



# TEPPER TOGETHER

DIVERSITY, EQUITY, INCLUSION, & BELONGING (DEI&B)  
STRATEGIC PLAN



Carnegie  
Mellon  
University  
Tepper School  
of Business

2022 – 2027

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# MESSAGE FROM THE DEAN



**ISABELLE BAJEUX**  
Dean & Professor of Finance

THE  
INTELLIGENT  
FUTURE IS  
DIVERSE  
AND  
INCLUSIVE

As Dean of the Tepper School, I am committed to making this community and environment one that is more inclusive and diverse where everyone has a voice and feels a sense of belonging. Over the last year and a half, a Task Force comprised of Tepper School staff, students and faculty have been working to make this commitment a reality and I am honored to present the Tepper Together Diversity, Equity, and Inclusion Strategic Plan.

The Tepper School is leading the way to The Intelligent Future and our future is both diverse and inclusive. The focus for this plan will be deliberately on the future and the possibilities before us. We're looking ahead: what are we going to do, where are we heading? These are the questions we are here to answer today.

The Tepper School's DEI&B Strategic Plan focuses on specific actions and outcomes. The plan is transparent and meaningful. We have put in place accountability measures to facilitate follow-through and ensure our proposed actions become reality. This plan is an honest look at where we want to go in our journey, the steps we are taking to get there, and the outcomes we will be working to achieve.

This project has meant so much to me both professionally and personally. I understand, from my own experience, what it feels like to be an outsider in the greater community. I am a woman in a field heavily dominated by men, and I am Jewish. My mother was born in 1933 in Paris. She had to wear the yellow star during WWII and was hidden for four years without her parents. Consequently, growing up, I was advised to keep my Jewish identity to myself. While everyone's experience is different and not to be compared, my upbringing reminds me every day to make sure the Tepper School is a supportive and inclusive environment for everyone who decides to come here for their education or career.

I want everyone at the Tepper School to feel included, a valued part of the community and equally important to their peers, regardless of their background, identity, or life experience. I welcome your feedback on our strategic plan, and I look forward to implementing these positive changes for our School.

# EXECUTIVE SUMMARY

*"A diverse and inclusive community is the foundation for excellence in research, creativity, learning and human development, and is, therefore, at the core of our mission as a university." - President Farnam Jahanian*

Our DEI&B Strategic Plan is rooted in Carnegie Mellon's longstanding commitment to equal opportunity, diversity, and affirmative action. The purpose is to improve the Tepper School of Business (The Tepper School) experience for everyone. The foundation and guide for this DEI&B plan were laid out in our Tepper School 2026 Strategic Plan, particularly the values statement and in objective number five (5), respectively.

A Taskforce was assembled to serve as a proactive body in establishing the Tepper School's DEI&B Strategic Plan. Representation from the three main groups in our community: students (undergraduate and graduate), staff, and faculty, comprised the DEI&B Task Force. We approached this plan like we do any other opportunity; we analyzed the data, applied our values, and defined our approach. The following analysis is clear: we will hold ourselves accountable as we move forward on the path that will take us where we need to go.

## STRATEGIC FOCUS: OUR CORE THEMES (C.A.R.E.)

Four (4) core themes define our DEI&B journey and the strategic thrusts the Tepper School must take to achieve our vision. DEI&B are a central focus in recruiting, education and scholarship, our daily environment, and in building a stronger community. The themes not only define the strategy but the structure and data that will inform our work.

- C** **CLIMATE, CULTURE, AND COMMUNITY**  
 We will work towards strengthening our communities, both internally and externally. Behind the numbers are people. The climate, culture, and community impact how they perceive the safety and supportiveness of our environment.
- A** **ACCESS AND EQUITY**  
 We will maintain an infrastructure for inclusion where talented people from every background and life experience can access, fully participate, and receive what they need to succeed at Tepper School.
- R** **RECRUITMENT AND RETENTION**  
 We will focus our efforts on recruiting, retaining, and developing people. A shift in our mindset is needed. We will focus on how individuals can ADD TO our culture and community vs. FIT IN and help us improve.
- E** **EDUCATION / SCHOLARSHIP**  
 We will put in place a new context to ensure that we educate people in our classrooms with a DEI&B lens as we aspire to be viewed as a vibrant hub of innovation, creativity, and entrepreneurship.

## CRITICAL SUCCESS FACTORS

We aim to close the gap between the culture we aspire to and the lived experience of every member of our community. Closing this gap will be a transformative change. To succeed, we will put in place the following conditions:

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### 1. **The Urgency of Our Situation**

Our history of embracing innovative practices must extend to this issue of DEI&B. Our future depends upon the success of this plan. Failure to act will result in institutional stagnation.

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### 2. **DEI&B Benefits Everyone and Everyone Needs to be Involved**

Recognizing and reinforcing the DEI&B values that are practiced throughout Tepper School is a powerful call to action for every member of our community. We can no longer relegate ownership of DEI&B to one group (Dean, Diversity Task Force, Director of DEI&B, Human Resources, etc.). Capitalizing on the collective - every leader should actively **act** every day to strengthen an inclusive environment **that** will drive business results.

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### 3. **Infrastructure For Accountability**

The Tepper School's infrastructure drive for accountability, education, and communication will be strengthened by:

- Ensuring ongoing communication to keep the community updated during the implementation of the initiatives.
- Collaborating and coordinating with operating units to ensure accurate data collection and metrics, outreach, etc.
- Updating and engaging our network of expert support.

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### 4. **DEI&B Accountability Is About Outcomes, Not Actions**

DEI&B accountability is about delivering results! It's not about positive intentions, promising to try hard, and hoping for the best. It's about successful driven outcomes!

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### 5. **Stakeholders Play the Keystone Role**

One of the most crucial factors in determining the value of a business school is the quality of staff and faculty. Without these core stakeholders championing this plan, particularly those at the most senior level, we will fail. The legacy of Tepper School lies in what we consciously and actively do to ensure the school lives the vision, mission, and values in the four core themes (CARE) we have identified. We embrace our obligation to dissolve silos and to create a more inclusive and representative community.

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## DIVERSITY, EQUITY, INCLUSION, AND BELONGING GOALS

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### GOAL 1 | C & A: Create and Promote an Inclusive, Welcoming, and Equitable Community and Climate for all to Thrive.

*Expected Outcome:* A more inclusive environment with improved access and a sense of equity and belonging.

#### KEY PERFORMANCE INDICATORS (KPIs):

- Percentage of senior leaders involved with mentoring programs.
  - Pay gap audit conducted.
  - Increase in the number of inclusive policies.
  - Increase in employees agreeing the organization is a place that values DEI&B.
  - Improved scores on a bi-annual survey for staff, faculty, and students measuring their perceptions about their experiences at Tepper School.
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### GOAL 2 | R: Recruit, Retain, and Develop an Inclusive and Diverse Community of Students, Staff, and Faculty.

*Expected Outcome:* the applicant/candidate pools for our students, faculty, and staff reflect the dimensions of diversity goals we seek to increase. Increased yield of student, staff, and faculty applicants and admitted students.

#### KEY PERFORMANCE INDICATORS (KPIs):

- Candidate diversity - percentage increase in applicant pool representation (student, faculty, and staff).
    - Percentage of diverse candidates in the total pool.
    - Percentage of diverse candidates receiving interviews.
    - Percentage of diverse candidates extended offers.
    - Percentage of offer acceptance from diverse candidates.
    - Percentage of business units conducting interviews with DEI&B-specific questions or components.
    - Percentage of diverse talent out of total workforce representation.
  - Collection and reporting of the workforce, student, and faculty candidates' demographics data, broken down to reflect diversity. (Establish yearly trends, is it tracking up?).
  - Faculty + Staff tracking:
    - Turnover rates, Percentage of staff/faculty leaving the University within a certain period, a Percentage increase in annual retention rates: Faculty (5%) + Staff (10%).
    - Is retention consistent across diverse groups (e.g., are your retention rates consistent across gender, ethnicity. Etc.?).
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**GOAL 3 | E: Support Innovative and Inclusive Teaching and Scholarship.**

*Expected Outcome:* An inclusive curriculum, research, and learning environment that provides foundational knowledge and leadership acumen for educating future business leaders through a DEI&B lens.

**KEY PERFORMANCE INDICATORS (KPIs):**

- Percentage increase in inclusion and belonging scores on Faculty course evaluations.
- All Faculty within Tepper School can identify how they incorporate a DEI&B lens in their programs and classrooms. E.g., diverse case studies, guest lecturers, research studies, discussions (different points of view), etc.
- Quarterly Learning circles to assist faculty: easy ways to incorporate DEI&B into their classrooms, resolve challenges, how hold candid conversations, address non-inclusive behavior, bring thoughtful action and allyship to their classrooms, etc.
- Percentage of leaders achieving DEI&B-specific inclusive teaching and scholarship KPIs.

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**GOAL 4 | C: Engage the Broader Community 'Beyond the Quad'.**

*Expected Outcome:* Collaborative partnerships within the Pittsburgh region that expand access, opportunity, and economic empowerment to underserved communities.

**KEY PERFORMANCE INDICATORS (KPIs):**

- Collaborative Partnerships – percentage increase in the number of partnerships Tepper School establishes with organizations with missions that serve diverse populations (tap into and use existing CMU partnerships).
  - Percentage of business going to suppliers that support diversity.
  - Staff, student, and faculty hours spent in the community engagement activities.
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# INTRODUCTION AND CONTEXT

The purpose of this Diversity, Equity, Inclusion and Belonging (DEI&B) plan (Tepper Together) is to improve the Tepper School of Business (The Tepper School) experience for everyone. We will strive to create an environment for all to thrive where barriers to success are removed. The foundation and guide for this DEI&B plan were laid out in the School's 2023 Strategic Plan, particularly the values statement and in objective number five (5), respectively.

*The Tepper School values a diverse and inclusive community, not only because it is ethically and morally right, but because it enriches our experiences and leads to greater creativity and innovation in our decision-making. Attracting an outstanding and diverse community of faculty, staff, and students, and ensuring that all members of our community have a voice and sense of belonging, will empower them to strive for excellence.*

## **Objective Five: The Tepper School Experience**

Cultivate an environment that attracts, develops, and retains an outstanding and diverse community of students, faculty, and staff, and provide them with a rewarding experience and sense of purpose

**Goal 5.1:** Create a community that values the diversity of backgrounds, experiences, and ideas of its members and promotes a culture where each individual is valued, respected, has a voice, and is empowered to improve their own experience and develop a life-long network of support.

(Tepper School Strategic Plan, 2023)

A Taskforce was assembled to serve as a proactive body in establishing the Tepper School's DEI&B Strategic Plan. Representation from the three main workgroups in our community: students (undergraduate and graduate), staff, and faculty, comprised the DEI&B Task Force (see Appendix).

Figure 1 illustrates the framework summarizing how the Task Force approached the task of supporting, attaining, and advancing the Tepper School's DEI&B charge.





At the Tepper School, guided by our leadership, we recognize that true success rests upon the engagement and inclusion of our rich tapestry of students, faculty, staff, administrators, alumni.

A business school must constantly look to the future to help students build the business and culturally competent skills needed to thrive in a dynamic world. The Tepper School is no different, we must listen to their voices and advice of our stakeholders so we do not allow ourselves to become stagnant or mired in a comfort zone that does not allow us to prepare students for the world into which they will graduate.

We are charged with the very challenging task of educating the business leaders of tomorrow. We understand that to collectively achieve a better and more equitable society, business leaders need to understand the importance of diversity, equity, and inclusion.

We approached this plan like we do any other opportunity; we analyzed the data, applied our values, and defined our approach. The following analysis is clear: we will hold ourselves accountable as we move forward on the path that will take us where we need to go.

## THE TEPPER SCHOOL – A SNAPSHOT

The basis of this plan starts with who we are as a School, our long history of innovation and impact. Crafting a way forward to embed DEI&B into our culture begins with understanding who we are and where we currently stand.

### Our Vision

To create value for business and society by providing intellectual leadership, advancing the science and practice of management, and developing ethical leaders to be the agents of change in a world driven by technology and innovation. (From Strategic Plan, 2023)

**OUR CORE VALUES** that are fundamental to our mission embody a belief system that has been the school's foundation for many years:

#### INTEGRITY

A commitment to act ethically and honestly in personal and professional life and to reject dishonesty and unethical behavior. Integrity is the foundation of mutual trust and respect that is so essential for our community.

#### INCLUSIVE

A culture that welcomes and celebrates the diverse backgrounds, experiences, and viewpoints of all members of our community and supports an environment that encourages the expression of new ideas and vigorous debate.

#### ENTREPRENEURIAL

A commitment to be original, creative, resourceful, and pioneers of change. A desire to explore new frontiers and a willingness to take informed risks to pursue value creation and innovation.

#### COLLABORATIVE

A commitment to teamwork, recognizing that diverse, interdisciplinary teams spawn greater creativity and innovation, and our belief that cross-disciplinary learning and research is the most effective approach to solving complex business problems.

#### RIGOROUS

A scientific, data-informed approach to the study of business and management, and our commitment to an uncompromising intellectual environment that prepares future business leaders to be creative problem solvers, analytical thinkers, and informed decision-makers.

#### AGILE

The depth of knowledge and self-confidence to confront the uncertainty and complexity of a dynamic, global business environment, anticipate future risks and opportunities, and formulate innovative solutions to new, emerging problems.

## DEI&B DEFINED

Common terminology is vital to nurturing an inclusive culture that values diverse backgrounds, approaches, and perspectives: essential ingredients for true academic excellence. The following hold to our core ideology and shapes how we approach our DEI&B strategy and commitments.

### **DIVERSITY**

We seek to understand and value that every individual is unique. We see this uniqueness shaped by various social identities, including race, ethnicity, color, socioeconomic class, national origin, sex, political beliefs, people with disabilities, age, gender, gender expression, sexual orientation/sexuality/antirationality, (dis)abilities (emotional, physical, mental and learning), religion/spirituality/faith, ancestry, veteran status, or genetic information.

### **EQUITY**

At Tepper, we are intentional about eliminating barriers that prevent full participation and increased access to support, resources, and networks across our student, faculty, and staff populations.

### **INCLUSION**

We believe that every person at Tepper should feel a strong sense of belonging to our community. We are learning how to involve more unique perspectives and actively invite participation from our diverse groups that comprise our community to make the Tepper School a better place for all.

### **BELONGING**

At its core, structural belonging requires mutual power, access, and opportunity among all groups and individuals within a shared container (such as a society, organization, club, etc). Operationalizing belonging means that all groups and individuals can contribute to the evolution or definition of that to which they seek to belong, which may entail a profound transformation of the container itself, not just the inclusion of individuals within them.

## DIVERSITY, EQUAL EMPLOYMENT OPPORTUNITY, AND STATEMENT OF ASSURANCE

Our DEI&B Strategic Plan is rooted in Carnegie Mellon’s longstanding commitment to equal opportunity, diversity, and affirmative action. As an institution, Carnegie Mellon has long been committed to the principle of equal employment opportunity that is free of unlawful discrimination and where employment decisions are made in an unbiased manner. As an institution, Carnegie Mellon has been equally committed to and has embraced, diversity as a core value and one of utmost importance to the continued growth and vitality of the University, and its continued growth and vitality Mellon’s Strategic Plan 2025, which identifies as a part of the core mission of the University “attracting and retaining diverse, world-class talent.” Nothing in this Strategic Plan should be construed as a preference, quota, set-aside, or as a floor or ceiling for any group, and nothing in this Plan supersedes Carnegie Mellon’s commitment to equal opportunity employment and merit principles.

Our DEI&B Strategic Plan is consistent with the commitments made in the University’s Statement of Assurance. Specifically, Carnegie Mellon University does not discriminate in admission, employment, or administration of its programs or activities based on race, color, national origin, sex, handicap or disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Furthermore, Carnegie Mellon University does not discriminate and is required not to discriminate in violation of federal, state, or local laws or executive orders.

## STRATEGIC FOCUS: OUR CORE THEMES (CARE)

The emergent theme from an analysis of the data indicates we lack key dimensions of diversity and have room for improvement. We will work to increase diversity at the Tepper School utilizing data to guide us, and with intentional effort, energy, and accountability, we will begin to move the needle and invest in improving the systems to lead to change. Increasing diversity will not be a quick fix but a worthwhile investment, continuously embedded in every facet of our School and extended into our communities. Concrete actions will be taken, and it begins with our strategic focus.

Four (4) core themes define our DEI&B journey and the strategic thrusts the Tepper School must take to achieve our vision. DEI&B is a central focus in recruiting, education and scholarship, our daily environment, and building a stronger community. The themes define the strategy and the structure and data that will inform our work.

**C****CLIMATE, CULTURE, AND COMMUNITY**

We will work towards strengthening our communities, both internally and externally. Behind the numbers are people. The climate, culture, and community impact how they perceive the safety and supportiveness of our environment.

The goal is to empower our community to speak up, listen more intently, and respond to individual needs. Building and maintaining a diverse community requires ongoing support and advocacy for people at all stages. We believe our environment honors DEI&B, but we are not where we want to be. Our climate, culture, and community must therefore be a strategic priority.

**A****ACCESS AND EQUITY**

We will maintain an infrastructure for inclusion where talented people from different background and life experience can access, fully participate, and receive what they need to succeed at Tepper School.

An inclusive infrastructure means removing unnecessary barriers to entry, ensuring full participation in programs and activities, and creating an environment that is valuing, supportive, safe, and respectful. Resources (time, qualified staff, appropriate facilities, instructional hardware and software, and other supports) should be distributed to work for the success of every member of our community.

**R****RECRUITMENT AND RETENTION**

We will focus our efforts on recruiting, retaining, and developing people. The changes we intend to make around recruitment and retention are not simply about the process but the results. A shift in our mindset is needed. We will focus on how individuals can ADD TO our culture and community vs. FIT IN and help us improve.

We want the results to show that the pools we pull from to select our students, faculty, and staff reflect the world's diversity around us. Our definition of diversity reflects the shift to a broader approach; it is not just about race and gender but embracing the full spectrum of the diversity reflected in our nation.

**E****EDUCATION / SCHOLARSHIP**

We will put in place a new context to ensure that we educate people in our classrooms with a DEI&B lens. This responsibility, to deeply embed DEI&B in our education and scholarship, is key to our success and must therefore be a strategic priority in the DEI&B strategic plan and create a new paradigm for business education and research that is conspicuous for its relevance to the rapidly changing needs of business and society throughout the world. We aspire to be viewed as a vibrant hub of innovation, creativity, and entrepreneurship.

## CRITICAL SUCCESS FACTORS

### *Embedding DEI&B into the culture of Tepper School*

The Tepper School has a rich and varied history, built on innovation, learning, and societal impact. Collectively, we work every day to create an environment where everyone is valued, feels safe to speak up, is secure in the knowledge that there is room to fail and learn, and their successes will be recognized and celebrated. This commitment is not changing. We seek to ensure that everyone, not only believes this but lives it in practice.

Yes, we are seeking to extend and expand our community more diversely, but our intentions remain the same. How do we ensure our positive intentions align with our actions? The answer lies in strengthening our internal systems, processes, and practices in the four core theme areas (CARE). We aim to close the gap between the culture we aspire to and the lived experience of every member of our community. Closing this gap will be a transformative change. To succeed, we will put in place the following conditions:

### Our Path Forward

To set us up for success from day one, we must understand . . .

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#### 1. **The Urgency of Our Situation**

Our future depends upon the success of this plan. Failure to act will result in institutional stagnation. Our history of embracing innovative practices must extend to this issue of DEI&B.

The way forward requires that our community understands that DEI&B can and must be embedded into everything we do for everyone to thrive. One does not have to be prescient to recognize that this approach is rapidly becoming the norm – and should have been all along. It impacts every aspect of our institution - research grants, alumni giving, our attractiveness to prospective students, staff, and faculty, institutional rankings, etc. The world is embedding this issue into every aspect of life, and we must not be left behind.

Therefore, DEI&B should be approached, not as a bolted-on activity but as one of the core priorities for the Tepper School's reputation and success. As with every investment, the work needs to be done today to reap future benefits.

We are not at a place where we want to be, not even close. The Tepper School is not one to be caught languishing in our comfort zone. We are proactive drivers of innovation.

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## 2. **DEI&B Benefits Everyone and Everyone Needs to be Involved**

Everyone must be actively involved and take action on moving our DEI&B goals forward. We are extending and expanding our community to bring in as many diverse voices, experiences, and perspectives. Everyone will benefit as a result.

The systems, processes, and policies are being upgraded to make inclusiveness and belonging the default mode for everyone. It is not just to facilitate the addition of new voices, but to ensure that they, along with those of us already in the community, can thrive.

Collaboration and coordination are essential. In recognizing and reinforcing the DEI&B values that are practiced throughout Tepper School, this plan is a powerful call to action for every member. Capitalizing on the collective - every leader taking action every day to strengthen an inclusive environment will drive business results. We can no longer relegate ownership of DEI&B to one group (Dean, Diversity Task Force, Director of DEI&B, or Human Resources, for example).

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## 3. **Infrastructure For Accountability**

The infrastructure for accountability, education, and communication, will be strengthened within the Tepper School. Establishing the DEI&B Council and hiring an Associate Dean for DEI&B is the starting point. It should be reinforced with the administrative expertise needed to execute a plan of this nature. The support of all operating units within Tepper and coordinated by the Associate Dean for DEI&B and the Executive Director of Community and Inclusion, will ensure the DEI&B initiatives are implemented. All Tepper community members are expected to lend their support and expertise.

This infrastructure will drive the following activities:

- Ensuring ongoing communication to keep the community updated during the implementation of the initiatives.
  - Collaborating and coordinating with operating units to ensure accurate data collection and metrics, outreach, etc.
  - Updating and engaging our network of expert support.
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#### 4. **DEI&B Accountability Is About Outcomes, Not Actions**

DEI&B is not about having positive intentions, promising to try hard, and hoping for the best. It's about outcomes. Accountability is about delivering results:

- Do members of our community feel comfortable and safe to speak up if they feel excluded or isolated because of differences?
- Do faculty believe that there is transparency in how to tap into tenure track positions?
- Do faculty believe that the process for reappointment, promotion, and tenure are clear?
- Do alumni believe that the Tepper School truly values the diversity of backgrounds, experiences, and ideas of its members? Are they increasingly willing to write a check to support it?
- Is every Faculty member actively seeking to increase the diversity of perspectives, case studies, and learning approaches in their curriculum?

Now, imagine the type of school we have, if the answer to any of these questions is no. This is what a lack of DEI&B accountability looks like.

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#### 5. **Stakeholders Play the Keystone Role**

One of the most crucial factors in determining the value of a business school is the quality of staff and faculty. Without these core stakeholders championing this plan, particularly those at the most senior level, we will fail.

The legacy of Tepper School lies in what we consciously and actively do to ensure the school lives the vision, mission, and values in the four core themes (CARE) we have identified. We embrace our obligation to dissolve silos and to create a more inclusive and representative community.

Advocating and becoming champions of DEI&B means seeing the value of making it a priority in research, administration, recruiting activities, and in our classrooms (both in inclusive behavior and finding ways to improve curriculum content). The Tepper School needs the insights, talents, experiences, and knowledge of its core stakeholders to move forward.

Playing a keystone role calls for our core stakeholders to develop the courage, cultural humility, and cultural competency skills needed to navigate DEI&B. We have full confidence that the staff and faculty at the helm of facilitating the transformative work each student undertakes to man the intelligent future can do so. That future, informed by data, powered by technology, and reimagined by human beings for better business decisions and better leaders, needs nurturing, cultivation, collaboration, and you, our core stakeholders.

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## DIVERSITY, EQUITY, INCLUSION, AND BELONGING GOALS

### **GOAL 1 | C & A: Create and Promote an Inclusive, Welcoming, and Equitable Community and Climate for all to Thrive.**

We will invest and commit to ensuring the Tepper School is a place where differences are welcome, and our environment creates a sense of belonging for all to thrive.

*Expected Outcome:* A more inclusive environment with improved access and a sense of equity and belonging.

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### **GOAL 2 | R: Recruit, Retain, and Develop an Inclusive and Diverse Community of Students, Staff, and Faculty.**

We know that concerted efforts to engage in outreach to assure diversity in the Tepper School community and to reduce barriers can make a difference. Therefore, we are committed to recruiting a community that truly reflects the richness of our domestic and international diversity. We recognize that diversity is not enough. Once you are a member of our community, it is imperative that you feel safe, and valued and that the environment fosters your success.

*Expected Outcome:* the applicant/candidate pools for our students, faculty, and staff reflect the dimensions of diversity goals we seek to increase. Increased yield of student, staff, and faculty applicants and admitted students.

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### **GOAL 3 | E: Support Innovative and Inclusive Teaching and Scholarship.**

We will continue to advance the environment of intellectual inquiry that expands knowledge, encourages inclusion, rewards innovation, and makes a societal impact by viewing education and academic scholarship, policies and processes through the DEI&B lens.

*Expected Outcome:* An inclusive curriculum, research, and learning environment that provides foundational knowledge and leadership acumen for educating future business leaders through a DEI&B lens.

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### **GOAL 4 | C: Engage the Broader Community 'Beyond the Quad'.**

A core part of our vision centers on developing ethical leaders to be the agents of change in the world. This vision means going “beyond the Tepper Quad” and becoming a catalyst for positive change through deeper engagement, starting in Pittsburgh and moving beyond, forging key collaborative partnerships. Currently, the Tepper Quad promotes high levels of interconnectedness, collaboration, and innovation to solve problems. We commit to furthering our role by extending this model to strengthen the relationship between the Tepper School and the communities in the Pittsburgh region.

*Expected Outcome:* Collaborative partnerships within the Pittsburgh region that expand access, opportunity, and economic empowerment to underserved communities.

## STRATEGIC ACTIONS TIMELINE

### SHORT TERM: 1-18 MONTHS (YEAR 1-2)

**GOAL 1 | C & A:** *Create and Promote an Inclusive, Welcoming, and Equitable Community and Climate for all to Thrive.*

<b>FACULTY</b>	<ul style="list-style-type: none"> <li>• Strengthen the Tepper mentoring program and expand it to include sponsorship.</li> <li>• Assess the degree to which our faculty feels that we have "an inclusive environment that promotes equity for all." This assessment could be done via a confidential survey and by gathering stories and examples of faculty experiences of inclusion and exclusion, as well as information on the existing cultural challenges faced by faculty and sharing these with the faculty in a thoughtful manner.</li> <li>• Include a section in the annual faculty report describing efforts toward creating a more diverse and inclusive environment.</li> </ul>
<b>STUDENT (Undergraduate)</b>	<ul style="list-style-type: none"> <li>• Incorporate the Center for Diversity and Inclusion into first-year orientation.</li> <li>• Work more closely with affinity clubs and continue outreach and education efforts with the broader Tepper community.</li> <li>• ‘First Together’ community integration.</li> </ul>
<b>STUDENT (Graduate)</b>	<ul style="list-style-type: none"> <li>• Establish programming to facilitate students’ engagement outside of their social identity group/s. E.g., cross-campus, collaboration with the Graduate Business Association (GBA), Affinity club partnerships with other affinity clubs.</li> <li>• Create additional opportunities and spaces for students to share their unique experiences and build empathy for one another across identities - civil discourse.</li> <li>• Improve the intercultural competency of graduate students to promote their ability to thrive in culturally diverse situations. Cultural Intelligence (CQ) Assessment during orientation and throughout the year to assess their CQ engagement across differences and similarities.</li> <li>• Engage the Advanced Leadership Initiative (TALI) participants and alumni to support our prospective and current graduate student experience.</li> <li>• Implement Admissions Reviewer Bias Mitigation Training for both Masters’ and Ph.D. program staff members</li> <li>• Create additional DEI&amp;B-focused training to current requirements for all Ph.D. students and teaching assistants.</li> <li>• Administer a Master’s student inclusion survey to assess our school’s climate and determine how we can create, affirm, and strengthen an inclusive community.</li> </ul>

<p style="text-align: center;"><b>STAFF</b></p>	<ul style="list-style-type: none"> <li>• Track and reward individuals who uphold and demonstrate innovation with the DEI&amp;B goals and best practices.</li> <li>• Examine the use/need of CMU police at Tepper School program events.</li> </ul>
<p style="text-align: center;"><b>SCHOOL-WIDE</b></p>	<ul style="list-style-type: none"> <li>• Establish a DEI&amp;B Council to monitor and report the implementation, accountability, and progress of the Tepper Together DEI&amp;B Strategic Plan.</li> <li>• Enhance the Tepper Together website to serve as a mechanism to communicate the status of the school’s DEI&amp;B initiatives and as a central resource hub for all internal and external DEI&amp;B programming and information.</li> <li>• Explore school-wide opportunities for inter-program (graduate and undergraduate) inter-school interactions to strengthen community relationships.</li> <li>• Examine the use/need of CMU police at Tepper School program events.</li> </ul>

**SHORT TERM: 1-18 MONTHS (YEAR 1-2)**

**GOAL 2 | R:** *Recruit, Retain, and Develop an Inclusive and Diverse Community of Students, Staff, and Faculty.*

<b>FACULTY</b>	<ul style="list-style-type: none"> <li>• Mitigate biases - continue to use the guidelines for conducting effective faculty searches, improving them as necessary.</li> <li>• Be transparent about the representation of faculty within the school by tracking and making available data detailing the historical and current state of faculty diversity at Tepper, presenting annual updates, and discussing efforts to improve representation.</li> <li>• Have all new (and existing) faculty go through an Eberly Center review to audit content for creating an equitable and inclusive class.</li> <li>• Expand our pipeline for diverse doctoral students by strengthening relationships with professional organizations such as the Ph.D. Project and PREDOC.</li> <li>• Ensure there is a proportional representation at prestigious and non-prestigious CMU events, in keeping with the CMU INDICATOR guidelines.</li> </ul>
<b>STUDENT (Undergraduate)</b>	<ul style="list-style-type: none"> <li>• Increase faculty engagement in student outreach and recruiting efforts.</li> <li>• Enhance Celebration of Diversity including additional resources for families to travel to the event.</li> </ul>
<b>STUDENT (Graduate)</b>	<ul style="list-style-type: none"> <li>• Establish strategic partnership and scholarship programs with targeted HBCU/HSI/Women's College - also engage alumni of these institutions.</li> <li>• Establish Tepper School Partners Scholarship Program with targeted professional organizations members - NSBE, SWE, SHPE, AISES, Grace Hopper, BPTN., Afrotech, etc.</li> <li>• Offer 'How to Be a Strong Tepper Ph.D. Program Applicant's workshop to targeted populations.</li> <li>• Develop a GRE test taker engagement strategy targeting low-yielding Ph.D. applicant populations.</li> <li>• Utilize existing membership with DocNet and PreDoc to promote the Tepper Ph.D. program to low-yielding prospective applicants.</li> <li>• Host annual information sessions for undergraduate CMU students working through targeted affinity student organizations.</li> </ul>

<b>STAFF</b>	<ul style="list-style-type: none"> <li>• Ensure that candidate pools for open Tepper positions and suppliers are diverse:             <ul style="list-style-type: none"> <li>- Implement consistent hiring and recruiting processes that increase the likelihood of diverse candidate pools.</li> </ul> </li> <li>• Require written diversity statement for all candidates, particularly supervisors, during the hiring process and determine how they will be assessed during the interview/selection process.</li> <li>• Develop a clear DEI&amp;B commitment statement from the Tepper School to be provided during the recruitment process.</li> <li>• Strengthen Tepper supervisors' ability to lead diverse teams more effectively.</li> <li>• Utilize Office of Human Resources to develop training/toolkits for supervisors.</li> <li>• Utilize intercultural assessment/inventory tool to build cultural competence across the Tepper School– for operating units and leadership:             <ul style="list-style-type: none"> <li>- Learning</li> <li>- Book clubs/video series</li> <li>- Tepper Reads for staff</li> </ul> </li> <li>• Seek resources that outline best practices and models for staff hiring and recruitment to inform the Office of Human Resources policies and procedures.</li> <li>• Solidify resources for new staff to help acclimate them to Tepper and/or Pittsburgh to increase retention.</li> </ul>
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**SHORT TERM: 1-18 MONTHS (YEAR 1-2)**

**GOAL 3 | E:** *Support Innovative and Inclusive Teaching and Scholarship.*

<b>FACULTY</b>	<ul style="list-style-type: none"> <li>• Substantially increase resources allocated for achieving DEI&amp;B goals.</li> <li>• Assess Eberly Center offerings in support of faculty development of inclusive teaching practices and classroom discussion.</li> <li>• Track the number of faculty seminars and research collaborations at these institutions on the annual faculty report, for example, in a section on outreach or activities to promote DEI&amp;B community engagement; this will give a sense that the Deans value these interactions.</li> <li>• Work to increase the diversity of invitation-only conferences, panels, etc.</li> </ul>
<b>STUDENT (Undergraduate)</b>	<ul style="list-style-type: none"> <li>• Develop metrics to assess DEI&amp;B activities for faculty and include them in annual reports and evaluations. The first step is benchmarking other CMU units and peer business schools.</li> <li>• Audit teaching materials to determine inclusive content.</li> </ul>
<b>STUDENT (Graduate)</b>	<ul style="list-style-type: none"> <li>• Assess Eberly Center micro-seminars in support of Ph.D. student development of inclusive teaching practices and classroom discussion.</li> <li>• Develop metrics to assess inclusive teaching practices in annual faculty evaluations.</li> <li>• Integrate identity and diversity-related topics and/or content in core &amp; elective classes through cases, discussions, exercises, language, and other relevant approaches.</li> <li>• Require all teaching assistants to attend a DEI&amp;B training to support their ability to facilitate an inclusive classroom.</li> </ul>

**SHORT TERM: 1-18 MONTHS (YEAR 1-2)**

**GOAL 4 | C:** *Engage the Broader Community 'Beyond the Quad'.*

<b>SCHOOL-WIDE</b>	<ul style="list-style-type: none"> <li>• Expand our partnerships with our community and collaboratively develop positive social innovations that expand access, opportunity, and economic empowerment in the Pittsburgh region and reverse the trends of injustice and inequality.</li> </ul>
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**MEDIUM TERM: 19–36 MONTHS (YEAR 2–3)**

**GOAL 1 | C & A:** *Create and Promote an Inclusive, Welcoming, and Equitable Community and Climate for all to Thrive.*

<b>FACULTY</b>	<ul style="list-style-type: none"> <li>• Assess the viability of granting an additional semester of teaching relief for any faculty member, regardless of gender, women after a change in family status, such as the birth of a child, adoption, or other change.</li> <li>• Provide funds and administrative support to enable regular gatherings and other community-building activities of affinity groups, such as women and racially-underrepresented faculty, and encourage broader community-building activities<sup>1</sup>.</li> </ul>
<b>STUDENT (Under-graduate)</b>	<ul style="list-style-type: none"> <li>• Establish an orientation program for transfer students.</li> </ul>
<b>SCHOOL-WIDE</b>	<ul style="list-style-type: none"> <li>• Create systems and strive to ensure that inclusive perspectives are heard and valued by developing respectful interactions and behavior standards by providing appropriate training resources as necessary.</li> <li>• Advocate for an increase in capacity and access to on-campus childcare.</li> </ul>

<sup>1</sup> [Affinity Groups for Faculty - Vice Provost for Faculty - Carnegie Mellon University \(cmu.edu\)](https://www.cmu.edu/tepper/affinity-groups-for-faculty)

**MEDIUM TERM: 19–36 MONTHS (YEAR 2–3)**

**GOAL 2 | R:** *Recruit, Retain, and Develop an Inclusive and Diverse Community of Students, Staff, and Faculty.*

<b>FACULTY</b>	<ul style="list-style-type: none"> <li>Actively work to recruit more diverse, high-caliber, tenured, mid-level, and senior faculty who would increase diversity.</li> <li>Review the reappointment, promotion, and tenure process every three years to ensure that the processes are as fair and free of bias as possible.</li> <li>Conduct exit interviews and/or surveys to better understand the reason for faculty departures.</li> <li>Identify diverse businesses to be clients/partners in capstones, case competitions, and perhaps Pro Bono Consulting Club.</li> <li>Create opportunities for students to participate on boards for local Black- or minority-led organizations or companies as a new form of experiential learning.</li> <li>Develop metrics so that resource allocations and teaching/service assignments can be tracked and evaluate systems and processes to ensure equity among faculty.</li> <li>Ensure that all faculty have access to opportunities to develop leadership skills, particularly for promotable activities. Increase transparency of allocations to opportunities.</li> <li>Create mechanisms for faculty to submit feedback in a way that allows for problematic behaviors to be identified and addressed without risk of retaliation.</li> <li>Work with students to develop awards that recognize and reward faculty who are contributing heavily to creating an inclusive and equitable classroom environment.</li> <li>Expand our pipeline for faculty by joining with other colleges to identify excellent scholars to widen candidate pools to increase diversity.</li> <li>Regularly facilitate discussions around issues submitted about equity and fairness within the faculty.</li> </ul>
<b>STUDENT (Undergraduate)</b>	<ul style="list-style-type: none"> <li>Work with undergraduate admissions office on a pilot for earlier identification and engagement of parents and students from historically marginalized populations.</li> <li>Work to include a business, economics, and entrepreneurship component into the existing CMU SAMS program.</li> <li>Develop Tepper peer recruiters.</li> </ul>
<b>STUDENT (Graduate)</b>	<ul style="list-style-type: none"> <li>Assess incomplete applications and inquiry lists, etc., from low yielding/prospective applicants to determine their barriers for not applying and sources to support the completion of their application.</li> <li>Partner with alumni relations (Tepper School and CMU) to identify potential doctoral program applicants.</li> </ul>



**MEDIUM TERM: 19–36 MONTHS (YEAR 2–3)**

**GOAL 3 | E:** *Support Innovative and Inclusive Teaching and Scholarship.*

<b>FACULTY</b>	<ul style="list-style-type: none"> <li>• Build and strengthen connections to HBCUs, Tribal Colleges, Hispanic-Serving institutions, and Women’s colleges for research collaborations and academic talks.</li> </ul>
<b>STUDENT (Undergraduate)</b>	<ul style="list-style-type: none"> <li>• Utilize Eberly Center resources in support of inclusive classroom discussions and teaching practices for faculty and Ph.D. students.</li> </ul>

**MEDIUM TERM: 19–36 MONTHS (YEAR 2–3)**

**GOAL 4 | C:** *Engage the Broader Community 'Beyond the Quad'.*

<b>FACULTY</b>	<ul style="list-style-type: none"> <li>• Encourage, assist, and support proposals for funding to increase DEI&amp;B.</li> </ul>
<b>STUDENT (Graduate)</b>	<ul style="list-style-type: none"> <li>• Establish off-campus student engagement opportunities with the greater Pittsburgh community. (e.g., African American Chamber of Commerce, Pittsburgh Association of the Deaf, Hispanic Chamber of Commerce, etc.)</li> </ul>

**LONG TERM: 37–60 MONTHS (YEAR 4–5)**

**GOAL 2 | R:** *Recruit, Retain, and Develop an Inclusive and Diverse Community of Students, Staff, and Faculty.*

<b>FACULTY</b>	<p><b>RECRUIT</b></p> <ul style="list-style-type: none"> <li>• Take advantage of the provost's dual career program to help defray the costs of hiring CMU spouses into faculty positions.</li> <li>• Create a pool of guest speakers and lecturers from diverse backgrounds that professors can leverage to bring diverse perspectives into the classroom.</li> </ul>
<b>STUDENT (Undergraduate)</b>	<ul style="list-style-type: none"> <li>• Explore Tepper School engagement as a LEAD summer business institute partner.</li> <li>• Establish partnerships with local Pittsburgh organizations to engage historically marginalized populations.</li> <li>• Develop a training toolkit to engage alumni in applicant and yield efforts.</li> </ul>

## STRATEGIC ACTIONS – STATUS AND ACCOUNTABILITY

**GOAL 1 | C & A** - Create and Promote an Inclusive, Welcoming, and Equitable Community and Climate for all to Thrive

GOAL 1 - SHORT TERM (1–18 months / Year 1–2)	STATUS	ACCOUNTABILITY
<b>FACULTY   HIGH PRIORITY</b>		
Strengthen the Tepper mentoring program and expand it to include sponsorship	In Progress	Dean and Senior Associate Dean, Faculty
<b>FACULTY   MEDIUM PRIORITY</b>		
Assess the degree to which our faculty feels that we have "an inclusive environment that promotes equity for all." This assessment could be done via a confidential survey and by gathering stories and examples of faculty experiences of inclusion and exclusion, as well as information on the existing cultural challenges faced by faculty and sharing these with the faculty in a thoughtful manner.	To Start	Dean and Senior Associate Dean, Faculty
Include a section in the annual faculty report describing efforts toward creating a more diverse and inclusive environment.	To Start	Senior Assoc Dean, Faculty
<b>UNDERGRADUATE STUDENTS / PROGRAMS   HIGH PRIORITY</b>		
Incorporate the Center for Diversity and Inclusion into first-year orientation.	In Progress	Associate Dean Undergraduate Programs
<b>UNDERGRADUATE STUDENTS / PROGRAMS   MEDIUM PRIORITY</b>		
Work more closely with affinity clubs and continue outreach and education efforts with the broader Tepper community.	In Progress	Associate Dean Undergraduate Programs
<b>UNDERGRADUATE STUDENTS / PROGRAMS   LOW PRIORITY</b>		
"First together" community integration.	To Start	Senior Associate Dean, Education

GOAL 1 - SHORT TERM (1–18 MONTHS / YEAR 1–2)	STATUS	ACCOUNTABILITY
<b>GRADUATE AND PHD STUDENTS / PROGRAMS   HIGH PRIORITY</b>		
Establish programming to facilitate students’ engagement outside of their social identity group/s. E.g., cross-campus, collaboration with the Graduate Business Association (GBA), Affinity club partnerships with other affinity clubs.	In Progress	Executive Director, Community & Inclusion
Create additional opportunities and spaces for students to share their unique experiences and build empathy for one another across identities - civil discourse.	In Progress	Executive Director, Accelerate Leadership Center
Improve the intercultural competency of graduate students to promote their ability to thrive in culturally diverse situations. Cultural Intelligence (CQ) Assessment during orientation and throughout the year to assess their CQ engagement across differences and similarities.	To Start	Executive Director, Accelerate Leadership Center
Engage the Advanced Leadership Initiative (TALI) participants and alumni to support our prospective and current graduate student experience.	To Start	Executive Director, Community and Inclusion
Implement Admissions Reviewer Bias Mitigation Training for both Masters’ and Ph.D. program staff members.	To Start	Executive Director, Masters Admissions Head, Ph.D. Program
Create additional DEI&B-focused training to current requirements for all Ph.D. students and teaching assistants.	In Progress	Head, Ph.D. Program Director, Ph.D. Student Services
Administer a Masters’ student inclusion survey to assess our school’s climate and determine how we can create, affirm, and strengthen an inclusive community.	In Progress	Senior Executive Director, Masters Programs
<b>STAFF   HIGH PRIORITY</b>		
Track and reward individuals who uphold and demonstrate innovation with the DEI&B goals/best practices.	To Start	Chief Operating Officer
<b>SCHOOL-WIDE</b>		
Establish a DEI&B Council to monitor and report the implementation, accountability, and progress of the Tepper Together DEI&B Strategic Plan.	To Start	Dean Associate Dean, DEI&B
Enhance the Tepper Together website to serve as a mechanism to communicate the status of the school’s DEI&B initiatives and as a central resource hub for all internal and external DEI&B programming and information.	In Progress	Chief Marketing and Communications Officer Executive Director, Community and Inclusion

Explore school-wide opportunities for inter-program (graduate and undergraduate) inter-school interactions to strengthen community relationships.	In Progress	Executive Director, Community and Inclusion
Examine the use/need of CMU police at events.	To Start	Chief Operating Officer

<b>GOAL 1 - MEDIUM TERM</b> (19–36 months / Year 2–3)	<b>STATUS</b>	<b>ACCOUNTABILITY</b>
<b>FACULTY   MEDIUM PRIORITY</b>		
Assess the viability of granting an additional semester of teaching relief for women after a change in family status, such as the birth of a child, adoption, or other change.	To Start	Dean and Senior Associate Dean, Faculty
Provide funds and administrative support to encourage regular gatherings and other community-building activities of affinity groups of faculty, particularly, women and underrepresented populations.	To Start	Associate Dean, DEI&B
<b>UNDERGRADUATE STUDENTS / PROGRAMS   HIGH PRIORITY</b>		
Establish an orientation program for transfer students.	To Start	Associate Dean, Undergraduate Programs
<b>GRADUATE AND PHD STUDENTS / PROGRAMS   LOW PRIORITY</b>		
Create opportunities and encourage inter-program (graduate to undergraduate) and intergenerational (alumni to student) interactions with stakeholders from various social identities.	To Start	Executive Director, Community & Inclusion
<b>SCHOOL-WIDE</b>		
Create systems and strive to ensure that inclusive perspectives are heard and valued by developing respectful interactions and behavior standards by providing appropriate training resources as necessary.	In Progress	Dean
Advocate for an increase in capacity and access to on-campus childcare.	In Progress	Dean

**GOAL 2 | R - Recruit, Retain, and Develop an Inclusive and Diverse Community of Students, Staff, and Faculty**

GOAL 2 - SHORT TERM (1–18 months / Year 1–2)	STATUS	ACCOUNTABILITY
<b>FACULTY   HIGH PRIORITY</b>		
Mitigate biases - continue to use the guidelines for conducting effective searches, improving them as necessary.	In Progress	Senior Associate Dean, Faculty
Be transparent about the representation of faculty within the school by tracking and making available data detailing the historical and current state of faculty diversity at Tepper, presenting annual updates, and discussing efforts to improve representation.	To Start	Senior Associate Dean, Faculty, Associate Dean, DEI&B with support from Tepper Institutional Research and HR
Expand our pipeline for diverse doctoral students by strengthening relationships with professional organizations such as the Ph.D. Project and PreDoc.	In Progress	Senior Associate Dean, Faculty, Head, Ph.D. Program
<b>FACULTY   MEDIUM PRIORITY</b>		
Have all new (and existing) faculty go through an Eberly Center review to audit content for creating an equitable and inclusive class.	In Progress	Associate Dean Masters Programs, Associate Dean Undergraduate Programs, Senior Associate Dean, Education
Ensure there is a proportional representation at prestigious and non-prestigious CMU events, in keeping with the CMU INDICATOR guidelines.	In Progress	Dean, Senior Associate Deans, Associate Deans

GOAL 2 - SHORT TERM (1–18 months / Year 1–2)	STATUS	ACCOUNTABILITY
<b>UNDERGRADUATE STUDENTS / PROGRAMS   MEDIUM PRIORITY</b>		
Increase faculty engagement outreach and recruiting efforts.	In Progress	Senior Associate Dean, Education
Enhance impact of campus 'Celebration of Diversity' by including additional resources for families to travel to the event.	In Progress	Senior Associate Dean, Education Associate Dean, Undergraduate Programs
<b>GRADUATE AND PHD STUDENTS / PROGRAMS   HIGH PRIORITY</b>		
Establish strategic partnership and scholarship programs with targeted HBCU/HSI/Women's College - also engage alumni of these institutions.	In Progress	Executive Director, Masters Admissions
Establish Tepper School Partners Scholarship Program with targeted professional organizations members	In Progress	Executive Director, Masters Admissions
Offer 'How to Be a Strong Tepper Ph.D. Program Applicant' to targeted populations.	To Start	Head, Ph.D. Program
Develop GRE test taker engagement strategy targeting low-yielding Ph.D. applicant populations.	To Start	Head, Ph.D. Program
Utilize existing membership with DocNet and PreDoc to promote the Tepper Ph.D. program to low-yielding prospective applicants.	To Start	Head, Ph.D. Program Director, Ph.D. Student Services
<b>GRADUATE AND PHD STUDENTS / PROGRAMS   MEDIUM PRIORITY</b>		
Host annual information sessions for CMU students working through targeted affinity student organizations.	To Start	Executive Director, Masters Admissions



GOAL 2 - SHORT TERM (1-18 months / Year 1-2)	STATUS	ACCOUNTABILITY
<b>STAFF   HIGH PRIORITY</b>		
Ensure that candidate pools for open Tepper positions and suppliers are diverse: <ul style="list-style-type: none"> <li>- Implement consistent hiring and recruiting processes that increase the likelihood of diverse candidate pools.</li> </ul>	In Progress	Chief Operating Officer and HR Business Partner
Require written diversity statements by candidates, particularly supervisors, during the hiring process determine how this will be assessed during the interview/selection process.	To Start	Chief Operating Officer
Develop a clear DEI&B commitment statement from the Tepper School to be provided during the recruitment process.	To Start	Executive Director, Community and Inclusion, Chief Operating Officer
Strengthen Tepper supervisors' ability to lead diverse teams more effectively.	In Progress	Chief Operating Officer
Utilize Office of Human Resources to develop training/toolkits for supervisors	To Start	Chief Operating Officer and HR Business Partner
Utilize intercultural assessment/inventory tool to build cultural competence across the Tepper School- for operating units and leadership: <ul style="list-style-type: none"> <li>- Learning</li> <li>- Book clubs/video series</li> <li>- Tepper Reads for staff</li> </ul>	To Start	Chief Operating Officer and Tepper Staff Committee
<b>STAFF   MEDIUM PRIORITY</b>		
Seek resources that outline best practices and models for staff hiring recruitment to inform the Office of Human Resources policies and procedures.	To Start	Chief Operating Officer
Solidify resources for new staff to help acclimate them to Tepper and/or Pittsburgh to increase retention.	In Progress	Chief Operating Officer and Tepper Staff Committee

GOAL 2 - MEDIUM TERM (19–36 months / Year 2–3)	STATUS	ACCOUNTABILITY
<b>FACULTY   HIGH PRIORITY</b>		
Actively work to recruit more diverse high caliber tenured mid-level and senior faculty who would increase diversity.	In Progress	Senior Associate Dean, Faculty
Review the reappointment, promotion, and tenure process every three years to ensure that the processes are as fair and free of bias as possible.	In Progress	Dean and Senior Associate Dean, Faculty
<b>FACULTY   MEDIUM PRIORITY</b>		
Identify diverse businesses to be clients/partners in capstones, case competitions, and perhaps Pro Bono Consulting Club.	To Start	Associate Dean, Advancement
Create opportunities for students to participate on boards for local Black- or minority-led organizations or companies as a new form of experiential learning.	To Start	Associate Deans, Advancement, Undergraduate Programs, Masters Programs
Develop metrics so that resource allocations and teaching/service assignments can be tracked and evaluate systems and processes to ensure equity among faculty.	To Start	Dean Senior Associate Deans
Ensure that all faculty have access to opportunities to develop leadership skills, particularly for promotable activities. Increase transparency of allocations.	To Start	Dean Senior Associate Deans
Create mechanisms for faculty to submit feedback on other faculty or administrators safely and anonymously that allow for problematic behaviors to be identified and addressed without risk of retaliation.	To Start	Dean Senior Associate Deans and Associate Dean, DEI&B
Work with students to develop awards that recognize and reward faculty who are contributing heavily to creating an inclusive and equitable faculty and classroom environment.	To Start	Senior Associate Dean Education, Associate Dean, Masters and Undergraduate Programs
Expand our pipeline for faculty by joining with other colleges to identify excellent scholars to widen candidate pools to increase diversity.	To Start	Senior Associate Dean, Faculty

GOAL 2 - MEDIUM TERM (19–36 months / Year 2–3)	STATUS	ACCOUNTABILITY
<b>Faculty   LOW PRIORITY</b>		
Conduct exit interviews and/or surveys to better understand the reason for faculty departures.	To Start	Dean and Senior Associate Dean, Faculty
Regularly facilitate discussions around issues submitted about equity and fairness within the faculty.	To Start	Dean and Senior Associate Deans
<b>UNDERGRADUATE STUDENTS / PROGRAMS   HIGH PRIORITY</b>		
Work with undergraduate admissions office on a pilot for earlier identification and engagement of parents and students from historically marginalized populations.	To Start	Senior Associate Dean, Education, and Associate Dean Undergraduate Programs
<b>UNDERGRADUATE STUDENTS / PROGRAMS   MEDIUM PRIORITY</b>		
Work to include a business, economics, and entrepreneurship component into the existing CMU SAMS program.	To Start	Senior Associate Dean, Education
Develop Tepper peer recruiters.	To Start	Associate Dean Undergraduate Programs
<b>GRADUATE AND PHD STUDENTS / PROGRAMS   HIGH PRIORITY</b>		
Assess incomplete applications and inquiry lists, etc., from low-yielding and underrepresented candidates to determine their barriers to not applying and sources to support the completion of their application.	To Start	Executive Director Masters Admissions
<b>GRADUATE AND PHD STUDENTS / PROGRAMS   LOW PRIORITY</b>		
Partner with alumni relations (Tepper School and CMU) to identify potential doctoral program applicants.	To Start	Director, Ph.D. Student Services

GOAL 2 - LONG TERM (37-60 months / Year 4-5)	STATUS	ACCOUNTABILITY
<b>FACULTY   HIGH PRIORITY</b>		
Take advantage of the provost's dual career program to help defray the costs of hiring CMU spouses into faculty positions	To Start	Senior Associate Dean, Faculty
<b>FACULTY   MEDIUM PRIORITY</b>		
Create a pool of guest speakers and lecturers from diverse backgrounds that professors can leverage to bring diverse perspectives into the classroom.	To Start	Executive Director, Alumni Relations Executive Director, Community and Inclusion
<b>UNDERGRADUATE STUDENTS / PROGRAMS   MEDIUM PRIORITY</b>		
Explore Tepper School engagement as a LEAD summer business institute partner.	To Start	Senior Associate Dean, Education Associate Dean, Undergraduate Programs
Establish partnerships with local Pittsburgh organizations to engage historically marginalized populations.	To Start	Senior Associate Dean, Education
<b>UNDERGRADUATE STUDENTS / PROGRAMS   LOW PRIORITY</b>		
Develop a training toolkit to engage alumni in applicant and yield efforts.	To Start	Senior Associate Dean, Education

**GOAL 3 | E - Support Innovative and Inclusive Teaching and Scholarship (E)**

GOAL 3 - SHORT TERM (1–18 months / Year 1–2)	STATUS	ACCOUNTABILITY
<b>FACULTY   HIGH PRIORITY</b>		
Substantially increase resources allocated for achieving DEI&B goals.	In Progress	Dean Senior Associate Dean, Faculty
<b>FACULTY   MEDIUM PRIORITY</b>		
Assess Eberly Center offerings in support of faculty development of inclusive teaching practices and classroom discussion.	To Start	Senior Associate Dean, Faculty
Track the number of faculty seminars and research collaborations at these institutions on the annual faculty report, for example, in a section on outreach or activities to promote DEI&B community engagement; this will give a sense that the Deans value these interactions.	To Start	Senior Associate Dean, Faculty
Work to increase the diversity of invitation-only conferences, panels, etc.	In Progress	All Faculty
<b>UNDERGRADUATE STUDENTS / PROGRAMS   HIGH PRIORITY</b>		
Develop metrics to assess DEI&B activities for faculty and include them in annual reports and evaluations. The first step is benchmarking other CMU units and peer business schools.	To Start	Senior Associate Dean, Education
Audits teaching materials to determine inclusive content.	To Start	Senior Associate Dean, Education
<b>GRADUATE AND PHD STUDENTS / PROGRAMS   HIGH PRIORITY</b>		
Assess Eberly Center micro-seminars in support of Ph.D. student development of inclusive teaching practices and classroom discussion.	To Start	Head, Ph.D. Program
Develop metrics to assess inclusive teaching practices in annual faculty evaluations.	To Start	Senior Associate Dean, Education and Senior Associate Dean, Faculty
Integrate identity and diversity-related topics and/or content in core & elective classes through cases, discussions, exercises, language, and other relevant approaches.	To Start	Senior Associate Dean, Education
Require all teaching assistants to attend a DEI&B training to support their ability to facilitate an inclusive classroom.	In Progress	Senior Associate Dean, Faculty

GOAL 3 - MEDIUM TERM (19–36 months / Year 2–3)	STATUS	ACCOUNTABILITY
FACULTY   HIGH PRIORITY		
Build and strengthen connections to HBCUs, Tribal Colleges, Hispanic-Serving institutions, and Women’s colleges for research collaborations and academic talks.	To Start	Head, Ph.D. Program and Faculty

**GOAL 4 | C – Engage the Broader Community “Beyond the Quad”**

GOAL 4 - SHORT TERM (19–36 months / Year 2–3)	STATUS	ACCOUNTABILITY
<b>SCHOOL-WIDE</b>		
Expand our partnerships with our community and collaboratively develop positive social innovations that expand access, opportunity, and economic empowerment in the Pittsburgh region and reverse the trends of injustice and inequality.	In Progress	Associate Dean, DEI&B

GOAL 4 - MEDIUM TERM (19–36 months / Year 2–3)	STATUS	ACCOUNTABILITY
<b>FACULTY   HIGH PRIORITY</b>		
Encourage, assist, and support proposals for funding to increase DEI&B.	To Start	Senior Associate Dean, Faculty Associate Dean, Advancement
<b>GRADUATE AND PHD STUDENTS / PROGRAMS   HIGH PRIORITY</b>		
Establish off-campus student engagement opportunities with the greater Pittsburgh community.	To Start	Senior Associate Dean, Education

## CONCLUSION

With its campus-wide strengths and culture of collaboration, the Tepper School and CMU are uniquely positioned to provide intellectual leadership and practical solutions to emerging problems and to educate the next generation of business leaders and entrepreneurs who will be the value creators and pioneers of change for business and society. Implementation of this DEI&B plan is one of the critical foundations to the journey ahead.





## Appendix 1

### Current DEI&B Initiatives

#### ACCELERATE LEADERSHIP CENTER

- The Curiosity Project – an opt-in initiative for Tepper Masters students which allows randomly-paired participants to get inside the lived experience of their peers, and to share their own stories, through a series of curated interactions based on asking questions. It aims to build empathy among students by creating opportunities for participants to understand each other’s motivations, nuances, complications, even their contradictions, through dialogue.
- Leadership Touchpoint Series - a range of interdisciplinary experiences and content for Tepper Masters students that help students get beyond the data set and consider the human side of business and interactive engagement.
- Tepper Reads – a community reading project for Masters students aimed at fostering empathy, critical thinking, self-awareness, and community in the student body by reading a novel together.
- Skill-development workshops – address current needs in the global and ever-changing field of leadership development.

#### EXECUTIVE EDUCATION

- FORGE – Fostering Organizational Equity Leadership Development Program.
- The Advanced Leadership Institute – Emerging Leaders Program.
- The Advanced Leadership Institute – Executive Leadership Program.
- Executive Leadership Academy: Strategies for Advancing Women in Business Program.
- Social Innovation and Leading Change Program.

#### MASTERS ADMISSIONS

- Forté - exists to launch women into fulfilling, significant careers through access to business education, professional development, and a community of successful women.
- Level Up – program comprised of four free online sessions designed to teach all prospective students attending hard skills in business, strategic, and financial acumen, plus communication.
- Tepper Together – a brochure that highlights the Tepper Community and our commitment to diversity.
- Diversity Weekend – dedicated to fostering a sense of belonging among prospective underrepresented MBA candidates.
- Targeted recruitment events in collaboration with Tepper Women in Business, Latin American Business Club, and Black Business Association during each mini-semester.
- Annual Discover the Difference @Tepper webinar series that showcase the experience of various student populations at Tepper including LGBTQAI+, Women, Black, and Latinx students.
- Alumni Voices campaign – intentionally highlighting voices of LGBTQAI+, Women, Black, and Latinx alumni.
- Propelling Women Series – events focusing on the journey of women in business that feature Tepper students and alumni.

### **PART-TIME ONLINE MBA**

- Starting in the Fall of 2020 the Part-time Online MBA program started offering a series of workshops covering various diversity, equity, and inclusion topics during our in-person Access Weekends. Student attendance and feedback for these workshops has been positive and we will continue to integrate these topics into our programming. Below is a list of workshops that have already been delivered:
  - Biases in Artificial Intelligence
  - Committing to Diversity, Equity, and Inclusion in the Workplace
  - Women & Confidence
  - DE&I Initiatives: What Works, What Doesn't, and Why
  - Dialogue on Diversity & Inclusion – Getting Everyone Into the Conversation
  - Leading with Cultural Competence
  - How to Run an Inclusive Meeting
  - Inclusive Leadership

### **MASTER CAREER CENTER**

- Provide customized preparation and support for students attending events like The Consortium Orientation Program, Forte Conference, National Black MBA, Prospanica, ROMBA and the MBA Veterans Conference.
- Partner with Tepper affinity clubs as needed to provide support and resources for student-led events (recommending alumni or recruiter speakers).
- Collaborate with and engage recruiters who seek opportunities to connect with underrepresented populations. Offer strategic advice and suggest best practices to target and recruit diverse candidates into their organizations.

### **MASTERS STUDENT SERVICES**

- Financial and logistic support for affinity club members to attend conferences and events, GBA D&I events, Tepper International Festival.
- DEI&B club recognition as part of Club Appreciation Week.
- Sessions – Difficult Conversations and Ally-ship in Basecamp.
- Non-binary pro-noun stickers for student tent cards.

### **UNDERGRADUATE BUSINESS**

- First-Year Matriculation Efforts – Upon release of the first-year admission offers, the Tepper UBA program diligently works to connect with admitted students to support matriculation efforts. With a focus on racially minoritized and women students, individual outreach is initiated to these students through staff and students to help answer questions, connect them with resources to inform their decision-making, and welcome them as future Tepper students.
- Club leadership training - In the last three years, the student club leader training has evolved to include specific training and discussion on creating equitable student organizations.
- The UBA program implemented Community and Inclusion into first-year orientation in 2019 and the sessions have continued (albeit in modified forms for various orientation modalities) to present. In 2021, CMU evolved their orientation programming to include a day focused on JEDI that Tepper capitalized on

to evolve our programming to include a faculty panel moderated by Colleen McMullen that aligned with the orientation learning outcomes.

- Participation at Celebration of Diversity programs hosted by the Office of Undergraduate Admissions
- Monthly staff professional development conversations on JEDI-centered topics.
- Tartan Scholars Partnership.

### **UNDERGRADUATE ECONOMICS**

- Economic advisors attend and lead Dietrich College, University, and national level trainings on inclusive and intersectional advising on a regular and frequent basis.
- All communications are shared with all members of the relevant cohorts (by class year or degree program) and students are given full opportunity to represent their eligibility through self-nomination.
- Provide students with the opportunity to hear from non-CMU faculty with expertise in topics such as racial and gender discrimination and urban economics in order to demonstrate to students how their training in Economics can address and help to make positive change in areas of social and economic inequalities.
- Work with student clubs on campus to lower barriers to participation by students from low income and underrepresented racial groups.
- Created a living document, accessible to all faculty, where they will find research appropriate for classroom use on topics relevant to DEI&B as well as research in topic journals done by women and other under-represented minorities in the field of Economics.
- Membership in PREDOC - a consortium of research institutions that aim to foster a talented, diverse and inclusive population in the quantitative social sciences.

### **MSPM PROGRAM**

- Women in Product Management roundtable.

### **PHD PROGRAM**

- Weekly Afternoon Tea – a long-standing program tradition that helps to create a sense of community and belonging. True to the interdisciplinary nature of the program, it allows for regular informal social gathering across areas of study, but also across gender, racial, and cultural categories.
- Long-standing association with the PhD Project affords program with access to pool of potential applicants from underrepresented groups.

## Appendix 2

### Tepper School DEI&B Task Force

Thank you to the members of the Tepper School DEI&B task force and project support team:

#### DEI&BPLAN LEADS

- Linda Argote, Senior Associate Dean, Tepper School Faculty
- Rhonda Fischer, Chief Operating Officer
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#### GRADUATE STUDENT WORK GROUP

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