José Andrés and the New American Dream

Celebrity chef and humanitarian José Andrés speaks with INSIGHT about food equity, immigrant rights, and how college students can change the world.
The fall 2020 semester represents a new beginning for our community.

We don’t seek a new “normal.” We aspire to reimagine and reinvent who we are, while remaining firmly fixed on our missions of education, research, service and care.

Such a community is one that accepts - and embraces - everyone for who they authentically are: especially for people and communities that have been traditionally marginalized or disadvantaged within society and, yes, within our institution.

Such a community does not tolerate hate, nor does it expect uniformity. It recognizes differences, not as points of division, but as powerful symbols of our common and shared humanity. Moreover, it also means we must examine and, in many cases, change and transform systems, policies and practices that have embedded racism or privilege for one group of people over another.

We have made progress as an institution. But we must recognize that it has not been enough, not if equity and inclusion are truly our goals and aspirations for this community.

Over the last few months, more than 500 members of our community joined our restart process – participating in workstreams around diverse areas and needs across the campus. It was as massive and comprehensive a process as any ever undertaken at UK.

For racial reconciliation, equity and inclusivity, we need a similarly comprehensive process and response.

We know that we are stronger when we work together, united behind a common vision and with uncommon resolve.

My deepest hope is that we proceed with a renewed and awakened faith in what our world can look like when we ask ourselves how we can do better - be better - for our brothers and sisters.

This campus fills me with hope.

Eli Capilouto
President

Learn more about our efforts at: go.uky.edu/dei
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By Mariah Bohanon and Mariah Stewart

COVER STORY: José Andrés and the New American Dream
By Mariah Bohanon
Cover photo by Ryan Forbes

Above: Duques Hall at The George Washington University School of Business
Our DEI Mission:
The Villanova School of Business (VSB) will be a leader in creating an inclusive, equitable and diverse community that serves all members and stakeholders and reflects the University’s commitment to equality, justice and mutual respect. VSB will also seek to increase the representation of underrepresented groups across race, gender, sexual orientation, ethnicity, socio-economic, religious and other social identities and backgrounds.

Here’s What We’ve Been Doing:

• DEI is a strategic priority within VSB’s 5-Year Strategic Plan

• Launched the VSB Office of Diversity, Equity and Inclusion

• Identifying ways to integrate DEI throughout the curriculum

• Implementing training for faculty, staff and students

• Creating space for safe and open dialogue

• Promoting Allyship within VSB

Visit us at business.villanova.edu to learn more.
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58  Student-Led Project Tackles Food Waste and Hunger for Communities in Need
Several higher education groups have announced that they will soon be issuing a series of reports that track the impact of the coronavirus pandemic on student enrollment and retention in “near real time,” according to the National Student Clearinghouse (NSC). The reports will focus on student transfer pathways, success, and completion rates beginning with the fall 2020 semester and ending in spring 2022.

The information, which will be available online for free, is intended to “enable schools, institutions, organizations, and policymakers to better adapt and serve students, particularly those from the most vulnerable populations, during the pandemic and beyond,” an NSC press release states.

The project is funded by grants from the education philanthropies Ascendium Education Group and the ECMC Foundation.

“Improving and refining transfer pathways to better meet the needs of students, especially those who have been historically underserved, will be one of the most important issues we address during and after the pandemic,” Sarah Belnick, ECMC Foundation’s senior program director for College Success, states in the NSC press release.

The reports will compare pre-pandemic data with continuously updated information on student pathways and success twice per semester, excluding summers.

Previous data show that one in two students transfers institutions over the course of their college career, with nearly one in five attending three or more institutions, according to the National Center for Education Statistics. Yet switching colleges often comes with multiple obstacles that delay or derail a student’s degree pathway, such as being unable to transfer course credit between institutions.

Research has shown that these obstacles inordinately affect underserved and underrepresented students.

Efforts to track transfer and dropout rates since the start of the pandemic have been hindered by continuously evolving shifts in student enrollment coupled with the uncertainty of campus reopening plans. In April, only 8 percent of incoming students reported that they were likely or highly likely to change their mind about the institution they planned to attend in the fall, according to a survey by SimpsonScarborough. In a follow-up survey in July, that number had grown to 40 percent.

**An Overview of Indigenous Peoples’ Day**

While October 12 has historically been celebrated as Columbus Day, Native American activists have been increasingly successful in pushing to replace a holiday that they say celebrates the violent history of Western colonization.

In 1977, participants at the United Nations International Conference on Discrimination against Indigenous Populations in the Americas first proposed that Indigenous Peoples’ Day be the official replacement for Columbus Day. More than a decade later, South Dakota became the first state to formally declare October 12 a commemorative holiday for Native Americans.

By 2020, the following states and the District of Columbia now observe Native American or Indigenous Peoples’ Day in place of, or in addition to, Columbus Day: Alabama, Alaska, District of Columbia, Hawaii, Idaho, Maine, Michigan, Minnesota, New Mexico, North Carolina, Oklahoma, Oregon, South Dakota, Vermont, and Wisconsin.

While not all 50 states have made the change, some notable cities and jurisdictions are leading the way, including:

- Phoenix, Arizona
- San Francisco, California
- Boulder, Colorado
- West Hartford, Connecticut
- South Fulton, Georgia
- Boise, Idaho
- Evanston, Illinois
- Bloomington, Indiana
- Iowa City, Iowa
- Lawrence, Kansas
- Louisville, Kentucky
- Portland, Maine
- Cambridge, Massachusetts
- Detroit, Michigan
- Grand Rapids, Minnesota
- St. Louis, Missouri
- Helena, Montana
- Lincoln, Nebraska
- Reno, Nevada
- Durham, New Hampshire
- Newark, New Jersey
- Albuquerque, New Mexico
- Austin, Texas
- Nashville, Tennessee
- Salt Lake City, Utah
- Richmond, Virginia
- Seattle, Washington
- Harpers Ferry, West Virginia
- Madison, Wisconsin
Professors Lead a Nationwide Scholar Strike for Racial Justice

A movement for racial justice is underway in the academic community — and it all started with a tweet.

On August 26, Anthea Butler, PhD, an associate professor of religious studies and Africana studies at the University of Pennsylvania, tweeted that she was “down as a professor to follow the NBA and strike for a few days to protest police violence in America.”

Like the professional NBA and WNBA athletes who recently went on strike in response to the police shooting of Jacob Blake in Kenosha, Wisconsin, Butler wanted to make a statement about police brutality and systemic racism by uniting faculty in an organized action. She released an official statement about the event to her Twitter followers, calling on other professors to join in.

With the help of co-organizer Kevin Gannon, PhD, a professor of history and director for the Center for Excellence in Teaching and Learning at Grand View University, the Scholar Strike movement was created. Butler says over 5,100 people signed up to support the two-day action on September 8-9.

“The message we’re hoping to send is that the academy needs to care about the racism and murders of African Americans by police in this country,” Butler says. “We need to start looking at this, educating about it, and being in solidarity with those who are working to reform policing and to eradicate racism.”

During the strike, faculty, staff, and students stepped away from their academic duties to engage in teach-ins about racial injustice inspired by those that took place in the 1960s, when educators led discussions on topics like civil rights and the Vietnam War. For the Scholar Strike, dozens of professors around the country participated by creating 10-minute videos for the movement’s YouTube channel to educate on issues of policing, White supremacy, cultural appropriation, and more.

“It’s about changing what we’re doing to put a focus on important issues,” Butler explains. “We’re not doing our regular teaching, but we’re teaching in other ways.”

In addition to the teach-in videos, the Scholar Strike website provided free resources to teachers and students to engage in during the event.

Going forward, Butler hopes this movement will lead to long-term changes to approaching these subjects in the academic community. “We want to continue to promote materials that help people learn about policing, racism, and other issues happening in the country,” she says. “We’re also thinking about ways to keep the momentum going. We’d like to see a bigger footprint in terms of us exchanging materials about racism and sharing syllabi and readings about racial injustice.”

Butler also believes that college and university leaders should play a role in eliminating racism within their institutions. “[Administrators] need to think not just about diversity and inclusion, but how to change their structures so they’re more just and less racist,” she says. “As we know, a lot of people have gotten laid off during this pandemic. And a lot of those people are people of color.”

“How could they have done better? What provisions are made for people? I think there’s lots of ways to think about what universities can do,” Butler says.

Our next issue will recognize the 90 recipients of the INSIGHT Into Diversity 2020 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.
West Coast Wildfires Threaten Colleges and Universities

A horrific series of wildfires along the West Coast has forced many colleges and universities to evacuate their campuses.

On August 22, the University of California, Santa Cruz (UCSC) evacuated as a fire came within one mile of campus. The university is situated along the coast in Santa Cruz County, where the wildfires known as the C.Z.U. Lightning Complex rapidly spread across nearly 80,000 acres and destroyed more than 500 homes and structures.

UCSC set up an evacuation center for students and employees who were living on campus. When the fires started, almost 1,200 people — including students, employees, and their family members — lived in university housing. Visitors and tourists lodging in hotels or vacation rentals were asked to leave to make room for the university’s evacuees.

Meanwhile, the University of California, Davis provided emergency shelter for students, staff members, and faculty. The university is exploring long-term housing options for those who lost their homes due to the fires.

Further up the coast, a multitude of Oregon colleges and universities shut down classes on September 9 as wildfires ravaged the western portion of the state, causing power outages that have made it impossible for many students and faculty members to access online classes. Nearly 500,000 people in Oregon were placed under evacuation orders.

Clackamas Community College in Oregon became a temporary evacuation center as firefighters attempted to tame the fire in Clackamas County. American Red Cross volunteers were able to assist many of the evacuees in finding accommodations in other parts of the state. Those who remained at the college planned to stay put in order to remain close to their homes in the area.

Approximately 80 fires have also been burning in the eastern part of Washington state since September 7, consuming nearly 600,000 acres. Gov. Jay Inslee warned residents to be on alert for possible evacuation orders as the fires continued to spread.

In addition to the destruction caused by the wildfires themselves, the smoke and ash they send into the air also presents dangerous effects. Several campuses across the West Coast were forced to close as air quality reached unsafe levels.

As of September 11, the following colleges and universities had closed and/or evacuated due to the wildfires:

- Cabrillo College
- Clackamas Community College
- Humboldt State University
- Lane Community College
- Oregon Coast Community College
- Oregon State University
- San Jose State University
- Southern Oregon University
- University of California, Santa Cruz
- Western Oregon University
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THE RUSH TO PRODUCE A COVID-19 VACCINE POSES PROBLEMS FOR STUDENTS AND COLLEGES

By Lisa O’Malley

On May 15, President Donald Trump formally announced Operation Warp Speed, an initiative to develop, manufacture, and distribute hundreds of millions of COVID-19 vaccine doses by the end of 2020. Trump has even stated that the vaccine could be publicly available before Election Day on November 3. However, this timeline has health experts concerned and Americans — including a large percentage of college-aged adults — apprehensive about receiving a vaccine that hasn’t been adequately tested.

In a survey conducted by the Associated Press-NORC Center for Public Affairs Research in May, 35 percent of those polled between the ages of 18 and 29 said they wouldn’t get vaccinated, and 22 percent said they weren’t sure if they would. The survey also showed that African Americans are the least likely of all racial and ethnic groups to get the vaccine, with only 25 percent saying they would be willing to do so.

Public concerns about the safety of a rushed COVID-19 vaccine is of particular importance for colleges and universities amid efforts to reopen campuses while reducing the risk of infection. Many institutions have found that strict health and safety guidelines are simply insufficient when it comes to preventing rapid, large-scale spread of the virus. Within the first week of the fall 2020 semester, the University of Alabama reported an outbreak of more than 500 cases; at the University of Iowa, cases soared to more than 1,600 within three weeks of reopening.

Now, many are wondering if the only way for higher education to truly resume business as usual is with the creation of a vaccine.

Vaccinations for college students aren’t just a concern for on-campus safety, but also for the communities where universities are located. The World Health Organization issued a warning in August that young people under age 40 are the main spreaders of COVID-19 because they often have less severe symptoms or may be asymptomatic and thus unaware they’re infected. As shown with the high number of cases on campuses, students are most likely unknowingly spreading the virus to more vulnerable groups in their communities, such as elderly adults and immunocompromised individuals.

While public suspicions toward vaccines may make some universities hesitant to enforce compulsory vaccination requirements, there is also potential legal liability to contend with and the possibility schools could be found at fault for not implementing sufficient protocols to ensure the health and safety of its campus community.

Universities are already becoming stricter when it comes to requiring flu vaccinations. Massachusetts is one of the first states to now require all K-12 and college students to receive flu shots by December 31. According to Dr. Larry Madoff, medical director for the state’s bureau of infectious disease and laboratory sciences, this is a necessary step in reducing the number of cases that normally inundate healthcare systems during flu season, which could potentially detract resources and care from COVID-19 patients. “It is more important now than ever to get a flu vaccine because flu symptoms are very similar to those of COVID-19 and preventing the flu will save lives and preserve healthcare resources,” he said in an official statement in August.

While vaccinations for illnesses like measles, meningitis, and Hepatitis B are typically required at most colleges and universities, exemptions still apply. However, there is legal precedent that could allow states to make COVID-19 vaccinations mandatory. This law, which is a provision to the 14th Amendment of the U.S. Constitution, was established in the Jacobson v. Massachusetts Supreme Court ruling in 1906, which gave states the authority to enact health laws such as compulsory quarantines and vaccinations to protect citizens.

Dr. Stephen Hahn, chief of the U.S. Food and Drug Administration, has attempted in several op-eds to assuage fears by highlighting the organization’s commitment to providing safe prevention options for the virus. In an article in The Washington Post published on August 5, Hahn explained that clinical trials will take time, but the wait is necessary. “It takes time for the human body to develop immunity, and it often takes time for side effects to emerge. While speed is essential in this global emergency, we at the FDA are committed to maintaining strict scientific principles and protection for those who volunteer as test subjects,” he stated.

On September 2, the U.S. Center for Disease Control and Prevention released guidelines stating a limited number of vaccines may be available to healthcare workers and high risk groups by early November, and that vaccine supplies should increase substantially by 2021. However, as of publication the full timeline for an approved COVID-19 vaccine for the general public is still uncertain. For students, faculty, and staff alike, there is an urgent desire to return to normalcy. Yet even once vaccines are accessible, there will still be many questions to answer before safety guidelines can be eased and campuses can be fully functional.

Lisa O’Malley is the assistant editor of INSIGHT Into Diversity.
A 2020 HEED Award recipient and a four-time Diversity Champion, Oklahoma State University continues to build on its commitment to diversity and inclusion.

Over the past decade, OSU has seen a **90% increase** in enrollment of students of color, a **99% increase** in this population earning an OSU bachelor’s degree, and a nearly **90% increase** in faculty of color.

OSU is one of eight institutions to have earned the award nine consecutive years — and the only one in Oklahoma — to receive the HEED Award nine years running.

These distinctions recognize progress, even as we recognize the call to do more.

We are proud of this university, the mission it represents, and all that’s to come. At OSU, we cultivate Bright Minds for a Bright Future and the Brightest World for All!

**That’s the Cowboy way.**
Takeaways from New NCES Data on Inequity in College Outcomes

The U.S. Department of Education recently released a report detailing inequities in student outcomes across ethnic and racial demographics, household income, and more. The report, titled “A 2017 Follow-up: Six-year Withdrawal, Stopout, and Transfer Rates for 2011-12 First-time Postsecondary Students,” provides data on students entering all levels and types of institutions, including certificate programs, two-year colleges, and for-profit schools. The information below is based on outcomes specifically for students enrolling in four-year degree programs at public and private colleges and universities.

Less than 40 percent of students graduate within six years.

Of the first-time students enrolled in college in 2011-2012, only 36.8 percent earned a bachelor’s degree by the 2017-2018 school year.

Black and Latinx six-year graduation rates are less than half the graduation rates for Asian American and White students.

Black: 22.7%  Hispanic/Latinx: 23.6%
White: 43.4%  Asian American: 55.3%

Parental education levels continue with correlate strongly to student outcomes.

Only 19 percent of first-generation college students earned a degree in six years, compared with nearly 60 percent of students who had at least one parent with a bachelor’s degree or higher.

Wealthier students were 2x more likely than low-income students to finish a degree program.

Those from households with an income of $90,000 or higher graduated at a rate of 65 percent; for students from households earning less than $30,000, the graduation rate was only 26 percent.

Veterans are half as likely to graduate within six years compared with nonveterans.

Just under 16 percent of student veterans completed a degree, compared with 37 percent of nonveterans.

Having a job increases the likelihood of graduating – so long as it requires minimal hours.

Students who worked 15 hours or less per week had the highest graduation rates of all groups, including those who did not work at all:

Unemployed: 40%
15 hours or less weekly: 67%
16 to 34 hours weekly: 36%
35 or more hours weekly: 16.5%

Where students work also matters.

Nearly 66 percent of on-campus workers graduate within six years, compared with 28 percent of those holding jobs off campus.

The Education Department defines stopout as “a break in enrollment of 5 or more consecutive months.”

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HACU 34th ANNUAL CONFERENCE
Championing Hispanic Higher Education Success: Fostering Excellence and Social Justice
October 26-28, 2020

A Virtual Conference and Exhibit Hall, featuring a Town Hall on The 2020 Presidential Election: Its Impact on Latinos and Hispanic Higher Education

Oct. 25 - 28 | HACU ¡Adelante! Leadership Institute (Student Track)

Oct. 21 | Latino Higher Education Leadership Institute (pre-conference)

Oct. 22 | PreK-12/Higher Education Collaboration Symposium (pre-conference)

Oct. 29 | Deans' Forum on Hispanic Higher Education (post-conference)

Register Online

Agenda, advertising and exhibitor opportunities available at www.hacu.net

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<th>FLORIDA</th>
<th>MICHIGAN</th>
<th>TENNESSEE</th>
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<td>Elizabeth Hordge-Freeman, PhD, was selected as senior advisor to the president and provost for diversity and inclusion at the University of South Florida in Tampa. Hordge-Freeman also serves as an associate professor of sociology at the university.</td>
<td>Regina Banks-Hall, DBA, has been named dean of graduate and professional studies at Cleary University in Howell. Banks-Hall was the interim dean and chair of the university’s graduate and professional studies program.</td>
<td>Yesha Yadav, LLM, was selected as associate dean for diversity, equity and community at Vanderbilt University Law School. Yadav previously served as faculty co-director of the LL.M. program and as a faculty adviser to the law school’s Equity, Diversity and Inclusion Council.</td>
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<td>INDIANA</td>
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<td>Michael Couch II, EdD, was selected as director of financial aid at Martin University in Indianapolis. Couch previously served as director of financial aid outreach at Ivy Tech Community College in Evansville.</td>
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<td>ILLINOIS</td>
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<td>TiShaunda R. McPherson, JD, has been named associate vice president for equity at Northwestern University in Evanston. McPherson was corporate counsel at Adtalem Global Education.</td>
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<td>MARYLAND</td>
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<td>Tara Berrien, JD, was appointed assistant vice president for diversity, equal employment opportunity, and Title IX at Morgan State University in Baltimore. Berrien previously served as employee relations consultant for the Christiana Care Health System.</td>
<td>Teresa A. Nance, PhD, has been named vice president for diversity, equity and inclusion at Villanova University. Nance previously served as associate vice provost for diversity, equity and inclusion at the university.</td>
<td>Tomikia LeGrande, EdD, has been named the new vice president for strategy, enrollment management and student success at Virginia Commonwealth University. LeGrande previously served as vice provost for strategic enrollment management at the university.</td>
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<td>NEW HAMPSHIRE</td>
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<td>Dia Draper was appointed as the inaugural assistant dean for diversity, equity, and inclusion at the Tuck School of Business at Dartmouth College in Hanover. Draper previously served as senior associate dean and director of the Office of Pluralism and Leadership at the university.</td>
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<td>PENNSYLVANIA</td>
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<td>Jeff Mallory, EdD, was selected as executive vice president at Saint Vincent College in Latrobe. Mallory previously served as assistant vice president for Diversity, Inclusion and Student Advancement at Duquesne University in Pittsburgh.</td>
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<td>SOUTH CAROLINA</td>
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<td>Rev. Dr. Lillie A. Burgess, PhD, was appointed the campus minister for Benedict College in Columbia. Burgess previously served as religion and philosophy professor at the college.</td>
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Has your campus recently hired a new administrator? *INSIGHT Into Diversity* would like to publish your news. Please email editor@insightintodiversity.com.
Union is committed to being an integrated and inclusive community that fosters lifelong relationships grounded in shared experiences.

We want students to be comfortable being uncomfortable and to encourage one another to reach beyond what they thought possible from themselves.

We will provide academic and social opportunities that encourage constructive engagement among campus members and beyond campus that serve to educate and allow for the exchange of ideas, concepts and theories.

The Union community will share in the responsibility of identifying, attracting, developing and retaining a more diverse student body, faculty and staff.

The College will support faculty commitment to innovative and inclusive teaching, scholarship and mentorship.

Union will develop a more cohesive and strategic approach for community engagement.
On September 2, nearly 800 peaceful protesters marched across the University of Missouri (MU) campus bearing Black Lives Matter signs and chanting demands for racial justice. The sizable protest, called the March for Mizzou, was organized by the newly formed Missouri Black Student-Athlete Association and consisted of players, coaches, and students alike.

The athletes-turned-activists at MU are far from alone. Student-athletes on nearly every major university campus have led protests and issued demands for social justice in recent months. Their concerns include eradicating Confederate symbolism on campuses, eliminating racist coaches and personnel, and requiring colleges and universities to address systemic inequalities, just to name a few.

At the University of Texas at Austin, student-athletes played a central role in demanding the removal of building names and monuments that honored individuals who supported slavery and the construction of a new statue honoring the school’s first Black football player. At the University of Iowa, strength coach Chris Doyle was fired after more than 60 former and current football players came forward to accuse him of encouraging racial disparities in the treatment of team members.

At a multitude of colleges and universities around the nation — including the University of Michigan, the University of Florida, and the University of Alabama — players have been on the frontlines of demonstrations against systemic racism and police brutality.

This surge of activism includes calls for student-athlete welfare in the midst of the coronavirus pandemic. Players in the Pac-12 and Big Ten conferences united to demand better health and safety precautions ahead of the fall 2020 football season. According to statements released by the players, officials did not adequately consult with student-athletes before making decisions regarding whether or not to play in the fall, which they say underscores concerns about athlete autonomy and labor conditions that have long surrounded college athletic programs.

The push for social justice and better treatment extends beyond high-profile sports like football. Student-athletes in 23 varsity sports from colleges across the U.S. banded together in the days following the police murder of George Floyd in May to form an advocacy group known as the College Athlete Unity (CAU).

The group’s mission is to “empower the student-athlete to speak out against injustice and amplify the platform that they are given through college sports,” according to the CAU website. It is unique in that it includes members from all the major athletic conferences, including NCAA divisions, the National Association of Intercollegiate Athletics, and U Sports, which governs Canadian college sports.

“We saw all the conversations surrounding Black Lives Matter,” Hunter Reynolds, a University of Michigan cornerback and founder of CAU, told Yahoo Sports. “We wanted to do something that would continue that conversation
in the months after it died down. Because we feel like, in America, a lot of things are trends. We didn't want the civil rights of people to be a trend.”

Student-athletes have also formed advocacy groups on individual campuses. At Louisiana State University (LSU), the Student-Athlete Council on Diversity & Inclusion focuses on ensuring that all student athletes have a voice, including those individuals who may be underrepresented in their sport.

“If you’re the only woman of color on a gymnastics team or softball team, it can be tough,” explains Dereck Rovaris, PhD, vice provost for diversity and chief diversity officer at LSU.

“Another concern the student council has addressed is not being silenced. The Black Lives Matter movement led athletes to speak up and create safeguards so they could be allowed to express their stances on social issues without repercussions,” Rovaris says.

The possibility of losing scholarships or facing retribution for participating in social justice activism has historically been a concern for student-athletes, many of whom rely on scholarship dollars to pay for tuition and room and board. Guaranteeing protections for players who join in marches and other forms of protest is one advancement that student-athletes have made by banding together.

At Ohio University, a small but growing number of players and employees recently formed Bobcats Lead Change to tackle issues like allyship, voter registration, petitions, protests and marches, and education.

“The mission of this group is to build a community of college students and local residents who will use their voice against racial injustice, educate the community, and lead change in southeast Ohio,” says Katie Garrity, a senior student and member of the university swim team.

With approximately 50 members, Bobcats Lead Change has been successful in gaining attention on campus and in the community. The university’s president has been supportive of their efforts, and the group has been able to meet with the local mayor and the chief of police for open dialogues on the causes they are fighting for, according to Garrity.

Like many of the students and athletes who are pushing for more concrete steps toward social justice, however, Garrity recognizes that there is still a long road ahead to guarantee real change. “Our group is only in its infancy, at just three months old, yet we have accomplished so much thus far, but we all realize there is still much to be done,” she says.

Lisa O’Malley is the assistant editor of INSIGHT Into Diversity.
Pandemic Expected to Cause Additional Barriers to Tenure for Marginalized Academics

BY MARIAH BOHANON

Research has long shown that the road to academic tenure in the U.S. is increasingly narrow. Now, the coronavirus pandemic is exacerbating the competitive academic job market and creating even more barriers for those pursuing coveted tenure positions. Many experts predict that it will be marginalized academics whose careers ultimately suffer the most from these barriers and that these setbacks could have long-term consequences on diversity and inclusion.

The pandemic "amplifies the mental, physical, social, and economic impacts attributable to preexisting inequities in academia. Making matters worse, in times of stress, such as pandemics, biased decision-making processes are favored, which threaten to deprioritize equity initiatives," states a recent op-ed titled “In the wake of COVID-19, academia needs new solutions to ensure gender equity” in the journal Proceedings of the National Academy of Sciences of the United States of America (PNAS).

Multiple hardships caused by the outbreak of COVID-19 have halted the research and teaching opportunities necessary for junior faculty to advance on the tenure track. As campuses closed last spring, many found themselves abruptly shut out from their research laboratories and cut off from other campus resources necessary for on-site research and advancement. The transition to online courses, the closing of childcare centers and K-12 schools, and other burdens caused by the pandemic also created obstacles to the practical necessities of time and mental energy for early-career faculty to devote themselves to the tenure track.

As such, many colleges and universities instituted a one-year extension — either universally or by request — beginning in the spring 2020 semester for tenure-track employees. Some experts say that granting this type of accommodation on a massive scale in the face of the coronavirus is a sign that colleges and universities are becoming more sympathetic to the hardships faced by junior faculty, especially those who are women or from underrepresented backgrounds. Others say an extension is not nearly enough.

Extending the tenure clock has been considered an acceptable accommodation for junior faculty, especially women and new mothers, only since the 1990s. Data has long shown that choosing to take a tenure extension for familial obligations negatively affects perceptions about a woman’s dedication to her career. This bias — whether implicit or explicit — disproportionately affects single parents from marginalized backgrounds and those who have limited financial or family support when it comes to childcare or eldercare. Unsurprisingly, the burden of caring for family members while working from home during the pandemic has fallen primarily on women, according to data on employees across multiple sectors. Even for those who have accepted an extension due to the pandemic, this caretaking can be a major hindrance to the teaching, virtual networking, research, or planning opportunities available to them.

Granting extensions on a large scale may in fact exacerbate gender inequities in tenure by providing men with more time for writing and publishing than would otherwise be afforded to them, according to a recent article in Chemical & Engineering News (C&EN). In several early analyses from spring 2020, researchers found that the gender gap in article submissions to academic journals had already begun growing for faculty members in the U.S., Canada, and the U.K. Colleges and universities as well as tenure review committees therefore must take into account the fact that these extensions could “strengthen the invisible escalator” for men in academia, stated Joan C. Williams, director of WorkLife Law, a research and advocacy organization at the

The Toll of Emotional Labor on Junior Faculty

Research has shown that students are more likely to turn to women faculty for emotional support in times of stress, which adds to the unpaid labor — such as event planning and unofficial mentoring — that women are often expected to undertake in academic departments. Students of color also tend to rely on faculty who share their ethnic and racial identity for academic guidance and emotional support. Early research suggests that the unprecedented stress of a global pandemic and racial upheaval has increased the time and mental and emotional energy that underrepresented faculty spend in supporting at-risk students.

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Women of color will be the most vulnerable to these setbacks, according to the authors of the PNAS op-ed. In addition to the caretaking burdens of their gender, women of color are faced with the disproportionate impact that the pandemic has had on marginalized communities. The economic hardships of the pandemic are more likely to affect junior faculty from these populations, especially women who already face documented discrepancies in academic salaries. The setbacks to their productivity will also make them more vulnerable to salary and layoff decisions by colleges and universities facing unprecedented budget constraints, according to the article.

Critics note that the uncertainty of the coronavirus pandemic, including how long it will take to produce a vaccine and to return to campus life as normal, is another reason why a one-year deferral for accomplishing the myriad requirements for tenure is unrealistic. Instead of expecting junior faculty to plan for and rely on opportunities for future research and networking that may not come to fruition, colleges and universities should amend their policies for what is acceptable in the tenure package, some higher education experts suggest. Some institutions such as Florida State University, for instance, have agreed to still accept papers that were scheduled for now-cancelled conferences in tenure packages, according to C&EN. Other policies can include alleviating or entirely lifting a junior faculty’s coursework or giving them priority access to labs and resources if and when they become available.

Some institutions have begun adapting or creating new online seminars and professional development programs for junior faculty. These options can help make up for the lost networking and mentoring opportunities normally provided by being on-site with colleagues or traveling to in-person conferences, including those specifically designed for scholars from underrepresented groups. Colleges and universities should also consider how much weight is given to teaching evaluations when it comes to making tenure decisions. These evaluations have already been controversial in recent years due to evidence of student bias against women. Students adjusting to the “new normal” of online courses and classrooms designed to accommodate social distancing may find themselves understandably frustrated with their learning conditions, which will likely be reflected on teaching evaluations at the end of the term. “Online

The increased bigotry that has emerged with the coronavirus and the ensuing racial justice movement could have an effect on how racially and ethnically underrepresented faculty are assessed by students, colleagues, and tenure committee members.

teaching is uniquely hard and cannot be mastered as a skill in a couple of hours or days. Student evaluations — which for pre-tenure or pre-promotion faculty are vitally important to their career advancement — will be useless in this new arrangement, as will any evaluations of research productivity,” states David Perry, a University of Minnesota academic adviser and historian, in a March op-ed for CNN. Furthermore, the increased bigotry that has emerged with the coronavirus and the ensuing racial justice movement could have an effect on how racially and ethnically underrepresented faculty are assessed by students, colleagues, and tenure committee members. Hostilities against Asian Americans have been evident in the U.S. at large and on college campuses as some in society, whether consciously or subconsciously, associate the pandemic’s origins with China. A conservative backlash to Black Lives Matter protests and the recent push for more intentional steps toward social justice in higher education and society has also fueled conscious bigotry and hatred against underrepresented groups. People of color in academia are especially susceptible to this backlash’s effects on public sentiment regarding affirmative action, diversity hiring and advancement programs, and subjects such as African American studies that some criticize as fanning the flames of what they see as violent or radical racial justice movements. All of these factors are likely to have at least some influence on student, peer, and supervisor perceptions of marginalized faculty.

Despite all of these concerns, some in higher education say that the communal struggles of a global pandemic may actually help advance a cultural shift in how the academic community views and supports junior faculty. Some are also pushing for the pandemic to lead to a change in the elitism of academic conferences, as moving these events online makes them more financially accessible for junior faculty and can increase their exposure to fellow scholars on a larger scale — provided they find the time to attend. Some faculty also remain optimistic that the pandemic has exposed how vulnerable all campus employees are when it comes to matters of childcare and other forms of assistance, creating sympathy and comradery among peers facing similar challenges, even if from a distance.

Timothy F. Jamison, associate provost and Robert R. Taylor Professor of Chemistry at MIT, told C&EN for instance that the extent of the challenges of the pandemic has forced the scientific community to be more creative in the strict parameters of the tenure track — and that this creativity not a bad thing. “This is our opportunity to adapt and to learn how to be better and more supportive of one another,” he stated.

Mariah Bohanon is the senior editor of INSIGHT Into Diversity magazine.
As Indiana University celebrates 200 years of academic excellence, we are reminded once again why our differences should be valued and celebrated. Every person, regardless of race, ethnicity, sexual orientation, or religious affiliation, deserves the chance to realize his or her potential.

This belief serves as the hallmark of Indiana University’s work to create campus environments where individuals from all walks of life—and especially those who are traditionally underrepresented in higher education—can be inspired to learn, innovate, and create.

The Queer Philanthropy Circle (QPC) underscores this commitment. As one of the first LGBTQ+ focused giving circles connected to higher education in the nation, the QPC is testament to what it means to provide a welcoming campus for all.

For decades, Indiana University has stood out as a leader among U.S. colleges and universities for its work to provide a safe and equitable learning environment for students, faculty, staff, alumni, and others who identify as lesbian, gay, bisexual, transgender, or queer (LGBTQ+).

The 1947 creation of the Kinsey Institute, the premier research institute on human sexuality and relationships; the 1994 opening of the IU Bloomington LGBTQ+ Culture Center; the 2013 launch of the nation’s first LGBTQ+ Student Scholarship Campaign; and the 2018 establishment of the Indiana University QPC reflects this commitment.

“The QPC is testament to the idea that, in philanthropy, the collective vision of a small group of committed people can move mountains,” says James C. Wimbush, vice president for diversity, equity, and multicultural affairs, dean of The University Graduate School, and Johnson Chair for Diversity and Leadership. “Truly diverse philanthropy is a powerful tool in building a more equitable and inclusive university.”

Inspired by the work of Indiana University’s newly launched QPC, an anonymous member of the IU LGBTQ+ community has made a $200,000 pledge to match donations to or memberships in the QPC received on or before June 30, 2020.

“The QPC was launched with 25 members and a $200,000 matching gift. As we embark on the important work of uplifting our LGBTQ+ community at Indiana University, this gift will be used as seed money to begin investing in queer priorities at Indiana University,” says David Jacobs, chair and founding member of the QPC.

Membership in the QPC includes three annual giving levels at $5,000, $2,500 to $4,999, and $500 to $2,499.

Inspired by IU’s Bicentennial Strategic Plan and its focus on diversity and inclusion, the QPC is the second affinity-giving circle established in IU’s Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA). In collaboration with the IU Foundation, the LGBTQ+ Alumni Association, and other IU LGBTQ+ organizations, the QPC supports programming, resources, and thought leadership aimed at improving recruitment, retention, and degree attainment for LGBTQ+ students and the quality of life for members of the LGBTQ+ community on all IU campuses.

Uniting for Better Tomorrows

Improving the higher education trajectory for marginalized student populations isn’t just the right thing to do, it is critical to the success of our community, our state, and our nation.

By 2025, two-thirds of all jobs in the United States will require education and training beyond high school. At current graduation rates, the United States is expected to face a shortfall of 11 million college graduates to fill those jobs.

At the heart of this challenge is improving access and graduation rates for all underrepresented populations and marginalized identities. This includes LGBTQ+ students.

LGBTQ+ students are more visible than ever on today’s college campuses. And while circumstances have improved significantly over the past two decades for this community, there is still considerable room for improvement in terms of access and degree attainment.

“Education is transformative. The QPC reaffirms this notion. It speaks to the power of possibility—and what can transpire when people work together, with a shared vision, to make a difference for new generations of students,” suggests Wimbush.

To learn more, visit queerphilanthropycircle.iu.edu.
Fraternities and sororities have long faced criticism for perpetuating a culture of exclusion, sexism, hazing, and substance abuse. The backlash against these organizations has intensified in recent years due to a growing number of high-profile incidents of discrimination against underrepresented races and ethnicities, sexual assault, and multiple deaths as a result of alcohol abuse and violent hazing rituals.

Now, some students are calling for an end to Greek life on college campuses altogether.
“The system is broken. We cannot adequately reform Greek life. We must abolish it,” states a Change.org petition created by the Abolish Greek Life movement, which is made up largely of former fraternity and sorority members who have left their organizations in protest of what they say is the toxic and bigoted nature of historically White fraternities and sororities (HWFS). Members include students from Duke University, Emory University, Northwestern University, Tufts University, and more.

Many students, both inside and outside Interfraternity Council and Panhellenic (IFC/PH) chapters, have experienced incidences of racism, misogyny, classism, homophobia, transphobia, ableism, and sexual assault due to systemic oppression within HWFS, according to the group.

“IFC/PH is more likely to attract non-working class, White, and higher-income students; it also sustains a cycle of privilege in which White students are more likely to gain professional opportunities than their non-White peers: 76 percent of U.S. Senators, 85 percent of Fortune 500 executives, and 85 percent of Supreme Court justices since 1910 have been alumni of fraternities and sororities,” the Change.org petition states.

The authors of the petition also state that even those Greek organizations that have diverse memberships are “still part of a system that is deeply misogynistic, racist, and classist.”

The largest exodus from Greek life thus far has been at Vanderbilt University (VU), where hundreds of students withdrew from their fraternities and sororities in July after a video of a Greek community member using a racial slur was posted on social media. Greek life has traditionally been a staple in VU culture, with more than 35 percent of undergraduates belonging to such an organization, according to the university’s website. A 2019 report by the VU student newspaper, however, found that demographic changes to the student body have contributed to a recent decrease in participation. The report found that fraternity and sorority recruitment experienced a 20-year low in 2019.

Some colleges and universities have already taken steps to temporarily disband specific fraternities and sororities or to reform the culture of such organizations. Penn State University took measures to shutter and reform Greek life on its campus after a 19-year-old student, Timothy Piazza, died during an alcohol-related hazing event for the Beta Theta Pi fraternity in 2017. The university responded to the tragedy by suspending some fraternities and implementing stricter regulations for alcohol-related events, including limiting the number of parties that Greek organizations are allowed to host annually and requiring that alcohol be served at such events only by state-certified bartenders. In 2019, it formed the Timothy J. Piazza Center for Fraternity and Sorority Research and Reform, a multidisciplinary research center dedicated to supporting positive educational outcomes, student safety, and the reduction of high-risk behaviors.

More recently, the University of Northern Colorado in February banned all Greek organizations from participating in university-sanctioned activities following multiple reports of alcohol and substance abuse, sexual misconduct, and physical violence. In response, the North American Interfraternity Conference (NIC) condemned the ban, stating on its website that implementing “blanket community actions disincentivize[s] following the rules and taking care of each other, since responsible students are treated just like their peers causing problems. Additionally, blanket actions erode trust between campus partners and students, alumni and inter/national organizations, because these actions come off as unilateral, lacking basic principles of due process."

The NIC, which represents 58 nationwide fraternities, has also announced that it is launching an initiative to support diversity, equity, and inclusion among its fraternities by creating and enhancing diversity resources, partnering with other councils and associations, and hosting digital discussions on racism.

**Greek Life and the Spread of COVID-19**

Greek life has most recently been connected to the spread of the coronavirus on college campuses due to close living quarters, recruitment events, and “super spreader” parties where multiple students convene without taking social distancing precautions or wearing masks.

By mid-August, The New York Times had identified at least 251 cases of the virus tied to fraternities and sororities across the U.S. At the University of Washington, at least 165 of the 290 cases identified by the school were associated with its Greek life community, according to The New York Times. The local IFC/PH chapter has responded by prohibiting social events and gatherings for the remainder of the 2020 calendar year. At the University of California, Berkeley, 47 cases were identified in a single week in early July, most of which were connected to the Greek system.

More than 160 University of Mississippi students tested positive for COVID-19 in June, with outbreaks reportedly linked to Greek rush parties, according to U.S. News & World Report.

As of mid-September, reports of super spreader parties hosted by fraternities and sororities at institutions across the U.S. have continued to rise, leading colleges to take further action by banning or taking punitive measures against these organizations and thus raising more concerns about their future within the higher education system.

The authors of the petition also state that even those Greek organizations that have diverse memberships are “still part of a system that is deeply misogynistic, racist, and classist.”

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
In the era of George Floyd’s murder and international protests against racist police violence, there is a movement afoot that says diversity and inclusion training will not be a part of the racial justice revolution. This is in response to the call to upend traditional models of diversity engagement. The “pacifying” and “calling in” methodology is no longer seen as effective. Activists are pushing for a shift to a “revolutionary” and “calling out” model.

I understand the impetus behind this call. I have been doing diversity trainings for over 10 years at the local, state, and national level. My colleagues in this endeavor agree that there is a common pattern. After every major outcry against racialized violence, there is a call for more trainings to sensitize people to these challenges — trainings that boil down to how to treat Black people like human beings and other sensitivities the White majority should know about their fellow Americans who have been here since 1619.

Drawing on a recent essay by the diversity trainer and scholar Holiday Phillips, I’m going to call such practices “performative diversity training.” Performative diversity centers on training people to make token gestures toward inclusion and tolerance. Such training involves treading as carefully as possible with attendees so as to avoid hurting anyone’s feelings or making anyone feel uncomfortable. As the facilitator, you feel the need to keep the information general so that your audience need not see themselves in your examples. Make racism a national issue so that taking personal responsibility for racial justice. While this discourse has the public attention, we have a rare opportunity to challenge old paradigms and break out of a repetitive cycle of the same old “Racism 101” diversity trainings.

In place of performative training, I want to recommend what we might call “Gangsta training.” These training sessions would not place the comfort of the White audience as their top priority. They would not encourage White attendees to believe that support for Black colleagues and fellow citizens is an option rather than an obligation. They would not replace the urgency of personal responsibility with the balm of the abstract problem. In Gangsta training, it is not the trainer’s job to ensure that the audience likes her; she has no duty to smile, tell jokes, or take it easy. Certainly she should not be rude, but neither should she lie.

Instead, Gangsta training aims to transform performative gestures of an obligation to address their own privilege. This extends to the trainer as well. Make sure you smile to put attendees at ease. Tell a few jokes to lighten the mood. Don’t become passionate or over-serious. If an attendee makes a comment implying that they have more important things to be doing, nod politely and say, “I understand.”

What is perhaps most remarkable about performative diversity training is that it does not really seem to satisfy either attendees or trainers. Certainly, some attendees do engage with the session and try to profit from it. Yet the majority — based on their comments to university administration — either find the training too bland, full of “obvious” points they already knew, or they find it too aggressive, blaming them for problems out of their control. On the other hand, trainers find it tedious to walk on eggshells in an effort to avoid stating hard truths too boldly. It is exhausting, not to mention demoralizing, to practice our craft for fear of saying and doing what we think most urgently needs to be said and done. Yet experience teaches us to be cautious. When a White person’s feelings get hurt during a training, the tone in the room shifts to “How dare you come into this space and push us to think about Whiteness in this way?” The Black trainer is then oftentimes ostracized and bad-mouthed.

Now, however, in the face of the murder of George Floyd and so many other Black men and women, we are seeing numerous calls for more demanding trainings. The universe is calling out to those who would like to support Black people to do more because there is a heightened sense of urgency for this cause. We do not need more token performances of tolerance and support; instead, we need serious allies motivated by a sense of personal responsibility for racial justice.

By Winsome Chunnu, PhD
Denying the fact of racial injustice has become as egregious — and as deadly — as denying the spread of COVID-19. If diversity trainings are to be a part of this reckoning, we need to develop a more ambitious, Gangsta sense of their goals.

support into a personal commitment to racial equality. It asks White attendees to think about not only the general problem of racism, but also their own complicity in that problem, even if that complicity amounts to inaction. This type of training offers potentially uncomfortable truths to the audience. If they are just now reaching out to the diversity professionals at their workplace, they need to ask themselves why they waited so long. If they have a list of anti-racism books from The New York Times bestseller list, they need to show that they have read and thought about these books. If they like the anti-racism message but not the in-your-face method of Gangsta training, they need to quiet and listen to someone who has actually experienced the direct effects of racism. If they think they have no need for training in cultural competence, they need to consider the possibility that this means they need it urgently.

Will such training make White attendees feel guilty? Possibly. But trainers should follow the lead of the anti-racist activist Sophie Williams and say to their audience: Use these feelings to push for more action, not to stop you from taking the next step. We are at a point of reckoning in our country. Denying the fact of racial injustice has become as egregious — and as deadly — as denying the spread of COVID-19. If diversity trainings are to be a part of this reckoning, we need to develop a more ambitious, Gangsta sense of their goals. Yet trainers will only be able to do this if they believe that they have the support of the institutions that hire them. And because these trainings are typically conducted by Black people, it is important that we acknowledge that labor. These trainings are vital to the revolution because they are happening with people for whom this may be their only contribution to the revolution — and this goes for both the participant and the facilitator.

Catherine Pugh, an attorney and expert in the intersection of race and law, recently offered this to White readers in an article on Medium.com: “Racism is yours and leaving us to carry your water is not what good men do.”

Winsome Chunnu, PhD, is the strategic director for diversity and inclusion and multicultural programs and initiatives at Ohio University.

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In the Midst of the Pandemic, Campus Daycares Struggle to Serve Families in Need

By Lisa O’Malley

While colleges and universities continue to grapple with serving students in the face of the pandemic, campus childcare providers are struggling to serve the families who rely on them. In the face of campus closures and reduced funding for campus daycares, it is often low-income families who are most affected by the new limitations on access to childcare.

At most public institutions, faculty, staff, students, and the general public are able to enroll children in campus daycare facilities, according to Stacey Smith-Clark, executive president of the National Coalition for Campus Children's Centers (N4C) and manager of the Long Beach City College’s Child Development Center and Learning Lab. Options for campus childcare vary across institutions, but typically include full-day services for infants and toddlers and after-school programming for children up to the age of 11.

“It depends on the university, but most childcare centers tend to be self-supporting,” Smith-Clark explains. “We have a lot of essential workers, both campus workers and people in the community, that rely on our services.”

The pandemic has been an especially trying time for these facilities, as many have faced a decrease in revenue. Some centers have been able to maintain tuition income by holding distance learning classes for toddlers and school-aged children that include lessons, activities, and the opportunity to virtually socialize with classmates. Others have not been so lucky. The University of Vermont, for example, announced in June that its Campus Children’s School would close permanently.

Even at facilities that have managed to stay open, many have been forced to raise tuition to make up for the loss in revenue due to restrictions in the number of children allowed based on social distancing and public health guidelines. The increased cost disproportionately affects single mothers and families from lower socioeconomic backgrounds, says Smith-Clark. “These issues are really having the biggest impact on women and people of color who don’t have the income to afford more expensive childcare options,” she says.

In addition to struggling to pay higher tuition fees, many families are also having trouble receiving support for basic needs. “These families aren’t just relying on childcare services, they also need help in so many other areas,” Smith-Clark says. At her college’s daycare center, employees take time to check in with each family, especially those who are low-income or are from underrepresented groups. They direct those in need to community resources, such as food pantries, diaper banks, and more. Employees also pass along locations for free mobile hotspots, as internet access is crucial for parents and children who are taking classes online or working remotely.

A 2019 report by the Federal Communications Commission found that 21.3 million people in the U.S. lack access to high-speed internet. According to Smith-Clark, parents typically use a single mobile device for work, communication, and for their children’s schoolwork as well. Libraries and public places where people could previously go for free WiFi are closed because of the pandemic, making it even more challenging for them to access reliable internet.

“We really strive to help in any way we can,” Smith-Clark says. “A lot of our families are Spanish speaking and have a difficult time accessing the information they need, so we’ve gone so far as calling rent assistance and unemployment hotlines on their behalf.”
Meanwhile, some childcare facilities have already reopened, albeit with new safety measures in place. Brenda Boyd, PhD, associate professor of human development and executive director of Washington State University’s (WSU) Children’s Center, says that thorough planning was involved to ensure children and staff were protected before reopening their center on July 16.

As part of the WSU Children’s Center’s new protocols, parents must sign daily online attestation forms stating that neither they nor their children have been exposed to the coronavirus and are not exhibiting any symptoms. In addition to enhanced cleaning and hygiene efforts, students receive a daily health check upon arrival. All caregivers and children over the age of five wear face masks, and Boyd says staff also assist younger children, including toddlers, with wearing facial coverings if requested by their parents.

Despite all the safety measures in place, Boyd says that it’s unrealistic to expect children to follow all the safety guidelines, especially with regard to social distancing. “You just can’t tell children to stay away from each other. And at that age, an important part of development is creating strong emotional and social bonds with caregivers — which requires physical contact,” she explains.

As we are now moving into the fall semester, it is difficult to predict whether those daycare facilities that have reopened will be able to continue serving families in need, especially as the number of colleges and universities that have experienced COVID-19 outbreaks continues to rise.

Who knew that the road to Broadway goes straight through Kalamazoo?

For Tyler Siems, the leap from Kalamazoo classroom to Broadway stage came sooner than expected. He was able to seize the opportunity and still graduate on time. The help and support of his Western mentors made a dramatic difference. They went “off script” to specially design online courses so he could finish his degree while working in Manhattan on the stages of Hamilton, then Wicked. Tyler’s success is earning him ovations and proving that having the right cast in place can make all the difference.

Lisa O’Malley is the assistant editor of INSIGHT Into Diversity.
José Andrés and the New American Dream

The celebrity chef and humanitarian speaks with INSIGHT about food equity, immigrant rights, and how college students can change the world

By Mariah Bohanon
While much of the U.S. has spent the majority of 2020 at home, José Andrés has spent the past year traveling far and wide to feed communities in need. As founder of the nonprofit World Central Kitchen (WCK), Andrés takes a “boots on the ground” approach to serving people facing food insecurity due to natural disasters and the economic impact of COVID-19. Being a world-renowned celebrity chef doesn’t stop him from personally distributing food alongside the thousands of WCK volunteers who have helped serve more than 40 million fresh meals to people in need since the organization’s founding in 2010.

Recently, Andrés traveled to Lebanon to help WCK serve fresh, healthy meals to people affected by the August 4 explosion in Beirut before heading back to the U.S. to help feed Gulf Coast communities affected by Hurricane Laura. On September 1, he spoke with INSIGHT about his work to improve food equity worldwide and to inspire the next generation of Americans to follow their own passions in creating positive change. When he’s not visiting disaster zones, Andrés can be found educating college students about the relationship between food and social justice. Though he immigrated to the U.S. from Spain at the age of 21 without having earned a high school diploma, he has served as a classroom instructor and guest speaker at Harvard University, MIT, The George Washington University, and other leading institutions of higher education. His mission is to help students understand that “food is not something that exists in a vacuum,” he says.

“Food very much touches everything in ways that we sometimes don’t understand, and we can begin teaching young people about the power of food and how one day this knowledge can be applied to public policy, and this can influence the way that they make decisions about food and know that the way we feed America is at the heart of creating jobs, of urban development, of socioeconomic growth, of health and national security,” Andrés says.

A prominent advocate for immigrant rights, one of Andrés’ most crucial messages to students is about the importance of foreign farmworkers to America’s food supply. He never shies away from sharing his ideas about how to create more equitable immigration policies, such as a revolving door visa system that would allow people from Latin American countries to enter the U.S. for seasonal farm work.

Andrés has also gained public attention as a fierce critic of the Trump administration and its treatment of immigrants, including its multiple attempts to end the Deferred Action for Childhood Arrivals (DACA) program. The Obama-era program protects an estimated 600,000 to 800,000 young people from deportation, including more than 200,000 college students.

“Kicking them out is just not American, and it’s just not logical [to spend] the billions of dollars it takes to get rid of nearly 1 million young people,” Andrés says. “Giving them the chance to be citizens is what’s smart to do. They deserve it and it’s in the best interest to America.”

“They are as American as anyone,” Andrés — who became a citizen in 2013 — adds. “They are already the force that is going to keep moving..."
America forward.”

His belief in the power of young people to create a better, more equitable future for the U.S. is what motivated him to accept honorary doctorates from The George Washington University and Tufts University.

“For me, [receiving the degrees] is more about having the opportunity to give a speech to young people that are going to be the ones moving America forward,” he explains. “When I gave the [commencement] speech at The George Washington University in front of [thousands of] people, that was a huge moment for me to send a message about what it means to be an immigrant and what it means to me for the new American dream.”

At Tufts University, where he delivered the commencement speech for the school of nutrition science, his message focused on his own experiences with WCK and the importance of “trying to be boots on the ground to solving the issues that people face around the world, especially in poor areas and poor countries,” Andrés says. “I told them we need to be talking less and doing more by being on site in the places where [help] is needed.”

Recognizing where help is needed includes looking at college campuses. Part of Andrés’ mission to fight food insecurity involves advocating for free, healthy school lunches for all K-12 students — a policy that colleges and universities should also undertake, he says.

“Some universities have these big endowments but their students, these young men and women who are supposed to be the future, have to be struggling to pay fees, costs of living, books, and then not knowing how they’re going to get by day to day — this is something I’ve seen myself firsthand,” Andrés explains. Yet it’s entirely possible for the U.S. to afford to invest in feeding these students, and doing so would have huge returns, he says.

“The future of our country is going to be made on how well you are preparing the workforce for years to come. The better you feed children and young men and women [who are] students, the better they will perform in school and when they join the workforce,” he says. “We should be investing in solutions where every person all the way until they finish university are not left behind and everybody is fed.”

Furthermore, buying food for students from local farmers and producers would have a positive chain effect on communities. Andrés is a major proponent of government investment in local agriculture to help provide accessible, fresh food to underserved communities, and eradicating food deserts is one of his primary social justice missions.

“Everyone has to find their cause, everybody has something to contribute, and for me obviously food is a complex but easy place to focus,” Andrés says. He wants students to know that there is always a way to use your passion to help others, regardless of your own hardships. “I believe the American dream is to do your part to fight for the betterment of the lives of other people.”

Nearly 1 in 3 college students faces food insecurity, according to 2019 research by the College and University Food Bank Alliance. Experts worry that the pandemic has only increased the number of students who struggle to afford food.

Mariah Bohanon is the senior editor of INSIGHT Into Diversity. Learn more about Andrés’ work and World Central Kitchen at wck.org.
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We are dedicated to fostering a community in which all students, staff and faculty feel accepted and appreciated. We exist in an interconnected world and strive to educate our students to become globally-conscious business leaders. To that end, we encourage our students, staff and faculty to recognize and value diverse perspectives throughout their careers.

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At Bucknell University’s Freeman College of Management, we don’t just teach our students the value of a diverse workplace — we work to make businesses and organizations around the world more inclusive and equitable.

Eddy Ng first noticed troubling trends in racial diversity at the multinational bank where he started his career. Now the James & Elizabeth Freeman Professor of Management at Bucknell, Ng examines all facets of diversity at work — including race, national origin, gender and age — to help organizations, managers and his students embrace the value diversity adds to organizations.

“Even in diverse groups, there will oftentimes be some who tend to dominate the conversation and others who will feel silenced. Inclusion means everybody feels safe and can contribute to their fullest extent.”

MANY WAYS WE EXCEL
The Poets&Quants 2020 Alumni Survey ranks the Freeman College of Management:

- **No. 1 Overall Alumni Experience**
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- **No. 1 Career Advising**
- **No. 29 Overall Undergraduate Business School**
Despite a time of unprecedented upheaval in higher education and industry, America’s business colleges are paving a path forward for students and employers. Business schools across the U.S. are adapting to meet the unique challenges wrought by a global pandemic and the public reckoning for racial justice. These colleges have rapidly innovated to create curriculum that addresses the needs of businesses in an uncertain economy and to prepare students for a job market like no other in history. Business schools are leading corporate America in living up to pledges in support of the Black Lives Matter movement and promises for advancements in racial justice, while also supporting the underrepresented students who will make up the diverse workforce of tomorrow.
Companies Scale Back Hiring of MBA Candidates Amid Pandemic

The downturn in the job market caused by the coronavirus pandemic has many companies reducing the number of MBA candidates they plan to hire.

Companies that are scaling back their hiring efforts include well-known firms like PricewaterhouseCoopers (PwC), Bain & Co., and the professional services firm Ernst & Young (EY).

PwC usually recruits up to 100 second-year MBA students each fall. In an interview with The Wall Street Journal, Rod Adams, the U.S. recruitment leader at PwC, said that the company will only be offering jobs to students who had summer internships with the firm.

While Bain & Co. is also cutting back on the number of second-year MBA candidates they plan to hire, the firm has likewise made offers to its entire summer MBA intern class.

McKinsey & Co. and Boston Consulting Group already pushed back the start dates for spring graduates who were expected to start in full-time roles this summer.

At EY, leadership is choosing to wait and see how a possible second wave of COVID-19 infections will play out before confirming hiring plans for MBAs this year.

In a recent survey, more than a third of 2021 MBA candidates said they have had their job and internship offers rescinded or delayed due to the pandemic.

In the face of costly business school tuition, the reduced number of internships, and the decline in job offers, current or potential students may be rethinking pursuing a graduate degree in business.

Management positions — a common spot for MBA candidates — have also dwindled due to financial concerns.

According to a survey by the Association of MBAs and Business Graduates Association, more than 1,000 employers in a wide variety of industries plan to hire nearly 60 percent fewer employees in management roles this year.

However, it appears that tech employers may be able to make up for the decrease in hiring in other sectors. Drew Pascarella, associate dean of MBA programs at Cornell University’s SC Johnson Graduate School of Management, told The Wall Street Journal that Amazon and Microsoft are launching their recruiting processes for jobs and internships earlier than in previous years and have plans to make more job offers to second-year MBAs than usual.

Remembering the Legacy of Katherine W. Phillips

Katherine W. Phillips, who served as senior vice dean and the Reuben Mark Professor of Organizational Character at Columbia Business School (CBS), passed away at the age of 47 in January 2020. Phillips was a renowned educator, researcher, and role model in the world of business education as well as a prominent advocate for diversity, equity, and inclusion in the workplace.

“Diversity enhances creativity. It encourages the search for novel information and perspectives, leading to better decision making and problem solving. Diversity can improve the bottom line of companies and lead to unfettered discoveries and breakthrough innovations. Even simply being exposed to diversity can change the way you think,” Phillips wrote in a 2014 article for Scientific American.

Phillips has been a leader in diversity work and higher education for decades. In addition to her position at CBS, she also served as director of Sanford C. Bernstein & Co. Center for Leadership and Ethics.

Prior to her role at Columbia University, Phillips was the first Black woman faculty member to receive tenure at the Kellogg School of Management at Northwestern University. In 2011, she was listed among the "Top 40 Business School Professors Under the Age of 40" by Poets and Quants.

Phillips’ research often looked at issues affecting underrepresented employees that had been long overlooked in both academia and industry. She studied workplace hairstyles, for example, and found that Black women are presumed to be less professional and have more dominance when wearing Afrocentric hairstyles compared with Eurocentric ones.

A former student told the Columbia Spectator that Phillips was a pioneer at CBS. “She brought together students of the Business School and gave them a space to really think critically about diversity,” they stated.

Phillips was motivated to become an advocate for diversity, equity, and inclusion from a young age. As a child, she attended a magnet school that was nearly all-White, which led to experiences that inspired the diversity work she did throughout her adulthood, according to The New York Times.

“Ultimately, it’s in our interest as an organization, as a country, as a world to embrace the diversity that we have so that we can get all the assets from every single person that’s on this planet,” Katherine Phillips said in a 2016 YouTube video for CBS.

She is survived by her husband, Damon Phillips, also a professor at CBS, and two daughters.

The Wall Street Journal

At Gies, purpose unites us. It’s how we build a more inclusive environment—

We focus on student success through mentorship, affinity groups, and our ACCY Opportunities program for accounting graduate students.

We build on that commitment through robust recruitment initiatives, like our StartSTRONG program for admitted African-American undergraduates and our Access and Multicultural Engagement Academy, all of which provide academic and social support. We know there’s much more to be done, and

we’re committed to creating life-changing access to business education—

diverse voices are present and empowered to make decisions. That’s why

At Gies College of Business, we know that business is most effective when
At Gies College of Business, we know that business is most effective when diverse voices are present and empowered to make decisions. That’s why we’re committed to creating life-changing access to business education—breaking down geographic and financial barriers to create a more inclusive community of learners, both in person and online.

We build on that commitment through robust recruitment initiatives, like our StartSTRONG program for admitted African-American undergraduates and our ACCY Opportunities program for accounting graduate students. We focus on student success through mentorship, affinity groups, and our Access and Multicultural Engagement Academy, all of which provide academic and social support. We know there’s much more to be done, and we are dedicated to leading that progress.

At Gies, purpose unites us. It’s how we build a more inclusive environment—together.
CSUF Business School Changes Its Name After Severing Ties with Donor

California State University, Fullerton (CSUF) recently announced that it will remove the name of a wealthy alumnus from its business school after he reneged on a sizable donation.

Steven Mihaylo, the CEO of Crexendo Telecom, pledged in 2007 to donate $30 million to the CSUF business college, which was then renamed the Steven G. Mihaylo College of Business and Economics. University President Fram Virjee said in an August 26 statement that the university failed to come to terms with Mihaylo after he ceased making payments in 2016, having contributed only $8 million of the promised funds.

Virjee claims that Mihaylo tried to pressure the university into purchasing expensive telecommunications equipment from his company in order to receive the rest of the donation, according to the CSUF News Service.

“We have been advised that fulfillment of such a precondition would be unethical and potentially unlawful,” Virjee said in his statement. “I shared that information with Steve a number of times and told him that such a prerequisite would never be acceptable to the university. Faced with this information, Steve then pivoted to complaints of alleged financial waste by the university and claimed a lack of support for the First Amendment rights of political conservatism on campus.”

In 2016, the CSUF student newspaper, The Daily Titan, reported that Mihaylo had begun “question[ing] how his monetary contributions to the university are being used” after a dispute with students on Twitter.

Mihaylo had responded to a student tweet about the difficulties of paying back loans: “Have you ever considered getting a job? That’s what I did! It worked. @smihaylo #trump crexendo.com.” The response garnered “an avalanche of tweets, tags, and hashtags” from students, according to the paper.

Mihaylo later stated that he was upset that the university he’d “given millions of [his] hard-earned money to” was teaching students to be uncivil in political debates. He also stated that during his time as a student in the 1960s, free speech for both liberals and conservatives was more welcome on campus, according to The Daily Titan.

Mihaylo declined the university’s offer to work with campus groups “to bring any conservative speakers or thoughts to campus,” Virjee said in his August 26 statement. “Instead, as a condition of his ‘reengagement,’ he sought an agreement that we would hire a Republican faculty member for every Democrat we hired. I, of course, explained that we could not and would not inquire regarding candidates’ political affiliations before hiring them.”

Virjee also claims that Mihaylo declined offers to review CSUF’s financial records.

The university will not remove Mihaylo’s name from Steven G. Mihaylo Hall, a building that he donated money to construct in 2004.

INSIGHT Into Diversity® offers an extensive range of products and services designed to help you create the most diverse, inclusive, and welcoming campus environment.

With over 600,000 monthly visitors, our website and online job board make it easy for employers to find and hire highly qualified job seekers from all backgrounds. We are the only remaining print diversity and inclusion magazine for higher education and we include free magazine advertising with every annual subscription!

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For more information on how our company can guide you every step of the way in creating a diverse and inclusive campus where everyone can feel safe, respected, and able to thrive, please visit insightintodiversity.com or contact lpearlstein@insightintodiversity.com.
Our Differences Can Make a Difference

The Southeastern Conference (SEC) College of Business Deans are soundly committed to fostering a sense of community that is welcoming to and respectful of all individuals—students, faculty and staff. Likewise, it is our duty to prepare our future business leaders for careers in an international and increasingly diverse workforce. We strive for inclusion, equity and diversity where all voices, viewpoints and backgrounds are valued and supported.

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AACSB RELEASES 2018-2019
BUSINESS SCHOOL DEMOGRAPHICS

The Association to Advance Collegiate Schools of Business (AACSB) recently released the 2020 Business School Data Guide, which includes information about faculty and student diversity for the 2018-2019 academic year. The following data was collected from 514 business colleges worldwide, 417 of which are in the U.S. Thirty European and 20 Asian business schools are included in the survey data, along with eight Latin American and seven Middle Eastern schools.

The following demographic information is for U.S. schools only.

Full-Time Faculty by Ethnicity

- White, Non-Hispanic: 63.3%
- Asian or Pacific Islander: 17.7%
- Race/Ethnicity Unknown: 11.9%
- Black or African American, Non-Hispanic: 3.9%
- Hispanic/Latino: 2.8%
- American Indian or Alaskan Native: 0.3%

The majority of full-time faculty at business schools in the U.S. are White, followed by Asian Americans or Pacific Islanders. Hispanic and Latinx faculty are the second lowest group, according to the survey.

Student Enrollment by Ethnicity

**Undergraduate**
- White, Non-Hispanic: 60.5%
- Hispanic/Latino: 14.8%
- Asian: 8.4%
- Black or African American, Non-Hispanic: 8.4%
- Race/Ethnicity Unknown: 3.7%
- Two or More Races: 3.5%
- American Indian or Alaskan Native: 0.4%
- Native Hawaiian or Other Pacific Islander: 0.2%

**Master’s Specialist**
- White, Non-Hispanic: 53.6%
- Race/Ethnicity Unknown: 12.7%
- Asian: 11.7%
- Hispanic/Latino: 10.8%
- Black or African American, Non-Hispanic: 8.2%
- Two or More Races: 2.4%
- American Indian or Alaskan Native: 0.3%
- Native Hawaiian or Other Pacific Islander: 0.1%

**Master’s Generalist**
- White, Non-Hispanic: 57.1%
- Race/Ethnicity Unknown: 12.5%
- Asian: 9.3%
- Black or African American, Non-Hispanic: 9.1%
- Hispanic/Latino: 9.1%
- Two or More Races: 2.3%
- American Indian or Alaskan Native: 0.4%
- Native Hawaiian or Other Pacific Islander: 0.2%

**Doctoral**
- White, Non-Hispanic: 56.7%
- Race/Ethnicity Unknown: 13.8%
- Asian: 13.5%
- Black or African American, Non-Hispanic: 8.0%
- Hispanic/Latino: 5.9%
- Two or More Races: 1.7%
- American Indian or Alaskan Native: 0.3%
- Native Hawaiian or Other Pacific Islander: 0.1%
BUSINESS THRIVES ON DIVERSITY

To compete in today’s global economy requires global talent, leveraging the strength of diverse backgrounds, experiences and points of view. At UConn School of Business, tomorrow’s leaders learn that an inclusive environment celebrating diversity not only produces the best result but also puts greater meaning in the word success. Embracing a wide-range of culturally diverse perspectives and world views, our students, faculty, staff and alumni are united in amplifying business as a force for good to make our workplaces, communities and the world better for all. Come thrive with us.
For business schools, having the ability to adapt curricula to keep pace with ever-changing employer demand and industry needs has always been a primary goal. During times of rapid economic upheaval — such as a global pandemic — keeping curriculum relevant becomes even more important.

“Business schools are constantly re-envisioning themselves to offer the most innovative and timely business education for their students,” explains Stephanie Bryant, executive vice president and chief accreditation officer for the Association to Advance Collegiate Schools of Business International. “With a world-altering event like the COVID-19 pandemic, it’s necessary for business schools to re-evaluate their curricula to make sure it is best serving their students and the new challenges they will face in the business sector.”

Being resilient in the face of change is a valuable attribute in such situations, Bryant says, noting that one benefit of business education is that it teaches students to have “the business mindset to identify and adapt to market disruptions and leverage new opportunities.” Even in seemingly disastrous situations such as the Great Recession, business schools were able to focus on creating a more positive future, she points out. They assessed what led to the financial crisis, such as poor risk management and a lack of social responsibility and adjusted their curricula accordingly.

Now, business schools are preparing students to address the unique challenges of the COVID-19 pandemic and its potential long-term effects on the economy and workplaces.

“We are already seeing more courses focused on leading during crisis times, thinking creatively and innovatively to solve complex problems, risk management, strategic management, financial modeling, and talent acquisition and retention, as some of the areas on the rise in the curriculum,” Bryant says.

Mauro Guillén, a management professor at the Wharton School at the University of Pennsylvania, noted in a March interview with CNBC that there have been multiple instances in recent history in which the business landscape was suddenly turned upside down. Lessons learned from the Great Recession, the terrorist attacks of 9/11, and large-scale natural disasters all provided “some solid underlying management principles that can be distilled, and that’s what we want to convey to our students and also some companies, organizations in the U.S., and also policymakers,” he states.

The Wharton School was one of the first institutions to focus on the coronavirus pandemic as a learning opportunity in real time. It began offering a six-week, half-credit course in March called “Epidemics, Natural Disasters, and Geopolitics: Managing Global Business and Financial Uncertainty.” The class was open to all University of Pennsylvania students and saw an enrollment of more than 500 in its first iteration.

“Every part of any business curriculum now has new questions about existing models and cases, and many schools have hustled to introduce special open programs to help leaders and managers to adapt. This is an important learning moment for current and future managers as well as scholars.”

Dan LeClair, CEO of The Global Business School Network

“Every part of any business curriculum now has new questions about existing models and cases, and many schools have hustled to introduce special open programs to help leaders and managers to adapt,” says Dan LeClair, CEO of The Global Business School Network. “This is an important learning moment for current and future managers as well as scholars.”

Some specific topics that business leaders as well as scholars are currently grappling with include how to think differently about risk in supply chains, managing teams in virtual environments, and reorganizing retail spaces for social distancing, LeClair says.

LeClair also thinks that the changes implemented during the pandemic will have long-lasting effects on business education. In recent years, changes to curricula have been
more rapid than ever before and have been driven by the themes of digital transformations and sustainability, he says. Being able to update curricula has been accelerated by the current crisis, and it has brought renewed attention to building more multidisciplinary education, according to LeClair.

In January 2020, prior to the outbreak of COVID-19 on a global scale, it was already suggested during the World Economic Forum’s annual meeting that business schools engage in more cross-disciplinary teaching and research. One result of the pandemic is business colleges seeing the value in and learning how to quickly collaborate with other fields such as public health, medicine, engineering, and life sciences in order to equip students with a more holistic approach to problem-solving, according to Robert Ruiz, managing director of BusinessCAS, in an April article in Poets & Quants.

Learning to be entirely dependent on technology when it comes to classroom learning will also have a lasting impact on business education. While many schools already offered online MBA programs and other distance learning options, the pandemic has accelerated the need for faculty and staff to be experts in effective online pedagogy.

At The George Washington University School of Business, the instructional design team has hosted 24 faculty workshops and more than 120 sessions with individual faculty to address the challenges and opportunities of online teaching, according to Liesl Riddle, PhD, associate dean of graduate programs and an associate professor of international business and international affairs.

The school already offered online degree programs and was, like many business schools, engaged in “overhauling” their courses to become more accessible to distance learners, Riddle says. The pandemic simply made this work more urgent, and now faculty are learning techniques to engage students through synchronized learning platforms and simulation games.

“One thing is certain: schools are learning new ways to leverage technology not only for efficiency but also for efficacy, and that will have a much bigger impact on curricula than anything,” says LeClair.

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
Virtual Accelerator Offers Diverse Students Startup Funding, Mentorship Opportunities

By Lisa O’Malley

Despite the many diverse entrepreneurs seeking to start their own business ventures, recent research shows that the majority of startup funding is awarded to White and Asian American men. A new student-centered project aims to change that.

Eliana Berger, a business and psychology student at Northeastern University, and Annabel Strauss, a recent graduate of Brown University, decided to help overcome the barriers to funding and mentorship that underrepresented startup founders need to be successful. Together, they created Envision Accelerator, a virtual accelerator program that provides financing, education, and resources to current students who are in the early stages of starting their own companies.

“We started Envision because we believe in a future where women, Black, and Latinx founders receive more than just 3% and 1% of venture funding, respectively,” Berger and Strauss told the news website TechCrunch. “As a team of students, we wanted to take matters into our own hands to help founders succeed — it’s our mission to support entrepreneurs early in their journeys and amplify voices that are often underestimated.”

The Envision Accelerator is run with the help of a team of students, graduates, and faculty and has received ample backing from industry experts and investors since its creation in June. Sponsors include venture capital firms and corporations such as Soma Capital, Underscore VC, Breyer Capital, Grasshopper Bank, and Lerer Hippeau.

“A virtual accelerator is meant to be a program that essentially works very, very closely with founders who are already past the idea stage of their business,” Berger told Northeastern’s news outlet. “They’ve already had some traction, they already have a team around them, and they have a very strong idea of a problem that they really want to work on and solve.”

More than 190 student entrepreneurs applied for the Envision Accelerator’s pilot program. Berger and Strauss originally planned to select only 10 companies, but the impressive quality of applications led them to expand the first cohort to 17. The participants’ missions include streamlining the Supplemental Nutrition Assistance Program (SNAP), making influencer marketing more accessible, and finding ways to reduce grocery store food waste.

Over the span of eight weeks, the cohort participated in workshops, gained access to mentorship opportunities, and received approximately $10,000 in equity-free capital for their startups — all done entirely online. Each week of the accelerator featured themed programming such as one-on-one mentorship or virtual office hours with successful business founders. It culminated with an invite-only demo day where participants showcased their ventures to leading investors.

More than 50 mentors took part, including Katie Beauchamp, founder of Birchbox; Arlan Hamilton, founder of Backstage Capital; and Charlie Cheever, founder of Quora and Expo. Participating students received feedback in a variety of areas, including marketing, pricing, fundraising, and more.

With this expert advice provided by veterans of startups, the cohort was able to finesse their current business strategies.

The support, mentorship, and investments the accelerator has received have already made it a success. So much so, in fact, that the accelerator recently announced it will soon be accepting applications for a fall cohort.

Lisa O’Malley is the assistant editor of INSIGHT Into Diversity.
Meet Our New Faculty: Dr. Sandria Stephenson, CPA

The J. Whitney Bunting College of Business at Georgia College & State University is pleased to welcome Dr. Sandria Stephenson, Assistant Professor of Accounting, to our faculty. Dr. Stephenson brings an array of accounting knowledge and is dedicated to incorporating the liberal arts principles into this field, which is often thought of as very static.

While growing up, Dr. Stephenson wanted to be a meteorologist, as she was fascinated by the weather and its impacts on the landscape. This dream shifted, however, while pursuing an internship in accounting during high school. Dr. Stephenson is fascinated with accounting, but not just with the numbers, or debits and credits. She sees accounting similarly to the weather; accounting is everywhere, it impacts people’s lives every day. Dr. Stephenson notes that accounting provides a social understanding of the world, beyond simply highlighting financial results. Accounting helps to build the foundation and the framework through which people view their socio-economic experiences.

Over the years, while working in various capacities in accounting, including in public accounting, Dr. Stephenson became interested in sharing her knowledge of accounting. Therefore, she began her teaching career as an adjunct instructor. After the birth of her son, Dr. Stephenson made the decision to pursue teaching full time. She did her research and found that the statics were staggering – less than five percent of Ph.D. graduates were minorities and even fewer black women. Dr. Stephenson knew if she wanted to advance in the field of higher education and garner the respect as a professor, she would need to earn a Ph.D. More important than wanting to advance to the pinnacle of higher education was her desire to learn the philosophical aspects of teaching and learning; she wanted to be a teacher-scholar, and a Ph.D. and post-doctorate have helped her achieve that vision.

As a Black woman who has earned a doctoral degree, Dr. Stephenson is among the very few within academia who achieved this milestone. However, it wasn’t until a conversation with a university administrator that the impact of this reality became a rallying cry to help other minorities achieve their academic potential. During that conversation, he asked her if she knew how powerful she was. This conversation made her realize she had the power to guide and make needed changes to the institutions around her. Since that time, she has used her position and encouraged those around her to see themselves as powerful, not as the “other.”

The more of “us” there are, the more opportunities there are to effectuate positive changes in society,” Stephenson said. It is with this goal in mind that Dr. Stephenson founded the HELP initiative to mentor minority doctoral students to help them achieve their goals of earning a Ph.D.

It was the liberal arts concept of bringing diverse groups, disciplines, and concepts together that enticed Dr. Stephenson to Georgia College. The university’s mission as a public liberal arts institution to provide students with a breadth of understanding in areas such as history, philosophy, psychology, etc., combined with a business education, perked Dr. Stephenson’s passion of making us move forward together. The liberal arts mission aligns with her teaching philosophy of educating students for more than just finding a job. She encourages them to become critical thinkers and student-scholars. She emphasizes to her students that accounting goes beyond grades and numbers. She wants them to understand how accounting fits within their daily activities. This approach helps them understand S.M.A.R.T. Learning. This is a term Dr. Stephenson coined to teach students how to situate accounting scenarios using their daily activities. When teaching concepts, whether it is intermediate accounting, fraud, or any of her graduate courses, she puts the numbers and events into context, showing the students that every action has a reaction. Accounting becomes more than “numbers on a page; it becomes people and their experiences. Using the skills, and the ability to think critically, students learn to add their judgement when helping to move us towards a prosperous society,” said Stephenson.

Dr. Stephenson is looking forward to continuing her career at Georgia College and to leveraging the liberal arts within the College of Business. She hopes to mentor students on their undergraduate research and to highlight alternate pathways in the field of accounting, other than the traditional public accountancy path. She hopes the Department of Accounting will continue to grow and pursue endorsements by external organizations, like the Institute of Management Accountants, which could propel the program into the national and international space. Most importantly, she is excited to blend the liberal arts with business and to give her students much to look forward to as they grow personally and professionally.

To learn more about the accounting programs and other programs at the J. Whitney Bunting College of Business, visit the website at gccsu.edu/business.

“Together there is an ‘us’ with the power to solve problems and move forward.”

The J. Whitney Bunting College of Business offers the following AACSB-accredited graduate programs:

- Master of Accountancy
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- Online Master of Management Information Systems

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GMAT waiver guidelines are located on the web site. Please call us at 478-445-5115 to discuss how one of our graduate programs can help advance your career.
Higher Ed Endowment Managers Severely Lacking in Diversity

By Mariah Stewart

“For the past two years, we sent surveys to our U.S.-based managers, and we intend to track this data annually. We believe increased diversity in the investment management industry is a positive and long overdue evolution for our society,” Barry says. “One of our goals in publishing this report is to amplify the conversation around diversity within the investment management industry. We hope other institutions will follow suit.”

Recently, Congressmen Emanuel Cleaver and John Kennedy sent 25 colleges and universities letters asking them to disclose the racial and gender data that make up their endowment money management teams.

Princeton University’s endowment manager group, PRINCO, responded to the politicians in a letter reassuring its value of diversity and sharing strategies to address demographic disparities.

“Diversity and inclusion in our investment ecosystem are essential if we want to continue to support the mission of the University by producing optimal portfolios and a manager roster that is capable of the best possible performance. Unfortunately, a commitment to diversity has not always been a priority within the investment community, and that legacy continues to impact our sector,” PRINCO president Andrew Golden wrote in the letter.

To address the lack of diversity, PRINCO has instituted an experimental program called Mentor Moments. Through this initiative, Golden will meet with 50 individuals from diverse backgrounds to provide mentorship and insights based on his career as an asset manager.

“Individuals from all backgrounds are encouraged to apply — ideally, the selected cohort will reflect the demographics of the U.S. population at large. We hope that this experimental

Suggested Best Practices

The U.S. Government Accountability Office (GAO) has identified four key practices that institutional investors can use to increase opportunities for minority and/or women-owned (MWO) asset managers. The guidelines are consistent with federal interests in increasing opportunities for MWO businesses.

In a July 2019 letter to the National Association of College and University Business Officers, U.S. Rep. Emanuel Cleaver and several other Black Democratic lawmakers called on colleges and universities to implement these best practices identified by the GAO, which are:

**Top leadership commitment.** Demonstrate commitment to increasing opportunities for MWO asset managers.

**Remove potential barriers.** Review investment policies and practices to remove barriers that limit the participation of smaller, newer firms.

**Outreach.** Conduct outreach to inform MWO asset managers about investment opportunities and selection processes.

**Communicate priorities and expectations.** Explicitly communicate priorities and expectations about inclusive practices to investment staff and consultants and ensure those expectations are met.
program will give us the opportunity to be part of improving diversity within the investment management industry,” PRINCO’s website states.

“In connecting with mentees, we hope to learn more about our industry’s impediments to recruitment and retention of investors from underrepresented backgrounds, while offering individuals selected to participate in this program the opportunity to gain both career guidance and perspectives on the institutional investment industry,” stated Golden.

Patrick S. McKiernan, a spokesperson for Harvard Management Company (HMC), told the Harvard Crimson in July that its group has “taken early steps to broaden the pipeline of external investment managers to ensure consideration of diverse managers.”

“When considering the diversity of an external manager, we do not limit our view merely to the leadership level, but also try to consider their entire team,” McKiernan wrote. HMC’s board of directors is almost exclusively men.

In August, the International Endowment Network published a report titled Investing in Racial Equity: A Primer for College & University Endowments that shares how institutions can implement practices for racial equity by offering internships, allocating funds to investment firms that are doing this work, remaining transparent by disclosing demographics, discussing racial equity at meetings, conducting anti-bias trainings, and more.

“Racial equity investing also offers higher education leaders an opportunity to go beyond educating students of color, to investing in them, their futures, their communities, and a societal system that is more equitable,” the study states. "A clear commitment to diversity, equity, and inclusion from Trustees, Boards and Presidents, across all sectors of the university including endowment management will lead to institutional resilience and relevance, as these issues directly affecting the lives of the majority of high school aged students today will affect the endowment performance and the business model of higher ed.”

“We’ve had 400 years of lack of inclusion. So it’s going to take a while for many asset allocators and many decision makers to get over their implicit biases,” Raben said in a 2017 interview with the National Association of Investment Companies. “Let’s be candid — we still live in a world where too many people think people of color are not capable of strong performance around asset management. ... Diversity means performance.”

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
Business Schools Guide Companies in their Pledges to Support Social Justice and Diversity

By Lisa O’Malley
In June, some of the world’s leading companies took steps in support of social justice that would have until recently seemed radical. Walmart pledged $100 million to create a Center on Racial Equity to support social justice initiatives. Apple announced the creation of an entrepreneurship camp for Black software developers. Facebook has committed to double the number of Black and Latinx employees by 2023.

The surge of mass protests against systemic racism and police brutality have prompted companies and organizations across multiple industries to make similar pledges in support of social justice and improve their own internal policies surrounding diversity, equity, and inclusion. In order to make good on these pledges, business schools play a pivotal role — through both the training and education they provide students and the pipeline of diverse candidates they offer companies as future leaders and decision makers.

“Younger generations believe in positive change, and they believe they can make it happen,” says Prashant Malaviya, PhD, senior associate dean for MBA programs at Georgetown University’s McDonough School of Business. “Their life choices — from which school to attend, to which companies to work for — are greatly influenced by their values. The companies that are the best cultural fit to the values of these emerging generations will be best able to recruit and retain the top talent.”

For many business schools, social justice and diversity are key components of their curricula. “At Georgetown McDonough, we believe we can best influence organizational change through our core mission — educating our students to be impactful leaders and participating in research that impacts business practice,” says Malaviya. The school also holds to its mission by allowing each student the opportunity to perform social justice work, whether it be volunteering through an MBA student organization, working with a curricular program like the Pivot Fellows, which teaches entrepreneurship and business to formerly incarcerated individuals, or engaging with the university’s broader initiatives, like the Center for Social Justice Research, Teaching & Service.

In addition, Georgetown has launched a course titled “Leading Teams for Performance and Impact,” which, according to Malaviya, “covers topics including the dynamics of diversity and inclusion, implicit biases, conflict and civility, and giving and receiving feedback.” At Rutgers University Business School (RBS), special focus and investment is placed on not only recruiting underrepresented students, but in providing the necessary support and community they need to succeed in both their academic and professional careers. “We have a portfolio of programs that we are facilitating that all speak to this need for increased diversity and inclusion at the business school level,” says Charles A. Brown, assistant dean for the school.

This includes RBS Business Student Transition at Rutgers (B-STAR), a two-tier program which is designed to help business students from underrepresented groups accelerate their academic progress and thrive during their time on campus. The first tier of the program involves an intensive, six-week curriculum during which incoming freshmen live on campus and take two college courses for full academic credit. The second tier is based on providing support services, resources, and leadership development opportunities as students.

Younger Generations Demand Companies Share Their Values

The murders of George Floyd, Breonna Taylor, and many other Black Americans this summer has caused heightened awareness of racial inequities and biases in higher education and society.

For millennials (those born between 1981 and 1996) and members of Generation Z (who were born between 1997 and 2005), these injustices have never been clearer. As the two most racially and ethnically diverse generations ever, they are particularly attuned to social issues. According to a poll by YPulse, a company that specializes in youth marketing research, 55 percent of individuals from these age groups said that they have participated in the recent protests supporting racial justice and the Black Lives Matter movement.

The social values of young people have a big impact on their spending habits. A report found that 83 percent of millennials want the companies they buy from to share their values and participate in brand activism; Gen Z members have similar expectations. Considering that these two generations make up a large portion of the consumer base, companies should realize that their future success depends on being proactive with diversity and social justice initiatives.

Companies shouldn’t just use social justice issues as a way to sell products and services. In order to recruit new talent, businesses will have to demonstrate that they value having a diverse workforce. This can only be done by identifying diversity, equity, and inclusion improvements within the workplace and increasing efforts to hire more underrepresented individuals.
Inclusive leadership is what makes business problem solving possible. It’s what activates diverse teams to achieve their full potential. The Carl H. Lindner College of Business at the University of Cincinnati creates a community for students, faculty and staff to be and grow into their best, authentic selves:

- Innovative programs like Business Fellows, Lindner Women in Business and Pride at Lindner to support and celebrate our diverse students.
- Students embark on their own personal leadership journey and put into practice learned traits of inclusive leadership.
- The business case for diversity, equity and inclusion is oftentimes at the heart of research and problem-solving conducted by faculty, doctoral and postdoctoral students beyond the classroom.

work toward the completion of their undergraduate degrees.

This support continues after students graduate. The RBS Connect, Engage, and Opportunity (CEO) Network maintains partnerships with local, national, and global organizations to strengthen the school’s programming and expose students to mentoring, internships, and even full-time job opportunities.

“What we’ve done is put together a small group of organizations that have [diversity, equity, and inclusion] values in mind, and we seek to connect students with these partners, not just for one and done type opportunities — temp opportunity here, lunch and learn opportunity there — but as introductory tools to facilitate multi-touchpoint engagements,” Brown says. These engagements include corporate site visits, panel discussions, and more.

With these initiatives in mind, Brown believes that the diverse graduates of RBS can effectively change the companies they join for the better. Even more importantly, they can bring positive changes to their own families and, on a greater level, within their communities. “If we can help to transform their family’s life, we can transform a community,” he says.

According to Brown, community is at the heart of reshaping organizations towards being more involved in social justice issues. “I think it is incumbent upon organizations to take the time to not just reflect but help to create sustainable change in the communities in which they are planted,” says Brown. “I think for a while they’ve been in communities — they’ve been servicing or patronized by certain groups — without investing back into those communities.”

The University of Michigan Ross School of Business (Michigan Ross) is likewise committed to providing the necessary tools and outreach for underrepresented students to become efficient and inclusive leaders.

“We have diversified school leadership, increased access to underrepresented mentors and role models, and ensured that students have equal access to influential networks for underrepresented individuals,” says Scott DeRue, PhD, dean of Michigan Ross. Included in these initiatives are training sessions for MBA students that lead them in learning how to understand their own identities, recognize microaggressions and inequalities in the workplace, act as allies by intervening safely and effectively, and lead diverse, inclusive teams by removing biases and developing conflict resolution skills.

“We have also redesigned existing courses to address how the #MeToo movement and the Black Lives Matter movement are reshaping business,” explains DeRue. “By redesigning our own organization to be more diverse, equitable and inclusive, while also redesigning the academic experience to develop more inclusive business leaders, the Ross School aims to be among the business schools that build a better, more equitable, and more just world for all.”

“Of course, we all have a long way to go and must have an unwavering commitment to this important work,” he says. “It will be among the defining issues that determines our generation’s legacy and contribution to society.”

Lisa O’Malley is the assistant editor of INSIGHT Into Diversity.
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Students at the City University of New York School of Architecture
Architecture Schools Are Becoming More Diverse, but the Profession Still Faces Challenges

By Mariah Bohanon and Mariah Stewart

Despite concerns over a downward trend in college and university enrollment due to the coronavirus pandemic, architecture degree programs appear to be facing steady or even increased enrollment. This upward trend includes growth in student diversity, yet the number of students of color who actually become licensed architects continues to lag.

As of 2018, only 2 percent of National Council of Architectural Registration Boards (NCARB) licensees were Black and 1 percent were Latinx, reports Thomas Fisher, a professor and dean of the University of Minnesota College of Design, in a recent article in Architect magazine.

Yet 2015 data shows that an increasing number of people of color are enrolling in architecture programs, as more than 25 percent of enrollees of master’s and pre-architecture programs are students of color — a 10 percentage point increase from 2009. This growth points to a vast improvement in the profession’s “horrible track record when it comes to racial diversity,” Fisher writes.

There is a disconnect, however, between the number of underrepresented students who enroll in architecture programs and those who actually become certified professionals. “The first major barrier to architecture licensure is the degree type. Most Black architecture students are entering pre-professional programs, which in most jurisdictions do not meet the education requirement to become a licensed architect,” explains Kendall A. Nicholson, EdD, director of research and information for the Association of Collegiate Schools of Architecture.

Some colleges, universities, and organizations are working to raise awareness of this issue and to grow the pipeline of marginalized students who meet the proper educational requirements to earn licensure. NCARB’s Integrated Path to Architectural Licensure (IPAL) initiative, which allows students to earn licensure before graduating from a bachelor’s or master’s program, is tackling this challenge. Since 2015, more than 20 schools have established an IPAL program, which allows students to complete the Architectural Experience Program (AXP) and the Architect Registration Examination (ARE) concurrently.

The AXP and ARE are the core experience and examination requirements to become a licensed architect. Completing these requirements takes an average of 6.8 years after earning a degree, according to NCARB. “This time commitment can make it significantly less appealing as a career choice for those searching for upward social mobility,” Nicholson says. By cutting down on the time it takes to earn licensure, IPAL can motivate more students to pursue architecture and design as a career.

Degree programs must broaden their focus to look at architecture and design issues that specifically affect marginalized communities, says Sanjive Vaidya, chair of the department of architectural technology in the New York City College of Technology at the City University of New York.
New York Institute of Technology was recently recognized as the “school with the most diverse student body among universities in the United States based on equitable access, diversity and employability outcomes” in a 24/7 Wall St. ranking published in USA Today.

The School of Architecture and Design’s mission embraces diversity, fosters equity, and promotes a culture of inclusion:

- Almost 70% of our students are Hispanic, African American, Asian or international.
- Almost 50% of our students are female.

We foster and value diversity and equity through:

- Projects of research and design that afford students and faculty opportunities to work in marginalized communities and in collaboration with minorities or local populations in local and global, built and natural environments.
- Student associations, such as the National Organization of Minority Architects, to promote awareness of sensitive issues that will shape our future society.

Our culture of cooperation and open dialog embraces change, requiring personal and professional involvement and responsibility in forming spaces that nurture a more equal and sustainable quality of life for ALL.

www.nyit.edu/architecture

“Architecture and planning are very much aligned with social science because we study people and we study how they move, how they occupy space, and how they occupy buildings,” says Vaidya. “Architects and planners are good allies to have in the fight for improving communities, for improving regions, and improving the development of those areas.”

“[Schools] not discussing themes like redlining, which have led to Black and poor communities being marginalized and in a lot of trouble in terms of infrastructure and heat island effects — all of these different things are real, tangible architectural issues and none of that really [gets] taught,” Vaidya explains.

Programs such as the Hip Hop Architecture Camp engage students with these issues at a young age. Founded by architectural designer Michael Ford and taking place in 45 cities, the camp uses hip hop as a catalyst to introduce underrepresented middle school students to architecture and urban planning and design. Participants “explore how hip-hop music comments on the constructed world, and how design can be a tool for social change,” according to Architectural Record magazine. They are paired with industry experts, community activists, and hip-hop artists to create unique visions for their communities, including the creation of physical and digital design models.

“My hope for future architecture schools is simple, that no matter what their student demographics, that all students and faculty have a full understanding that architectural design not only makes an environmental impact but has equally as significant racial implications,” says Nicholson. “There are certainly schools that are already making this learning central, but many are just now finding their way and I hope they do so with an unwavering commitment.”

Mariah Bohanon is the senior editor and Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.

Heat Island Effect

Heat islands are urban areas that experience higher temperatures than surrounding areas due to infrastructure, such as buildings and roads, that absorb and re-emit the sun’s heat more than natural landscapes and greenery. Communities located in heat islands tend to produce more air pollution and greenhouse gas emissions, have poorer water quality, and higher rates of heat-related illness and mortality.

Source: United States Environmental Protection Agency

Sanjive Vaidya
WE COMMIT

TO DESIGNING A BETTER WORLD, ONE OF AUTHENTIC DIVERSITY, EQUITY AND INCLUSION.

WE COMMIT to progress that has an equitable impact for everyone in our communities. And we commit to expanding our efforts in our larger communities to bring accelerated and lasting change.

WE COMMIT to taking the time to reflect and assess, to better understand our own histories, to learn from our failures and to identify what needs to be done on our journey forward.

WE WILL CONTINUE to hear, understand, and respond to the experiences and the ideas for meaningful change, expressed by our students, faculty, staff and alumni, so we can work together to design and construct a better, fully diverse, richly inclusive, sustaining future.

WE COMMIT to self-examination of intercultural competence, to creating intergenerational frameworks for awareness and response and to building structures for lasting progress in student recruitment, enrollment and placement, in faculty and staff diversity, and in curricular character and depth.

WE ARE GUIDED by the solidarity of our opposition to racism and our commitment to change.

WE COMMIT to authentic action that makes our education more available to underrepresented students, which will enrich the academic experience for all students and ultimately broaden diversity in the professions.
The AACSB-accredited Madden School of Business at Le Moyne College invites applications from those interested in joining our warm, welcoming community of educators and scholars in a full-time, tenured or tenure-track faculty positions in Finance and Management & Leadership beginning in the fall of 2021. Le Moyne College is an equal opportunity employer. Women, persons of color, Jesuits and other candidates who are people from populations underrepresented in these fields are especially encouraged to apply.

FINANCE FACULTY POSITION
QUALIFICATIONS: A Ph.D. or a DBA in Finance from an AACSB-accredited institution or similarly recognized international program and evidence of ability to do quality teaching and research. Previous experience as a Finance faculty member is highly preferred. Excellent communication and interpersonal skills are also required.

RESPONSIBILITIES: Teach undergraduate and MBA finance courses in a variety of different areas, in particular, the areas of investments and corporate finance. Candidates should be willing to occasionally teach online and develop collaborative relationships with the business community. In addition to a (typical) 3-3 teaching load, and engaging in scholarly research, a reasonable amount of college service is expected.

The Madden School of Business operates a state-of-the-art Finance trading center with multiple Bloomberg terminals. The successful candidate is expected to embrace and utilize this high-tech teaching environment in his or her teaching. It is also hoped that she or he will be willing and able to participate in, and help support, Dolphin Green & Gold Fund, LLC, a faculty-supervised, student-managed $1 million (real dollars) investment portfolio.

MANAGEMENT & LEADERSHIP FACULTY POSITION
QUALIFICATIONS: A Ph.D. or a DBA in Management, Leadership, Organizational Behavior, Human Resources or a related field from an AACSB-accredited institution or similarly recognized international program and evidence of ability to offer thoughtful and engaging classes and pertinent, business/society-enhancing research. The ability to connect with, advise, and educate our students is key.

RESPONSIBILITIES: Teach undergraduate and MBA courses in management, leadership, strategy, and related organizational behavior electives. Specific knowledge of human resources is a plus. Candidates should be willing to teach online and develop collaborative relationships with our engaged business community. Candidates will also act as advisers to undergraduates. Reasonable service is expected, including serving as program director and/or chair.

OPPORTUNITIES: The successful candidate will be a part of a team with a passion for social justice, diversity and the possibility for every person to make a difference. Creative ideas are welcomed and often realized, and real connection with students in clubs and campus events are a part of our very fabric. Scholarship opportunities include case writing as part of our young and thriving Global Jesuit Case Series.

APPLICATION PROCEDURE: To apply, visit www.lemoyne.edu/employment and click the ‘Apply Now’ button and submit a letter of application and CV. Three reference letters should be sent directly to lemoynehr@lemoyne.edu with “Finance” or “M &L” in the subject line. Documentation may also be submitted by mail to Diann Ferris, Le Moyne College, 1419 Salt Springs Road, Grewen Hall, 2nd Floor (Human Resources), Attn: Finance or M&L Search, Syracuse, New York 13214. Review of applications will begin in the fall of 2020 and continue until the positions are filled.

lemoyne.edu/employment
Pediatric Otolaryngologist

The University of Utah Otolaryngology is seeking a BC/BE Pediatric Otolaryngologist at the Assistant Professor level on the Clinical Track. Fellowship training is required.

This new faculty will staff the Primary Children’s Hospital in Salt Lake City. This is a full-time academic position at the University of Utah. The successful candidate will join an existing pediatric group of 7 providers.

The successful candidate must demonstrate excellence in resident education, clinical research and patient care. Primary Children’s Hospital is the only freestanding pediatric center for the state of Utah, and it has a large referral base comprising the surrounding states.

Interested applicants must apply online at: http://utah.peopleadmin.com/postings/106257

For more information contact:
Albert Park, MD, Professor
University of Utah School of Medicine
50 North Medical Drive 3C120
Salt Lake City, Utah 84132
(801) 585-3186
susan.harrison@hsc.utah.edu

Applicants should send an updated CV and a list of three references to the above address.

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

Equal Employment Opportunity
University of Utah is an Affirmative Action/Equal Opportunity employer and does not discriminate based upon race, national origin, color, religion, sex, age, sexual orientation, gender identity/ expression, status as a person with a disability, genetic information, or Protected Veteran status. Individuals from historically underrepresented groups, such as minorities, women, qualified persons with disabilities and protected veterans are encouraged to apply. Veterans’ preference is extended to qualified applicants, upon request and consistent with University policy and Utah state law. Upon request, reasonable accommodations in the application process will be provided to individuals with disabilities. To inquire about the University’s nondiscrimination or affirmative action policies or to request disability accommodation, please contact: Director, Office of Equal Opportunity and Affirmative Action, 201 Presidents Circle, 135, (801)581-8965.

The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a strong commitment to improving access to higher education for historically underrepresented students.
The coronavirus pandemic and the resulting widespread unemployment have created a food shortage for millions of Americans. At the same time, farmers are experiencing a food surplus due to a mass reduction in commercial orders and supply chain disruption. A group of college students are taking on both issues through The FarmLink Project, a grassroots organization that connects farmers to food banks.

Stanford University student James Kanoff and Brown University students Aidan Reilly and Will Collier launched the project in March after learning about the massive amount of food waste occurring on farms. With the help of fellow student volunteers, the team began purchasing surplus food from farmers and delivering and donating it to food banks in areas most affected by the pandemic, such as Navajo reservations.

Food Finders, a nonprofit focused on ending hunger, serves as the project’s fiscal agent and adviser, while Uber Freight assists with shipping and distribution. In addition to donations, these partner organizations make it possible for the FarmLink Project to purchase excess food and to pay farm workers and truck drivers.

In the six months since its founding, the project has expanded nationwide and been featured on multiple national news outlets. The group hopes to continue growing its operations and to create a long-term model to address food waste on a global scale.

Learn more about The FarmLink Project at farmlink.org.
MEASURING CAMPUS CLIMATE IS DIFFICULT. UNTIL NOW.

Having the best available information means being able to make data-driven decisions at times of uncertainty. At VCU, that’s exactly what Climatext does. It’s the platform that brings us near real-time student sentiment on any current event we ask them about. And after an in-depth analysis of the responses, our ability to focus on student needs increase.

Learn more at inclusive.vcu.edu/vcu-universe
Clemson University has been ranked among the top public universities in the nation for the past 12 years by *U.S. News & World Report* (2020). The University promotes a diverse campus environment and innovative programs to foster inclusive excellence in education, business and employment.

- The **Clemson University Men of Color National Summit** works to close the opportunity gap for African American and Hispanic males. clemson.edu/menofcolor

- **Tiger Alliance** is a program that mentors and prepares high school men of color and other underrepresented young men for college entrance and success. clemson.edu/inclusion/summit/tiger-alliance.html

- The **Call Me MISTER** program increases the pool of available teachers from broader, more diverse backgrounds. clemson.edu/education/callmemister

- The **Emerging Scholars** program helps establish a college-going culture among students in school districts along the state’s I-95 corridor. clemson.edu/academics/programs/emerging-scholars

- The **Harvey and Lucinda Gantt Multicultural Center** supports and advocates for all Clemson students’ needs while providing diverse and experiential-learning opportunities. clemson.edu/centers-institutes/gantt

- The **Charles H. Houston Center for the Study of the Black Experience in Education** conducts research and assesses programs that impact the educational experiences of African Americans. clemson.edu/houston

- The **Clemson Career Workshop** summer program supports college readiness of high-achieving students from diverse populations. clemson.edu/centers-institutes/houston/clemsoncareerworkshop

- **Creative Inquiry** combines engaged learning and undergraduate research experiences that are unique to Clemson University. clemson.edu/ci

- **PEER (Programs for Educational Enrichment and Retention)** provides collaborative experiences for underrepresented students in science and engineering. clemson.edu/cecas/departments/peer-wise

Creating a framework for excellence that incorporates diversity at its core while linking the quality of the educational experience.

clemson.edu/inclusion