Business Schools and Hospitality Management Programs

Helping colleges and workplaces become better role models for equity and inclusion, these schools are creating valuable alliances and innovative programs for recruitment of diverse faculty and students.

ALSO IN THIS ISSUE:

- HBCUs Contend with Disproportionate Impact of Abortion Bans
- New Initiatives Augment Federal Tuition Relief Efforts
- The Current State of Campus Accessibility and Strategies for Moving Forward
The University of Louisville is home to a community of diverse perspectives and backgrounds. Working together, we address global challenges and drive needed change to build a better world here and beyond.

With student groups, scholarship opportunities and program offerings, UofL’s College of Business provides support for underrepresented students entering fields like accounting and distilled spirits. Take the Louisville chapter of the National Association of Black Accountants, which provides fellowship, networking opportunities and mentorship for students of color.

Meanwhile, the College of Business and the Kentucky Distillery Association partnered to create a scholarship program for historically marginalized people and their allies. The scholarship allows students to work toward UofL’s Distilled Spirits Business Certificate, a graduate level, online program that prepares individuals to master the business operations side of the distilled spirits industry.

Unique curriculum, networking and mentorship opportunities and financial support for underrepresented groups means the College of Business is helping create a more inclusive community for students and industry alike.
The University of Louisville is home to a community of diverse perspectives and backgrounds. Working together, we address global challenges and drive needed change to build a better world here and beyond. With student groups, scholarship opportunities and program offerings, UofL’s College of Business provides support for underrepresented students entering fields like accounting and distilled spirits. Take the Louisville chapter of the National Association of Black Accountants, which provides fellowship, networking opportunities and mentorship for students of color. Meanwhile, the College of Business and the Kentucky Distillery Association partnered to create a scholarship program for historically marginalized people and their allies. The scholarship allows students to work toward UofL’s Distilled Spirits Business Certificate, a graduate level, online program that prepares individuals to master the business operations side of the distilled spirits industry. Unique curriculum, networking and mentorship opportunities and financial support for underrepresented groups means the College of Business is helping create a more inclusive community for students and industry alike.
Diversity at the University
Known for its innovation and interdisciplinary approach to education at both the graduate and undergraduate levels, the University of Alabama at Birmingham is an internationally renowned research university and academic medical center and the state of Alabama’s largest single employer, with an economic impact exceeding $7 billion annually on the state. UAB is proud to be recognized as a 2021 HEED Award recipient and 2021 Diversity Champion by INSIGHT Into Diversity.

Diversity at the UAB Collat School of Business
Located in the heart of Alabama’s business center, UAB’s Collat School of Business provides an engaging learning environment with classrooms extending well beyond the walls of the UAB campus. We prepare students for success as leaders and professionals using a balanced approach to teaching, research and service. Diversity, equity and inclusion are key foundational components of success as we support this mission.

OPEN FACULTY POSITIONS

Associate/Full Professor of Strategic Management
The UAB Collat School of Business seeks applicants for a tenure-track faculty position in management with a specialty in strategy. Other management faculty share a variety of interests, including leadership, wellness, bullying/aggression, political skills, operations research, and work-family balance. APPLY: Submit your application at https://uab.peopleadmin.com/postings/11793.

Assistant Professor of Entrepreneurship
The UAB Collat School of Business seeks applicants for a tenure-track faculty position in entrepreneurship. The most competitive candidates will possess some familiarity with all subfields of entrepreneurship (e.g., social enterprise, technology, strategy, venture finance, marketing) based on practical experiences and/or scholarly expertise. APPLY: Submit your application at https://uab.peopleadmin.com/postings/11729.

Assistant/Associate Professor of Marketing
The UAB Collat School of Business seeks applicants for a tenure-track faculty position in marketing. Successful candidates will be expected to have a commitment and dedication to research and teaching excellence in marketing strategy with secondary interests in areas related to marketing analytics, sales, or business-to-business marketing. APPLY: Submit your application at https://uab.peopleadmin.com/postings/1581.

UAB is an Equal Opportunity/Affirmative Action Employer committed to fostering a diverse, equitable and family-friendly environment in which all faculty and staff can excel and achieve work/life balance irrespective of, race, national origin, age, genetic or family medical history, gender, faith, gender identity and expression as well as sexual orientation. UAB also encourages applications from individuals with disabilities and veterans.
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Study Finds Mental Health Tops List of Student Concerns

College students in the U.S. say their own mental health is their biggest stress factor, according to a recent study. Nearly 70 percent of respondents say they would give their overall mental health a grade of B or C.

The nationwide survey of nearly 1,200 students was conducted by health care company TimelyMD to assess the state of campus mental health as the new fall semester gets underway. Feelings of depression, anxiety, and stress were reported by seven out of 10 participants.

In a separate study conducted by TimelyMD at the start of the spring 2022 semester, 70 percent of respondents reported high stress due to the pandemic. By contrast, more than half now say they are less or not at all concerned about COVID-19.

The company notes that just 16 percent of students reported concern about monkeypox.

One positive finding is that students are more inclined to seek help when experiencing mental and emotional distress. In fact, 71 percent of participants said they “are more likely than ever” to seek out emotional support, compared with 64 percent previously.

Some survey results varied by demographics, with LGBTQ+ students being more likely than their peers to report feelings of stress and anxiety. Just over 85 percent of nonbinary survey takers reported mental health issues, compared with 75 percent of women and 60 percent of men. Native Hawaiian/Other Pacific Islander Native students reported the highest levels of these issues, at 87 percent, compared with all other ethnic and racial groups.

Future of Higher Education Discussed at College Equity Summit

In August, the U.S. Department of Education hosted the Raise the B.A.R.: Bold + Action + Results in College Excellence and Equity Summit, which brought together government officials and leaders from more than 40 colleges and universities to discuss the future of higher education.

The event featured group and breakout sessions focused on student success through data gathering, improving workforce credentials, examining college affordability, and addressing college completion, which is a particular concern of U.S. Education Secretary Miguel Cardona, who outlined his vision for the future of higher education during the conference.

“In every year, millions of students wind up in what I call ‘postsecondary purgatory,’” Cardona said. “They earn some credits, but no degree. Then they have student debt they cannot afford and a limited path to higher-paying jobs.”

College completion rates are especially low for historically underserved Black and Latinx students — at about 40 and 50 percent respectively, Cardona said. To address this, he announced the creation of the College Completion Fund for Postsecondary Success. The fund will provide $5 million to Minority-Serving Institutions to support transfer students and increase retention rates through data-driven, evidence-based initiatives.

During his address, Cardona said postsecondary institutions and government officials need to work together to make the higher education landscape more inclusive. He asked colleges and universities to focus less on arbitrary rankings and more on developing high-quality, equitable degree programs for all students.

“We need a culture change in higher education now,” Cardona said. “We must stop conflating selectivity with excellence. We must stop correlating prestige with privilege. We must embrace a new vision of college excellence.”
Inspiring innovation. Reimagining the future.
READ: Urban Voices, Racial Justice, and Community Leadership: African American CEOs of Urban Community Colleges Speak Out
In this collection of essays, edited by Curtis L. Ivery and Christine Johnson McPhail, African American CEOs of urban community colleges share their experiences leading some of the largest educational institutions during the height of the COVID-19 pandemic and racial justice movement in 2020. Featuring a foreword by scholar and activist Cornel West, the book explores how the leaders navigated political and racial tensions to serve students who were disproportionately affected by these events. Through political commentary and leadership advice, they explain how community colleges have the potential to be a driving force for economic and social justice in the U.S. Published by Rowman & Littlefield

WATCH: Aftershock
After two young Black mothers suffered preventable deaths due to medical negligence during childbirth, their families banded together to bring attention to the Black maternal health crisis in the U.S. In Aftershock, directors Paula Eiselt and Tonya Lewis Lee follow these families as they advocate for legislation and medical accountability, while also introducing viewers to a range of midwives, physicians, and activists seeking institutional reform. Together, this community is advancing the burgeoning birth justice movement in an effort to enact systemic changes within the medical system and the government. Streaming on Hulu

LISTEN: The Excellence Experiment
Produced by the American Association of Colleges and Universities, this podcast gives a behind-the-scenes look into the Howard Hughes Medical Institute Inclusive Excellence Initiative. Launched in 2017, the initiative seeks to increase the inclusion of nontraditional students in science, technology, engineering, and math (STEM) undergraduate education by providing grants to colleges and universities that are committed to developing resources and infrastructure to support this goal. In each episode, leaders from participating institutions — including California State University, Los Angeles; the University of Houston-Downtown; and Wellesley College — provide a rundown of how they engage in the work of making STEM more accessible to students of all backgrounds. Available on all major podcast apps
The challenges faced by cities across the U.S. are not unique, but our approach to addressing them is. Virginia Commonwealth University’s Institute for Inclusion, Inquiry and Innovation builds transdisciplinary teams of nationally recognized scholars and partner with leaders of the communities it serves to deploy innovating solutions that simply work.

Learn more at icubed.vcu.edu.
ALABAMA

Olivier Charles, MS, has been named president of Bishop State Community College in Mobile. Charles was vice chancellor for student success at the Alabama Community College System in Montgomery.

GEORGIA

Yolanda Page, PhD, has been appointed provost and vice president for academic affairs at Savannah State University. Page previously served as vice president of the Division of Academic Affairs at Dillard University in Louisiana.

WASHINGTON, D.C.

Gregory C. Hutchings Jr., EdD, has been selected as the inaugural executive-in-residence at American University School of Education. Hutchings previously served as superintendent of schools for Alexandria City Public Schools in Virginia.

NEW JERSEY

Ufuoma Abiola, EdD, has been appointed inaugural executive head and associate university librarian for diversity, equity, and inclusion at Princeton University Library. Abiola previously served as executive director for diversity, equity, and inclusion at Columbia University Business School in New York.

MARYLAND

Blanton Tolbert, PhD, has been named inaugural vice president of science leadership and culture at Howard Hughes Medical Institute in Chevy Chase. Tolbert previously served as vice dean of diversity and inclusive excellence and professor of chemistry at Case Western Reserve University School of Medicine in Ohio.

NEW DIRECTIONS

Has your campus recently hired a new administrator? INSIGHT Into Diversity wants to publish your news! Please send your announcement to editor@insightintodiversity.com.
We are recruiting faculty for dynamic programs in Child & Adolescent Development; Environmental & Occupational Health; Athletic Training; Kinesiology; and Nursing. Come join us in educating students to help children and families through youth advocacy and counseling. Research the ways early childhood influences affect society. Establish pathways for clinical/therapeutic exercise specializations. Bring leadership skills to life for future professionals. Make strides for a healthier and safer planet: share your talents as an environmental health specialist, industrial hygienist, or safety engineer. Bring what you know, share your life-experience, and together we can make a better world.

We are the College of Life.

www.csun.edu/hhd
National Disability Employment Awareness Month

This October marks the 34th annual observance of National Disability Employment Awareness Month (NDEAM), a federally designated month honoring the achievements and contributions of U.S. workers with disabilities. The 2022 theme is “Disability: Part of the Equity Equation,” to reinforce the fact that people with disabilities play a critical role in advancing diversity, equity, and inclusion (DEI) across the workforce.

In celebration of NDEAM, Erik Cliburn, senior staff writer for INSIGHT, recently spoke with several experts in higher education who advocate for people with disabilities, both in the classroom and in the workplace. They shared the importance of NDEAM, the challenges that people with disabilities still face, and their visions for a more equitable future in higher education.

Our experts are heavily involved with the Association on Higher Education and Disability (AHEAD), an INSIGHT Into Diversity partner and a membership association of college and university employees who work to improve disability rights and accessibility through networking, research promotion, professional development conferences, and other initiatives.

Editor’s note: The following responses have been edited for clarity and length.

Meet the Roundtable
Tammy Berberi, PhD, is associate professor of French and disability studies at the University of Minnesota, Morris (UMN Morris). Berberi has served as a board member for the Society of Disability Studies, a member of the AHEAD Board of Directors, and a member of the Minnesota Governor’s Council on Disability.

Zebadiah Hall is the director of Student Disability Services at Cornell Health, Cornell University. Hall serves as equity officer for the AHEAD Board of Directors.

Allen Sheffield is associate director of Student Accessibility and Accommodation Services at the University of Michigan (U-M). Sheffield also oversees the Services for Students with Disabilities and Testing Accommodation Centers at U-M and is a member of the AHEAD Board of Directors.

Katy Washington, JD, PhD, is director of the Office of Disability Access at the University of North Texas. Washington is president of the AHEAD Board of Directors.

Why is it important to observe and recognize NDEAM in higher education?

Berberi:
People see disability’s accoutrements, such as wheelchairs and canes, but our experiences remain mostly invisible and unknown to others. People continue to use a lot of deficit thinking in understanding disability, meaning we continue to be understood according to what we cannot do, rather than our talents, dreams, or promise. Disability is a creative challenge to architectural, educational, and cultural norms that should be changing more quickly than they are. I want to nudge the bar up a bit. Colleges and universities must aim to surpass accessibility as a technical standard and to be hospitable toward disabled students, staff, and faculty.

Hall:
It is important to observe and recognize NDEAM to educate our communities about disability employment and celebrate the contributions disabled people make to the workforce. NDEAM serves as a vessel through which to recruit and retain disabled employees. It is also an important component of our ongoing work to deconstruct ableism and break down barriers for disabled people in the workforce. This work is vital to our community every month, not just during the month of October.

Sheffield:
At its core, higher education is about creating opportunity for individuals. U-M’s mission is to develop leaders and citizens who will challenge the present and enrich the future. As higher education professionals, we have to recognize and be focused beyond the classroom at what comes next for a student. A sad reality is that the numbers for disabled individuals when it comes to employment are not where they need to be, so we need to both recognize and work toward addressing this.
Hudson County Community College
The Center of Teaching Learning, and Innovation

SAVE THE DATE

Teaching and Learning Symposium on Social Justice in Higher Education 2023

Monday, February 27 - Friday, March 3, 2023

VIRTUAL EVENT

2023 Social Justice Symposium
Purpose Statement
America continues to reveal social injustices that impact underrepresented and marginalized people. The media, our memories, and minds are saturated with news of Roe v. Wade, mass shootings, and war, which pierces the heart and soul of our well-being. In 2022, forty-seven colleges, across seven states joined our first Teaching and Learning Symposium on Social Justice in Higher Education to make a formidable impact on the higher education landscape.

So, speak up! Listen up! Show up!
Join us in another powerful and phenomenal week-long pedagogical event as acclaimed thought leaders in social and racial justice share their expertise!

Keynote Speaker
President
Dr. Wayne A. I. Frederick
Howard University

Proposal Deadline:
Wednesday, January 18, 2023
e-mail proposals to cttl@hccc.edu

Request for Proposals:

REGISTER HERE:
https://zoom.us/meeting/register/tJwtd-yvrDIqE9wYs_f5u1ba04fbi4cmdVHK

Symposium Tracks:
- Climate Change and The Environment
- Corporate Responsibility
- Health and Healthcare Systems
- The Justice System
- Youth Advocacy

For information, contact:
Dr. Paula Roberson, Director, Center for Teaching, Learning, and Innovation
201-360-4775 | proberson@hccc.edu
Washington:
Just like other awareness months, observing NDEAM gives us the opportunity to be reflective about both the contributions made as well as the work that still needs to be done to ensure equity for disabled people in the workplace. It is also a chance for colleges and universities to examine how welcoming and inclusive their workplace culture and practices are. Although these efforts and examinations should happen throughout the year, October serves as an opportunity to refocus the conversation to disability in hopes that it will continue well past the conclusion of the month.

How does your campus and/or department observe NDEAM?

Berberi:
We are ramping back up from the constraints of the pandemic, but we often host a disabled guest for a large event and then a smaller get-together with that speaker for connecting with disabled students. Career services is also hosting a brainstorming session with disabled students to advocate for accessible career fairs.

Hall:
Cornell University regularly hosts and sponsors several related events. We partner with outside companies to bring awareness about how and when to disclose a disability within the interview process. Student Disability Services (SDS) also works closely with campus career services, and we collaborate on training to bring awareness about barriers disabled people encounter in our workforce.

Sheffield:
The U-M Career Center is hosting a session on disability and disclosure, has created a tool kit for individuals who identify as having a disability, and facilitates the Workforce Recruitment Program. The Office of Diversity, Equity, and Inclusion and the Council for Disability Concerns put together an amazing monthlong event in October, entitled “Toward an Anti-Ableist Academy,” about creating a welcoming university climate that actively works toward embracing disability culture and experiences.

Washington:
Our department partners with the career services office on campus and sponsors workshops on topics such as disability disclosure and job search tips. We also collaborate each year with a workforce recruitment program, which launches its interview session in October. Both events are designed to prepare students for postgraduation careers.

What can colleges and universities do to better support students, faculty, and staff with disabilities?

Berberi:
Show us some love. Take us to lunch and cultivate community and warm connections around disabled experiences on your campus.

Conduct an accessibility audit each October and make a public commitment to improve accessibility in the short term in specific and meaningful ways. On my campus, for example, signage can definitely be improved. Disabled visitors to our campus have been known to get lost looking for accessible routes and entrances.

Educate your partners, such as marketing and architectural firms. They need to understand that access should be both effective and inviting. It is no longer reasonable to think that we, as people with disabilities, should arrive and explain our access needs in order for those needs to be met. Videos should always be captioned and audio described, elevators and accessible restrooms should be clearly indicated in logical places, electronic buttons should work, and accurate braille should be all around us.

Hall:
We need to examine the environmental barriers that prevent disabled people from having access. Higher education was not designed with disabled people in mind, so we must think critically and creatively about how to build in access at this time.

Sheffield:
Disability access, identity, and inclusion needs to be prominent in conversations about DEI. Moving beyond conversation and awareness, accessibility needs to be the commitment and responsibility of all members of the university community.

In the commitment to providing access to students who have a disability, staff and faculty who identify as disabled are often not considered in the same breadth. In my experience, services for staff and faculty access are often underfunded, decentralized, and understaffed when compared to resources for students. For example, building plans that incorporate accessibility for students into the planning might not consider accessibility needs of staff and faculty — or centralized funds set up for accommodations for students might not apply to faculty and staff.

Washington:
Campuses can invest in workshops and professional development by utilizing organizations like AHEAD to
Dr. Hermes Florez is the chair of the Department of Public Health Sciences at the Medical University of South Carolina, where he works to protect and improve the health of people and their communities.

He and his department fully embrace diversity, equity and inclusion and advance research and practices that address health disparities and inequities.

Florez, born in Venezuela, is proud to be part of that diversity. “I am very honored to be a champion for Hispanic heritage,” he said, as the nation celebrates Hispanic Heritage Month.

Learn how ‘Champion for Hispanic heritage’ Hermes Florez, M.D., Ph.D., MPH, is leading by example.
inform faculty about best practices and responsibilities in providing an inclusive, accessible learning experience for students. It is an excellent resource that offers a myriad of inexpensive professional development options.

What innovative programs or initiatives has your school or department instituted to support people with disabilities?

**Berberi:**
The UMN Morris Campus Student Association has endorsed campus accessibility as one of its areas of focus this year. They are effective stewards, so I feel hopeful about that. I was recently part of a UMN systemwide task force that recommended professional development for all instructors about developing disability-related accommodations and designing our courses with accessibility and inclusivity in mind. That learning module is due to be released next spring.

**Hall:**
Student Disability Services de-medicalized our process for students seeking accommodations. Rather than relying solely on medical documentation as proof of disability, we started to engage with disabled students around their intersecting identities and lived experience to determine appropriate accommodations. SDS changed the title of its “disability counselors” to “disability access consultants” to reframe the staff role and help de-medicalize its processes. Our programming focuses on disability identity and creating formal opportunities for both students and faculty to learn how to engage with one another around accommodations.

**Sheffield:**
There is a push to bring disability to the forefront at the institution. U-M Student Life, over the past two years, has invested money and resources in services for disabled students. Services for Students with Disabilities grew from a single office, with nine full-time professionals working on accommodations, academic coaching, and creating accessible materials, to a unit of multiple departments with a staff of 26 who are also overseeing adaptive sports and fitness and accommodations testing. Since their recent inception, Adaptive Sports and Fitness has become a leader in the field in their mission to increase opportunities for students, staff, faculty, and community members to increase awareness about, knowledge of, access to, and participation in adaptive sports and fitness among people with and without disabilities.

**Washington:**
Our department sponsors several connect groups for disabled students who are affiliated with our office to encourage camaraderie between those with shared experiences and increase their connectedness to the university. Our office also supports accommodation provisions, such as interpreters, for student endeavors outside of class so they can enjoy the full campus experience by participating in campus organizations, attending school events, and utilizing academic support programs.

What challenges do people with disabilities face at higher education institutions?

**Berberi:**
One important challenge is convincing people that access is more than an end in and of itself. There is the complex challenge of convincing others not just that we belong in higher education and among diversity concerns but that we contribute something important to campus life, both as a diverse group and as individuals. In the end, we disabled people are not so different from everyone else.

**Hall:**
While institutions of higher education are now investing in services and programs to recognize and support diversity and identity, they often overlook disability as one of the salient identities of students and employees. I am hopeful that this will change as the field of disability studies continues to inform our community and enhance our understanding of the lived experiences of disabled people. Another challenge institutions face is getting the chief diversity officers to ensure that the campus initiatives related to diversity include disability. At Cornell, SDS strongly believes that deconstructing ableism needs to be a part of the conversation around diversity, just like any other identity that faces barriers to access or participation.

**Sheffield:**
For many students, higher education is an overwhelming experience unlike anything they have ever experienced. As with other intersectional identities, students who encounter barriers because of how their bodies or minds function face additional challenges and stresses beyond navigating an environment that was, generally, not designed with them in mind. Individual perception of disability varies widely, so a disabled student may not know what they can share and may be left trying to hide a piece of their identity rather than being their authentic selves.

**Washington:**
The first is inaccessible online course materials. The second encompasses attitudinal barriers.
Little Apple Proud

Founded in Manhattan, Kansas, and affectionately known as “The Little Apple,” Kansas State University has always provided access for all. Through our commitment to our Principles of Community and the many support services available, K-State, in partnership with its encompassing municipalities, has earned numerous top rankings for being a supportive community for our LGBTQ+ students, faculty and staff.

POINTS OF PRIDE:

- Five-star Premiere Campus designation by Campus Pride Index.
- Dedicated LGBTQ+ Faculty-Staff Alliance Group advocating for students.
- Multiple LGBTQ+ student organizations enriching campus culture.
- Mental health care access through the LGBTQ Excellence Fund.
- 2018 recipient of the Sports Diversity Award from Compete Magazine.

Faculty, students, staff and the community share a collective responsibility of nurturing a welcoming environment that promotes equity, respect and social justice. At K-State you are encouraged to openly express yourself, are valued for your perspective and are encouraged to become the best version of you in a diverse and changing world.

Come see for yourself.

k-state.edu/lgbt
FEDERAL STUDENT LOAN FORGIVENESS CALLS ATTENTION TO OTHER DEBT RELIEF PROGRAMS

By Nikki Brahm
With the recent announcement by the Biden administration that federal student loan borrowers will see a cancellation of $10,000 of student debt for low- to middle-income borrowers and $20,000 for Pell Grant recipients, students may be searching for additional ways to reduce their college debt burden.

Since 1980, the cost of both four-year public and private colleges has nearly tripled while federal support issued through Pell Grants has remained essentially the same, according to a White House press release. Most undergraduates complete school an average of $25,000 in debt, compared to approximately $8,000 in 1980. Despite this, Pell Grants have continued to hover around $6,000.

Black student borrowers see a disproportionate debt burden. A 2019 study estimated that Black students who began college in the 1995-1996 academic year still owed 95 percent of their original debt. The study, “Stalling Dreams: How Student Debt is Disrupting Life Chances and Widening the Racial Wealth Gap,” was conducted by the Institute on Assets and Social Policy at the Heller School for Social Policy and Management at Brandeis University.

Black students and students at for-profit universities face the greatest challenges with student loans, the researchers say, including having greater difficulty paying them off, accumulating more debt, and facing higher loan amounts.

“With half of Black borrowers defaulting on their student loans over the past 20 years and typically holding almost $20,000 in student debt two decades after beginning to study for a degree, the burden of student loans for Black young people is a crisis that requires immediate policy action,” the study says.

Nearly one-third of borrowers have tuition debt but not a college degree, according to an analysis by the U.S. Department of Education. Some states are working to address this.

Students in Ohio may find relief through a new initiative called the Ohio College Comeback Compact. The collaboration — which involves eight public and community colleges in the state, the Ohio Department of Higher Education, the nonprofit Ithaka, and additional partners — aims to reduce the debt burden for students who left these colleges after being away for one full year, have not earned a degree, and still owe money to a higher education institution.

Under the program, which was finalized late this summer, eligible students can meet with an adviser to consider their options. After a student enrolls in any of the participating schools and completes one semester, their former institution will forgive up to $2,500 of debt. To qualify for the full $5,000 available in the program, a student must complete two semesters or earn a degree or certificate.

Kent State University is one of the participants in the Compact. Along with debt concerns, says Sean Broghammer, PhD, vice president for enrollment management, students also face other hurdles related to returning to school.

The biggest barrier is that if students have an outstanding balance, institutions are not willing to release their transcripts so they can return to school, Broghammer says. The Compact plans to create a formal structure to provide transcript release for students that re-enroll in participating schools.

So far, at Kent State, about 30 students have reached out to learn more about the program and around 10 have enrolled through it this fall, Broghammer says. Some individuals may qualify for both the Ohio College Comeback Compact and the federal loan forgiveness program.

In Colorado, the Care Forward program is designed to reduce future student debt by providing free community college education to students seeking careers in health care. Nineteen community and technical colleges across Colorado participate, with $26 million in state funding allocated to it.

Along with reducing student debt, Care Forward will help build the state’s health care workforce for the future, says Colorado Gov. Jared Polis.

Colleges and universities are assessing what impact the federal student loan forgiveness program will have on former and new students and are working to make resources and information available.

Jake Ricker, public relations director at the University of Minnesota (UMN), says his university anticipates the announcement regarding federal loan forgiveness will impact many people, but primarily UMN students who have graduated or left the university.

“We do not track which graduates or students who have left the university have paid off their federal student loan debt, nor their income,” he says.

The loan forgiveness news falls in line with UMN’s strategic plan, known as MPact 2025, which has enabled more than 40 percent of students at the university to graduate with no debt, Ricker adds.

To learn more about federal forgiveness programs, visit studentaid.gov.

Nikki Brahm is a senior staff writer for INSIGHT Into Diversity.
Study Finds Access Disparities in Dual Enrollment Programs

By Nikki Brahm

Dual enrollment programs, those that allow students to be enrolled in two separate academically related institutions at the same time, are an acknowledged successful tool for high school students seeking postsecondary education or a good-paying career. A new study published by the University of Utah finds these programs are not as accessible to diverse populations.

The study, “Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice,” is a collaboration of educational policy leaders and dual enrollment researchers, funded and supported by The Joyce Foundation, a private, nonpartisan philanthropy that funds initiatives to advance racial equity and economic mobility. One of their goals is to encourage additional studies that could lead to more equitable dual enrollment systems.

College enrollments have declined significantly over the past few years due to the COVID-19 pandemic, a historically low unemployment rate, and the high cost of college, the study finds. However, it is estimated nationally that 1.4 million — or 9 percent of all high school students — are enrolled in college courses, and that this number has grown exponentially. While national data is difficult to evaluate, state data affirms this. In California, participation in community college dual enrollment increased from 72,000 in the 2015-2016 graduating class to more than 112,000 in the 2019-2020 class, according to the Public Policy Institute of California in their 2021 report “Dual Enrollment in California: Promoting Equitable Student Access and Success.”

The number of dual enrollment credits students take in high school is also rising, according to the University of Utah study — in Oregon, the average number increased from 6.8 in 2010-2011 to 10.4 in 2017-2018.

The study shows that those who participate in dual enrollment at lower rates are students of color, males, low-achieving students, English language learners, and students with disabilities. In addition, the study found that dual enrollment is not as available at schools with higher proportions of students of color and those located in low-income areas.

Research on the outcome of equity in dual enrollment is mixed. Some models show programming reduces inequities and others show it sustains them. For example, state policies often use standardized testing to evaluate who is accepted into these programs, but students that could benefit most from dual enrollment may have greater difficulty passing placement tests.

“Current research tells us that dual enrollment has positive student outcomes, but it does not tell us the full story about why,” the study concludes. “States, colleges, and school districts are working hard to close equity gaps through implementing a number of policy and practice reforms, but research has not yet been able to tell us which of those reforms has yielded the most progress.”

Nikki Brahm is a senior staff writer for INSIGHT Into Diversity.
Top Colleges for Diversity

Florida State University

College of Law

Ranked as the **#3 law school in the nation for student quality of life**, the FSU College of Law’s focus on providing students with the best student experience is one of our top priorities. Not only is the College of Law committed to creating improved life quality for all students, but the school fosters an environment where a diverse student population can thrive. Along with our flourishing student population in Tallahassee, we also have Florida’s #1 ranked faculty that are committed to the continued improvement of our Law program.

- **FSU College of Law** is ranked among the nation’s top 5 southern law schools for Black students by *The Black Student’s Guide to Law Schools and Firms*.
- According to the *World University Rankings*, **FSU** is the world’s 50th best university for law and has the 17th best U.S. school for law.
- **FSU College of Law** is the nation’s #1 law school for government careers and #7 in the nation for public defender/prosecutor jobs according to *preLaw Magazine*.

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Florida State University

diversity.fsu.edu
Over the past year, a wave of higher education institutions and state governments have worked to reduce the cost of college for Indigenous students. These tuition relief efforts come at a critical time for thousands of Native American students who struggle to reach graduation primarily due to severe financial constraints.

A recent study* shows that just 36 percent of Indigenous students who enrolled in a four-year institution in 2014 completed their degrees within six years, significantly less than the 60 percent completion rate among all other students. Students who participated in the study cited economic limitations as their main reason for not completing their degree.

Portland State University
Although the funding initiatives vary on specific details, most aim to assist Native American students living in a particular state or who belong to federally recognized tribes in a certain region. Unique among these efforts is a tuition discount program at Portland State University (PSU), which offers in-state tuition rates to Indigenous students from across the country who are members of any of the 574 federally recognized tribes. PSU announced the program in July as an expansion of its prior commitment to eliminate tuition for in-state Native American students.

PSU officials estimate that those who are eligible will save nearly $19,000 each year they enroll. Although they would still have to pay in-state tuition, the program provides an opportunity for many Native Americans to seek an affordable higher education beyond their home states, which is often unrealistic for economically disadvantaged students, says Tania Sanchez, associate director of multicultural recruitment and outreach at PSU.

“This makes it more feasible for [Indigenous students] to go to a university out of state and not have to worry about paying two to three times the amount that resident students are paying,” she says. “It gives students the opportunity to see themselves elsewhere.”

By making tuition more affordable for Indigenous out-of-state students, PSU hopes the university’s student demographics will become more reflective of the state’s population. As of the 2021-2022 academic year, 1.1 percent of PSU’s more than 23,000 students identified as Native American.

Through the tuition discount and on-campus efforts such as mentorship programs, financial aid resources, and the Native American Student and Community Center, PSU hopes to match or exceed Oregon’s Indigenous population of 3 percent.

“This initiative alone is not the full solution, but it at least opens up the door for that conversation and to be able to connect them with other programs that we have on campus, including resources and scholarships, and with other community organizations,” Sanchez says.

University of Arizona
In late June, the University of Arizona’s (UArizona) flagship campus

Challenges to College Affordability

In a 2020 survey of National Native Scholarship Providers recipients, researchers found:

- 72 percent of respondents ran out of money at least once within the prior six months
- 65 percent reported a household income of less than $35,000 annually
- 67 percent are expected to contribute to family bills
- 47 percent are their household’s primary source of income while attending college

*The National Study on College Affordability for Indigenous Students was conducted by the National Native Scholarship Providers, a partnership between the American Indian College Fund, the American Indian Science and Engineering Society, the Cobell Scholarship Program administered by Indigenous Education, Inc., and Native Forward.
in Tucson launched the Arizona Native Scholars Grant program, which fully covers tuition and fees for full-time undergraduate students who belong to any of the state’s 22 federally recognized tribes. Along with increasing enrollment numbers of Indigenous students, UA hopes the program will help to retain existing students.

“Our goal is to not only help more students access higher education … we’re also focused on graduation and retention,” says Kasey Urquidez, EdD, vice president of enrollment management and dean of undergraduate admissions at UA. “Helping those students have the finances to be able to focus on their academics was critical in our decision-making.”

The program provides gap funding to cover leftover costs after grants and scholarships have been applied to tuition, so funding will differ from student to student. UA will not count tribal aid toward tuition costs, allowing those funds to be used for food, housing, and other associated costs, says Urquidez. Additionally, the program is available to out-of-state students who are registered members of tribes whose lands reside in multiple states adjacent to Arizona, such as the Navajo Nation, which also has land in New Mexico and Utah.

The program is available only to undergraduate on-campus students, but the university hopes to include graduate and online students as well as those enrolled at other UA campuses in the future.

Along with PSU and UA, the University of California system and the University of Utah have announced tuition waivers for Indigenous students.

In addition, a handful of states, including Colorado and Oregon, have enacted laws that eliminate tuition and fees for in-state Native American students attending public institutions.

The efforts by some state legislatures to make college more affordable are vitally important because they can create a domino effect with other nearby states and colleges and universities, says Sanchez.

“It sets an example and a precedent,” she says. “Once something like this is implemented, it becomes a lot harder to take away and there is an expectation. It allows other states to realize that initiatives like this can happen, and it also influences and inspires a lot of higher education institutions and nonprofits to follow suit.”

Erik Cliburn is a senior staff writer for INSIGHT Into Diversity.
Historically Black Colleges and Universities Contend with Disproportionate Impact of Abortion Bans

By Mariah Bohanon

In the wake of the U.S. Supreme Court’s reversal of *Roe v. Wade*, social justice advocates have called attention to the fact that Black women are disproportionately affected by the growing number of state abortion bans.
This demographic faces socioeconomic barriers to reproductive health care and high rates of maternal mortality and sexual assault.

Traditionally, Black women have accounted for nearly 40 percent of abortions in the U.S. As college students, they are also more likely to attend historically Black colleges and universities (HBCUs), which are often located in southern, conservative states. These institutions have long been at the forefront of civil rights causes and have seen a resurgence in popularity in recent years as more students of color have sought campus environments where they feel welcome, supported, and safe.

The overturn of Roe v. Wade, however, may diminish that feeling of security for those whose reproductive autonomy is under threat.

A recent analysis by The Washington Post found that nearly 75 percent of HBCUs — representing 166,000 students — are located in states that recently outlawed completely or severely restricted abortion.

U.S. Vice President Kamala Harris, an HBCU alum, and Education Secretary Miguel Cardona addressed this concern during a roundtable discussion at the White House with college and university presidents in August. While focusing on how restricting abortion access affects the higher education community overall, attendees also discussed the disproportionate impact on institutions that primarily serve large numbers of African Americans and how schools can continue to support students in the face of this overturned legislation.

Higher education institutions have a responsibility to ensure students are informed and prepared for the possibility of unplanned pregnancy regardless of state law, says Rochelle Ford, PhD, president of Dillard University. College and university presidents should make sure all students know what resources are available for preventing and managing pregnancy, from accessing contraception through a campus health care center to finding pregnancy support through online counseling services, she says.

“Students should know that there are people available to support them no matter where they are,” Ford says.

Finding a supportive community is one reason students choose to attend HBCUs, and institutions that truly believe in helping their students thrive should recognize reproductive health care as part of that mission, she says.

Dillard is in Louisiana, which passed a law this summer banning all abortions except to save the life of a pregnant woman or if a fetus is unlikely to survive. Like many HBCUs, the university has religious roots, and it is currently affiliated with the United Methodist Church and the United Church of Christ. Having a Christian mission, however, should not preclude a school from ensuring its students are informed and have access to reproductive health care, says Ford.

As such, Dillard recently hosted a panel discussion on abortion laws that involved representatives from both sides of the political debate. The focus was on informing students of their legal options and what resources are available on campus and in the community, rather than persuading them one side is right or wrong, says Ford. Having this type of open and respectful conversation, rather than shying away from a controversial topic, is necessary if the university is to truly educate its students, she says.

Also, the often-transient lifestyle of college students makes staying informed even more imperative, Ford says. HBCUs should ensure that individuals are aware that abortion laws and available resources can vary depending on their home state, where they attend school, and where they choose to go for internships and other

Rochelle Ford

Dillard University chaplain Rev. Herbert Brisbon III describes the spiritual support that the university provides to students as Pearl Ricks, executive director of the Reproductive Justice Action Collective, looks on.
educational opportunities. Those from major cities in blue states who choose to attend a southern HBCU should know that their options for reproductive health care may be very different.

Jenice Fountain, executive director of the Yellowhammer Fund, agrees that HBCUs should not feel like their hands are tied or that they are unable to truly support their students if they are in a state that has banned abortion. The Yellowhammer Fund is an abortion fund and reproductive justice organization that serves Alabama, Mississippi, and the Deep South.

“Complacency is not saving anyone, especially at HBCUs, especially in a country where Black women die four times as often in childbirth,” Fountain says. “If you’re going to be on these campuses claiming to represent a body of folks, you have to put action behind that.”

She recommends that students considering attending HBCUs in states that have banned or severely restricted abortion be proactive and have a plan in case of an unwanted pregnancy. This includes knowing which people will be allies and which community organizations are safe sources of support. She also advises students who want to get an abortion to avoid discussing it on social media and private messaging apps, as such conversations can be used as evidence against them.

“Make a plan for how you can still get to abortion care. Look online now for the closest service provider, have cash on hand, and maybe use a burner phone [when making arrangements],” says Fountain. While such measures may seem extreme, they can be necessary to avoid jail time, she adds.

These lessons are especially important for Black women attending college in southern states, as these are places that often offer little public funding for pregnancy care and raising children, Fountain says.

Fountain also recommends that HBCU students and employees who support reproductive justice find a way to advocate for change, rather than assume nothing can be done because Roe v. Wade has been overturned.

HBCUs have often been catalysts for social change and Ford says students should not be deterred from attending a historically Black institution just because of its state’s abortion laws. While some college and university leaders have expressed concern about such legislation affecting enrollment, Dillard has not seen an impact, she says.

“HBCUs are change agents,” Ford explains. “Students come to HBCUs because fighting for equal rights and opportunities is what we’ve always done.”

Mariah Bohanon is a contributing writer for INSIGHT Into Diversity.
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- PreK-12/Higher Education Collaboration Symposium – Oct. 8
- Deans’ Forum on Hispanic Higher Education – Oct. 11

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SPECIAL REPORT: BUSINESS AND HOSPITALITY MANAGEMENT SCHOOLS

In a growing effort to advance the principles of diversity, equity, and inclusion (DEI) in academic and professional spaces, business schools and hospitality management schools are exploring new ways to collaborate across institutions, establish valuable industry alliances, recruit and retain more diverse faculty members, and create greater access to academic programs for underrepresented students. In this special report, INSIGHT explores how colleges are building momentum in these areas and placing an emphasis on teaching the importance of DEI so their graduates will seek to effect positive change in their industries, workplaces, and the world around them.

“Right now, there are only five Black CEOs of Fortune 500 companies. If you compare that to not only the global landscape but also the percentage of Black consumers, there is a huge discrepancy. We’re still having challenges getting into the highest level of corporate America.”

Libi Rice, vice president and chief marketing and communications officer at the Executive Leadership Council Diversity, Equity, Inclusion, and Belonging Summit 2022 at Johns Hopkins University Carey Business School

TOP 5 MBA PROGRAMS FOR RACIAL/ETHNIC/GENDER DIVERSITY

NORTH CAROLINA STATE UNIVERSITY
JENKINS GRADUATE COLLEGE OF MANAGEMENT

GEORGE WASHINGTON UNIVERSITY
SCHOOL OF BUSINESS

HOWARD UNIVERSITY
SCHOOL OF BUSINESS

THE PAUL MERAGE SCHOOL OF BUSINESS AT THE UNIVERSITY OF CALIFORNIA, IRVINE

FLORIDA INTERNATIONAL UNIVERSITY
CHAPMAN GRADUATE SCHOOL OF BUSINESS

Source: bloomberg.com

2021 AACSB REPORT ON GENDER AND ETHNICITY IN BUSINESS SCHOOLS

BUSINESS SCHOOL ENROLLMENT BY GENDER
Undergraduate: 41% women
General Masters/MBA: 44% women
Specialized Masters: 49% women
Doctoral: 42% women

BUSINESS SCHOOL FACULTY AND ADMINISTRATOR MAKEUP BY GENDER
Faculty: 34% women
Deans: 28% women

Source: The Association to Advance Collegiate Schools of Business, aacsb.edu
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.

Artificial intelligence has revolutionized the way companies do business, but it’s also created its own problems, including unequal treatment of minority groups. Backed by a National Science Foundation grant, Professor Thiago Serra, analytics & operations management, and his students are opening up AI’s power for smaller, more diverse organizations while teaching the software to act more equitably.

“Most facial recognition systems used by police are trained through datasets of human faces. When you look at what they’re not good at — for example, women and people of color — they get it wrong a lot more often. We’re considering how to avoid that bias.”
Indiana University Bloomington (IU Bloomington) recently announced the creation of the Kinsey-Kelley Center for Gender Equity in Business, an endeavor dedicated solely to eradicating gender bias and discrimination in the workplace.

The new center is the result of a partnership between the IU Bloomington Kelley School of Business and the university’s Kinsey Institute for Research in Sex, Gender, and Reproduction. It will focus on education, research, and training regarding gender-inclusive employment policies, sexual harassment in the workplace, and more.

“The Kelley School of Business and Kinsey Institute partnership to address workplace inequity and sexual misconduct encourages a commitment to diversity, equity, and inclusion while preparing graduates to be fair and equitable employees and business leaders,” said IU Bloomington President Pamela Whitten in a statement. “The Kinsey-Kelley Center will make a lasting impact through outreach that will build awareness and improve organizational responses to these issues.”

The center is part of the Kelley School’s new Institute for Advancing Diversity, Equity, Inclusion, and Belonging in Business. In addition to research, it will create teaching and learning opportunities about ethics and legal issues related to workplace gender discrimination. For example, the center will support a mandatory course for undergraduate students on business ethics and cases that explore the “legal landscape of sexual harassment, gender bias in hiring and promotion, workplace relationships, and pay inequities,” according to a university press release.

University officials say that the center will benefit from the combination of the strong scientific backing of the Kinsey Institute and the rigorous business education standards of the Kelley School. The partnership will empower researchers to thoroughly investigate and address the sexism that continues to plague modern-day workplaces despite increased social awareness about the wage gap, unconscious bias, and more.

April Sellers, a clinical professor of business law and ethics, is serving as the inaugural Pam Meyer Yttri Director of the Kinsey-Kelley Center for Gender Equity in Business.

Diversity Expands in Business Education

“In terms of racial diversity, the data indicate that there has been growth of at least 8 percent among underrepresented ethnicity groups across all levels of education, including within the generalist MBA degree. Specialized master’s programs were particularly impressive, showing increases of 13 percent among underrepresented ethnicity groups. But Hispanic students make up the fastest-growing underrepresented ethnicity group within business schools. During the 10 years between surveys, their representation in MBA and specialized master’s programs doubled. And while the numbers of Black, Asian, and Native American students in undergraduate programs did not significantly change in that time, the percentage of Hispanic students enrolled in undergraduate business programs rose from 10 percent to 15 percent.”

Source: “Diversity: The Story and the Stats” (2022, AACSB)
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:
• Established DEI as a strategic priority in VSB’s 5-Year Strategic Plan
• Launched the VSB Office of Diversity, Equity, and Inclusion
  • Integrating DEI throughout the curriculum
  • Implementing training for faculty, staff and students
  • Creating space for safe and open dialogue
• Promoting inclusive environments across VSB

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In June, a group of Southeastern Conference (SEC) business schools launched the Business School Diversity, Equity, and Inclusion Collaborative, a national network of diversity-focused resources and people within the business education community. Member schools will share best practices, offer support, and help advance important diversity, equity, and inclusion (DEI) conversations within their institutions.

The collaborative has already expanded beyond its original 14 schools, and the hope is that it will grow to at least 40 members by mid-2023, says Danielle Beu Ammeter, PhD, Business School DEI Collaborative chair and assistant dean for undergraduate programs at the University of Mississippi School of Business Administration.

“The primary goal is to create this network of people from business schools and the business community to come together and discuss DEI issues and what we’re experiencing, various solutions and best practices, and how we can enhance and improve DEI,” she says.

The precursor to the collaborative, the SEC Business School Diversity Conference, was launched in 2015 and held its inaugural conference in 2016 at the University of Missouri (MU). During that event, representatives from participating schools spoke with a group of students protesting a then-recent series of racist and homophobic incidents on MU’s campus. Through those conversations, conference attendees recognized the importance of building support networks for DEI officers working in higher education, says Angela Guidry, vice chair of the collaborative and director of diversity, equity, and inclusion at Louisiana State University's (LSU) E.J. Ourso College of Business.

“Meeting with those students ignited something in all of us, really driving home the importance of what we were doing and what we could do on our own campuses,” she says. “We knew right then that we needed to start meeting every year so that we could grow our network and our reach.”

Now Guidry and others involved in planning the conference have determined the ideals of the initiative are too important and deserve a wider reach.

“A major benefit of the collaborative is that it allows business school DEI offices with fewer people and resources to connect with schools and programs that have robust diversity initiatives in place,” says Guidry.

Using examples from more established programs in the collaborative, members can learn how to advocate for more funding, both internally and externally, and design comprehensive plans to advance DEI goals at their institutions.

“It makes you more confident when you come back to your school and have those conversations with your dean,” she says. “This way, they are able to see what is happening within our peer groups and they can understand their level of commitment to DEI and what changes need to be made. [The connections] also give a blueprint of how to track your progress, and more importantly, how to sustain progress.”

One example Guidry cited was the implementation of summer readiness programs for traditionally underrepresented students at several member schools. Through the programs, high school and incoming college students can stay on campus and take introductory business courses to acclimate them to the college experience. After seeing the success of such programs at the University of
“Meeting with those students ignited something in all of us, really driving home the importance of what we were doing and what we could do on our own campuses.”

Angela Guidry

Arkansas, the University of Georgia, and the University of Tennessee, Guidry advocated for a similar initiative at LSU’s business school. The program launched this summer.

Among other efforts, members of the collaborative have developed strategies to help recruit and retain more historically underrepresented students. In working with the Association to Advance Collegiate Schools of Business (AACSB) and various leaders in the business industry, Ammeter says corporations and business schools have become increasingly aware of the ethical and economic benefits of a diverse student population and workforce.

“These are issues shared with the corporate world,” she says. “It’s not just AACSB pushing it — there is a pull from corporations that want to see more diversity in the graduates they’re hiring.”

Ammeter says the collaborative will also work to build its relationship with the AACSB to improve DEI standards within business education, such as including DEI requirements in the accreditation process. The collaborative is currently in the process of organizing its 2023 annual conference, which will be hosted by Haslam College of Business at the University of Tennessee, Knoxville.

“Eventually, we would like to build a network that includes every business school in the United States. We want to help effect meaningful change,” Guidry says. “It’s important that everyone understands the value that diversity brings to any organization, and that means diversity of all kinds — not just race, ethnicity, and gender, but also diversity of culture, thought, and experience.”

Erik Cliburn is a senior staff writer for INSIGHT Into Diversity.

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PhD Program Aims to Increase Faculty Diversity in Hospitality Management

By Lisa O’Malley

Like many fields in academia, hospitality management faces a severe lack of diverse faculty, which is compounded by the fact that few people of color pursue the advanced degrees necessary for a faculty career in this area of study.

In a recent survey of more than 200 hospitality programs across the country, Arun Upneja, PhD, dean of Boston University’s (BU) School of Hospitality Administration, found that less than 10 percent of faculty are people of color. A separate study he conducted reveals few students from underrepresented populations are entering hospitality management PhD programs.

“I did a very quick survey of all the PhD programs in the nation, and I found that out of 180 students, only five belong to underrepresented groups,” Upneja says. “Since PhD programs are generally three or four years, that means, on average, we are graduating one per year.”

After learning just how significant the lack of representation is, Upneja created a program designed to educate students on the process of obtaining a doctorate in hospitality management.

In 2020, with the help of his peers at some of the nation’s top hospitality programs — including those at Pennsylvania State University, Purdue University, and the University of South Carolina — Upneja launched the People of Color (POC) PhD Pathway Program in Hospitality and Tourism at BU.

The goal is to provide undergraduate and graduate students from underrepresented groups with the knowledge and support they need to enter a PhD track and work toward a tenured faculty position in the hospitality field. Upneja and his colleagues suggest that an increased number of diverse faculty may also result in greater recruitment of students.

One way the program hopes to reach students is through its PhD Pathway Conference. An inaugural conference was held virtually in 2021; the first in-person gathering took place in April this year. Twenty-four underrepresented undergraduate and graduate students connected with 15 faculty, deans, and PhD program directors. Students were selected for attendance based in part on academic performance, Upneja says.

Session topics included how to conduct academic research in hospitality management, the process of achieving tenure, obtaining financial assistance, and specifics about various academic programs so students could better determine their particular interests.

“My ultimate goal is to have a tenfold increase in the number of underrepresented minority students entering PhD programs,” says Upneja.

It is important that the hospitality industry take some responsibility for increasing diversity in the field, Upneja says. For example, he suggests providing funding to support initiatives like the conference and conducting outreach events with underrepresented high schoolers.

“This issue has to be tackled in many different ways. The big lift has to be done by the industry,” says Upneja. “I think having faculty that students can look at and identify with and have as role models and mentors is also an important part of the puzzle. But unless we tackle each of these issues, we are not going to get to the solution.”

Lisa O’Malley is the assistant editor of INSIGHT Into Diversity.
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New standards of accreditation require business schools to elevate diversity, equity, and inclusion (DEI) as key components of their curriculum. Graduates of these programs are expected to develop a deeper understanding about DEI and learn skills to promote positive social change in their workplaces and industries.

The Association to Advance Collegiate Schools of Business (AACSB) released the updated accreditation standards in 2020. DEI values are now integrated across six of the nine accreditation standards of the association.

As part of the new requirements, business schools must create strategic plans that indicate how they will “make a positive impact on society, the practice of business, the diversity of people and ideas, and the success of graduates.”

Two business schools, Worcester Polytechnic Institute (WPI) Business School and Emory University Goizueta Business School, responded to that call to action by developing distinctly different programs to meet these goals.
Teaching Executives to Become Thought Leaders

In May, WPI Business School announced the creation of a new Executive PhD program aimed at developing business leaders enrolled in the program into thought leaders who use their expertise to conduct studies and publish research aimed at promoting positive societal impact.

Three students are currently in the process of completing the program, including Scorpio Rogers, vice president of Mercy College’s Manhattan and Bronx campuses.

Rogers, a professor of entrepreneurship for 17 years, enrolled in the Executive PhD program because he wants to publish articles, engage in lecturing, and assist students who are also studying the field as well as share valuable knowledge with his students at Mercy.

“Part of what I’m looking at is adding to a lot of the entrepreneurial activities at the school and making sure that we’re following best practices,” he says.

As part of the program, Rogers is conducting research on whether Black students who study entrepreneurship eventually launch businesses and, if so, whether those ventures have a positive impact on Black communities.

“He is the perfect example of someone who’s come in and wants to use this [program] to make a difference in the world by promoting entrepreneurship in the Black community as a way of economic advantage,” says Rev. Debora Jackson, DMin, dean of WPI Business School.

The program is designed to allow executives with at least 15 years of business experience to pursue their PhDs while continuing their professional careers. Students choose from three concentrations — entrepreneurship, information technology, and operations management — that will guide their focus as they build skills and learn how to conduct research. These skills can then be applied to their current positions or used to pivot into other fields, such as consulting or teaching.

“If you think about the process of matriculating and earning a degree, you’re writing papers, you’re going to conferences, and having the opportunity to present,” she says. “It creates a whole new stage in academic studies for many of these leaders who are seen in an industry context, but not an academic one.”

The inspiration for the program came from speaking with industry contacts who want to share their business acumen and experience in a more influential way, says Jackson.

“For me, having this program is one of the ways that we are living up to the accreditation standard,” Jackson says, referring to the AACSB’s standard on making a positive societal impact.

“We are making an impact for the betterment of society because we are helping our leaders to understand the value of giving back.”

New DEI Concentration for MBA Students

The Goizueta Business School at Emory University also recognizes the importance of engaging business leaders in learning and actively practicing DEI principles. In December 2021, the school launched a concentration in DEI for one-year and two-year MBA students as a way of elevating the topic for emerging business leaders.

The concentration was among several initiatives the school created in response to the racial justice movement in the summer of 2020 and the demand for more accountability and intentionality on the part of business schools and other academic institutions.

“We had academic curricular offerings for our other strategic priorities,” says Brian Mitchell, associate dean of full-time MBA programs and Goizueta Global Strategy and Initiatives. “We realized we needed to do the same for DEI if we were going to be as serious in our actions as we were in our words.”

Students are required to take three qualifying electives to receive a DEI designation. One is Bias in the Workplace, a course that examines the science behind unconscious biases. Another is the Peachtree Minority Venture Fund, a student-run venture capital fund that offers equity investments to underrepresented entrepreneurs.

Goizueta’s program allows students to explore important DEI-related issues they may encounter in their current and future workplaces and learn strategies to overcome them. The program makes good business sense as well as develops skilled DEI advocates and leaders in the business community, says Mitchell.

“There’s no question anymore that businesses are more successful, more profitable, more enduring in the services that they’re able to provide over time when they are more diverse in terms of their employee population, their customer base, and their points of view,” Mitchell says. “Being able to understand that, being able to understand the barriers that prevent [DEI] from happening historically, that’s training leaders to be more effective in the jobs that they do and, at the same time, be more responsible as stewards of humanity.”

Lisa O’Malley is the assistant editor of INSIGHT Into Diversity.
New Alliance Seeks to Build Greater Equity in the Hospitality Industry

By Janet Edwards
A new nationwide initiative

aims to help pave the way for more underrepresented students to pursue a degree in hospitality management and to build a collaborative network of college programs, industry businesses, and related associations to ensure their success. The Alliance for Hospitality, Equity & Diversity (AHED) is directed by Florida International University (FIU) through the Chaplin School of Hospitality & Tourism Management.

“There has been a calling for many years for an alliance that would house a number of initiatives that would impact equity, diversity, and inclusion across the hospitality ecosystem,” says Brian Barker, director of the alliance and endowed professor of diversity, equity, and inclusion at FIU Chaplin School of Hospitality & Tourism Management.

Barker was hired in June 2021, charged in large part with creating this national partnership and recruiting a council that is representative of the industry. Over the past year, that council has grown to 24 members who work in the hospitality field either as educators, industry professionals, or association representatives. The group held its first meeting in early September.

AHED member universities include historically Black colleges and universities, Hispanic-Serving Institutions, and other four-year college programs. Organizations that have pledged support and commitment include Southern Glazer’s Wine & Spirits, Hilton, Marriott International, Bacardi North America, Bloomin’ Brands, JLL, CBRE, Castell Project, NABHOOD, AHLA Foundation, Greater Miami Convention & Visitors Bureau, and The Advanced Leadership Institute.

“We’re planning and building as we go because there is no model for what we are doing,” says Berkita Bradford, PhD, associate professor and chair of Hospitality Management at Virginia State University, a member school. “At the end of the day, we want students to have long careers. We want them to retire from the hospitality industry. We don’t want them to spend four years studying and majoring in hospitality and then 18 months to two years in — because they’re not excelling or not being promoted — they’re leaving the industry.”

Raising the estimated $5 million in funds needed to support the goals of the alliance is a top priority for council members.

“One of our audacious goals is to create three regional recruiter positions. They would recruit for all members of AHED,” Barker says.

The recruiters will have hospitality industry experience and knowledge and will become familiar with all academic partner programs so they can make informed recommendations to potential students about member schools for undergraduate and graduate studies. Alliance scholarships will be student-directed based on their personal needs and desires; schools will not be designated or assigned through the organization, Barker says.

“At FIU, we have created, through our foundation, the capacity to pay scholarship dollars to students attending other academic institutions. To my knowledge, that is unprecedented,” he says.

AHED also hopes to create several academic fellow positions to support recruitment and retention of underrepresented students. They’ll engage with those nationwide who are enrolled in hospitality management programs and reach out to high schools to share information about industry careers.

Other AHED initiatives include working to recruit more underrepresented faculty as well as providing professional
development opportunities for all faculty, implementing a tracking system for community college students who want to transition into a four-year hospitality management program, and sharing research and resources among member schools.

The hospitality industry is one of the most diverse industries in the world, says Barker, but the problem in the U.S. is that underrepresented employees by and large remain in low-level positions. The alliance website cites statistics indicating that less than 1 percent of hospitality industry CEOs or presidents are Black; women hold less than 12 percent of industry leadership positions; and fewer than 11 percent of professors in hospitality higher education are Hispanic/Latinx.

“There is a lack of diversity in leadership positions, both at the operational level as well as the corporate level,” Barker says. Adding to the problem, the industry is still rebounding from the past few years, he says. During the pandemic, there was a massive talent drain and many heartbreaking workforce stories were shared about the nature of sudden job losses.

“The industry has not recovered from that, and then that is exacerbated by the great resignation era, as many scholars call it, but I call it the great demand for equity. That is, people really want to be included in a meaningful way in their organizations, want to have their voices heard, have more command over their schedule and their time,” says Barker.

Barker and Bradford say the industry also needs to counter the perception — particularly among people of color, and especially Black people — of servitude in the hospitality industry.

“[Underrepresented people] are the backbone of the industry but we’re not thriving in it,” says Bradford. “We literally get parents who don’t want their kids to major in hospitality because they think — as one of my students said to me — ‘My dad asked why I need to major in that if I’m going to be cleaning toilets.’ We want students to know they can have long-term careers. You may start out working the front desk, but entry-level positions should have a clear trajectory. We want you to someday buy hotels and hire people.”

After many conversations with industry stakeholders, AHED is poised to move the industry forward in DEI efforts, says Barker.

“We have a good grasp of what the problems are,” he says. “Now, we also have a framework of how to solve them. We’re thrilled to hit the ground and make meaningful and sustainable change.”

Janet Edwards is the executive editor of INSIGHT Into Diversity.
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Business Schools Need to Serve as Better Role Models of Workforce Diversity

By Mariah Bohanon

Despite efforts to increase diversity among business school students and employees in recent years, the teaching workforce at many of these institutions remains relatively homogeneous. Some scholars are calling for business colleges to rectify their persistent lack of diversity and serve as exemplars of better recruitment, retention, and advancement practices in the workplace.

A 2021 survey by the Association to Advance Collegiate Schools of Business found that while the number of ethnically and racially underrepresented faculty at these schools has grown by 7 percent over the last decade, White employees still constitute nearly three-quarters of this workforce. Similarly, although representation of women has increased, they continue to comprise only 34 percent of full-time faculty.

One way to address this is by raising awareness about the ways candidates of color are often screened out of the faculty hiring process, says Sonja Martin Poole, PhD, interim associate dean of academic affairs and a professor of marketing at the University of San Francisco School of Management.

In past analyses of these processes at U.S. business schools, Poole and her research partner, American University Professor Sonya Grier, identified four primary reasons this occurs:

• Race is considered unmentionable
• Diversity is poorly defined and understood
• There is undue faith in “colorblind” criteria
• School hierarchy and gatekeepers reproduce inequitable practices

“First, [business] school leaders must acknowledge the various ways race influences faculty hiring in order to find ways to make hiring more inclusive,” Poole says. “They also need to signal to their hiring committees and the rest of the faculty that they visibly and genuinely support underrepresented [people in] academics.”

Avoiding openly discussing race and ethnicity makes it more difficult to hire diverse faculty, she says.

Similarly, failing to have a set definition for diversity “enables individual search committee members to define or interpret diversity as they see fit,” which makes it difficult to assess whether diversity goals are being met, she says.

Furthermore, search committees that use merit-based criteria they deem to be “colorblind” or completely objective can disadvantage underrepresented candidates. For example, committees that consider the number of times a candidate has been published in an academic journal may not realize that Black and Latinx academics might study race-related topics that tend to be overlooked by top-ranked journals, Poole says.

Ensuring that committees include diverse members who can draw attention to these issues is not always an effective antidote. Poole and Grier’s research has found that Black and Latinx faculty in these roles may feel like they have been selected solely for their diverse perspective, and more powerful committee members continue to have the final say in candidate selection. The latter, such as department chairs and tenured professors, often continue to reinforce traditional inequitable hiring practices.

Poole suggests schools incorporate DEI education into faculty and staff orientation, events, leadership workshops, and meetings where hiring, retention, and promotion issues are addressed.
Survey Highlights
Top Considerations
Business schools aiming to improve their recruitment and hiring processes for diverse faculty may also look to The PhD Project, a nonprofit that supports underrepresented individuals pursuing doctoral degrees and academic careers in business schools. The organization recently conducted a member survey that asked what participants value in an employer and what would deter them from working for a particular school.

The survey found that members consider the following factors, in order of preference, when applying for a faculty position:

• Geographic location
• Compensation
• Research support
• Campus and community culture

The survey also probed for deal breakers, or what factors would make members decide not to apply to or accept a job with a particular employer. The top four are:

• Compensation
• Campus and community culture
• Geographic location
• Research support

Blane Ruschak, president of The PhD Project, says that many individuals who choose to pursue a doctoral degree in a business-related discipline do so as a second career after working in corporate America. Others have spouses and children to consider when deciding if and where to relocate for a faculty position.

Compensation is an especially important factor for individuals who left lucrative corporate careers to pursue academia, he says.

Business schools should not overlook the importance of culture and support in attracting underrepresented candidates, Ruschak says. For example, some survey takers said they would still consider working at a school in a less desirable geographic location if it had other incentives, such as an inclusive culture. Candidates want to know they will feel welcome on campus, he says, especially at institutions where they could be the only underrepresented business faculty or one of just a few.

“They’re looking for schools that make them feel valued, that basically give them the sense that they are going to have the ability to make an impact,” Ruschak says.

When The PhD Project members were asked about what influences their decision to stay after accepting a faculty position, they listed research support as the most important consideration. Campus culture came in second.

Regarding why they may decide to leave a position, campus and community culture was at the top. Ruschak says this highlights the importance of inclusivity and intentional support for diverse faculty as they progress in their careers.

“For them to want to leave, they usually have encountered a bad culture where they don’t feel wanted or there’s a hostile environment, whether it be with students, administrators, other faculty, or even the local community,” he says. “Or they’re in a situation where they’ve basically been given excessive service requirements.”

As underrepresented faculty progress in their careers and strive toward tenure, they are often assigned a disproportionate number of tasks that detract from their research abilities, according to Ruschak. Many of the members of The PhD Project have reported being asked to serve on multiple DEI projects or committees because they are one of a small number of diverse employees. While business

“The candidates want to know they will feel welcome on campus, especially at institutions where they could be the only underrepresented business faculty or one of just a few. They’re looking for schools that make them feel valued, that basically give them the sense that they are going to have the ability to make an impact.” — Blane Ruschak

Blane Ruschak

The PhD Project members participated in a variety of sessions during the three-day 2022 PhD Project Marketing Association Conference.
Challenging Structures and Systems

Colleen Ammerman, director of Harvard Business School’s Gender Initiative, says employers often focus on recruitment methods or surface-level indicators of inclusion when it comes to attracting and retaining diverse candidates, but true equality in the workplace requires intentional steps by team and department leaders to recognize possible inequities.

“Unfortunately, oftentimes what is easier to focus on are notions or feelings of inclusion, which, while important, are not the same thing as actually changing structures and systems such that people do genuinely have equal opportunities,” Ammerman says.

For example, leaders must be aware of issues such as similarity bias, which is the unconscious tendency to be drawn to people who share similar characteristics — race, gender, religion, or other traits — as oneself. Research has shown that this often results in preferential treatment and promotions in the workplace, even when managers believe they are providing equal opportunities to all team members.

Colleges of business have the unique ability to raise awareness of this type of inequity by teaching students about it while at the same time serving as examples of equitable employment, Ammerman says.

“I think business schools have a good opportunity and an obligation to be both a leader and model for what it means to develop organizations that afford people equal opportunities,” she says.

Mariah Bohanon is a contributing writer for INSIGHT Into Diversity.
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In the Wilbur O. and Ann Powers College of Business:

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- More than 150 new students identified as first-generation students.
- 13,000+ applications for undergraduate admission for Wilbur O. and Ann Powers College of Business majors in 2021-2022 (leads all colleges at Clemson).

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LGBTQ+ History Month, held in October, presents an important opportunity for individuals to honor milestones in LGBTQ+ rights and equality. The anniversaries of the first and second National Marches on Washington for Lesbian and Gay Rights occurred on October 14, 1979, and October 11, 1987, respectively. Attendees of both marches demanded that Congress pass anti-discrimination and civil rights legislation to protect LGBTQ+ individuals, while the latter demonstrators also sought federal action to address the HIV/AIDS crisis.

October was also designated as LGBTQ+ History Month because National Coming Out Day is held annually on October 11.

LGBTQ+ History Month originated in the United States as Lesbian and Gay History Month and was first celebrated in 1994. It was founded by Missouri high school teacher Rodney Wilson to teach young people about LGBTQ+ history.

In a message videotaped for the Stronger Together conference held in London in June 2022, Wilson made these remarks:

“We’ve come a long way from the 1980s and 1990s, but we have a long way yet to go as any glance at current events makes abundantly evident. We must remain vigilant, observant, and strengthened to prevent those who would marginalize us from getting their way. All over the world, where things are better and worse by location, we have work to do. Celebrating the differences and recognizing the many similarities is part of that work. Educating everyone to their fullest potential as a human right is part of that work. Uniting the human family in every way we can is part of that work.”
For nearly 60 years, the University of Kentucky Gatton College of Business and Economics has prepared principled leaders for both the global and local economies.

In Kentucky’s economy, the bourbon industry is a trademark. And one UK Gatton College alum is making history within this local tradition.

Sean Edwards, a graduate from UK’s Gatton College, along with his wife Tia (an alum of UK’s College of Communication and Information), entered the world of spirits by helping found a bourbon distilling company, Fresh Bourbon, in 2017.

While the couple was focused on making a good product, they unknowingly also made history in the process. In February 2020, Fresh Bourbon was recognized by the Kentucky Senate as “the first Black-owned bourbon distillery in Kentucky.”

“We learned that there wasn’t a real African-American presence in the bourbon industry in Kentucky,” Edwards said. “(We) wanted a different experience. We feel like bourbon is for everybody, and we wanted to provide a way for (all) people to get into bourbon.

“We have been very intentional and deliberate in crafting our spirits ... and also our Fresh Bourbon team, including selecting our master distiller, the first African-American master distiller in Kentucky since slavery,” Edwards said. “We are excited to receive economic incentives from the State of Kentucky to build our distillery and share with the world what we have created.”

Later this year, the couple plans to break ground on a 34,000-square foot distillery in downtown Lexington, and employ up to 25 people.

He says his education and degree from the UK Gatton College helped prepare him for his career as an entrepreneur, including his latest endeavor in the business of bourbon.

“Bourbon is an $8 billion industry. Attending Gatton definitely helped me understand the financial components of this industry, as well as concepts like supply and demand,” he said. “More importantly, learning about different financing options for large industries have come into play for me now. We are working to build a large distillery. I am applying a lot of what I learned from Gatton to Fresh Bourbon.”

The Gatton College of Business and Economics fosters a welcoming environment where all members of the community come together to collaborate, learn, create and innovate while respecting and celebrating differences in background, identity and perspective. Through actively embracing diversity, in all of its forms, UK’s Gatton College of Business and Economics aims to prepare its students to lead and find creative solutions to today’s business challenges.

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Junia Lee, a junior studying management at the Rawls College of Business, is the first Texas Tech University student to be awarded the prestigious Sumners Scholarship. The $30,000 merit-based award given by The Sumners Foundation recognizes Junia’s academic excellence, civic responsibility and leadership potential.

“Texas Tech is like a second home to me. The sense of community this university instills, through entities like the Honors College and the Rawls College of Business, has not only allowed me to grow as a student, but as a leader, student representative, and most of all a young adult navigating through the challenges of newfound adulthood.”

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