DIVERSITY, EQUITY AND INCLUSION
LETTER FROM JONATHAN LEVIN

Given equal access to opportunity, we expect leadership to reflect national and global demographics. Today, business leadership does not. Among Fortune 500 CEOs, just 6.6 percent are women and less than 1 percent are African-American. There are also stark disparities among managing partners at consulting firms, leading investors, VC-backed entrepreneurs, chairs of corporate boards, and senior faculty at U.S. business schools.

We recently welcomed the latest cohorts of students to Stanford GSB—and they are strikingly diverse compared to the groups above. They are the future of leadership. Yet we know that creating more diverse and inclusive leadership requires ongoing commitment and effort—and that our work in ensuring that outcome is far from over. It will require more opportunities for women, for people of color, and for other historically under-represented groups to reach positions of leadership. This is an essential challenge and especially important for business schools, given our mission to educate and prepare the next generation of leaders.

In Stanford GSB’s first report on diversity, equity and inclusion, we describe our ongoing work to help shape a more diverse, inclusive, and equitable future. Much of the work focuses on our students, faculty, staff, and alumni. Some efforts, such as the Stanford Latino Entrepreneurship Initiative, Stanford Women on Boards, the IDDEAS program for future faculty, and our executive programs for diverse leaders, have a broader focus. All of it is incomplete. The purpose of this report is to articulate our values and goals, and celebrate our successes—but also to acknowledge, and be transparent about, where we have room to improve.

Since I became dean three years ago, I have spoken with many students, faculty, staff, and alumni, who feel passionately about making Stanford GSB more inclusive, and the role we can play in changing the future of business. Many of you have played critical roles in the programs and efforts described in this report. Thank you. I especially would like to acknowledge Senior Associate Dean Sarah A. Soule, who for the last two years has led our work around diversity, equity and inclusion, and has helped support and bring together many efforts, in the great Stanford GSB tradition of collaboration and positive change.

I look forward to working with all of you to make the efforts described in our next report even more inspiring.

Jonathan Levin
Philip H. Knight Professor and Dean
Stanford Graduate School of Business
LETTER FROM SARAH A. SOULE

As Stanford GSB’s first senior associate dean responsible for overseeing diversity, equity and inclusion, I was excited by the opportunity to apply my scholarship on social movements and organizational change to create sustainable change at Stanford GSB. And, I was especially excited to take on this assignment because diversity, equity and inclusion are important to me personally. My sister and I were raised by a single mother on a modest income, and, as tough as that may have been at times, I am acutely aware of the privilege our skin color afforded us, as well as the privilege afforded to us by having extended family members who helped to support our education. We had classmates in similar circumstances who did not share the same support and privilege, and I didn’t feel then—nor do I now—that we should be treated differently. This is why I am personally committed to diversity, equity and inclusion at Stanford GSB, and to the recognition that in a place where so many community members enjoy so many different dimensions of privilege, there is both great power and great responsibility to do more to increase diversity, ensure equitable access, and create a sense of inclusion and belonging so that everyone can feel welcome and can contribute to our overall community.

While there is still much work to do, I am encouraged by how much progress we have already made at Stanford GSB. This first report on our diversity, equity and inclusion efforts reflects the contributions of many dedicated people. It lays out a roadmap for how we will continue to work, engaging all of our many committed stakeholders, toward achieving an inclusive campus that honors our diverse and global community. Additionally, it provides a foundation for principled, effective, and inclusive leaders and organizations in the future.

Our goal of this first annual report is to capture a view of the work to date so that we can expand upon this work by including people who have not yet been touched by our efforts. We also refer to Stanford University’s new Diversity Dashboard (the IDEAL Dashboard). While the data are incomplete, we share the data as they exist today, with an aim to enhance their depth before next year’s report.

We welcome your input, feedback, and continued engagement in our work. Each of us can contribute a vitally important building block to our collective movement toward greater diversity, equity and inclusion. I look forward to our co-creation of such a world.

Sarah A. Soule
Morgridge Professor of Organizational Behavior and Senior Associate Dean
Stanford Graduate School of Business
EXECUTIVE SUMMARY

This first annual Stanford Graduate School of Business Diversity, Equity and Inclusion report has three aims:

1. Outline and reaffirm our commitment to diversity, equity and inclusion at Stanford GSB and explain the connection to the broader goals of Stanford University.

2. Review the results of our work today, as well as the model of change used thus far. This report captures a snapshot of our work, and serves as a launching pad for continued work into the future.

3. Provide a roadmap of key priorities for the upcoming year.

Many of the programs and initiatives described herein have a long and meaningful history at Stanford GSB. Thus, much of this report will focus on the past so that we are caught up to our current efforts. Going forward, we will report on the prior year’s progress in each annual edition of this report. We are grateful for the important contributions of many people in our community and know that we stand on the shoulders of giants. We look forward to building on this strong base, learning from what has been done, and reporting yearly on the continued good work in the future.

Diversity Statement of Stanford Graduate School of Business

The mission of Stanford GSB is to create ideas that advance our understanding of management and with those ideas to develop innovative, principled, and insightful leaders who change the world. This aligns with Stanford’s stated goal of advancing human welfare in a rapidly changing society.

At Stanford GSB, we believe that we will best enact this mission when all members of our community are able to leverage the experiences and ideas of others, embrace different viewpoints, feel that they belong, and know that their contributions are valued.

We are committed to diversity, equity and inclusion. This means that we are committed to the following goals for Stanford GSB:

- Increasing the diversity of our students, faculty, staff, and administrators. Diversity includes, but is not limited to, categories of culture, socioeconomic background, race, ethnicity, gender, gender identity, sexual orientation, disabilities, religion, and life experience.

continued...
Executive Summary (continued)

- Elevating the visibility and voice of those coming from historically underrepresented identities, backgrounds, abilities, and beliefs.
- Ensuring that the academic experience reflects the complexity and diversity of future workplaces.
- Enhancing systems of communication between students and administrators in instances in which these efforts break down and threaten the strength of our community.

Beyond committing to these goals for Stanford GSB, and because we educate leaders of the future, we understand that we play a pivotal role in forwarding the larger conversation of workplace diversity, equity, and inclusion. This means that we are committed to the following additional goals:

- Encouraging our researchers to ask meaningful and important questions to shed a light on barriers to diversity, equity and inclusion.
- Translating the very best of our research into strategies, piloting these strategies with committed change agents, and evaluating the efficacy of our work.
- Sharing and amplifying these insights through our education and training of leaders so that we can compel broader societal change.

Model of Change: Build a Movement from Within

At Stanford GSB, we believe that sustainable change is possible. We also acknowledge that culture change is not easy. Despite billions of dollars invested in diversity programs, progress has stalled. Research shows that one-off programs such as stand-alone diversity training are not enough. Instead, we need a model of change to move us from where we are today to where we want to be in the future.

We developed a strategy that outlines the ways we intend to make further positive change at Stanford GSB and in the world. It is based on using the best of business research—and leverages the deep insights and wisdom of our communities—to generate positive impact for our students, our organization, our communities, and our stakeholders.

In order to change the hearts and habits of our stakeholders—students, faculty, staff, and alumni—we need to frame the issues, demonstrate new behaviors, and leverage momentum to change the norms and structures of our own organization, and then share those insights broadly to motivate

continued...
Executive Summary (continued)

broadscale societal change. We need to create safe spaces where people can openly debate, share ideas and be valued for their contributions.

We want to best position Stanford GSB to succeed by offering unique solutions that are good for people, organizations and the world.

Our model of change brings together research-based insights from Stanford GSB faculty members Sarah A. Soule on movement building inside organizations, and Shelley Correll on a “small wins” approach to change. Both look at motivating change through engaging people within the organization to pilot targeted interventions and build momentum, one step at a time. In order to achieve sustainable change, our approach leverages the following research-based strategies:

- **Identify Challenges and Frame Solutions.** We must first understand the data in order to identify how the issues play out at our school. Then, we must frame the issues in order to inspire common action with our key stakeholders. Simply telling people they must take new actions is not enough. We must motivate people to adopt new habits that align with our diversity, equity and inclusion goals.

- **Build Strategic Pilots.** Once we frame the issues, we will work with key stakeholders to identify targets of change and to pilot initiatives. Involving key actors in our efforts will greatly increase the likelihood of success. We will evaluate our results to take away key measures of progress to share widely with the organization in order to move positive momentum forward.

- **Share with Networks to Bring Good Ideas to the World.** To move from our pilots to broader change, we will harness the power of existing networks—within Stanford GSB and Stanford University, across our students and alumni, and within society—to share in the common purpose of creating more inclusion and sense of belonging in our organizations and communities.

Our Approach

A methodical approach enables us to move from smaller, strategic pilots to broader, sustainable change.
Identify Challenges and Frame Solutions

Data to Encourage Social Accountability
The first step in our model is to use data to identify challenges. Data can help us understand the organization’s strengths and opportunities and help us identify the most important targets for change. In addition, data can play an important role in motivating change by holding one another accountable for progress.

In an effort to better understand our strengths and opportunities, we are pleased to welcome two experts to work in partnership with Senior Associate Dean Sarah A. Soule, to accelerate our efforts to understand our current state of affairs and leverage research and best practices in this space to help us create a diverse and inclusive Stanford GSB.

First, a new position was created, the associate director of institutional research, who is assigned to lead the Stanford GSB effort to interpret, monitor, and analyze information that yields actionable information to guide school decisions in wide-ranging areas. Melissa Griffith began work in March 2019, and has been collaborating with the broader university on gathering diversity data on our community so that we can better understand our opportunities and challenges involved in building the community that we want at Stanford GSB. Moving forward, Melissa will lead our efforts to improve our insights from the IDEAL Dashboard, as well as identify additional data needs and infrastructure to build at the school.

Second, we are collaborating with the Stanford VMware Women’s Leadership Innovation Lab to leverage research and expertise to accelerate progress. Lori Nishiura Mackenzie, co-founder of the lab and former executive director of The Clayman Institute has been leading this collaboration in the role as strategic diversity and inclusion consultant at Stanford GSB. We have hired Lori Mackenzie into another new role of lead strategist of diversity, equity and inclusion for Stanford GSB starting September 1, 2019.

Stanford GSB by the Numbers
We are pleased to be part of a university-wide effort of Stanford’s Presidential IDEAL (Inclusion, Diversity, Equity and Access in a Learning Community) Initiative, and to be part of the newly launched IDEAL Dashboard, which reports the data on the Stanford community from 2010 to the present. You will see Stanford GSB numbers for categories such as graduate students,
Section I: Identify Challenges and Frame Solutions (continued)

faculty and staff, with the categories broken out by gender, race and ethnicity, and underrepresented minorities. Stanford defines underrepresented minorities (URM) as all U.S. Citizens and permanent residents who have self-identified as American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander. For brevity in this annual report, we will often follow the convention of using URM, while acknowledging that such supra-categories obscure important differences between the different groups therein.

In the IDEAL Dashboard, you can select the Graduate School of Business and click through the data to look at a number of dimensions. You can also select Dashboard Definitions to assist you in your search. As explained by the IDEAL Initiative: “For the first iteration, categories are limited to what information was available and consistent across all populations. We expect to improve and refine the dashboard over time.”

Identifying Target Areas for Change

One purpose of this report was to take a good hard look at what we have been doing in the DEI space, with the goal of both celebrating our wins and also uncovering areas where we have not been doing enough. In analyzing the data, we identified many areas where we could learn more about the challenges and issues facing our constituents in order to collaborate on initiatives to motivate change to achieve our diversity, equity and inclusion goals. We identified areas where change would benefit the entire community, as well as areas focused on specific communities.

For this first stage of our work, we focused on two key areas:

**Increasing the Diversity of Our Community**

Our first pilots focused on important stakeholders at Stanford GSB:

- **Faculty.** The IDEAL Dashboard does not break down tenure-line faculty by rank, and simply reports that 20% of our tenure-line faculty are women. However, we know that at Stanford GSB, 33% of our untenured faculty members are women. This is a result of a focused effort of the faculty to diversify, and a result of them taking seriously the recommendations of the Faculty Advisory Board, which in 2014 issued a number of important suggestions to diversify our faculty searches. Between 2003–2012,

  Stanford GSB Faculty Tenure-line Hires of Women

  ![](chart.png)

  continued...
approximately 20% of our tenure-line hires were women, but since 2012, that has increased to approximately 40%, the vast majority of whom came as untenured faculty. While we are proud of this progress at the untenured rank, we note that only 15% of our tenured faculty are women, and only 7% of our tenure-line faculty identify as URM.

• Graduate Students. At this point, the IDEAL Dashboard does not provide a way to break out the three different populations of graduate students at Stanford GSB: MBA, MSx, and PhD. We hope in future years to report on these three populations with data housed locally at Stanford GSB so that readers can understand the differences across our three student populations. For now, we refer to the Dashboard since it presents the most complete data we have across all of our student populations. As you can see, in 2018-2019, 12% of our graduate students are classified as URM, 39% are women, and 37% are international. The Dashboard also allows interested readers to view these data by race and ethnicity, although still not disaggregated by specific degree program. Our largest degree program is our MBA program; therefore we are able to present the breakdown of our incoming MBA classes for the past two years.

<table>
<thead>
<tr>
<th>Class of 2020 Stanford MBA Profile</th>
<th>Class of 2021 Stanford MBA Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>419</strong> 306</td>
<td><strong>417</strong> 297</td>
</tr>
<tr>
<td>MBA Students from Across the Globe</td>
<td>MBA Students from Across the Globe</td>
</tr>
<tr>
<td><strong>63</strong> 66</td>
<td><strong>63</strong> 66</td>
</tr>
<tr>
<td>Countries International</td>
<td>Countries International</td>
</tr>
<tr>
<td><strong>42%</strong> 43%</td>
<td><strong>41%</strong> 43%</td>
</tr>
<tr>
<td>International</td>
<td>International</td>
</tr>
<tr>
<td><strong>27%</strong> 27%</td>
<td><strong>27%</strong> 27%</td>
</tr>
<tr>
<td>Total U.S. Minorities Women</td>
<td>Total U.S. Minorities Women</td>
</tr>
</tbody>
</table>

*Asian American, American Indian/Alaska Native, Black/African American, Hispanic/Latinx, Native Hawaiian/Other Pacific Islander

• Staff. Stanford GSB Staff is comprised of 70% women, which is higher than the university’s 62%, while our percent of URM is lower at 13% versus the university at 16%. At this point the IDEAL Dashboard does not provide a way to view our data at the intersections of race and gender. We hope that in the future we can learn more about these patterns to better inform our efforts.

• Visitors. As these data are not included in the IDEAL dashboard, we have included data alongside the pilots in the next section.
Creating a More Inclusive Campus
To us, creating inclusion means that we actively break down barriers facing members of our community, whether that be in having their voices heard, getting access to key opportunities, or receiving the recognition they deserve. We also know that when people see themselves as aligned with the culture they are more likely to join and more likely to stay. In order to move toward a culture that recognizes and values all members of our community, we looked at cues in our environment and our choices of who we feature. For this area of change, we turned to many community groups and stakeholders to identify target areas of change and acknowledge their good work in making progress thus far.
In this first phase of our work, we focused on two major areas of change: increasing the diversity of our community and creating a more inclusive campus. Herein, we highlight a number of programs and initiatives, some of which are newly launched, many of which have moved to ongoing initiatives with rich histories at Stanford GSB. We also acknowledge that other programs are not reported here but are part of the rich fabric of our collective work.

**Increasing the Diversity of Our Community**

We aim to leverage the breadth of good ideas from around the world—from many communities, perspectives, and experiences—to contribute to the future of Stanford GSB. Yet we know from research that bias can affect how we assess the contribution and talent of those around us. In order to put our values into action, we aim to focus on increasing access, weeding bias out of our processes, and creating opportunities to foster greater connections among our diverse stakeholders.

**Increasing the Diversity of Our Faculty**

Our initial work focused on refining our recruiting and interviewing procedures and programs that aim to expand our pipeline of talent.

- **Recruiting procedures.** This year, we have meaningfully built on the 2014 Report of the Faculty Advisory Board (FAB), and the FAB Committee on Promoting Diversity Through Recruiting, which suggested key recommendations to both generate as complete an applicant pool as possible and ensure that the evaluation process avoids bias, unconscious or otherwise, allowing Stanford GSB to give appropriate consideration to all candidates.

We piloted two new programs to broaden the aperture of our tenure-line faculty searches and bring diversity to our interview slates.

- **Diversifying candidate pools.** To expand the list of potential candidates, the Accounting area piloted a new way to generate names for future tenure-line positions: scholars who actively published in top academic journals. The group created a consensual list of the top academic journals in their field. From this, they created a list of all “research active” people (defined as those who have published three or more articles in these journals in the past five years).

continued...
Section II: Build Strategic Pilots (continued)

This procedure surfaced names of people who were not already part of their faculties’ networks and created a much more diverse pool of candidates to examine. The Finance area is trying out this idea with a current search.

- **Diversifying interview slates.** Each area currently generates a shortlist of 8-15 candidates at some point during the selection process. This recruiting shortlist for each area now includes at a minimum, the top two women and/or URM candidates and is submitted in advance to the cognizant senior associate dean.

We also piloted two new initiatives to create a more effective interview, with a more structured process to mitigate bias. We know that simple tools to make the search process more consistent can also free up the committees’ time to focus on making the search process better.

- **Real-time reporting.** Several academic areas now require all faculty to submit their views on each candidate who visits via a Google form directly to the recruitment chair and cognizant senior associate dean. Doing this within 24 hours of the visit allows for more accurate assessments and can mitigate bias as memories of the interview can fade over time.

- **Consistent reporting of the process.** For any appointment going before the Faculty Advisory Board, the area now includes a detailed description of the search process in the candidate’s packet. This enhances accountability and reduces post-hoc justifications.

Our pilots also aimed to expand the faculty pipeline.

- **Research Fellows Program.** This is a two-year program that focuses on women and URM students. It is designed for students interested in pursuing a doctoral degree and aims to provide the experiences and support for promising young scholars to succeed in a doctoral program. This upcoming year, the revamped and expanded program aims to offer greater opportunities for fellows to focus on their areas of interest in order to provide more in-depth preparation for their future studies. Mentorship and research remains the core of the program. Alumni of the program report positive outcomes far beyond entering a top doctoral program upon completion, such as publications based on research conducted during their fellowships, ongoing mentorship and collaborations, and a broadened perspective about academic careers. While this program has successfully spread via word-of-mouth, by including it in this report we hope that even more faculty across the country will encourage their students to apply. (For recent coverage, please see story [here](#)).
Section II: Build Strategic Pilots (continued)

Increasing the Diversity of Our Students: Expanding Access to Degree Programs
We understand the importance of reaching diverse communities and geographies with our admissions outreach. In an effort to bridge the gap, we have in place a number of different initiatives to make the experience as welcoming as possible.

- **Campus Visits.** Making the campus feel welcoming can begin as early as a prospective student’s first visit to campus. For over 15 years we’ve hosted major on-campus events designed for a diverse array of audiences to help them see themselves as part of the Stanford GSB community. These events include Diversity in Leadership, Women in Leadership, and Visit Knight which serve applicants of all backgrounds. In 2019 we doubled the attendance at these events and also hosted the first ever Stanford GSB Veterans Visit Day hosted in partnership with the student Stanford GSB Veterans Club. (See list of events [here](#).)

- **Worldwide Information Sessions and Outreach.** In 2019, these were offered in over 100 cities and 60 countries a year across 6 continents. We also offer Diversity and Women’s information sessions, as well as small group coffee chats globally, and in 2019 we significantly increased the number and locations of these events. These events are open to all. We host joint information sessions with the MSx program to reach prospective applicants with a wide range of professional tenures and years of work experience.

- **Online Access.** We host numerous webinars to connect with those unable to make it to campus. Many of these webinars are themed and may be hosted by Admissions Officers, students, or a combination of both.

- **Programs to Accelerate Career Trajectories.** In addition, we offer longer programs for prospective students to experience Stanford GSB life and gain insights into our programs and how they might accelerate their career trajectories. Highlights of the programs:
  - The **ACCELERATE** career program offers people a peek inside Stanford GSB from the MSx program to Executive Education. While open to all, the day-long course offers insights, connections and learning opportunities tailored for women interested in exploring a career change or career acceleration.
  - Introduction to Diversity in Doctoral Education and Scholarship, or the **IDDEAS Program**, is an immersion program designed to offer a diverse group of promising undergraduate students an introduction into business research at the doctoral level. In concert with business PhD programs across the country, IDDEAS offers “Master Classes” where participants learn about research topics and then offer ideas about taking the research to the next level. Encouraging participation in this program is an initiative of the PhD program.

continued...
Section II: Build Strategic Pilots (continued)

*Increasing Diversity of Public Speakers*

At Stanford GSB, our students and program participants learn from faculty as well as guest lecturers and speakers invited to share their professional experiences. Guest speakers in classrooms, and seminars, as well as keynote addresses at all-community events such as View From The Top, often signal our admiration for these individuals or place importance on their perspective. Given this, we are making a concerted effort to increase the diversity of our speakers.

To start, we conducted a thorough analysis of speakers on feedback panels, guest speakers in classrooms, and topics of key summits and partnerships to assess where we were. We compiled a list of all classroom visitors for the past five years—more than 3,500 in total. Our first step, based on data collected on our visitors, was to look at gender diversity. We used an algorithm to help us gauge the gender split of the speakers. Our findings show progress in the diversity of our visitors, with nearly 30% women in the 2017-2018 cohort.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Visitors</td>
<td>645</td>
<td>780</td>
<td>680</td>
<td>799</td>
<td>678</td>
</tr>
<tr>
<td>Women</td>
<td>119</td>
<td>175</td>
<td>195</td>
<td>197</td>
<td>199</td>
</tr>
<tr>
<td>Percent Women</td>
<td>18%</td>
<td>22%</td>
<td>29%</td>
<td>25%</td>
<td>29%</td>
</tr>
</tbody>
</table>

In addition, through leveraging relationships with our alumni, we have begun populating a database of potential classroom speakers to better reflect a more diverse community including race, ethnicity, gender, industry and geography, which will be offered to Stanford GSB faculty for their use in the classroom and/or in their future case-writing endeavors.

Also important is the diversity of speakers at the View From The Top (VFTT), our dean-supported and student-led premier speaker series. During these student-led interviews, well-respected leaders from around the world share insights on effective leadership, their personal core values, and lessons learned throughout their career. Students ask questions about diversity and inclusion so that the interviews add to our collective understanding of ways to approach creating more inclusive workplaces. We acknowledge that there is room for improvement in curating a diverse set of representatives for this important speaker series, and we will support student efforts to have a more diverse slate in the future.

*continued...*
Section II: Build Strategic Pilots (continued)

VIEW FROM THE TOP SPEAKERS 2016-2019

<table>
<thead>
<tr>
<th>Total Speakers</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>10</td>
</tr>
<tr>
<td>URM Men</td>
<td>2</td>
</tr>
<tr>
<td>URM Women</td>
<td>1</td>
</tr>
</tbody>
</table>

We also looked at each of the school’s seven academic area’s seminar series. Each area has a budget to bring in academic colleagues from other units or other universities. These research talks are attended by tenure-line faculty and PhD students from both Stanford GSB and Stanford University. The data show that there is unevenness across areas with respect to the inclusion of women speakers in these seminar series. These data will be shared with seminar organizers in the hope that they will attempt to diversify their seminar speaker series. We also hope that seeing these data will inspire seminar organizers to think broadly about diversity, and consider diversifying speakers on many dimensions.

AREA VISITORS TO STANFORD GSB 2018-2019, BY AREA*

<table>
<thead>
<tr>
<th>Total Visitors</th>
<th>Accounting</th>
<th>Economics</th>
<th>Finance</th>
<th>Marketing</th>
<th>Organizational Behavior</th>
<th>Operations, Information, Technology</th>
<th>Political Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Percent Women</td>
<td>43%</td>
<td>37%</td>
<td>13%</td>
<td>21%</td>
<td>48%</td>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Does not include joint seminars with other groups or sub-group seminars (e.g., FRILLS, JAMS, IO).
Section II: Build Strategic Pilots (continued)

Creating a More Inclusive Campus

We aim to make Stanford GSB campus equally welcoming to all members of our community. We know that an environment sends signals about who belongs. As research reveals, some images and objects can align with traditional markers of success that may inadvertently discourage people who do not fit the stereotype. Further, the structure of a building or a program may not accommodate the needs of a diverse community, causing some people to have to find their own solutions to meeting their needs. In order to make Stanford GSB campus more inclusive, we piloted several initiatives to increase accessibility and to send signals that aim to be more welcoming.

Ambient Belonging

To welcome all community members, we believe the Stanford GSB campus and materials should reflect the diverse interests, needs and values of our community. Over the past several years, we have reviewed our facilities and our materials, and we noticed two areas where we could make improvements. First, we explored how accessible and welcoming the campus would be to our community members with a variety of backgrounds, needs and concerns. We expanded the kinds of facilities we offer, including all-gender bathrooms, lactation spaces and prayer/meditation spaces. We believe the Stanford GSB campus should facilitate engagement, not detract from it.

Second, we noticed that the images used in our buildings, classroom materials and marketing did not fully represent the diversity of our community and in some cases, reflected traditional stereotypes. In an effort led by our marketing team, we held a number of photo shoots of the current faculty, students and staff and we are now using these new images of our community widely, for example in the corridors of the faculty building, in presentations, external collateral, on our website and in this report.

Updating Systems to Include Trans and Nonbinary Applicants

In order to be welcoming to all prospective students, over the past several years, we have actively re-evaluated application materials and communications to reduce barriers for prospective students. We discovered a range of roadblocks, from government regulations to technical limitations in how gender is identified on applications and as a result, in our communications. Many government documents, from visa applications to birth certificates or passports, prevent an individual from altering their sex. Official designations of “male” or “female” may not provide an accurate representation of the candidate, nor enable the school to communicate with candidates or admitted students appropriately. Thus, we have worked with the university on the questions we ask about gender in our application materials so as to not inadvertently make some applicants feel unwelcome. And we have changed the options for our communications so that our salutations better reflect students’ identities.

continued...
Section II: Build Strategic Pilots (continued)

*Diversity and Inclusion in the MBA and MSx Curriculum*

We believe the ability to cultivate diversity in teams and to foster inclusion belongs in the toolkits of all leaders. As such, we engaged students in learning about inclusion and how to facilitate belonging, both in the program and beyond. For MBA students, we began during Week Zero by creating a session with Stanford GSB faculty members Sarah Soule and Brian Lowery aimed at fostering connections and understanding across differences. As part of the MBA Student Association, the Diversity Committee has, for a number of years, hosted “Fitting In & Standing Out” during Week One, which has traditionally been followed by a required half-day training “ENGAGE,” facilitated by the Stanford University Diversity and First-Gen Office a few weeks later. Following these activities, students organized small-group dinners to discuss issues of inclusion.

In the MSx Program, students have the opportunity to participate in an Executive Module titled, “Leading Inclusive Cultures.” This module focuses on the ways students can create an inclusive community while at Stanford GSB, in addition to learning strategies to address issues of exclusion in their organizations after graduation.

To expand learning opportunities, we offer several classes in the MBA and MSx programs. In the coming years, we will explore additional courses, and the creation of new modules that can be integrated into existing classes to spark meaningful conversations and opportunities to learn about diversity and inclusion. Courses currently offered include:

- **Entrepreneurship from Diverse Perspectives** led by Fern Mandelbaum
- **Equity By Design: Building Diverse and Inclusive Organizations** led by Professor Adina Sterling and Fern Mandelbaum
- **Diverse Leadership as an Imperative for Impact** led by Susan Colby
- **POWer: Building the Entrepreneurial Mindset from the Perspective of Women** led by Fern Mandelbaum and Anne Raimondi
- **Power of You: Women in Leadership** led by Laura Arrillaga-Andreessen

*continued...*
Student groups provide an important place for students to enhance their sense of community and to connect in ways that reflect the diversity of our community, including culture, partner status, socioeconomic status, ethnicity, gender, sexual orientation, nationality, as well as personal experiences and goals. These groups also play a role in empowering students to bring their unique perspectives and relationships to the community and to classroom conversations. And, student groups help us to create programs and initiatives to better serve the needs of our diverse community; in fact, through these groups, students have played an important role in igniting many of the pilots in this report. An enhanced student-life and diversity page was launched listing groups, resources, and clubs, organized in six main categories: Women, Minorities and People of Color, International Students, LGBTQ Students, Military Veterans, and Partners & Families.

Enhancing the Experience of Stanford GSB Staff
The staff is the backbone of Stanford GSB. Staff facilitate many of the important moments of belonging and they execute the programs designed to create a more inclusive campus. We aimed to increase a sense of relatedness between faculty and staff. We also offered learning opportunities on inclusion so that staff can fully engage in creating a more inclusive campus and school experience for all.

- Faculty-Staff Engagement. We launched research salons as an opportunity for Stanford GSB staff to learn about the latest research and engage with the faculty who conduct it, while faculty get to hear from staff about their ideas for integrating the research in their work throughout the school.

- Professional Development. We invited staff to participate in programming, in line with our priority of “fostering a work environment at Stanford GSB that welcomes and supports all members of our community in a culture of mutual respect.” These workshops on creating inclusive cultures were developed in partnership with the Kaleel Jamison Consulting Group and include both data collection and in-person follow up to reinforce application of learning.

Redesigning the Stanford Executive Program
The Stanford Executive Program is a cornerstone of the Executive Education Program. The six-week program immerses participants in new ways of thinking and new perspectives to catapult their careers and companies to new heights. Yet, an analysis of applicants showed that the program attracted primarily men. Given that women make up nearly 40% of U.S. MBA programs, we knew the program had the potential to attract a much more diverse applicant pool. Thus, several years ago we began to explore ways to make the program itself more attractive and inclusive to a broader range of people.
Section II: Build Strategic Pilots (continued)

The first place we looked at was the way we recruit candidates. As we know from research, organizations can inadvertently send signals during recruiting that turn people away from applying. In order to make the program more broadly appealing, we broadened the definition of success, outlining not only business skills but also the individual’s impact: being a leader that matters.

Conducting research with participants, we learned that the prior structure of the program had limitations. At this stage of their lives, participants needed to consider how to integrate more of their lives with the program, including their leadership needs, their families, and their well-being. In response, we updated the format to make SEP more welcoming, inclusive and impactful.

We shored up the focus on the “whole” participant. Exercise classes, yoga and meditation were made more readily accessible, which many participants welcomed. For people with families joining them for part or all of the program, our staff created pathways for their families to take part in all that Stanford has to offer. We created a weekly family dinner and offered family housing.

Changes were also made to the curriculum. We increased the range of topics covered and expanded the faculty who lead sessions in the program. Experiential sessions offered a variety of ways to engage with the material. Graduates of the SEP program are given Stanford GSB alumni status; therefore, this investment in, and focus on, diversity is important as well to our alumni community.

continued...
Redefining the Language of Case Studies

Stereotypes and word choices can go hand in hand, often with negative consequences. As educators of the next generation of leaders, it is imperative that we start by training our students about how the language of leadership can hold back the very people we need more of in our organizations. And as researchers, we must ensure that our word choices do not have a negative impact. Many companies are creating solutions to make word choices more inclusive in things such as job ads and performance evaluations. Similarly, we wanted to understand how we could improve the cases discussed in our MBA and MSx classrooms. We launched an initiative—in partnership with the Stanford VMware Women’s Leadership Innovation Lab—to identify the ways in which stereotypes influence the descriptions of protagonists, products and audiences in cases taught during our MBA classes. After completing a review of the 248 cases, we published our findings in the Harvard Business Review (June 2019). Key findings show many ways in which language patterns unnecessarily reflect and reinforce stereotypes, cultural assumptions and norms of behaviors that are heteronormative. We hope these findings will not only inform classroom discussion but also shape the development of new materials in business schools and beyond. The second phase of this pilot focuses on tools for case writers, instructors and students to question and then, when appropriate and possible, remove these stereotypical trends from our materials.
In this final stage of our model, we seek to harness the power of existing networks—within Stanford GSB and Stanford University, across our students and alumni, and within society—to share in the common purpose of creating more inclusion and sense of belonging in our organizations and communities. In this section, we highlight our work in four key areas, below.

**Advancing Women Throughout Their Professional Lives**

Four years ago the Dean’s Office of Stanford GSB engaged a task force of alumni to help the School answer the question of how we can best serve and support alumnae throughout their professional lives. Following the Task Force’s recommended goals, noted below, Stanford GSB embraced a renewed focus on the activities and programs that could enhance student/alumnae communications and relationships; support our alumnae who may need help re-entering the workforce after stepping out or who are looking to navigate the pathways to the senior levels of their organizations; and convene global conversations around the issues facing women and work. Led by External Relations, key initiatives were undertaken in partnership with MBA and MSx Programs, Women In Management, Career Management Center, Clayman Institute for Gender Research at Stanford University, Executive Education, Stanford Women on Boards, Case Writing, and Stanford GSB faculty.

**Women’s Programming for Students and Alumnae**

- Women often face unique opportunities and challenges in their careers, and we have enhanced our efforts to support Stanford GSB alumnae in the myriad stages of their work lives, from entry-level through career transitions. We have expanded the 1:1 career coaching for alumni; convened the “Building Momentum: Women Entrepreneurs” Conference for students, alumnae and entrepreneurs globally; and we support alumnae through career transitions by offering iRelaunch conferences.

- Stanford GSB alumnae have the potential to have a significant impact at the top of organizations. To support their success, we expanded the partnership of the Stanford Women on Boards Initiative (SWB) with our alumni to create more opportunities for board-ready women. In addition to offering alumni networking events, we leverage partnerships with board search firms to educate alumnae about the path to board

*continued...*
service. Additionally, we are working to identify Stanford alumni who are “board rich” and occupy positions on boards and nominating committees, or who invest in private firms that are in the market for qualified board members from underrepresented communities, to create a pipeline of Stanford-educated, board-ready women for consideration.

- With an aim to grow an alumni community that is supportive of Stanford GSB women, a group of alumnae launched Women’s Circles, small meetings of alumnae who gather monthly to discuss their lives and careers in the interest of connecting, reflecting, learning, and inspiring one another. Since inception in 2013, more than 90 circles have formed, which include nearly 15% of alumnae in 12 global regions and three virtual circles for alumnae who live outside major metro regions. In February 2019, we hosted the second Women’s Circles Leadership Summit for alumnae volunteers who are responsible for leading the circles worldwide, and had over 120 attendees.

**Women’s Circles by the Numbers**

95+ Circles
Circles consist of 6 to 10 alumni, and each one is led by two volunteers.

15+ Regions
Circles are active and expanding across the U.S. and internationally.

160+ Volunteers
Dedicated volunteers provide leadership and support as we scale the program.

15% Alumnae
Since inception in 2013, 15% of our alumnae are or were in a circle.

700+ Women
Circles are incredibly diverse with membership ranging from the Class of 1968 to the Class of 2018.

continued...
Innovative Executive Education Programming

We aim to have our educational offerings reflect the unique challenges, opportunities and concerns people may face as a result of their gender, race, national origin, or sexual orientation.

Executive Programs Include:

- **LGBTQ Executive Leadership Program.** The only program from a leading business school to address LGBTQ leadership in the C-suite, this offering enables participants to lead with strength and act with impact—authentically, effectively, and confidently.

- **Executive Program for Women Leaders.** This program uses research to understand the perceptions, behaviors, stereotypes, and backlash that women uniquely face. It then transforms those empirical results into effective strategies and solutions.

- **Asian American Executive Program.** This program is the first of its kind to address the gap in effective training for high-achieving Asian American executives.

- **Diverse By Design.** This online course is part of the LEAD Personal Leadership Certificate and explores the barriers and potential solutions to creating and maintaining a diverse workforce.
Section III: Share with Networks to Bring Good Ideas into the World (continued)

Enhancing Latinx Entrepreneurship

The Stanford Latino Entrepreneurship Initiative (SLEI), an initiative created and led by Professor Jerry I. Porras and housed at Stanford GSB, explores and expands knowledge of the Latinx entrepreneurship segment in the economy through research, knowledge dissemination, and facilitated collaboration. Our collaboration with SLEI helps us to better understand how different communities drive job creation as well as the barriers and challenges they face.

More than 350,000 employer businesses in the U.S. are Latinx-owned, creating nearly 3 million American jobs and driving a GDP of more than $2 trillion. The Latinx population in the U.S. has more than doubled since the 1990s, growing from 8% to 18% by 2015. In turn, the number of businesses owned by Latinxs is rising. In 1996, just 6% of all businesses were owned by Latinxs; today, that number has doubled to nearly 13%. Yet, despite this progress, there remains a significant gap in entrepreneurial participation between Latinxs and non-Latinxs.

From a database of over 1 million (of the more than 4 million) Latinx-owned companies in the U.S., SLEI surveys owners annually about their business practices and growth, creating the largest and most comprehensive dataset of its kind.

Based on these data, the initiative published three important research reports:

- 2018 State of Latino Entrepreneurship report – which takes the closest look yet at national trends underlying Latino business growth. Access to financing—or the lack of it—is of prime concern, says Jerry I. Porras, Lane Professor of Organizational Behavior and Change, Emeritus, who spearheaded the initiative.

- 2018 Latino-Owned Businesses: Shining a Light on National Trends report – aims to focus attention on potential investments at the firm- and community-level that will advance Latinx business growth.


Partnering with Stanford GSB Alumni

Our highly engaged alumni community leads the way in our continued efforts to bridge the gap in areas such as racial and gender diversity. One testament to this support is the growth, vitality and commitment of our alumni diversity chapters—Asian Alumni, Black Alumni, Latino Alumni and Stanford GSB Pride—which all interface with current students as well including, most recently, this past year’s conference hosted by the Black Alumni Chapter in partnership with the Black Business Student Association (BBSA) gala. In addition, during the prior academic year, we helped diversify the racial and gender composition of the alumni judges for our premier MBA leadership program, Executive Challenge. This model will continue in the upcoming Executive Challenge.
Over the next 12 months, we will build on the momentum of the many programs and initiatives outlined in this report and tackle areas where we have not yet done enough. We will focus on five primary areas for 2020, and we look forward to working with you to advance our collective work of motivating meaningful and sustainable change. Our intent is to provide an update and report on each of these five areas in the 2020 Stanford GSB Annual Diversity, Equity, and Inclusion Report.

- Increase the diversity of our Stanford GSB community.
- Create an inclusive classroom and learning experience.
- Create an inclusive and welcoming campus community.
- Empower and support communities underrepresented in our efforts to date.
- Support new research efforts.

**Increase the Diversity of Our Stanford GSB Community**

We are committed to increasing the diversity of our campus community. The data reported in the IDEAL Dashboard highlight some clear areas of opportunity, and we will explore concrete ways to improve the diversity of our entire campus community—faculty, staff, and students. This means we need to work on diversifying our pipeline for each group, as well as tackle challenges that are unique to the recruitment processes of each group, as we outline here. As well, it means that we need to further work on enhancing data collection, analysis, and reporting both internally and as part of our efforts to collaborate with Stanford University on the IDEAL Dashboard.

- **Faculty.** We are proud of our world-class faculty and all they do for the research and teaching mission of our school, and we know that our research and teaching will be *even better* if we can add diversity to the professoriate. To this end, we will continue our efforts to improve our faculty hiring processes in order to leverage what we have learned over the past several years. In addition, we will leverage the resources available through Stanford University’s Office of the Vice Provost for Faculty Diversity and Engagement. Throughout the interview process, we will work to further weed out potential biases. For example, we know from continued...
research that establishing a clear set of criteria about what is needed in a given position can play a critical role in the evaluative process by ensuring that a consistent, clear and unbiased review is offered for each candidate. We will also increase transparency in decision-making and accountability in reporting outcomes. To that end, we will launch a faculty committee to document the current search procedures of each of the academic areas, and then come together to co-design ways to improve on our hiring process to build the diverse faculty that is necessary to achieve our mission at Stanford GSB. We look forward to sharing our progress next year.

• **Students.** We are proud of the intellectual vitality and leadership abilities that our students bring to campus, and we know that by diversifying the student population, we will further enrich opportunities for learning and engagement. Thus, our admissions staff is committed to designing and performing strategic outreach and recruitment to reach all potential MBA, MSx, and PhD prospects. We look forward to sharing the information across the various degree programs to help one another’s recruiting efforts and prime the application pipelines. Our admissions staff is also invested in leveraging our diverse and highly engaged alumni population to help us to recruit the very best candidates from groups currently underrepresented in our student populations. We know we can do better, and we are committed to increasing the diversity of our student populations.

• **Staff.** We are proud of our innovative and excellent staff, and we know that we can be even better together if we can improve the diversity of our staff. To that end, we will partner with our Human Resources team to define target areas of focus. Then, to achieve our aims, we will help design pilot interventions. Around hiring, our efforts will involve implicit bias training of hiring managers, utilizing tools to ensure that job descriptions are written in a way that will attract a diversity of candidates, and analyzing applicant flow data paying careful attention to offers made, as well as those accepted at Stanford GSB. We will explore the creation of an internship program to bring talented graduate and undergraduate students from diverse backgrounds to campus as part of their studies, with the goals of increasing the diversity of our staff hiring pipeline and bringing different perspectives to our work.  

*continued...*
Create an Inclusive Classroom and Learning Experience

Classroom inclusion will be a major focus for Stanford GSB administration over the next year. We aim to add inclusion into the foundation of our students’ experiences and learning. We will continue to encourage students to express their needs and to work with the student groups to identify areas to enhance and to revamp. Concretely, this means:

- **Learning from Student-led Efforts.** In order to make the learning experience more inclusive, we are working to gain deeper insights from our students about their needs. For example, last year we worked with an African American MSx student to hold conversations with African American students to learn about how they feel about inclusion on campus. Or, the Black Business Student Association launched an Ally Series in Spring 2019, and we will engage these students to learn more about what they discovered from the series. New this year are student-led “GSB pods,” which are small groups designed to increase meaningful conversation across differences. We will also engage with students of intersectional status characteristics to ensure that the climate and the conditions of success are working equally well for them.

- **Building Out the Case Study Toolkit.** We will turn the findings on the use of stereotypical language in case studies (described above) into actionable tools for our faculty and students, but also faculty and students at other business schools. We will work with our new Teaching Excellence unit at Stanford GSB and students from the Diversity and Academic Committees to design tools for instructors on teaching about how biases can inadvertently be reinforced in case studies. As well, we will train case writers on issues of implicit bias, and work with them to revise any of the Stanford case studies that we found to contain stereotypical language. And design a rubric for students to evaluate the descriptions in their cases so that they can prepare for discussions during their classes.

- **Writing Case Studies.** We will publish a toolkit for writing future case studies using more inclusive language, and educate Stanford GSB case writers about stereotypical trends.

- **Expanding the Curriculum on Inclusion.** Our aim is to integrate learning experiences on inclusion into how we teach students to lead. We will continue to explore new curricular offerings as well as ways to incorporate information on inclusion into more of our classes. We will also support the production of new case studies that represent a more diverse protagonist body as well as cover topics relevant to diversity and inclusion. To this end, we are building a centralized database of potential speakers and case protagonists, which can be used by all faculty. Our alumni are helping in this effort by suggesting excellent leaders from their own networks.

continued...
Section IV: Advance Our Work (continued)

- **Faculty Training.** We will develop a workshop on building inclusive classrooms, with the goal of training all junior faculty and new lecturers in the early fall of each academic year. We will also explore expanding on this training for senior faculty.

**Create an Inclusive and Welcoming Campus Community**

We believe in the importance of a welcoming environment, where everyone feels that they belong and can contribute. It is only by creating such an environment that we will be able to fully realize the benefits of the diversity of our community. We are committed to doing so. To help us achieve our aim, we will take the following concrete steps.

- **Engage Students, Staff and Faculty in Our Diversity, Equity and Inclusion Efforts.** We will form a Community Engagement & Inclusion Task Force, comprised of students, faculty and staff, to review our work to date, share best practices, ensure our physical campus is welcoming, and identify events and areas for further cross-community engagement. While we already have some programming and events around such topics (described in the report above) there is likely room for more, especially by sharing learnings across degree programs and departments. This task force will also work with Melissa Griffith to craft survey questions to measure how included students, faculty, and staff feel, and to examine various past surveys that have included questions related to inclusion. Our goal is to report on how we’re doing with respect to inclusion in next year’s report.
Section IV: Advance Our Work (continued)

- **Create Inclusion and Belonging Learning Opportunities.** We will strive to role model purposeful and principled leadership in our everyday interactions. And we will be open to feedback on this journey to help ensure we learn and grow together. The following were identified as areas where workshops for students, faculty, and staff could be developed to help us achieve our aims:
  - **Curators of culture.** Each and every person can learn to be responsible for their micro-environments and the impact of their interactions. We need to learn how to identify bias and harassment and the conditions that give rise to them, and also how to intervene in the moment.
  - **Cultural humility.** We need to learn how to demonstrate our good intentions and to model an open and engaging climate, where healthy debate can occur. For example, such as choosing preferred pronouns and learning the preferred pronouns of those around them.
  - **Visitor onboarding.** We need to help our visitors understand how to be effective in interacting with our diverse and global community.

- **Engage Alumni in our Diversity, Equity and Inclusion Efforts.** Stanford GSB alumni are a source of knowledge on DEI, as well as active members participating in and supporting our efforts to engage our diverse and global community.
  - Create strategic opportunities to engage our alumni in our diversity, equity and inclusion efforts, such as advising on strategies or inviting them to participate in informal engagements such as dinners with our Research Fellows and Immersion Scholars. Identify and recruit DEI champions, paying particular attention to alumni who have participated in student diversity efforts.
  - **Strengthen our support of the Alumni Diversity Chapters.** In addition to supporting our women alumni professionally, through programs such as Women’s Circles, explore whether successful strategies can be shared with our other chapters.
  - **Explore ways to publicize the success stories of our alumni.** Expand the impact of existing resources such as the **Stanford GSB Alumni Voices series**.
  - **Tap our Diversity Alumni Networks to assist in recruiting and engaging candidates for staff positions, our fellowship programs, and applicants for all our programs, from MBA and MSx to Executive Education.**

**continued...**
Empower and Support Communities Underrepresented in Our Efforts to Date

To ensure our efforts will touch as many of our community members as possible, we will leverage the work of scholars such as Kimberlé Crenshaw and her work on intersectionality as a means to see how sharpening our lens might expand our work in meaningful ways. Many of our early efforts, for example, focused on women. We will now ask how we can do more for women of color, women of veteran status, First Gen women, and more.

Moreover, we know that there is more we can do not only for women, but also for others who are underrepresented in our efforts to date. Hence, going forward we will encourage and provide more support for our African American, Latinx, First Generation/Low Income, American Indian, Asian American, Native Hawaiian, and neurodiverse community members.

To support our efforts, lead DEI strategist Lori Mackenzie will go on a “listening tour” to identify opportunities to expand our efforts in order to move closer to our aim of creating an inclusive Stanford GSB for all. Lori will speak to members of our student identity groups, staff members, and alumni groups to help generate ideas for new programs and initiatives to better serve those communities underrepresented in our efforts to date.

We are committed to expanding our approach to create sustainable change while fostering meaningful connections within our diverse communities. We view this as an exciting opportunity to learn from what we have done thus far, with the ultimate goal of fostering a vibrant, diverse, and inclusive community where all can thrive.

Support New Research Efforts

At Stanford GSB, we must encourage our researchers to ask the meaningful and important questions that will shed a light on barriers to inclusion and help to inspire workable solutions. The Dean’s Office will lead a number of efforts to conduct and publish research, leveraging the insights and organizations of our alumni. We will also support efforts by our faculty and researchers to pursue areas of research on diversity and inclusion. Finally, we will build on our collaborations with campus partners, such as the Stanford VMware Women’s Leadership Innovation Lab and Social X-Change, to facilitate new research projects.

continued...
Section IV: Advance Our Work (continued)

Your Role in Our Collective Future
If you are reading this report, then you are part of our change efforts.

While this report is a summary of our work, it is also a call to action. As a starting point, share your ideas, concerns and opportunities through the ‘Share Your Ideas’ link on the Stanford GSB diversity, equity and inclusion website.

We anticipate that next year will be even more important and challenging than the prior years. Now that you see the state of Stanford GSB—and can evaluate our progress, our model of change and opportunities—you will have a chance to weigh in and inspire us to do even more.

We invite you to support one change effort at Stanford GSB. We also hope that our work will inspire you to create change in your own organization. Together, we will build our movement. One vitally important step at a time.