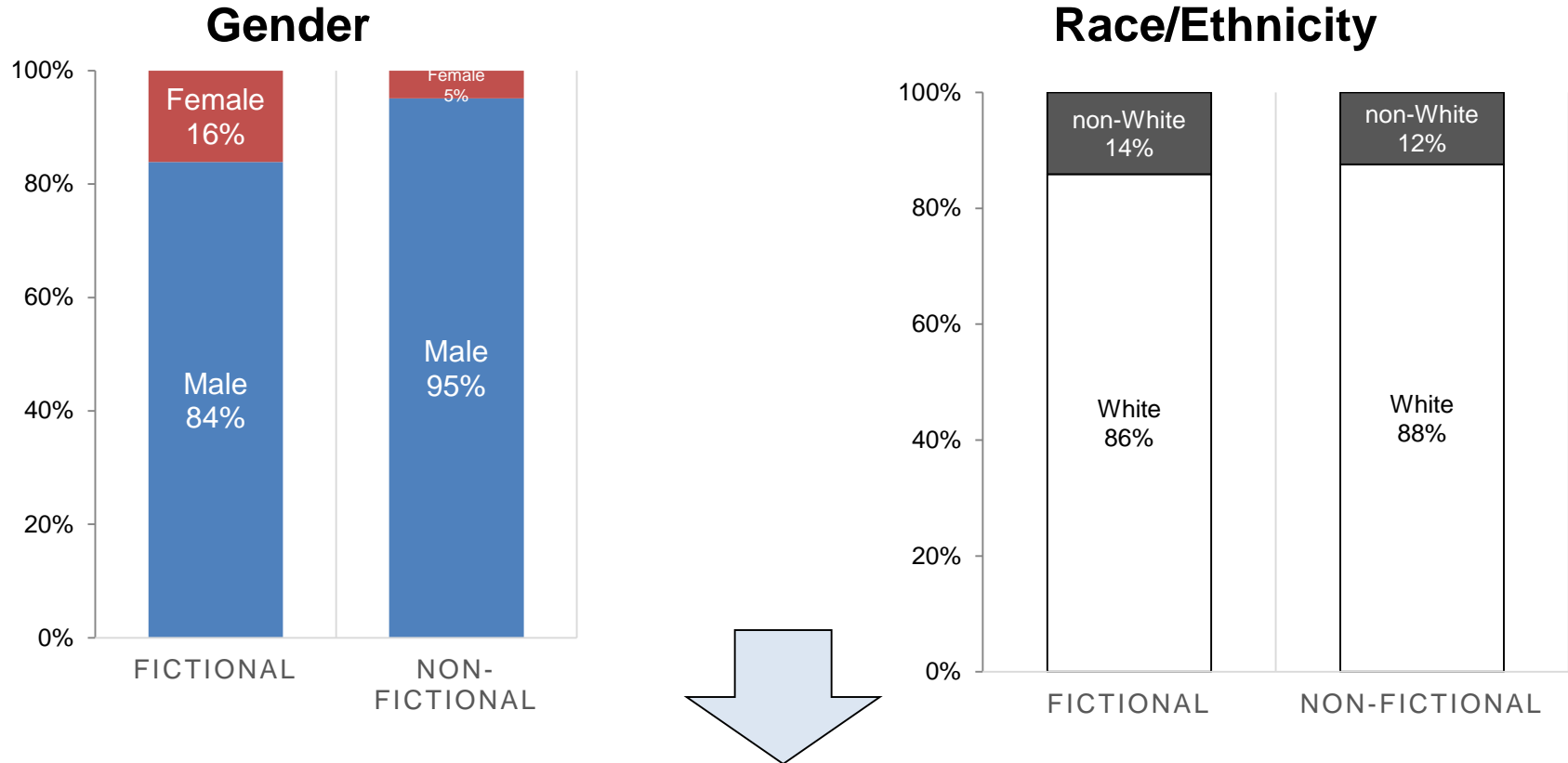


White %: varies from 66% to 98%

All Cases in 17 High-Enrollment Electives

(100 out of 106 cases in popular electives have protagonists)

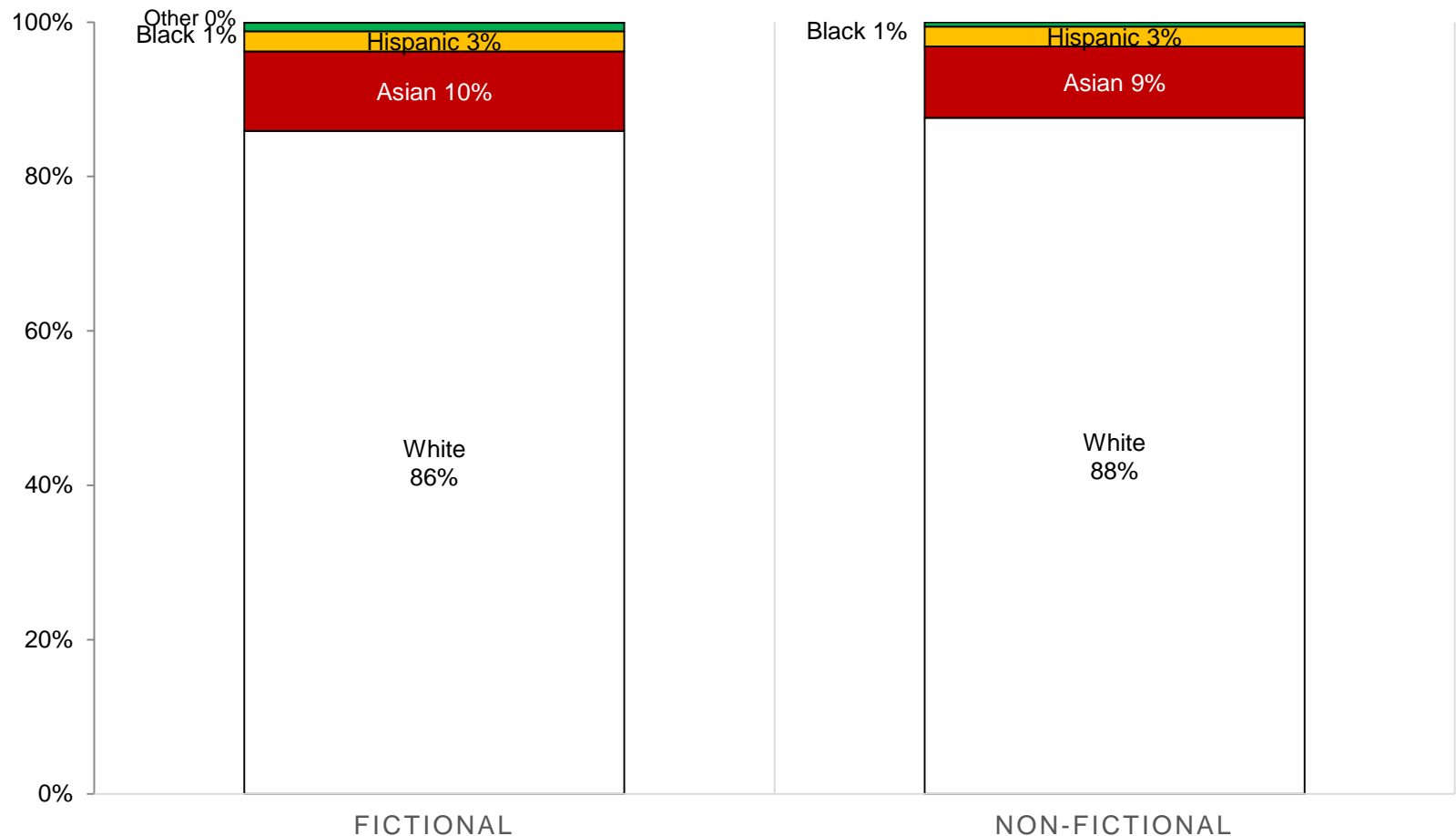
There is less diversity of protagonists in popular Electives than in Core cases (and in Caseworks cases in all Electives)



Holds for both gender and race/ethnicity
Very few non-fictional females

All Cases in 17 High-Enrollment Electives

The drop in racial/ethnic diversity is due to fewer URM protagonists in popular electives relative to Caseworks cases in all electives



Curriculum: Recommendations

Goals

- Case and problem set protagonist **gender goal** for Core: 50% in 5 years
 - Current case gender representation is <20% in electives, 40% core
 - Current CBS student female representation is 39%
- Case and problem set protagonist **ethnicity goal** for Core: same proportion as URM in student body in 5 years
 - Current case URM representation is <10% in electives, 0% core
 - Current CBS URM student representation is 14%
- Fictional vs. Non-Fictional
 - Short-term “low-hanging fruit” to work on fictional cases/protagonists
 - Long-term goal should be to find non-fictional cases

New Procedures for Core Courses

- Each course should report ethnicity/gender and fictional/real breakdown of case and problem set protagonists and guest speakers at the start of the semester

New Procedures for Elective Courses

- Each new course should report ethnicity/gender and fictional/non-fictional breakdown of case and problem set protagonists and guest speakers when submitting materials
- Every 3 years when a course is reviewed, ethnicity/gender and fictional/non-fictional breakdown of case and problem set protagonists and guest speakers needs to be included

Samberg

- Checklists will be created by Samberg that incorporate these metrics

DEI in Centers and Programs

Centers and Programs: What we heard

CBS Center on Japanese Economy and Business (CJEB)

Upcoming Events in Their Newsletter



The Rise of Japanese Cross-Border M&A in a New Era of Shareholder Scrutiny

Monday, October 15, 2018 | 12:30-2:00 PM
Room 303, Uris Hall, Columbia Business School

Featuring: **Satoshi Kitada**, Managing Director, SMBC Nikko Securities America, Inc.

Special Note: While this event is free and open to the public, content is off the record.



Shareholder Activists Take on Corporate Japan

Wednesday, October 24, 2018 | 12:30-2:00 PM
Room 303, Uris Hall, Columbia Business School

Featuring: **Benjamin Adams**, General Manager, NY Branch, IR Japan, Inc.; **Marc Goldstein**, Head of US Research, Institutional Shareholder Services Inc.



Rakuten: How to Promote Global Innovation

Tuesday, October 30, 2018 | 12:30-2:00 PM
Room 303, Uris Hall, Columbia Business School

Featuring: **Yaz Iida**, President, Rakuten USA, Inc.



Japan's Politics and Economy: What Next?

Wednesday, October 31, 2018
12:00-1:50 PM (Lunch: 12-12:30)
Seminar Room (2nd Floor), Faculty House, Columbia University

Featuring: **Gerald L. Curtis**, Burgess Professor Emeritus of Political Science, Columbia University; **Hugh Patrick**, R.D. Calkins Professor of International Business; Director, Center on Japanese Economy and Business, Columbia Business School



Private Equity Coming of Age in Japan

Thursday, November 8, 2018 | 12:30-2:00 PM
Room 207, Warren Hall, Columbia Business School

Featuring: **Richard Folsom**, Representative Partner, Advantage Partners

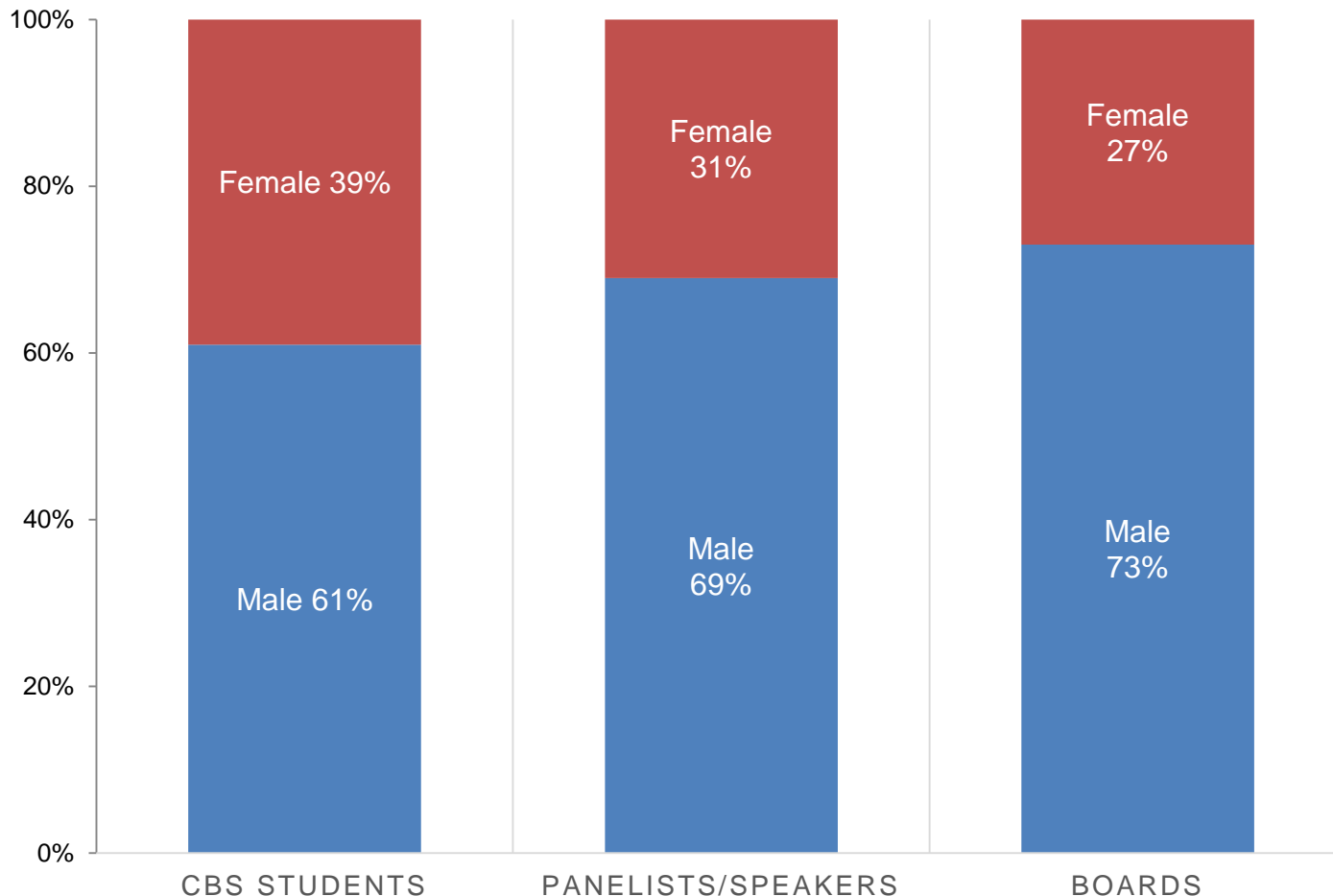
Centers and Programs: What we found

Our Process

- ***Met with leaders of Centers and Programs to learn more about their activities***
 - Identified best practices
- ***Gathered information on centers/programs to learn more about their activities***
 - Categorized **panelists/speakers** invited by gender and ethnicity
 - Categorized **Boards** by gender and ethnicity

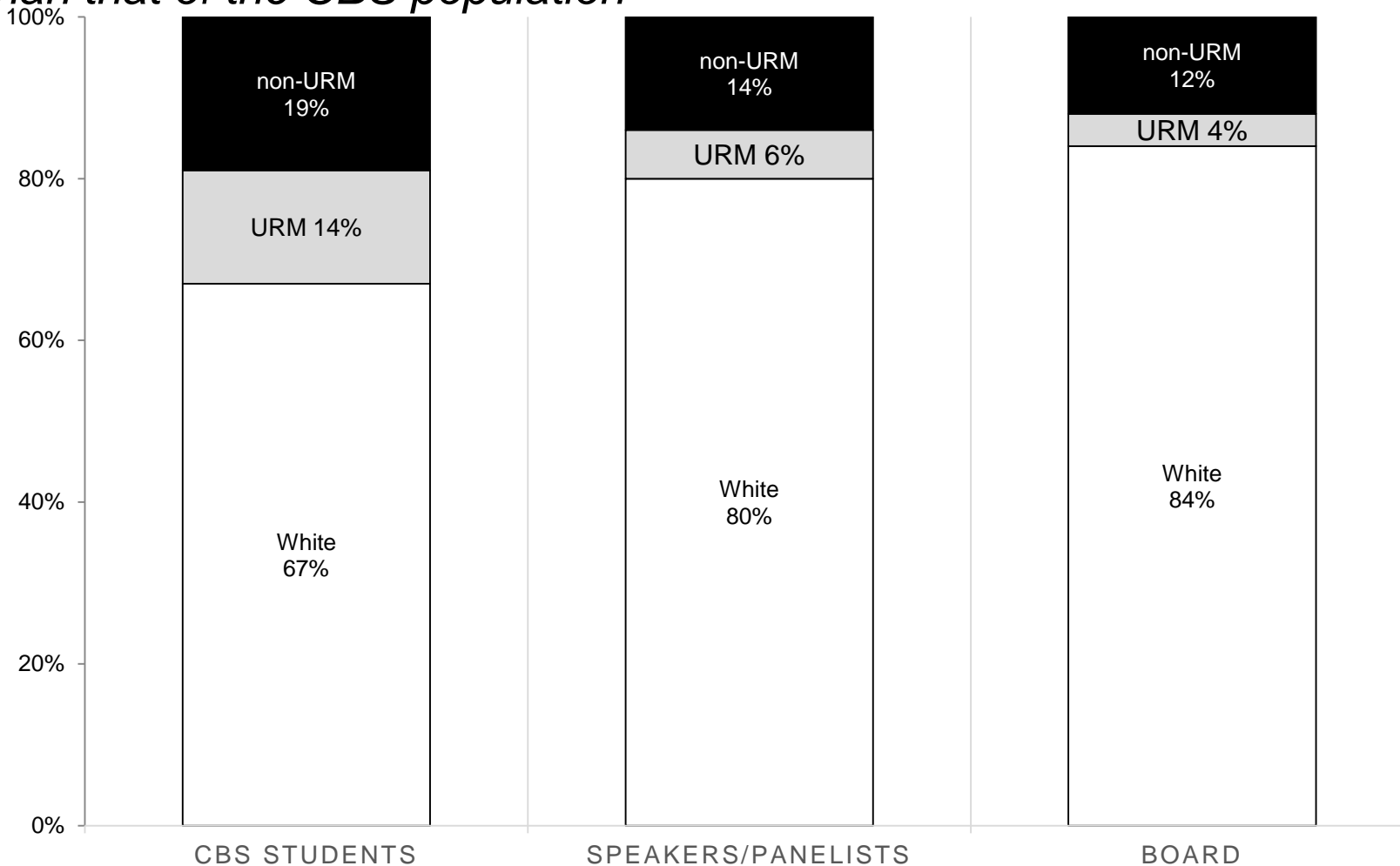
Centers and Programs: Gender Composition

The gender composition of center panelists/speakers/boards is lower than that of the CBS population



Center and Programs: Ethnic Composition

The ethnic composition of center panelists/speakers/boards is lower than that of the CBS population



Centers and Programs: Recommendations

Goals

- Board and Panelist/Speaker **gender goal**: same proportion as women in student body in 5 years
 - Current CBS student gender representation is 39%
- Board and Panelist/Speaker **ethnicity goal**: same proportion as URM students in student body in 5 years
 - Current CBS URM student representation is 14%

New Procedures

- Center **Annual Report/Meeting** with Dean's office and DEI leadership
 - Each center can include the gender/ethnicity of the BOD and panelists over the past year
 - Section should be added to ask what each center is doing re: DEI
- Center **Strategic Plans**
 - Each center can include the gender/ethnicity of the BOD and panelists over the past year
 - Section should be added to ask what each center is doing re: DEI

Faculty DEI Expertise

Strengthening Faculty DEI Expertise

Key Question

- How can we prepare faculty to address DEI issues as they arise in the classroom?

Problems

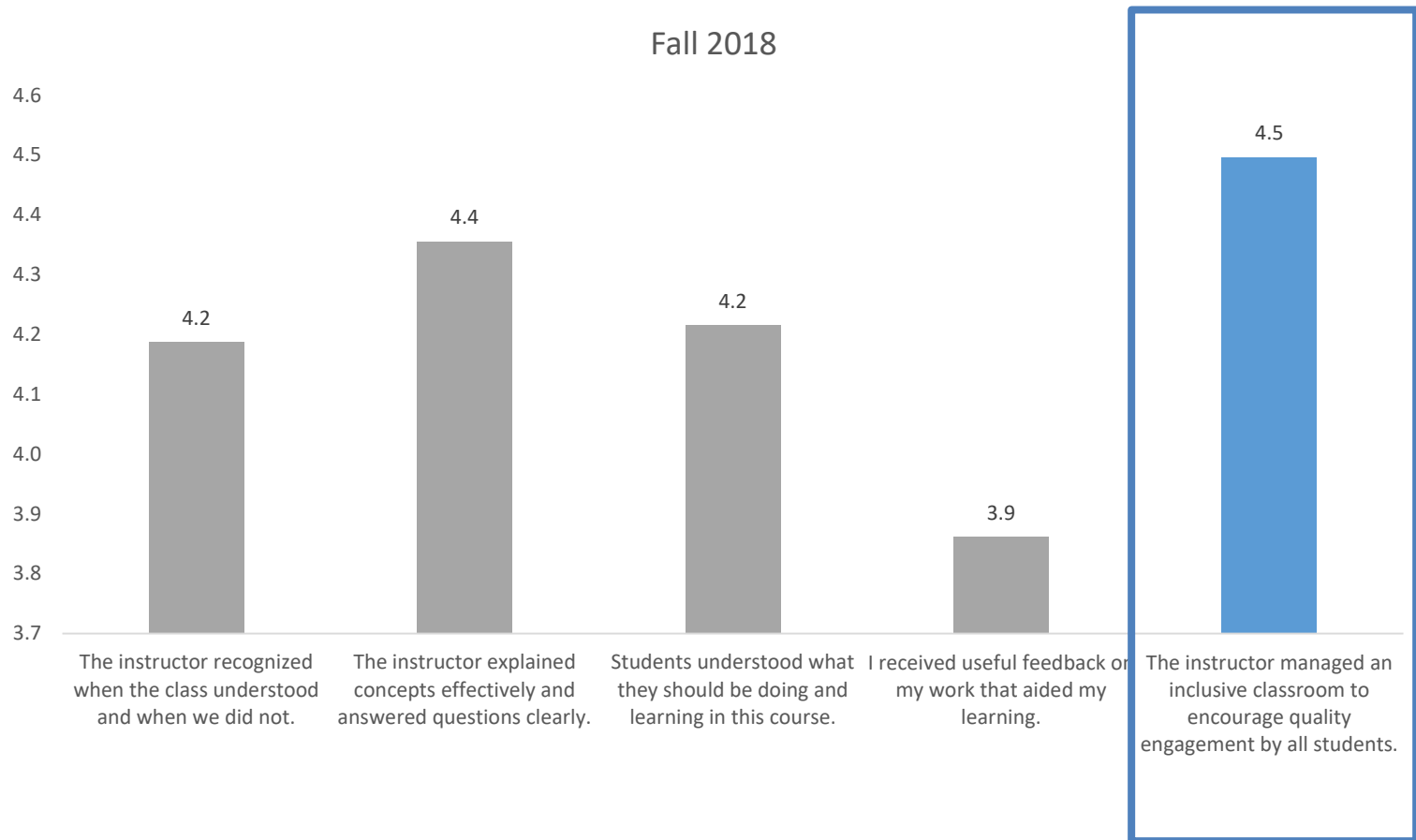
- Sensitive DEI topics often arise in the classroom
- Insensitive classroom remarks can have a big impact
- Many faculty and students do not recognize this impact
- Students are afraid to speak up and address DEI issues
- Many faculty feel unprepared to address these issues

Our Process

- ***Gathered information from key Columbia sources***
 - CBS Reflects and report from Columbia Task Force on Inclusion
 - Samberg Institute and Dean's Office
 - Guide for Inclusive Teaching at Columbia (5 Principles from CTL)
- ***Examined DEI courses and resources***
 - Identified best practices and resources at peer schools
- ***Met with faculty to gauge receptiveness to DEI courses***
 - Most faculty are receptive, but there is some pushback from some

Faculty: End of Course Evaluations

Overall, faculty are facilitating inclusive classroom environments



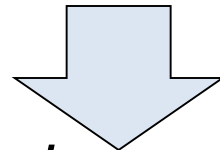
Faculty: Inclusiveness Best Practices

Faculty with high inclusivity ratings are...

- ...finding ways for **all students to participate** by:
 - Using wait time or letting students write their answer before calling on a student
 - Knowing where students with a non-quant background can add expertise
 - Calling on all parts of the room
- ...using **cases and examples with diversity** by:
 - Race, ethnicity, gender, sexual orientation, nationality, marital status, age, and socioeconomic status
- ...preparing for, engaging in, and **framing difficult conversations**

Increasing Faculty's Capacity to Foster Inclusiveness

- **Demographic composition and needs of students are changing**
 - Faculty need more tools to better understand their students and effectively communicate with them
- **Creating learning environments that encourage dialogue about difficult topics promotes learning for all students, regardless of background and identity**
 - Conversely, making students feel “angry and uncomfortable ... is not conducive to learning”
- **Strengthening DEI knowledge and offering strategies and resources can help faculty address DEI topics**



*Fostering inclusiveness is challenging
Delicate balance in which faculty must consider key trade-offs
(e.g., more dialogue vs. less; more freedom of speech vs. censorship)*

About Everfi

- Provides engaging, effective, and [research-backed](#) online courses
- Harassment prevention course aimed at students currently used by Columbia University
- Diversity course used by Stanford GSB faculty and other peer school faculty

Relevant Everfi Courses

- [Diversity: Inclusion in the Modern Workplace](#)
 - Introduces key topics such as identity, power, privilege, communication, and civility; and provides inclusion tools that faculty and staff can use in everyday situations
 - Explores the nature of diversity and provides practical strategies for workplace inclusion
 - Engaging and interactive content
- [Managing Bias](#)
 - Introduces key topics such as conscious and unconscious bias

Faculty: Recommendations

Goals

- Ensure that all faculty and staff receive DEI resources that can be incorporated into the classroom and other student-facing environments
- Refresh DEI tools every 5 years

New Procedures

- CBS should purchase and **ensure that all faculty and staff take Everfi's "Diversity" course**
 - Estimated time for the course: 1+ hour
 - Estimated time to refresh knowledge every 5 years: 30-minute review/update
- CBS should **offer the "Managing Bias" Everfi module** to educate faculty and staff on bias
- Samberg can **integrate DEI** in the following ways:
 - Provide DEI checklist to faculty to help them make courses more inclusive
 - Raise DEI awareness in Faculty Development Day (December and May)
 - Any professor that has received a verified complaint should be required to attend
 - Samberg has hired a DEI coach to serve as a resource for faculty
- Make University Life **resources more accessible** for faculty and staff
 - Create an app to replace paper card listing: Topic, What to Know, Where to Go
 - Put same information on faculty Canvas sites for quick reference

DEI in Student Culture

Key Question

- How do we **create a more inclusive culture** for CBS students?

Problems

- Many student activities are not inclusive
- Several hierarchies among students create divisions
 - Quantitative vs. non-quantitative backgrounds
 - High vs. low socioeconomic status
- Bullying culture, sexism, and general lack of respect for differing opinions is evident especially in online forums such as “Slack”
- Partying culture often based on alcohol

Our Process

- ***Conducted focus groups with students***
 - Identified key challenges that students face
- ***Examined CBS Reflects survey data***
 - Investigated hidden costs of attending CBS
- ***Benchmarked selected peer schools***
 - Examined social activities; and estimated costs and hidden costs

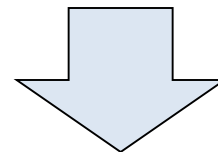
The “Hidden” costs of attending CBS

Professional Club Costs

- % of students belonging to at least one professional club: **100%**
- Avg. number of clubs students belong to: **3 professional clubs**
- Avg. spending on club dues: **\$550 per year**
- Students on **need-based aid spent 20% less on clubs** than those not on need-based aid, which **equates to 3 clubs** based on average dues

Career Treks, Study-abroad, Personal Trip Costs

- % of students who consider travel important to the “full” CBS experience: **100%**
- % of students who consider Hamptons Week, 1Y Fall Break and a non-official trip with friends to be an integral part of the CBS experience: **> 50%; (~\$5,525)**
- Average number of times traveled: **5 times (~\$1,625 per trip)**
- Percent of students who traveled on a professional trek: **50% (~\$1,313)**

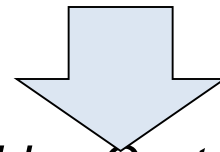


Baseline Hidden Costs: ~\$7,300
Average Hidden Costs: ~\$10,000
Ballers: ~\$19,600

CBS Website: Estimated Costs

The estimated costs on the CBS website do not capture the hidden costs of the CBS experience

ITEM	COST
Tuition	\$74,400
Mandatory Fees	\$3,905
Health Services & Insurance	\$4,332
Books & Supplies	\$900
Room & Board	\$21,375
Personal Expenses	\$6,066
Total First Year Budget	\$110,978*



+ *Baseline Hidden Costs* = ~\$ 118,278
+ *Average Hidden Costs* = ~\$120,978
+ *Ballers Hidden Costs* = ~\$ 130,578

Example: Cost Transparency at Kellogg

There is greater cost transparency at other top business schools

2018-19 Tuition & Estimated First Year Expenses		
Program	One-Year MBA	Two-Year MBA
Tuition	\$98,720	\$71,544
Room & Board	\$22,800	\$17,100
Books & Supplies	\$2,196	\$1,647
Travel	\$1,772	\$1,329
Personal	\$4,200	\$3,150
Health Insurance	\$4,548	\$3,950
Computer Equipment	\$1,200	\$1,200
Student Activity and Experience Fee	\$1,200	\$1,200
Student Association Fee	\$440	\$330
First Year Fee		\$1,900
Estimated Expenses	\$137,474	\$103,350

Source: <https://www.kellogg.northwestern.edu/programs/full-time-mba/tuition-financial-aid.aspx>

CBS Student Culture: Recommendations

Goals

- Establish a process to address culture-related DEI issues
- Enable all students, regardless of background, to have the full CBS experience

New Procedures

- Create Diversity Committee comprising faculty, staff and students for two-way DEI feedback
 - Diversity Committee can serve as the key link between VD of DEI and students
 - Regularly meet with cluster reps to ask them about DEI issues
 - Work with students conducting the CBS Reflects survey
 - Work with OSA and student leaders to:
 - Address student DEI concerns
 - Regularly evaluate CBS events (e.g., socials, orientation) to ensure they are inclusive
 - Improve inclusiveness in club culture; consider DEI in club business plans
 - Work with CMC to give guidance and reminders to recruiters about appropriate behavior, particularly not asking illegal questions
 - Coordinate efforts with faculty and Samberg, who address DEI in the classroom
 - Disseminate DEI updates to students when appropriate
- Offer additional flex spending funds for students on financial aid

Executive Summary: Key Recommendations

- How should we **structure DEI leadership**?
 - Develop a 5-year DEI action plan
 - Create a Vice Dean of DEI faculty position
 - Each Division develops and regularly updates DEI plan
 - Create a standing DEI Committee comprising faculty, staff, and students
- How can we **enhance DEI in the curriculum and throughout CBS**?
 - 5-year goal for case protagonists to match gender and ethnic composition of CBS students
 - 5-year goal for speakers, panelists, and boards of centers and programs to match gender and ethnic composition of CBS student body
- How can we **prepare faculty to address DEI issues** as they arise in the classroom?
 - Build DEI knowledge of all faculty and staff through one-hour online course
 - Ongoing review of DEI knowledge every 5 years for all faculty and staff
 - Incorporate DEI awareness into Samberg's Faculty Development Day
- How can we create a **more inclusive culture** for students at CBS?
 - Establish a process to address culture-related DEI issues
 - Create Diversity Committee comprising faculty, staff and students for two-way DEI feedback
 - Offer more funds so those in need of financial assistance can have the full CBS experience

Net Promoter Score (NPS)

I would recommend CBS to a friend applying to business school

- **NPS Calculation**

- Scale

0 1 2 3 4 5 6 7 8 9 10

Detractors

Passives Promoters

- $NPS = \%Promoters - \%Detractors$

- **NPS for key competitor schools**



51



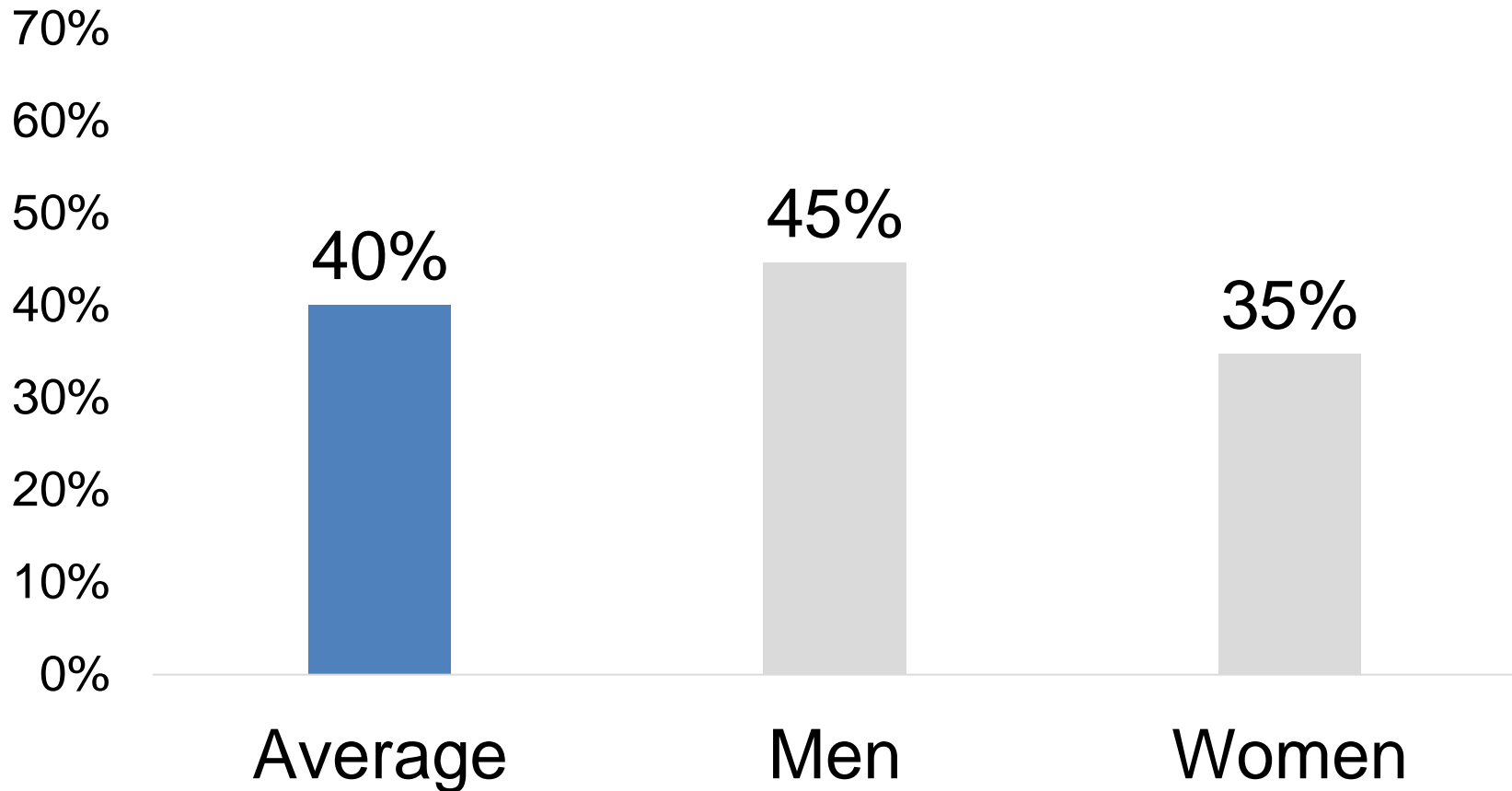
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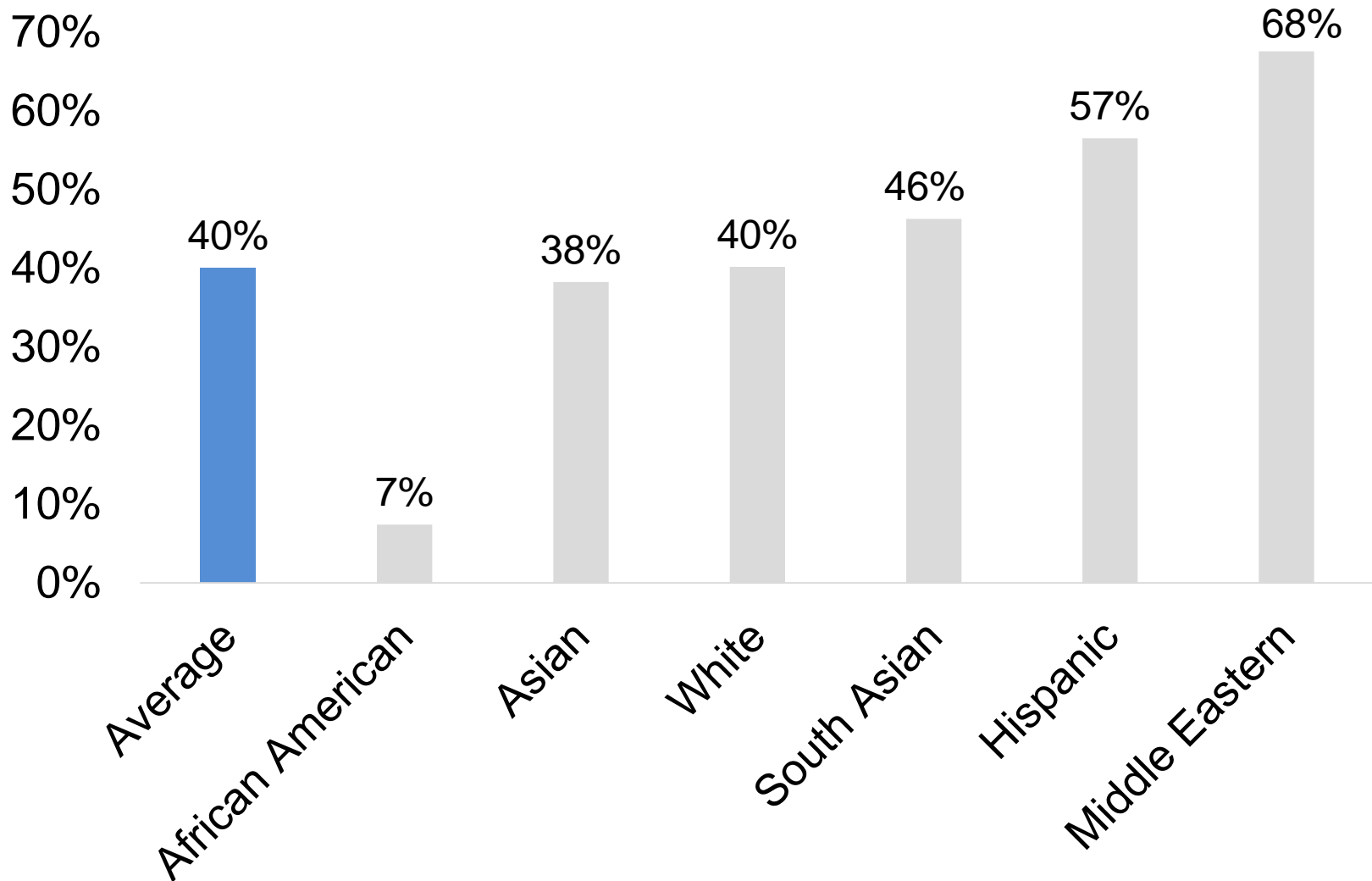
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Source: CBS Reflects and NPSBENCHMARKS.COM

CBS NPS by Gender



CBS NPS by Ethnicity



Questions?

Executive Summary: Key Recommendations

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