

Questrom DEI Committee Curriculum Subcommittee

Final Report - May 12, 2021

Subcommittee Members:

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Report Outline

- I. Motivation: Quotes from Questrom Students*
- II. Committee Goals*
- III. Guiding Principles*
- IV. Approach & Findings*
- V. Committee Recommendations*
- VI. Appendices*

I. Motivation: Selected Quotes from Questrom Students

“In our required Career Development classes, there is nothing about DEI at all. People in our program are going to be future hiring managers, and this is a gross oversight. Even people in my classes have said, “I can’t do this the same as a white person can.”

“Professors need to realize we don’t go to school in a bubble, and also experience what the country is going through. Zero Professors have brought up the shootings in Atlanta, they just skirt over it and I feel like it’s not helpful as a lot of us are distracted. Real world events can be integrated into the classroom.”

“It’s more than just stating you have “diverse content.” It’s integrating its diversity into the class lecture. Having a diverse case has to include going over the obstacles stemming from its diversity. ”

“I believe there is a certain amount of misspeaking, so professors rather ignore race and diversity and stick to only the curriculum.”

II. Subcommittee Goals

- 1. Review DEI components within curriculum*
 - focusing on multiple dimensions of diversity, e.g., race, ethnicity, gender, country, sexual orientation, religion, socioeconomic class, ...*
- 2. Benchmark QST progress relative to peer/aspirational schools*
- 3. Assess curriculum needs (in a variety of ways)*
- 4. Identify alternative paths forward*
- 5. Create recommendations with aims of*
 - framing discussion of DEI in Questrom Programs*
 - supporting first steps to be taken in Spring & Summer 2021*
 - outlining path(s) forward to be taken in future semesters*

III. Guiding Principles (I)

1. **Trustees' Vision:** *The Subcommittee operated with BU Trustees' Statement on Diversity in mind: "We strive to create environments for learning, working, & living that are enriched by racial, ethnic, & cultural diversity."*
2. **Long-term Commitment:** *The Subcommittee recognizes that addressing DEI in the School's curricula requires a long-term commitment. We recognize that the task will not be completed in the short-term, that it will likely require continuous investment, and that it will require consistent investment from faculty, students, and staff.*
3. **Academic Freedom:** *The Subcommittee recommends that the development of content sensitive to DEI issues should not violate the principles of Academic Freedom & should be consistent with the ideal that campus discourse depends upon respect for differences, including differences of view that cause disagreement.*
 - *The Subcommittee would like to emphasize that none of its recommendations require faculty, students, or staff to adopt or promulgate any particular ideology or principles that violate their conscience.*
 - *The Subcommittee does, however, believe that a commitment to DEI in the Questrom curriculum requires each Program and all faculty, staff, and students to be informed about DEI issues and to think actively and with open minds about how to incorporate diversity into course design and how to support inclusiveness in the classroom environment.*
4. **Dimensions of Diversity**
 - *There are many dimensions of diversity, including Race, Ethnicity, Gender Identity, Nationality, Sexual Identity, Age, Culture, Disability, Socioeconomic status, Religion, and others (e.g., political).*
 - *Student perception is that Questrom courses most lack diversity with respect to Race, Ethnicity, Nationality, and Gender.*
 - *It would be ideal for each course to incorporate diversity on multiple dimensions & for each program to incorporate diversity on as many dimensions as possible, particularly those most salient to the program.*

Guiding Principles (II)

A comprehensive approach involves Course-, Program-, & School-level considerations

Course Level

1. *Are there DEI topics/materials that should be covered in the course?*
 - *e.g., Does required MO course include material on Managing Diversity?*
 - *e.g., Does required Law course include material on Workplace Discrimination?*
2. *Outside of specific DEI topics, do course materials evidence considerations of diversity & inclusion?*
 - *e.g., Does course include diverse case protagonists & speakers, incorporate diverse names (not just Jeff & Cathy), etc.?*
3. *Does the classroom environment support diversity, equity & inclusion?*

Program Level

1. *Can each program be designed to support DEI across required and elective courses?*
2. *Can each program train faculty to be comfortable designing diverse & inclusive syllabi and to teach in inclusive ways?*

School Level

- ★ *Can Questrom programs be designed and implemented in a way that enables all students to feel as if their individuality is respected, to recognize bias, discrimination, and inequities, and to appreciate the diversity of the Questrom community*

IV. Approach: Gathering data & preparing findings

1. Historical Review

- *reviewed Questrom's recent history of curriculum DEI efforts*

2. Benchmarking

- *review of peer & aspirational schools' requirements & curricula*
- *undertaken with assistance of Dean's Office (Marie Burrage)*
- *see Appendix B*

3. Review of Questrom Program Requirements, Course Title, & Course Descriptions

- *undertaken with assistance of Questrom Registrar (Rebecca DiMattia)*
- *see Appendix C*

4. Interviews with DEI Curriculum leaders at Peer/Aspirational Schools

5. Listening Sessions

- *30-90 minute discussions with student organizations, faculty committees, administrators, & Program Directors*
- *including MBA, OMBA, MSMS, MSBA, & UG programs and Graduate & UG student orgs*
- *see Appendix D for list*

6. Pilot Programs - Course Reviews

- *DEI Curriculum Worksheet*
- *Pre-Pilot Program - volunteer faculty*
- *MBA Pilot Syllabus Review Program - sponsored by MBA PDC (Cathy Fazio) with volunteer faculty*
- *In planning: small group workshop*

Findings: History - I

Pre-2016

- *individual efforts at raising awareness (e.g., Prof. Jeff Allen), but we did not find evidence of systematic investments by the Questrom School in incorporating DEI issues in the curriculum*

2016

- *Diversity Task Force*
 - *created by Ken Freeman with the goal to address diversity at Questrom*
 - *chaired by Mark Williams & Rachel Spooner*

2017

- *Thomas Harwell appointed Director of Student Diversity Initiatives*
 - *began to champion DEI issues in the curriculum, but left in 2018*
- *based on Diversity Task Force recommendations, UGPDC requires new course syllabi to include Diversity & Inclusion Statement & circulates Syllabus Template with D&I statement*
 - *MBA Program adopts similar Syllabus Template*

2018

- *Diversity Task Force proposes effort to review courses for DEI content*
 - *effort not renewed thereafter*

2019

- *MSMS launches systematic efforts to incorporate DEI issues in curriculum*

Findings: History - II

2020

- *Faculty Policy Committee (FPC) meets with Associate Deans for UG & MBA Programs (Feb-2020)*
 - *FPC requests that programs review courses for DEI content*
 - *UG & MBA Program Associate Deans note that other priorities take precedent over DEI; sufficient resources not available at that time*
- *DEI Committee established over summer*
 - *Curriculum Subcommittee begins work in Fall, meets weekly throughout year, include students & faculty*
- *Faculty Policy Committee (FPC) & Questrom Faculty incorporate DEI Committee into Questrom Governance Document*
 - *Committee powers and lines of reporting not yet enumerated*
- *While individual faculty and some programs made investments to incorporate DEI in curriculum prior to Fall 2020 (e.g., MSMS), coordinated, school-wide effort begins in Fall 2020 as a result of Dean's Office creating DEI Committee & its Curriculum Subcommittee*
 - *e.g., MO712, began prior to AY20-21*
 - *e.g., SM131, begins Fall 2020*

Findings:

Curriculum Benchmarking* & Interviews

★ *Questrom lags many peer & aspirational schools in formally incorporating D&I in UG & GR curricula*

★ *Other schools' approaches:*

1. Required courses

- *core courses or choice from course set*
 - *e.g., Georgetown requires two UG courses, one provide exposure to domestic diversity & another to global diversity*
- *elective courses:*
 - *especially diversity in orgs (e.g., MIT-Sloan, NYU, Wharton)*

2. Matrixing

- *some have committed to ensuring diversity & inclusion throughout their curricula*

3. Explicit DEI content in required courses

- *e.g., MIT-Sloan, bias as core theme in intro MBA course*

4. Enhanced extracurricular activities

- *e.g., Michigan, Kellogg MBA*

5. Reforms led by Full Profs / DEI Deans

- *e.g., MIT-Sloan: Full Professors Fiona Murray & Ray Reagans named Deans of D&I and given authority to work with academic programs on DEI in curricula*

Findings from Program Reviews, Listening Sessions, & Pilot Projects

- 1. Student (& faculty & staff) perception is that Questrom has a long way to go on incorporating Diversity & Inclusion into its Programs & Courses*
 - faculty, in general, are quite receptive to effort, but request support & resources*
 - consistent with benchmarking, listening sessions suggest that Questrom lags behind a number of peer, aspirational, and other university schools*
- 2. One size does not fit all*
 - programs have different needs with respect to DEI and should adopt a customized approach based on content and student population*
- 3. Few current courses directly address DEI topics (see Appendix C)*
 - exception = pilot course, running for 1st time in MBA & UG programs: “Discrimination & the Law” (MBA=PL843, D-Lomax; UG=LA343, F-Fazendiero)*
- 4. Some courses already incorporate DEI topics in thoughtful way*
 - e.g., MO712, “Leading Organizations & People”*
 - e.g., MO830, “Leading the Mission-driven organization”*
 - most courses could make valuable progress with minor investments*

Findings from Program Reviews, Listening Sessions, & Pilot Projects

5. Accountability is essential for progress on courses & programs

- *involvement needed from Faculty Review & Dean's Office*
- *courses/faculty respond to PDC review*
- *programs respond to FPC and/or DEI Committee review*
- *some Programs more proactive & responsive than others*
 - *Department review may be effective alternative*
- *faculty respond to Merit Review, but such an approach is controversial & potentially counter-productive*

6. Lessons from Pilot Programs that reviewed existing courses

- *note: Questrom does not have any systematic approach for reviewing already-approved courses (and no broad effort has reviewed the content & approach of already-approved courses during the past two decades)*
- *review by individuals who are not the course instructors is extremely time-consuming (e.g., 1-4 hours per course)*
- *the Curriculum Subcommittee could develop expertise in guiding faculty on their courses, but this would require substantial time to develop subject-specific expertise*
- ***course DEI reviews are best done by faculty themselves & require continuous investments and regular review***

Findings from Program Reviews, Listening Sessions, & Pilot Projects

7. *Going forward, a key curriculum DEI principle should be that it is the job of the faculty/School to lead discussions on DEI topics*
 - *faculty should ensure that it is not the job of students to lead these discussions or to educate others*
 - *students should be an important element of the effort, but the burden should not fall to them*

8. *A key issue for students is the current lack of a clear and well-understood system that enables students to provide feedback to their instructor, to the DEI Office, and/or to their Program Office regarding DEI issues, microaggressions, classroom interactions, and/or any other course-, student-, and faculty-related issues*
 - *students should have an option for doing this anonymously and visibility to know what steps were taken to address their concerns*
 - *a number of students were upset to hear one of the Deans suggest that the responsibility falls on students to address faculty issues in a way that involves either direct confrontation or lack of anonymity*

Findings from Program Reviews, Listening Sessions, & Pilot Projects

9. *Faculty Training: faculty require additional preparation that precede and complement their efforts at adapting their courses & classroom environments*
- *a majority of students with whom we spoke felt that faculty are not well-equipped to have conversations centered around DEI and expressed a desire to see more BIPOC and diverse Professors teaching them*
 - *“There could be a better effort to give better language and context for discussion in the class.”*
 - *“We had a class discussion regarding access to vaccines, and the Professor referred to Africa as one entity, when in reality Africa is a diverse continent. There is no language set up to have these conversations.”*
 - *“We really need training for Professors. We can require DEI training – Professors aren’t even trying to pronounce name of non-white individuals.”*
 - *“Common language – professors don’t have the tools and sometimes they shut down.... Not exclusively on Professors. You can co-create the space with students so it’s everyone’s jobs”*

Findings from Program Reviews, Listening Sessions, & Pilot Projects

10. *Student Training: students require additional preparation that enable them to support DEI-focused curriculum revision*
- *Students come from diverse backgrounds. There are cultural differences with those that are domestic vs. International. Offering DEI training at the beginning of the program will help encourage more inclusive dialogue and offer tools and confidence for those that may be less inclined to speak up in class.*
 - *“We have people that bring really spicy opinions... Too aggressive, and has caught students off guard, in particular within our marketing and ethics courses, we need to build a base in core curriculum.”*
 - *“In our required Career Development classes, there is nothing about DEI at all. People in our program are going to be future hiring managers, and this is a gross oversight. Even people in my classes have said, “I can’t do this the same as a white person can.”*

V. Subcommittee Recommendations

Recommendations for all Questrom Academic Programs (I)

1. *Each Questrom Academic Program (i.e., Undergraduate and Graduate programs, including Specialty Masters and PhD) should do the following by Sep-01-2021:*
 - a. *ensure that DEI content is thoughtfully integrated in its Orientation activities (e.g., MBA Launch)*
 - b. *ensure that DEI content is thoughtfully integrated into its Required courses, and*
 - c. *apprise the DEI Curriculum Subcommittee, the FPC, and the Dean's Office of their progress during Summer 2021 and submit a report by Sep-01-2021 that summarizes each program's achievements in and future plans for (a) and (b).*
 - *we recognize that the process of DEI content integration will not be complete by Sept 2021, but we anticipate that significant progress can be made between now and then and that a plan for broader progress can be articulated by that date*
 - *we are unanimous in recommending that (a) and (b) be completed prior to the Fall 2021 semester*

2. *Each Questrom academic program should prepare, submit, & present the following reports to the FPC, DEI Committee, and Dean's Office on an annual basis*
 - *September Report - report of DEI plans/goals for coming academic year (due on the first business day of September)*
 - *April Report - report on progress during academic year & suggestions for coming academic year (due on the first business of April)*
 - *the FPC should vote to approve or reject these Reports; rejection requires resubmission by the first business day the following month*

Subcommittee Recommendations *(continued)*

Recommendations for all Questrom Academic Programs (II)

3. *Each Questrom academic program should ensure that all of its courses are reviewed for DEI content by Fall 2022*
 - *existing programs – 2 semester phase-in period (e.g., by Fall 2022)*
 - *new Programs & courses – require DEI curriculum standards to be met for all programs and courses approved, beginning in May 2021*

4. *Each Questrom academic program should discuss incorporating DEI issues in its Learning Goals*
 - *e.g., the UG Program may have already done this: “Students will develop an understanding of systemic problems regarding diversity, equity and inclusion, and will learn strategies to address these societal, business and everyday concerns.”*
 - *each program should discuss the results of its deliberations in its Fall 2021 Report to the FPC, DEI Curriculum Subcommittee, and the Dean’s Office*

Subcommittee Recommendations (continued)

Recommendations for all Faculty

5. *All faculty members should review their courses each academic year to consider DEI content & inclusivity in the classroom environment*
 - *course coordinators should lead this effort on coordinated classes, though all faculty should play a role*
 - *faculty may build on the DEI Curriculum Worksheet (see Appendix A) and may consult with the DEI Curriculum Subcommittee for support (although they should recognize that the Subcommittee will not have the resources to identify cases, speakers, etc.)*
 - *when reviewing their courses, faculty should consider these issues identified on the Guiding Principles slides*
 1. *are there DEI topics/materials that should be covered in the course?*
 2. *outside of specific DEI topics, do course materials evidence considerations of diversity & inclusion?*
 3. *does the classroom environment support diversity, equity & inclusion?*
6. *All faculty members should incorporate a question asking students for feedback regarding DEI issues in the course onto their Mid-Semester Feedback requests*
7. *All faculty members should include a DEI statement in the syllabus that articulates that the course has considered various dimensions of diversity and inclusion*
 - *course coordinators should lead this effort on coordinated classes, though all faculty should play a role*
 - *we would like to reiterate that this recommendation does require faculty, students, or staff to adopt or promulgate any particular ideology or principles that violate their conscience, but only to be active and open-minded in considering how to support the Trustees' vision for DEI at Boston University*
8. *All faculty members should incorporate information about the School's Feedback System into their course syllabi and should review it in class when they introduce their syllabus*
 - *see additional information on this in Recommendation #10*

Subcommittee Recommendations *(continued)*

Recommendations for the School

9. *The School should conduct DEI Training for Faculty, Staff, and Students each semester*
 - *these trainings should be designed to facilitate DEI content into faculty curricula and should help prepare faculty and students for an inclusive classroom environment*

10. *The School should ensure that Questrom operates a Feedback System that enables students to provide feedback (anonymously if desired) to their instructor, to the DEI Office, and/or to their Program Office regarding DEI issues*
 - *a system exists already ([link](#)); neither students nor faculty are broadly aware of it*
 - *the School should reconsider the most effective way to receive and manage such feedback prior to Fall 2021*
 - *the School should promote this system widely among faculty and students beginning in Fall 2021*
 - *Faculty should incorporate information about this system into their syllabi by Fall 2021*

11. *The School should create a DEI data collection and measurement system to allow for tracking and assessment of progress on a semester-by-semester and longitudinal basis.*

12. *The School should present these data as well as a summary of each program's DEI efforts, progress, and results to the FPC & Full Faculty at least one per year.*

Subcommittee Recommendations *(continued)*

Recommendations for the School

13. *The School should incorporate faculty success in incorporating DEI issues into their curriculum/classroom environment among its considerations in the Faculty Annual Review process*
14. *The School should clarify the following features of the DEI Curriculum Subcommittee*
 - *the Subcommittee should continue to operate with Students and Staff as well as Faculty members*
 - *the Subcommittee should operate as a consultative Body for faculty, PDCs, Program Directors, the FPC, and the Dean's Office regarding DEI-issues related to curricula & classroom environments*
 - *the Subcommittee should should have the authority to request meeting time with faculty, PDCs, Program Directors, the FPC, and the Dean's Office regarding DEI-issues related to curricula & classroom environments*

Thank You!!!

We are grateful to the Dean's Office, the DEI Office, Questrom students and student leaders, student organizations (particularly those associated with myQuestrom), Questrom program offices (especially the UDC), Program Directors (especially MBA PDC Chair, Cathy Fazio), and faculty (especially those who participated in our pilot programs via the MBA PDC), and to the dozens of students, faculty, and staff who contributed their ideas during our Listening Sessions.

Appendix A: DEI Course Worksheet

- *see DEI Course Worksheet attachment*

Appendix B: Curriculum Benchmarking

- *see Benchmarking attachment*

Appendix C:

Questrom courses with DEI Terms in Title and/or Course Description (total = 10)

<u>Dept</u>	<u>Course</u>	<u>Course Title</u>
ES	ES090	<i>Ascend Seminar</i>
LA	LA343	<i>Discrimination and the Law: Implications for Business</i>
LA	LA346	<i>Business, Justice, and Responsibility</i>
LA	LA355	<i>Employment Law and Public Policy</i>
MK	MK915	<i>Consumer Behavior II</i>
MO	MO441	<i>Human Resource Management</i>
MS	MS600	<i>MSMS Launch</i>
PL	PL843	<i>Discrimination and Business Law</i>
SI	DS906	<i>Fundamentals of Research & the Philosophy of Science</i>
SI	SM454	<i>Innovation & the Dynamics of Enterprise in America</i>

Appendix D: Subcommittee Listening Sessions conducted with the following faculty/staff groups/leaders

1. *FPC*
2. *MBA PDC*
3. *UDC Leadership*
4. *UDC/RACE Task Force*
5. *Registrar's Office*
6. *MSMS Program Leadership*
7. *MSBA Program Leadership*
8. *Paul Hutchinson, Cross- Program
Teaming Leader*
9. *UGPDC*
10. *Grad Council*
11. *myQuestrom*
12. *Women's MBA Association*
13. *Questrom Veterans Club*
14. *Latin American MBA
Association*
15. *Cohort Q*

Appendix D: Subcommittee Listening Sessions conducted with the following faculty/staff groups/leaders

UG groups

16. *180 Degrees Consulting*
17. *Accounting Association*
18. *ALPFA*
19. *Alpha Kappa Psi*
20. *BU Consulting Group*
21. *BU Finance & Investment Club*
22. *BU Marketing Club*
23. *BU Sports Business Club*
24. *BizTech*
25. *Business Law Club*
26. *Delta Phi Epsilon*
27. *Delta Sigma Pi*
28. *Fashion & Retail Association*
29. *Financial Modeling Club*
30. *Guerrilla Marketing Society*
31. *herNetwork*
32. *International Business Club*
33. *LOCK*
34. *Music Business Club*
35. *Phi Chi Theta*
36. *Pride in Business*
37. *Questrom Student Government*
38. *TAMID*

Appendix E: Resources for Faculty

- *HBS Publishing Resources*
 - *Cases with Protagonists of Color* ([link here](#))
 - *HBS Readings on Diversity* ([link here](#))
 - *“Cases & Articles to Help Bring Diversity Issues into Class Discussions* ([link here](#))