The Next Generation of Business Leaders

A focus on addressing barriers to entrepreneurship and business for underrepresented and marginalized groups is driving some schools’ commitment to diversity, equity, and community.

ALSO IN THIS ISSUE
The Paradox of Performance Funding
Oklahoma State University is one of only fifteen schools in the nation – and the only institution in Oklahoma – to be recognized as a six-year recipient of the Higher Education Excellence in Diversity award from INSIGHT Into Diversity magazine. At OSU and Spears Business, diversity is the expectation rather than the exception.
In this issue

October 2018

Special Report: Business Schools

38

Getting Down to Business
Business school deans talk ethics, demographics, curricula, and more
By Alexandra Vollman

18 The Rehabilitation Act of 1973: 45 Years of Activism and Progress
By Shirley J. Wilcher, JD

20 Toeing the Line: Christian Colleges Send Mixed Signals to LGBTQ+ Students
By Ginger O’Donnell

24 The Paradox of Performance Funding
By Dale Singer

26 How Inclusive Is Your Network? Driving Business Results Through Selection, Retention, and Inclusion
By Anise D. Wiley-Little

28 The Military Divide: Business Programs Help Veterans Bridge Gap from Service Member to Civilian Entrepreneur
By Alice Pettway

30 Incubators and Accelerators Open Doors for Female, Immigrant, and Underrepresented Entrepreneurs
By Ginger O’Donnell

36 CDOs Positively Influence Business School Diversity Efforts
By Sheryl S. Jackson

On the cover: Students at St. Mary’s University Greehey School of Business Above: The College of Business and Public Affairs at Alabama A&M University
INSIGHT INTO DIVERSITY
GLOBAL ENGAGEMENT SCHOLARSHIP

The National Association of Diversity Officers in Higher Education (NADOHE) is pleased to announce that nominations for the 2019 Insight into Diversity Global Engagement Scholarships are now being accepted. The 2019 scholarships are generously funded by INSIGHT into Diversity.

Each $2,000 scholarship is designed to encourage global engagement among underrepresented students from diverse backgrounds (first generation, students from rural or isolated areas and students from low socio-economic) whose backgrounds represent a broad cross section of our society including students with disabilities, different race/ethnicity populations, religious backgrounds, LGBTQIA, and other identities. This scholarship opportunity is for US citizens only.

Preference will be given to students that may have not travelled or studied abroad previously. The scholarships may be used to support faculty led programs and/or for semester/study abroad options.

These scholarships will be presented by INSIGHT into Diversity at NADOHE’s Annual Conference Awards Ceremony.

CRITERIA

- Undergraduate students should be in their second, third, or fourth year.
- 3.0 and above GPA is preferred.
- Students would need to submit a 2-3 page statement with application describing the anticipated educational impact or relevance of the global experience the funds will be used to support.
- Students would be expected to either produce a final 3-5 page paper after the experience to be submitted to NADOHE, do a blog while they are away or perform a 10-hour service commitment relevant to their global experience.
- Submit at least two letters of recommendations from a university official (staff/faculty).
- Attend presentation at NADOHE’s Annual Conference if possible.
- Provide a budget and share other possible funding sources for the planned global engagement experience.
- Have the opportunity to be featured in INSIGHT into Diversity magazine as a scholarship recipient.

NOMINATIONS OPEN*: SEPTEMBER 19, 2018
SUBMISSION DEADLINE: OCTOBER 31, 2018

*Must be a NADOHE member to nominate.

THE 2019 SCHOLARSHIPS ARE FUNDED BY

INSIGHT into Diversity®

FOR AN APPLICATION OR MORE INFORMATION, EMAIL INFO@NADOHE.ORG
IN EVERY ISSUE

In Brief
6  Diversity and Inclusion News Roundup

New Directions
8  Leaders on the Move

The Diversity Professional Spectrum
10  Chief Financial Officers

This Month’s Celebration
National Disability Employment Awareness Month
12  Building an Inclusive Environment for Students and Employees with Disabilities
   By Julia Méndez

HEED Award Spotlight
14  Schools of Osteopathic Medicine Bring Diverse, Holistic Healthcare to Communities in Need
   By Mariah Bohanon

Closing INSIGHT
50  Pride and Visibility
   By Alexandra Vollman

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Though Lacking in Diversity, Higher Education Business Officers Aspire to Drive Change on Campus

As members of college and university presidents’ cabinets, chief business officers (CBOs) are charged with managing millions and, in some instances, billions of dollars for their respective institutions while enjoying considerable salaries. Yet, according to 2016 data from the National Association of College and University Business Officers (NACUBO), only 11.2 percent of CBOs — also known as chief financial officers (CFOs) — are people of color.

The “National Profile of Higher Education Chief Business Officers,” which NACUBO conducts every three years, surveys two- and four-year, public and private colleges and universities — both members and nonmembers — as well as nationally accredited for-profit institutions; it tracks demographics along with a variety of other factors. Findings from the 2013 survey revealed a CBO workforce that was 10.4 percent people of color, representing less than a 1 percent increase between 2013 and 2016. However, there may be a silver lining for this workforce that is largely composed of older white men.

The average age of survey respondents in 2016 was 56.1. According to NACUBO, this finding, along with the fact that nearly 44 percent of CBOs said their next career move was retirement, may mean more opportunities for greater diversity going forward.

“Where I do think a CBO of color or a woman makes a difference is in mentoring people on staff and also guiding the president, provost, and cabinet members on further diversifying the cabinet,” he says. “I think that’s where you’re going to see the focus or the strength of a CBO related to diversity — more recruitment and retention of directors of finance and accounting who are women or people of color.”

Indeed, where CBOs are likely to have the most impact is in their ability to influence senior executives’ views about the value of diversity. “Success in any organization depends on the leadership’s ability to recognize the importance of diversity in the workplace, but this is especially crucial to achieving in higher education,” Bazzell says. “CFOs today rarely lead homogenous workforces, and we serve increasingly diverse communities. The nature of service and stewardship are to make sure that diverse voices are included and heard if we hope to be successful.”

—Alexandra Vollman
U.S. Chamber of Commerce Partners with Howard University to Develop More Business Leaders of Color

The U.S. Chamber of Commerce in Washington, D.C., has launched a new collaboration with Howard University called the Next-Gen Business Partnership. Its goal is to increase opportunities for African American students and cultivate a new generation of business leaders.

The partnership has four parts; one is a paid summer internship program in which students from Howard are assigned to various divisions within the Chamber of Commerce, such as Health Care Policy, Congressional Affairs, Corporate Social Responsibility, or International Affairs. Interns participate in a comprehensive immersion experience, studying a wide variety of issues affecting business and industry.

According to Rick Wade, vice president of strategic alliances and outreach for the chamber, “They engage in … researching policy issues, preparing briefings, leading special projects, and participating in strategy meetings.” This summer, seven interns took part in the program.

A second focus of the partnership is a faculty administration research initiative, scheduled to begin in the summer of 2019. Through this effort, a select group of Howard faculty will be able to conduct research at the chamber in areas such as international trade, tax policy, health policy, and more.

Third, the Chamber of Commerce is working to develop an executive speaker series at Howard through which diverse business leaders and industry executives will share their expertise with students via public lectures and discussion forums.

The final component of the initiative, currently in development, involves the creation of a National Innovation and Entrepreneurship Strategy and Program that aims to increase the number of entrepreneurs from underrepresented populations in the U.S.

With much of the partnership underway, chamber leaders are already making plans to grow the initiative. “The initial partnership is with Howard,” says Wade, “but our goal is to expand this [program] to other HBCUs and Minority-Serving Institutions in the years to come.” — Ginger O’Donnell

Lumina Foundation Awards Grants to Colleges to Help Improve Race Relations on Campus

In June, the nonprofit organization the Lumina Foundation announced that it would award $625,000 in grants to 19 U.S. colleges and universities with the goal of improving race relations on their campuses.

Created in response to the violent Unite the Right rally that took place in Charlottesville, Va., in August 2017, the grants are part of the foundation’s Fund for Racial Justice and Equity. The fund was created in January to support colleges and universities that provide opportunities for constructive racial dialogue.

Of the more than 300 institutions that applied for the grant, Lumina carefully selected those that already had in place initiatives focused on race and campus climate, with the idea that they would be able to leverage the funds to improve upon such efforts.

Awards went to two- and four-year colleges, both public and private institutions, in amounts ranging from $25,000 to $50,000.

The University of California, Los Angeles received a $25,000 grant and is using it to create a mobile app that will allow students to crowdsourced information about the campus climate every two weeks. The idea is to create a database of student experiences that helps university leaders better understand how students are feeling on campus.

Illinois Central College is putting its $25,000 grant toward a two-day summit on racial justice and equity, which it will co-host with Peoria Public Schools in February 2019. Additionally, the predominantly white Bard College is using its award of $50,000 to create monuments, signage, and art installations designed to educate the campus community about the history of local underrepresented groups.

In addition to these grants, Lumina has also provided $1 million to support the Race and Equity Center at the University of Southern California. The goal of this grant, which will be managed by Shaun Harper, PhD, a leading scholar on diversity and inclusion on college campuses, is to improve campus climate at the national level.

Lumina Foundation leaders say that these grants and efforts to improve campus climate help the organization accomplish its goal of narrowing the achievement gap for underrepresented students and ensuring their successful completion of college. — Ginger O’Donnell
**NEW DIRECTIONS**

**ILLINOIS**

Kwame Patterson has been named director of the Office of Diversity and Inclusion at Illinois Wesleyan University in Bloomington. He previously served as residence director at the university.

**KENTUCKY**

Kristin Williams, PhD, was appointed chancellor of the Kentucky Community and Technical College System in Versailles. She was most recently president of Henderson Community College in Kentucky.

**MICHIGAN**

Robert Davies, PhD, has been named president of Central Michigan University in Mount Pleasant. He previously served as president of Murray State University in Kentucky.

**MINNESOTA**

Myron S. McCoo, JD, has been appointed vice president for human resources and chief diversity officer for the College of St. Scholastica in Duluth. He was most recently assistant vice president of human resources and corporate diversity officer at the University of Cincinnati Health.

**MISSOURI**

John D. Jones, PhD, has been named provost and vice president for academic affairs at Lincoln University in Jefferson City. He previously served as associate vice chancellor of academic affairs graduate education at Keiser University in Fort Lauderdale, Fla.

**NEW JERSEY**

Brighid Dwyer, PhD, has been appointed associate dean for diversity and inclusion at Princeton University. She was most recently director of the Program on Intergroup Relations at Villanova University in Pennsylvania.

Simon Nynens was named vice president of business incubation and executive director of commercialization at New Jersey Institute of Technology in Newark. He was previously chairman, president, and CEO of Wayside Technology Group Inc. in Eatontown.

**NEW YORK**

Iris Rivero, PhD, has been appointed Kate Gleason Professor and department head of industrial and systems engineering at Rochester Institute of Technology. She was most recently an associate professor at Iowa State University in Ames.

Lorraine Stinebiser has been named interim director of the Office of Faculty Recruitment in the Division of Diversity and Inclusion at Rochester Institute of Technology. She previously served as assistant director of the office.

**RHODE ISLAND**

Jennifer Hunter, JD, has been appointed the first associate director of athletics for diversity and inclusion initiatives at Brown University in Providence. She was most recently the director of diversity, inclusion, and engagement for the Division of Intercollegiate Athletics at the University of Wisconsin-Madison.

**TENNESSEE**

James Page Jr. has been named chief diversity officer and vice chancellor for equity, diversity, and inclusion at Vanderbilt University in Nashville. He was previously vice president and chief diversity officer at Johns Hopkins University School of Medicine in Baltimore, Md.

**TEXAS**

Col. Gerald “Jerry” Smith was appointed director of veteran services for the Texas A&M University System in Corpus Christi. He was most recently the leader of Texas A&M’s Veteran Resource and Support Center.

**VERMONT**

Renee Wells was appointed director of education for equity and inclusion at Middlebury College. She was most recently director of the GLBT Center at North Carolina State University in Raleigh.

**WASHINGTON, D.C.**

Susan Windham-Bannister, PhD, has been named president of the Association for Women in Science’s National Governing Board. She also retains her roles as president and CEO of Biomedical Growth Strategies and managing partner of Biomedical Innovation Advisors in Boston.

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Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
Paving the way since 1851

FSU is 1 of 4 universities to receive the 2017 Senator Paul Simon Award for Campus Internationalization, the top honor from NAFSA. FSU earned the national honor for its extensive offerings in global education.

**Florida State University has more than 600 student organizations** as well as 18 NCAA Division 1 sports teams.

**FSU has a total of five Rhodes Scholars.** In addition FSU has had Rhodes scholars finalists in 2009, 2011, 2012 and 2017.

One hundred and sixty-six years after its founding, Florida State University started the 2017-2018 academic year with a student population of over 41,000 and recognition as a major graduate research institution with an established international reputation.

Florida State University provides extraordinary opportunities for students to build a strong foundation in their chosen fields; study abroad at the University’s overseas campuses; engage in scores of service activities; benefit from world class library and technical facilities; participate in extensive intramural and recreational events; and interact with some of the finest students, faculty and staff in the nation in a diverse, welcoming and inclusive environment.

**FLORIDA STATE UNIVERSITY**

hr.fsu.edu/diversity
In each issue, INSIGHT Into Diversity features diverse professionals in higher education.

**Joanne DeStefano** is executive vice president and chief financial officer for Cornell University. She began her tenure there in 1990, serving as the general accounting manager for the contract colleges. Since then, she has held a number of positions with increasing responsibilities within Cornell’s finance division. DeStefano has served on the boards of numerous professional organizations, including that of Cayuga Medical Center, Kuali Foundation, and the Council on Governmental Relations. She is a member of the National Association of College and University Business Officers.

**Sharron T. Burnett, EdD,** is chief financial officer of Tuskegee University. A certified public accountant, she brings 28 years of public accounting, internal auditing, and banking experience to her position, including 25 years in higher education. Prior to joining Tuskegee, she served as vice president for fiscal and administrative affairs at Langston University in Oklahoma. She previously held a variety of high-level administrative positions at Lane College in Jackson, Tenn., and Meharry Medical College in Nashville.

**Archibald E. Asawa** is vice president for finance and administration, chief financial officer, and chief investment officer for Soka University of America. In addition to managing the university’s overall operations, he oversees its $1.2 billion endowment. Prior to this position, Asawa served as a management consultant to Fortune 500 companies, universities, and public sector agencies. He was also special adviser to the mayor and manager of special projects for the city of Los Angeles. Asawa is currently president of the Board of Directors of the Western Association of College and University Business Officers.

**Dawn M. Rhodes** is the chief business and finance officer and vice president of administration and finance at the University of Maryland, Baltimore (UMB). In addition to overseeing the university’s $1.2 billion budget, she is a liaison to the local community on neighborhood development projects. Before joining UMB, Rhodes served as vice chancellor for finance and administration at Indiana University-Purdue University Indianapolis and has held executive leadership positions at the University of Toledo and Savannah State University. She has been a member of the National Association of College and University Business Officers’ Board of Directors since 2010 and serves on the organization’s Finance and Audit Committee.

**Darrell Bazzell** is senior vice president and chief financial officer at the University of Texas at Austin. Prior to this position, he served for 13 years as the vice chancellor for finance and administration at the University of Wisconsin-Madison. From 1993 to 2003, he held a variety of leadership roles within the U.S. Department of Natural Resources, including deputy secretary and administrator of its Office of Planning and Analysis. Bazzell has also served as president of multiple civic organizations, such as the Urban League of Greater Madison, Wisconsin Association of Black Public Sector Employees, and Boys and Girls Club of Dane County.

**Robert D. Flanigan Jr.** is vice president for business and financial affairs, treasurer, and chief financial officer of Spelman College — a position in which he manages over $500 million of the college’s assets. Throughout his 40-year tenure at Spelman, Flanigan has played a major role in the development and construction of several buildings on campus, including the Camille Olivia Hanks Cosby, EdD Academic Center and the Albro-Falconer-Manley Science Center. He has served on numerous professional boards throughout his career and as a consultant to the National Institutes of Health, Southern Association of Colleges and Schools, and the U.S. Department of Education.
Diversity Begins with Leadership

At East Carolina University®, we house the largest College of Business in North Carolina. Building leaders is what we do. Our faculty, staff and students make up a culturally diverse tapestry which brings innovation, ideas and perspectives that elevate discourse and shape thought.

We are more than bricks and mortar. At ECU we emphasize leadership, professionalism, entrepreneurship and communication skills. Upon graduation, our students are prepared to hit the global stage and impact the industry and communities they call work and home.
According to the U.S. Census Bureau, the estimated number of Americans with disabilities in 2017 was almost 40 million, or 12.8 percent of the civilian non-institutionalized population. As the median age of the overall U.S. population continues to rise, the number of individuals living with one or more disabilities is expected to grow. Yet this large, stigmatized group of people is often not given a fair chance to reach their potential in the workplace.

Organizations and institutions should review their policies and procedures to ensure that all individuals are equipped with the necessary tools and accommodations to learn and perform to the best of their abilities, as well as offer opportunities to educate them to overcome negative stereotypes.

The following are some best practices for building an inclusive environment for both students and employees with disabilities.

Employees

According to the 2016 American Community Survey, 23.2 percent of the U.S. civilian non-institutionalized population between 18 and 64 have a disability, and fewer than half of those individuals are not in the workforce. Although it has been more than 25 years since the Americans with Disabilities Act passed, people with both physical and mental disabilities continue to face many barriers.

In fact, in fiscal year 2017, the Equal Employment Opportunity Commission reported 26,838 charges of discrimination due to disability, which makes up 31.9 percent of all charges, surpassing those of discrimination due to any other protected class. These settlements have financial, employer branding, and internal cultural effects that are difficult to counter. To attract and retain top talent, organizations are faced with creating policies and procedures to mitigate harassment and discrimination in the workplace as well as create an environment that celebrates and embraces differences.

October marks the 73rd year that National Disability Employment Awareness Month (NDEAM) has been celebrated. The theme of this year’s celebration is “America’s Workforce: Empowering All.” The U.S. Department of Labor’s Office of Disability Employment Policy (ODEP) has published ideas for ways employers and employees can celebrate the month:

- Review policies — Organizations should review their procedures with regard to employment practices to determine if barriers exist for individuals with disabilities. Harassment and accommodation policies should also be evaluated to ensure compliance with disability laws.
- Display disability-inclusive posters — Consider displaying the NDEAM poster, which is available in both English and Spanish. NDEAM also offers other materials that you can display at your organization, including the “What Can YOU Do?” poster series.
- Train supervisors — Don’t assume that supervisors are familiar with what their obligations are under disability laws. If your organization does not have the expertise to perform this training, there are many other options available, such as purchasing an eLearning program or having a consultant provide training in person or via a webinar.
- Educate employees — All employees should be educated on how to request an accommodation as well as be informed of the process and the confidentiality of any information they disclose. Sarah Pullano, a senior account manager with Getting Hired, a full-service disability recruitment solution, recommends that inclusive
employers be taught disability etiquette — a topic covered in Getting Hired’s online trainings for the organization’s employer partners.

Other tips recommended by ODEP include issuing press releases that reflect your organization’s involvement in disability awareness activities. Examples include participating in Disability Mentoring Day, establishing a disability employee resource group, and using social media to feature these activities and thus brand your organization as a disability-friendly workplace.

There are many organizations doing an excellent job in performing outreach and recruitment efforts for individuals with disabilities. Some companies, such as Microsoft, are a disability employer of choice.

Lisa Maberry, program manager for the autism and disability hiring programs at Microsoft, recognizes that ensuring the company’s software applications are accessible for individuals with disabilities is good for employees as well as consumers.

Additionally, hiring different-abled individuals is not only the right thing to do, but these employees also play an important part in helping develop inclusive products and practices. Microsoft ensures that hiring managers have completed disability etiquette training to make sure that applicants with disabilities have a positive interview experience.

“We also invite our candidates to meet with other employees with disabilities at Microsoft before their interviews to give them the opportunity to network,” Mayberry says. “And we allow candidates during technical interviews to code on personal devices, which provides an extra level of comfort and also ensures that they’re able to use any assistive technology that they’re familiar with.”

**Students**

According to the National Center for Education Statistics, almost 11 percent of the undergraduate student population in the U.S. has a disability. Since those who graduate have a higher probability of finding employment, it is important to offer them the assistance they need to succeed. To do so, some recommend evaluating an institution’s website for accessibility of screen readers, the use of closed-captioning for all videos, and prominently displayed accommodation contact information for ease in seeking assistance.

Other disabilities, including ADHD, dyslexia, depression, and anxiety, also have an impact on students’ educational and workforce experience. The Job Accommodation Network, a technical assistance center for people with disabilities that is funded by ODEP, provides a list of common tips for accommodating their needs:

- Allow additional time to take exams.
- Provide a quiet area for taking exams.
- Provide a note-taker, or allow the student to record lectures.
- Allow the student to use stress relief aids such as a stress ball in class.
- Assign a private dorm room.

Individuals with disabilities want to be treated fairly and with respect, and they want to contribute to society. Providing employees and students with reasonable accommodations, educating all employees on disability etiquette and laws, and celebrating the uniqueness of all people will help build a more inclusive environment — which, studies show, leads to increased productivity, satisfaction, and profitability.

Julia Méndez, SHRM-CP, PHR, CDP, CELS, CAAP, is principal business consultant in the Workforce Compliance and Diversity Solutions Division for PeopleFluent Research Institute. She is also a member of the INSIGHT Into Diversity Editorial Board.

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**Disability Employment Facts**

- The employment-population ratio for persons with a disability increased from 17.9% in 2016 to 18.7% in 2017.
- Among workers with a disability, 32% usually worked part time in 2017.
- Persons with a disability were more likely to be self-employed than their counterparts with no disability — 10.6% versus 6%.
- The unemployment rate for persons with a disability was 9.2% in 2017, more than twice that of those with no disability.
- In 2017, 3% of people with a disability who were not in the labor force wanted a job.

By 2030, the U.S. is expected to face a shortage of up to 120,000 physicians, according to the Association of American Medical Colleges (AAMC). Not surprisingly, research indicates that this scarcity exists primarily in low-income areas, where the affordability of and access to medical care are significant contributing factors to health disparities among marginalized groups.

Schools of osteopathic medicine are helping to fill this need by recruiting a growing number of students to pursue careers as primary care physicians and specialists via the relatively new yet increasingly popular field of osteopathy. This holistic approach to medicine emphasizes the interconnectedness of the musculoskeletal and nervous systems and uses the physical manipulation of muscles and bones to diagnose and treat disease and injury.

According to the American Association of Colleges of Osteopathic Medicine, these schools experienced a 65 percent increase in enrollment over the past decade and are now responsible for educating nearly a quarter of the country’s medical students.

Faced with growing demand, some osteopathic medical colleges have established additional campuses in communities of need across the U.S. to expand upon their efforts to diminish healthcare disparities.

A.T. Still University

Andrew Taylor Still, MD, a physician, surgeon, and author, pioneered the field of osteopathy and founded the world’s first osteopathic medical college in 1892. The American School of Osteopathy — later renamed A.T. Still University (ATSU) after its founder — was established to prepare progressive male and female medical students to share this groundbreaking form of healthcare with the nation.

In recent years, ATSU has revitalized its mission to be a leading innovator in medical education by honing its approach to diversity and inclusion. In 2013, the university hired its first chief diversity officer, Clinton Normore, to lead this effort across its two campuses.

“Needless to say, there are vast cultural differences among our campuses and our programs, so a framework had to be established and … a strategy had to be crafted that would resonate across the university,” says Normore, who now operates under the title of associate vice president for diversity and inclusion.

ATSU’s original campus is in Kirksville, Mo., a rural town of 18,000 residents. By contrast, its second location is in Mesa, Ariz., a suburb of Phoenix that has a population of nearly 500,000. Founded in 2007, it is one of only two osteopathic medical colleges in the state.

Thanks to a unique partnership between ATSU and the National Association of Community Health Centers, many students at both campuses
complete their clinical rotations at clinics designed to serve severely disadvantaged populations — such as the homeless or migrant workers — at little to no cost. Students can complete their rotations at nearby community health centers or at several partner sites located in underserved inner-city and rural communities across the U.S.

Excellence in treating diverse and disadvantaged patient populations is a fundamental goal for the university, says Normore.

To achieve this end, ATSU relies on a diversity education model known as cultural proficiency. Unlike cultural competency, which focuses on the learner becoming familiar with the norms and customs of individual cultures, cultural proficiency recognizes that there is no point at which a student can be considered fully "competent" in another culture, Normore explains. Instead, students are taught to view learning about other cultures as a lifelong process, one that requires consistently reflecting upon ways to improve interactions with and the treatment of patients from backgrounds that are different from their own.

For individuals and institutions, cultural proficiency means "looking internally with regard to our own biases, practices, and policies to determine whether they diminish our opportunities to interact effectively with and create spaces that are welcoming to different cultures and groups," says Normore.

ATSU has adopted cultural proficiency as one of its five core professional attributes, which are the interdisciplinary skills that every student is expected to master by graduation. One way students learn how to explore their assumptions about and interactions with patients from underrepresented groups is by writing self-reflection papers on case studies and clinical experiences with diverse patients.

"Cultural proficiency is engrained in our curricular development and assessed throughout a student’s educational experience," says Normore. "It’s rooted around student experiences that provide insight into their understanding of other cultures and perspectives."

At the institutional level, ATSU has applied these principles by continuously looking for new ways to improve upon existing outreach and inclusion efforts. For example, the university no longer refers to its recruitment efforts of K-12 students as pipeline programming, opting to use the term “dreamline” instead.

“Pipeline is terminology that people who work in institutions of higher education understand, but [it does not] resonate with young people and their families,” Normore explains. “[We still] have an immersion experience, outreach efforts, and mentorship opportunities, but they’re referred to in a dreamline paradigm and include the perspective of the prospective student who maybe doesn’t know what she wants to do when she grows up.”

In addition, ATSU recently created a unique webinar series that shares the perspectives and insights of underrepresented members of its campus communities. The webinars are played at ATSU’s outreach and recruitment events, shared with prospective students, and made available online for the entire campus community to view. Normore says that interviewees appreciate having the opportunity to share their stories, and some underrepresented students have credited the videos...
with inspiring them to pursue medical education.

“We wanted to create a way for young people … to see others who may have similar backgrounds and experiences doing [the job] they hope to do some day and to hear about their challenges and successes,” says Normore. “[These interviews] are so that young people can understand that they too can be in that seat, they too can achieve that dream.”

Philadelphia College of Osteopathic Medicine

Philadelphia College of Osteopathic Medicine (PCOM) has been a pioneer in redressing health disparities since its original campus opened in 1899. The college’s founders had a mission to provide Philadelphia’s residents with a broader array of treatment options beyond the limited medical services of that time period.

More than a century later, PCOM has furthered this mission by establishing the only osteopathic medical college in Georgia — a state that has close to the lowest number of doctors per capita, according to the AAMC.

In 2005, the college opened its Georgia campus (GA-PCOM) in Suwanee, a city near Atlanta that is located in the fifth most diverse county in the country, according to U.S. Census Bureau data. This diversity is reflected in the school’s student body: The Doctor of Pharmacy program’s class of 2021, for example, had an almost equal number of black and white students — a significant achievement for a field where less than 9 percent of practicing professionals are African American, according to the American Journal of Pharmaceutical Education.

Developing a healthcare workforce that is reflective of the diverse patient population is a top priority for the college, which is why the city of Suwanee was an ideal location, says Aisha DeBerry, JD, director of diversity and community partnerships at GA-PCOM. Her division works closely with the office of admissions to recruit area students by offering middle school, high school, and undergraduate pipeline programs as well as events at regional Minority-Serving Institutions, technical colleges, and more.

Just as important is having a faculty that mirrors the student population, adds DeBerry. “We are aware that our students … want to be taught by people who may share their same faith, values, race, [and] ethnicity,” she says.

GA-PCOM actively recruits diverse faculty and staff through outreach and events. However, DeBerry believes the most effective way to attract diverse employees is by ensuring that GA-PCOM has an inclusive workplace environment.

The President’s Diversity Council consists of faculty, staff, and students who meet regularly to maintain, support, and enhance diversity efforts that align with the college’s overall mission. The council also solicits input from employees on both the Suwanee and Philadelphia campuses to ensure they feel welcome and supported.

“[The council] has been charged with being a think tank for our campus, so getting feedback from our faculty and staff about if they feel included, if they feel they have opportunities to grow, and if they feel we have a diverse community is important,” DeBerry says. “We want to make sure we’re doing our part in-house to ensure that PCOM’s [diversity] message is true.”

One such effort, the LGBTQIA Council is composed of faculty, staff, and students from both campuses.
It regularly advises the President’s Diversity Council on ways to make the campus a safe environment. Its recommendations have included hosting professional development and community outreach events aimed at improving LGBTQ healthcare.

Tia Lewis, director of human resources, agrees that a major appeal of working for GA-PCOM is that all employees have an opportunity to have their voices heard. “If you have a safe place to talk about what your wants and needs are and you know that our president and senior administration are accessible, that makes it a lot easier than trying to compete for attention at a 20,000-person campus,” says Lewis. She notes that GA-PCOM’s efforts helped it earn recognition as one of Atlanta’s top workplaces from *The Atlanta Journal-Constitution* — a designation given to just 150 workplaces out of the more than 2,300 participating companies.

“Our effort to be] an inclusive workplace has been truly supported by both of our campuses in terms of really putting the energy behind making sure that this is a safe place to work, a diverse place to work, and that there’s always the opportunity for more suggestions and more collaboration,” adds DeBerry.

In August 2019, PCOM will bring its unique brand of collaborative medical training to the severely underserved region of South Georgia by opening a third campus in Moultrie. With a population of 15,000 and the nearest metropolitan area more than 130 miles away, Moultrie has a physician shortage that is more acute than that of other places.

“There’s a great need in South Georgia for rural healthcare providers, so we want to be part of the state’s solution,” says Barbara Myers, public relations manager for GA-PCOM. Lewis adds that this effort will also enable PCOM to engage with area K-12 students in the hope that they will someday pursue careers as rural healthcare providers.

The college plans to hire 20 new faculty members and admit 55 students to the Moultrie campus by its opening. But no matter where its campuses are located, Lewis says PCOM will remain true to its mission to diversify the medical profession.

“Being able to provide great medical care and to have our campus be reflective of the communities in which we serve is our purpose no matter where we’re located,” she says.

Mariah Bohanon is the associate editor of *INSIGHT Into Diversity*. A.T. Still University is a 2017 Health Professions HEED Award recipient. Philadelphia College of Osteopathic Medicine is a 2015 HEED Award recipient and 2016–2017 Health Professions HEED Award recipient.
The year 2018 marks the 45th anniversary of the Rehabilitation Act of 1973, the predecessor of the Americans with Disabilities Act of 1990 (ADA). While efforts to promote vocational rehabilitation services began in the early 20th century through the enactment of the Vocational Education Act of 1917 and the Soldier’s Rehabilitation Act of 1918, the Rehabilitation Act ushered in a new age of activism and accomplishment in the pursuit of rights for individuals with disabilities in higher education, government, and private industry.

After successive vetoes, President Richard M. Nixon signed the Rehabilitation Act into law on September 26, 1973. The law reads as follows:

An act to replace the vocational rehabilitation act, to extend and revise the authorization of grants to states for vocational rehabilitation services, with special emphasis on services to those with the most severe handicaps, to expand special federal responsibilities and research and training programs with respect to handicapped individuals, to establish special responsibilities in the secretary of health, education, and welfare for coordination of all programs with respect to handicapped individuals within the Department of Health, Education, and Welfare, and for other purposes.

The Rehabilitation Act of 1973 was the first legislation to address the notion of equal access for individuals with disabilities through the removal of architectural, employment, and transportation barriers. It also created rights of persons with disabilities through affirmative action programs. In addition, the legislation attempted to address some of the societal barriers faced by individuals with disabilities, including isolation by placement in institutions, limited access to buildings, and discrimination in education and employment.

Principal sections of Title V – Rights and Advocacy of the Rehabilitation Act of 1973 include the following:

- Section 501, which bars employment discrimination in the federal government
- Section 502, which created the Architectural and Transportation Barriers Compliance Board to enforce standards set by the Architectural Barriers Act of 1968
- Section 503, which prohibits federal contractors and subcontractors from discriminating in employment against individuals with disabilities and requires those employers to take affirmative action to recruit, hire, promote, and retain these individuals
- Section 504, which prohibits discrimination on the basis of disability in programs receiving federal financial assistance
- Section 505, which addresses remedies and attorneys' fees under Section 501
- Section 508, which promotes access to communication and computer technology

The Rehabilitation Act was subsequently amended in 1978, 1986, 1992, and 2015. Section 504 was modeled after Title VI of the Civil Rights Act of 1964. Specifically, it states: "No qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity that either receives federal financial assistance or is conducted by any executive agency or the United States.

"In 1970 we had no right to education, to employment, to transportation, to housing, or to voting. There were no civil rights laws for us, no federal advocacy grants. Few people looked beyond our medical needs."

James Cherry
States Postal Service.” Section 504 covers “a college, university, or other postsecondary institution, or a public system of higher education” as well as other programs receiving federal funds.

The insertion of Section 504 into the Rehabilitation Act of 1973 succeeded where attempts to enact civil rights protections for Americans with disabilities in 1964 were reportedly rebuffed. Previously, the Rehabilitation Act and its predecessors provided funding for vocational rehabilitation opportunities and programs, but this little-noticed provision created legally enforceable civil rights.

According to historians, Section 504 of the Rehabilitation Act was never discussed by Democrats or Republicans in debates leading to its enactment. Some speculate as to how the provision even made its way into the bill, with some believing that Congressional staffers slipped the language in late in the approval process.

James L. Cherry, a Howard University law student with a disability, sued the U.S. Department of Health, Education, and Welfare (HEW) — the predecessor of the U.S. Departments of Education and Health and Human Services — when he learned that the agency was not planning to promulgate regulations for Section 504. While HEW under President Gerald Ford — who succeeded Nixon — drafted regulations to enforce the section, the rules were not issued, and Cherry sued HEW in 1976 (Cherry v. Matthews). Despite his legal action, in which a federal court ordered HEW to comply, the regulations were not issued until 1977, when the Carter administration was reportedly confronted with demonstrations by disability rights organizations. The regulations were ultimately signed on May 4, 1977.

James Cherry wrote about his experience advocating for the release of these much-needed regulations: “In 1970 we had no right to education, to employment, to transportation, to housing, or to voting. There were no civil rights laws for us, no federal advocacy grants. Few people looked beyond our medical needs.”

The Rehabilitation Act served as a watershed moment in disability rights history. Most of its protections were eventually expanded to all organizations serving the public, regardless of whether they receive federal funds, via the Americans with Disabilities Act of 1990.

Shirley J. Wilcher, JD, CAAP, is the executive director of the American Association for Access, Equity, and Diversity. Wilcher is also a member of the INSIGHT Into Diversity Editorial Board. The AAAED is a partner of INSIGHT Into Diversity.
According to a 2014 study by the Pew Research Center, 49 percent of Christian millennials believe that LGBTQ+ identities should be accepted — an attitude that is also becoming more widespread among Christian institutions of higher education. In fact, 55 percent of Christian colleges and universities allow students to be open about their sexual orientation, according to Jonathan Coley, PhD, an assistant professor of sociology at Oklahoma State University and author of the book Gay on God’s Campus.

Published in May 2018, his book investigates the recent wave of LGBTQ+ activism at Christian institutions of higher education and how they are responding to this movement. Coley, who is gay, attended a Christian college — Samford University in a suburb of Birmingham, Ala. — where he started the school’s first gay-straight alliance. He believes that today, LGBTQ+ student groups exist on most Christian campuses, including the most conservative ones.

According to Brad Harper, PhD, a professor of theology and church history at Multnomah University in Portland, Ore., the increased openness of gay and transgender students at religious schools closely parallels the heightened visibility of LGBTQ+ individuals in society at large. “Every place is becoming safer to talk about being gay, lesbian, or trans, and Christian colleges are becoming that way too,” he says.

However, he is quick to add that these schools are not monoliths. Coley’s research indicates that a “sizeable minority” of Christian institutions — 211 of them, to be exact — actually ban not only same-sex relationships and same-sex intercourse, but also any student who identifies as LGBTQ+. Yet most Catholic and mainline protestant schools embrace students of all sexual orientations, making them attractive places for LGBTQ+ youth for whom both faith and sexuality are central to their identities. Coley says his own experience attending Samford simultaneously opened up his spiritual life and improved his self-acceptance.

“It may seem odd, but I think I was given an opportunity to think about questions [regarding] sexuality and faith in ways I wouldn’t have at a secular school, despite it being a more conservative environment,” he says, “[and so] I became more open about my sexual orientation within that context.”

However, his peers did not always embrace him with open arms. “I was met with a lot of negative reactions from my fellow students,” Coley recalls.

Sam Koster, who identifies as bisexual and is currently a senior at Calvin College in Grand Rapids, Mich., says she has experienced minimal rejection there because of her LGBTQ+ status. Like Coley, she wanted a campus where she could explore both her religious beliefs and her sexuality in a faith-based context. For other reasons, too, attending a Christian institution felt like a natural choice for Koster; most of her immediate family had attended the college, and her sister had several LGBTQ+ friends who went there. She came out in high school and says she knew Calvin would be a “safe” place to be out.

Koster’s college experience reflects the common paradox of many of the more conservative Christian schools. While some communicate messages of acceptance toward students who are LGBTQ+, these institutions still maintain that being so is inherently sinful. Calvin College, for example, is affiliated with the Christian Reformed Church, which takes the official stance that individuals should not engage in homosexual behaviors and should conform to the gender they were born as. Despite the college’s connection to such beliefs, Koster found a home there with help from the Sexuality and Gender Awareness (SAGA) student club, which is sponsored by the parents of a former LGBTQ+ student who committed suicide.

Beyond SAGA, Koster says she’s mostly received support from her straight and cisgender peers but wishes that she could discuss her sexuality more openly. “No one’s giving a hate speech about queers,” she says, “but people kind of forget we exist.” Every year, Calvin hosts a sexuality series that covers a range of topics — from homosexuality to definitions of masculinity to beauty standards in the make-up industry; however, Koster sees the need for more focused, ongoing dialogue about LGBTQ+ issues.

Until recently, such topics largely went unaddressed at Multnomah.

Harper, who is the author of Space at
By and large, LGBTQ+ faculty and staff at Christian colleges and universities fly under the radar at their respective institutions — if they are even out at all. At Multnomah, Harper says faculty and staff openness about their sexual orientation or gender identity has been rare during his tenure. Has accepted these students since the 1990s; however, the institution did not adopt an official nondiscrimination policy until 2015 because, as Coley says, it “wanted to retain the ability to discriminate against these faculty and staff members.” It was the LGBTQ+ student community at Goshen that ultimately prompted administrators to establish the policy after petitioning on behalf of faculty.

By and large, LGBTQ+ faculty and staff at Christian colleges and universities include not receiving health insurance benefits for their spouses or having access to LGBTQ+ employee support groups. Yet Christian schools were able to obtain Title IX waivers, allowing their administration will come along and say — certainly a possibility that a Democratic administration’s guidance regarding LGBTQ+ students’ rights in public schools. To many, this action meant that Title IX’s protections have been extended over the years to gay, lesbian, and bisexual individuals, and in 2014, the U.S. Department of Education expanded the law to include transgender students — specifically their right to use bathrooms and locker rooms that correspond with their gender identity.
of federal protections any longer,” says Coley, “and that would mean that Christian colleges and universities that receive federal grants or that enable students to receive Pell Grants, for example, could no longer discriminate against [LGBTQ+] students.”

Concern regarding this potential turn of events is evidenced by discussions at a recent conference of the Council for Christian Colleges and Universities. One well-attended session was titled “Is government funding replaceable?” Beyond this conference, some have expressed concern that if Christian schools wish to uphold their religious beliefs in regard to sexual orientation and gender identity, they may no longer be able to depend on federal funds.

Coley, however, is optimistic that religious institutions will come around to embracing outright acceptance of the LGBTQ+ community. “You never know which school is going to be the next to change its policies on sexual orientation and gender identity,” he says. “I would tell students who are already at some of the more conservative Christian colleges and universities that [people] like them are needed in those spaces and they deserve to be [there].”

And many LGBTQ+ youth have expressed a desire to attend these institutions — and what’s more, want to have a voice on campus. Koster says that especially for these students, having a place where they can examine and work out some deeply personal questions is important. “Queer kids who are also Christian think way deeper about faith than [their] peers because we have to, because we don’t get a free pass to just take our parents’ faith,” she says. “We have to fight for it.”

One example of students using unifying tenets of Christianity to encourage institutions to be more accepting occurred at Belmont University in Nashville, Tenn. In 2010, students convinced administrators to add sexual orientation to its nondiscrimination policy after a lesbian soccer coach at the school was fired. They achieved their goal within a matter of days through protests, rallies, and appeals to influential donors.

Going forward, Coley believes that more LGBTQ+ students will be able to successfully mobilize for institutional change. His research suggests that students are most successful in getting religious schools to adopt more inclusive attitudes toward the LGBTQ+ community when they “promote an understanding of Christianity and religion that is about love [and acceptance],” he says. On the other hand, “[if] they shy away from conversations about the intersection of Christianity, sexuality, and gender identity,” things are unlikely to change, he adds.

Ginger O’Donnell is a staff writer for INSIGHT Into Diversity.
“Building a diverse university community is not the work of a moment. It requires sustained commitment, concerted effort, and the attention of us all.”

–Lee C. Bollinger, President of Columbia University

A diverse University community is essential to achieving academic excellence. Fostering the uninhibited exploration of competing ideas and beliefs—expressed by people of different backgrounds and perspectives—makes possible the distinct brand of scholarship, learning, research, and public service that are Columbia’s reason for being.
THE PARADOX OF PERFORMANCE FUNDING

By Dale Singer

Consider two public colleges.

College A performs well in categories like graduation rate, student retention, and strong academic standards, whereas College B falls short.

In an era of shrinking state funding support for higher education, which school should receive more money: the one already doing well, or the one that clearly needs stronger support?

Welcome to the paradoxical world of performance funding, a policy used in approximately three dozen states in which the allocation of funds is based on student performance — the better a school’s retention and graduation rates, the more it receives. Some say this policy helps schools focus on aiming higher, so their outcomes earn more public dollars. Others say it encourages institutions to manipulate the system, focusing on enrollment-based numbers and restricting admission of students who may need extra assistance but are less likely to help the state reach its goals.

Sosanya Jones, EdD, an assistant professor at Howard University, calls the track record of performance funding decidedly mixed. She says the system was never designed to be punitive, but efforts to meet certain goals have the potential to hurt marginalized students. However, because various categories overlap — such as low-income or first-generation students or those of color — it’s hard to discern the actual effects on specific groups.

To work at its best, Jones says, performance funding must be carefully framed so that a state’s goals motivate institutions to help students succeed, not just score points to earn more dollars.

“It’s not necessarily a one-size-fits-all model,” she says. “It really depends on how thoughtfully it is designed. If you’re so focused on the results, people end up gaming the system, so they will concentrate on the outcomes but not necessarily pursue the goals and policies of the university.”

When little thought is given to the research and possible consequences, performance funding models “can hurt populations that tend to be the most at-risk, with the most need,” Jones says. “However, if … constructed with a focus on equity and protecting these groups, I think performance funding could spark some thoughtful conversations and collaboration between state policymakers and institutional leaders about not only how institutions can best serve these populations, but how the state can better support institutional efforts to serve students. Unfortunately, that is not necessarily the norm.”

As a result, performance funding can hurt the students it was originally designed to help, and those who may not be fully prepared for college can find the admissions door slammed shut. “You’re upping your outcomes because you’re letting in people who are more qualified,” Jones says, “but you’re closing access to people who might need it.”

That’s not to say this approach to funding has no redeeming qualities. According to Jones, it helps institutions sharpen their focus on critical areas. “It incentivizes more conversation and more reflection about what we are doing to promote better outcomes,” she says. “Whether or not that leads to the actual changes that are intended isn’t clear.”

ORIGINS IN TENNESSEE

Performance funding was first introduced in Tennessee in 1990. Twenty years later, the state changed the name to quality assurance funding — a difference that officials say was meant to signal a shift in philosophy.

“It was about the quality of programs, not just the number of graduates,” says Victoria Harpool, assistant executive director for academic affairs at the Tennessee Higher Education Commission. “Quality assurance makes sure that institutions are not just focusing on that academically prepared, white, 18-year-old student but are places that all students can come and get the support they need to be successful.”

According to Steven Gentile, MEd, the commission’s associate chief fiscal officer, Tennessee is also concentrating on helping historically black colleges.
and universities. Performance funding, he says, doesn’t operate in a vacuum. The state isn’t focusing on numbers but rather helping schools perform better.

Harpool and Gentile counter the argument that performance funding prompts colleges to ease up on academic requirements so they can meet state goals and that faculty members feel pressure to pass students who may not otherwise progress.

“We certainly would not want to be in a situation where standards are watered down and faculty are disengaged because they feel they are being pressured to move students along,” Harpool says.

“Faculty members want better outcomes,” Gentile adds. “We are working with faculty, not against them.”

From a campus point of view, Allana Hamilton, EdD, who became president of Jackson State Community College in Jackson, Tenn., last year, says overall performance can improve when a school sets goals that are focused on measuring quality.

“When we first switched from an enrollment-based model to performance-based,” Hamilton says, “I was actually at a school that was low-performing. We were able to gain momentum, and as we started to improve and advance, we received more dollars as a result of our [better outcomes]. There was something motivational about that, and with those dollars, we could impact retention and persistence to graduation.”

WHERE THE SYSTEM FALLS SHORT

While performance funding has become more common, not everyone is convinced of its success. In 2016, Nicholas Hillman, PhD, authored a study for The Century Foundation titled “Why Performance-Based College Funding Doesn’t Work.”

“While pay-for-performance is a compelling concept in theory, it has consistently failed to bear fruit in actual implementation, whether in the higher education context or in other public services,” wrote Hillman, who is an associate professor of educational leadership and policy analysis at the University of Wisconsin-Madison.

“Despite the logic, research shows that tying financial incentives to performance measures rarely results in large or positive outcomes that are sustained over time.”

Hillman says the problem is that public education is too complex to be measured by rubrics used by performance funding systems. “The more complex the organization is,” he says, “the more complex the problem-solving is.”

In his study, Hillman encourages the adoption of a system based on need, adding that “… allocating scarce funds to colleges that are already performing well will only reproduce inequalities.”

Schools that have the most need but are not performing as well are likely to improve, Hillman wrote. “This,” he says, “would usher in a new era of state funding that prioritizes results by prioritizing equity — a radical proposition in a higher education landscape that has for too long rewarded inequality.”

Jones notes that such a shift could run counter to current political thinking.

Many people feel public education should be run like a business, where success garners reward and laggards suffer financially.

“Performance funding aligns very closely to Republican values,” Jones says, “and people who are moderates also support it, because it lines up with the value of working hard and getting what you earn. But when we talk about inequity and marginalization and the history of oppression, people may want equity, but they don’t want to hear all that. It becomes very political.”

That outlook, combined with reduced public support for higher education, helps feed a growing sense that college is too expensive.

“We’re at a critical juncture right now in higher education,” Jones says. “People are questioning values. A degree is important, but people are questioning how colleges are run. They want more for their buck.”

“People are going to want more evidence that college is worth it,” she adds. “They’re frustrated. They’re skeptical, and they don’t trust higher education right now. I don’t see [that attitude] going away.”

Dale Singer is a contributing writer for INSIGHT Into Diversity.
Most of our networks are not as broad as we think they are. A diverse network should encompass more than just race and gender.

I was recently sitting in a brainstorming session with a group of female executives, and we were not making much progress. It then occurred to me that nearly all of us had comparable backgrounds and experiences and came from similar organizations — thus, the reason for our less productive outcomes.

In a TED Talk titled “The secret to great opportunities? The person you haven’t met yet,” Tanya Menon, a professor at The Ohio State University, argued that we are socially narrow in our personal and work lives and filter out the diversity in front of us. She said that on the first day of class, her MBA students inevitably sit and socialize with people like themselves. By doing this, they risk squandering their chance to develop diverse and international networks. Instead, those they create are composed of people similar to themselves. This approach can work fine — until they need new ideas, new jobs, new resources, and new forms of innovation and creativity.

Similarly, a 2016 case study analyzing gender connections at international recruitment firm Heidrick & Struggles — conducted by Bogdan Yakovenko, a Towson University professor and Facebook executive, and Stephen Tavares, a Heidrick & Struggles partner — found that men interacted mostly with men and women with women. This tendency is problematic when attempting to build a diverse and inclusive workplace, which is necessary to achieve maximum results.

Selection, Retention, and Inclusion

People are the driving force of organizations, and thus the selection and retention of the right individuals can make or break an organization. To find the right people, you must accurately assess their skills, experience, and ability to create broad networks. How can you do this? Be intentional with your processes and actions and focus on the how and the what.

As leaders fill positions in their organizations, expected outcomes for those roles must be clearly defined, and appropriate behavioral questions must be designed in order to assess abilities and select people who are also inclusive (i.e., assessing their ability to connect with others). Asking the right questions — those that are outside of the individual’s direct experience — can be accomplished legally and ethically.

Effectively exploring the background of those you hire can provide insight into whether they will bring new thinking to the team. You should always ask what diverse skills employees bring to the table and whether they could deliver the necessary performance to drive results. In a December 2017 article in Fast Company titled “Ask This Interview Question to Hire a More Inclusive Workforce,” Yewande Ige recommends asking the question, “Are you willing to be wrong about your view of the world?” While there is no right or wrong answer to this question, it starts a conversation.

Many human resources (HR) professionals focus on supporting the leader instead of challenging their own thinking about selection. However, by redirecting this person to focus on business outcomes, the HR professional can avoid the pitfall of selecting for the elusive “fit” — a concept discussed by professor Lauren Rivera in her book Pedigree. Recruiting to reach business goals rather than to support the leader’s agenda results in more balanced and bias-free hiring.

Succession, development, and retention processes should be clearly established and allow HR professionals to push back when leaders’ choices are not supported by objective data.

I acknowledge that not all HR staff believe they have their organizations’ support to push back against biased direction. This pushback would also require that HR departments be data-driven, nontraditional, and transformational. The data must be focused on how performance drives business results. If growth is a goal, this diversity-influenced and business-focused approach to finding talent can positively affect the upward trajectory of your organization.
How to Broaden Your Network

The power of proximity in relationships means that you like the people whom you are the closest to, and often, you are closest to those who are most like you. This makes the intentional selection, inclusion, and retention of diverse talent even more important. Leaders must be open to finding new ways to get close to people they don't know or who are different from them in order to understand the value that difference can bring to organizations.

Does your organization have resource groups? If so and you are not a member, join one. For leaders, it’s important to join groups that do not directly coincide with your affinity. Being a supporter of diversity or a member of an underrepresented community does not equate to having a broad network.

A diverse and inclusive network can be powerful. Try the following simple exercise: Think about the 10 people closest to you — outside of your immediate family — and assess how different or similar they are to you. Consider the following basic attributes: gender identity, ethnicity, socioeconomic class, and disability. Is your inner circle diverse? How inclusive are you? Do the people around you always agree with you and think like you?

Diverse networks drive creative results. Broad networks are an indication of inclusivity. Hiring people with an inclusive personality, meaning they are welcoming of all types of people, will progressively make your organization more diverse and inclusive as well, as they will attract more individuals like themselves to your organization.

I recently networked with an Asian male CEO who was concerned that, despite his business’s advancement, he had not been successful in attracting a diverse team. The reason was that his network was not vast enough. By diversifying, he could increase his team’s effectiveness and thus grow his results. Harvard Business Review addressed this issue in an April 2018 article titled “CEOs with Diverse Networks Create Higher Firm Value.” The research showed that CEOs with strong, diverse connections had better business results, which likely proves true down the leadership chain as well.

HR and diversity leaders must build the blueprint for organizations to follow. Ensure that your networks are diverse enough to hire the right people to execute the organization’s business plans, ultimately driving organizational success and profit.”

Anise Wiley-Little is the author of Profitable Diversity and former chief human capital and diversity officer for the Kellogg School of Management at Northwestern University. She is also a member of the INSIGHT Into Diversity Editorial Board.

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Anise Wiley-Little is the author of Profitable Diversity and former chief human capital and diversity officer for the Kellogg School of Management at Northwestern University. She is also a member of the INSIGHT Into Diversity Editorial Board.
When veterans come up in public or private conversations, one of two narratives often unfolds: the patriotic hero or the trauma-scarred soldier. James Bogle, director of the Master of Business for Veterans (MBV) degree program at the University of Southern California (USC) Marshall School of Business, says there’s a third story that deserves telling: veterans as entrepreneurs and business leaders.

Organizations and educators who work with veterans say that many of the skills learned during military service — leadership, management, analysis, dedication — give them a head start when it comes to succeeding in business. Therefore, it’s no surprise that veterans are 45 percent more likely to be self-employed than non-veterans, according to the U.S. Small Business Administration. Additionally, veteran-owned businesses employ 5.8 million workers in the U.S.

Despite their strong representation in the entrepreneurial world, veterans face hurdles as they transition out of the military and into civilian life and employment. A report by the U.S. Chamber of Commerce Foundation found that while these individuals are typically highly regarded by human resource professionals, these same employers express concerns about mental illness and substance abuse among this population. The report also found that 44 percent of veterans leave their first post-military job within a year.

Takiesha Waite-Thierry, a graduate of the MBV program at USC who is now the U.S. intelligence and analysis manager in Global Corporate Security at Bank of America, understands these struggles firsthand. When she separated from active-duty service in the Navy, she found it difficult to match her skill set to civilian opportunities outside of Washington, D.C. Ultimately, she decided that a master’s degree in business was the answer.

“I was searching for more flexibility to obtain employment,” says Waite-Thierry. She wanted to be able to work “anywhere in the world, instead of one city in the United States.” She decided USC’s MBV program was the perfect fit.

The program is designed to strengthen professional competencies that many veterans already possess, including leadership, and fill in missing business-specific skills in areas such as financial management and business strategy. Faculty of the one-year program teach classes with a more mature learner in mind, Bogle explains, given that MBV students are, on average, about 35 years old and already have professional work experience.

Because the military environment is quite different from that of civilian workspaces, the MBV program goes beyond traditional business classes to help its students navigate new professional norms. “In the military context, you have a whole social structure and culture that support positional and rank-based leadership,” says Bogle. “So when you step out of that into an environment where everyone is not wearing their rank on their clothes, … a lot of military folks feel like they’re not sure where their sources of power or leverage might be.”

In response to this challenge, USC developed a very specific power-and-influence course that teaches business students how to use their professional competence to develop credibility and influence. “Essentially, it’s providing new tools to help people as they go from one professional context to another,” says Bogle.

Other universities and nonprofit
organizations across the U.S. are also working to help veterans ease into the business world. Bunker Labs is a nonprofit that was founded four years ago to change the narrative about veterans and empower them as leaders in innovation. Ariel Shivers-McGrew, community outreach and support manager for the organization, says that Bunker Lab’s goal is to provide “on-ramps” for veterans looking to become entrepreneurs.

A monthly networking session gives participants access to relevant leaders, and the CEO Circle — an invitation-only group for business owners who, Shivers-McGrew says, are “ready to participate in a mastermind type of setting with other business leaders” — provides support to rising stars who need peers to bounce their ideas off of. Bunker Labs also offers an online, self-paced, basic entrepreneurship course called Launch Lab. It lasts 20 weeks, and according to Shivers-McGrew, half of the participants have gone on to start their own businesses.

Additionally, some institutions — like Oklahoma State University (OSU) — offer short, lower-residency programs for veterans. The Veterans Entrepreneurship Program (VEP) at OSU consists of three modules: two remote phases that, combined, take a little over six months, and one on-campus, eight-day training. Admission is limited to veterans who have a service-related disability or have been deemed “service distinguished” for their exemplary military conduct.

Chad Mills, coordinator of outreach programs at the Riata Center for Entrepreneurship at OSU, says the program was initially created for post-9/11 veterans. “We saw that there was a high unemployment rate for veterans as they were coming back,” says Mills, “and we wanted to help them, … to give them opportunities.”

He says the program is unique in that it focuses solely on veterans who have a business idea and are looking for the skills to get their company off the ground. Each year, its curriculum shifts, allowing participants to study topics that will help them launch their particular businesses. A cohort whose ideas are largely service-industry-related, for example, wouldn’t spend time learning about manufacturing.

Beyond the professional adjustments that many educational and professional programs address, transitioning from military to civilian life can be difficult on a personal level as well. Bogle, who is himself a veteran, says that there are three aspects of military life that most veterans miss: a sense of mission, camaraderie, and identity.

By arranging its curriculum around a cohort system, MBV at USC ensures that students walk into a ready-made social group. “[It] provides for a very powerful experience,” Bogle says, “because they come in with a certain level of trust just by virtue of having served in uniform. When you combine that with a very strong brand and strong sense of family that USC really encourages among alums, … you’re part of something again — and part of something meaningful.”

And that “something meaningful” doesn’t dissolve after graduation. Waites-Thierry calls the group of former MBV students she’s stayed in touch with the “Party of Five,” and she says her career and life wouldn’t be the same without them. As students, they not only carpooled together but also helped each other with presentations and held each other accountable academically.

“My relationship with that core group of five has absolutely helped me succeed since I graduated,” says Waites-Thierry. “They elevated me and continue to encourage me to be my best self.”

Alice Pettway is a contributing writer for INSIGHT Into Diversity.
Incubators and Accelerators Open Doors for Female, Immigrant, and Underrepresented Entrepreneurs

By Ginger O’Donnell
The major benefit of business accelerators and incubators, according to Michael Chambers, JD, associate vice president of research at the University of South Alabama (USA), is that they help aspiring entrepreneurs “develop a better product and more profitable customers” in a matter of weeks rather than years.

While both are designed to help entrepreneurs quickly develop their business ventures, they have a few key differences. Accelerators typically culminate in a public pitch and provide entrepreneurs with access to investors. Incubators, on the other hand, are more often housed in nonprofit organizations, receive public funding, and are evaluated on their ability to create new jobs in addition to new businesses.

Both offer services that can often otherwise be challenging for female entrepreneurs and those of color to access; these include mentoring and networking services, business education, free or subsidized office space, and access to capital. Yet, according to a report by JPMorgan Chase & Co., the rates of participation by these groups in incubators and accelerators are low, especially in the high-tech sector.

Increasingly, however, U.S. business schools are designing more of these initiatives to specifically increase opportunities for women and people of color by addressing the barriers they face to entrepreneurship. Research universities house the majority of these — approximately one-third, according to JPMorgan Chase & Co. — and thus play a significant role in supporting business innovation for women and underrepresented groups in the U.S.

Addressing Barriers
The Neo Lab at Duquesne University was founded in the spring of 2016 to address the needs of Hispanic entrepreneurs in Pittsburgh, Pa. Initially funded by a one-year grant, the lab’s services were folded into the university’s broader Program for Immigrant Entrepreneurs (PIE), which provides services for the city’s immigrant community.

Brent Rondon, manager of PIE, says that many of the people he advises need to rethink their concept of doing business when it comes to working with outside contractors and meeting government regulations. In their home countries, he says, it is easier to do things privately rather than deal with red tape and potentially corrupt governments.

“They are coming from countries that have weak institutions to a country that has strong institutions. They have to … learn the way we do business here,” he explains. Rondon and his team of volunteer lawyers and certified public accountants educate prospective business owners about how to obtain a credit score and comply with government-regulated codes and inspections.

Female entrepreneurs face different challenges. For example, they tend to have a “more risk-averse mentality,”

Incubators vs. Accelerators

Business incubators and accelerators help hasten the process of developing and launching a successful startup company. In doing so, both often provide entrepreneurs with networking opportunities, mentoring, education, access to capital, and free or subsidized office space. However, there are some fundamental differences between the two.

Accelerators
Most accelerators lead groups of prospective entrepreneurs through a curriculum for a set period of time — typically two to three months. This experience culminates in participants presenting a public business pitch or demo to their mentors, which often leads to the organization making a seed investment in the company. The majority of accelerators are for-profit operations, some of which function much like early-stage venture capital firms.

Incubators
Incubators are typically funded by the public sector and are charged with using these dollars to create jobs, serve diverse populations, and encourage economic growth in their communities. Most of them offer their services to businesses for varying amounts of time, depending on a company’s needs, and do not invest financially in the enterprises they support.

Source: JPMorgan Chase & Co.
Laura Frerichs, director of the EnterpriseWorks incubator at the University of Illinois at Urbana-Champaign (UIUC). A 43,000 square-foot facility, EnterpriseWorks was established in 2003 and supports female and underrepresented entrepreneurs looking to launch businesses in the tech sector. According to Frerichs, many would-be female tech entrepreneurs end up doing contract work as consultants because it is considered a more financially secure path. The problem with this route to entrepreneurship is that it’s not generally fundable by venture capitalists.

To get more women to launch businesses, EnterpriseWorks occasionally works with female consultants, encouraging them to redirect their efforts toward developing their own companies. This has resulted in at least one highly successful startup by a female civil engineer, Chetana Rao, PhD, who had previously been a consultant to the construction industry. “She was able to launch a new proprietary product that could test asphalt binders, ensuring that the quality of new asphalt would withstand traffic,” explains Frerichs. “She was also able to successfully secure Small Business Innovation Research funding from the federal government, and then she went on to receive a multimillion-dollar contract from the U.S. Department of Defense.”

Frerichs explains that investing in nontraditional candidates — such as women who have consulting experience but who haven’t yet developed their own idea for a company — helps empower those who may feel cautious about transitioning to the startup world.

In Alabama, people from underrepresented racial and ethnic groups own only 3 percent of businesses even though the majority of the state’s population is African American. However, Chambers says that entrepreneurs of color face many of the same challenges as those who are white. “From my own personal experience, the problem all entrepreneurs have is that they don’t have a lot of experience, but they have some really great ideas,” he says. “And they can make some critical errors early that really cause problems.”

USA’s Minority Business Accelerator offers five entrepreneurs, or company teams, the opportunity to gain experience and expertise through a comprehensive eight-week training. Following this period, each team develops and delivers a business pitch to compete for prize money.

The program uses a “lean launch” startup model in which an intricate business plan is replaced by a “business model canvas.” Using this framework, founders summarize their hypotheses, rapidly develop a bare-bones product, and repeatedly solicit customer feedback until they land on an iteration that best meets the needs of their target audience. Such a model emphasizes experimentation rather than execution. In fact, Chambers believes that one highly successful outcome of the Minority Business Accelerator may be “the fact that somebody decides not to do what they initially started to do and does something else.”

Making Connections
A common thread in each of these programs is an emphasis on connecting women and people from underrepresented groups with other business owners of the same gender or race. Research shows that building these connections can mean the difference between conceiving of a business and implementing an actual business plan.

The JPMorgan Chase & Co. report found that one reason women and underrepresented groups are often shut out of entrepreneurial projects is that venture capitalist selection panels, which are composed of a majority of white men, tend to select entrepreneurs who are also white and male. Susan Marlow, PhD, entrepreneurship expert, author, and professor at the Nottingham University Business School in the U.K., refers to this phenomenon as the “people like us” theory — the idea that people are more likely to identify with and favor those who are similar to them.

For underrepresented entrepreneurs in particular, creating networks is critical in helping them gain access to much-needed capital. Thus, at PIE, Rondon works to connect immigrant entrepreneurs with bankers from similar ethnic or racial backgrounds, which he says has led to more loans being approved for these individuals. In addition, PIE helps these entrepreneurs secure a space for their business by working with landlords who are also immigrants. “The landlords see themselves 40 years ago and say, I want to help you out, we’re going to make this work,” Rondon says.

Frerichs notes similar outcomes when women work with other women. “Access to capital is something that all startup companies think about, but
Technologies change by the minute, but the ability to adapt, think ahead, and revolutionize business lasts a lifetime.

The innovation begins at broad.msu.edu
for women, their access to capital has historically been and continues to be challenged,” she says. “There is still a very small minority of investors who are women themselves. So we try to introduce female venture capitalists to female entrepreneurs to help guide them through that pathway.” At EnterpriseWorks, for example, two female entrepreneurs-in-residence — Karin O’Connor and Lori Patterson — mentor female participants. As successful entrepreneurs themselves, they are able to help other women with pitching ideas, hiring employees, and negotiating deals.

Another way the incubator strengthens connections among female entrepreneurs is through UIUC’s Women in Tech. Launched in 2010, this group hosts luncheons every other month where successful female tech entrepreneurs present their areas of expertise and give motivational talks.

EnterpriseWorks’ Accelerating Women and underRepresented Entrepreneurs (AWARE) program — funded by a $100,000 grant from the National Science Foundation — helps women in science and tech who want to launch their own companies learn about “customer validation.” The entrepreneurs talk to different potential markets for their technology, receive feedback, and then develop more specific target audiences for their products.

“The path of entrepreneurship is one that has a lot of risk and needs a lot of perseverance,” says Frerichs. “So I think our job is to be good cheerleaders for [these women].”

Success Stories
Duquesne University’s, USA’s, and UIUC’s incubators and accelerators each have stories to tell of individuals who, when provided access to resources, mentorship, networking opportunities, and capital, were able to turn an idea into a successful company.

Becky Fuller, PhD, an associate professor of animal biology at UIUC whose research interests focus on the intersection of biology and computer vision, is one such success story. Through AWARE, she was able to develop a technology to help anglers select better lures for catching bass.

“Most of our female founders are scientific in orientation and are starting companies that are often selling into male-dominated industries,” says Frerichs.

Germaine Gaines, a 2017 participant in USA’s Minority Business Accelerator and the winner of the university’s final pitch competition, dramatically increased the revenue of his company, Gaines Plumbing, by adopting a unique pricing strategy. “People always hate to call a plumber because they never know how much it’s going to cost, so he [decided to] offer a monthly plan instead,” explains Chambers.

Chambers believes that what constitutes a successful startup can be surprising. “We are not Palo Alto or Boston or New York,” he says. “And not every startup is a Facebook or a Twitter.”

PIE successes include Argentinian engineer Federico Ahualli, who left a corporate job to start his own business, AustralTek, which provides automation services to the steel industry. After working with a PIE consultant, he was able to expand his business to include international government contracts and exports, Rondon says. There’s also Hugo Colan, who opened one of the first Peruvian restaurants in Pittsburgh under the guidance of Rondon’s team.

Each new business launched through PIE, or any incubator or accelerator for that matter, benefits the surrounding community as well as the individual entrepreneur. And Chambers believes the community impact of diverse business owners should not be underestimated. “For those people who believe that businesses and communities are inextricably linked,” he says, “there has to be a priority on diversity and inclusion.”

Ginger O’Donnell is a staff writer for INSIGHT Into Diversity.
PROUD TO CHAMPION DIVERSITY & INCLUSION

Villanova School of Business pursues the University’s commitment to the ideas of veritas, unitas and caritas by creating a diverse community of students, faculty and staff and encouraging creative thought in order to develop business leaders for a better world.
CDOs Positively Influence Business School Diversity Efforts

By Sheryl S. Jackson

It is not uncommon for a college or university to have a chief diversity officer (CDO) overseeing institution-wide efforts to create an inclusive campus environment. More and more business schools are also beginning to see the value in creating such positions within their divisions. But what role should these diversity leaders play within the school itself, as well as in the university at large?

This is a question that many business schools are asking themselves, says Juliane Iannarelli, senior vice president, chief knowledge officer, and diversity and inclusion advocate for AACSB International. “I hear more questions about how to develop a diversity and inclusion strategic plan and how to develop the right staff and resources to implement [it],” she says. “Business schools realize that a diversity and inclusion plan should not only be related to transactional outcomes, such as increasing the number of underrepresented students, but should be focused on the overall goal of embedding inclusion in all parts of business education to produce graduates who have meaningful, productive careers.”

For the business schools that have created CDO positions, diversity and inclusion have become a more prominent focus via programming and the curriculum — inadvertently resulting in more diverse student populations as well as better outcomes and opportunities for these individuals.

The University of Georgia

The University of Georgia created its CDO position 15 years ago, with a faculty member serving part time in the role; 10 years ago, the college made the position full-time.

The expansion of this diversity leadership role within the business school reflects the changing business culture, says Randy Groomes, director of diversity relations for Terry College. “We want people in our school to feel included and represented, but we also want to create an open mindset that will prepare students to succeed in business after graduation.”

To address the business community’s increased focus on diversity, the school offers a Workforce Diversity Certificate that consists of online coursework and a group project. Topics covered include leadership in a diverse organization, conflict resolution, cultural competence, and workforce development strategies. “We’ve received feedback [from participants] that having this certificate on their résumé has resulted in interviews with more companies,” Groomes says.

Because creation of a diverse and inclusive culture requires the support of everyone in the school, his staff also offers the Terry Diversity Café, a series of lunch-and-learn educational sessions for faculty, staff, and students. Topics covered have included “Speaking Out on Social Issues: Ethics and Implications for Business Leaders” and “A Discussion on the Executive Immigration Order.” The café gives faculty members an opportunity to share their expertise with those who want to learn more. “This has been a successful effort,” Groomes says, “and I often have faculty members approach me with topics for the next session.”

He says his efforts to develop and facilitate diversity programs, coursework, and the specialized certificate have helped Terry College attract not only a diverse student population but also more “high-value” employers who seek out business school students for internships and full-time jobs. “Ten years ago, we reached out to let companies know what we were doing to prepare our students, and we now have all three big consulting firms, as well as a higher caliber of employers overall, actively recruiting [at our school].”

Rice University

In 2016, the Jesse H. Jones Graduate School of Business at Rice University underwent a reorganization with the appointment of Peter Rodriguez, PhD, as dean. Part of the restructure included naming Lina Bell director of diversity and inclusion. Rodriguez’s previous experience as CDO of the Darden School of Business at the University of Virginia brought a new, more strategic approach to diversity and inclusion to the school, says Bell. “We have long-standing relationships with organizations like the National Black MBA Association and Prospanica, but we knew we could do more to make sure our student population reflected the diverse population of Houston,” she says. “We joined The Consortium [for Graduate Study in Management], which is an...
alliance of top-tier MBA programs and corporations focused on increasing the number of underrepresented students in graduate business programs, as one way to reach a more diverse group of prospective students.

In addition to increasing outreach to corporate partners — outside of those that are a part of The Consortium — Bell works with the business school’s career development and student services offices to offer guidance and advice to students as they prepare for interviews as well as to advise employee affinity groups.

Diversity and inclusion is not a one-person job in the Jones School of Business, Bell points out. “We are a small school — only 120 students — and we have a small staff,” she says. “Collaboration among all faculty and staff is necessary to demonstrate that we are committed to inclusion.”

She says the school’s strategic approach to diversity and inclusion has also helped diversify enrollment. “We have increased the percentage of underrepresented students to 15,” explains Bell. She largely attributes the school’s growth over the past two years to participation in The Consortium, which raises its visibility to students who might not have otherwise considered Rice University. “We’ve had 20 students come to us through that association,” she says, “and many of them have already [completed] internships, which increases their value to employers when they graduate.”

The Pennsylvania State University

Jamie Campbell, assistant dean of diversity enhancement at Penn State Smeal College of Business, contends that having a business-school-specific diversity and inclusion program helps with the recruitment of students. “The program, however, has to speak to the students and address their needs and engage them,” he says. “It can’t just be a statement on a paper or website.”

One example of such engagement is the college’s Striving Toward Awareness and Respect for Tomorrow (START) Conference, an annual event that focuses on business initiatives in diversity. “Students, along with corporate, academic, and community representatives, come together to discuss issues regarding diversity and to network,” Campbell explains.

“We have also added affinity groups that include a multicultural women’s [organization], a business group for the LGBTQ+ community, and a group that helps students transition from other Penn State campuses, which may be very different from ours.”

Similar to other business schools that have CDOs, Campbell says increasing the visibility of Smeal College’s commitment to diversity and inclusion has affected student recruitment. “We’ve seen an uptick in applications from Latino and multiracial groups,” he says.

While participation in and support of university-wide diversity efforts is important, Campbell believes that it’s critical for business schools to have their own strong diversity leadership to ensure this work is prioritized and that all students are able to reach their full potential.

“Although the business school culture must be supportive of diversity and inclusion, designating one person to bridge the gap between students, faculty, and corporate partners is important,” he explains. “Students know they can ask me questions about anything, and faculty members reach out to me when they have concerns that a student is struggling. Knowing who they can go to with issues leads to better support of our students as they prepare to enter business.”

Sheryl S. Jackson is a contributing writer for INSIGHT Into Diversity.
GETTING DOWN TO BUSINESS

Business school deans talk ethics, demographics, curricula, and more

By Alexandra Vollman

*INSIGHT Into Diversity* recently spoke with deans of three distinctive U.S. business schools about some of the most pressing issues affecting their institutions today. They discussed the importance of preparing socially responsible and culturally competent business leaders, efforts to update curricula to reflect the changing times, and the need to recruit more students and senior leaders from underrepresented groups.
Q: More than ever, corporate executives are weighing in on social and ethical issues — from gun control and immigration to NFL protests and sexual harassment — while others have experienced backlash for racist or sexist comments or actions by them or their employees (i.e., Starbucks and Papa Johns). How is your school addressing social issues and ensuring it develops ethical, socially responsible business leaders?

Russell: These are top of mind for us at Villanova University and the Villanova School of Business (VSB). At VSB, our focus is on “building business leaders for a better world,” so we talk about the importance of creating ethical business leaders and having a positive impact on society. As we strive to cultivate globally conscious future leaders, we host regular climate conversations with our students to understand their personal experiences and to address them through our upcoming diversity and inclusion strategy. We also train our faculty, staff, and students on harassment and discrimination. In light of recent events, additional training will be scheduled, such as those focused on unconscious bias and other facets of diversity and inclusion, [to emphasize the importance of ethics in the business world].

Singh: [Greehey School of Business’] mission statement states that “we produce graduates who are skilled, ethical, professional, globally aware, and prepared for careers of meaning and purpose.” There is an intentionality about our commitment to these values, and they are reflected in our conversations, curricula, and other commitments. We are engaged in teaching and outreach related to business ethics and corporate social responsibility. We also provide dedicated resources to ensure that ethics conversations are prominent in our strategic focus. Our commitment includes student development combined with community thought leadership.

In 2008, we founded the Greater San Antonio Ethics and Compliance Roundtable, which now includes approximately 25 organizations from San Antonio and Austin. Members are premier corporations and governmental agencies in the region, and representatives from these organizations are senior leaders in ethics, compliance, sustainability, and related functions. The group holds quarterly roundtables … with a well-known speaker — often a national leader — on business ethics. The speakers also connect with students and faculty to ensure that intellectual and financial resources are leveraged to provide maximum impact, enhance student understanding of critical issues in ethics, and strengthen faculty knowledge. In addition, we host thought leaders on corporate social responsibility on campus throughout the year.

Smith: Our mission states that we are dedicated to providing a relevant business and social science education to future professionals and leaders ready to make a positive community impact. As the College of Business and Public Affairs at Alabama A&M University, we have a unique competitive advantage of having social sciences — political science, sociology, and criminal justice — integrated within our college.
Last year, we changed our curriculum to require our business majors to take social science courses. That change was made not only to align with our mission, but also with the realization that our world today, more than ever, needs business professionals and leaders to be concerned about more than just the bottom line.

According to a June 2018 Wall Street Journal article, many prominent business schools are struggling to fill deanships. At the same time, African Americans and Hispanics respectively hold only 2 percent and 0.5 percent of these positions, according to a 2015 report by The PhD Project. How can business schools work to recruit more underrepresented faculty, staff, and administrative leaders?

Russell: At VSB, half of all associate deans are women and one is African American. So we are working to increase representation across all levels of faculty and staff, in addition to … leadership. In seeking talent, we work with … organizations such as The PhD Project, National Black MBA Association, Forté Foundation, and Prospanica to ensure we [attract] a diverse pool of applicants.

Singh: An equitable distribution of underrepresented groups in any organization does not happen organically. It has to be part of a strategy, which includes investment in specific initiatives. … It is imperative that we begin by recruiting faculty from underrepresented groups. At Greehey School of Business, we are committed to and have been successful in recruiting a diverse faculty.

Members of all search committees are required to go through an extensive diversity and inclusion training to ensure a diverse pool of candidates. We also attempt to identify individuals with leadership potential and ambitions early on and dedicate financial and other resources for their development throughout their academic journey. [This effort] should include mentorship to help faculty understand the structure, processes, and pathways to leadership opportunities.

I firmly believe that mentoring needs to begin early — perhaps even at the master’s degree level, when the decision to pursue a doctorate often [is made]. I personally mentor faculty members who have expressed an interest in pursuing leadership opportunities.

We also recognize that unless there is significant growth in the number of faculty of color receiving doctorates, our task will remain challenging. That is why we need to create a better environment for attracting minority candidates to our doctoral programs.

Smith: Your reference to the report by The PhD Project is also where you will likely find the answer to the question of how business schools can focus their efforts to recruit more leaders from underrepresented groups. The PhD Project was founded upon the premise that advancements in workplace diversity can best be achieved by increasing the diversity of business school faculty. The organization’s accomplishment of helping quadruple the number of minority faculty since its inception is pretty remarkable.

At Alabama A&M University, we have learned that our diverse and inclusive faculty allows us to more easily recruit and retain diverse faculty. … They also ensure that students are guaranteed to have multiple opportunities to be taught by those who look like them or who come from similar backgrounds.

Smith: What strategies is your school using to recruit, retain, and graduate culturally competent students from underrepresented groups? What effects are these efforts having on corporate recruitment at your school?

Russell: This has definitely become a very high priority at VSB under my deanship. During the last two years, our team has begun engaging in a number of key initiatives to recruit and retain a diverse student body. Through recruitment, sponsorship, mentoring, outreach, and more, faculty members work to offer students from a wide range...
At Isenberg School of Management, we are committed to fostering a diverse, inclusive, and welcoming environment. To that end, we’re pleased to announce the promotion of Nefertiti Walker to the newly-created position of Associate Dean for an Inclusive Organization. With Nefertiti’s leadership, Isenberg is strengthening a climate where each community member feels comfortable bringing their authentic self to work and to school.

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Nefertiti A. Walker, PhD
Associate Dean for an Inclusive Organization & Associate Professor

Diversity is counting the heads, and inclusion is making the heads count.”

Tanuja Singh

As a designated Hispanic-Serving Institution, we are naturally attractive to not only Hispanic students but also those from other underrepresented groups. Indeed, the university specifically recruits in targeted markets that reflect our priorities. San Antonio is diverse, … which helps with recruiting a diverse student body.

Tanuja Singh

of backgrounds and ethnicities access to a world-class business education.

VSB participates in multiple recruitment fairs and events pertaining to underrepresented groups, including women, military members, and students of color. We have become a member of local chapters of organizations that work with underrepresented groups and [have] sponsored the National Black MBA conference as well as the PA Women’s Conference.

In addition, we partner with many diverse undergraduate student organizations on campus, leverage relationships across the university, … and mine the resources available to the VSB community to explore potential partnership opportunities. We also support an Inclusive Classroom initiative for faculty and students and a student ambassador program to [further] our diversity and inclusion strategy.

Employers are expressing concerns about how to best connect with diverse candidate pools. We are addressing these by holding events throughout campus that expose potential employers to a broader pool of candidates, including the implementation of Inclusive Hiring Meetups in tandem with biannual career fairs.

Singh: As a designated Hispanic-Serving Institution, we are naturally attractive to not only Hispanic students but also those from other underrepresented groups. Indeed, the university specifically recruits in targeted markets that reflect our priorities. San Antonio is diverse, …
which helps with recruiting a diverse student body.
Our grounding in the liberal arts tradition also has a distinct advantage because conversations and professional development around cultural competence are central to our DNA and happen throughout curricular and co-curricular activities.
The strategic plan of Greehey School of Business requires that we invest human and financial resources toward these priorities; thus, our commitment to these areas is very tangible and measurable.
Diversity and inclusion are priorities at all the companies that recruit at our school. Indeed, many have created specific initiatives to recruit and retain candidates from underserved populations. The investment in and success of programs such as SEO (Sponsors for Educational Opportunities) and ALPFA (Association of Latino Professionals for America) are proof that companies are strategically investing in creating a more diverse group of talent.

Smith: By virtue of being an HBCU, Alabama A&M University is fortunate to have a unique, competitive advantage when it comes to recruiting and retaining students from underrepresented groups. But yes, cultural competency has become a priority in recent years, and this trend is likely to continue.
The first significant exposure our students have with cultural competency from a global perspective happens when they interact with our faculty. I have often said that our faculty resemble a mini United Nations, with origins in the U.S., Asia, Latin America, India, and Africa, to name a few. And they are encouraged to bring their authentic selves to the classroom so that our students experience part of their rich culture.

We are finding that companies and organizations are increasingly realizing that HBCUs represent a rich source for recruiting diverse candidates. These same companies are also beginning to expand their diversity, equity, and inclusion scope beyond issues of race to include respecting and valuing differences based on economic diversity, sexual orientation, and gender identity. It is imperative for business schools to ensure their graduates are ready to positively contribute to this changing environment.

What is your school doing to update the curriculum to incorporate diversity, equity, and inclusion and issues affecting underrepresented and marginalized groups?

Russell: VSB [hosts] speakers from underrepresented groups … and is developing tips as well as auditing in-class materials to train faculty on creating inclusive classrooms and increasing belongingness among our diverse student population. In addition, through the CEO@VSB speaker series, we are asking c-suite leaders to discuss the importance of diversity and inclusion in their organizations.

Singh: Questions surrounding diversity, inclusion, and equity are embedded throughout the curriculum at St. Mary’s. Students explore these topics first through the core curriculum, where topics regarding the question of self-identity and of the self in relationship to wider social structures … are explored in considerable depth. The business school also engages in these inquiries through lectures, invited talks, and case analyses. An annual conference on Justice and Social Concerns brings thought leaders to campus who are deeply engaged in these discussions.

Smith: To date, we have not made any specific curriculum modifications to focus [on these] issues. Undoubtedly, there is an assumption that our majority African American students are from society’s underrepresented and marginalized group, so there is less of a need to make such a modification. This is likely an incorrect assumption as there are numerous diversity, equity, and inclusion issues not related to race (e.g., gender, age, sexual orientation).

Rather than modify our curriculum, our college recently sponsored and co-led a diversity and inclusion symposium designed to create a culture of diversity and inclusion among the business, government, and nonprofit communities of the region. Many of our students took part and received valuable learning from the experience.

Alexandra Vollman is the editor-in-chief of INSIGHT Into Diversity.
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The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a strong commitment to improving access to higher education for historically underrepresented students.

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Keuka College Employees
Believe in What We Can Do Together

Keuka College is a warm, welcoming, and diverse community of people who share a fundamental optimism born of resilience and resourcefulness. Located along the shore of beautiful Keuka Lake, within upstate New York’s Finger Lakes Region, we provide an excellent opportunity to teach and grow professionally in a community of collaboration and caring, enhanced by our strong commitment to diversity and inclusion. Together, our faculty and staff proudly graduate well-educated, optimistic, and resourceful people who lead lives of purpose and accomplishment.

*Keuka College is an equal opportunity employer and provider.*
Neurootologist

The University of Utah Otolaryngology seeks BC/BE Neurotologist at Assistant Professor level for full-time faculty position. Fellowship training is required.

Applicants should send updated CV and a list of three references to:

Clough Shelton, MD, FACS, Professor and Chief
University of Utah School of Medicine
50 North Medical Drive 3C120
Salt Lake City, Utah 84132
(801) 585-3186
susan.harrison@hsc.utah.edu

The University of Utah Health (U of U Health) is a patient focused center distinguished by collaboration, excellence, leadership, and respect. The U of U Health values candidates who are committed to fostering and furthering the culture of compassion, collaboration, innovation, accountability, diversity, integrity, quality, and trust that is integral to our mission.

Equal Employment Opportunity
University of Utah is an Affirmative Action/Equal Opportunity employer and does not discriminate based upon race, national origin, color, religion, sex, age, sexual orientation, gender identity/expression, status as a person with a disability, genetic information, or Protected Veteran status. Individuals from historically underrepresented groups, such as minorities, women, qualified persons with disabilities and protected veterans are encouraged to apply. Veterans' preference is extended to qualified applicants, upon request and consistent with University policy and Utah state law. Upon request, reasonable accommodations in the application process will be provided to individuals with disabilities. To inquire about the University's nondiscrimination or affirmative action policies or to request disability accommodation, please contact: Director, Office of Equal Opportunity and Affirmative Action, 201 Presidents Circle, 135, (801)581-8365.

The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a strong commitment to improving access to higher education for historically underrepresented students.

Unlimited Job Posting Subscriptions
Start at Just $3,450.00.*

Visit careers.insightintodiversity.com for more information.

*Prices are based on full-time student enrollment.
The Long School of Medicine at the University of Texas Health Science Center at San Antonio (dba UT Health San Antonio) seeks an individual with an outstanding record of clinical operational leadership, scientific and educational achievement, and faculty/trainee recruitment and mentoring as its Chair of the Department of Radiation Oncology. Dynamic leadership, clear communication, strong interpersonal skills, and a keen strategic vision are crucial characteristics required for success. Reporting to Dean of the Long School of Medicine, the Chair will be responsible for continuing to build and maintain excellence in clinical care, robust research programs, high quality graduate medical education, and a collegial interactive culture. The UT Health San Antonio is an Equal Employment Opportunity/Affirmative Action employer and is committed to excellence through diversity among its faculty, staff and students including protected veterans and persons with disabilities.

Candidates must have an MD, board certification in Radiation Oncology and academic experience consistent with eligibility for full Professor with tenure. The ideal candidate will have a widely-recognized national reputation in their field. The ability to foster a culture of collaboration, innovation, and accountability across the Health Science Center is important. The successful Chair will also play key leadership roles in the NCI-designated Mays Cancer Center at the newly named UT Heath San Antonio MD Anderson, the burgeoning biotechnology community in San Antonio, and the UT Health physicians practice plan. The Mays Cancer Center is a matrix cancer center, with programs of excellence in cancer research integrally linked to radiation oncology including genome repair and novel therapeutics, with infrastructure to support significant growth in radiation oncology research and clinical trials. Additionally, Radiation Oncology is an integral part of the shared cancer service line between UT Health San Antonio and MD Anderson. The Chair of Radiation Oncology will also serve as lead of the radiation oncology aspects of the service line in connection with MD Anderson. Collaboration with our key partners- University Hospital System, the Audie Murphy VA Hospital, and the San Antonio Military Medical Center, will also be important. Salary and resources are commensurate with experience and vision. This is a wonderful opportunity for an inspirational leader. UT Health San Antonio is a research-intensive institution located in San Antonio, and it sits in the gateway to the picturesque Texas Hill Country. San Antonio is a vibrant, multi-cultural city with year-around recreational activities and an attractive cost-of-living.

Interested individuals should submit a letter of interest along with a current CV electronically via the UT Health Careers portal at http://uthscsa.edu/hr/employment.asp to apply for position of Chair, Radiation Oncology. Inquires may be directed to Shelly Evans, Long School of Medicine Chief of Staff at elliss@uthscsa.edu. All faculty appointments are designated as security sensitive positions.
AT SALEM STATE UNIVERSITY, WE AIM TO MAKE INCLUSIVENESS A CORNERSTONE OF OUR COMMUNITY. DIVERSITY AND INCLUSION IS WOVEN INTO MANY AREAS, IT IS:

- Our Mission is to provide high quality, student-centered education that prepares a diverse community of learners to contribute responsibly and creatively to a global society, and serve as a resource to advance the region’s cultural, social and economic development.

- Our History is rooted in a long tradition of creating an inclusive and affirming community. Charlotte Forten, class of 1856, was Salem State’s first African American graduate and during her life was an abolitionist, educator, writer, poet, translator, and women’s rights activist.

- Our Community as we value, celebrate and appreciate diversity in all its forms.

- Our Academic Programs provide a learning environment that promotes a mutual respect and understanding of differences, and appreciation of similarities where diversity of disciplines, faculty from around the state and world, and courses that address cultural differences, provide our students an opportunity to learn together.

- Diversity is Part of Our Future—we understand that being truly inclusive means a commitment to responsiveness to the transformative nature of diversity. Salem State is driven and determined to embrace and appreciate the qualities that distinguish us as individuals while uniting us as a community.

WANT TO LEARN MORE ABOUT SALEM STATE’S WELCOMING COMMUNITY? 
Rebecca D. Comage, Interim Chief Diversity and Inclusion Officer 
Inclusive Excellence Office // 978.542.6507

EMPLOYMENT OPPORTUNITIES: 
salemstate.edu/campus-careers

UNDERGRADUATE AND GRADUATE PROGRAMS: 
salemstate.edu/admissions

COMMITMENT TO INCLUSIVE EXCELLENCE: 
salemstate.edu/inclusive-excellence
PRIDE AND VISIBILITY

At the University of North Carolina (UNC) at Chapel Hill, the LGBT Center’s emphasis on inclusion is both vast and focused. Representing and providing support for the LGBTQ+ community overall, it also emphasizes the importance of individuals’ unique identities through an array of pride and visibility events, including the following:

- Bisexual Visibility Day
- North Carolina LGBTQ Pride Parade
- LGBTQ History Month
- National Coming Out Day
- Asexual Awareness Week and Day
- Intersex Awareness Day
- Intersex Day of Solidarity
- Transgender Day of Remembrance and Resilience
- Pansexual Visibility Day
- Transgender Day of Visibility
- Lesbian Visibility Day

According to Terri Phoenix, PhD, director of the LGBT Center, many of UNC Chapel Hill’s students come from high schools where they were the only one or one of just a few who openly identified as LGBTQ+. These celebrations, Phoenix says, allow them to feel pride and connect with others who share the same identities.

“The purpose of the visibility days is threefold,” explains Phoenix. “One, we want to raise visibility of different identities associated with the LGBTQIA+ community. Two, we want to facilitate community for people who identify as part of [those groups]. Three, we want to educate people about the various ways individuals might identify and help them understand that this is not one monolithic community.”

— Alexandra Vollman
With the opening of our new $37.5 million home this fall, UAB’s Collat School of Business welcomes a new era of leadership in business education. The state-of-the-art building was designed with input from students and community business leaders so that every detail enhances the learning experience while preparing students to work in modern business environments.
WITNESS. IT'S BOTH A NOUN AND A VERB. IT SPEAKS TO THE INTENTIONAL ACT - THE STRONG DECLARATION - OF TELLING A STORY. AND IT STANDS AS A TESTAMENT TO THE IDEA, DEEPLY EMBEDDED IN WHO WE ARE AS A UNIVERSITY, TO THE RESPONSIBILITY WE SHARE TO BOTH OBSERVE AND TESTIFY TO NOTIONS OF TRUTH AND VALUE, COMMUNITY AND BELONGING.

WITNESS

IT'S A TESTAMENT TO WHO WE ARE AND WHAT WE VALUE AT THE UNIVERSITY OF KENTUCKY.

LEARN MORE ABOUT THIS PROJECT AT seeblue.com/memorialhallmural

University of Kentucky

THE UNIVERSITY OF KENTUCKY IS PROUD TO BE NATIONALLY RECOGNIZED AS A 2018 DIVERSITY CHAMPION.

An Equal Opportunity University