Paving the Way to Career Success

Business schools prepare a diverse workforce through networking, apprenticeships, and empowerment

Also in this issue:

Helping PhDs find employment in a dwindling academic job market

Katherine Conway-Turner, PhD, shares her approach to diversity as president of Buffalo State College
Texas A&M University’s Mays Business School proudly recognizes first generation students, which include our own Mays department heads, associate and assistant deans and Dean, Dr. Eli Jones ’82. Together, we are advancing the world’s prosperity and transforming first generation students’ lives.
Work Experience, Specialized Services Are Key to Reducing Unemployment Among People with Disabilities  
By Ginger O’Donnell and Kelsey Landis

Cradle-to-Prison Pipeline Becomes Cradle-to-College Pathway Under Groups’ Efforts  
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Growth in Racial Diversity Among Architects is Slow, but Experts Say the Conversation Continues  
By Kelsey Landis

CORRECTIONS:
In the September issue, the lower caption on page 20 incorrectly stated University of Michigan students were pictured. They were Western Michigan University students.

On page 48, it was stated incorrectly that the Game On! program at Central Washington University partners with the “Madrid Foundation.” The correct name is the Real Madrid Foundation.

On page 58, the second caption was incorrect. It should have stated: Central Washington University Game On! girls attending TECHNOLOchicas at Microsoft. The 22 middle-schoolers received mentoring from STEM professionals from Microsoft, Google, and NASA.
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.

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INSIGHT Into Diversity Offers New Study Abroad Scholarships to Underrepresented Students

Studying abroad can be life-changing. Institutions of higher education and corporate recruiters recognize the value of such an opportunity. In fact, studying abroad is one of the most dynamic ways students can make their résumés stand out as they look to gain experience in their field of study and enter the workforce.

INSIGHT Into Diversity is committed to improving educational equity for students from underrepresented backgrounds. Toward that end, INSIGHT will award five $2,000 scholarships to underrepresented students who are applying to or have been accepted into a summer or fall 2020 study abroad program of at least four weeks in a single country.

Eligible applicants must be U.S. citizens and qualify as underrepresented individuals based on race, ethnicity, LGBTQ identity, veteran status, or physical disability. They must be full-time students in good standing at an accredited institution of higher education, including four-year baccalaureate-granting institutions, law schools, graduate schools, and health professions schools.

Online applications open September 15, 2019 and close November 30, 2019. Required materials include an online application, proof of U.S. citizenship, an unofficial college transcript, proof of acceptance into a study abroad program, and a letter of recommendation from a faculty member. All materials must be submitted to scholarships@insightintodiversity.com.

Winners will be notified by January 15, 2020, and must accept or reject their award by January 31, 2020. The five scholars will be announced and profiled in the March 2020 issue of INSIGHT Into Diversity magazine. For more information about the scholarship, email INSIGHT Into Diversity publisher Lenore Pearlstein at lpearlstein@insightintodiversity.com.

INSIGHT looks forward to helping five deserving students embark upon this life-changing experience. For more information visit insightintodiversity.com/scholarships.

— Ginger O’Donnell
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IN BRIEF

WOMEN PIONEERS IN ACCOUNTING

By Kelsey Landis

More than half of all accountants in the United States are women, but it was two pioneering individuals who paved the path for women to earn the designation of certified public accountants (CPA): Christine Ross and Mary T. Washington Wylie. Read about them both below.

Born in Nova Scotia in 1873, Christine Ross moved to New York in the late 1890s. She took the CPA exam in June 1898 despite controversy surrounding whether women could become certified public accountants. Her certificate was delayed by more than a year because of her gender, but on December 21, 1899, Ross received her credentials, becoming the first female CPA in the U.S. Ross would go on to serve women's organizations and fashion and business moguls.

The Illinois CPA Society placed banners along streets in downtown Chicago to honor Mary T. Washington Wylie.

Mary T. Washington Wylie worked at Chicago's Douglas National Bank on nights and weekends during high school, a foreshadowing of her promising career as an accountant. After graduating, she went on to work for Arthur J. Wilson, the first Black CPA in Illinois. Washington received her bachelor's degree in business from Northwestern University in 1941. Two years later, she passed the CPA exam, becoming the first Black female accountant in the U.S. She went on to found her own firm, Washington, Pittman, and McKeever LLC, which still operates today.

Source: National Association of State Boards of Accountancy
The University of North Texas is more than a place. UNT is a state of mind. Here, knowledge grows. Ideas become discoveries. And, opportunities are boundless. At UNT you’ll get a great education surrounded by faculty and students who inspire you and help you succeed.

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Diversified classrooms lead to richer learning experiences, more vibrant communities, and a stronger economy. The PhD Project helps accomplish this by supporting African-Americans, Hispanic-Americans and Native Americans in the pursuit of higher education and in their journey to become business professors and mentors to the next generation of business students.

The number of minority business professors in the U.S. has more than quadrupled since our founding in 1994. Participating universities are illustrating a clear commitment to creating a diverse academic environment and have the distinct advantage of recruiting from our network of more than 1,500 minority faculty and doctoral students.

The PhD Project is also focusing on the need for diversity in administration, having found fewer than 60 African-American, Hispanic American and Native American Deans at non-HBCU business schools in the U.S. Our Project AHEAD, Achieving Higher Education Administration Diversity, encourages tenured minority faculty to explore positions in administration and provides resources, support and mentors to help members pursue this path.

Thank you to the business schools who are dedicated to diversifying their campuses with The PhD Project. To view a full list of participating schools, visit phdproject.org and click on ‘Support the PhD Project’.

Learn more about participating to The PhD Project by contacting Bernard J. Milano at 201.307.7662 or bmilano@kpmg.com.

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Srilata “Sri” Zaheer, PhD, is dean of the Carlson School of Management at the University of Minnesota. In this role, she launched a Military Veterans Initiative to help servicemembers transition to business careers, collaborated with the Minneapolis business community to expand experiential learning opportunities for students, and oversaw the development of several new master's programs. Zaheer originally joined the university in 1992, serving in a variety of leadership roles, including associate dean of faculty and research. Prior to her career in academia, she worked for multiple multinational corporations and reported on business and politics for Business International. In 2018, she received the PWC Strategy & Eminent Scholar Award, which recognizes lifetime achievement in international management scholarship.

Idalene “Idie” Kesner, PhD, is dean and Frank P. Popoff Chair of Strategic Management at Indiana University’s (IU) Kelley School of Business. Since 1996, she has held numerous leadership positions within the school, including chairperson of the department of management and entrepreneurship and chairperson of the MBA program. Prior to joining IU, she was a professor at the Kenan-Flagler School of Business at the University of North Carolina at Chapel Hill. Kesner’s widely published research covers topics such as chief executive succession, corporate governance, and mergers and acquisitions.

Eli Jones, PhD, is dean of Mays Business School, a professor of marketing, and the Lowry and Peggy Mays Eminent Scholar at Texas A&M University. Prior to this position, he served as dean of the Sam W. Walton College of Business and was holder of the Sam M. Walton leadership chair at the University of Arkansas. A recipient of teaching excellence awards on the university, national, and international levels, Jones is the co-author of two books, Selling ASAP: Art, Science, Agility, Performance and Strategic Sales Leadership: Breakthrough Thinking for Breakthrough Results. He has taught customized education programs across the world, including in Belgium, China, India, and Malaysia, and has worked in sales management for three Fortune 100 companies.

Madhav V. Rajan, PhD, is dean and the George Pratt Shultz Professor of Accounting at the University of Chicago Booth School of Business. Before joining Booth, he spent 16 years on the faculty of the Stanford University Graduate School of Business, including six years as senior associate dean for academic affairs. From 1990 to 2001, he was a professor at the Wharton Business School of the University of Pennsylvania. Rajan is the recipient of numerous awards for his writing and teaching contributions to the field of business, including the Notable Contribution to Management Accounting Literature Award and the David W. Hauck Award for Outstanding Teaching at Wharton.

Amy Z. Zeng, PhD, is dean of the Barney School of Business at the University of Hartford. She previously served as assistant dean of the Foisie School of Business at Worcester Polytechnic Institute (WPI) in Massachusetts, where she worked as a faculty member and administrator for 19 years. During her tenure, Zeng co-founded and served as the inaugural director of WPI’s China Hub, a global engagement initiative that seeks to expand the expertise and international competency of students and faculty through research collaborations and intellectual and cultural exchanges.

Peter Rodriguez, PhD, is dean of the Jesse H. Jones Graduate School of Business at Rice University, where he also teaches classes on global macroeconomics and economic growth and development. He previously served as chief diversity officer, professor, and senior associate dean for MBA programs at the University of Virginia’s Darden School of Business. The recipient of numerous teaching awards, Rodriguez has taught global economics courses to the Canadian Heads of Ministries, to members of the United States Army and Navy, and to multinational corporations such as Rolls Royce. In addition, he has created online classes on globalization for The Great Courses, a video-on-demand service designed to promote lifelong learning.
For more than 110 years, the Carl H. Lindner College of Business at the University of Cincinnati has been committed to developing global citizens. Our bold pursuit of inclusive excellence manifests in our advocacy, our programs and, most importantly, our students’ success as business leaders.
Celebrated every October since 1945, National Disability Employment Awareness Month (NDEAM) affirms the contributions of workers with disabilities and advocates for an increasingly inclusive workforce that will make use of the skills and talents of this diverse group. This year’s theme is “The Right Talent, Right Now,” emphasizing the crucial role that people with disabilities play in a global economy where skilled workers are in high demand.

According to the A.J. Drexel Autism Institute at Drexel University, young adults with autism have lower employment rates than their peers with other disabilities. Fifty-eight percent of individuals on the autism spectrum worked at some point during their early 20s, while over 90 percent of young people with emotional disturbances, speech impairments, and learning disabilities held jobs, as did 74 percent of those with an intellectual disability.

The Argos for Autism program at the University of West Florida (UWF) is directly addressing inequities faced by individuals on the autism spectrum by equipping these students with skills and support services to successfully navigate college and the workplace.

Originally founded in 2007 and then revamped in 2017, UWF’s program has served a total of approximately 56 students over the last two academic years. It is co-sponsored by UWF’s Student Accessibility Resources office and the UWF Center for Behavioral Analysis.

Students on the autism spectrum participate in an early arrival program consisting of team-building activities and personal development workshops that focus on social skills such as appropriate classroom behavior and how to get involved in clubs. A faculty panel offers parents and students an opportunity to ask questions about what it takes to be successful at UWF.

In weekly one-on-one coaching sessions, Student Accessibility Resources staff monitor each individual’s progress, share advice on navigating college life, and assist with tasks such as making appointments with advisers, registering for courses on time, and accessing accommodations.

If participants need more intensive academic support, their coaches refer them to the university’s tutoring and learning office where they can receive free, weekly, hour-long assistance with homework, papers, and projects.

Finally, Argos for Autism also pairs participants with peer mentors — students in UWF’s Center for Behavior Analysis who have specific training in how to communicate with and support autistic individuals. The peer mentors provide guidance in self-advocacy and managing the logistics of higher education.

Participants in Argos for Autism say the program makes them feel welcome and understood on campus, in addition to teaching them where to go for assistance and helping them build connections with their peers, says Tina Likovetz, EdD, director of Student Accessibility Resources.

“We had three students this year who moved to the university specifically for the autism program and had never been to campus, or the Pensacola area, prior to [participating],” she says. UWF’s students with autism study a range of disciplines, from the humanities to STEM subjects. With the support of the Argos program, they have the opportunity to hone their skills, both personal and professional, in order to emerge as competitive job candidates in their respective fields.

Ginger O’Donnell is a senior staff writer for INSIGHT Into Diversity.
We are SVSU, and we are innovative business leaders and entrepreneurs in Michigan’s Great Lakes Bay Region and around the globe. Our graduates are highly recruited by Fortune 50 companies because our world-class business programs are accredited by AACSB-International — less than 5 percent of all business schools worldwide have earned this distinction.

ANTHONY R. BOWRIN, Ph.D.
DEAN OF THE SCOTT L. CARMONA COLLEGE OF BUSINESS STANDS ON THE THIRD FLOOR OF A 38,500 SQUARE FOOT BUILDING ADDITION THAT SVSU WILL OPEN IN JANUARY 2020.

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Award-winning educator and anti-racist activist Jane Elliott is known for her “brown eyes, blue eyes” lesson.

When she gave the lesson more than 50 years ago, the day after Martin Luther King, Jr. was assassinated, Elliott told her students to divide into groups according to their eye color. She then told them the brown-eyed students were smarter. They started acting accordingly, as did the students with blue or green eyes. Her point was clear: Discrimination can be learned. If it can be learned, it can be unlearned, Elliott argued.

Elliott’s experiment turned into a forum that she continues to offer to teach the grit necessary to have difficult dialogues. Today, two universities have increased their dialogue facilitation efforts to improve empathy and understanding on campus, just as Elliott fought for more compassion among her students.

Through dialogue forums, universities can help employees and students each have difficult conversations and develop a better understanding for students who come from different walks of life. Dialogue labs and events can offer a brave space for emotionally charged conversations to take place on campus.

Oregon State University (OSU) and Virginia Commonwealth University (VCU) are two institutions that lead the way in inclusivity through these dialogue programs. Both universities have made strides through their diversity offices and continue to exemplify the hard work that goes into providing a comfortable campus climate for students, faculty, and staff.

**Oregon State University**

To address a wave of college activism in 2015, OSU hosted a “speakout,” allowing students to express their experiences on campus to faculty and administrators, including President Edward Ray, PhD. OSU also created their Office of Institutional Diversity (OID).

“The student activists are really the reason why this office exists,” says Brandi Douglas, OID’s assistant director of outreach. “We make sure to keep that in mind when we think about the work that we do.”

Most recently, OID has worked with campus libraries to curate articles and books that are aligned with its curriculum, which was designed with OSU’s five institutional contexts in mind: instruction, research, management, service, and community.

The university’s Dialogue Facilitation Lab (DFL) was established in part out of this effort, says Jeff Kenney, PhD, OSU director of institutional education for diversity, equity, and inclusion.

The DFL is a 30-hour program that takes place over 10 weeks and begins with a two-day orientation. The program serves as a professional development seminar for faculty, staff, and graduate assistants looking to integrate critical dialogue facilitation skills into their daily practices.
Douglas says her colleagues at OID noticed faculty and staff on campus felt like they lacked the confidence or the skillset needed to have difficult conversations within their classrooms.

“The lab really came from a hope of wanting to help build capacity and confidence,” Douglas says. “We call it the lab because we want our participants to feel like they can experiment without feeling that they’re risking their reputation or risking feeling stupid.”

According to DFL’s website, the goal of the program is for participants to learn the following skills:

- Guiding difficult dialogue among diverse constituents
- Empowering participation in ways that challenge traditional educational norms
- Attending to dialogue content and process
- Attending to procedures that enable full and equitable participation
- Engaging in critical self-examination, specifically the pedagogical implications of one’s world view
- Thoughtfully integrating newly acquired concepts and skills in their institutional roles
- Articulating a uniquely authored dialogue facilitation philosophy

The DFL serves as a space for participants to be brave and to take a leap into a different skill. Currently in its second year, Douglas says the DFL is still in its infancy. “It started out as a way to give more theory and has now turned into where we still get the theory, but are really leaning more towards practice.”

Douglas says she and Kenney have noticed that the participants want to keep learning about and sharing dialogue facilitation efforts even after they’ve completed the program.

Janette Byrd is one of those people. She is project manager for the Oregon State Advance Grant and an alumna of the DFL. After graduating from OSU, Byrd began work at the Social Justice Education Initiative, which allowed her to collaborate with facilitators.

“When I saw information regarding the dialogue facilitation lab, I was really excited because it was a rare opportunity for someone at my rank. At the time, I was just a classified staff member,” Byrd says, adding that those opportunities for staff or even professional faculty can be rare.

 OID also offers the Community Dialogue program through a collaboration with the student affairs office. The program allows all OSU community members to come together and cultivate connection and deep learning on contentious issues through student-led dialogue facilitation.

“I’ve been really pleased, not only with how ambitious the [Community Dialogue] program has been in the intensity of topics that it takes on, but with the number of people it has been able to reach,” Kenney says.

Community Dialogue events have attracted between 80 and 120 participants, including people outside of the OSU campus.

“It’s really in-depth,” Kenney says, “and it’s an investment from the Office of Institutional Diversity to grow a culture of dialogue within our institution, especially when the growing propensity of the nation is to polarize around contentious issues. Instead, we practice talking with one another in ways that actually produce greater connection and more relationships and more complexity of thought.”

Virginia Commonwealth University VCU does not hesitate when addressing its past. In February, a VCU
yearbook photo from 1989 emerged showing a student in blackface. The school quickly released a statement condemning the photo and acknowledging the wrongdoings of the school and its students in the past.

“There is no excuse for callous indifference toward one another, whether evidenced in a yearbook from decades ago or today in a social media post,” the statement said.

VCU continues to stand by its message of honoring all individuals with dignity and respect with its efforts in dialogue facilitation through its Office of Multicultural Affairs (OMSA), established in 1988 as the Office of Minority Student Affairs.

“We’re a pretty comprehensive office in that we serve many different student populations and we serve the whole campus and university community,” says Greta Franklin, director of OMSA.

To support its message of inclusivity, the office provides a student-led dialogue forum hosted by “diversity ambassadors” to oversee difficult conversations on campus. The ambassadors earn a small stipend, but the position is largely considered volunteer.

“We essentially train them on how to facilitate dialogues about diversity and inclusion and social justice topics,” Franklin says.

The program requires ambassadors to go through training, usually one per semester, that covers foundational diversity and inclusion topics such as power and privilege, racism, allyship, intent-versus-impact microaggressions, conscious and unconscious bias, and LGBTQ identities and terminology.

Diversity ambassadors also serve as representatives for OMSA. Through their training, they enhance their interpersonal skills, gain leadership abilities, find opportunities to network, and improve their public speaking skills.

Ambassadors usually devote four to five hours on weekends for training.

Social work major and campus resident assistant Caden Haney transferred to VCU in fall 2018. Haney discovered the diversity ambassador program, interviewed, and was approved for training.

“The training was really fun. They gave us a mock dialogue and we just went through it during the training session,” Haney says. “You get all of that nervousness out of you, and you’re presenting in front of other diversity ambassadors. It was a good way to get to know people and still get that training in facilitating conversations as well.”

After a month of training, ambassadors present their discussions, typically in a residence hall. Haney, whose first dialogue facilitation was about police brutality and statistics on incarceration of Black and Hispanic individuals, says the preparation period gave him and other ambassadors enough time to immerse themselves in research on their topic.

The facilitations were tense at moments because of the subject matter, but Haney says he now feels more confident and well-versed in his role as an ambassador. The experience has also helped him address his anxiety about public speaking and difficult conversations.

“I thought it was a great way to educate people on things that I’m passionate about while also helping to cope with anxiety,” he continued.

Dialogue presentations typically last under an hour and discussions up to 30 minutes.

“We don’t want to keep the presentation too long because the goal is to have people have a dialogue and process the information and how it impacts whatever group they are in and the setting they’re in,” Franklin says.

Students can also participate twice a month from February through April in another dialogue forum called the “Dispelling Myths” series.

Through the series, students can give presentations to dispel myths about different cultural identities or social justice topics.

Topics covered have included misconceptions about Muslim women and about how Latinx individuals are portrayed in film and media, among other issues.

Mariah Stewart is a staff writer for INSIGHT Into Diversity. Oregon State University is a 2018 and 2019 HEED Award recipient. Virginia Commonwealth University is a 2012, 2018, and 2019 HEED Award recipient.
At Indiana University, we have seen firsthand how a deep commitment to diversity and inclusion not only betters our institution, but more importantly, makes a transformative impact on the students, faculty, and staff that call our campuses home. This is why we are honored to be in good company among the universities recognized as HEED Award recipients by INSIGHT Into Diversity magazine. It is encouraging to see that so many other institutions recognize the value of diversity and inclusion in higher education. When one of us helps make the world a more diverse and welcoming place, we all benefit.

Every day, individuals throughout the IU Bloomington campus are on the front line of this work, developing one-on-one relationships with members of our community to ensure that they have the resources to succeed.

IU Bloomington’s cultural centers, which are supported by the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, play a critical role in this work. Two of these centers—the Asian Culture Center and the Latino Cultural Center, commonly known as La Casa—celebrate anniversaries this year, marking decades of dedication to the work that helps bring our institutional commitment to diversity and inclusion to fruition.

First and foremost, centers like the Asian Culture Center and La Casa play the critical role of supporting the communities for which they are home. Since its founding in 1973, for example, La Casa has lived up to its namesake, acting as a home away from home for IU Bloomington’s Latino community. Whether they are facing financial troubles or grappling with our difficult political climate, students can feel confident that La Casa will do everything it can to remove any obstacle to their education. The same is true of the Asian Culture Center, which celebrates 20 years of excellence this fall. By providing a home for a fast-growing community on our campus, the Asian Culture Center ensures that Asian and Asian American students are able to find a space to support their success at Indiana University.

As they carry out this work, La Casa and the Asian Culture Center are not only supporting students of one particular heritage, but rather their programming brings a celebration of history and culture to our community that engages people of all backgrounds. In this regard, the work done by centers like La Casa and the Asian Culture Center is critical to building cross-campus relationships and ensuring that historically underserved communities are properly recognized at IU.

La Casa and the Asian Culture Center are but two of the many programs Indiana University has implemented in its commitment to diversity and inclusion. In doing this work, these centers carry out the true spirit of this commitment—helping individuals from all backgrounds succeed and find a home at Indiana University. While we are honored that their work has been recognized by this award, we know that the true reward of this commitment is student, faculty, and staff success.
Work Experience, Specialized Services Are Key to Reducing Unemployment Among People with Disabilities

By Ginger O’Donnell and Kelsey Landis

American universities dedicate millions of dollars each year to disability services, ensuring students have access to the accommodations they need to succeed on a level playing field with their peers without disabilities.

But does the relatively safe haven of higher education set students with disabilities up for failure when they graduate into the workforce, where accommodations might not be as plentiful beyond what the law requires?

Experts say young people with disabilities are more likely to go through college without work experience, and unemployment remains high among people with disabilities in the United States. In 2018, just 19 percent of Americans with disabilities were employed, according to the U.S. Bureau of Labor Statistics.

But having a disability can be a benefit in the workplace for both employee and employer, says Emily Augustine, a 35-year-old mother of two and a high school math teacher at Hickman High School in Columbia, Missouri. She was diagnosed with dyslexia when she was 13.

The challenges Augustine grew up with as a student with a learning disability have only benefited her in her current profession, she says. She attributes this outcome largely to her mother’s influence, an English teacher who instilled in Augustine that her disability was something “she had to deal with,” but was never to be used as an excuse for not doing high quality work in a timely manner.

“For me, [having dyslexia] really harnessed and fostered a sense of organization, a sense of deadlines, which has done nothing but help me in education. I’m never putting things together at the last minute because I’ve just never been able to function like that,” she says.

But the world of education provides a more welcoming environment to people like Augustine, says Deb Dagit, a diversity, equity, and inclusion consultant and INSIGHT Into Diversity Editorial Board member who previously served as the chief diversity officer for the biopharmaceutical company Merck.

Asking for accommodations and openly communicating about disability is more “normative” in educational settings, she says, beginning with the K-12 environment and continuing throughout higher education.

Above left: A job coach assists an employee with assembling a corrugated plastic tote. Minnesota Diversified Industries (MDI) offers personalized employment services for people with disabilities that include career plan development, on the job coaching, résumé creation, and more. Above right: Employees in front of a new 15000 G-Graphix Rotary die cutter that enables MDI to print and die-cut corrugated plastic.
This norm can pose problems for individuals with disabilities. Dagit says they are less likely to ask for accommodations in the workplace than they were in school, even if they were taught how to self-advocate.

Colleges and universities also fail in other ways to prepare students with disabilities for the workforce, Dagit argues.

One problem, she says, is that university career offices tend not to view themselves as having any disability expertise and end up leaving students with disabilities out of the career placement process altogether. Career services staff often mistakenly assume that the disability resource center is handling it, she adds.

Wendy Shoemaker, director of the University Career Center (UCC) at the University of Kansas (KU), says it’s essential for career and disability services staff to partner on providing resources.

“The key to providing good services to students with disabilities is to have a connection between the accommodations office and career services,” Shoemaker says. “Career planning, résumé building — those services don’t change so much in terms of the way we work with students with disabilities. It’s about the additional content knowledge and the accommodations process to employment or internships.”

UCC staff first realized they had some work to do in the early 2000s when Alan Muir, a national speaker and program manager for disabilities at Delta Airlines, came to talk about career services and students with disabilities. In 2012, the university pulled together a small grant to fund a graduate student who would act as the “bridge” between the two offices. That position has been funded each year since.

“That graduate student becomes bilingual, if you will, as a career coach supporting students with disabilities,” Shoemaker says. “In addition to specifically helping get them dialed in to the resources, [the graduate student] is enabling and encouraging them to be good agents for themselves in the accommodation request process.”

Another misconception UCC staff address is the idea that employers don’t offer accommodations like universities do, Shoemaker adds.

“Recent alums as they’re out there transitioning in to their first full-time jobs often would not request accommodations, thinking it was a brave new world,” Shoemaker says.
“We enable them to think about their strengths from a disability standpoint, understand what their functional limitations are, and how to talk to HR and request accommodations in a way that is empowering for them.”

One key solution to improving employment among people with disabilities is ensuring that youth gain work experience well before they enter college, says Susan M. Foley, PhD, a senior research fellow at the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

ICI is part of a network of institutes nationwide that help increase employment of people with disabilities. Training and preparing for the workforce should begin in high school or even as early as middle school, Foley says, though it’s not always easy.

“We’re finding they may not have those opportunities as much, they make not take advantage of opportunities, or they’re still learning about how to advocate for accommodation,” Foley says. “Combining employment with educational experience is kind of an art form of how to interact and when to merge those two things so that people with disabilities have the best opportunities for employment.”

Universities and community colleges are doing more to connect higher education directly to jobs. For instance, colleges in Nebraska can partner with Explore VR, a vocational rehabilitation effort funded by the Career Pathway Advancement Project grant. The partnerships allow people with disabilities to undergo customized training so they can step into high-quality jobs when they’re finished.

KU’s career center maintains a list of students who receive disability services on campus so they can send out mass emails when an employer looks specifically to hire employees with disabilities.

Internship opportunities are also essential to helping students with disabilities successfully enter the workforce, according to Dagit.

One such opportunity is the newly initiated Quest Program, operated by Minnesota Diversified Industries (MDI), a manufacturing company and nonprofit organization based in Minneapolis whose mission is to employ people with disabilities. The life skills program, which will prepare participants for jobs in manufacturing, serves as an alternative to community college for some of the local community’s high school students, according to MDI CEO Peter McDermott.

Another major professional development opportunity, according to Dagit, is the Next Generation Leaders Program, sponsored by the nonprofit organization Disability:IN, whose mission is to improve disability inclusion and equality within businesses across the country.

With Next Generation Leaders, Disability:IN provides scholarships to over 100 students and recent graduates to participate in a weeklong conference. The scholars receive one-on-one mentorship and “speed dating interviews” with hundreds of companies looking to recruit and hire, in addition to opportunities to present business ideas “à la Shark Tank,” Dagit says.

Participants also receive practical advice on topics such as how to dress in the workplace, improve résumés, navigate social media, leverage their networks, and master the etiquette of informal business gatherings. The conference provides interpreters, captioning, and a variety of other services.

Eighty-four percent of supervisors report that their organizations have established processes for recruiting and training employees, but only 61 percent feel the process is equally as effective for recruiting employees with disabilities. Only 28 percent of organizations have disabilities hiring goals, though 57 percent have hiring goals for other types of diversity.

Source: Kessler Foundation 2017 National Employment and Disability Survey

Preparing Students for Work

Monique Cribbs, manager of the Career Studio at Metropolitan Community College (MCC) in Kansas City, Missouri, says it’s essential to give students with disabilities the tools they need to be prepared for an interview and to enter the workforce.

MCC provides career preparation through mock interviews and small career fairs. The smaller scale of these events is more accessible to students who might not have much work experience or to those who might be nervous about talking to potential employers. Career Studio staff also coach students on what is legal for potential employers to ask during an interview about a disability.

The United States’ gross domestic product could see a boost up to $25 billion if just 1 percent more of persons with disabilities joined the labor force.

Source: Accenture, AAPD, DisabilityIN

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resources to be fully accessible, Dagit says, “modeling for all participants how to make [accessibility] ubiquitous and normative.”

Businesses can help improve the pipeline of employees with disabilities by asking for student candidates when they are recruiting at colleges and universities. “A company typically has seven to 12 schools where they do most of their recruiting,” Dagit says. “If those companies leverage their relationships with the schools and say, ‘I need to see students with disabilities as part of the pipeline,’ it will motivate schools to do that outreach to students receiving services.”

Dagit calls this type of action “creating the pull.” In other words, the onus isn’t just on colleges and universities to push students with disabilities into the arms of accepting employers; rather, employers can proactively include people with disabilities, which can influence the creation of more equitable policies within higher education.

According to McDermott, one main benefit of hiring people with disabilities is tapping into the potential of a vastly underutilized workforce. “Employers gain access to a whole group of people who have not been given the opportunity to work in the world. They’re people who show up on time, appreciate their job, and respect their co-workers. They come to work with an especially positive attitude because they haven’t been given opportunities elsewhere,” he says.

As for the students themselves, Augustine says they need to meet their challenges head on, no excuses, as her mother taught her to do. “You need a growth mindset and you need grit to overcome and balance out the deficits. That’s true of anything.”

Ginger O’Donnell is a senior staff writer for INSIGHT Into Diversity. Kelsey Landis is editor-in-chief of INSIGHT Into Diversity.
CRADLE-TO-PRISON PIPELINE BECOMES CRADLE-TO-COLLEGE PATHWAY UNDER GROUPS’ EFFORTS

By Ginger O’Donnell

“Auntie, I really wish they’d have air conditioning in jail.”

It was a scorching hot summer in the Bronx. Ronnette Summers couldn’t believe what was coming out of her nephew’s mouth.

“Why would you say that?” she snapped.

“Oh, because that’s where my teacher told me I was going to wind up,” he replied.

Rodney, who is Black, was only 12 years old at the time. A student in special education, he had some “behavioral issues,” and he was “constantly, constantly getting suspended,” Summers recalls. He had been removed from the classroom so many times that he was still reading on a pre-K level.

Looking back, Summers sees the vicious cycle for what it was. “Rodney would just get up and do something foolish when he felt like the work was getting too hard for him because he knew they would kick him out of the class,” she says.

As a child of color and a student with a disability, Rodney was statistically more likely to be suspended from or arrested in school.

Inequities persist when it comes to who is punished and how harshly, both in and out of schools, despite a national decline in the overall numbers of children who are becoming involved in the juvenile justice system, according to Girls for Gender Equity (GGE), a Brooklyn-based advocacy organization for young women of color.

But some organizations have made significant gains in cutting off the pipeline to prison and creating pathways to college. This is a much-needed component of diversity, equity, and inclusion work at colleges and universities across the country.

The Children’s Defense Fund (CDF), a national child advocacy and research organization, works alongside parents, caregivers, youth activists, and other youth justice experts to combat these inequities.

They are transforming the cradle-to-prison pipeline into a cradle-to-college pathway for all young people, with a particular focus on populations from underrepresented groups. Reforms that they have spearheaded in New York and California, home to some of the most diverse youth populations in the country, demonstrate their pioneering work.

Institutions of higher education are also working to combat the cradle-to-prison pipeline through efforts such as research and data collection, student scholarships, and teacher training programs.

Underrepresented groups who are disproportionately targeted by punitive discipline include Black and Brown youth, children with disabilities, foster youth, LGBTQ individuals, girls of color, English language learners (ELLs), children with post-traumatic stress disorder (PTSD), and poor children.

Living in communities with heavy police surveillance, a lack of family or financial support, homelessness or housing instability, reduced access to education or employment, and vulnerability to exploitation and trafficking lead to these inequities, according to Julia Davis, director of youth justice and child welfare at CDF-NY, the New York branch of CDF.

A major focus of CDF’s work across the country is reducing this disproportionality. Advocates take a multi-pronged approach, from increasing the number of Title IX officers in the New York City public schools to prevent gender-based violence, to working directly

KEY TERMS

“School-to-prison pipeline” and “cradle-to-prison pipeline” are both terms that acknowledge the systemic, institutional forces that cause certain groups of children to come into frequent contact with the juvenile justice system. “Cradle-to-prison pipeline” communicates the reality that some children — for instance, those who are poor or whose parents struggle with addiction — are born into circumstances that make them more likely to be arrested or incarcerated.

“Justice-involved” is a broad term describing any individual who has interacted with the juvenile or criminal justice system.

“Disproportionality” refers to the fact some populations are over-represented when it comes to suspensions, expulsions, arrests, and criminal charges, despite the fact that they are underrepresented within the general population.
with young people with disabilities and ELL children living in Long Beach, California, whose parents need help navigating the rights and protections their children are guaranteed under individualized education plans.

To avoid the fate he expected for himself, Rodney switched schools and eventually improved his reading skills. When asked to describe what changed for her nephew, setting him on a path toward educational attainment, Summers’ answer was simple: “He stopped getting suspended.”

ELIMINATING EXCLUSIONARY SCHOOL DISCIPLINE PRACTICES
A crucial part of clearing the pathway to college is reducing exclusionary discipline policies at K-12 schools. Such policies include suspending students for long periods of time, often for vague and highly subjective infractions.

This practice leads to school pushout — the removal of children from school environments when they most likely need counseling or caretaking. Removing them from this safe haven when they are most vulnerable often increases the likelihood that they will have negative interactions with law enforcement in the future.

Punitive discipline also does nothing to change student behavior, CDF-California’s (CDF-CA) executive director Shimica Gaskins says. “Suspensions in schools, they’re not accountability. They’re an isolation and rejection method,” she says.

A 2016 article in The Atlantic illustrates how this practice affects underrepresented students at higher rates. It describes how an in-school police officer slammed a Black girl to the floor after she refused to put away her cell phone. She was later arrested, along with a classmate who was punished for recording the event on her cell phone.

Susiencing or even arresting students for subjective reasons is a widespread practice in America’s public schools. Such offenses are given a variety of confusing names, from “boisterous behavior” in South Dakota to “annoying conduct” in Alabama, according to the article.

Advocacy organizations and institutions of higher education advocate for the following solutions to address the widespread problem:

- Push for laws that limit the length and sometimes even the option of suspensions and expulsions as well as the acceptable criteria for taking such punitive action.
- Address implicit bias as a root cause of disproportionality when it comes to high levels of school discipline and police contact for underrepresented groups.
- Advocate for the eventual removal of police officers in schools.
- Invest in “restorative justice” practices and social emotional learning as a way to both prevent and resolve conflicts in school.
EXPLAINING THE GROWTH OF JUSTICE-INVOLVED GIRLS

The increase in justice-involved girls is the result of several interwoven social factors. Here are some of the major contributors:

- **Child sexual abuse and gender-based violence**

  Learn more by reading *The Sexual Abuse to Prison Pipeline, issued by the Georgetown Law Center on Poverty and Inequality in conjunction with the Human Rights Project for Girls and the Ms. Foundation for Women.*

- **The phenomenon of “over-intervention”**

  This refers to the tendency of the child welfare system to take seemingly protective action, such as placing a girl in a group home, in situations where they wouldn’t intervene for young boys. Such actions, says Ashley Sawyer, JD, director of policy and government relations at Girls for Gender Equity, often have an inadvertently detrimental effect. For information about this problem, check out *Gender Injustice: System Level Juvenile Justice Reforms for Girls.*

- **A form of racial and gender bias called “adultification bias”**

  Adultification bias occurs when negative stereotypes toward Black and Brown women are projected onto Black and Brown girls, causing girls of color to be upheld to adult standards rather than to developmentally appropriate ones. Learn more from this video [http://bit.ly/2yZQFAj](http://bit.ly/2yZQFAj) and check out the report *Listening to Black Women and Girls: Lived Experiences of Adultification Bias.*

One recent reform initiated by the Trump administration has undermined these efforts. In December 2018, the White House issued a school safety report recommending that the U.S. Department of Education eliminate Obama-era guidance designed to reduce the number of students of color who are harshly disciplined in America’s public schools.

“We’ve been working so hard to change the punitive school climate and to recognize the role it plays in mass incarceration in our country,” Gaskins says. “Rescinding that guidance really denies students’ experience in schools and also denies that schools have a responsibility to be a safe haven for our children.”

CHALLENGING IMPLICIT BIAS

Implicit bias training for educators and law enforcement is essential to improving discipline policies, Gaskins says.

“At CDF, we really see how racial bias in schools, both implicit and explicit, is one of the biggest contributors to the pipeline. It can really override good policies until schools and districts tackle this issue directly,” she says.

Charlotte Pope, CDF-NY’s education justice policy manager, helps conduct four-hour implicit bias workshops with members of the New York Police Department (NYPD) who are training to become school safety agents. CDF-NY has also implemented a city-wide warning card program so school safety agents can refer students with behavior problems to school administration or counseling as opposed to arresting them or summoning them to appear in criminal court.

Meanwhile, the NYC Coalition for Educational Justice (NYCEJ), a parent advocacy organization, recently won a $23 million investment from the city for anti-bias training for teachers, administrators, and staff. These trainings educate school personnel about the reality of disproportionality and the relationship between subjective discipline referrals and the prison pipeline, Pope says.

CDF-CA is still developing its implicit bias strategy, Gaskins says. It’s a sensitive topic for a lot of educators, and many are resistant to it, she adds. For instance, the school board in Orange County recently voted to initiate implicit bias training for teachers, and “there was a big uproar,” Gaskins explains.

ELIMINATING POLICE OFFICERS IN SCHOOLS

In an ideal world, there would be no police officers in schools, advocates at CDF say. They argue that these safety agents generally do not make campuses safer. More importantly, they can significantly contribute to school pushout.

“Police are trained to look for criminal activity. So, when you put them into schools, usually they will find it based on their training. While safety is important and a precursor for students’ learning, having police on campus doesn’t actually promote that,” Gaskins says.

The girls surveyed in GGE’s *The School Girls Deserve report* said that school safety agents “did not make them feel safe but rather criminalized in school, constantly surveilled, and imprisoned.” In addition to eliminating police presence, they advocate for the removal of metal detectors as well, which they say create a “prison-like atmosphere.”

CDF-CA leads discussions with local communities about how and why to divert the nearly $70 million that goes toward state school police officers into other educational investments.
In New York, CDF has endorsed the national Dignity in Schools Coalition’s (DSC) “Counselors Not Cops” campaign. According to DSC’s website, it’s a “set of policy recommendations [that] calls on schools, districts, states, and federal policy-makers to remove any law enforcement assigned to be present on a regular basis in school.”

RESTORATIVE PRACTICES AND SOCIAL EMOTIONAL LEARNING

If on-site police officers and punitive discipline policies are negative forces that need to be mitigated, what are the preventative, proactive approaches that schools can take to have a positive effect? Advocates point to restorative justice (RJ) as well as an increased emphasis on social and emotional learning.

RJ is the philosophy that all community members are accountable for creating and maintaining a respectful school environment. When there is conflict, the RJ approach focuses on exploring the needs of the different individuals involved and repairing relationships through a process of mediation.

This approach is how Rodney learned to trust adults again, Summers says. When he misbehaved at his new school, expecting to be suspended, teachers responded to his behavior with curiosity instead of reactivity, and they figured out “what was really going on.” They realized that he felt embarrassed about his low reading skills and set him up in a separate room where he felt more comfortable asking questions.

Incorporating restorative practices into a school’s culture can reduce the need for the justice aspect, also known as the process of conflict resolution. Marc Brackett, PhD, founder and director of the Yale Center for Emotional Intelligence, incorporates these as part of the center’s RULER program, a training process for K-12 educators in social and emotional learning.

Such approaches are geared toward the adults in a school as much they are toward children.

“The importance of adult development cannot be overstated,” Brackett says. “One of the things that makes RULER unique is that the first year of implementation is focused on the adults developing their own comfort level and skills with emotional intelligence.”

Creating an entire school culture that attends to how students and teachers feel is a complex, step-by-step process. But at a basic level, Brackett says, school administrators need to think about how the people in their building or district feel. This approach is the foundation of establishing a more cooperative and equitable school climate.

The New York City public school system is taking this approach a step further. In June 2019, Mayor Bill de Blasio announced a school-to-prison pipeline reform package that includes bringing restorative practices to every school citywide.

The city will roll out this $12 million investment over a three-year period, Pope says, beginning with the training of district superintendents and principals and then implementing restorative justice action teams in schools.

MORE THAN BETTER DISCIPLINE POLICIES

Replacing punitive disciplinary practices with more effective, respectful ones is just one aspect of creating a school climate that puts all children on a path toward higher education. As stated in GGE’s The School Girls Deserve report, “most research on school pushout focuses on how young people experience harsh discipline in school, [but] school pushout goes beyond discipline.”

Summers says culturally responsive education, in which underrepresented students are actually represented in the curriculum, is key to keeping young people engaged.

Summers became a parent activist with the New Settlement Parent Action Committee in the Bronx, part of NYCCEJ. She didn’t want any other child to experience the alienation that Rodney felt for so long.

“Culturally responsive education is really about seeing the students for who they are and showing them that they’re valued,” she says. “If you’re on a teacher’s path, you should be taking classes around culturally responsive education. You should be taking classes about alternatives to punitive discipline. You shouldn’t have to wait until you get into the schools to figure it out.”

She envisions a world where every single child in the U.S. is shown the path toward college.

“What I’m hearing,” Summers says, “is that the school-to-prison pipeline issue is improving because not as many children are going to prison. I don’t care if it’s one. That’s too many for me.”

Rodney definitely beat the odds, his aunt says. Today he is 19 and a graduate of KIPP NYC College Prep High School. He begins college this fall.

Ginger O’Donnell is a senior staff writer for INSIGHT Into Diversity.
OSU has a strong diversity champion.

As a first-generation college student, Dr. Jason F. Kirksey came to OSU as a walk-on football player in 1985. He left with two bachelor’s degrees and a master’s degree in political science. Dr. Kirksey went on to earn a doctorate in political science from the University of New Orleans in 1997, and since 2009 has championed inclusiveness as OSU’s Vice President of Institutional Diversity.

In 2018, Dr. Kirksey received the Commission on Access, Diversity and Excellence Distinguished Service Award from the Association of Public Land-grant Universities. This award is presented to one recipient nationally who broadened access and opportunity, and contributed to the achievement of diversity.

While his list of diversity awards is impressive, Dr. Kirksey’s efforts make a meaningful difference where it matters most – impacting dialogue, collaboration, and how we treat one another as students, faculty, and staff on our campus.
As the United States experiences historically low unemployment, it may be hard to fathom how higher education, the sector responsible for educating and training many of the country’s workers, could have a job market in crisis. Yet state budget cuts and declining enrollment nationwide have led to thousands of faculty layoffs in recent years and an increasing reliance on teaching staff who are underemployed or work on a contingent basis.

But one group, Beyond the Professoriate (Beyond Prof), provides workshops, career coaching, and other services for graduate students and PhDs looking to earn a living outside of higher education.

Groups such as Beyond Prof could become more important if the job market in higher education continues along the same path. More than 2,400 faculty members have lost their jobs due to the increasing rate of closure for private, nonprofit, liberal arts institutions since 2016 alone, according to research conducted by The Chronicle of Higher Education.

Recent mass layoffs include the elimination of 29 faculty positions, including 18 tenured or tenure-track faculty, at Western Illinois University in spring 2019. At Wheeling Jesuit University in West Virginia, nearly 40 percent of full-time teaching staff lost their jobs when the school decided to eliminate liberal arts programs last spring.

An increasing reliance on what the American Federation of Teachers calls the “contingent instructional workforce” compounds the problem. These positions include graduate employees, adjunct instructors, and full-time, non-tenure-track faculty, all of whom tend to earn lower pay and have less job security than those in traditional faculty positions.

Almost 75 percent of the higher education instructional workforce today operate on contingent appointments, according to the American Association of University Professors, which campaigns against the growing trend of faculty contingency.

L. Maren Wood, PhD, co-founder of Beyond Prof, says her experience in academia was a typical one. After completing a doctorate in history in 2009, she spent three years unsuccessfully hunting for a faculty position.

“I was burnt out applying for jobs and getting nowhere, but I was ill equipped to [change] career tracks and had never thought about doing anything else,” Wood says. “Like a lot of PhDs, I went into academia right out of my undergraduate program and hadn’t really been exposed to other kinds of jobs in the creative economy.”

Realizing that many unemployed academics were having the same experience, Wood and Jennifer Polk, a friend and fellow history PhD, decided to create the online meeting space for frustrated jobseekers in higher education where they could learn about transitioning into what are commonly known as alternative-academic (Alt-Ac) jobs.

While many of Beyond Prof’s users are graduate students looking to explore different career paths, others are faculty leaving academia by necessity.

“We have a lot of people who are in long-term contingent faculty positions that are not getting [their contracts] renewed, where they’ll be at an institution for five, six, or seven years and then are essentially let go,” Wood says. “Others are in a faculty position that’s a poor fit but have no opportunity to change jobs because it’s hard enough to get one job [in academia]; getting a second is almost impossible.”

For some, leaving academia can be “a psychological blow,” she says. Research and teaching have become a major part of their personal identity, and they worry that employment outside of higher education will not be fulfilling.

“There’s a real fear that the kind of work they will do won’t be creative and won’t be as rewarding,” Wood says. “This comes from the lack of exposure to other careers and getting locked into an academic culture and mindset where we only know other people who work in [colleges and universities].”

One of the first steps for new jobseekers is to examine what motivates people in their work so they can begin connecting those values to career options they had likely never considered before. Those who enjoy teaching, for example, may realize they like the ability to mentor, advise, and help others grow professionally, which translates perfectly to a career in management, Wood says.
Another crucial step is helping job seekers understand they have skills that can be applied outside of scholarly research and teaching.

“I wrote a thesis in American gender and sexuality representations in 18th century literature but realized that subject matter expertise isn’t exactly going to directly tie into a lot of jobs,” Wood says. “The problem, though, is we so often narrowly identify ourselves within our academic areas of specialization and think that’s all we know how to do.”

Instead, Wood realized she had expertise in areas such as project management and motivating others, which are typical assets for scholars and faculty, she says. Many people who have gone through the work of earning a PhD and teaching in a college classroom also possess skills such as storytelling, problem-solving, and time management that are coveted by employers, she says.

To help users better see “pathways forward,” Beyond Prof also hosts monthly webinars with professionals who have successfully transitioned out of higher education careers into industry, nonprofit, or government work, Wood says.

In the webinars, participants explore what energizes them about their career and how it connects to values and skillsets that often go hand in hand with working in colleges and universities. A medical science liaison, for example, can be a rewarding career for academic scientists whose main goal is to improve lives by deepening their understanding of medicine and health, Wood says.

Regardless of which career path they choose, the important point for PhDs to remember is that a doctorate degree does not limit them to academia.

Those who plan to go into academia should be aware of other career opportunities and should be better prepared as professional job seekers, Woods adds. Beyond Prof recently began offering professional development services to colleges and universities that want to help their graduate students prepare for job hunting, whether in academia or in industry, after graduation.

“We see so many cases where people really believe there’s nothing else they can do that will make them happy, and that can take an enormous psychological and financial toll,” Wood says. “Lifelong career exploration is critical to knowing what you’re good at and what you actually like to do.”

Mariah Bohanon is the associate editor of INSIGHT Into Diversity.
An apprentice network that started in Chicago to train future employees for the corporate sector as they pursue a free college education is now addressing larger social issues, and leaders of the initiative hope to spread the model to more cities around the country.

Chicago’s first Black female mayor, Lori Lightfoot, lauded the Chicago Apprentice Network at an event recently. The network, founded in 2017 as a joint effort by Aon and Accenture, now connects roughly 485 apprentices to 25 companies in Chicago alone, including Walgreens, McDonald’s, and JPMorgan Chase.

“I think about the person I was when I was 18,” Lightfoot told a group of apprentices and business leaders in July, “needing an extra boost and someone reaching out to me and telling me that I could do more. … I am so grateful for the opportunities employers across the city have committed to our young people.”

Ed Richardson, 27, is one of those people who earned an opportunity to pursue a career he never envisioned for himself. He was working a “dead-end job” as a security guard at a company that was moving its operations to Mexico. Richardson started the job search.

He saw a listing one day for an apprenticeship — no experience needed — with Aon, a global professional services firm that provides health retirement and reinsurance solutions.

“It was all over the opportunity,” Richardson says. He applied and was accepted. As part of the apprenticeship, Richardson enrolled in a two-year degree program in marketing management with a focus on insurance at Harold Washington College, one of the City Colleges of Chicago, and Aon paid his tuition. After graduating in December 2018, Richardson accepted a full-time job as a reinsurance broker at the company.

The apprenticeships are key to employee retention and to increasing diversity at the company that employs 50,000 individuals worldwide, says Daniel Serota, manager of public affairs at Aon.

Before adopting the apprenticeship model, company leadership had become frustrated with three-month internships that “never turned into anything,” Serota says. Aon started with 25 apprentices in 2017 with roles focusing on insurance, human resources, and information technology. They earn a full-time salary with benefits in addition to full college tuition. Aon’s second graduating apprentice class will complete their degrees in December.

“A lot of these individuals don’t come from the corporate background,” Serota says. “They worked in retail, construction, or are

Since the original 2016 pilot apprenticeship program in Chicago and San Antonio, Accenture has established programs in Atlanta, Boston, Columbus, Detroit, Seattle, San Francisco, St. Louis, and Washington, D.C.
right out of high school and never had a job before. This program gets them used to Aon, and in six or seven months, they’re going to be doing the job and busting their butt doing it.”

Tiffany Spraggins, 31, started a full-time position as a functions tester — someone who tests the functionalities of software or an application — for Accenture in July after a successful apprenticeship program. Accenture’s offices in Chicago have seen increased diversity in where their employees live in the city.

“The apprentices add diversity to the zip codes where our employees come from. That’s the importance of giving everyone in the city of Chicago equal opportunity,” Verma says. “That one apprentice who is getting that job may be coming from an area where maybe professional jobs are not the norm. Then that person is affecting four other people. Over time, the social change will happen just by providing the opportunity.”

Chicago’s mayor has placed an emphasis on community groups and faith-based organizations to help address the city’s problems, among them gun violence and youth unemployment. Lightfoot says the apprentice network shows promise for young people like Richardson, the Aon apprenticeship graduate.

“I still have conversations with some of my best friends. They say, ‘[Corporate] is not for me.’ I tell them to just give it a chance,” Richardson says. “Once you get past the feeling that you don’t belong, you start talking to people and you realize they’re just normal people. Then you start talking to people and you realize you’re just normal people. Then that person is affecting four other people. Over time, the social change will happen just by providing the opportunity.”

Spraggins believes the apprenticeship model will change lives.

“I feel like the apprenticeship program is going to change the tide of the way things have been [in Chicago] for the past 50 years,” she says. “Even if I had gone to an elite school and was recruited, I don’t think I would have gotten the exposure to the professionals and city officials had I not come through Accenture.”

A perceived lack of racial diversity in the corporate world can sometimes cause anxiety among his friends from the South Side of Chicago, Richardson says. “Some people never got out of the

According to their website, the AON apprenticeship program was developed as part of the company’s Unmatched Talent Agenda, one of Aon’s three strategic pillars. It focuses on recruiting a diverse and talented workforce, developing their colleagues, and ensuring they have the support and resources to grow their career within the firm. One of the key objectives within this pillar is to harness young talent and build a pipeline of future leaders.

Bringing in “green” individuals rather than highly educated interns from the top 10 or 20 universities meant Aon could train apprentices to “do things the way managers wanted things done,” Serota says. Additionally, the things apprentices learn in the classroom directly apply to their jobs.

Accenture, a global professional services company, piloted its apprentice program in 2016 in Chicago after then-Mayor Rahm Emanuel challenged businesses to employ graduates from the city’s community colleges.

The company started off with just a handful of apprentices, but they’ve since expanded the program to Accenture offices nationwide with roughly 450 apprentices to date in fields such as cybersecurity, digital, data analytics, and cloud migration, says Pallavi Verma, senior managing director for Accenture’s Midwest region.

“We’re very excited about the talent and to provide a job at Accenture to individuals who might not have otherwise had the opportunity,” Verma says. Apprentices at Accenture have generally just completed their two-year college degree or are close to doing so. If they’ve done well after a three- to 12-month apprenticeship, Accenture offers them a full-time job.

In 2017, Aon and Accenture partnered to form the Chicago Apprentice Network in an effort to encourage other businesses in the city to adopt the model. The two companies, with the help of the network and the Business Roundtable’s Workforce Partnership Initiative, developed a playbook to help other companies get started.

Network leaders hope to grow the program to 1,000 apprentice opportunities in Chicago by 2020, Verma says. “Getting to scale at that level starts to make a difference socially to a broader group of individuals,” she adds.

Since implementing the apprenticeship program, Accenture’s offices in Chicago have seen increased diversity in where their employees live in the city.

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Racial and ethnic disparities in high youth unemployment areas in Chicago Public Use Microdata Areas (PUMAs), which are statistical geographic areas.


South Side and never had the chance to interact with people of different races. They built it up in their head,” he says.

But the apprenticeship programs at both Accenture and Aon have proved effective in increasing diversity at both companies.

“If you’re recruiting from city colleges, which are in the range of 75 percent Black or Latino,” Serota says, “and when you think about the different types of diversity that comes into the city of Chicago, those are the individuals who come into our firm. … It changes the way we think. We want to be localized, and we want people in our city to get jobs and get careers.”

Apprentices from underrepresented groups bring new ideas and innovation to Aon, Serota adds. Verma says they have had the same effect at Accenture.

“We were not looking at this pool of talent before,” Verma says. “Now
we’re getting access to a set of talent that we didn’t have access to before. As an added benefit, the group of people coming out of community colleges is more diverse. … When you have more diversity in your company, you have better diversity of thought.”

The apprenticeship model works differently for each business, Verma says, but companies are increasingly becoming interested.

“We are definitely looking to expand the Chicago Apprentice Network idea to other cities across the U.S.,” Verma says. “If you understand within your organization what kind of roles would fit an apprenticeship model, and if you have good frontline managers who are willing to do something different, it can be done.”

But inclusion is equally as important as diversity, Spraggins says. As an employee at Accenture, she says she is treated with respect.

“I never felt like an apprentice,” she adds. “That’s the number one thing I like about coming to work. I feel included. I feel respected.”

Tiffany Spraggins

These efforts make a difference in the lives of individuals, says Richardson, who plans to begin online classes toward a bachelor’s degree in leadership studies this fall at DePaul University in Chicago while he continues to work full-time at Aon.

When asked what advice he would have for someone thinking about pursuing an apprenticeship, Richardson says they should be ready to take experiences as they come. His family also reminds him to be humble.

“Focus on the long-term and give it a chance,” he says, “because what else are you going to do? Why not let someone give you something to do and see if you can take to it? When you see other apprentices doing good things, reaching leadership, you see you can do it and move on up too.”

Kelsey Landis is editor-in-chief of INSIGHT Into Diversity.

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From Classroom Leader to College President, One Woman of Color Works to Close the Gap for Underrepresented Employees

By Mariah Bohanon
Growing up in the small town of Clarksville, Missouri, Katherine Conway-Turner, PhD, says she never knew a Black person with a college degree.

Today, she leads a bustling urban campus where 9,000 students, nearly 3,000 of whom are African American, pursue their higher education goals.

As president of Buffalo State College (BSC) in Buffalo, New York, she is among only 30 percent of college and university presidents who are women and the 5 percent who are women of color, according to the American College President Study from the American Council on Education.

While it’s an elite position, climbing the ranks of higher education leadership was never Conway-Turner’s main goal. The only place she set out to be a leader in was the classroom.

“Students often ask me if I always wanted to be a president and how that happened, and I tell them it was never even on my radar. What I wanted to do was be a wonderful faculty member, the kind that really moves students forward,” Conway-Turner says.

As a psychology professor from a low-income, first-generation background, she says it has always been apparent to her “how important it is to create a supportive environment for all students, particularly those who are underrepresented or don’t have the understanding of how to navigate the college experience.”

Her dedication to not just teaching students but guiding them through their higher education journeys caught the attention of superiors and mentors early on in her career. They encouraged her to see herself as a leader, she says.

While Conway-Turner’s personal background would in many ways be considered a disadvantage, she says it was an asset.

“Being from the Midwest, being from a small community, and being so excruciatingly poor when growing up gave me a work ethic, and that’s what has really helped me,” she says. “When I see an obstacle, I find a way around it because the way I was raised, we would not have survived if we took no for an answer. That basic sense of being community-minded and working really hard are attributes which have served me in every role I’ve ever had.”

Attending the predominantly White campus of the University of Kansas in the 1970s as a Black woman majoring in microbiology built the foundation for Conway-Turner’s commitment to diversity and inclusion in higher education.

Groups such as the Black Student Union helped her find a sense of community while supportive faculty members “helped this young girl who really didn’t know anything about the college experience find success,” Conway-Turner says. The encouragement of her faculty advisors helped her decide to pursue graduate school and eventually earn her PhD in psychology at KU in 1981.

Since then, she has taught psychology, family studies, and women’s and gender studies at universities in California, Delaware, Georgia, Maryland, and New York. She became a program coordinator, then director, a department head, and then dean. At State University of New York (SUNY) Geneseo, she served as...
and former president of Lake Michigan College, who Conway-Turner credits with being an early role model for female leadership. Johnetta Cole, PhD, the first woman president of Spelman College and a famous civil and women's rights activist, has also had a powerful influence on Conway-Turner's career through her advocacy of Black female leadership, she says.

“There are many people who may not embody your experience, your gender, and certainly not your racial background who are willing to be supportive and can be a great champion for you in your career,” Conway-Turner says, adding that White male advisors mentored her from the time she was an undergraduate through her postdoctoral work.

Today, Conway-Turner gives back by “trying very hard to be the role model for other [women of color] that I didn’t have myself,” she says. Her volunteer work includes serving as a mentor for an NCAA program for women who want to become college athletic directors.

Conway-Turner also recommends all institutional leaders work on their ability to identify faculty and staff who have leadership qualities but may not aspire to leadership roles. This ability is especially important when it comes to supporting the advancement of employees from underrepresented or marginalized backgrounds, she says.

“You’ve got to recognize the great people that you have and not wait for them to come to you to say they’re interested in advancement, but always be on the lookout for those amazing people on campus who could be your next leader, director, or dean.”

The diversity of perspective has helped her cultivate a diverse group of senior leaders at BSC that bring both talent and a variety of perspectives to the table.

The diversity of perspective has helped the college evolve into a multicultural campus, increasing the number of students of color from 23 percent in 2010 to more than 50 percent last year, earning it the designation as first in Opportunity Diversity Inclusion and Growth (PRODiG) initiative. The initiative aims to use “research-informed and data-driven best practices to expand the pipeline of talent, improve hiring practices, and strengthen retention policies,” SUNY leadership wrote in a memo earlier this year.

The university system hopes to hire 1,000 faculty members within a decade who are from underrepresented backgrounds in a direct attempt to bridge the gap between the diversity of its students and educators. While nearly 30 percent of SUNY’s students in fall 2018 came from underrepresented racial and ethnic backgrounds, that number was only at 8.6 percent for faculty.

The PRODiG award has already enabled BSC to hire three new faculty members to help “modernize our Africana studies program,” Conway-Turner says, adding to an existing diverse faculty residency program and professional development opportunities.

Growing the careers of underrepresented faculty and staff is an important part of her vision as a leader, and diversity and inclusion is central to that effort. The opportunity to make positive change at BSC inspired her to accept the presidency there, she says.

The diversity of the student body made it a “place where there was already a good foundation to build upon and address the needs and concerns of diversity,” Conway-Turner says.

“You’ve got to be intentional in understanding who you are and what you need to move forward, and I very much knew it was important to me to have people that understand the absolute strength of diversity.”

Mariah Bohanon is the associate editor of INSIGHT Into Diversity. Buffalo State College is a 2013-2019 INSIGHT Into Diversity HEED Award recipient.
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The Role of Diversity Leaders at US Business Schools

In the October 2018 business school issue, INSIGHT Into Diversity explored how chief diversity officers (CDOs) in business schools at three universities have positively influenced diversity and inclusion at their institutions. CDOs are playing an increasingly important role in schools of business. To follow up on this trend, INSIGHT interviewed three additional business school CDOs to explore how their experiences help them serve effectively at their universities.

University of Southern California Marshall School of Business

Sharoni Little, PhD, EdD, serves as associate dean and senior diversity, equity, and inclusion officer at the University of Southern California (USC) Marshall School of Business. Little views herself as a strategist, charged with pushing the Marshall community to ask “why” questions, including why the business school is prioritizing conversations about diversity, equity, and inclusion. She says this work is central to preparing leaders for a global economy.

“I have found that there are two kinds of approaches to diversity, equity, and inclusion efforts,” she says. “One is to burn the house down while you’re in it, ‘shame, shame, shame,’ and the other is, ‘This is a good thing to have. Here are some things to consider.’”

But Little rejects both of these and instead tries to be honest about the results of certain policies and practices, offering concrete tools to move forward. Much of Little’s focus since stepping into her role in the fall of 2018 has been on diverse faculty recruitment. In addition to developing a training program for all search committees, she encourages Marshall School employees to think deeply about why it’s important to have a diverse faculty in the first place.

“It’s not about window dressing or checking a box, but rather giving students a chance to interact with faculty who reflect the diversity of our society and who incorporate different perspectives,” she says.

Under her guidance, every department at Marshall has participated in foundational sessions around the history of higher education and its role in promoting the dominance of straight, cisgender white men, according to Little. Participants also explore the messages that are sent by underrepresentation such as the message that it’s unusual to have people of color in positions of power, that these individuals are somehow exceptional among their racial group.

Little’s education in rhetorical analysis — and her personal experience as the only Black woman in a PhD program and as one of the first Black faculty at USC — has taught her to closely examine, deconstruct, and ultimately challenge some of these dominant narratives.

“In higher education, faculty members are considered generators of knowledge. Students are consumers,” she says. To make sure people of color are in “generator” roles, not just “consumer roles,” Little partnered with USC’s admissions office to increase the number of students and faculty from underrepresented groups.

Little recalls her experiences in graduate school and her first teaching roles as a Black woman, during which she experienced overt racism and sexism. Today, she draws on that experience when she counsels student and faculty groups.

“When people say, ‘You must be special,’ or, ‘You must be different,’ it basically discounts your full identity and your lived experience. When I found out I was the first Black female admitted to my PhD program in 10 years, I refused to believe it was about ability or intellect,” she says.

Berkeley University’s Haas School of Business

David Porter, PhD, is the first chief diversity, equity, and inclusion officer at University of California, Berkeley’s Haas School of Business (Berkeley Haas).

Originally an industrial engineer, Porter says his new role involves similar problem-solving processes — breaking down complex problems, implementing structures to address these problems, and then “aggregating back up.” One of the issues he addresses is why certain groups are underrepresented or certain dynamics play out in the classroom.

His professional background helps him target these problems. As an academic and sociologist, he spent over 20 years researching unconscious bias and the psychological and social factors that affect how people perceive others.

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A broader “medium-term” goal, he says, is to work with all community members, including faculty, staff, alumni, and corporate partners, to instill “a flexible leadership style” in students. This flexible style helps future business leaders connect and collaborate with individuals from a range of identities, backgrounds, and perspectives.

When asked why a growing number of business schools are adding chief diversity officers, he says, “It’s a best practice. We’ve got to train leaders to be effective in a diverse world. It’s part of our value proposition as business schools.”

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Dawne Martin, PhD, is assistant dean for diversity at the Kansas State University (K-State) College of Business Administration.
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A Q&A with Joelle Murchison: Comparing Diversity and Inclusion Work in Higher Education and the Corporate Sector

By Ginger O’Donnell

Joelle Murchison was formerly vice president of enterprise diversity and inclusion at Travelers Insurance and most recently the associate vice president, chief diversity officer, and special adviser of diversity, inclusion, and external partnerships at the University of Connecticut. Murchison currently teaches at the University of Connecticut School of Business while also managing her own company, ExecMommyGroup LLC, an inclusion, public speaking, communication, leadership, and coaching practice.

You have been a chief diversity officer at a university and a vice president of diversity at a Fortune 500 company. What differences do you see between diversity, equity, and inclusion work in the corporate world versus in higher education? The main difference that I see is the focus on outcomes in the corporate sector. In that environment, there’s a clear focus around what the organization’s desired outcomes are, such as increasing their profits by selling a particular service or product. They are able to really apply any strategies to ensure that they’re meeting that desired goal.

The most concrete example [in terms of diversity and inclusion] is diverse slates, which means ensuring that a slate of candidates [being interviewed for a job] at a particular level in the organization must include a woman or a person of color. That requires a company’s sourcing strategy to be intentional and built on strong relationships with professionals of color so that there is a viable pool of candidates before positions become available. It’s not rocket science, but you would be surprised how often organizations don’t do their due diligence to make it happen.

In higher education, I think it’s a little more complex because those of us who are tangentially connected would assume that the desired outcome is the graduation of students. That is the product, essentially. You’re producing the next generation of leaders. But there are a variety of different factors that can play into that — for example, graduation rates, or the campus environment, or the success of an athletic team or program. I think it’s a little harder to nail down the specific desired outcomes.

As such, I think there is a little bit of difficulty in identifying the “what’s in it for me?” around diversity and inclusion. However, I do think that [strategies and outcomes] should be in alignment, and I think that’s part of the challenge as it relates to higher education.

Anti-racism work is a big focus area in higher education. Is it the same in corporate settings? Students on campus, from my perspective and my experience, are generally engaged in what you would consider to be social justice work. Students tend to be interested in how they might be able to dismantle particular policies or structures that do not embrace equality. There is a very clear focus by them on identifying who is wrong, whether it’s the university or some outside entity that they can direct their disdain toward. And that’s just not how it operates within the private sector.

In the corporate setting, the focus is more on really understanding diversity and inclusion, embracing and appreciating differences that people bring to the table, and then from a workforce perspective working to ensure that
opportunities are universally accessible. The private sector has a different narrative around diversity and inclusion, very different than anti-racism. I don't believe that most private sector entities are really equipped to address it, and quite frankly I think they try to stay out of what some would call a more "political conversation" rather than simply addressing how to ensure that there is universal access within the organization.

Students might encounter some challenges when they transition from the campus environment to the work setting. For example, when you are frustrated, or when you believe that there's something that's been done wrong, the actions that you need to take [in a work environment] are different than what you might have done on campus. Your response to an issue that you might think is discriminatory is not to make signs and have a rally in front of the company CDO's office.

Do you advocate for students on college campuses becoming more aware of how things work in the corporate world so they're better prepared? Absolutely. This is one of the topics I focused on in my class for undergraduate students studying senior level management. How can they transfer the skills that they’ve gained from the rallies and protests in order to take some of those issues to leadership in a tangible way that will allow them to really have some effective conversations and bring forth change?

This concept is based on students gaining a better understanding of how organizations work. There should be more steps taken to ensure that [students and administrators] are not adversaries. Rather, students should be included in processes to better understand how the university works. That will help prepare them for life in the workplace.

I am a firm believer that students should be exposed to leadership development opportunities that bridge them from simply participating in programs to learning how to develop and execute programs and events.

In the private sector, you don't get to submit a list of demands to the CEO and expect that they will accommodate your desires. That is the reality that students need to embrace. They need to gain the skillset that allows them to participate in dialogue. This will illuminate the multiple factors that have to be considered in order to create change.

What advice do you have for leaders in higher education regarding how to clarify outcome goals and get more community members involved?

Staff actually spend more time with students than faculty do when you think about it from an hourly perspective. Faculty have maybe an hour, three times a week, or a three-hour course once a week, but students interact with staff on a regular basis, whether it be in the dining halls, in the residence halls. ... I think there’s a responsibility in higher education to ensure that both faculty and staff are equipped to navigate and manage working with individuals from a variety of different backgrounds. That’s an area that is not always focused on in a centralized way. Sometimes it’s very haphazard.

Higher education can also benefit from ensuring that there is enough connection to the world outside of campus so as to be able to challenge the biases of faculty and staff influenced by things that may be happening in their communities.

That’s a human reality. It’s not about people being racist or sexist or homophobic; it’s about the fact that intrinsically as human beings we have some biases that we’ve been taught. And we don’t even realize that they come out in our day-to-day business operations or operations within our organizations.

Is this less of a problem in the corporate sector? The problem is the same across industry. I don’t believe it is any less of a problem in the corporate sector. The level of awareness is the challenge no matter what kind of organization. I do think that the corporate sector in many ways recognizes the impact of embracing inclusion to their bottom line. However, as long as students continue to apply to universities, there is not necessarily an incentive to change unless there is a significant public controversy.

Ginger O’Donnell is a senior staff writer for INSIGHT Into Diversity.
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Women Pursuing MBAs Find Support System Through Forté Foundation

By Mariah Stewart

The early 2000s was an exciting time for American business as information technology companies began to expand following the dot-com bubble.

Despite the promising growth in the business world, female enrollment in MBA programs was at only 30 percent in 2000, according to a study released that year by the University of Michigan and Catalyst, a global nonprofit research group that focuses on gender equality.

The study’s findings sparked an effort between a dozen companies and higher education institutions in 2001 to form the Forté Foundation, a nonprofit organization designed to help women enter and succeed in graduate business school.

“The study was really looking at why more women weren’t enrolled in MBA programs and why women weren’t advancing in business the way they were in law and medicine,” says Elissa Sangster, CEO and co-founder of Forté Foundation.

Nearly 20 years later, Forté Foundation has grown to include 54 MBA programs worldwide. The organization continues its mission to provide women with stepping stones to business education.

Forté provides connections to mentors, networking events, fellowships, leadership training, conferences, career programs, and Graduate Management Admissions Test (GMAT) preparation.

The foundation also connects women to corporate boards to help them find C-suite employment opportunities.

The foundation’s efforts have made a difference. Since 2001, female enrollment at Forté partner business schools has increased from 28 to 38 percent. Nearly 8,000 women have earned a total of $180 million in scholarships through Forté since 2003.

Sangster says she hears the most success stories coming from the Forté Fellowship and the MBALaunch program, which includes 10 months of access to a supportive networking system and GMAT preparation.

The financial and networking support offered through these programs is key for women to pursue an MBA, she adds.

The fellowship provides grants to qualifying full-time MBA students. Fellows also gain access to the foundation’s online networking group and inclusion in an annual résumé book distributed to partner companies, among other benefits.

MBALaunch helped advance career potential for Akilah Ffriend, director of strategies and operations for Viacom Digital Studios. Ffriend graduated from MBALaunch in 2017 and completed her MBA at Columbia Business School earlier this year.

Viacom Digital Studios is a startup company within Viacom that creates a digital landscape for major brands, including MTV.

A few years ago, when she started thinking seriously about attending graduate business school, Ffriend knew she could benefit from programs that would help navigate the MBA process.

“I am a first-generation American and first-generation college student, so I didn’t really have much guidance for what it really takes to apply to and [graduate]. I wanted a program that would really help me navigate through that world,” Ffriend says.

Advantages such as an online portal that connects applicants to business school admissions staff and discounted GMAT preparation books made the difference in her experience, Ffriend says. The program also connected her to peer groups in her area. “That peer group oftentimes becomes great friends. Three of us who were in that five-person group ended up attending Columbia,” she adds.

Erika James, PhD, is the dean of the Goizueta Business School at Emory University and a Forté member. She says the foundation has helped increase the number of women graduating with their MBAs.

James was introduced to Forté over a decade ago when she was a faculty member at the University of Virginia’s Darden Business School.

“I recall vividly how the classroom dynamics were adversely affected by skewed representation of men and women, and I felt that neither group was able to fully benefit from the learning opportunities,” James says. “This was particularly true in the case of discussion-based MBA programs where the student experience played a significant role in the learning outcomes.”

For eight years, James has facilitated Forté workshops on learning the intricacies of class participation and developing a voice in the classroom. James says her experience with the workshops has helped her understand incoming MBA students and how she could encourage them.

“Having insight into their strengths,
experiences, and concerns foreshadowed what I could expect in the MBA classroom and how I could prepare my classes to capitalize on and showcase the expertise and capability of these women,” James says.

In 2018, Goizueta had the highest percentage of women faculty among the top 25 business schools, according to business school news site Poets and Quants. Over the past five years, half of their faculty hires have been female, according to James.

“This doesn’t happen by accident, and I am grateful for our partnership with Forté, which continues to beat the drum for women in business,” James says. Without Forté, Ffriend says she’s not sure how her business career would have developed.

“Who knows if my goals would’ve been clearly outlined or if it would’ve taken more time to get there?” she says. “Within my school setting, I was able to emerge as a point person because I was so clear about what it was that I wanted to do, and I think Forté really helped that.”

Mariah Stewart is a staff writer for INSIGHT Into Diversity.
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- **Call Me MISTER®** increases the pool of available teachers from a broader, more diverse background.
- **The Charles H. Houston Center for the Study of the Black Experience in Education** examines issues that impact the educational experiences of African-Americans.
- **Clemson Career Workshop** supports college readiness of high-achieving students from diverse populations.
- **Emerging Scholars** helps establish a college-going culture among students from the state’s economically disadvantaged areas.
- **The Erwin Center Summer Scholars Program** gives students from HBCUs and other universities an opportunity to engage with marketing, advertising and communication professionals.
- **The Harvey and Lucinda Gantt Multicultural Center** supports and advocates for all Clemson students’ needs while providing diverse and experiential learning opportunities.
- **PEER/WISE** provides collaborative experiences for underrepresented students and women in science and engineering.
- **Tiger Alliance** mentors and prepares African-American and Hispanic high school males for college entrance and success.

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The summit is open to high school and college students, community leaders and professionals.
Interview with an Expert: How PricewaterhouseCoopers Recruits Diverse Students

By Mariah Bohanon

With a global workforce of more than 250,000 employees, PricewaterhouseCoopers (PwC) is the fifth largest private company in the United States, according to Forbes. Having won numerous accolades for workplace diversity and inclusion, the company ranks sixth on employer research firm Universum’s 2018 list of most attractive employers for business students worldwide.

Rod Adams, U.S. and Mexico Talent Acquisition Leader, has worked for PwC since 1995, conducting an estimated 5,000 job interviews and earning recognition as a student recruitment expert from Business Insider and the National Association of Colleges and Employers. He talked with INSIGHT Into Diversity about how PwC recruits diverse students and what institutions can do to ensure underrepresented graduates are matched with inclusive employers.

Why is cultivating a diverse, inclusive workforce important to your corporation? Creating and maintaining a diverse and inclusive workforce to serve an increasingly diverse consumer and client base is vital to the success of virtually every business operating today. Today’s businesses cannot attract and retain talent, think nimbly and creatively, and forecast and solve for tomorrow’s issues without diverse representation throughout the ranks of an organization.

Diversity has been proven time and again to improve a company’s bottom line. Organizations that reported above-average diversity on their management teams also reported innovation revenue that was 19 percent higher than that of companies with below-average leadership diversity.

Can you briefly explain your company’s college recruitment strategy? We recruit from a broad variety of schools, including state and private schools, as well as historically Black colleges and universities (HBCUs). We are looking for students who are digitally curious and represent diversity of thought, experience, and perspective.

As we continue to strengthen our partnerships with HBCUs and historically diverse academic institutions, we ensure that we have diverse talent in the pipeline, and internally, we continue to educate our people around unconscious bias and blind spots. We are actively recruiting at 35 HBCU sources, up from seven sources previously, and have seen a 72 percent increase in hires from these sources over the year.

Internships are a major element of our strategy as well. The majority of our intern opportunities are for rising college seniors, but we do have a specific internship program for underrepresented minorities that are rising juniors. This program gives us an opportunity to identify top diverse talent earlier than our traditional internship timing. This
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The Isenberg School of Management will host our inaugural Inclusive Leadership Summit this October, in partnership with EY. As part of our commitment to making cultural competency a foundational skill for all our graduates, the summit will provide students with the tools, perspectives, and networking opportunities they need to enter the workforce understanding the real impact of diversity and inclusive leadership.

isesenberg.umass.edu/diversity
Growth in Racial Diversity Among Architects is Slow, but Experts Say the Conversation Continues

BY KELSEY LANDIS

Despite recent evidence showing racial diversity in the architecture field is growing slowly, prominent Black architects refrain from calling the increase an achievement. They say the conversation needs to continue and action needs to be more robust.
In 2009, nearly 80 percent of architects who completed the Architectural Experience Program (AXP) were White, and 67 percent were men, the National Council of Architectural Registration Boards (NCARB) reported this year. The AXP is an NCARB training program students take to become a licensed architect. Most jurisdictions require successful completion of the exam to practice as a licensed architect.

Since then, those percentages have improved slightly, according to NCARB, a Washington, D.C.-based licensing organization. In 2018, 66 percent of architects who completed the AXP were White, while 60 percent were men.

The council attributes the gradual improvement to better outreach to students across the country and to increasing diversity among architecture students, according to CEO Mike Armstrong.

Though the gaps may be closing, there is still a deep need for progress, especially when the categories are further broken down into race, ethnicity, and gender, says Mario Gooden, PhD, principal and founder of Huff + Gooden Architects and associate professor at the Columbia University (Columbia) Graduate School of Architecture, Planning and Preservation.

Fewer than one in five new architects identifies as a person of color, and in 2018 only 3 percent of architects who completed the AXP were Black, while 15 percent identified as Asian, and less than 1 percent as Hispanic or Latino, according to NCARB. Those numbers become even smaller among African American women. Only 0.3 percent of architects are Black women, according to architecture magazine Curbed.

"From what I'm seeing in schools, while in terms of gender there's some parity in enrollment, in terms of racial minorities, not much has changed," Gooden says. "It may, on the face of it, seem like there's some improvement, but … Black or African American enrollment is still pretty low — very low, actually."

The most promising growth in racial diversity was seen in early career stages, according to NCARB. There was a 4 percent increase from 2017 to 2018 — from 30 to 34 percent — in non-White or Hispanic candidates completing the AXP. That brought the percentage closer to that of the population in the United States, 39 percent of whom identify as either non-White or Hispanic.

An increase in racial diversity in early career stages means diversity among fully certified architects could grow in coming years. But it remains low among architects who complete their NCARB certification, a competitive edge that gives professionals the ability to seek reciprocity or to work in more than one jurisdiction throughout the U.S.

Only 2 percent of all NCARB certificate-holders in 2018 were Black, 5 percent identified as Asian American, and less than 1 percent were Hispanic or Latino.

Financial support in college and salaries are the main barriers to diversifying the pipeline of architects who go on to make achievements later in their careers, says Samantha Josaphat, president of the New York chapter of the National Organization of Minority Architects (NOMA). Female architects earn roughly $15,000 less than their male peers, according to a
EDUCATION AND CAREER

Josaphat adds. Josaphat had to work at a pizza shop to help pay for her education at Penn State University. She built models under the counter even as her peers ordered pizza to be delivered to the school’s studios.

“IT was a little joke for them to say, ‘I called to order a pizza and Samantha answered!'” Josaphat says. “I thought to myself, ‘It must be nice.’”

Josaphat founded her own architecture firm, STUDIO 397, as a way to make her degree “work for her.” The number in the name refers to the fact that she is the 397th Black woman listed in the Directory of African American Architects out of a total of 464.

But deciding against seeking great heights in traditional architecture is not necessarily a sign of failure. Students use their degrees to find success outside of the discipline, says Hazel Edwards, PhD, professor and chair of the Department of Architecture at Howard University. Edwards graduated from Howard with her Bachelor of Architecture in 1986.

“The [NCARB] report only shows part of the issue. It’s very quantitative, and I think we need to know more about the individual cases,” Edwards says. “When I graduated from Howard, I always had this focus of becoming licensed with the intent of going into practice, but we find more recently that our students are taking different paths.”

An architecture degree prepares students to become critical thinkers and to learn design thinking, Edwards adds.

“While many of our graduates do work in architecture firms, there’s an amount, almost equal, who go into construction management, project management, or urban design,” Edwards says. “If we were to drill down and understand the nuances of graduates and understand what their next steps are, I think we would find that maybe the path is a little longer, but ultimately many of our students do come back [to architecture].”

Columbia has also made strides in the interdisciplinary nature of architecture. The university tied its architecture program to the African American and African Diaspora Studies department through Mabel O. Wilson, PhD, who is the Nancy and George E. Rupp Professor of Architecture. She is also a professor in diasporic studies and associate director of the Institute for Research in African American Studies.

Wilson was not available for an interview before publication, but Gooden says her interdisciplinary work “goes a
long way in terms of visibility and attracting students in other disciplines to take courses in architecture.”

Taking part in networking groups such as NOMA or student organizations can help improve representation and community building.

At Columbia, the Black Students Organization is “doing a lot in terms of reaching out to faculty and professionals and actually engaging in the programming that’s now happening within these schools,” including architecture, Gooden says.

Josaphat says participating in NOMA has pushed her “to just keep on advancing because of the inspiration and motivation I get from the different members.” This national organization can be particularly helpful to architects of color who feel siloed in their firms, she adds.

NOMA’s annual conference aims to share success stories and also continue the conversation around diversity and inclusion. Hearing about accomplishments from peers chips away at the fatigue that can build up when constantly having to represent “diversity” in a mostly White firm, Josaphat says.

“You feel like you’re the only one in the profession until we get together and we see the great work we’re all doing,” Josaphat says. “I’m overwhelmed with the inspiration and motivation to keep on going. We’re all so segregated amongst the firms that every person counts to bring diversity to the table.”

To increase racial diversity among architecture students, however, universities need to start by putting more people of color in the front of the classroom, Gooden says. Edwards agrees. “I want students to have the opportunities that my classmates and I had and those that my classmates and I didn’t have,” Edwards says.

Josaphat became an adjunct associate professor at the City College of New York’s Bernard and Anne Spitzer School of Architecture primarily to show students of color what they can achieve.

“I wanted to show these diverse students at the city college that there are people who look like you who can be successful architects,” Josaphat says.

Kelsey Landis is editor-in-chief of INSIGHT Into Diversity.
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**Postdoctoral Positions in Mathematics**

University of Pennsylvania

At least one position of Hans Rademacher Instructor will be available beginning July 1, 2020. Candidates should have a strong research program and will participate in the Department’s undergraduate and graduate mission. Initial full-time appointment will be for one year with annual renewal up to two additional years contingent on satisfactory performance review and approval of the Dean.

Applications should be submitted online through MathJobs.org and include the following items: cover letter, curriculum vitae, research statement, teaching statement, publication list and at least 3 reference letters from mathematicians familiar with your work (one of these should comment on your teaching ability).

Review of applications will begin January 6, 2020 and will continue until the position(s) is filled.

The Department of Mathematics is strongly committed to Penn’s Action Plan for Faculty Diversity and Excellence and to creating a more diverse faculty (for more information see: [http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html](http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html) The University of Pennsylvania is an EOE. Minorities/Women/Individuals with disabilities/Protected Veterans are encouraged to apply.

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**Simons Collaboration on Homological Mirror Symmetry**

University of Pennsylvania Postdoctoral Fellowship

The Department of Mathematics at the University of Pennsylvania invites applications for a postdoctoral fellowship in the general area of Homological Mirror Symmetry. This position is open to candidates who have demonstrated excellence and productivity in research. A Ph.D. or equivalent degree in Mathematics or Physics is required. The fellow will be encouraged to interact and collaborate with Penn’s math faculty and with members of the other nodes of the Simons Collaboration on Homological Mirror Symmetry.

Applications should be submitted online through [www.mathjobs.org](http://www.mathjobs.org) and include a curriculum vitae and a research statement. In addition, applicants should arrange to have three letters of reference submitted online. Review of applications will begin November 1, 2019 and will continue until the position is filled.

The Departments of Mathematics is strongly committed to Penn’s Action Plan for Faculty Diversity and Excellence and to establishing a more diverse academic community (for more information see: [http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html](http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html) The University of Pennsylvania is an EOE. Minorities/Women/Individuals with disabilities/Protected Veterans are encouraged to apply.
Tenure-Track Position in Mathematics
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The Department of Mathematics invites applications for one tenure-track Assistant Professor position. We are especially looking for mathematicians whose work is in analysis. Responsibilities include teaching undergraduate and graduate courses in Mathematics and conducting research in the field. Ph.D. in Mathematics or closely related field is required by the time of appointment. Applications should be submitted online through Interfolio (apply.interfolio.com/66014) and include the following items: cover letter, curriculum vitae, research statement, teaching statement, a publication list, and at least 3 reference letters from mathematicians familiar with your work (one of these should comment on your teaching ability).

Review of applications will begin October 7, 2019 and will continue until the position is filled. It is anticipated that the position will start July 1, 2020.

The Department of Mathematics is strongly committed to Penn’s Action Plan for Faculty Diversity and Excellence and to creating a more diverse faculty (for more information see: http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html). The University of Pennsylvania is an EOE. Minorities/Women/Individuals with disabilities/Protected Veterans are encouraged to apply.

Simons Postdoctoral Fellows
in Mathematical Biology
University of Pennsylvania

The Program for Mathematical Biology of the University of Pennsylvania solicits applications for the Simons Postdoctoral Fellows in Mathematical Biology, as part of the Math + X activities supported by the Simons Foundation. Fellows will be intellectually independent, but supervised by two faculty mentors, one in the biological sciences and another in the mathematical sciences. Research areas of interest to prospective faculty mentors include mathematical modeling in evolutionary biology and ecology, genetics, biophysics and physiology as well as the mathematical analysis associated with problems that arise in these areas. The prospective applicant should have completed his/her Ph.D. in some area of mathematical biology, but any strong candidate whose work and experience has significant overlap with the areas mentioned above is welcome to apply. Such areas may include dynamical systems, the analysis of PDE, numerical analysis and scientific computing, probability theory, soft condensed matter physics or fluid mechanics.

We anticipate sustained intellectual activity in the Program with subsequent cohorts of fellows in future years, a regular seminar series, short- and long-term visitors, as well as workshops in specific areas of mathematical biology, as supported by the Simons Foundation. The Simons Postdoctoral Fellows are invited to be active participants in these activities.

The term of the Simons Postdoctoral Fellowship is two years, with a possibility of renewal for a third year. The starting annual salary is $63,000 plus benefits, with annual discretionary funds of $5,000 that the Simons Fellow may use for travel or supplies (computers etc.). The position comes with no teaching responsibilities, but teaching opportunities may be available if the Fellow desires.

Applications will be accepted until the positions are filled. Prospective Fellows are encouraged to contact possible mentors in advance of submitting an application. The anticipated start date is Fall 2019, but will be determined on a case-by-case basis.

Any questions about the fellowships should be directed to Yoichiro Mori (y1mori@math.upenn.edu) or to Joshua Plotkin (jplotkin@sas.upenn.edu), Co-Directors of the Simons Program in Mathematical Biology at the University of Pennsylvania.

The University of Pennsylvania is strongly committed to Penn’s Action Plan for Faculty Diversity and Excellence and to creating a more diverse faculty (for more information see: http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html) The University of Pennsylvania is an EOE. Minorities/Women/Individuals with disabilities/Protected Veterans are encouraged to apply.

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Faculty Position in Adolescent Development

The Stanford Graduate School of Education is seeking applicants for a tenure-track assistant professor position. Adolescence is a period of uniquely significant change that has effects on behavior, socialization, and society. We seek applicants who have broad research and teaching interests in youth and adolescence. Foci of research may include, but are not limited to, social, personality, and/or cognitive development, cultural perspectives, and the study of diverse adolescent populations in and out of schools. We especially welcome applications from researchers who consider implications for educational practice, who look at change over time, and who can interact with colleagues across multiple fields of inquiry. The successful candidate will teach courses in child and adolescent development at the Master’s and Doctoral levels.

The successful candidate will contribute to teaching and advising doctoral and masters students in the GSE.

Applicants are required to provide:
• a cover letter describing their research agenda and teaching experience
• curriculum vitae
• three scholarly publications
• three letters of reference.

This search is chaired by Professor Bill Damon.

All application materials must be submitted online. Please submit your application on Interfolio: https://apply.interfolio.com/66881

Application deadline is November 15th, 2019.

Questions pertaining to this position may be directed to Tanya Chamberlain, Faculty Affairs Officer, tanyas@stanford.edu.

Stanford is an equal employment opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, protected veteran status, or any other characteristic protected by law. Stanford also welcomes applications from others who would bring additional dimensions to the University’s research, teaching and clinical missions.

Our November 2019 Issue:
The HEED Awards

Our next issue will recognize the 94 recipients of the INSIGHT Into Diversity 2019 Higher Education Excellence in Diversity (HEED) Award for their outstanding commitment to diversity and inclusion. We will also celebrate Native American Heritage Month.

The advertising deadline is October 1. To reserve space, call 314-200-9955 or email ads@insightintodiversity.com.
The University of Nebraska–Lincoln (UNL) recently published an interactive online database that features records from over 500 court cases involving American enslaved persons who filed “freedom suits” — lawsuits in pursuit of freedom.

The project, called “O Say Can You See: Early Washington, D.C., Law & Family,” was produced by the Center for Digital Research in the Humanities (CDRH) at UNL. It can be found at earlywashingtondc.org.

The database “documents the challenge to slavery and the quest for freedom in early Washington, D.C., by collecting, digitizing, making accessible, and analyzing freedom suits filed between 1800 and 1862, as well as tracing the multigenerational family networks they reveal,” according to the website.

Freedom suits were an important legal challenge to slavery and slaveholders and were common across both the North and South. Viewers can download family guides that track freedom suits in multiple jurisdictions and use an interactive map to explore the early neighborhoods of Washington, D.C.

Users can also learn about key figures of the past, such as Ann Williams, who survived a fall from a three-story tavern in an attempt to escape a slaveholder who wanted to sell her to the South during her lengthy trial. Attorney Francis Scott Key — author of the poem that would later be used as lyrics for the national anthem — represented Williams.

The CDRH works with Minority-Serving Institutions to advance Digital Ethnic Studies by holding forums, offering internships for recent graduates, and seeking funding to offer workshops for faculty, according to UNL’s website.

Above Left: An illustration by Alexander Rider of Jesse Torrey, author of A Portraiture of Domestic Slavery (1817), listening to the stories of free people who had been kidnapped into slavery (via “O Say Can You See: Early Washington, D.C., Law & Family”)


By Mariah Stewart
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