



HBS Community Values

The mission of Harvard Business School is to educate leaders who make a difference in the world. Achieving this mission requires an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning.

Students, program participants, faculty, staff, and alumni accept these principles when they join the HBS community. In doing so, they agree to abide by the following

Community Values:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

HBS can and should be a living model of these values. To this end, community members have a personal responsibility to integrate these values into every aspect of their experience at HBS. Through our personal commitment to these values, we can create an environment in which all can achieve their full potential.

Text with No Subtitle

Process

- Working Group: Amy Edmondson, Paul Healy, Youngme Moon plus Jean Cunningham
- Benchmarking: Look at what other parts of Harvard do, as well as other business schools and other universities more generally
- Discussions: Reflect on what we're hoping to accomplish and the aspirations we have for our community
- Draft: Principles and procedures
- Input: Dean's Management Group, Administrative Operating Managers, Office of the General Counsel

Why now?

- Basic elements—informal discussions/local resolution, and *ad hoc* procedure for more formal review—have been in place for some time
- What we're facing: more diverse community, climate of increasing compliance requirements, and faster information flows
- Concerns
 - When local resolution doesn't lead to change
 - When it's perceived we're failing to connect the dots (patterns of conduct)
 - Lack of transparency about process
 - Lack of clarity about resources and support
 - Lack of perspective across cases

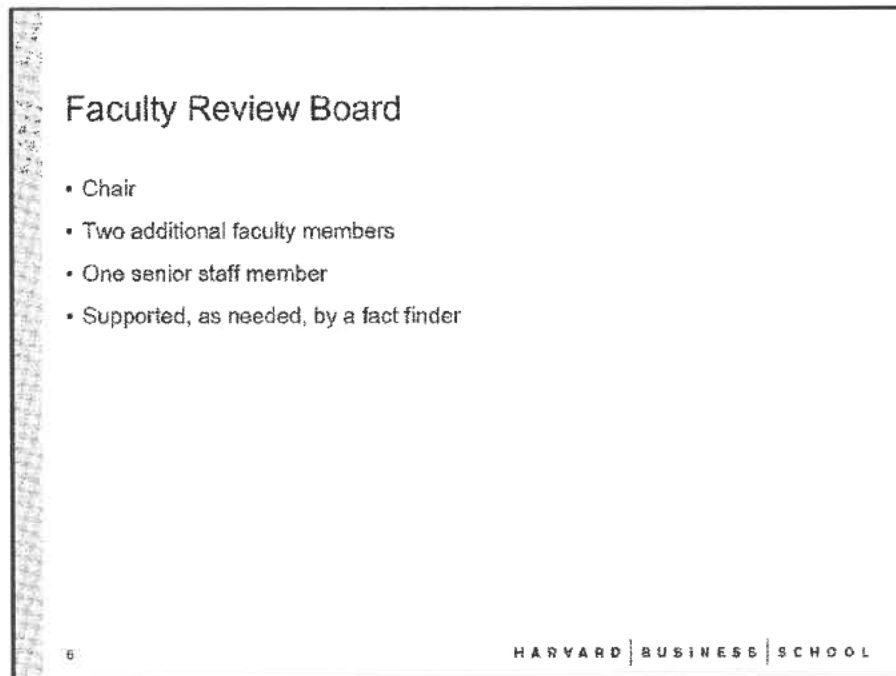
Key Elements

- Continued belief that the majority of issues can be resolved informally
 - Leverage ongoing dialogue with students, participants, and staff: all boats rising
 - Look for mechanisms to collect information across units and departments, and to address conduct issues early
- Formalize process for handling more serious cases
 - Consistent procedures
- Approach should be one of faculty development

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The example here on “dialogue” is Executive Education – they’ve been doing work to improve the behavior of the participants, and have now seen an uptick in participants coming forward with complaints about faculty behavior (e.g., swearing in class, inappropriate comments, etc.).



Don't know if it's worth explicitly pointing here to this being a group rather than an individual

Procedures

- Dean may refer an allegation to the FRB
 - "Situations where a more structured procedure may be needed to investigate a concern and determine whether faculty misconduct has occurred"
- Summary of the allegation written
- Investigation and fact-finding
- Draft report with FRB's conclusions and recommendations (including potential sanctions)

Procedures

- The faculty member can:
 - Review the allegation
 - Have an advisor
 - Respond to the draft report
- The Dean/Office of the Dean are responsible for finalizing sanctions and maintaining records

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Known Unknowns, Challenges, and Next Steps

- Balancing individuals' confidentiality and privacy with desire for transparency
- Strengthening processes for informal resolution
- Orienting the members of the FRB
- Developing recommendations and sanctions