

THE BUSINESS SCHOOL SEARCHES FOR A NEW DEAN

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Prepared by: ALTERRELL MILLS

"Get in good trouble, necessary trouble, and help redeem the soul of America." - John Lewis

Harvard University President Lawrence S. Bacow sat at his window reflecting on the unprecedented events that had unfolded. In the spring, the start of the global pandemic brought on by COVID-19 meant sending thousands of students home on short notice, shifting University courses online across Harvard's undergraduate and graduate schools.

Over the summer, the murders of George Floyd, Breonna Taylor and Ahmaud Arbery kicked off weeks of protests across the United States. Both the private and public sectors were affirming "[Black Lives Matter](#)" with solidarity statements and commitments to concrete actions. Moreover, this summer saw a rise in employees and consumers holding corporations accountable for perpetuating structural inequality in the workplace as well as historic milestones for black women.

A Historic Summer

[Netflix](#) and [Bank of America](#) launched multi-million dollar, multi-year initiatives focused on economic development in communities impacted by racial inequality. Other companies made public commitments to diversity including Adidas (owner of Reebok) [removing bias](#) from their hiring process, Sephora's pledge to add 15% of all [shelf space](#) to black-led brands, and Google's [commitment](#) to raise the proportion of underrepresented groups to 30% by 2025. And Reddit Co-Founder, Alexis Ohanian, resigned his board seat with his Co-Founder (and current CEO) [acknowledging responsibility](#) for "the history of our policies that got us here."

At the University of Minnesota, University President Joan Gabel [ended the school's contract](#) with the Minneapolis Police Department after an initial letter from student body president, Jael Kerandi. Colleges and Universities emailed statements of solidarity with few making firm commitments. At Harvard, several schools recommended books to promote understanding and released (for free) such as "[Racism in America: A Reader](#)."

In August, Kamala Devi Harris became the Vice Presidential nominee for the Democratic Party. A historic moment as Harris joined a small group of women, following in the footsteps of Shirley Chisholm, Geraldine Ferraro, and Hillary Rodham Clinton, on a President-Vice

Presidential ticket. It was also the 100th anniversary of the passage of the 19th Amendment granting women the right to voteⁱ.

The Year Ahead

With the 2020-2021 academic year quickly approaching, Bacow thought deeply about the challenging discussions that would take place on campus among the school's nearly 20,000 enrolled students. He thought about the model of leadership required to navigate such nuanced discourse and contemplated on what he had shared in the letter he penned as part of Harvard University's 2019 Annual Report.

In it, he wrote about the importance of "accessible [academic experience] to a diverse array of students and scholars" and "[investing] in students, faculty, teaching, and research that make a positive and lasting impact in the world." He concluded the letter linking donors' financial support with an ability to "[enable] opportunity for future generations of students and scholars who will think critically, expand the boundaries of our knowledge, and help us become the society we aspire to be."

Realizing he had 45 minutes before his next meeting, he quickly glanced at his email inbox. A group of black alumni had sent him a lengthy email about Harvard Business School (HBS) with a list of proposed solutions. Just a few months prior, Bacow had announced HBS would appoint a new Dean. In fact, that was his next meeting: outlining the criteria for the next Dean of HBS. It seemed that so much had changed in the country since he first made the announcement, but he took the time to read the alumni email, take a few notes and flesh out his decision matrix. Here's what he had so far:

	Criteria 1:	Criteria 2:	Criteria 3:
Short-term impact			
Long-term impact			
Key metrics			

ⁱ The 19th Amendment granted women the right to vote; however, definitions of citizenship as well as poll taxes, literacy test, and other barriers led to disenfranchisement of non-white women voters. The Voting Rights Act of 1965 declared voting discrimination based on "race, color or national origin" prohibited. -- Emily Bloch, "When Did Women Get the Right to Vote in the United States? A Timeline," August 12 2020, <https://www.teenvogue.com/story/when-women-got-right-to-vote-united-states>, accessed August 2020.

HARVARD BUSINESS SCHOOL

The Nation's First MBA Program

Harvard Business School is the first institution to confer MBAs in the world.¹ HBS also offers doctoral degrees (DBA) as well as certificates in executive education. Since its founding in 1908, the school counts titans of industry (**Exhibit 1**) among its base of over 85,000 alumni (47,104 MBAs, 843 DBAs, and 37,124 Executive Education).² HBS is one of the largest MBA programs (along with Wharton) in the United States. Both schools have average class sizes exceeding 850.

Evolution of the Mission & Focus

HBS' earliest, codified mission was "make a decent profit - decently." In the 1990s, HBS rolled out a new mission statement and in the time since, the school has evolved parts of the curriculum's focus. The new mission, "educating leaders who make a difference in the world," remained unchanged under HBS Dean Jay Light and his successor, Nitin Nohria.

Before he was named Dean, Nohria published an article in the *Harvard Business Review* that was critical of the current state of business education. The article spoke about the importance of moral humility, asserting that managers had "lost legitimacy" and that business education needed a "code of ethics."³ The day he was named Dean-to-be, he declared his strategic priorities: innovation, intellectual ambition, internationalization, inclusion, and integration.⁴

After being named Dean of HBS in 2010, Nohria along with the support of the MBA faculty pushed to rethink the program's curriculum. In addition to mandatory business ethics courses, students would leave with a "global mindset, an understanding of the roles and responsibilities of business and the limitations of models and markets."⁵ In public interviews, Nohria spoke about the importance of business leaders creating value and creating prosperity for society. He went further to say business exists with a charter from society and that students ought to think about how business can have a positive influence in the world.⁶ One of the HBS faculty members opined: "business schools will have to rethink many of their most cherished assumptions."⁷

Publishing Gold

Case writing is one of HBS' primary revenue drivers. Generating close to \$300M in annual revenue, HBS' 15M cases sold in 2019 are significant financially and academically (**Exhibit 2**). According to the school, HBS faculty develops nearly 80% of cases used at business schools globally.⁸ With HBS cases taught in peer MBA programs as well as many undergraduate programs, the school believes the cases "[help] refine the skills and business judgment of tens of thousands of students, practitioners, and academics across the world."⁹

HBS employs case writers and research associates in their on-site Case Research and Writing Group as well as in 8 regional research centers around the world. On a weekly basis, researchers share potential case topics and summaries with faculty. Professors may pursue leads from this list, tap into their own network or align their publications with HBS-wide initiatives. In

support of HBS' W50 - celebrating the 50th anniversary of women in the full-time MBA program - faculty published 216 cases in a 4-year period (equivalent to one case per week).

In addition to cases, professors publish research articles, books, and podcasts on a myriad of management topics.

The HBS Section

There are about 900 students in each HBS class - one of few MBA programs this large. The class is broken up into 10 sections, lettered A through J. The school uses an algorithm to create equally diverse, balanced sections. The same system assigns students to their permanent fall and spring semester seats, fostering in-section diversity with respect to pre-HBS industry and country of origin.

The section is the primary unit of organization. Students remain in section for the duration of their RC (named for the Required Curriculum) year. Students elect section officers including President and Treasurer as well as representatives for Leadership & Values, Social Events, Technology, and Intramural sports. Section officers serve as the liaisons between other sections (social events, sports), the faculty (Education Rep) and the administration (Admissions, Student Government). As alumni, reunions and events are grouped by section.

The Learning Model

HBS is known for its teaching pedagogy: the case method. HBS' C Roland Christensen Center for Teaching and Learning (Christensen Center) supports teaching excellence and innovation for instructors at HBS and instructors utilizing the case method. The Christensen Center considers the instructor as "planner, host, moderator, devil's advocate, fellow-student, and judge," and as a guide (to students) toward teachable moments and discovery.¹⁰ Faculty members are provided with resources to successfully prepare to teach using the case method including video of a sample class and written guides.¹¹

Based on the Socratic tradition of asking questions to reach solutions, students are placed at the center of open-ended business problems as the CEO. Each student is expected to read each case, analyze the accompanying exhibits and not introduce information not included in the case. The one exception is personal work or life experience, which can be shared during class discussion if relevant to the case topic. Students role play as junior managers, CEOs, leaders of foreign countries, and key stakeholders. Most students leaving HBS will have cycled through 500 cases over their two years in the MBA program.

HBS second-year students, or ECs (named for the Elective Curriculum), take courses across a much broader scope of areas. ECs also take courses with students from different sections (**Exhibit 3**). While the RC has students of various skill levels and interest in one section, EC courses typically focus on narrower topics like real estate finance, retailing, or managing service organizations. EC courses often have group projects, simulations, and additional teaching methods to supplement cases.

Faculty in second-year courses have more autonomy in developing their syllabus and determining the number of cross-registered students. First-year courses are shaped by the section experience, while second-year courses are shaped by the variety of other classmates. In many instances, second-year courses can include newer cases that cover specific or innovative business models while some RC cases are older than the students sitting in the classroom. Based on the structure of the EC schedule, some courses can also feature lecturers that have been Chairmen and Chairwomen of billion-dollar companies.

BLACK HARVARD BUSINESS SCHOOL ALUMNI

The First Black Students

The first known Black graduate of HBS was Wendell Thomas Cunningham (MBA 1915), the child of a formerly enslaved person. Between 1915 and 1969, the total number of Black graduates at HBS was 47 (**Exhibit 4**). During this time, Jim Crow laws and segregation were policy in the American South until the passage of the Civil Rights Act of 1964.

Paths In and Out of Harvard Business School

In 1968, five Black students created the African American Student Union (AASU), working with the administration to increase the number of Black MBA students in subsequent classes. The percent of Black HBS graduates has remained comparatively flat from the 1970s through the 2010s (**Exhibit 5**). Black graduates represent less than 5% of the total HBS alumni base, a number that is consistent across generations, while HBS has become less white and less male overall (**Exhibit 5**). Black representation at HBS is much lower compared to Harvard Law School and Harvard College (**Exhibit 4**).

In 2018, HBS marked the student group (AASU)'s 50th anniversary with the AASU50 conference. In addition to the conference, the school surveyed the 2,300 Black graduates of the MBA program, producing a report that detailed pre-HBS education and post-HBS employers. The survey revealed a significant portion of HBS Black alumni come from Ivy League colleges (26%), Historically Black Colleges and Universities (HBCUs), and other top universities (**Exhibit 7b**).

Over the decades, HBS has enrolled Black MBAs from more selective institutions, upping the number of undergraduates from Ivy League, HBCUs, and Top 100 Universities (65% came from these schools in the 1970s compared to 82% in the 2010s).¹² Of note, 11% of all Black HBS graduates are alumni of the College, the top feeder school in each decade (**Exhibit 7c**).ⁱⁱ A quarter of the combined Black HBS alumni base completed undergraduate studies at Howard, Stanford, Yale, University of Pennsylvania, Massachusetts Institute of Technology, and Morehouse. In addition to graduating from HBS' MBA program, nearly 20% of black HBS alumni obtained an additional graduate degree (the most common dual degree was a JD from Harvard Law School).¹³

Black graduates of HBS, often with two Ivy League degrees in hand, go on to work at prestigious firms including McKinsey & Company and Goldman Sachs (**Exhibit 7d**). These firms

ⁱⁱ Harvard Business School does not release full data of its alumni base. In 2018, the school produced a report of Black alumni.

are often training grounds for future CEOs, board members, and government officials. In some ways, these Black HBS graduates have gained repeated admittance into increasingly selective institutions and presumably “a seat at the table.” Statistically, it would seem plausible to see a meaningful number of Black HBS graduates in the highest ranks of business. However, HBS’ survey of its Black graduates list self-employment as the primary employer with 55% working as independent consultants (in some cases for 10 or more years).¹⁴

Fortune 500 CEOs

Harvard Business School is the alma mater of many top CEOs, though most of them are white.¹⁵ For Black HBS graduates, making it to the top position of public companies has been a rarity. Representation for ethnic minorities has remained poor. In one year (2018), there were more CEOs named John on the Fortune 500 list than there were Black CEOs in this list’s history.¹⁶

Of the 1800 companies that have been listed on the Fortune 500 since its inception in 1955, there have been fewer than 20 Black CEOs (**Exhibit 8**).ⁱⁱⁱ Ursula Burns is the only Black woman to have managed a company on the list, and Marvin Ellison is the only Black person to have appeared on it for two separate companies.

Of this already small group, Black CEOs disproportionately come from elite graduate schools and colleges (**Exhibit 6**). Harvard Business School has only graduated two Black CEOs of Fortune 500 companies (Stanley O’Neal and Jide Zeitlin), while Harvard Law School has graduated four (Franklin Raines, Ken Chenault, Roger Ferguson, and Kenneth Frazier). Harvard College counts three graduates (Clifton Wharton, Franklin Raines, and Roger Ferguson).

Black Entrepreneurship

Some Black HBS graduates would not consider becoming a Fortune 500 CEO the zenith of their professional dreams. In fact, many prominent newspapers have written about Corporate America’s [failures](#) on matters of race and the [diversity issues plaguing publicly traded technology companies](#). While some Black MBAs turn to entrepreneurship, access to capital and fundraising still remain challenging.

Only 1% of venture-backed startups have a Black founder, which may include graduates of MBA programs.¹⁷ Within startups, over 75% of all rounds of fundraising go to all-white founder teams. Yet, diverse founding teams generate higher multiples on acquisitions and IPOs according to [TechCrunch](#).¹⁸ For Black women founders, the challenges are even greater. Women received just [2% of venture funding](#) in 2017 (of a total \$85B) and [only 34 Black women](#) have raised over \$1M in venture funding.

ⁱⁱⁱ The Fortune 500, an annual list of the largest 500 companies (by revenue) within the United States, is seen as an indicator of company quality and prestige. Started in 1955, the list was primarily a ranking of manufacturing, mining, and energy companies. But in 1994 the list included service companies like Wal-Mart, AT&T, and other consumer brands that are recognizable to many consumers.# According to Investopedia, Fortune 500 companies (combined) account for two-thirds of the country’s GDP and represent \$21.6 trillion in market value (\$12.8 trillion in revenues). Since 1955, the list has included over 1800 different companies.

EXISTING RACIAL EQUITY AND INCLUSION CHALLENGES

As Bacow thought about the two or three criteria for selecting the new Dean of HBS, he thought it wise to take a closer look at HBS and assess what might be best for its next chapter. Already familiar with HBS' financials, Bacow decided to dive deeper in three areas: (i) faculty & administrative staff, the team to be led by the Dean (ii) cases, the bread & butter of the school and (iii) student life and culture, the lasting impression of alumni and donors.

Faculty & Administration

Schools show their commitment to diversity and student life with their hiring decisions - including faculty and administrators. Unfortunately, measures of diversity are not typically reported. And only some schools, such as Stanford GSB, include faculty headshots on the MBA program landing page.

HBS has few women professors and even fewer Black professors. HBS counts just 34 Black faculty members from 1954 through 2018 (teaching in the MBA and Executive Education programs).¹⁹ Of this list, most were non-tenured faculty positions and fewer than 5 had ever been granted tenure. HBS Black faculty has included 9 alumni of the MBA program and 4 alumni of the Doctoral program. In 2020, the number of Black faculty was in the single digits. For context, HBS employs more than 200 faculty annually, presumably replacing departing professors at a near constant rate (**Exhibit 1**).

While HBS does not regularly report the number of women faculty members, a 2016 article in [The Harvard Crimson](#) put the number of senior female faculty at 20 (or 1 woman for every 4 men). For some faculty, this was seen as a "victory" compared to the 1980s. The same article described a gender-based gap in job satisfaction for professors.

Diverse faculty and administrators help shape campus life. Student clubs rely on faculty to attract key business leaders for student-run conferences and events. Many faculty sponsor EC students' independent projects (including the development of new cases) and host RC section lunches. Students may choose MBA programs based on faculty and potential exposure to their networks, especially for aspiring entrepreneurs networking with faculty who have deep ties to investors.

Some faculty and administrators are nearly synonymous with student life and are a reflection of the MBA program's values. At many schools, Deans of Admission may be better known than any other member of the administration. Those Deans are even more noteworthy when they are Black (Derrick Bolton at Stanford GSB) or women (Dee Leopold at HBS).^{iv} In February, Wharton named Erika James, a black woman, as the school's Dean (she was previously the Dean of Goizueta Emory Business School). At Wharton, their former Dean of Student Life (an openly gay man) was a prominent figure in all of Wharton's Welcome Weekend. For many MBAs, both representation (e.g. ethnic, cultural, gender) and the belief your identity matters on campus is as important as a school's ranking.

^{iv} Bolton and Leopold are former Deans of Admission of their respective MBA programs. Both served in their roles for more than a decade.

RC and EC Cases

The number of cases featuring Black protagonists in the required curriculum is in the single digits. Cases featuring women protagonists had been an area of confusion, leading to a pledge to double representation but that pledge was discarded a few years later. The school does not track case protagonist diversity nor does it report those figures publicly. Before cases can be added to the official case catalog, authors complete information about case protagonists, learning objectives, and other pertinent information (**Exhibit 9**). For case protagonists, gender is a mandatory field (required for inclusion in the course catalog). Race is an optional field.

Of the few cases that center Black protagonists or topics in the RC, nearly all of them fail to meaningfully engage or discuss the cultural context of race. *Radio One*, a finance case, is used as a device to teach discounted cash flows but glosses over the additional obstacles Black entrepreneurs face in raising capital or the future viability of urban media. For cases such as *Albert “Jack” Stanley in Nigeria* or *Ashanti Gold Mines*, representations of African countries are often painted with a broad stroke or focus on a white businessperson’s management decisions. In the Jack Stanley case, the white protagonist’s dilemma is about bribery with the class discussion focused on adhering to “local customs” (bribery) or the laws of Stanley’s American firm. Other examples include cases in Zambia and South Africa written about in *The Harbus*, HBS’ student newspaper, article “[Africa Is Not a Country](#).”²⁰

None of the RC year cases study Black CEOs on the Fortune 500 list, a respected standard for company quality. Most of the cases that show Black leadership are reserved for EC year courses. Second-year courses require a lottery and are in limited supply, forcing many students to choose between courses with case protagonists with whom they share race or gender and those focused on industry or skill-specific topics such as Venture Capital and Private Equity. This bind is one faced by minority and women students at HBS as observed with two courses: How Star Women Succeed and Black Business Leaders and Entrepreneurship.

Created by Boris Groysberg, How Star Women Succeed (Star Women) is focused on leadership development for women, what it means to be an inclusive organization and how to do so effectively.²¹As one of the most popular courses for EC rankings, no more than 100 students (of the 900-person class) are enrolled. Star Women is one of the many HBS classes that over indexes on gender. *The Harbus* profiled nearly 30 courses that deviated from the class’ average gender balance.²²

Prior to leaving HBS, Steven Rogers (HBS 1975) developed the course “Black Business Leaders and Entrepreneurship (BBLE)” with the intention to highlight successful Black CEOs, entrepreneurs and Black businesses. BBLE was created with the intention of developing cases that could ultimately make it to the required curriculum. Rogers, a Black professor, did two things differently with his course. First, he employed Black case writers and MBA alumni, who could write both the cases and accompanying teaching notes with an emphasis on how the leaders’ race impacted their business decisions. Second, he held spots open for non-HBS students, encouraging cross-registration across Harvard’s other schools (e.g. law, education, government).

For students in classes that do not explicitly center race or gender, there is little (if any) discussion about systems of inequality. For example, cases about real estate do not typically include references to [housing discrimination](#) or include in the case discussion how to avoid

perpetuating potentially unfair practices. Cases that discuss famous athletes ([LeBron James](#), [Dwyane Wade](#)) or sports leagues ([National Football League and Brain Injuries](#), [Changing Times at the NBA](#), [WNBA](#)) rarely discuss the disparity between the race of the players (largely Black) and the head coaches, majority owners, and league office staff (nearly all white).²³ Nor do the class discussions raise questions about creating more representative ownership or how to use skills gained in the MBA program to create change.

Student Life & Culture

Bacow knew sentiment toward student life and culture was often an intuitive or even gut reaction, and therefore would be harder to measure perfectly. He decided to develop a few hypotheses. He would use some of these open-ended questions as he interviewed different candidates, gauging their responses to the data and what solutions they might eventually propose.

- What are some ways to measure the health of the student body?
- What does it mean for students to be told in every class to imagine themselves as CEO but rarely see that self reflected in the curriculum?
- What incentives exist (if any) for professors to create an inclusive classroom and discussion?
- Are students done a disservice, especially international students, if they leave HBS without meaningfully engaging with cases, faculty or students who challenge their worldview?
- What is the role of empathy in leadership development at HBS?

Recalling What Worked for Women

Before Bacow was University President, HBS had been in the [New York Times](#) for its record on gender and the gaps it needed to close for case protagonists, faculty and students. He wondered what lessons learned could be applied to ethnic minorities at HBS.

Back then, women protagonists only accounted for 10% of cases (though women were nearly 40% of the class).²⁴ One-third of women junior faculty left between 2006 and 2007 and women students (with similar qualifications as men) were falling behind academically. It was a dire time for women both at HBS and in business at large (with just 21 women as Fortune 500 CEOs). HBS responded with a desire to improve its record including one administrator stating, “we have to lead the way, and then lead the world in doing it.”²⁵

As part of the solution set, the school created a new course, FIELD, which focused on group problem solving with a belief that this format would be more gender-inclusive than all cases. A participation tracking software enabled professors to immediately see if they called on women too infrequently. Regarding the gender-based gap in Baker Scholars, the top academic designation, Nohria (Dean at this time) believed “sunshine is the best disinfectant,” rather than faculty overcorrecting for prior mistakes.²⁶

While academic and professor gaps were closing by 2013, Nohria committed to doubling the number of cases featuring women, saying “the school owed you better, and I promise it will be better.”²⁷ In the 4 years after this announcement, after more than 200 cases had been written,^v HBS

^v Of 216 cases written featuring women protagonists, fewer than 30 of those cases include the name of the protagonist in the case title (for example, Carla Ann Harris at Morgan Stanley). Author’s analysis and source,

backed off from their initial pledge. The Dean stated the focus on the numbers was distracting, and that the school would focus on diversity more broadly.²⁸

In 2015, HBS launched the Gender Initiative with a mandate to “support research, education and knowledge dissemination as well as the advancement of women leaders and promotion of gender equity in business and society.”²⁹ The Gender Initiative hosts annual symposia and conducts analysis of case protagonist gender for case development and distribution. Its annual symposia include academics and practitioners, similar to its faculty-led programs within Executive Education.

Bacow wondered how Black women and other intersectional women at HBS fared. Did they benefit from the strategies to close gaps with respect to gender or did race play a role? Moreover, he wondered if instead of just focusing on the interests of the alumni groups currently advocating for changes, he should take an equity-based approach that would make advancement possible for other underrepresented groups such LGBTQ faculty and students.

CONSIDERATIONS FOR THE DECISION MATRIX

As Bacow thought about the columns and rows of the decision matrix, many considerations came to mind from the philosophical to the pragmatic. What is the purpose of a business school - an institution that admits future business leaders and is tasked with schooling? Are non-profits like Harvard University beholden to the same expectations of solely maximizing shareholder value - and if so, are students and faculty shareholders? More pragmatically, what did he want to decide to leave up to the new Dean of HBS?

Changing Definitions of Value & Impact

The business landscape is changing as Generation Y (Millennials) enter the ranks of management roles and the oldest of Generation Z (Gen Z) become an attractive consumer demographic. An overwhelming majority of Millennials believe success is more than financial performance and that an organization’s actions and impact in society play a key role in choosing where to work.³⁰ According to McKinsey research, Gen Z consumers are “well educated about brands and the realities behind them” and able to quickly find information. The research provides an example of brands explicitly advertising diversity, but lacking diversity within the organization itself as a contradiction observed by Gen Z.³¹ McKinsey research also states Gen Z is accelerating trends that started with Millennials, including the emphasis on a company’s mission, values, and purpose.³²

In August 2019, The Business Roundtable called for corporations to broaden their scope from the short-term (i.e. financial quarter) focus on profit maximization for shareholders. The

“Harvard Business School Cases with Female Protagonists: April 1, 2013 to March 10, 2017,” Harvard Business School.

https://www.alumni.hbs.edu/Documents/events/Cases%20with%20female%20protagonists_approved.pdf, accessed August 2020.

group of American business executives asked for corporations to value all stakeholders - including non-shareholder groups such as employees, customers and local communities - along with shareholders as part of good management. The call to action made clear stakeholders and shareholders are “not a zero-sum tradeoff.”³³

Although Harvard University is a non-profit and may not be held to the same profit-maximizing expectations of a for-profit corporation, the university and its board of directors do have legal obligations similar to a for-profit corporation. According to the National Council of Nonprofits, the board of directors is responsible for three legal duties: duty of care, duty of loyalty, and duty of obedience.³⁴ The duty of care focuses on a non-profit’s “prudent use of all assets, including facility, people and good will.”³⁵ The duty of loyalty focuses on a non-profit’s activities alignment with advancing its mission. And lastly, the duty of obedience focuses on a non-profit obeying applicable laws (including its own bylaws) and the stated mission.

Given the global reach of Harvard University and HBS’ stated goals, the question of Harvard’s stakeholders is not as straightforward. Every 4 out of 5 cases taught globally is developed by HBS faculty, suggesting Harvard’s impact on other business schools ought to be deeply considered. In fact, HBS states in their 2019 Annual Report that one of their financial goals is for “HBS to serve as a living example of a well-run organization, embodying the skills, tools and frameworks taught across the School’s educational programs.”³⁶

Other Top MBA Programs

No single MBA program has a monopoly on (or the responsibility of) developing future leaders. Several business school Deans released statements detailing their commitments in June 2020 along with concrete actions. For example, the Dean’s Office of Columbia Business School (CBS) committed to implement diversity, equity and inclusion ideas from their staff and students and provided resources for its MBA students to become anti-racist. CBS will develop a co-curricular program to develop ethical and inclusive leaders “so that every student absorbs the importance of diversity, equity, and inclusion before, during, and after their journey at CBS.”³⁷

Fuqua, Duke’s MBA program, communicated their “Commitment to Dismantling Systemic Racism” with commitments to curricular changes and the Durham, North Carolina community where the school is located.³⁸ Fuqua committed to increase the number of cases with Black and underrepresented protagonists as well as incorporating issues of “fairness, justice, and race” within the program’s core curriculum.³⁹ The school is developing content in elective courses that discuss inequality including adding content covering health disparities into their existing health sector management courses. Fuqua also committed to additions to their Executive Education program (“What Leaders Need to Know about Race in the U.S.”) and partnering with industry leaders to dismantle systemic racism.

Stanford’s Graduate School of Business (GSB) released its Action Plan for Racial Equity to address racial inequality in society and on-campus.⁴⁰ The action plan included goals to increase representation of Black teaching faculty, MBA and Doctoral students. The plan also calls for increasing Black staff though eliminating biases in the current hiring process and creating a staff internship program. GSB is introducing two new courses, Leadership for Society: Race and Power and Blocking Bias in Academe. Both courses aim to educate about racial inequality and injustice. The latter course is focused on Doctoral students and teaching them to be effective professors in

diverse university environments. Stanford GSB is also committed to developing new cases with Black and underrepresented minority leaders as protagonists. The school is also committing its alumni consulting team to focus on inclusion and equity projects as well as publishing their annual diversity report.

Business Impacting Society

HBS considers itself the first business school to have a center for social impact and marked the 25th anniversary of their Social Enterprise Initiative (SEI) in 2019. Viewed as a rarity then, “every top business school has a center focused on [social impact]” according to HBS’ Director of SEI.⁴¹ In fact, social impact seems weaved through HBS’ campus with the Social Enterprise Club counting 300 student members and its Horace W. Goldsmith Fellowship for first-year MBAs that have demonstrated “an extraordinary commitment to working in the non-profit sector.”⁴²

As part of SEI, the HBS Leadership Fellows provides a one-year grant to HBS grads of \$50,000 to work at a partner non-profit. Partner non-profits pay Fellows \$50,000, making the \$100,000 salary below typical post-HBS salaries, but competitive.⁴³ Since the program’s creation, 223 Fellows have been matched with partner organizations including Mayor’s Offices, ACLU, World Wildlife Fund, and arts institutions (e.g. Boston Symphony Orchestra and The Whitney Museum of American Art).

Bacow wondered if HBS could build on the school’s existing track record and SEI efforts to advance social issues and combat systemic racism. Unlike other top MBA programs, HBS had only committed to developing an Anti-Racism Task Force.⁴⁴

EMAIL PROPOSAL

The email to Bacow is similar to other emails he’s received from Black alumni, many of whom have lamented how little has changed in 4 decades^{vi}. A summary of the proposed solutions are below.

Dear President Bacow,

We the undersigned represent the Black alumni of Harvard Business School. Many of us are alumni of both HBS and Harvard College as well as joint master’s degree holders of HBS and Harvard Law School, Harvard Medical School and Harvard Kennedy School. We believe Harvard has an incredible opportunity to make meaningful change in the world, especially after a spring and summer that have elevated the discussions around systemic racism and structural inequality.

HBS is the gold standard of management education. Its faculty and alumni base are unparalleled. We had hoped by now that we would see concrete actions or commitments from HBS and the administration following a) its stagnant representation for Black faculty, staff, and cases and b) other MBA programs unveiling plans for new courses, initiatives,

^{vi} The letter included in this case is illustrative of proposed changes though some of the suggestions are from requests made from past Co-Presidents and club members of AASU.

and ways of working. So far, HBS has only convened an Anti-Racism Task Force and held Zoom discussions (none were recorded) without a specific plan.

We have included a list of suggested actions we believe are aligned to HBS' stated mission to "educate leaders who make a difference in the world:"

Structural Changes

1. **Transparent reporting:** HBS' annual report should include the school's progress on measures of diversity of faculty, students, and cases. Stanford GSB, for example, has made this commitment and several corporations include diversity, equity, and inclusion metrics in addition to performance along with their annual financial reports.
2. **Integration not segregation:** HBS is responsible for 80% of cases globally. Diversity should be reflected in the case bundles sold to other universities. Instead of "diversity" case bundles, all bundles (e.g. marketing, strategy, entrepreneurship) should include 25% of cases with women and/or racial minorities as case protagonists.
3. **Race and/or Diversity Initiative.** HBS' Gender Initiative has done a great job advocating for women's inclusion among faculty and in cases as well as the developing Executive Education programs. HBS needs to similarly develop a similar advocacy body for the advancement of racial minorities (including Black, Latinx, Native). To be clear, the Gender Initiative should continue to exist to advocate for women faculty, cases and students.

Professors & Cases

4. **Faculty incentives for diversity and inclusion:** All of your faculty (Black and non-Black) should be expected to work under the agreement that diversity and inclusion are important and this, too, must be reflected in HBS' research. In the past you've invited expert case writers to teach new faculty. We believe writing cases about diverse protagonists should be the focus of a faculty workshop. HBS has demonstrated its ability to write 216 cases in 4 years (equal to 1 per week) and we expect it can do so again.
5. **Develop "B" cases:** The Required Curriculum does not reflect the diversity of the students or Black businesses (9% of all firms in the United States). The few cases that include Black protagonists and the cases covering healthcare, real estate and government policy fail to contextualize race or how structural inequality pervades those industries. Short "B" cases, or technical notes, should be developed that describe disparities in healthcare, the role of redlining in real estate and the exclusion of Black veterans from G.I. Bill benefits as government policy.
6. **Comprehensive teaching notes:** HBS' research also includes teaching notes, provided by the case author to facilitate instruction and to best cover the case's intended teaching objectives. Instructors should be prepared to discuss race, gender and sexuality with portions of the teaching note focused on inclusive classroom discussion.

Students & Alumni

7. **Increase Black student enrollment:** Black student enrollment has remained flat since the creation of AASU – even as the school has grown its MBA class size.

Harvard College and Harvard Law School are in the double digits for Black enrollment, yet HBS has rarely exceeded 5% of any MBA class.

8. **Convene an alumni conference:** The school has held conferences focused on climate change and societal issues that bring in industry experts and alumni that are key decision makers. Business is not immune from racism and structural inequality. The conference should not only include Black alumni, but specifically those in positions of power that are invested in structural change.
9. **Leverage available resources.** AASU and other minority student groups hold on-campus conferences each year. These conferences and gatherings provide ample opportunity for HBS to identify new case protagonists and introduce research that may benefit underrepresented groups.

CONCLUSION

As he prepares to meet another candidate for HBS Dean, Bacow re-reads the alumni email and pauses on the HBS mission statement. He wonders, “Are we delivering on the mission?” and makes a note to ask all prospective candidates this very question. This reminds him of one of the goals discussed in the (year) HBS Annual Report: “HBS [is] to serve as a living example of a well-run organization, embodying the skills, tools and frameworks taught across the School’s educational programs.” Bacow is even more determined to achieve this.

He knows some progress has been made but that the future is bright. He makes his way to the door and spots the school crest hanging in his office. It reads “Veritas,” Latin for “Truth.” As University President of Harvard, he is acutely aware of the gravity of his decisions, especially as he will soon appoint the next HBS Dean. He grabs his framework and list of questions and leaves for his meeting.

Exhibit 1a: Partial List of HBS Alumni: Government, Private Sector & Non-Profit

Government Branch	Level	Role (MBA Class Year)
Executive	Federal	43rd US President , George W Bush (1975). White House Advisor (to 44 th Us President), Steve Bannon (1985).
	State	70th Governor of Massachusetts , Mitt Romney (1975). 42nd Governor of Illinois , Bruce Rauner (1981).
	City	108th Mayor of New York City , Michael Bloomberg (1966).
Legislative	Federal	Senator of Utah , Mitt Romney (1975).

Exhibit 1b: Partial List of HBS Alumni: Private Sector & Non-Profit CEOs

Industry Area	Company, Former CEOs and Founders (MBA Class Year)
Consumer Goods & Retail	Staples, Inc. , Thomas Stemberg ¹ (1973). Procter & Gamble , A.G. Lafley (1977). General Motors , Rick Wagoner (1977) and Fritz Henderson (1984). Boston Beer Company (Samuel Adams), Jim Koch ^{1,2} (1978). ConAgra Foods , Gary Rodkin (1979). Hewlett-Packard , Meg Whitman (1979). Gibson Guitars , Henry Juskiewicz (1979). Gap Inc , Art Peck (1979). Palm Inc , Donna Dubinsky (1981). Toys R Us , Gerald Storch (1982). Hudson's Bay Company (Saks Fifth Avenue), Gerald Storch (1982). JCPenney , Ron Johnson (1984). Ford Motor Company , Mark Fields (1989). Nestle , Ulf Schneider (1993).
Financial Services, Hedge Funds & Private Equity	Bloomberg LP , Michael Bloomberg ^{1,2} (1966). Goldman Sachs , Henry Paulson (1970). Blackstone Group , Stephen Schwarzman ^{1,2} (1972). Bridgewater Associates , Ray Dalio ^{1,2} (1973). The Carlyle Group , Daniel D'Aniello ¹ (1974). Bain Capital , Mitt Romney ¹ (1975). Merrill Lynch , John Thain (1979) and E Stanley O'Neal (1978). MetLife Group , Steven Kandarian (1980). Paulson & Co , John Paulson ^{1,2} (1980). JPMorgan Chase , Jaime Dimon (1982). Morgan Stanley , Zoe Cruz (1982). Baupost Group , Seth Klarman ^{1,2} (1982). PIMCO , Douglass Hodge (1984). York Capital Management , James Dinan ^{1,2} (1985). Discover Financial Services , David Nelms (1987). Fidelity Investments , Abigail Johnson (1988). Pershing Square Capital , Bill Ackman ^{1,2} (1992). 3G Capital , Alex Behring ^{1,2} (1995).
Internet & Technology	Intuit , Scott Cook ^{1,3} (1976). Zynga , Mark Pincus ^{1,3} (1993). Priceline.com , Darren Huston (1994). Expedia Group , Mark Okerstrom (2004). Yelp , Jeremy Stoppelman ^{1,2} (2005).
Non-profit & Education	New School Ventures Fund , Stacey Childress (2000). Khan Academy , Salman Khan ^{1,2} (2003). Boston Ballet , Meredith Hodges (2004). Year Up , Gerald Chertavian ^{1,2} (1982).
Sports, Media & Entertainment	Kraft Group (New England Patriots), Robert Kraft ^{1,2} (1965). Time Inc , Ann Moore (1978). NBCUniversal , Steve Burke (1982). Gilead Sciences , Michael Riordan ¹ (1986). Warner Brothers , Ann Sarnoff ² (1987). Sony Pictures , Michael Lynton (1987).
Services, Conglomerates & Other Industries	Cardinal Health , Robert Walter ¹ (1970). AMR Corporation (American Airlines), Donald Carty (1971). AMERCO (U-Hual), Joe Shoen ^{2,3} (1973). Boeing , James McNernery (1975). Hess Corporation , John Hess ² (1977). Enron , Jeffrey Skilling (1979). General Electric , Jeff Immelt (1982). Corning Inc , Wendell Weeks ² (1987). Anglo American , Cynthia Carroll (1989). Sotheby's , Tad Smith (1992).

Notes: (1) Indicates Founder or Co-Founder, (2) Indicates current CEO, (3) Indicates Chair or Board Member, (4) Indicates year of expected completion for HBS dropout.

Sources: Compiled from various public sources.

Exhibit 2: Select Metrics from HBS' Annual Reports (2010 - 2019)

HBS Key Financials	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Revenues (\$M)	467	509	546	587	633	707	761	800	856	925
Expenses (\$M)	415	456	504	542	597	1,660	704	733	766	821
Capital Investments (\$M)	14	34	51	78	98	81	113	78	92	38
Endowment (\$M)	2,311	2,779	2,665	2,880	3,224	3,309	3,209	3,472	3,787	3,985
Total Assets (\$M)	3,087	3,528	3,490	3,831	4,409	4,587	4,508	4,821	5,208	5,420
MBA Program	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Applications	9,524	9,134	8,963	9,315	9,543	9,686	9,759	10,351	9,886	9,228
Enrollment	1,864	1,850	1,805	1,838	1,859	1,865	1,883	1,879	1,870	1,881
Yield (%)	89%	89%	89%	89%	89%	91%	90%	91%	91%	89%
Tuition per Student (\$)	46,150	48,600	51,200	53,500	56,175	58,875	61,225	63,675	72,000	73,440
Avg Fellowship Award (\$)	23,989	26,745	29,843	30,725	31,710	32,919	35,571	37,312	38,959	42,000
Executive Education Programs	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Tuition Revenue (\$M)	113	132	142	146	163	168	176	191	207	222
Enrollment	8,670	9,939	9,891	9,992	993	10,614	10,855	11,361	12,070	12,605
Publishing	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Publishing Revenue (\$M)	135	152	165	180	194	203	217	221	240	262
Faculty Positions	218	217	232	227	234	231	233	233	225	233
Cases Sold (M)	9.7	9.8	10.6	11.4	12.0	13.2	13.5	14.9	15.1	14.5
Teaching Materials	538	635	640	684	617	544	566	573	642	626
Books	29	18	23	17	18	13	23	14	11	14

Sources: Compiled from 2019 Annual Report, *Harvard Business School*.

<https://www.hbs.edu/about/annualreport/2019/Documents/HBS-Annual-2019.pdf>, accessed July 2020 and Harvard Business School, 2014 Annual Report, <https://www.hbs.edu/about/annualreport/Documents/2014/HBS-Annual-2014.pdf>, accessed July 2020.

Exhibit 3: HBS Curriculum (Example RC & EC Year Course)

Course Grouping	First-Year	Second-Year Courses (Electives)
Accounting & Management	Financial Reporting and Control (FRC)	Reimagining Capitalism.
Business, Government & the International Economy	Business, Government & the International Economy (BGIE)	The Role of Government in Market Economics. Managing International Trade and Investment.
Entrepreneurial Management	The Entrepreneurial Manager (TEM)	The Coming of Managerial Capitalism; Entrepreneurial Finance; Venture Capital and Private Equity; Scaling Technology Ventures
Finance	Finance (FIN I & FIN II)	Corporate Finance: Strategies for Value Creation; Creating Value Through Corporate Restructuring; Private Equity Finance; Real Property; Sustainable Cities and Resilient Infrastructure
General Management	Leadership and Corporate Accountability (LCA)	Becoming a General Manager; Business at the Base of the Pyramid; Decision Making Under Uncertainty; Innovating in Health Care; The Moral Leader
Marketing, Negotiation, Organization & Markets	Marketing (MKT)	Business of Entertainment: Media and Sports; Retailing; Behavior Economics for Managerial Decision Making; Deals; Motivation and Incentives; Negotiation;
Organizational Behavior	Leadership & Organizational Behavior (LEAD)	Authentic Leader Development; Founder's Journey; Managing Human Capital; Power and Influence; How Star Women Succeed
Strategy	Strategy (STRAT)	Building and Sustaining a Successful Enterprise; Competing Globally; Corporate Strategy: Creating Value Across Markets; Strategy and Technology
Technology & Operations Management	Technology & Operations Management (TOM)	Demystifying Family Business; Digital Innovation and Transformation; Managing Service Operations; Supply Chain Management; Transforming Health Care Delivery

Note: Author assigned first-year course to Course Grouping.

Source: Course Catalog, Harvard Business School, <https://www.hbs.edu/coursecatalog/> accessed July 2020.

Exhibit 4: Partial Timeline of Diversity Milestones at Harvard & World Events

Pre-1970s	<ul style="list-style-type: none"> • 1915-1969: Black Graduates: 47 • 1915: Wendell Cunningham is the first Black HBS graduate • 1950: US Census, Black Population: 10% • 1954: Brown vs Board of Education, public school segregation unconstitutional • 1960: US Census, Black Population: 10.5% • 1962: HBS faculty votes to admit women directly into the MBA program • 1964: Civil Rights Act (1964) ends segregation in public places and bans workplace discrimination based on race, religion or sex • 1968: The 5 Black students* in the class of 1969 create AASU • 1969: Lillian Lincoln Lambert (MBA 1969) is the first Black woman to graduate HBS • 1969: First female MBA student named Baker Scholar • 1969: Women allowed to move into campus dorms
1970s	<ul style="list-style-type: none"> • 1970-1979: Black Graduates: 4.9% of student body (based on reported average) • 1970: US Census, Black Population: 11.1%
1980s	<ul style="list-style-type: none"> • 1980-1989: Black Graduates: 4.8% of student body (based on reported average) • 1980: US Census, Black Population: 11.7% • 1980: HBS' Women's Student Association launches a Case Editing Committee focused on the equal treatment of the sexes in HBS case • 1980: Regina Herzlinger is the first female faculty member granted tenure at HBS • 1987: Clifton R Wharton Jr becomes the first Black CEO of Fortune 500 company
1990s	<ul style="list-style-type: none"> • 1990-1999: Black Graduates: 6.0% of student body (based on reported average) • 1990: US Census, Black Population: 12.1% • 1996: Harvard College is 7.2% Black • 1997: Admission's Office "Women's Initiative" focuses on making HBS a top business school for women • 1997: HBS committee launches effort to increase number of women protagonists
2000s	<ul style="list-style-type: none"> • 2000-2009: Black Graduates: 6.0% of student body (based on reported average) • 2000: US Census, Black Population: 12.3% • 2002: Harvard Law School, first-year students are 10.1% of student body • 2008: Barack Obama elected 44th President of the United States • 2008: Harvard Law School, first-year students are 11.8% of student body • 2009: Ursula Burns becomes first Black woman CEO of Fortune 500 company
2010s**	<ul style="list-style-type: none"> • 2010-2017: Black Graduates: 6.3% of student body (based on reported average) • 2010: US Census, Black Population: 12.6% • 2012: How Star Women Succeed (EC course) launches • 2013: First annual Gender & Work Symposium and W50 Alumni Summit held • 2015: HBS Gender Initiative launches • 2016: LaToya Marc and Libby Leffler become the first all-female Co-Presidents of HBS Student Body • 2018: AASU50 Alumni Conference

Notes: * AASU Founders: Clifford E Darden (MBA 1969, DBA 1982), E Theodore Lewis Jr (MBA 1969), George R Price (MBA 1970), A Leroy Willis (MBA 1969) and Lillian Lincoln Lambert (MBA 1969) ** Period denoted by 2010s only includes 2010 through 2017 based on time period included in public data set. HBS race data is not typically made available, however data was released in a report for the 50th anniversary of AASU.

Sources: Compiled from "Programs & Events: AASU50," *Harvard Business School*.

<https://www.alumni.hbs.edu/events/aasu50/Pages/default.aspx>, accessed August 2020, "A Look at the 1940s Census," *United States Census Bureau*. https://www.census.gov/newsroom/cspan/1940census/CSPAN_1940slides.pdf, accessed August 2020, "Gender: History," *Harvard Business School*, <https://www.hbs.edu/gender/about/Pages/history.aspx>, accessed August 2020, "Spheres of Influence: A Profile of Black MBA Program Alumni," *Harvard Business School*, April 2018, "Brown V. Board of Education," *History*, <https://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka>, accessed August 2020, "Civil Rights Act of 1964," *History* https://www.history.com/topics/black-history/civil-rights-act#section_1, accessed August 2020, Jenner Heller, "Harvard Leads in Black Enrollment, The Crimson, September 8, 1998. <https://www.thecrimson.com/article/1998/9/8/harvard-leads-in-black-enrollment-pthe/>, accessed August 2020, "Harvard Law School Report on the State of Black Alumni II: 2000 - 2016," *Harvard Law School Center on the Legal Profession*, <https://clp.law.harvard.edu/assets/HLS-Report-on-the-State-of-Black-Alumni-II-2000-2016-High-Res.pdf>, accessed August 2020.

Exhibit 5: Gender & Race Diversity at HBS (by Generation)

Gender	Pre-Boomers	Boomers	Gen X	Gen Y	Total
Men	98%	79%	68%	59%	81%
Women	2%	21%	32%	41%	19%

Race	Pre-Boomers	Boomers	Gen X	Gen Y	Total
White	97%	87%	70%	59%	84%
Other	1%	1%	3%	5%	2%
Black	0%	4%	4%	4%	3%
Asian (Non-South Asian)	0%	4%	10%	14%	5%
Hispanic / Latino	0%	2%	6%	7%	3%
South Asian	0%	1%	7%	12%	3%

Notes: (1) Source footnote states “In the most recent graduating classes, women are slightly younger than men, creating a disproportionate number of women classified as Generation Y, relative to their proportions in their graduating classes” for first chart. (2) Source footnote states “American Indian or Alaskan Native; Native Hawaiian or Pacific Islander; bi/multiracial; other race not specified” in reference to “Other” category. (3) Additional notes regarding gender, race and generation can be found within source document.

Source: “Life & Leadership After HBS,” *Harvard Business School*, May 2015.

https://www.hbs.edu/women50/docs/L_and_L_Survey_2Findings_12final.pdf, accessed July 2020.

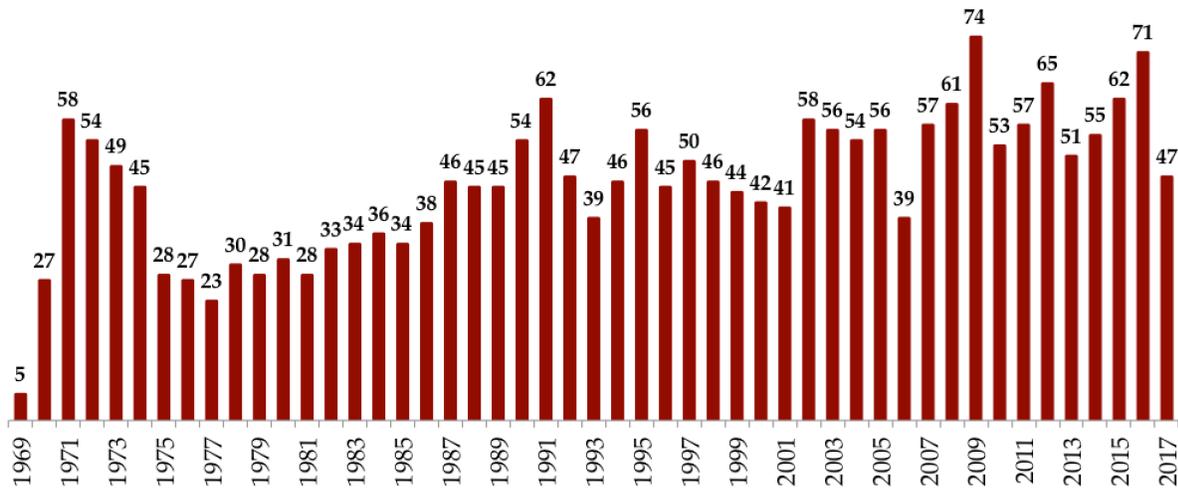
Exhibit 6: Comparison of Fortune CEOs

	Fortune 100 CEOs	Black F500 CEOs
Graduate Degree	54%	94%
MBA's	59%	38%
JDs	16%	38%
Ivy League		
Undergrad	11%	19%
Graduate Degree	30%	44%

Note: Author calculated percentages using data from Exhibit 7 and public sources.

Source: Author, Kimberly A Whitler, “New Fortune 100 CEO Study: The Top Graduate Schools Attended By Fortune 100 CEOs,” *Forbes*, September 28, 2019. <https://www.forbes.com/sites/kimberlywhitler/2019/09/28/new-fortune-100-ceo-study-the-top-graduate-schools-attended-by-fortune-100-ceos/#2bc2557a2719>, accessed July 2020.

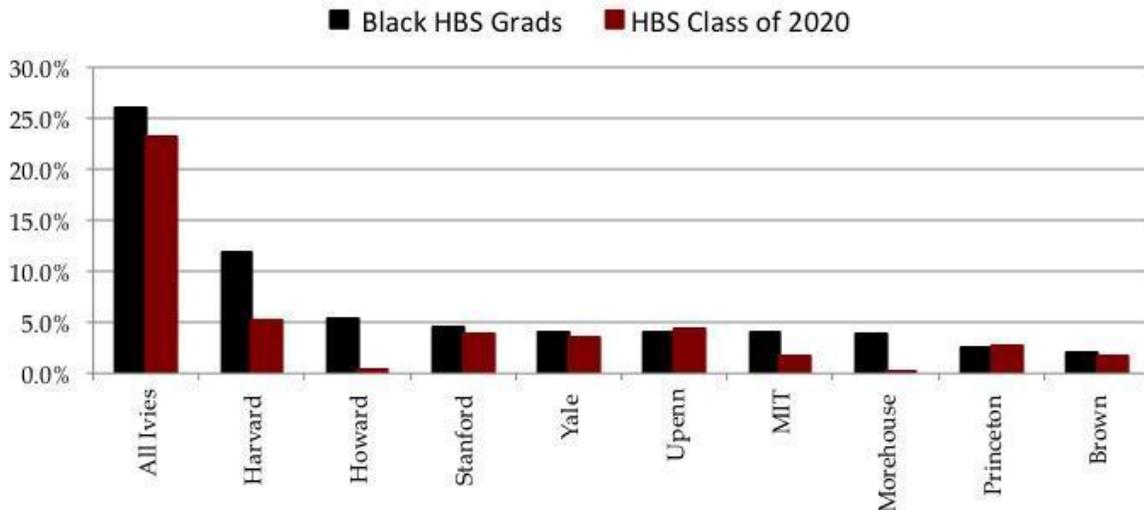
Exhibit 7a: Black HBS Graduates by Class Year (1969 - 2017)



Notes: (1) Decade for 2010s only includes years 2010 through 2017 (2) In the 1970s, Black MBA graduates were 4.9% of an estimated class size of 753. (3) In the 1980s, Black MBA graduates were 4.8% of an estimated class size of 770. (4) In the 1990s, Black MBA graduates were 6% of an estimated class size of 815. (5) In the 2000s, Black MBA graduates were 6% of an estimated class size of 899. (6) In the 2010s, Black MBA graduates were 6.3% of an estimated class size of 915.

Source: "Spheres of Influence: A Profile of Black MBA Program Alumni," *Harvard Business School*, April 2018.

Exhibit 7b: Black HBS Graduates: Comparison of Select Undergraduate Colleges



Notes: (1) HBS Class of 2020 includes members of all races (2) Author calculated percentages from source information.

Sources: Author's calculation, "Spheres of Influence: A Profile of Black MBA Program Alumni," *Harvard Business School*, April 2018, and "Fortuna Admissions Harvard Business School MBA Deep Dive Analysis," *Fortuna*, November 21, 2019.

<https://fortunaadmissions.com/2019/11/21/fortuna-admissions-harvard-business-school-mba-deep-dive-analysis/>, accessed August 2020.

Exhibit 7c: Black HBS Graduates: Top Feeder Schools by Decade (1979 - 2017)

	1970s	1980s	1990s	2000s	2010s
1 st	Harvard	Harvard	Harvard	Harvard	Harvard
2 nd	Howard	Stanford	Howard	Morehouse	Stanford
3 rd	Yale	Yale	Morehouse	Howard	Howard
4 th			Penn	MIT, Stanford	MIT, Yale
5 th			Stanford	Penn	Penn
6 th			Yale	West Point	Morehouse, Princeton
7 th			MIT	Princeton, Spelman, Yale	Cornell
8 th			Brown	Duke, Michigan, Virginia	
9 th			Florida A&M	Florida A&M, Georgia Tech	
10 th			UC Berkeley	Columbia	

Note: Source document indicates above list includes any school with 10 or more alumni of undergraduate school within the specified decade.

Source: "Spheres of Influence: A Profile of Black MBA Program Alumni," *Harvard Business School*, April 2018.

Exhibit 7d: Black HBS Graduates: Top Post-HBS Employer (1979 - 2017)

	1990s	2000s	2010s
1 st	McKinsey & Company	Goldman Sachs	McKinsey & Company
2 nd	Goldman Sachs	McKinsey & Company	Deloitte
3 rd	Merrill Lynch	Bain & Company	Bain & Company
4 th	Bain & Company, Morgan Stanley	Boston Consulting Group	Morgan Stanley
5 th	Booz Allen Hamilton	Procter & Gamble	JP Morgan
6 th	Accenture, Boston Consulting Group, Citi	Citi, JP Morgan	Boston Consulting Group
7 th	Donaldson, Lufkin & Jenrette, PWC	American Express, Merrill Lynch	

Source: "Spheres of Influence: A Profile of Black MBA Program Alumni," *Harvard Business School*, April 2018.

Exhibit 8: Black CEOs of Fortune 500 Companies

Name	Company	Start	CEO	Exit	Grad School
Clifton R Wharton Jr	TIAA-CREF	1987	1987	1993	Johns Hopkins (MS), University of Chicago (PhD)
Franklin D Raines	Fannie Mae	1998	1998	2004	Harvard (JD)
Lloyd D Ward	Maytag	1996	1999	2001	Xavier University (MBA)
Ken Chenault	American Express	1981	2001	2018	Harvard (JD)
Dick Parsons	AOL Time Warner	1995	2002	2007	Union University (JD)
Stanley O'Neal²	Merrill Lynch	1986	2003	2007	Harvard (MBA)
Aylwin B Lewis	Kmart/Sears	2004	2004	2008	Houston Baptist (MS), University of Houston (MBA)
Clarence Otis Jr	Darden	1995	2004	2014	Stanford (JD)
Ronald A Williams	Aetna	2001	2006	2011	MIT (MBA)
Rodney O'Neal	Delphi Corporation	1976	2007	2015	Stanford (MS)
Roger Ferguson	TIAA	2008	2008		Harvard (JD, PhD)
Ursula Burns	Xerox	1981	2009	2016	Columbia (MS)
Kenneth Frazier²	Merck	1992	2011		Harvard (JD)
Don Thompson	McDonalds	1990	2012	2015	
Marvin Ellison²	JCPenney	2014	2015	2018	Emory (MBA)
	Loews	2018	2018		
Jide Zeitlin	Tapestry	2006	2019	2020	Harvard (MBA)

Notes: (1) Start column indicates year started at F500 firm, CEO column indicates year ascended to CEO, and exit indicates year retired or stepped down (blank indicates CEO is still in role). (2) HBS cases that mention CEOs above: Stanley O'Neal in Stanley O'Neal at Merrill Lynch (Aug 2004) and Merrill Lynch's Asset Write-Down (Oct 2008), Ken Frazier in Merck CEO Ken Frazier Quits President Trump's Advisory Council (Jan 2018) and Merck & Co. (Jan 2015), and Marvin Ellison in JCPenney: Back in Business (Oct 2016). (3) Marvin Ellison is listed twice.

Sources: Compiled from public sources, Black Enterprise Magazine's "Black CEOs Archive," and Bloomberg.

Exhibit 9: Excerpts from Case Services Input Form

Form Field	Form Instructions / Notes
Keywords	Select or add terms that distinguish the research
Topics	Choose from separately provided list
Industries	Choose from separately provided list
Abstract	"Providing an abstract for a case is critical for marketability. It will enhance the ability of others to find your work."
Brief Description	This summary will make it easier for Marketing & Communications, Working Knowledge, or other media to communicate your work.
Micro Summary	Limited to 120 characters
Learning Objectives Curriculum	Used to communicate the learning objectives of the case Choose from (multiple selections allowed): Corporate Training, ExEd, MBA Year 1, MBA Year 2, Undergraduate
Relevancy	Choose from (multiple selections allowed): This product is appropriate for other HBS courses with a prompt to list course(s), This product is appropriate for courses at other schools with a prompt to list course(s)
Company HQ	Choose from list of countries
Size of Company	Choose from: < \$50M, \$50M - \$500M, \$500M - \$1B, >\$1B
Protagonist(s)	Name (optional) Description of Title (optional) Geographic location (optional) Gender (required field as indicated by red asterisk) Is this protagonist Hispanic or Latino? Choose from Yes or No (optional) Regardless of prior question, indicate if protagonist is a member of the following groups: Choose from (multiple selections allowed): American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific islander, White (optional)
Source(s) of materials in case	Choose from (multiple selections allowed): Company documents, Published material, Interviews with individuals unaffiliated with company, Casewriter (optional)
Case for ExEd	Choose from drop down list (required field as indicated by red asterisk)
Disguised info	Is there any information disguised in the case? If yes, describe the disguise

Notes: Author has completed form for two published cases. Author has provided summary of fields and included emphasis (bolded) of fields that are required or mandatory.

Source: Harvard Business School.

END NOTES

- ¹ Marguerite Ward and Drake Baer, "Famous Harvard Business School Alumni," *Business Insider*, July 22, 2020. <https://www.businessinsider.com/famous-harvard-business-school-alumni-2014-9?IR=T>, accessed August 2020.
- ² "Statistics: Alumni," *Harvard Business School*. <https://www.hbs.edu/about/statistics/Pages/default.aspx>, accessed July 2020.
- ³ Aman Singh, "The MBA Is Changing. And It's About Time," *CNBC*, February 10, 2011. <https://www.cnbc.com/id/41516538>, accessed August 2020.
- ⁴ Ellen M Burstein, "Harvard Business School Faculty Reflect on Dean Nitin Nohria's Tenure," *The Harvard Crimson*, November 12, 2019. <https://www.thecrimson.com/article/2019/11/12/hbs-faculty-reflect-nohria/>, accessed August 2020.
- ⁵ Roger Thompson, "Reimagining the MBA," *Harvard Business School*, December 1, 2011. <https://www.alumni.hbs.edu/stories/Pages/story-bulletin.aspx?num=1024>, accessed August 2020.
- ⁶ "Harvard Business School's Dean on Moral Humility in Business | Radio Boston," *WBUR*, November 15, 2011. <https://www.wbur.org/radioboston/2011/11/15/hbs-new-dean>, accessed August 2020.
- ⁷ Roger Thompson, "Reimagining the MBA," *Harvard Business School*, December 1, 2011. <https://www.alumni.hbs.edu/stories/Pages/story-bulletin.aspx?num=1024>, accessed August 2020.
- ⁸ "HBS Case Development," *Harvard Business School*. <https://www.hbs.edu/faculty/research/Pages/case-development.aspx>, accessed August 2020.
- ⁹ *Ibid.*
- ¹⁰ "Teaching By The Case Method," *Christensen Center for Teaching and Learning - Harvard Business School*. <https://www.hbs.edu/teaching/case-method/Pages/default.aspx>, accessed August 2020.
- ¹¹ "Christensen Center for Teaching and Learning," *Harvard Business School*. <https://www.hbs.edu/teaching/Pages/default.aspx>,
- ¹² "Spheres of Influence: A Profile of Black MBA Program Alumni," *Harvard Business School*, April 2018.
- ¹³ *Ibid.*
- ¹⁴ *Ibid.*
- ¹⁵ Marguerite Ward and Drake Baer, "Famous Harvard Business School Alumni," *Business Insider*, July 22, 2020. <https://www.businessinsider.com/famous-harvard-business-school-alumni-2014-9?IR=T>, accessed August 2020.
- ¹⁶ John Bonazzo, "Men Named John Outnumber All Women in Most American Industries," *The Observer*, April 24, 2018. <https://observer.com/2018/04/diversity-women-in-the-workplace-john/>, accessed July 2020.
- ¹⁷ BLCK VC, "We Won't Wait," *Medium*, June 1, 2020. https://medium.com/@BLCK_VC/we-wont-wait-3eaa94d85aac, accessed August 2020.
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