
Point of View
Plugged In:
Discover the MBA Pulse—from Campus to Community
POWERED BY TOIGO

2020 was the start of vibrant dialogue across a variety of views surrounding diversity and inclusion.

From race relations and equity, to a shift to broader stakeholder responsibility, the discourse has been robust and valued. The double pandemic—the health crisis that prompted schools to rethink and retool their education models and the focus on racial equity that spotlighted needed shifts—impacted student life on many levels.

Toigo's Plugged In report gives voice to underrepresented minority MBA students and their experience within their respective MBA programs. The report was prompted by Toigo MBA Fellows eager to present their areas of concern to the Foundation and to the schools where they have invested in obtaining an advanced business degree. Ultimately, their goal is to shed light on similar concerns around visibility, community, support, and other intangible elements that coalesce into the overall MBA experience—and specifically, how that experience may adversely impact a true spirit of developing more diverse leaders from their institutions.

From the vantage point of diverse students at the nation's top MBA campuses, the sense of community and inclusion fall short of expectations—and what is possible. Toigo's **Plugged In** survey and thought leadership will examine these issues. Our goal in sharing the findings and its perspectives is to shine a bright light on what tomorrow's leaders are experiencing today. With these findings, including both quantitative and qualitative insights, our intent is to provide MBA institutions with a trusted, front-line perspective. Identifying and sharing the issues diverse MBA students are experiencing relative to diversity and inclusion issues is at the heart of Toigo's work. We hope it sparks a dialogue and a richer understanding of what diverse leaders experience as they move from the classroom to the workplace.

For today's young diverse leaders, experiences while earning an MBA can be a foreshadowing of what's ahead in the workplace. This mirroring is especially true when it comes to issues of equity and inclusion. Feelings of marginalization and exclusion from the overall happenings can create a distinct parallel; the fact that responsibility to champion change most often falls to individuals from under-represented groups is as true on MBA campuses as it is in the workplace. While the survey and its findings are based on the MBA campus experience specifically, companies and organizations targeting MBA talent can extract meaningful insights applicable to strategies to both attract and retain diverse professionals.

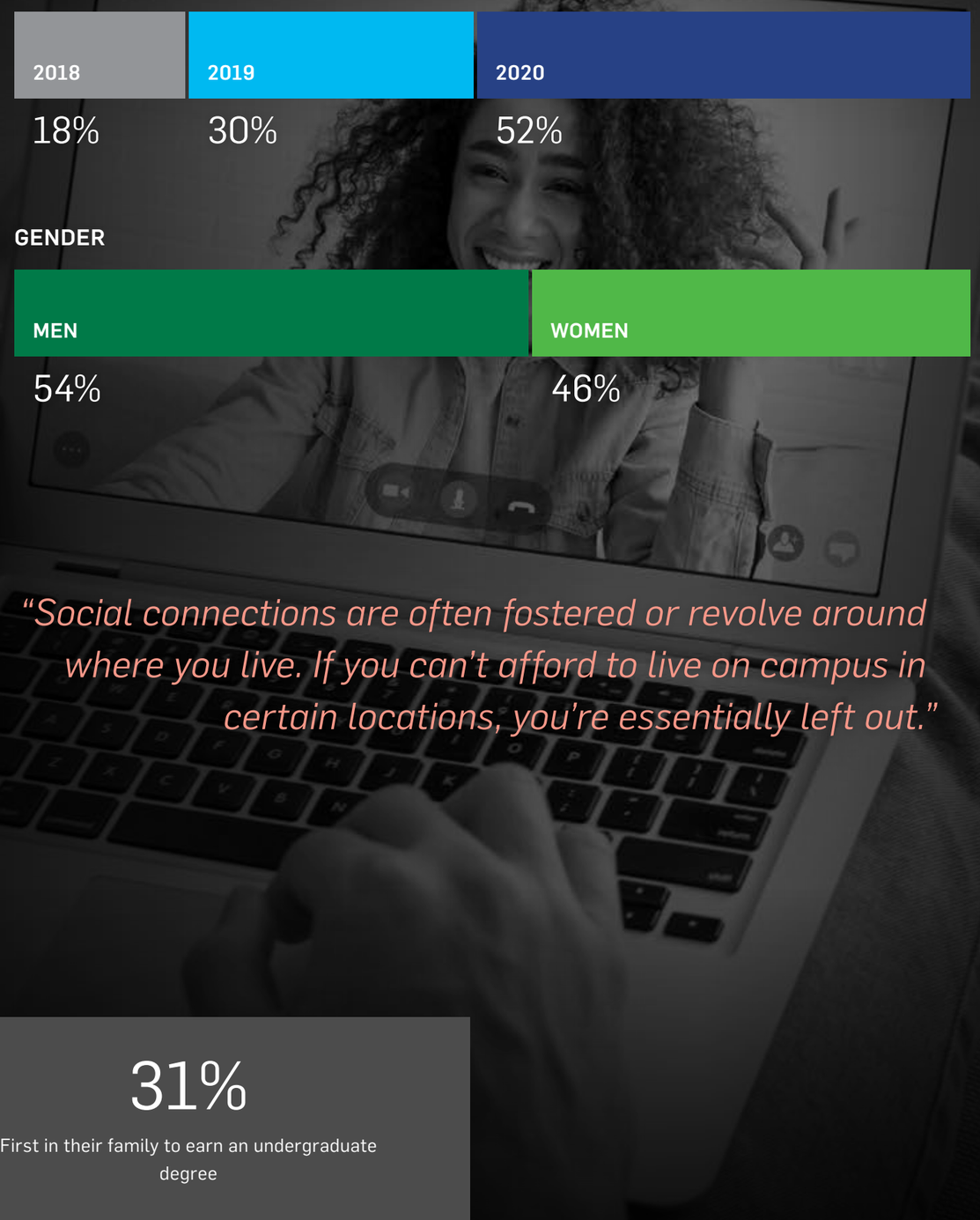
Just as with companies worldwide, the importance of inclusion is readily acknowledged among campus leaders; and just as their corporate cohorts know first-hand, positive change can be elusive. Toigo believes the MBA campus environment offers a unique landscape for pushing the boundaries with breakthrough ideas and practices to directly address issues and themes brought forward in **Plugged In**. In many ways, the MBA campus and classroom environment with its commitment to challenging the status quo, exploring and learning offers the ideal lab for addressing inclusion—and establishing best practices that may also benefit employers large and small.

Toigo echoes what Stanford GSB shared in its Diversity, Equity and Inclusion Report, "We educate leaders of the future, we understand that we play a pivotal role in forwarding the larger conversation of workplace diversity, equity, and inclusion." We look forward to exploring the findings with you and continuing the dialogue and efforts to drive change.

"Diversity can definitely be improved. There's a pretty large and diverse international community but not a sizable US ethnic minority population. Despite this, my school creates a very open and inclusive environment that welcomes a wide range of thoughts, personalities, and beliefs."

Each year, the Toigo Foundation challenges its MBA Leaders to identify and help address a key issue related to its mission. **Plugged In** was developed and deployed by a group of Toigo Fellows via social media and direct outreach to obtain first-hand responses. The survey was completed by nearly 300 MBA candidates at more than 20 MBA programs in the United States.

SURVEY DEMOGRAPHICS



"Social connections are often fostered or revolve around where you live. If you can't afford to live on campus in certain locations, you're essentially left out."

94%
Of respondents identified as a minority race or ethnicity

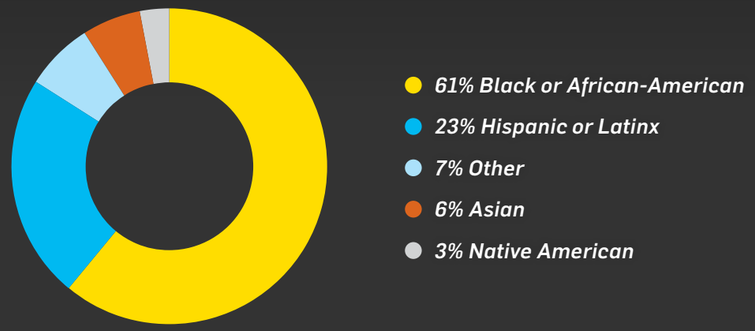
70%
Of respondents' families earned less than $100k last year

31%
First in their family to earn an undergraduate degree

SURVEY DEMOGRAPHICS

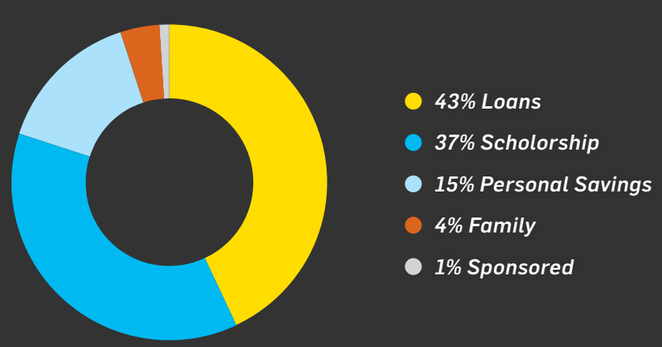
ETHINICITY

Which race or ethnicity do you most identify with? Select all that apply.



PAYING FOR SCHOOL

How are you paying for school? Select top two sources.



MBA PROGRAM REPRESENTATION

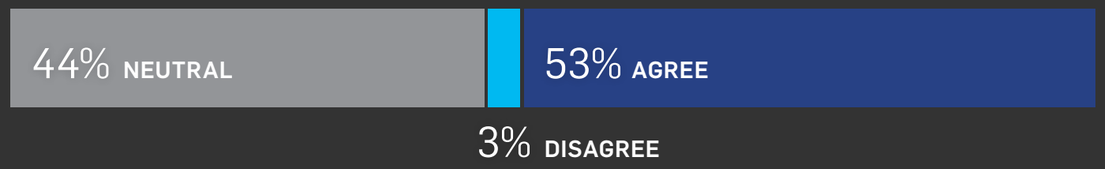
STUDENTS FROM THE FOLLOWING MBA PROGRAMS PARTICPATED.

Carnegie Mellon
Chicago Booth
Columbia Business School
Cornell Johnson
Darden
Dartmouth Tuck
Duke Fuqua
Emory (Goizueta)
Georgetown
Harvard Business School
Kellogg Northwestern
Michigan Ross
MIT Sloan
NYU Stern
Rice
Stanford GSB
UC Berkeley-Hass
UCLA Anderson
University of North Carolina
University of Texas Austin
University of Washington
USC
Vanderbilt
Wharton
Yale

Plugged In showed a notable disparity between diverse men and women regarding overall satisfaction with their MBA experience with just over 1/3 of women indicating a strong satisfaction compared to over 50% of their male cohorts.

Overall, I am satisfied with my business school experience.

MEN



WOMEN

What Matters Most

CLASSROOM, COMMUNITY, CAREER

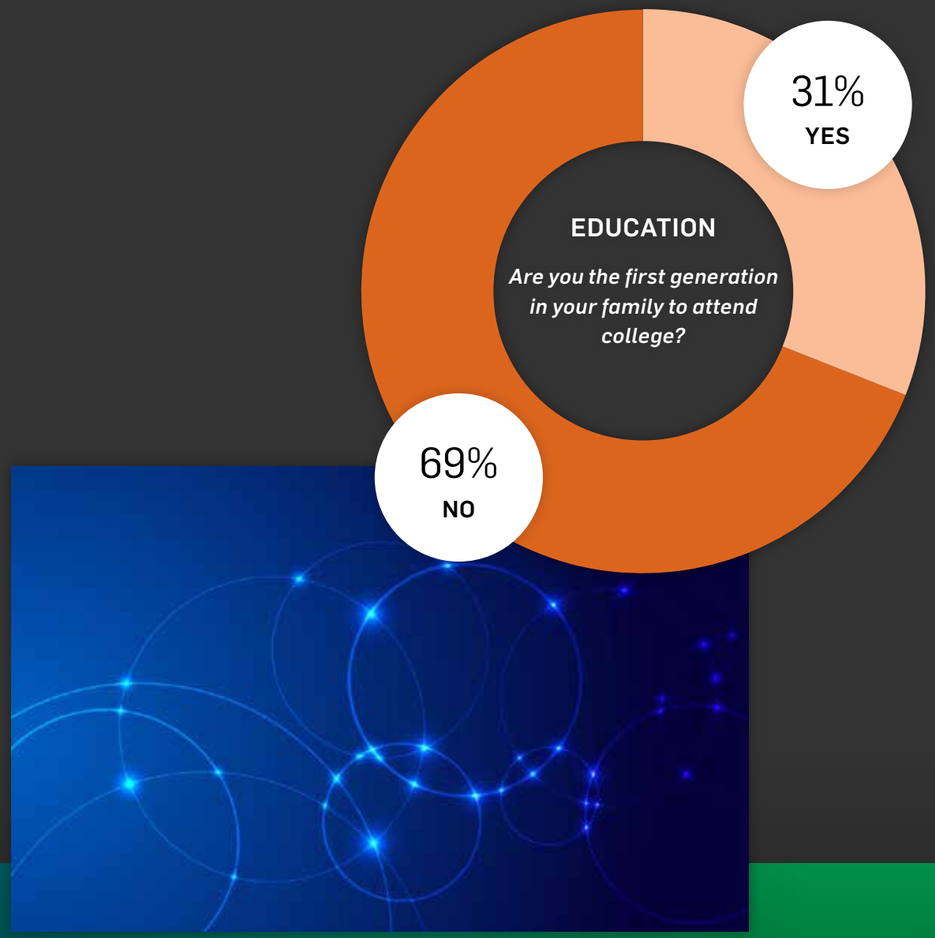
"There are fewer Black and Latino Americans in my class than I'd prefer, but our sense of community is strong and tight-knit. While the numbers are low, the quality is high," shared one Booth student.

According to **Plugged In** responses, diverse students prioritized community over academics when they first began their MBA programs, underscoring the importance a sense of inclusion plays in the MBA experience. For these students, a strong sense of community and belonging is directly linked to the diversity of the student body—just as an inclusive culture in the workplace is tied to both the diversity of its talent **and** the sense of belonging experienced by all employees.

Based on the socio-economic data of our **Plugged In** respondents and Toigo's own experience working with diverse MBAs, we know that a significant percentage of underrepresented talent experiences immense pressure to begin to build intergenerational wealth—to bring a sense of financial security to their own lives and their extended family's lives. This desire is largely tied to visions of career success. First generation college students feel this pressure most acutely. We believe this hyper focus is reflected in the finding that 59% of respondents ranked career as their top MBA priority.

Community Prioritization

"Low LatinX representation as well as few students from low-income backgrounds contributed to never feeling truly incorporated into the larger student / campus community."



ISSUES FOR MBA PROGRAMS TO EXPLORE

- How are you communicating / showing a strong sense of inclusion to prospective applicants? How current is the message (does it account for recent societal shifts, for example)? Are there more effective ways to underscore the message?

- What efforts have you undertaken that underscore the importance—and the reality of where you are in the journey. Students aren't looking for perfection; acknowledgement of the "current state" and what's being done to address key elements signals your commitment—and humility.

- Unwinding international and US-based student diversity data provides a more accurate accounting of representation. Many international students are at a very different place socio-economically than U.S. underrepresented minorities. While the two groups are often combined for reporting and diversity demographics, they rarely share common concerns.

Tone at the Top

Similar to the employee / employer dynamic, students expect the school's leadership to be actively engaged with issues relating to inclusion and racial equity.

Today's diverse MBA students also expect—and value—leadership's voice on issues of importance.

Racial injustice—including the deaths of George Floyd and Briana Taylor—is just one issue that placed MBA students and academic administrators at odds. Today's students (similar to employees at organizations worldwide) expect a swift and intentional response to wrongdoing. A statement of support is perceived in some cases to fall short. A bigger, bolder commitment—a combination of outrage, empathy and understanding coupled with a detailed commitment regarding the school's push for greater racial equity and inclusion—is more in line with student expectations.

"Our Dean is a minority, and we currently lead all business schools in the top 25 in percentage of minority students with 35%."

Often, campus life is highly segmented by demographics, with students bonding with others of similar background/ethnicity. **Plugged In** respondents and Toigo MBA Leaders shared this trend places tremendous importance on the deliberate work of Toigo to create connections and community across ethnic groups in deeper, more meaningful ways.

This cross-community connection provides both the important elements needed for tomorrow's leaders but also the spirit of excellence that can be presented across a variety of groups without questions or challenge.

Plugged In: The Optics

Plugged In *focus groups provided sobering accounts of how students' interest to express viewpoints of the unrest they witnessed was often marginalized, censored and/or silenced by some institutions. Limiting free expression, particularly in a time when having a voice is most critical, was noted by many MBAs.*

For some schools, there was an onerous process that required approvals before a collective student statement could be issued. At other schools, students—including HBS Call to Action—took the initiative. Also in the mix was the school's need to prioritize messages to their employer community ahead of student expression, which many students perceived as an intrusive move to better "frame" or control the narrative.

Explore some examples:
Harvard African American Student Union Letter to Corporate Leaders

"I'd sum it up like this—reactive, never proactive—when it comes to race, equity and inclusion."

What many students realized first hand in 2020 was that their desires and the responsibilities of the academic institution they attend are not always perfectly aligned. Several schools cited their responsibility to honor free speech and promote differing opinions. In response, groups like the American Civil Liberties Union (ACLU) want academic institutions to carefully examine what occurs at the intersection of racial justice and free speech. According to Inside Higher Ed, the ACLU noted they were "aware of and frustrated by the many examples of public and private universities invoking free speech rights in response to incidents of racism or hateful speech from students." The ACLU noted in many cases, "it's a way for administrators to say our hands are tied and sometimes shirk their responsibility to meaningfully respond to such incidents, which can leave students of color, in particular, feeling hurt and unsafe." [1]

[1] ***Role of the Company Survey, an annual poll from MetLife.***
https://www.hrdive.com/news/workers-increasingly-want-employers-to-address-societal-problems/543111/

When an offensive, racist incident occurs either on or off campus, and students urge their school's administrators to fire the offending faculty member or expel or revoke admission for the offending student, the response is not as straightforward as many believe it to be—or should be.

Administrators can absolutely express outrage at the racist incident. They can, of course, express empathy and compassion for those deeply offended by the incident, but they cannot fire the faculty member or expel or revoke admission if the racist incident involves protected speech.

For public universities, no punishments can be leveled for offensive, but protected, expression. For many, that adherence to the First Amendment feels disjointed and at odds with the blatant, willful disregard for others. The best response may very well be, as many students have done, to exercise their own free speech and shine a light on the incident.

This critical push and pull on headline issues occurs, of course, within the corporate work arena; however, it plays out differently in academic settings with educational leaders citing the First Amendment and the fact that hate speech is, in fact, protected speech. How this dynamic unfolds impacts every student, of course; however, with many of the headline societal issues linked to underrepresented minority groups, Toigo believes the dynamic disproportionately impacts students of color. The intersection of free speech and inclusion, no doubt, will remain in the spotlight.

The expectation that an institution has the responsibility to its stakeholders to take a moral stand is also prevalent in today's workplace—and for good reason. The impact of not having more diverse faculty is significant. Institutions that don't have diverse faculty are missing the opportunity to prepare their students to interact in a world that is marked by increasing diversity, especially in the workplace.

At the same time, these institutions are missing the alternative and innovative perspectives that diverse faculty may bring to the table. Issues that contribute to schools' recruitment of diverse faculty are recruitment practices, teaching loads, funding, publications that are valued, favored research methods.

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Studies show that when their employer's values reflect their values, 85% of employees described themselves as loyal, with 54% indicating they would be willing to go well beyond their their work-scope. When a misalignment occurs (including silence on a key social issue), loyalty falls to 44% and the "above and beyond" factor beyond" factor to 4. Trustworthy leadership was found to be the most critical element driving workplace loyalty.

University of Chicago

Madhav Rajan, Dean, Booth School of Business

The big lesson for me was that we don't do a good enough job in orientation explaining to students exactly what the role of a school is versus the role of the individual. A fundamental principle at the University of Chicago is that it does not take a position on social or political issues, except in extraordinary circumstances. It's a core principle.

On the face of it, that sounds really odd... It looks like, well, you're just abdicating your responsibility. It's actually the reverse. It's very powerful because it says the institution by itself cannot hold a position on current social or political events, which would then prevent other people from debating it or disagreeing with it.

The whole notion is that we encourage you as students to say whatever you think is the right thing you want to say about a situation without ever worrying that I, or the school, will come down on you. That's something I should have explained better. It's something that is core to the University and has been for decades, yet it's something that we never communicated to all the constituents. Once it was explained, people recognized it, but the mistake was not doing it ahead of time.

From its own research, Toigo knows increasingly that students want to invest in an MBA at an institution that reflects their values. The same extends to the workplace.

"I'd sum it up like this—reactive, never proactive—when it comes to race, equity and inclusion," noted one **Plugged In** respondent.

"While no school is perfect in its attempts to increase D&I, Rice is certainly among the best. Our Dean is a minority, and we currently lead all business schools in the top 25 in percentage of minority students with 35%," shared a student from the class of 2020.

"Dean of FT program (Brian Mitchell) and former Dean of Business School (Erica James) were huge influences for me choosing Emory," said one recent MBA graduate Class of 2021.

A few survey respondents noted that MBA alumni (and donors) appeared to be taking a more active role in driving change—and leading more open conversations regarding race and equity. From the responses, this involvement seemed valuable, but should not be in lieu of the school's outreach and communications.

Barriers to Inclusion

"Why are clubs an extra fee—why not include that as part of the tuition. That would make them ALL more inclusive."

BARRIERS TO INCLUSION & COMMUNITY

The two factors that students felt most contributed to a lack of inclusion are race / ethnicity and socioeconomic status.

- Close to three-quarters of minority student respondents (73%) indicated their opportunities and/or experience at school were hindered because of their race or ethnicity.
- An equally high percentage (74%) felt their opportunities or experience at school were diminished due to their socio-economic status.

Students shared that socio-economic pressures prevent access to various "extras"—opportunities such as international treks, internships, social dinners out and other club access. Socio-economics also factors into options for housing, which many tied to social and community.

3x Higher

Based on the findings race/ethnicity and socio-economic status were cited 3x higher than gender as a "limiting factor." The fact these are often related is, no doubt, a driving factor in the responses.

"Social connections are often fostered or revolve around where you live. If you can't afford [to live] on campus in certain locations, you're essentially left out," one **Plugged In** respondent noted.

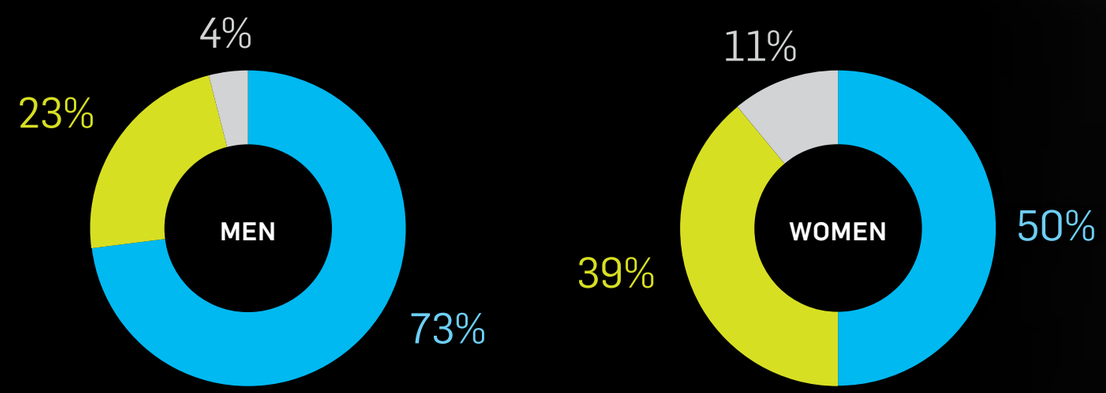
Socio-economic factors also play into whether a student needs to work during their MBA—or not. Those who do, of course, must balance classroom studies, social/community activities with work hours; having the responsibility of work limits other options that often contribute to a sense of inclusion. "Many rely on debt to keep up," noted one MBA candidate.

The issue of "outside" responsibilities and how those can create a sense of being an outsider were also raised. Students with parenting and/or marital responsibilities often have less flexibility to attend evening classes, lectures and other activities.

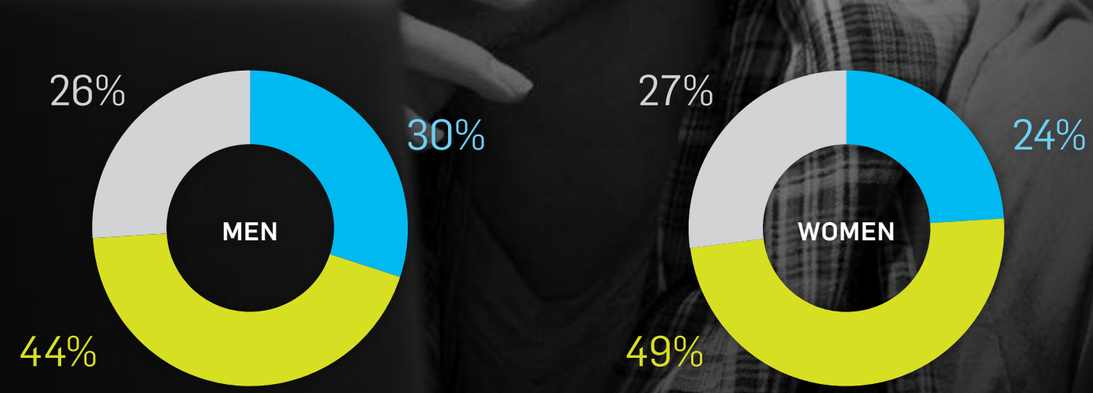
For some, the status (or lack of) of where they earned their undergraduate degree fueled a sense of inclusion or exclusion. "Depending on where you earned your degree gave you an instant in—or not," shared one MBA **Plugged In** respondent.

"Outside of a very few large, urban schools the elite MBA experience is lily-white. It's also massively tilted toward wealthy students I don't know what could change this."

EXPERIENCE



To what extent do you think your gender limits your opportunities and your experience at school?

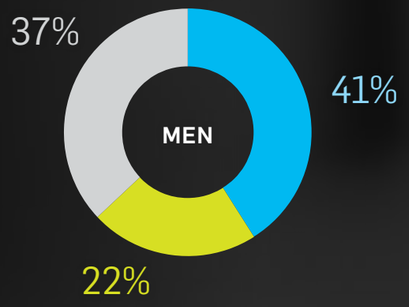


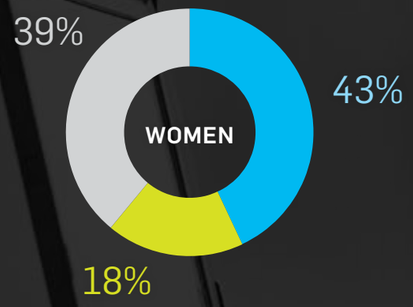
To what extent do you think your race or ethnicity limits your opportunities and your experience at school.

"Diverse students helped recruit me into the program and I appreciated that. While my experience as a diverse candidate was not optimal, the school did make many significant, very public strides during my final year to improve diversity on campus. I think those efforts have been paying off more recently. I am proud of their efforts and the improvements that they have made."

I've worked closely "... with the faculty to try to improve how we're addressing diversity issues. There are definitely some things that limit opportunities and have a negative impact on a sense of inclusion for some student groups—and some of these issues aren't always readily apparent. For some, tighter budgets and a lack of funds means not being able to participate in some events or limited socializing," noted one University of Texas at Austin student.

EXPERIENCE





To what extent does socio-economic status inhibit your opportunities and your experience at school?

● NOT AT ALL ● SOMEWHAT ● VERY MUCH

"There were moments during interviews with the school where I felt that I was being asked racial or political questions that a white student wouldn't be asked to gauge my attitude and world views."

Opportunity for Improvement

DIVERSITY OF STUDENTS, FACULTY

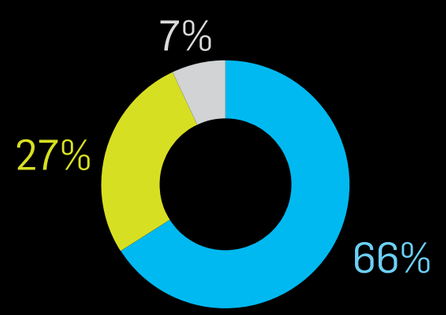
Nearly half (48%) of the Plugged In survey participants indicated they were dissatisfied with their schools' diversity, while 43% felt satisfied.

Half of the **Plugged In** respondents either strongly or moderately disagreed with the statement "My school has a diverse faculty." The issue cited by many schools relative to the composition (read lack of diversity) of their faculty ties back to the number of diverse individuals qualified to be tenured faculty due to a lack of PhD candidates/recipients.

"While diversity ultimately wasn't one of the top two to three factors for me choosing to attend MIT Sloan, it did play a role."

"During the application process, D&I initiatives were something that I asked students and staff about whenever I got the opportunity."

A few schools, including Stanford GSB, have publicly shared ways in which they are pushing past possible blind spots in terms of faculty recruiting, including a broader casting of the net for for candidates—and more.



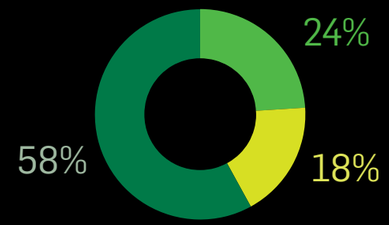
My school has a diverse faculty.

● DISAGREE ● AGREE ● NEUTRAL

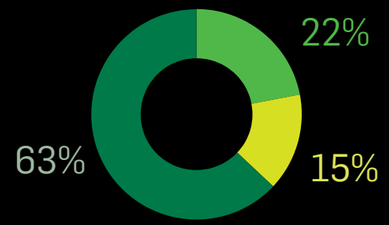
"The reality is that many URMs oftentimes need to make concessions in regards to the prioritization of diversity in choosing to attend many of these prominent institutions."

Of those surveyed, more than one-third (34%) indicated they slightly / moderately / strongly agreed with the statement "my school does a good job incorporating diversity into the classroom."

Just as rising leaders look at the demographic composition of a potential employer's board and C-suite as a reflection of that organization's commitment to racial equity, students also consider the composition of the school's faculty. When asked if diversity played a factor in selecting the program, the respondents were split, with 48% indicating yes and 52% stating it did not.



I believe that my school's administration and faculty are proactively taking measures to improve the diversity of the classroom experience.



I believe that my school's administration and faculty are proactively taking measures to improve the diversity of the community experience.

● DISAGREE ● AGREE ● NEUTRAL

According to **Plugged In**, many find the diversity demographics lacking. Over two-thirds (69%) of **Plugged In** MBA respondents acknowledged their school's faculty and administrative teams were making proactive efforts to improve diversity and a sense of inclusion on campus.

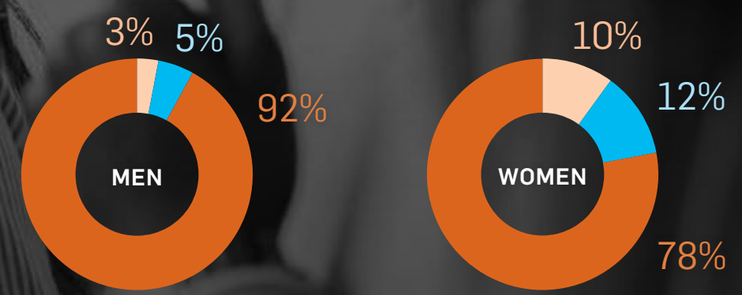
Classroom Dynamics

A sense of inclusion in the classroom is driven by a mix of factors—respect from fellow classmates, professor teaching style, and content/case studies. While challenging to measure and assess, it's a dynamic that is cited as a core factor in shaping an MBA student's overall experience, just as it is among employees and their workplace satisfaction.

In fact, similar to the workplace, individuals expect—and value—leaders who look like them. Given that, the culture of the community and campus also includes the diversity of its teachers. Some two-thirds (66%) of students indicated the faculty at their program lacked diversity.

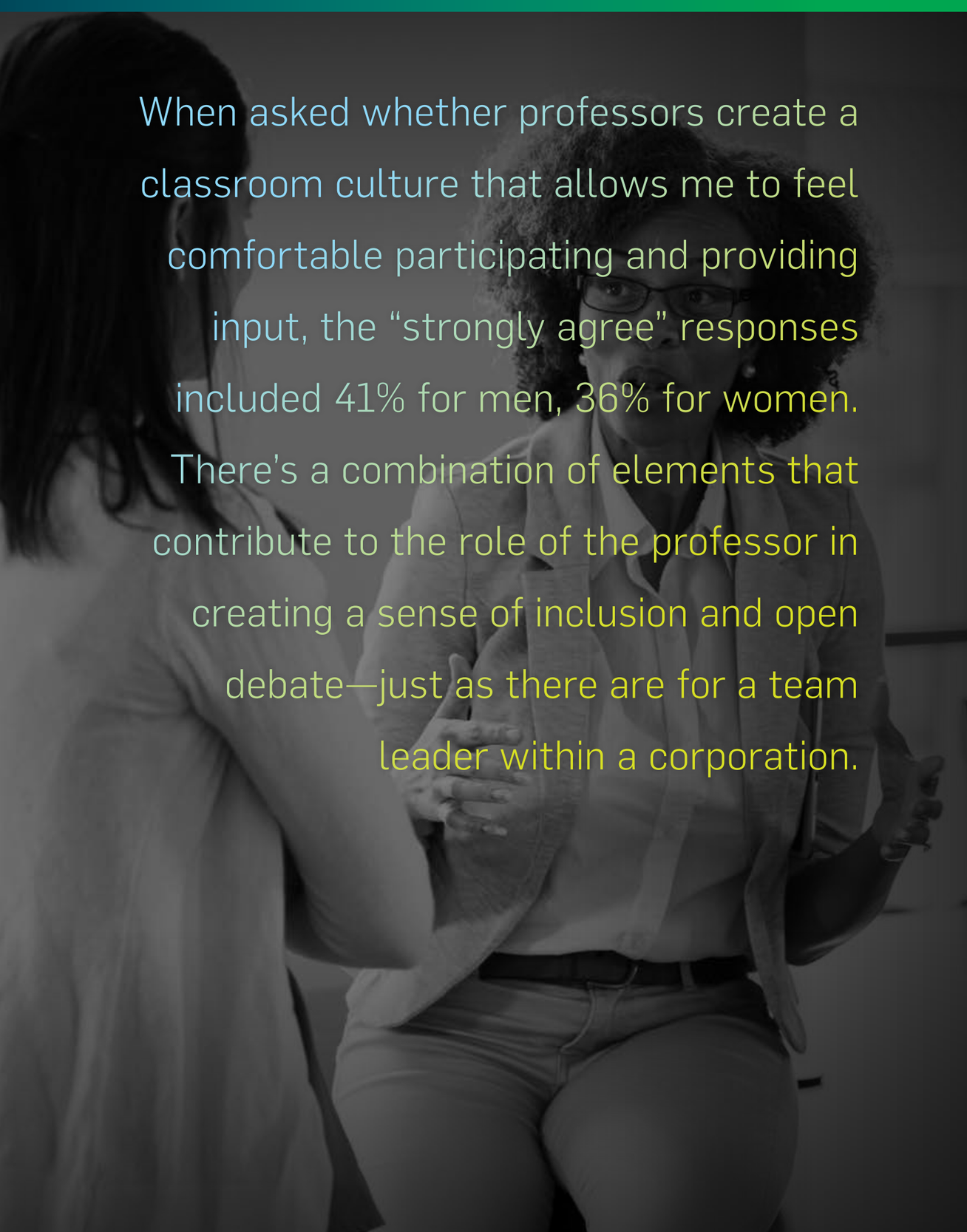
While the demographic mix of the professors is a factor (and needs addressing), students also "weighed in" on the importance of the professor / teaching staff in creating a sense of inclusion in the classroom. A great deal has been written about "safe spaces" and inclusion at the undergrad level; less has been published examining the graduate business school landscape.

CLASSROOM CULTURE



The students create a classroom culture that allows me to feel comfortable participating and providing insight

DISAGREE AGREE NEUTRAL



When asked whether professors create a classroom culture that allows me to feel comfortable participating and providing input, the “strongly agree” responses included 41% for men, 36% for women. There’s a combination of elements that contribute to the role of the professor in creating a sense of inclusion and open debate—just as there are for a team leader within a corporation.

Factors include how classroom conversation and open inquiry is managed, which case studies are utilized, who is invited in (or not) as a guest lecturer, personal style, and more. Harvard Business School, for example, provides a robust set of guidelines to its professors to help them consider different variables, from limiting language/terms in class materials, ways to engage in controversial topics and other in and out of the classroom elements (see appendix for sampling).

Importantly, universities are not free to sanction the speech of their professors.

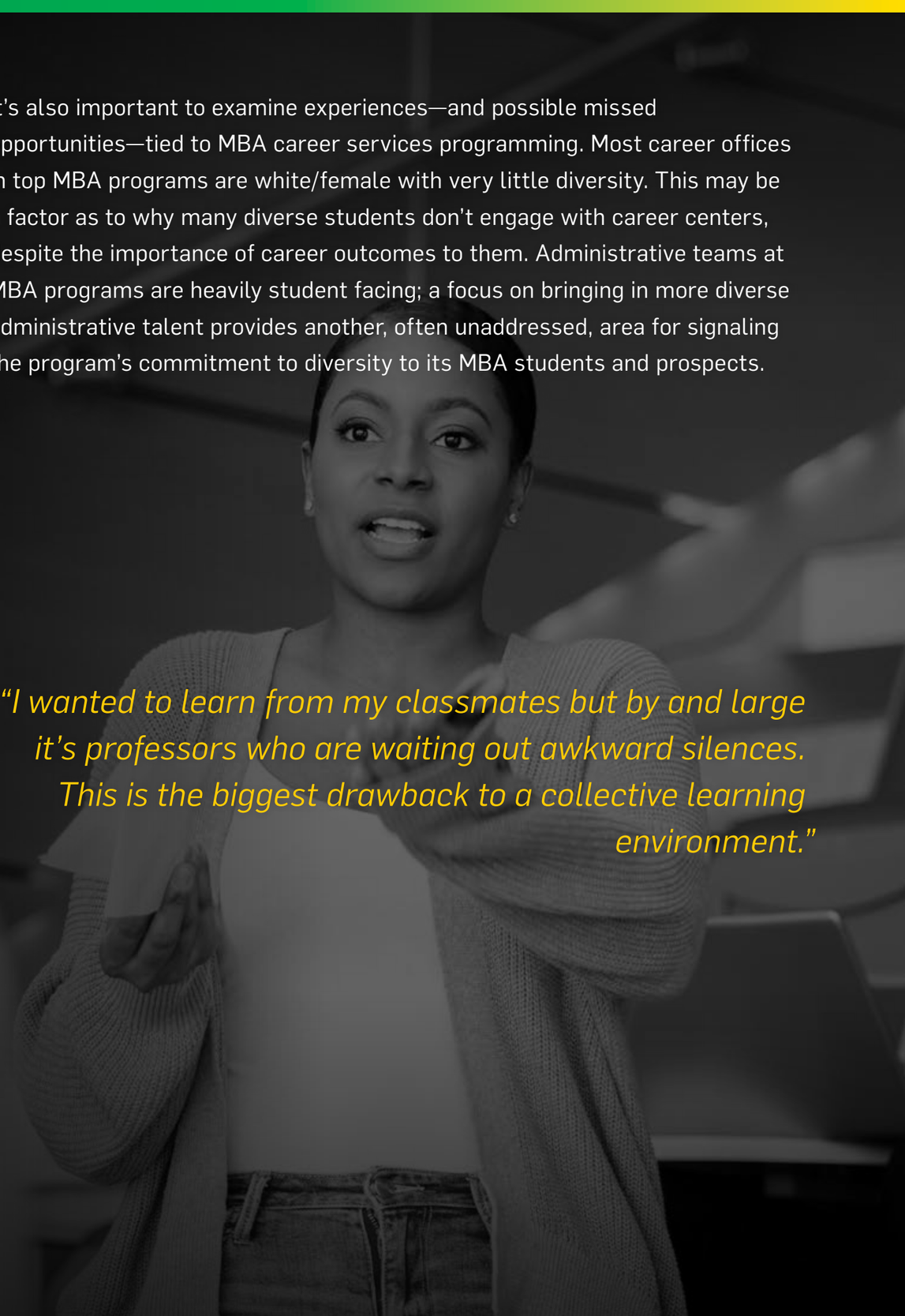
“I think MBA programs are ‘trying’ to become more diverse, but I think it goes both ways.”

One student summed up the need to explore all elements of learning with an inclusion lens, “Improvements are necessary in diverse faculty, diverse speakers and the number of case studies based on experiences of diverse leaders / managers.”

"My student experience for class participation is driven by the divide between perceived effort and expected outcome. Many students don't seem to invest in our classes due to other commitments and don't engage in discussion."

"I did call out professors and academic affairs when I felt like professors were being classist, misogynist, or their teachings had racial undertones. I would also make comments if I felt they were missing opportunities to teach about equality (race and gender) in the workplace."

It's also important to examine experiences—and possible missed opportunities—tied to MBA career services programming. Most career offices in top MBA programs are white/female with very little diversity. This may be a factor as to why many diverse students don't engage with career centers, despite the importance of career outcomes to them. Administrative teams at MBA programs are heavily student facing; a focus on bringing in more diverse administrative talent provides another, often unaddressed, area for signaling the program's commitment to diversity to its MBA students and prospects.

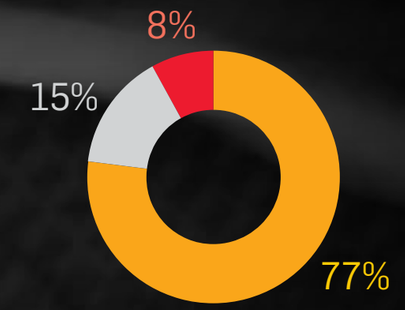


"I wanted to learn from my classmates but by and large it's professors who are waiting out awkward silences. This is the biggest drawback to a collective learning environment."

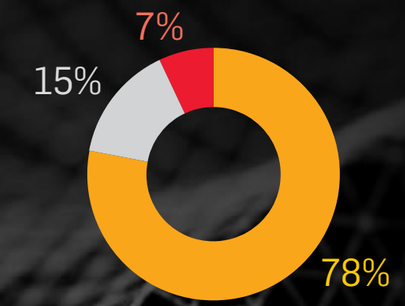
Students

Of course, just as in the workplace, colleagues (or on an MBA campus, other students) directly impact a sense of community—or lack of it.

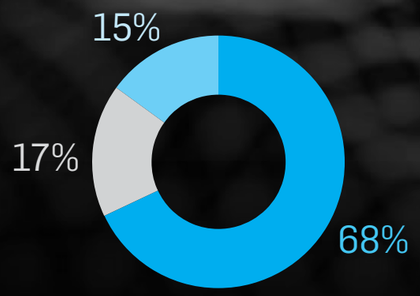
"As a person of color who did not apply to business school through pipeline programs, I felt that not being part of those cohorts meant I missed out on opportunities to engage with that community."



How did you prioritize community when you first arrived on campus?



How did you prioritize career when you first arrived on campus?



How did you prioritize academics when you first arrived on campus?

HIGH LOW NEUTRAL

This question pertains to how other students affect the overall culture of the classroom. Do students feel comfortable asking questions and voicing their opinions? Taking a look at the data, we can see a large disparity between how men and women feel about the classroom environment with a 14% differential in the 'strongly agrees' category (Men – 47%; women 32%). It's apparent that building a sense of inclusion does not only fall to faculty and professors. A university is a community, and fostering increased opportunities to fuel student connections are critical. The parallel of this, of course, occurs within the workplace.

Responsibility for Driving Change

Importantly, Plugged In respondents indicated faculty and administration leave diversity initiatives to the MBA students—and that there is a lack of adequate support.

This dynamic mirrors what often happens within organizations, with leadership tapping diverse talent to lead efforts to drive diverse talent recruiting, affinity groups, and other inclusion-focused efforts. While many diverse individuals want to help drive change—whether on campus or in the workplace—the expectation of and reliance on diverse talent creates an added level of work and responsibility their white peers may not experience.

There is strong demand from students for schools to establish stronger partnerships with enrichment and pipeline programs—programs like Toigo and others—to provide needed support for reaching diverse MBA applicants that the MBA program is not delivering directly.

"More top MBA schools should embrace diversity programs and make them a bigger part of the student body and experience. Schools should seek to grow each cohort and emphasize them on campus, so all students are aware of the various diversity groups and encourage them to learn more."

"Schools do not allocate enough resources and efforts to D&I. The school administrators ultimately place the onus on the students to 'make things better'."

Taking Action, Next Steps

The pulse among students, professors/ faculty and administrations—whether on campus or operating virtually—in regard to diversity and inclusion issues has never been so pronounced. Academic institutions are at a key inflection point; those who proactively address campus inclusion in collaboration with all key stakeholders will emerge stronger and better positioned for the future. Schools have an advanced purpose of teaching and fostering free and open debate; with that premise, MBA programs should be creating models of inclusion that other institutions can learn from, mirror, refine and embrace.

As **Plugged In** findings show, academic institutions are fully aware of the importance of inclusion—and by extension, diversity—that rising leaders believe they are capable of achieving. It can be easy to direct and dissect actions and statements from the sideline; but by one key group's account (the very students impacted by diversity and inclusion efforts) more should be done.

In the past year, focus has been on action and accountability around D&I across all organizations. Leaders of our future are seeking MBA programs to make strategic decisions that are bold and different — to center new programming, hiring, student life around a foundation of a truly inclusive culture. More than ever, this generation (and the next) are seeking a business graduate education program that cares deeply about issues relating to equity and fairness; as responsible organizations, we cannot ignore this fact.

For more than 30 years, Toigo has worked with leading public and private organizations and the best academic institutions in the country to identify and help support the changing profile of leadership in business. We applaud the students who approached our organization to bring their collective voice forward to those who can drive decisions for change.

Toigo places high value on the relationships we've had over the years with many prominent institutions and hope **Plugged In** offers a springboard for discussion and exchange as we share in the important work of shaping our future leaders.

We also hope the thought leadership sparks or reignites conversations regarding strategies for admissions, curriculum, faculty and support to URM groups by:

- Providing a platform for increased dialogue with students to explore opportunities or channels for ongoing improvement and engagement.
- Elevating inclusion as a core pillar—not an isolated effort. To be successful and sustainable, the focus must be pervasive and a high priority.
- Evaluating your current support to diverse student groups—are key resources provided that allow for optimal learning and exchange?
- Prompting a closer look at messaging used to recruit students—is it supported by real life experience? Are there areas/items that could be modified/enhanced to better amplify your commitment?
- Examining and recognizing that some students are unable to take full advantage of the school experience due to socio-economic dynamics. Have you and other stakeholders inadvertently created a caste system that is contributed to a sense of exclusivity (and by extension exclusion) versus community and a sense of inclusion?
- Ongoing review (early and often) to ensure scholarships are equitable—and be fully leveraged.
- Encouraging and fostering a healthy/open dialogue anchored in intellectual intelligence and open discourse; embrace of diversity of thought on ALL topics—and encourage all stakeholders to do the same.

About the Toigo Foundation

The Toigo Foundation has operated at the intersection of talent, education and career for 30+ years. In addition to its recognized MBA program, the organization provides professional development curricula, fellowship, career management and professional development skill support through the lifelong experience of its participants. Toigo promotes inclusion through services that assist organizations in the journey to advance change and impact with respect to diversity, equity and inclusion.

CONTRIBUTORS

Nancy Sims
President & CEO

Maura Allen
Program Consultant

Kristy Posocco
Director of Education & Career Advancement

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