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BizEd

AACSB INTERNATIONAL NOVEMBER | DECEMBER 2017



OPENING MINDS TO DIVERSITY

EDUCATORS EXPLORE THE IMPORTANCE AND IMPACT
OF CREATING MORE INCLUSIVE COMMUNITIES. P. 18

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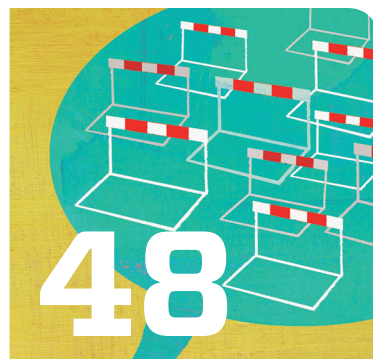
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BREAKING NEWS

By Tucker Marion and Sebastian Fixson



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Identity Crisis

MORE THAN A YEAR AGO, when we chose to make diversity the cover focus of this issue, little did we know the extent to which the topic would be dominating the news and driving the global conversation. Here are just a few newsmakers who were in the headlines as we were preparing this issue:

- James Damore, a software engineer at Google who wrote an internal memo titled “Google’s ideological echo chamber: How bias clouds our thinking about diversity and inclusion.” In it, Damore outlines his belief that “moral bias” had led the company to overlook how gender-based traits prevented women’s equal representation in IT.

- Munroe Bergdorf, L’Oreal’s first transgender model, who was fired for speaking out on the nature of white privilege. She then was hired by British cosmetics company Illamasqua for its new campaign on gender difference.

- Edeka, the German supermarket that removed all imported items from its store for one day, leaving its shelves nearly bare to protest anti-immigrant sentiment in the country.

- Procter & Gamble, which released “The Talk,” a poignant television ad depicting a series of African American mothers having frank discussions with their young children about the difficulties they could face because of their race.

- Penelope Gazin and Kate Dwyer, co-founders of Witchsy, an online marketplace for unusual art, who were unable to get vendors and investors to take them seriously. So, they creat-

ed a fictitious male co-founder, Keith “Mann.” While the women’s emails often went unanswered, “Mann” received timely and helpful responses.

Stories like these have merged into a larger debate over difference. Central to the conversation is a complex question: How do we stop making snap judgments based on stereotypes and start appreciating diverse perspectives?

Each feature in this issue tackles a small part of this question, especially as it relates to business education. In “Breaking Through Bias,” experts in diversity and inclusion explain the human brain’s tendency to make unconscious assumptions about minority groups and suggest ways to overcome it. “Understanding Identity” describes how three schools are making students aware of the ways that issues of race, gender, and other aspects of identity affect their lives and the world around them.

In “Talking the Talk,” professors Karlene Cousins and Monica Tremblay discuss challenges they’ve faced as women working in STEM fields. Cousins describes one moment when she found herself on an elevator with students on the first day of class. They were discussing who their professor might be and wondering what “he” was like. “None of them knew it was me,” she recalls. “They’d thought I was a student.”

The fact that such stories are generating such open discussion is a sign that more people are realizing how much the world benefits when all voices are valued. After all, an entrepreneur should not have to create an imaginary business partner just to even the playing field. If the world’s business schools and businesses can achieve their diversity goals, perhaps she won’t see a need to do so.

Tricia Bisoux
Co-Editor

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#AACSBdeans
Las Vegas, Nevada

MARCH 7–9

B-School Communications &
Development Symposium
Questrom School of Business,
Boston University
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Boston, Massachusetts

MARCH 11–13

Assessment & Impact Conference
(see inset)

APRIL 22–24

International Conference & Annual
Meeting
#ICAM2018
Honolulu, Hawaii

MAY 9–11

Redesigning the MBA Curriculum
Conference
#AACSBcurriculum
Salt Lake City, Utah

SEMINARS

NOVEMBER 8

Strategic Planning for Business
Schools **A**
Byblos, Lebanon

NOVEMBER 9–10

Assurance of Learning I **A**
Beirut, Lebanon

NOVEMBER 20–21

Business Accreditation **A**
Lisbon, Portugal

NOVEMBER 22–23

Assurance of Learning II **A**
Lisbon, Portugal

NOVEMBER 24

Impact Forum **A**
Lisbon, Portugal

NOVEMBER 27–28

Business Accreditation **A**
Hangzhou Zhejiang, China

NOVEMBER 29–30

Assurance of Learning I **A**
Hangzhou Zhejiang, China

NOVEMBER 30–DECEMBER 1

Online & Blended Education **O**
Tampa, Florida

DECEMBER 10–11

Business Accreditation **A**
Jeddah, Saudi Arabia

JANUARY 22–23

Assurance of Learning I **A**
Tampa, Florida

JANUARY 24–25

Assurance of Learning II **A**
Tampa, Florida

FEBRUARY 2–MARCH 25

Online Teaching Effectiveness **O**
Offered online

FEBRUARY 5–6

Advisory Council **A**
Las Vegas, Nevada

FEBRUARY 6

Continuous Improvement Review **A**
Las Vegas, Nevada



MARCH 11–13 Baltimore, Maryland

Assessment & Impact Conference (#AACSBassessment)

This conference is an opportunity to explore the latest best practices in assessment, assurance of learning, and impact. The Assurance of Learning I and II seminars will be offered following the event.

▶ For a complete listing of AACSB International's seminars, conferences, and webinars, visit www.aacsb.edu/events.

FEBRUARY 8

Accounting Accreditation **A**
San Antonio, Texas

FEBRUARY 26–27

Business Accreditation **A**
Abu Dhabi, United Arab Emirates

FEBRUARY 28–MARCH 1

Assurance of Learning I **A**
Abu Dhabi, United Arab Emirates

MARCH 5–6

Leading in the Academic Enterprise®
Series: Leading People and
Organizational Change **P**
Monterey, California

MARCH 7–8

Leading in the Academic Enterprise®
Series: Developing Leaders and
Impactful Communication **P**
Monterey, California

MARCH 14–15

Assurance of Learning I **A**
Baltimore, Maryland

SEMINAR CATEGORY KEY:

- A** Accreditation, Quality Assurance & Impact
- P** Professional Development
- O** Pedagogy Development & Online Learning
- C** Curriculum Development Series

other events

NOVEMBER 15–17

OLC–Accelerate!
Orlando, Florida
onlinelearningconsortium.org

NOVEMBER 19–21

Association of Asia-Pacific
Business Schools Conference
Auckland, New Zealand
www.aapbs.org

DECEMBER 6–8

Australian & New Zealand
Academy of Management
Conference
Melbourne, Australia
www.anzam.org

JANUARY 17–20

GMAC Leadership Conference
San Francisco, California
www.gmac.com

JANUARY 22–26

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www.thecasecentre.org

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UP LIVES IN DEVELOPING COUNTRIES AROUND THE WORLD.



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Confidence or Femininity?

WHY SELF-CONFIDENCE MIGHT NOT HELP WOMEN ADVANCE

EXUDING SELF-CONFIDENCE is not equally rewarded for men and women at work, according to research by Laura Guillén, assistant professor of organizational behavior at ESMT Berlin in Germany; Margarita Mayo, professor of leadership and organizational behavior at IE Business School in Madrid, Spain; and Natalia Karelaia, associate professor of decision sciences at INSEAD in Fontainebleau, France.

The three researchers analyzed the judgments that colleagues made regarding the self-confidence and influence of 236 highly skilled computer engineers at a multinational software company. The team examined the workers' job performance, self-confidence, organizational influence, and "prosocial orientation"—that is, their level of

concern for others' welfare at work. They found major differences in how self-confidence translates into influence for men and women.

For men in the study, there were direct correlations between their performance evaluations, perceived self-confidence, and organizational influence. For example, the more self-confident they were, the more influence they wielded. However, women were considered influential only when they exhibited "nurturing" behavior—even when they had achieved good job performance and had high self-confidence.

"Sadly, women in historically masculine professions are not yet judged by gender-neutral standards," Karelaia says. "Often, their excellence is recognized only if they appease gender stereotypes."

While some industry observers have argued that women are less confident than men, which hurts their chances for promotion, this latest research indicates that women can't simply rely on self-confidence if they want to move up in the ranks. But Karelaia thinks women shouldn't be the only ones performing emotional labor. Companies that care about gender equality should make "being a good organizational citizen" a requirement for both men and women, she says.

She adds, "Organizations should be willing to question the assumptions of meritocracy. It is obvious that women are not accepted on their merits alone, so supervisors should take these findings into account when appraising the performance of their female staff."

▶ **"Appearing self-confident and getting credit for it: Why it may be easier for men than women to gain influence at work" is forthcoming in *Human Resource Management*. It was presented at the Academy of Management annual meeting. See Laura Guillén discuss this topic at www.youtube.com/watch?v=WWmQlvZJU5A.**



Why It's Fine to Fail

Entrepreneurs need to change their attitudes about failure, according to a paper out of the University of Albany–State University of New York. In fact, in many ways, those who fail could end up being more successful in the long run than those who experience early success, say Junesoo Lee, former doctoral student at the University of Albany's Rockefeller College of Public Affairs and Policy, and Paul Miesing, associate professor at its School of Business.

For their study, Lee, now at the KDI School of Public Policy and Management in Sejong City, South Korea, and Miesing studied past scholarship on failure and case studies from industry in order to create a “failure management framework.” They explored failure from many angles, including why and how people learn from failure, what they learn from it, and how they can use it to their advantage.

They draw lessons from several high-profile business failures. For example, they cite the way Lockheed Corporation turned a missed government grant in the 1950s into a highly profitable privately held technology. Other examples include Sony, which used the exposure it gained from its ill-fated personal digital assistant devices to grow the market for future products; and New York City, which transformed an abandoned railroad line into a public park.

Lee and Miesing lay out 16 strategies for turning failure into an opportunity for future success. These include using a failed undertaking to test new ideas, spread or reduce risk, improve efficiency, seek out a superior opportunity, or stimulate greater innovation.

“Failures may be the only way to learn about the underlying issues with a business,” says Miesing. They can “help improve process reliability, reduce error-related costs, and improve the composition of a business's projects through trial-and-error learning.”

“How entrepreneurs can benefit from failure management” appears in the July–September 2017 issue of *Organizational Dynamics*.

SUCCESS AND THE CDO

FOR CHIEF DIVERSITY OFFICERS at institutions of higher education, success is largely dependent on two factors: the conditions in place at the institution, and the expectations that leaders and constituents have for what is to be accomplished. Those are the findings of a new report issued by executive search firm Witt/Kieffer. The report is based on the responses of 81 CDOs who come primarily from higher education, but also from the fields of academic medicine and healthcare.

“The chief diversity officer is a relatively new leadership role on college campuses and one that is growing in significance,” says Charlene Aguilar, report co-author and consultant in Witt/Kieffer's Education Practice. “CDOs are frequently new to the role and are often the first person to have that role at the institution. The first challenge they often face is that there is no diversity and inclusion strategic plan already in place.”

A key takeaway from the survey is that new CDOs need strong institutional support to be effective, observes Khalilah Lawson, another co-author and senior associate in the company's Education Practice. That support is important because “60 percent of respondents noted that the responsibility for their positions changed significantly in the course of the first year.” However, on the positive side, 68 percent felt that conditions were right for them to succeed during their first 12 months on the job.

► **Download “The Critical First Year: What New Chief Diversity Officers Need to Succeed” at www.wittkieffer.com/thought-leadership-research-reports/chief-diversity-officer-survey-report.**

Investing in American Entrepreneurship

“HOW MIGHT WE INVEST \$1 trillion in entrepreneurs over the next ten years?” The Kauffman Foundation asked a panel of policymakers, funders, philanthropic organizations, and other partners this question with the goal of collecting ideas to spur entrepreneurship across America, particularly for undercapitalized business owners.

“The American dream is on hold. Firm creation is at a 30-year low; corporate consolidation is at an all-time high,” according to the resulting report. “We believe that lack of access to capital is a major barrier to increasing entrepreneurial activity in the United States. Entrepreneurial investment is at an all-time low. Financial resources to start a business are not equally distributed, leaving gaps in the market.”

In the U.S. in 2016, 53 percent of venture investment dollars went to California, 13 percent to New York, and 10 percent to Massachusetts; the remaining portion was spread over the rest of the U.S. How can this ratio be changed?



Three U.S. states attract 76 percent of funding.

One potential solution is to scale existing programs, such as Venture for America, which places recent graduates in startups; and Code2040, which provides tech opportunities for women and people of color. Another solution is to invest in entrepreneurial ventures to stimulate job creation. For instance, through a program labeled “Job Bond,” government economic development funds would pay back private investors who fund small, growing businesses that create net new jobs.

“There is no single right answer,” write Ross Baird of Village Capital and Bryce Butler of Access Ventures, organizations that presented the report. Still, the report notes, while these ideas still need refinement, they’re important first steps. Baird and Butler conclude, “Entrepreneurship is not just a ‘nice to have’—it’s critical to the success of the American Dream.”

► “Zero Barriers Moonshot: Could \$1 Trillion Restore the American Dream?” is available at www.entrepreneurship.org/kauffman-moonshot-challenge?utm_source=newsletter&utm_medium=email&utm_campaign=iaw_8_24_2017.

Politics and Study Abroad

What effect do protectionist policies have on students’ preferences for graduate business study abroad? Two surveys recently asked prospective MBA students how they view increasingly rigid immigration policies in the U.S. and Brexit in the U.K. They also were asked how these policies would impact where they choose to study.

Eighty percent of the 755 prospective MBA students surveyed by Stacy Blackman Consulting, a firm based in Los Angeles that guides prospective MBAs through the admissions process, fear that the immigration policies espoused by President Donald Trump would make U.S. business schools less diverse. More than 21 percent either agree or somewhat agree that their concern over these policies will lead them to apply only to schools outside the U.S.

These findings are similar to those of the most recent mba.com Prospective Student Survey from the Graduate Management Admission Council (GMAC). Forty-three percent of international students surveyed say that Trump’s policies have made them less likely to consider U.S. schools for graduate business education. Of international students surveyed, 80 percent had considered U.S. schools for their graduate study as of July 2017; however, of this group, 26 percent are no longer planning to apply to U.S. programs.

In a second survey of 700 GMAT test-takers, 67 percent would reconsider plans to study in the U.S. if they could not be granted work visas after graduation.

The Brexit vote has had a similar dampening effect on international students’

enthusiasm to study in the United Kingdom. Among GMAT test-takers from outside the U.K., 45 percent indicate that Brexit has made it less likely for them to study at U.K. schools. Among candidates from India, 58 percent say Brexit has made them less likely to study in the U.K.

Despite prospective students’ concerns, the United States remains their most popular destination for study. Fifty-eight percent of respondents who plan to study outside their home countries express a preference to study in the U.S. The next most popular destination is Western Europe, where 25 percent say they hope to study.

► GMAC’s survey is available at www.gmac.com/market-intelligence-and-research/research-library.



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What Sustains Sustainability Institutes

WHAT CHARACTERISTICS do vibrant university-based sustainability institutes have in common? A recent report by two academics at the University of Michigan in Ann Arbor outlines a successful institute's strongest attributes and biggest challenges.

The report's authors include Andrew Hoffman, the Holcim (US) Professor of Sustainable Enterprise, and post-doctoral fellow Jessica L. Axson. Hoffman holds joint appointments at the Ross School of Business and the School of

Natural Resources & Environment, and he serves as education director at the university's Graham Sustainability Institute. Axson works within the Ault Research Group, part of the Department of Environmental Health Sciences in the School of Public Health. The pair wrote the report with support from the Cynthia and George Mitchell Foundation.

Eighteen institute directors responded to Hoffman and Axson's 71-question survey. All of these directors cite water, climate, and environment as topics of

research for their institutes. Energy, food, and environmental justice were the next three most-cited.

What are the attributes of successful institutes? According to survey respondents, successful institutes maintain collaborative, not competitive, relationships with other campus departments. They must build strong relationships with administrators, faculty, and external partners; have dedicated staff members and an engaged, excited faculty; communicate the value of the institute's activities to the university and other constituencies; and, of course, acquire steady, reliable, and preferably multiple sources of funding.

Where funding is concerned, one respondent notes that "a strong link with the development office makes a big difference, as does a generous advisory board."

What is their biggest challenge? Some respondents feel as if they are often competing for resources, and even students. As one puts it, there is "the perception that funds provided to the institute would be better invested in the academic units." The answer to this dilemma, say many of these directors, is to "adopt a service mindset" by providing "services and opportunities to the academic units that they cannot provide for themselves." In other words, another notes, "be a source and not a sink."

With what disciplines do they engage most? These directors heavily emphasize multidisciplinary research, most of which is conducted in collaboration with engineering, physical science, and environmental science departments. Disciplines such as public health and the humanities inspire moderate collaboration, while journalism and veterinary science inspire the least.

When asked what disciplines they believe are most underrepresented in their

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48% of their research is conducted with external stakeholders.

The outlier:

The largest center surveyed is Columbia University's Earth Institute, which has 25 research centers, 199 staff members, and a budget of \$135 million. It occupies 450,000 square feet in upstate New York and 20,000 square feet in New York City.

activities, these directors cite medical science, veterinary science, and education.

How do they measure success? Among these directors, number of research initiatives is the No. 1 measure of their institutes' success. Also high on their lists are the number of faculty engaged, the number of students served, the amount of grant funding and revenue generated, and expenditures made. Another important metric is an institute's level of external engagement, which these directors view as a measure of real-world impact. For example, one respondent notes that "ours is a 'think and do' tank that seeks to engage in projects where the results can reduce or avoid emissions in real-world scenarios."

Hoffman and Axson hope these findings will help campus sustainability institutes fulfill what many of these directors view as a responsibility to serve both their communities and society. The co-authors write that "this report is intended ... to help them understand their shared role in achieving the important goal of making the sum of the diverse activities of the university greater than the individual parts."

► **"Examining Interdisciplinary Sustainability Institutes at Major Research Universities: Innovations in Cross-Campus and Cross-Disciplinary Models"** is available at graham.umich.edu/media/pubs/Mitchell%20Report%20Final.pdf.

ACCOUNTING FOR UNDERGRADS

57,119

Number of bachelor's degrees in accounting awarded in the U.S. in 2015-2016 (up 5% since 2013-2014)

22,405

Number of master's degrees in accounting awarded in the U.S. in 2015-2016 (down 18%)

34,889

Number of accounting grads hired in 2016 in the U.S. (down 19%)

1%, 3%

Percentage of CPAs that are African American and Hispanic/Latino

11%

Expected rate of job growth for U.S. accountants and auditors from 2014 to 2024, according to the U.S. Bureau of Labor Statistics.



Undergraduate and graduate accounting programs in the U.S. are still attracting high enrollments, according to the latest trends report from the Association of International Certified Professional Accountants (AICPA). Accounting programs reported more than 250,000 total enrollments for 2015-2016. Even as enrollments surge, however, minority representation in accounting remains low.

This demand for accounting education was largely driven by record-high undergraduate enrollments. Master's-level enrollments, however, have slipped. After increases over the last two years, 2015-2016 saw them return to pre-2014 levels. Previous spikes in enrollments could be attributed to the economic climate after the 2008 recession, which sent many people back to school to seek new careers, says Yvonne Hinson, senior director of the AICPA's academic and student engagement division.

"At the same time," she adds, "we saw many students pursuing their master's directly after they earned their undergraduate degree to bolster their academic credentials, raising the overall numbers during that period."

The survey also finds that African Americans and Hispanics make up only 7 percent and 9 percent, respectively, of accounting graduates at the bachelor's and master's levels. These numbers lag significantly behind the representation of these groups in the U.S. population, which stands at approximately 13 percent and 17 percent, respectively.

Minority representation in accounting slips further as graduates advance in the pipeline. Of accounting graduates hired by U.S. CPA firms, only 4 percent are African American and 7 percent are Hispanic/Latino. African Americans and Hispanic/Latinos make up only 1 percent and 3 percent, respectively, of certified public accountants.

► **Read the "2017 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits" at www.aicpa.org/InterestAreas/AccountingEducation/NewsAndPublications.**



The Gender Effect in the MBA

WHAT KEEPS WOMEN'S representation in MBA programs below 50 percent? A recent study finds that, while women's participation is higher in certain business disciplines such as leadership and marketing, it's in more technical fields such as accounting and finance where their numbers dip.

Does this finding support the belief that women are more likely to pursue careers in socially oriented fields, while men are more likely to pursue technical fields? It's not as simple as that, say the study's co-authors. They include Aaron Wallen, executive director of the management division at Columbia University's School of Professional Studies in New York City and a former lecturer at Columbia Business School; Michael Morris, a professor of leadership at Columbia Business School; Beth Devine, a doctoral student at INSEAD in Fontainebleau, France; and Jackson Lu, a doctoral student at Columbia.

The researchers examined data about MBA students before and after enrollment to learn more about the existence of a gender gap. In addition, they sur-

veyed two cohorts of second-year MBA students—206 men and 107 women. Among their questions, the researchers asked students to self-report their public assertiveness versus their private effort in their programs.

The researchers found that the perceived performance gap between men and women in business school is reinforced by society's gender-based expectations, which in turn shape students' behaviors. For instance, women and men often grow up hearing that women are expected to be more collaborative and men, more assertive, which could lead women to pursue more "social" or collaborative disciplines.

The researchers also found that women who choose to study in technical disciplines fare best when they assert themselves by asking questions in class and participating in study groups. However, many often do not speak up because they have internalized society's expectations of women, explains Wallen.

"Our research shows that female students far too often hold back and hesitate to ask the kinds of questions

that would help them better master technical concepts and procedures, perhaps because it is inconsistent with the established gender norms linking men with technical ability," he says. "This has a profound effect on [women's] overall achievement in MBA classes."

That said, the research shows that this "gender effect" is not present when women study in socially oriented fields. The data also show that women in more technical courses often compensate for this effect by putting additional effort into their private studying.

The researchers recommend several policies that could help business schools enroll more women and create environments where women are less constricted by gender norms:

- Sponsor programs to attract women undergraduates to technical fields.
- Conduct outreach to women in STEM disciplines who might not have considered an MBA degree.
- Lower work experience requirements for MBA programs, which would attract students at a younger age when they might find it less difficult to balance work, education, and family.
- Train faculty and students to encourage everyone to participate, not just those who speak most frequently.

What is less effective, the researchers argue, are programs that focus on changing women's behavior. "Interventions for assertiveness often focus on women's confidence or body language. But this misses the point," says Wallen. "'Lean in' interventions that address the roots of the problem would work better than 'lean on' interventions that suppress its symptoms."

► **"Understanding the MBA gender gap: Women respond to gender norms by reducing public assertiveness but not private effort" was published in the August 2017 issue of the *Personality and Social Psychology Bulletin*. It is available at www8.gsb.columbia.edu/cbs-directory/node/30251/preview.**

Job Loss: Offshoring and Automation

Communities where most residents have only high school degrees or earn low salaries are at risk of losing many jobs to automation and offshoring, says a new report from Ball State University in Muncie, Indiana. The study found that low risk of automation is associated with much higher wages, averaging about US\$80,000 a year. Occupations with the highest risk of automation have annual incomes of less than \$40,000. The report was prepared by the Center for Business and Economic Research (CBER) and the Rural Policy Institute's Center for State Policy at the school.

Automation could replace half of all low-skilled jobs, says CBER director Michael Hicks, while roughly one in four of all American jobs is at risk from foreign competition.

"More worrisome is that there is considerable concentration of job loss risks across labor markets, educational attainment, and earnings," Hicks says. "This accrues across industries and is more pronounced across urban regions, where economies have concentrated all net new employment in the U.S. for a generation."

In addition, the paper identified the workers whose jobs are most vulnerable to offshoring, including computer programmers, data entry keyers, electrical and electronic drafters, mechanical drafters, and computer and information research scientists. Those most vulnerable to automation include data entry keyers, workers in mathematical sciences, telemarketers, insurance underwriters, and mathematical technicians.

By contrast, workers whose jobs are least vulnerable include recreational therapists, emergency management directors, mental health and substance abuse social workers, audiologists, and first-line supervisors of mechanics, installers, and repairers. "Both trade and automation-related economic growth are hallmarks of a vibrant economy," says Hicks. "But the social and political unease that accompanies large shocks felt by the workers is real." **D**

► **"How Vulnerable Are American Communities to Automation, Trade and Urbanization?" is available at projects.cberdata.org/123/how-vulnerable-are-american-communities-to-automation-trade-urbanization.**

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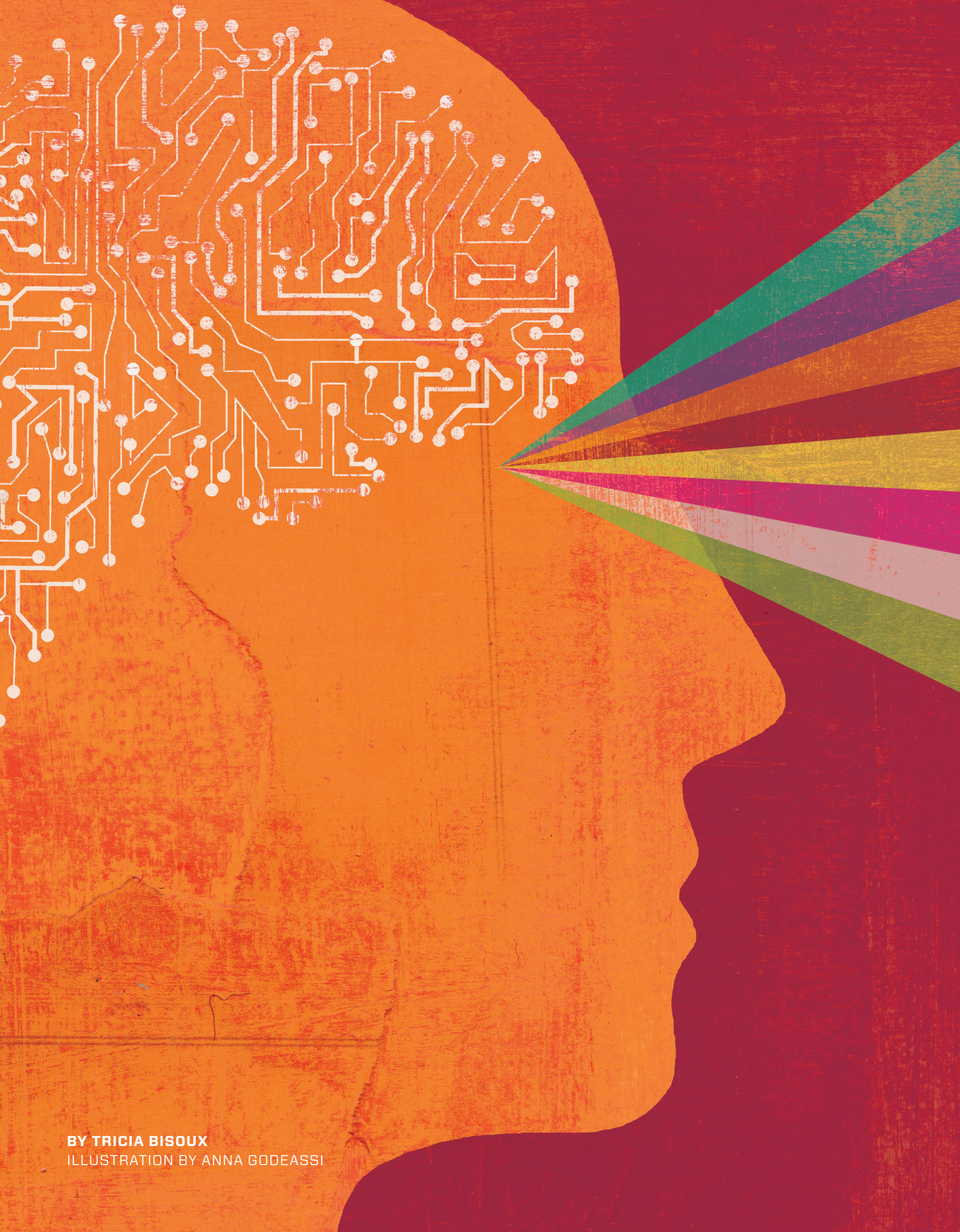
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BY TRICIA BISOUX
ILLUSTRATION BY ANNA GODEASSI

How unconscious biases could be preventing business schools from reaching their goals for diversity.

BREAKING THROUGH BIAS

THE FOLLOWING RIDDLE has been circulating for many years: *A man and his son are both rushed to the hospital after a car accident. There, the doctor sees the boy and says, "I can't treat this patient. He's my son." How is this possible?*

Many who haven't heard it before are stumped by the question. And that's what makes it such a classic example of how the human brain is wired for biases related to race, gender, and other human characteristics, says Katie Lampley, director of the office of diversity and inclusion at Bentley University in Waltham, Massachusetts. "I love this riddle, because we're now having people respond with, 'Oh, it's a gay couple!' They're proud that they're so progressive." That is, they are until she tells them the answer—and they must face the fact that it hadn't occurred to them that the doctor, the boy's mother, is a woman.

Even self-proclaimed feminists often jump to the conclusion that "doctor = man." Why? It happens because our brains have evolved to make quick situational assessments based on patterns they have perceived to be true in the past, driven by what we learn as children or what we've seen reinforced by our cultural contexts. For our human ancestors living out in the wild, this ability was a means of survival. In today's world, Lampley explains, it can lead to us to make decisions that disproportionately—and often unintentionally—favor the cultural majority. In the United States and Europe, that majority is most likely to be white, heterosexual, Christian, and male.

To illustrate how deeply seated hidden biases can be, Lampley points to Project Implicit, a nonprofit based at Harvard University in Cambridge,

Massachusetts. The nonprofit is a collaboration of researchers who study implicit social cognition, which they define as the thoughts and feelings we have that are beyond our conscious awareness and control. As part of their work, social scientists analyze data they collect from the Implicit Association Test (IAT), a tool originally created in 1998 by social psychologists from the University of Washington. The IAT has been adapted for Project Implicit's ongoing research by psychologists at Harvard, UW, and the University of Virginia. Designed to discover an individual's unconscious associations about gender, race, sexual orientation, or other attributes, the IAT has provided fascinating and sometimes unexpected insights into how unconscious bias works, says Lampley.

"Black people who take the test show high positive associations for white people, the same as white people who take the test. Gay people who take the test associate 'gay' with bad and

'heterosexual' with good, the same as heterosexuals who take the test," she explains. "This tool doesn't reinforce the idea that only certain groups are biased and others are not. It shows that we are all subject to bias, and in some way we all default to positive associations toward the majority, whatever the majority is."

As many business schools struggle to attract more women and minorities, diversity officers are growing more aware of the ways unconscious bias could be hindering their efforts. It's one thing to launch initiatives designed to promote equity, diversity, and inclusion; it's quite another to realize that the people carrying out those initiatives could be undermining these goals without even realizing it. Bolstered by a growing body of research, business and academic leaders are engaging in new conversations about the impact of unconscious bias—and adopting evidence-based strategies to better understand it, identify it, and counteract it.

PERCEPTION IS REALITY

In many ways, academia faces the same diversity challenges as the general business world, says Lisa Kepinski, founder and director of the Inclusion Institute, a Germany-based coaching and consulting firm focused on helping organizations increase the diversity of their workforces. And just like the companies she advises, business schools are subject to subtle yet pervasive biases that could be getting in the way of their goals.

"One issue could be that business schools don't feel inclusive for women and minorities, so these groups hold back," says Kepinski. "They lack confidence in the institution to help them realize their full potential."

Kepinski cites an example that Iris Bohnet includes in her book *What Works: Gender Equality by Design*. Bohnet, a professor at Harvard University's Kennedy School of Government, relates how, about ten years ago, Kennedy faculty were dismayed to realize that every portrait of a leader or alumnus displayed in

WHERE TO BEGIN

If business schools want to identify and counteract bias in their academic cultures, experts on the topic note that the following areas are great places to start:

Classrooms. A business school's classrooms are the spaces where faculty and students will spend a large amount of their time—which makes them crucial areas for bias mitigation. Which students do faculty members call on most? Which students speak the most? By observing classroom dynamics, business faculty might discover, for instance, that they call on men more than women, or that those from cultures that value individuality might speak up more than those from cultures that value conformity.

Melissa Thomas-Hunt of Vanderbilt University suggests that professors concerned about whether they're treating their students equitably might invite observers to their classrooms to provide objective feedback. Or, they could watch classroom recordings to see if, for example, they are unconsciously favoring men's voices over women's in discussions, or even one side of the room over the other. Once made aware of any personal bias, they can create workarounds to help them overcome it.

"I've found that I have certain blind spots in the classroom, so I now let my students know that from the beginning of the class," says Thomas-Hunt. "I tell them, 'You're in my blind spot, so if your hand has been up and I haven't called on you, you need to wave—I won't think you're being rude.'"

What's discussed is as important as who is discussing it, adds Brent Smith of Saint Joseph's University, particularly if business faculty facilitate discussions of real-world events. For instance, Smith notes that many students are aware that, in the world of sports, NFL player Colin Kaepernick began taking a knee during the U.S. national anthem to draw attention to the treatment of African Americans by police officers; this initial protest has grown into a larger statement as more NFL players started to kneel or lock arms while the anthem played. Such a news story, says Smith, presents "an opportunity to look at a very current event that has all kinds of ramifications in connection to marketing, to ethics, and to business and society."



their building featured a white male.

The portraits were chosen “un-thinkingly,” Bohnet says in “Designing a Bias-Free Workplace,” a July 16, 2016, interview with *Harvard Business Review*. Once faculty realized the discrepancy, they commissioned new portraits, including those of Ida B. Wells, a 19th- and 20th-century African American journalist and suffragist; and Ellen Johnson Sirleaf, president of Liberia, Nobel Peace Prize laureate, and Kennedy School graduate. “By changing the artwork in the building, the school showed itself to be more inclusive rather than white male-dominant,” says Kepinski.

A person’s ability to realize his or her own unconscious biases is part of what Brent Smith calls “cultural competence.” Smith, an associate professor of marketing at the Haub School of Business at Saint Joseph’s University in Philadelphia, Pennsylvania, defines this term as “the ability to recognize that culture is always a factor that influences how people perceive and respond to the

world.” An organization engages its cultural competence, then, when it recognizes that its culture has unconsciously defaulted to a status quo—in ways that could be sending a message to the world that is different from what it intended.

“Every organization has a culture, but if our community looks and feels the same as it did ten or 20 years ago, how diverse, how inclusive are we really? What have we learned in that time? What makes us look, feel, and sound different than we did X number of years ago?” Smith asks. By consciously making such then-and-now comparisons, he stresses, an organization can get a true gauge of how diverse it really is and how far it might still be from embracing a more inclusive worldview.

JUST ‘BEING DIVERSE’ ISN’T ENOUGH

Business schools’ efforts to attract and enroll more women and minorities are widespread and often well promoted—but they also might be incomplete.

Smith points out, for instance, that many schools prioritize diversity—but only narrow parts of it. In this case, academic leaders might notice that one demographic is underrepresented in the faculty or student body—women, say, or African Americans. In response, they might focus great attention on correcting that imbalance. But in doing so, they might pay far less attention to other underrepresented groups. “When you hyperemphasize one demographic,” says Smith, “you will likely marginalize others.”

This type of “bias by omission” can especially affect the LGBT community, according to Matt Kidd, executive director of Reaching Out MBA (ROMBA), a global association for LGBT MBAs. “I have yet to see a business school that has not said it is committed to diversity. But the reality is that diversity means a lot of different things to different people,” says Kidd. “Some folks include LGBT in that definition, but others do not. Because being LGBT is something that people can

Common language. Whether through workshops, conversations, or retreats, schools can help their faculty, students, and staff develop a common language around issues of diversity and bias, so that everyone is on the same page. For instance, more schools are raising awareness about referring to members of the LGBT community with their preferred pronouns. “Pronoun usage is an unconscious bias that many people don’t think about,” says Matt Kidd of Reaching Out MBA. “In general, faculty need to think about the language they use around gender and be conscious of the audience in the room.”

Commitment of resources. “The top leadership in educational institutions can be absolutely committed to putting metrics in place, but the individuals tasked with doing the work often do not have the capacity,” says Thomas-Hunt. This commitment requires attention to what staff members need to make a school’s goals happen, she emphasizes, whether it’s a redistribution of work to free up their time, the hiring of additional staff, or the allocation of extra funds.

Conversations. Surveys that ask students and faculty to share how they feel about the campus culture could be a school’s most valuable tool to gauge the impact of bias on campus, says Joelle Emerson

of Paradigm. “I advise schools to talk to current students from all backgrounds about what led them to go to business school, and then to ask them how they are experiencing the culture now,” she says. “If, for example, women express feeling less like they belong on campus than men, the school should design interventions to address that.”

Kidd would like to see business schools include conversations about LGBT during every student and faculty orientation, as part of diversity awareness activities. “Many schools have students from countries such as India or Indonesia, where identifying as LGBT is illegal—in some cases, you could be executed for it,” he says. “Talking about the value of the LGBT community is a pretty big deal.”

Thomas-Hunt agrees that if business schools truly want to unveil areas of concern, they should talk directly and regularly to the members of their communities. “If you have a student women’s organization, do you know to what degree it invites and includes a broad array of women to participate? Do international women feel welcome? Do minority women feel that the women’s organization is for them, or do they feel peripheral? That’s a piece of the conversation that business schools haven’t yet addressed very well.”

IT'S NOT EVIDENCE OF BIAS

EACH TIME A NONMINORITY IS PROMOTED OVER AN EQUALLY QUALIFIED MINORITY. BUT IF IT'S HAPPENING MANY TIMES OVER, IT'S TIME TO DIG DEEPER FOR SYSTEMIC UNCONSCIOUS BIAS.

'cover,' some think that maybe it doesn't deserve the same seat at the table as other pillars of diversity. When that's the case, that indicates bias."

It's a bias that has real consequences in terms of how many people identifying as LGBT pursue business education.

Twenty-eight ROMBA affiliate schools that provided data to the organization for its "State of the LGBT MBA 2015–2016" survey reported that only 3.43 percent of students enrolled in their MBA programs, on average, were openly LGBT. While that's a slight increase (of nearly a half percent) over ROMBA's 2014–2015 data, it indicates that business schools have yet to reach this community in meaningful ways. "Compared to estimates of the general LGBT population," Kidd says, "that number is under the mark." By comparison, a 2016 Gallup poll finds that 7.3 percent of millennials—those individuals born between 1980 and 1998—identify as LGBT.

Business schools can run into yet another pitfall when they aim to recruit more diverse students and faculty, without also addressing hidden biases in their programs that could marginalize underrepresented groups once they arrive. After all, if those who do come to campus do not feel welcome, they are less likely to stay, let alone recommend the program to their peers.

Take just one prominent feature of business education: team projects. Most faculty take great pains to populate each student team with individuals from different backgrounds, so that students are exposed to a wide range of perspectives. But when unconscious bias slips into the process, underrepresented groups still could be at a disadvantage, says Melissa Thomas-Hunt, vice provost of inclusive excellence at Vanderbilt University in Nashville, Tennessee, and a professor of management at its Owen Graduate School of Management. Thomas-Hunt's focus on diversity and inclusion grew from research in which she and her co-authors discovered "systemic patterns in the ways individuals were being

tapped—or not being tapped—to contribute" as part of team-based projects.

"Let's say that Melissa has underperformed, which is somehow congruent with the expectations I have of African Americans. Going forward, I'm going to see Melissa through that lens," Thomas-Hunt explains. In other words, an individual of a certain gender or race could exhibit the same behaviors as his or her teammates, but if just one of those behaviors corresponded with a race- or gender-based stereotype, that individual's work could be viewed as less valuable. Thomas-Hunt's research suggests that once a stereotype has been triggered, team members may no longer call on that person to contribute in meaningful ways.

Such findings suggest that efforts to build diverse teams and communities work best—or perhaps at all—when implemented alongside policies that address bias and debunk stereotypes.

In business education, nonprofits such as The PhD Project and the Consortium of Graduate Study in Management represent deliberate efforts to attract more minorities to careers as business academics. The work of these organizations is an important and necessary first step, says Smith of the Haub School. However, he emphasizes that the challenge of diversity does not stop at the point of hire, but rather continues throughout a professor's career, especially when it comes to advancement to leadership roles.

Smith points out that many professors are assigned to positions of leadership because someone with seniority spoke on their behalf. But minority faculty often do not have someone to speak for their talents, simply because their networks might not include those

making leadership decisions. As a result, their contributions might be overlooked. "There are a lot of us with talent, but so often our talent is not acknowledged when it comes to being asked to chair committees or take on a new initiatives," says Smith. "There just aren't that many of us at any level in higher ed, but especially in business schools."

Smith himself received one of his first introductions to business doctoral education while attending an information session offered by The PhD Project in the late 1990s. Soon after he came to the Haub School, he was the only black tenure-track faculty member in his department. Over time, he sought out administrative roles as he gained experience. Now that he is one of three minority faculty members, he mentors the others as much as he can. "As we move up, we need to reach back. For many of us, it takes an introduction from a known quantity who will say, 'Here's a capable person. Keep him on your radar,'" he says. "Yes, The PhD Project is a very important instrument that helps us get into academe, but once we're there, we face a whole new set of issues."

Smith is quick to emphasize that it's not evidence of bias each time a qualified nonminority is promoted over an equally qualified minority. But if it's happening many times over, "it's time to dig deeper, because that signals a systemic issue of unconscious bias when we look at the overall data and have to ask, 'Why are there still so few of us?' We can assume the nonminority was qualified, but was a minority qualified before the other person was ready? It might not be intentional, but it happens more often than we might be comfortable acknowledging. It's how unconscious bias rears its ugly head."



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PEOPLE HAVE DIFFERENT REACTIONS TO SEEING EVIDENCE OF THEIR BIASED THINKING. SOME MIGHT MAKE CHANGES, BUT SOME MIGHT GET ANGRY AT THE RESULTS.

COGNITIVE VERSUS STRUCTURAL BIASES

According to Lampley of Bentley, our decision making is largely affected by two kinds of biases. Only by addressing both types of biases can an organization reduce the impact they have on its culture and operations.

The first, *cognitive bias*, refers to the internal mental associations all human beings make, consciously and unconsciously, about all aspects of the world, from the food they prefer to the people they meet. Cognitive biases are deeply rooted in a person's family, culture, social status, religious affiliation, and nationality. In situations where someone must analyze information quickly, it can be almost impossible to excise cognitive bias from the thinking process.

Even so, one way to address cognitive biases is by simply making people aware of their default associations, perhaps through a workshop or use of tools such as the IAT. The goal, of course, is to inspire people to take steps to supersede their own personal biases. However, they will have different reactions to seeing evidence of their biased thinking. Some might immediately make meaningful behavioral changes, but some might even get angry at the results. "Then, you have individuals for whom it's eye opening," says Thomas-Hunt. "It causes them to think, 'Oh, I hadn't thought about that.' But they don't know what to do with it."

That's why it's equally important for leaders to identify and address the second type, *structural bias*, which refers to how an organization or institution sets up its processes and designs its culture and environment. "Even if we want to treat everyone equitably, structural biases could form barriers that prevent us from doing so," says Lampley. The good news is that, because they are external and procedural, structural biases can be much easier than cognitive biases to change.

Structural biases can appear anywhere in an institutional culture, but experts advise leaders to focus first on making small procedural changes in areas where

biases can do the most harm. For instance, faculty care a great deal about hiring and often seek to be involved in the selection of their future colleagues. For that reason, Thomas-Hunt suggests that schools embed anti-bias training in hiring workshops that are already in place. (See "Should B-Schools Be Hiring Blind?" on page 30.)

She points to another structural bias that might disproportionately affect women: Administrators often will ask female faculty members to take on ancillary assignments in service of the school, but turn to male faculty with more career-building, high-visibility assignments. Thomas-Hunt encourages administrators to take steps to counteract this tendency, so they can ensure that women are not disproportionately tasked with time-consuming but low-visibility service obligations. "When female faculty members have given all they have to give, they will start to pull back," she says. "That leaves students asking, 'Where are the female professors who can mentor me?'"

Kidd of ROMBA points to how business schools decide to target certain groups of applicants. In the case of LGBT, it might not be that schools have structural biases in place to disadvantage the members of this community, but simply that they have no programs designed to serve them directly. To address this gap, two years ago the organization launched the ROMBA Fellowship program. Each year, participating schools provide scholarships worth a minimum of US\$10,000 for up to two LGBT applicants. In addition, ROMBA delivers leadership content to these students throughout their two-year programs. So far, 68 students have been selected as ROMBA Fellows. This year, 41 business schools offered fellowships, up from 18 the first year.

The creation of the fellowships was a structural change that has inspired more schools to see the LGBT community as

an untapped source of talent, says Kidd. He adds, "We want to create more out leaders within business schools, who will become out alumni and spokespeople for the school, wherever they go."

Deciding where and how to adopt strategies to work around cognitive and structural interventions can be a singular challenge for organizations, says Kepinski. She hopes a project that she has launched with Tinna Nielsen, creator of the nonprofit Move the Elephant for Inclusiveness, will help business and academic leaders ease into the process. In what they call the Inclusion Nudges initiative, Kepinski and Nielsen have collected bias-busting best practices from researchers and practitioners on a dedicated website and in a guidebook for leaders. Because these behavioral "nudges" are field-tested and often easily implemented, the pair believes that organizations can use them to make significant progress in building diversity. (To see examples, read "Small Nudges for Big Changes" on page 26.)

MUTED POTENTIAL

Perhaps most alarmingly, underrepresented groups often respond to hidden bias by changing their behaviors and personalities in ways that help them conform to group norms—women might bow to pressure to act more traditionally "feminine" or members of minority groups might change their names to ones that sound more traditionally Caucasian. But this tendency can be self-defeating, says Kidd of ROMBA. In the LGBT community, for example, it can lead to many people "covering" their identities, because they believe doing so will make it easier for them to find jobs.

"The No. 1 question we hear, particularly from new MBA students, is, 'Why does it matter for me to be out, when I'm just looking to get a job?'" says Kidd.



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SMALL NUDGES FOR BIG CHANGES

It's easy to think that business schools or other organizations can achieve true diversity and inclusion only through large sweeping initiatives. But that's a myth, say Tinna Nielsen of Move the Elephant for Inclusiveness and Lisa Kepinski of the Inclusion Initiative. The pair emphasize that small interventions implemented in systemic ways can have the greatest impact on creating more inclusive cultures.

In 2013, Nielsen and Kepinski teamed up to found Inclusion Nudges, an online community dedicated to sharing best practices related to increasing diversity in business. As part of the initiative, they release annual editions of the *Inclusion Nudges Guidebook*. The 2016 edition includes more than 70 examples of nudges, shared by practitioners in a range of industries, to help people overcome unconscious bias against underrepresented groups.

Implementing just one nudge can make a difference, says Kepinski. But when companies implement multiple small nudges in mission-critical areas of their operations, they can transform their cultures.

The guidebook offers these three categories of nudges:

Feel-the-need nudges. These link directly to people's emotions and desire to do what's right by bringing their attention to unconscious biases that they can immediately see as unfair. For example, the guidebook mentions a company that wanted to start a sponsorship program for its female senior executives, but faced resistance from executives who believed they already treated men and women fairly. So, these executives were brought together and shown a photo of the 130 male and female employees who would be at the sponsorship level. They were asked, how many did they know? They responded with the names of many of the people pictured. Then, they were shown a photo that pictured only the women. The comparatively silent room inspired greater support for the program.

Other feel-the-need nudges might involve showing employees pictures of their organization's executive committee or partners to highlight a lack of diversity. Or, individuals might be asked to list all the famous leaders they can think of, as a way to see if their lists are diverse or if they reflect a limited worldview. "These nudges reveal to leaders hidden patterns where bias can crop up and interfere with their objectives for fairness and equity," Kepinski explains.

Process nudges. These focus on people's decision making. In another example from the guidebook, a company's leaders wanted to increase women's representation in its workforce. For their process nudge, they distributed paper glasses, or "gender lenses," to the members of its hiring committee. The prop served as a physical reminder for the committee members to be aware of any gender bias that might arise during their evaluations of candidates.

Another process nudge could be to remove identifying information regarding a job applicant's name and gender until later in the interviewing process. Yet another is to provide employees with



ongoing real-time performance feedback rather than to conduct annual performance reviews—this nudge helps avoid “recency bias,” in which supervisors take into account only their employees’ most recent work.

Framing nudges. These encourage people to reframe the way they look at the world by changing the language they use. For example, Kepinski explains that an organization might face more opposition than it expects if it asks its staff to “increase diversity,” especially among those who find that the phrase implies a preference for hiring women and minorities, rather than a desire to equalize the playing field. That kind of resistance was clearly illustrated in the now-infamous online post written by Google engineer James Damore, which came to light in August. In it, Damore rails against the company's diversity policy as misguided and preferential.

While companies always will face some opposition to their diversity-driven initiatives, they can reframe those initiatives in ways that better highlight the benefits of diversity and inspire greater buy-in. For instance, instead of setting goals to “increase diversity,” a company might set goals to “decrease homogeneity” or “increase performance by including more diverse perspectives.”

Nielsen points to another example of a framing nudge from the guidebook called “flipping the default.” One place where this nudge works is within committees deciding which employees in an organization deserve promotion. “Instead of making a list of candidates ‘who are ready’ and discussing why the committee thinks so, committees can choose the default stance that that ‘all are ready’ and then discuss why each candidate is not,” Nielsen says. This simple switch in mindset removes at least some bias from the process because it ensures that everyone is considered for advancement, not just a select few.

Nielsen and Kepinski would like all organizations—business schools included—to invest the time to apply inclusion nudges to their operations, and more generally, to learn more about the insights about bias coming from the behavioral and social sciences. “Too often people tend to think there is a quick fix—a ‘one-size-fits-all’ solution to mitigate bias and increase inclusiveness,” says Nielsen. “There is not!”

Designing inclusive organizations is a basic competency that leaders must learn, say Nielsen and Kepinski. They believe that business schools are in a great position to teach that vital 21st-century skill.

► **The 2016 edition of the 262-page *Inclusion Nudges Guidebook* is available for £22.99 (approximately US\$30), and the 2017 edition is scheduled for release in March 2018, at the same price. All proceeds go to support the Inclusion Nudges initiative. A shorter 40-page overview of the guidebook is available for free download. For information about the initiative and guidebook, visit www.inclusion-nudges.org.**

“But the reality is that it comes down to their happiness and performance on the job. Companies like Deloitte have done studies that show that when employees are covering like this, retention rates are lower, happiness is lower, and performance is lower.” More unfortunate, he adds, is that many companies are seeking out the diverse talent of LGBT individuals, “so if students aren’t self-identifying, they’re essentially walking past doors that are open for them.”

An even more dangerous aspect of hidden bias: Most of those affected by it have little recourse against it. In their article “Why Subtle Bias Is So Often Worse Than Blatant Discrimination,” which also appeared July 16, 2016, in *Harvard Business Review*, co-authors Eden King and Christen Jones cite a woman who sued her former employer for discrimination based on instances in which she had been assigned lesser work or pressured to be less assertive—and lost her case. King and Jones suggest that her experience illustrates how unconscious bias can essentially mute the careers of women and minority groups.

BIAS TRAINING IN B-SCHOOLS

But there is good news. Because of the complexities surrounding bias, many business and academic leaders are seeking external help to address the problem directly. They are turning not only to the latest research highlighting best practices in fighting bias, but also to firms that specialize in addressing hidden bias and building more inclusive organizations.

For instance, Paradigm, a consulting firm based in San Francisco, California, offers assessments, workshops, and other resources to help its clients eliminate bias from their operations. So far, Paradigm lists organizations such as Pinterest, Udacity, and *The New York Times* among its clients. This past summer, Paradigm’s founder and CEO Joelle Emerson worked with a business school for the first time, when she co-taught “Building Diverse and Inclusive Organizations,” a two-credit, ten-day workshop

for MBAs at Stanford Business School. The company plans similar efforts with other business schools as well.

“Leadership engagement is absolutely essential to designing more inclusive organizations,” says Emerson. “This kind of training should be in the core curriculum of every business school. Business schools are a great intervention point to get future leaders thinking strategically about inclusion, diversity, and unconscious bias.”

That said, she recognizes that b-school administrators might be so overwhelmed by the complexities involved in increasing diversity and inclusion, they might fail to make bias training a priority. But just because the problem of bias is complex, she says, doesn’t mean the solutions need to be.

“Many of the companies we work with are so consumed with what goals are the ‘right’ goals to meet, they don’t effect any change at all. I’m guessing this will be the same for many business schools. Should the goal be linked to the population in your community? Should it be linked to graduation rates? When we partner with clients, we help them figure out what the right metrics are,” says Emerson.

“You can overcomplicate this. At a minimum, set goals for improvement. For example, if 10 percent of your student body is made up of black and Latino students, set a goal to make that 15 percent for next year. When considering the entire student experience, look at admissions rates to see how those vary across different demographic groups and think about what you can do to reduce those disparities.”

Thomas-Hunt of Vanderbilt would like to see more training to help business schools look for bias much earlier in the educational timeline. Too often, she stresses, business schools focus so much on diversity in their graduate business programs, they miss the unconscious signals women and minorities receive during their high school and undergraduate years about potential careers in business. “It isn’t unconscious bias

in graduate business programs that is keeping the rate of women’s enrollment below 50 percent,” says Thomas-Hunt. “It starts a lot sooner.”

Business schools might need the most guidance when it comes to addressing unconscious bias in their curricula, says Smith of the Haub School. Accrediting bodies such as AACSB and EFMD might even need to push the issue “to make sure we’re infusing these issues, this content, into our courses,” he argues.

He calls on all business educators and leaders to examine how they can personally address bias within their own spheres of influence. “We all need to do what we can do in our space, whether it’s in hiring, or in deciding promotions, or in giving people opportunities to lead. We all need people near us who can help us recalibrate our radar when necessary. That’s all part of cultural competence,” Smith says. “We all need to be asking, ‘How diverse is our circle of colleagues? Who signals for me what’s happening? Who’s my barometer and sounding board? Who will make sure we are continually monitoring how we’re performing when it comes to diversity and inclusion?’”

But most important, says Thomas-Hunt, is for business schools and businesses to keep doing this work. “We have so much information coming at us, we simply can’t be mindful of bias at all times,” she says. “That’s why we need processes that hold us accountable, that allow us to evaluate all candidates the same way, call on students in the classroom equitably. We must create these checkpoints so that we don’t need a constant script running in our heads about whether we are seeing things in a biased way.”

With the right strategies in place, these experts say that we might all be better equipped to sidestep our unconscious biases and make more deliberate decisions. In business education, doing so could make the difference between business schools that are striving to become more diverse and inclusive and business schools that already are. **D**

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BY TRICIA BISOUX
ILLUSTRATION BY ANNA GODEASSI

SHOULD B-SCHOOLS BE ‘HIRING BLIND’?

Whether it’s removing gendered language from job postings or evaluating applicants anonymously, more organizations are taking steps to remove bias from employee recruitment. Should business schools do the same?

BUILDING A DIVERSE AND inclusive workplace relies on a commitment to setting benchmarks and designing strategies to reach a broader pool of talent. But what happens if that commitment and those strategies aren’t resulting in a more diverse workforce?

Leaders at many organizations might view their lack of success as unfortunate but perhaps unavoidable, largely due to factors beyond their control. But that’s rarely the case, says Joelle Emerson, founder and CEO of Paradigm, a consulting firm dedicated to helping companies grow more diverse.

“Most companies we work with believe that the only reason they aren’t hiring more people from underrepresented backgrounds is that those people are not applying,” says Emerson. “But when we analyze their hiring processes, we might find, for instance, that men pass their phone screenings at higher rates than women in ways that aren’t explained by anything other than unconscious bias. Companies are routinely surprised to learn that who is applying is often only a part—and sometimes the smallest part—of the problem.”



In fact, on closer analysis, many organizations find that they are attracting far more women and minority applicants than they had originally perceived. It's just that those applicants aren't making it past initial screenings, even when they possess the required qualifications. The reasons for that are complex, personal, and often unintentional, says Emerson. To address the problem, organizations must be willing to discover where they might be throwing up barriers of entry for underrepresented candidates. And, in some cases, they're taking a cue from modern orchestras to evaluate candidates based on nothing other than their skills.

HIRING WITH CHAIRS TURNED

When the television show "The Voice" debuted on Dutch television in 2010, it was the first televised talent show in which judges heard auditions with their chairs turned to the performers, so they could evaluate singers solely on the quality of their voices. But the idea of "blind auditions" wasn't new—it was first made famous in the 1970s when juries for U.S. orchestras changed the format of their auditions so that they could not see who was performing—all musicians auditioned from behind a screen. At the time, women made up only 5 percent of the musicians in U.S. orchestras. However, once blind auditions were instituted, this number began to rise. This one change made it 50 percent more likely that women would be advanced to the next step of evaluation, according to researchers Claudia Goldin and Celia Rouse. They estimate that up to 46 percent of women's increased participation in orchestras since the 1970s can be attributed to blind auditions. Today, some U.S. orchestras comprise more than 40 percent women.

The blind audition model has made its way into the business world, and recruiters are tapping a new class of startups that facilitate a blind evaluation experience. One such company, GapJumpers, was co-founded by Kédar Iyer

and Peter Vujosevic in 2014 and has offices in the United States and the United Kingdom. Research shows, says Iyer, that work samples are one of the strongest predictors of work performance. For that reason, the company's model relies on an online evaluation platform and skills challenge database, which employers can use to set up customized candidate searches. All candidates are evaluated based only on their qualifications and anonymous work samples, not on gender, race, or other identifying characteristics.



THE BLIND

AUDITION MODEL HAS MADE ITS WAY INTO THE BUSINESS WORLD THROUGH A NEW CLASS OF STARTUPS THAT FACILITATE A BLIND EVALUATION EXPERIENCE.



To test the efficacy of its blind evaluation model, GapJumpers recently partnered with Stanford University's Michelle R. Clayman Institute for Gender Research to analyze outcomes for companies that conducted approximately 6,000 blind interviews on the company's platform. They found that when GapJumpers' client companies evaluated résumés through traditional methods, they invited only 17 percent of women applicants and 28 percent of minority applicants to come in for formal interviews. With the blind evaluations, these numbers jumped to 59 percent and 67 percent, respectively.

This improvement in interview rates has translated into increased diversity

among new hires. At the companies surveyed, women now receive 43 percent of job offers, compared to only 26 percent using traditional methods. Minorities now receive 39 percent of job offers, compared to 19 percent before. In addition, 40 percent of candidates selected for formal interviews now come from nontraditional educational backgrounds, including those who are self-taught in their fields or who were educated at boot camps. These are candidates who might have been disregarded early on in a traditional hiring process, says Iyer. As an added benefit, these companies also have reduced their total recruitment time by 26 percent.

Iyer finds it encouraging that more companies are realizing the impact of bias—and recognizing that they need to change the way they hire if they want to reap the benefits that a diverse workforce brings. He also points to the large cache of knowledge—particularly Daniel Kahneman's *Thinking Fast and Slow*—that is available to provide guidance to organizations that want to adopt new hiring practices.

No organization needs to "try to re-invent the wheel," Iyer emphasizes. "There is a ton of valid and reliable research out there on how to deal with bias."

HIRING FOR SKILL, NOT 'FIT'

In May, Bentley University in Waltham, Massachusetts, began piloting a program designed to result in a fairer, more consistent, and more intentional approach to faculty hiring. While the school hasn't gone so far as to adopt blind interviews, its goal is for hiring committees to be so exact in their evaluation criteria, there will be no room to consider a person's race, gender, or other factors not pertinent to the job, says Katie Lampley, director of the school's office of diversity and inclusion.

"We want to move away from the common practice of hiring for 'fit'—you know, when someone is hired because the person 'just felt right,'" says Lampley. "That may be true, but if that was



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the case, did you hire that person based on the characteristics and skills you said were required or preferred for this position? We're asking all of our search committees to have real conversations about who the ideal candidate is and what skills are required."

The pilot stems from the school's efforts over the past three years to increase minority representation among its faculty by strengthening its relationship with The PhD Project, a nonprofit dedicated

to attracting more minorities to business academic disciplines. As part of this partnership, Bentley sponsors receptions and delivers three-day teaching workshops for recent doctoral graduates coming through the nonprofit. By being more intentional about hiring, Bentley has increased the percentage of its faculty who are from underrepresented groups from 4 percent to 6 percent since 2009.

But the school's leaders realize that if they want to move that number higher,

they have to focus on more than how they source potential candidates, says Lampley. "If we didn't want to plateau, we needed to become more formal in how we were approaching our hiring."

As part of its new strategy, Bentley's hiring committees now follow a four-step process that includes several checkpoints to alert them of possibilities for bias. Each of these checkpoints offers them a chance to correct course when necessary. (To read more about

DECODING THE HIRING PROCESS

Earlier this year, Bentley University began piloting a new approach to hiring faculty, which school administrators hope will increase diversity among its professors by mitigating biases in candidate evaluations. The school's hiring committees now follow these four steps as they write job listings and interview applicants:

Specify job qualifications. Search committees first meet to clarify, in great detail, the exact qualifications and characteristics of their ideal candidate. These discussions must be thoughtful and comprehensive, because once these requirements are finalized, they will be the only criteria against which candidates are to be evaluated.

Write and "decode" job postings. Committees then write the listing. But before they begin circulating the job listing, they run it through a "gender decoder"—a computer program that flags possible gender-coded language that could skew perceptions that the ideal candidate is masculine or feminine. If the decoder flags a word or phrase, committee members must decide whether the language is truly appropriate, or whether they should refine it further.

What is gender-coded language? Research shows that words like *dynamic*, *self-reliant*, *analytical*, or *competitive* are masculine-coded, while words like *collaborate*, *encourage*, *develop*, or *mentor* are feminine-coded, explains Bentley's Katie Lampley.

Take a second look. Committee members will re-evaluate any language flagged by the decoder and come to a consensus about whether it should be changed. Lampley is quick to point out that just because a term is flagged as masculine or feminine does not necessarily mean that committee members must change it. It only means that they must have a thoughtful conversation about whether the term truly gets to the heart of what they're looking for.

"We want them to pause and really ask, 'Why are we saying we want a "dynamic leader" or someone with a "proven track record"?"



What do these phrases really mean?" Lampley says.

"We want to be more specific in our language." For example, the committee might determine that it's actually looking for a candidate who has successfully worked with students toward a particular goal, led a specific type of program, generated leading scholarship in a certain area, or developed a particular type of initiative. If that language was missing from the original description, the committee can change the language accordingly.

It's possible that committees will decide the flagged wording is accurate, says Lampley. "If we're searching for someone in a technical discipline, we might conclude that we *are* looking for someone with analytical ability. But now we're aware that the use of the word might subconsciously signal—for us and for applicants—that we're looking for a man." With that awareness, the committee can take steps to counteract that bias going forward.

Evaluate candidates based only on the listed criteria. After interviews are complete, each committee member will assess candidates based on the established criteria *before* discussing them with the entire group, so their opinions will not be swayed by "group-think," Lampley explains.

"Many different activities happen from the time you post a position to the time you onboard a new professor through that person's first year on campus as an assistant professor," says Lampley. "We wanted to think about what we could do to impact the hiring process in a formal way, by targeting the natural bias that enters into that process at all of those different stages."

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these four steps, see “Decoding the Hiring Process” on page 34.)

RESEARCH & REFLECTION

In conjunction with this process, members of Bentley’s hiring committees also attend a two-hour workshop on unconscious bias. Designed in-house, the workshop’s content is based on the latest research in diversity, inclusion, and bias.

“We talk, for instance, about research that has found that faculty search committees at Research I institutions give preference to male candidates at a much higher rate than female candidates,” says Lampley. “We present studies that suggest that mothers are rated as less competent and less committed in their jobs than nonmothers, but that fathers are rated as more committed—and are actually offered higher starting salaries—than nonfathers. These are things that you wouldn’t necessarily think happen in hiring, but there they are.”

Participants also learn that letters of recommendation for men tend to be longer and talk about their accomplishments, while those for women tend to be shorter and reference their personal characteristics. It’s important for search committees to keep this bias in mind as they review candidates’ letters of recommendations, Lampley says.

Like Iyer, Lampley cites Kahneman’s *Thinking Fast and Slow* as an especially eye-opening work, which is why the workshop prominently features his explanation of how the human brain has evolved to process information—quickly through “System 1” thinking and slowly through “System 2” thinking. Once participants understand how System 1 and System 2 thinking work, Lampley presents several riddles for them to solve. For instance, she might put up a picture of the Ark from the Bible and ask, “How many animals of each kind did Moses take on the Ark?” Because of System 1 thinking, most participants will quickly answer “two,” Lampley notes.

“When I tell them that it wasn’t Moses but Noah who built the Ark, they

realize that all of us can be stumped like this, that we all are impacted by our brains’ unconscious processing. And we’re not aware, for the most part, that it’s happening,” she says.

From there, participants tackle questions such as “How does System 1 thinking relate to people’s social identities, in areas like gender and race?” At that point, says Lampley, participants realize that no matter what they personally believe to be right or true, their brains might subconsciously default to



HOW DOES SYSTEM 1 THINKING RELATE TO PEOPLE’S SOCIAL IDENTITIES, IN AREAS LIKE GENDER AND RACE?



System 1 associations that contradict those convictions. Finally, participants engage in experiential and “forced perspective” exercises. For example, they take the versions of Harvard’s Implied Association Test that help gauge their unconscious associations about race and gender. (See “Breaking Through Bias” on page 18 for more information about the IAT.)

These workshops are effective because rather than preach about the dangers of bias, they introduce the topic gradually, says Lampley. Workshops start with lighthearted activities that show bias at work, before delving into research that shows its real-world consequences. Only then do participants reflect on their own biases and engage in frank discussion about ways to make the school’s hiring process less susceptible to them.

REMOVING SUBJECTIVITY

Paradigm’s Emerson hopes more organizations and higher education institutions will follow Bentley’s lead and adopt changes in their hiring processes that take bias into account. She offers two more suggestions in this regard. First, in addition to identifying gendered language in the description of job requirements, hiring committees might want to look at the language they use when they solicit materials from applicants.

“For example, some companies might refer to work samples as ‘tests,’ a term that can ignite what we call a ‘stereotype threat,’ which is a certain type of anxiety among underrepresented groups that can inhibit their performance,” Emerson says. Just making the subtle change of calling it a “work sample” or “exercise,” she explains, can have a big impact on applicant performance.

Second, Emerson points out that hiring committees should recognize that applicants from majority groups are more likely than minorities to share networks with employees who already work in the organization. “These applicants are going to be better prepared for interviews, because they’ve already talked to people who work there and who have gone through the interview process before. This gives unintentional disadvantages to those who might not know anyone who works there,” says Emerson. One remedy? An organization might provide more information to all candidates about what to expect during the interviewing process.

When it comes to Bentley’s new approach, Lampley hopes the process will remove some of the subjectivity that can enter into hiring and recruitment, so that both hiring committees and applicants are on the same page and understand the job and its requirements in similar ways.

“We know our brains,” she says. “As much as we’d like to believe that we’re fully in control of the decisions we make, we aren’t. This is a way to put a structure into place that will reduce the bias that can come into the process.”



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Three schools encourage students to consider issues of race and identity both inside and outside the classroom.

UNDERSTAND IDENTITY

BY SHARON SHINN
ILLUSTRATION BY ANNA GODEASSI

MANY BUSINESS SCHOOLS have launched leadership initiatives designed to enroll more minority students or encourage more women to pursue their MBAs. These schools might partner with The PhD Project or the Forté Foundation to amplify their efforts, or they might bring alumni back to campus to share their stories in speaker series.

It's not quite as often that schools address issues of race and inclusion in the classroom itself—though that's becoming more common as those issues continue to grow in importance. *BizEd* spoke with representatives of three business schools that are having students explicitly consider race and identity in specific courses or initiatives. While their approaches are wildly different, they all share one outcome: Students become more aware of ways in which diversity deeply impacts not only the business world, but also their own lives, educations, and careers.



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WHAT'S YOUR STORY?



Authentic discussion defuses racial tension in an EMBA classroom at the University of Cape Town.

While South Africa became a democracy in 1994, racial tension stemming from apartheid has continued to endure, making itself felt in neighborhoods, workplaces—and classrooms. Kosheek Sewchurran frequently observes it among students he teaches as director of the executive MBA program at the University of Cape Town Graduate School of Business.

“Normally it’s people of color versus people who are Caucasian or European,” says Sewchurran, who teaches business model innovation, strategy-as-practice, and leadership-as-practice courses. “The conflict arises mostly because they haven’t been socialized into each other’s cultures and customs. They see time very differently, they see the act of greeting very differently—the social norms we take for granted in business are viewed differently between different groups.” As members of both races engage in “shaming and blaming,” he says, “people lose the capacity to own racial problems.”

In a recent EMBA class on leadership as practice, where the tension between students seemed to linger much longer than usual, he took the bold step of addressing it directly through a classroom assignment. His approach was to have students share their own personal experiences, both with the whole class and then within smaller groups. After describing how it felt to experience “racial disharmony,” students were required to develop frameworks for how to manage it.

He first held an open discussion to give students a number of perspectives to work with. “It was quite a risk,” he says. “I was conscious that either this could explode into something unmanageable or it could be a rich learning experience.” Anticipating emotional outbursts, he hired two facilitators, one a professor of peace and global studies, another a UNESCO expert focused on issues of disarmament, peace, and human security. These facilitators guided discussions and made sure to “hold the space” for speakers—a phrase used by coaches and counselors to describe a way of listening deeply to other people without judgment and without trying to guide or fix them.

“Where real transformation has to happen is in open dialogue in which we can receive others’ views and offer ours in return,” says Sewchurran. “The facilitators insisted on sufficient empathy and listening for everyone. Even though students might label some perspectives as ‘right’ or ‘wrong,’ nonetheless these are perspectives they will see in business, social life, and the classroom. That was an important lesson for them to understand—that reaction is one of the easiest things they can succumb to, but holding space for others is a more powerful stance to adopt.”

After the open discussion, he divided the class into six groups of between six and seven students each. The classroom was diverse—60 percent nonwhite, 40 percent female—and Sewchurran made sure each group incorporated diversity

along the lines of race, gender, and age. He also provided students with two working papers, including one on authentic leadership, to give them a process framework. He purposefully framed the assignment as an exercise in leadership development, with the result that the papers explored problems that arise when managers lack empathy or authenticity.

Working in their small groups, students studied racial tension through the lens of *phronesis*—a Greek word for wisdom or justice. They prepared a concept analysis of racial tension and the factors that drive it, defined the multiple perspectives that contribute to the situation, and discussed the learning experiences of the group members. The deliverable was a group presentation and an abstract of between 1,000 and 2,000 words.

“I was blown away by the creativity they attempted with the exercise and the rigorous answers they produced,” says Sewchurran. “EMBA students usually try to achieve deep transformation, but in this case, even the naysayers who thought they would get nothing out of it—both black and white students—were truly overwhelmed by how the discussion made them feel.”

For instance, one group collected each member’s individual perceptions of racism, aggregated these perceptions into themes, and explored how unconscious bias on each student’s part affected how he or she responded to racial tensions. The group’s final paper included these thoughtful observations: “Racial

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tension is really in its simplest form grievances from people, groups, and societies crying for others to see things from their lenses. ... If we decrease the amount of fear in each one of us about the perceived threat of one race over the other, we will soon begin to see progressive collaboration and engagement.”

This group closed its paper with a group photo enclosed by a sketch of a heart. “The picture below was an emotional acceptance of each other despite our different views on the issue of race. We all pledged to take responsibility to address racism in our societies going forward.”

A second group also collected observations from their own experiences, discussed the tension points that they identified, and used those discussions to gain even greater understanding of other students’ perspectives. In their notes, they wrote, “We found that sweeping in multiple, diverse perspectives was instrumental in our ability to identify these tension points. ... We conclude the most important question to ask to engender more phronesis is, ‘What’s your story?’”

Sewchurran notes that the class achieved two outcomes. First, it provided students with an understanding of racism that they can work with in the future. Second, it caused them to shift from being victims or perpetrators to taking ownership of the issue—even if previously they had not been aware of some of their attitudes and behaviors.

He didn’t introduce the assignment until late in the course, because he wanted students to have developed the ability to think reflectively “on multiple concurrent truths.” He says, “They were asking for such a conversation from the second or third module of the course, but I waited until they had enough empathy and metacognition about their own behavior.”

EMBA students are the perfect candidates for such an exercise, he believes, because they not only have the maturity to be profoundly reflective, but they are in the program because they’re looking

for deep transformation. Undergraduates might be too young to realize all the benefits of such an assignment, he says, and ambitious MBA students might have too little empathy. “But given the way South Africa is now, I do think we have to find formulations that work on the MBA level as well,” he adds.

For such an exercise to be successful,

Sewchurran believes, the professor has to treat racial tension as “a problem to which students have to find answers they believe in. They have to take ownership of the issue rather than abdicating responsibility. It has to be treated as a learning gap, not a knowledge gap. The students have to produce the knowledge for themselves.”

RACE IN THE CASE



New Harvard business cases tell the stories of black entrepreneurs—and everyone can learn from them.

Chances are, if you’ve taught or studied business through case studies published by Harvard Business School, you’ve been talking about white male business leaders. “Harvard has published approximately 10,000 cases, and fewer than 100 have black protagonists,” says Steven Rogers, the MBA Class of 1957 Senior Lecturer of Business Administration at the school in Boston, Massachusetts.

He’s on a mission to change that. He recently wrote 14 new HBS cases, and they all make it clear from page one that they’re about black business leaders. “There’s no obfuscating, no intimating,” he says. “The introduction might say, ‘This person is one of the few blacks in the private equity industry. This person won the Black Engineer award.’”

While traditional case studies don’t necessarily mention the subject’s race or ethnicity, Rogers notes, “most of the protagonists are on video and some come to class, so the reality is that students

get the image. Their expectation is that business greatness is being achieved by whites only. Part of my objective in writing cases with black protagonists is to help change that narrative.”

Rogers’ cases differ from traditional cases in two other important ways. First, each one features a protagonist who has given back to the black community. For instance, one focuses on Valerie Daniels-Carter, president of V&J Holding Companies, which owns more than 100 fast-food franchises across several states in the U.S. “She built a community center in the heart of the black community, with job training programs and credit unions. She built a hospital in Africa,” says Rogers. Another case study focuses on John Rogers of Ariel Capital, the largest minority-owned asset management firm in the country. “He’s created his own elementary school in Chicago—Ariel Academy—so black children can learn about personal finance investing.”

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Second, Rogers' cases all include some element of black history. A case about housing developer Otis Gates discusses the fact that he is descended from Pullman porters, who not only held prestigious jobs but also spread news among black communities as their train travel took them across the United States. Aside from these differences, says Rogers, "they're just the same as other Harvard cases in that they follow men and women faced with business problems they must solve."

A large percentage of the protagonists are entrepreneurs—which makes these cases the perfect foundation for a new elective that Rogers has designed. Called Black Business Leaders and Entrepreneurship, the class was offered for the first time in the spring 2017 semester, and Rogers is planning to teach it again soon. While the first class was filled with African Americans, Rogers makes it clear that all students are welcome.

"I think it's a topic that everyone needs to have some familiarity with," he says. "African Americans need to see role models who look like themselves, but non-African Americans need to see black men and women as business geniuses just like Bill Gates and Mark Zuckerberg."

Rogers is taking additional steps to make sure more classrooms adopt material featuring diverse business leaders. For instance, he is encouraging all the HBS department heads to include in their courses at least one case study featuring an African American protagonist. He also has offered to work with professors who want to write their own cases featuring black business leaders but might need help identifying individuals to feature.

"I tell them, 'For whatever topic you want to write about, I will find at least three potential subjects,'" he says. Not long ago, Rogers had planned to write a case study about Stacy Brown-Philpot of the tech company TaskRabbit, but instead he turned it over to a colleague who teaches one of the school's required courses. "Now he gets a chance to teach

it to 900 of our students in a mandatory course versus me teaching it to 43 students in my elective," Rogers says.

Rogers also would like to see his case studies taught at schools other than Harvard—particularly in black entrepreneurship courses. To that end, he is willing to share his syllabus, teaching notes, and study guide questions with any school that wants to introduce similar courses to their curricula.

Meanwhile, Rogers is working with a team of co-writers to produce 14 additional black-themed cases, with the support of a six-figure donation from an alum. His goal is clear. "If Harvard has 10,000 cases, 500 or 600 should have African American protagonists," he says.

But he has a longer-term vision as well. He hopes the inclusion of cases featuring African Americans follows the path of cases featuring international

business leaders. Ten or 15 years ago, they were almost nonexistent; today, they're firmly entrenched in the curriculum. Ten years ago, globalization was a specialty subject at business schools; today, it's incorporated into virtually every course.

Rogers believes that courses like his are still far too rare at business schools, but he hopes that will quickly change, as more professors write and teach cases that highlight the success of nonwhite business leaders. When the general business curriculum includes case studies with minority protagonists as a matter of course, he'll know his goal has been reached. "My ultimate objective," he says, "is that my class will not even be needed."

▶ To see a video of Rogers discussing his course **Black Business Leaders and Entrepreneurship**, visit www.hbs.edu/about/video.aspx?v=1_xfb7vfqj.

EXPLORING IDENTITY

At Michigan Ross, students learn how identity shapes both individuals and organizations.



The business world is more global and interconnected than ever before, and organizations want employees who can thrive in an intercultural environment, explains Taryn Petryk, director of diversity and inclusion at the University of Michigan's Ross School of Business in Ann Arbor. "Developing the leaders necessary to change the world is made possible when we bring together people

with unique perspectives and ensure they have a voice in our community," she says. In that spirit, she adds, Ross has long worked to cultivate an environment of people with diverse backgrounds, identities, and thought. This includes addressing the needs of many often marginalized populations, such as women, students of color, LGBTQ+ students, and veterans, among others.

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STUDENTS CONSIDER HOW BUSINESS AND CULTURAL SETTINGS CAN BENEFIT FROM BRINGING TOGETHER DIVERSE INDIVIDUALS IN WAYS THAT SERVE CLIENTS, EMPLOYEES, AND SHAREHOLDERS.

Last fall, as part of its commitment to diversity, equity, and inclusion (DEI), the school released a five-year DEI Strategic Plan. One key part included an expansion of its Identity and Diversity in Organizations (IDO) Milestone Requirement, which was launched two years ago to address the need for exploring identity and culture through a business organizational lens. Identity is defined as a multifaceted construct that “includes people’s concepts of who they are and how society describes and affects them. This can encompass race, ethnicity, gender, citizenship, sexual orientation, social class, ability status, veteran status, and more,” says Petryk.

The IDO program is considered a graduation milestone degree requirement—which, at the University of Michigan, is defined as a course or non-course-related activity that students must fulfill to obtain their degrees. Says Petryk, “IDO prepares students for working, managing, and leading in businesses and societies that continue to become more diverse and intercultural.”

Each year of IDO has a specific focus and set of learning outcomes:

Sophomore year: identity. In these sessions, students develop an understanding of individuality, saliency, and self-awareness as they think about their identities in new ways. Afterward, they are expected to understand why identity is important; how identity and cultural background influence values, perspectives, life experiences, and leadership practice; and how they might apply the concept of identity to their personal lives and future professional roles.

Junior year: diversity. In these sessions, students consider how businesses and cultural settings can benefit from bringing together diverse individuals in ways that serve clients, employees, shareholders, and other stakeholders. After completing the sessions, students are expected to be able to explain how individual identities and cultural backgrounds affect group relations. In addition, they should be able to include multiple per-

spectives in their discussions, decision making, and problem solving.

Senior year: organizations. These sessions teach students how businesses can leverage identity and diversity to improve performance and have a positive impact on society. After attending these sessions, students should be able to explain how identity-based access to resources can influence the success of an individual or an organization; they also can discuss how diversity among teams and business leaders can improve both business and society.

BBA students must complete sessions in all three focus areas to graduate. However, to meet their IDO requirements, they can choose from a wide range of options. These include interactive educational workshops that cover understanding personal, social, and cultural identities; cultural intelligence assessments and workshops; global experiences; training on unconscious bias; and presentations from corporate partners who share their firsthand experiences with identity and diversity issues. Each year, students must participate in one session on that year’s theme. Then they write reflection papers that consider why these themes are important to them, to society, and to business. The Office of Undergraduate Programs tracks student participation throughout the course of the program.

In the 2016–2017 school year, 42 sessions were offered to more than 500 juniors and 600 sophomores. As the school enters the third year of the program, it will present the first sessions for seniors.

A MULTIFACETED APPROACH

The expansion of the IDO requirement is only one part of Michigan Ross’ new DEI Strategic Plan. For instance, in the

summer of 2017, the school launched Ross Summer Connection (RSC), a four-week residential program for incoming Michigan Ross freshmen from all backgrounds, including students from underrepresented groups, first generation students, and students who may have attended underresourced schools. RSC students participate in identity and cultural seminars, attend prerequisite courses in subjects such as economics and writing, and are mentored by current undergraduates and alumni.

The school also is increasing its emphasis on cultural intelligence (CQ). The orientation for the Global MBA now includes a CQ assessment and workshop, while the orientation for the full-time MBA has a session on understanding how identities and cultural backgrounds affect the way students view themselves and others. In addition to these student-focused activities, the school is facilitating a CQ discussion for faculty and providing certification training for staff.

What should other schools consider when designing programs that help students directly address diversity and identity? First off, Petryk advises, it’s important to involve businesses and corporations in these initiatives from the very beginning to establish validity for the skills and competencies students are learning. She adds that it’s just as important to start small, so that faculty and staff can better identify the most effective strategies. By experimenting with pilot programs, Petryk says, schools can gain stronger insights into what DEI goals they’re truly trying to accomplish. **D**

► **For more on the IDO program, visit michiganross.umich.edu/programs/bba/curriculum/identity-and-diversity.**



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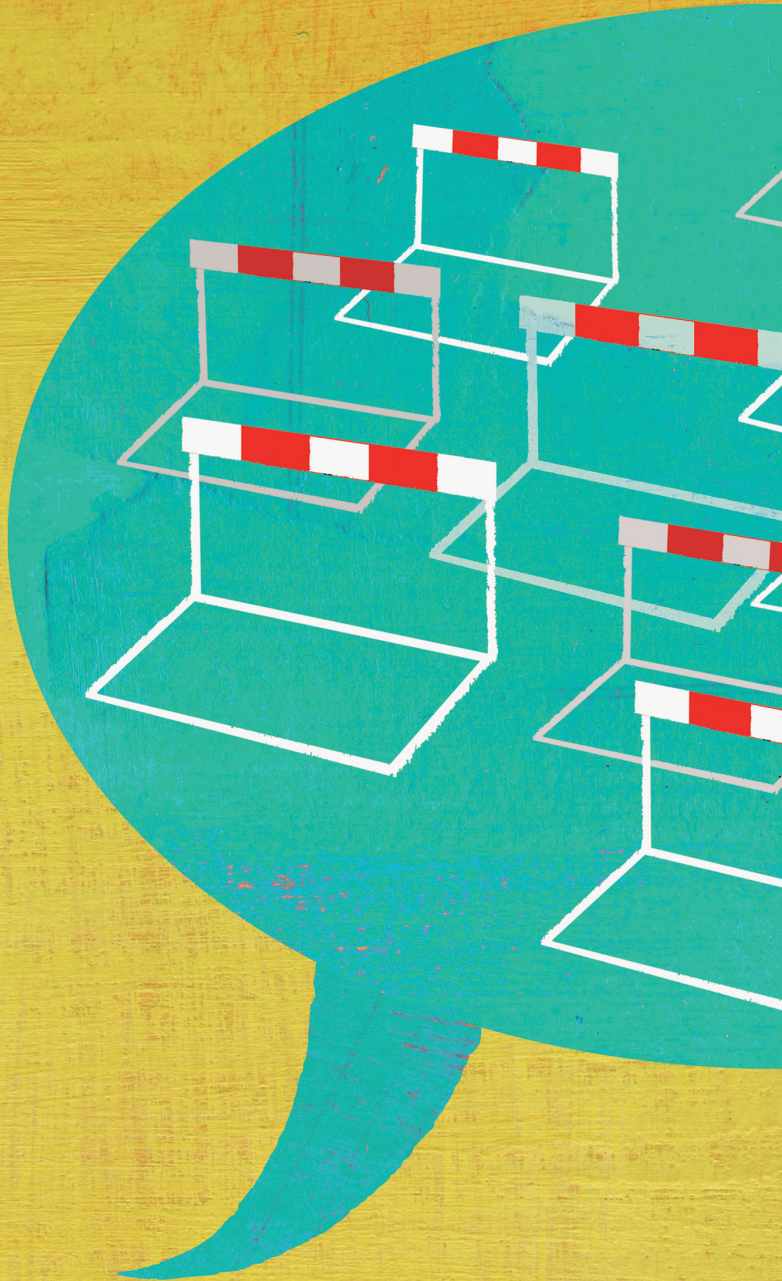
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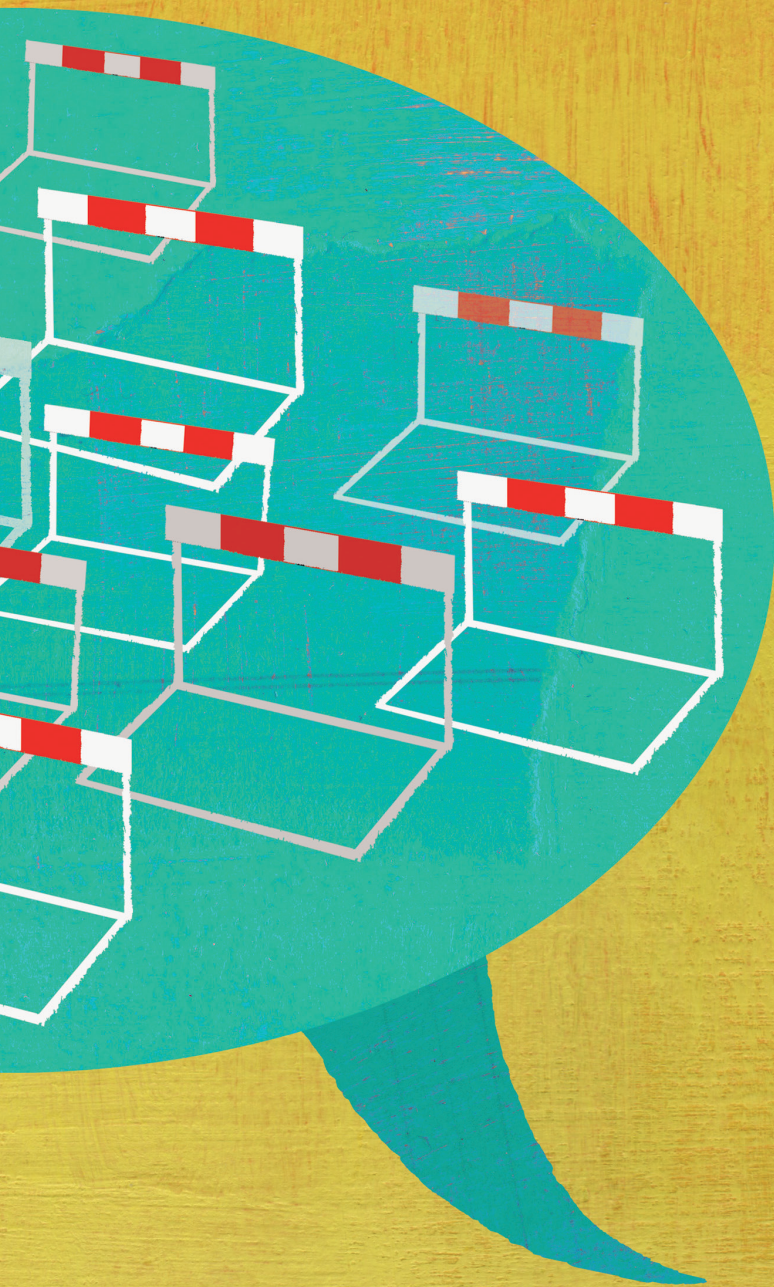
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TALKING

What's it like to be a woman—or a minority woman—in a field traditionally dominated by men? Two professors candidly tell their own stories and discuss how a supportive environment makes all the difference.



THE TALK

IT'S RARE ENOUGH that b-school professors are women, and it's rarer still for them to be leaders in tech-oriented fields such as engineering or the computer sciences. In fact, data from AACSB International shows that, among computer information systems and management information systems faculty at AACSB schools, only about 20 percent of full professors are women; for associate professors and assistant professors, the number is closer to 27 percent.

ILLUSTRATION BY ANNA GODEASSI



“I THINK WE’RE REALLY LUCKY TO WORK IN THIS FIELD. THE PART I ENJOY MOST IS HOW WE’RE ABLE TO CHANGE PEOPLE’S LIVES BY GUIDING STUDENTS TOWARD A DEGREE THAT HAS SUCH IMPACT AND SO MANY WORK OPTIONS.” —MONICA TREMBLAY

But the College of Business at Florida International University (FIU) in Miami has managed to buck that trend. Its department of information systems and business analytics can boast that 13 of its 33 faculty members—almost 40 percent—are women, and many of them are in leadership roles.

That’s no accident. Former dean Joyce Elam, now dean emerita of the College of Business, made it a priority to hire women; when Monica Tremblay was appointed as chair, she did the same. Other women, such as associate dean Karlene Cousins, hold prominent positions within the department. Cousins is faculty coordinator of the master’s in information systems program, and she oversees the school’s faculty technology consulting practice known as ATOM (Analytics, Technology, and Operations Management).

The presence of so many women in the department not only attracts additional female professors, says Tremblay, but brings in more female students who are interested in studying tech-related business. Schoolwide, total College of Business enrollment is about half female; in the information systems and business analytics department, about a third of the students are women. Because FIU offers undergraduate, master’s, and doctoral degrees in business analytics, Tremblay notes, it is helping to prime the pipeline with more women who could become academics in this field.

Tremblay recently left FIU to take a position at the College of William &

Mary in Williamsburg, Virginia, but before she departed FIU, she sat down with Cousins to discuss the role of women both in technology specifically and in academia generally.

They shared some of their personal experiences in which they faced obstacles to success, described the importance of mentorship, and reflected on what other schools can do to draw more women—and people of color—into tech-based management professions. We have placed the video of their complete conversation online, but here we present an edited version of their observations on topics related to diversity and gender equity within business schools today.

ON CHOOSING CAREERS IN ACADEMIA

COUSINS: I grew up in Jamaica and went to university there. After pursuing undergraduate degrees in science and physics, I worked for a couple of years in industry. I was being mentored by men, because it was so rare to have women in technology in Jamaica. I was lucky to work with colleagues who had my interests at heart, who made sure I was engaged in professional development activities. One of them decided to go to Georgia State University to pursue a PhD in information systems, and one of his colleagues followed him. Whatever these guys did, I wanted to do! So it seemed natural for me to follow them on this path.

I also wanted to be an expert in my field, to be on the cutting edge of

technology, and to be a thought leader. Also, I wanted to teach and share my knowledge with others. That was a passion of mine.

TREMBLAY: My degree is in industrial and systems engineering. My father, who was an engineer, said, “It doesn’t matter what you end up doing, engineering will make you sound smart.” I spent quite a bit of time in industry, working for ExxonMobil. When I was doing my master’s at the University of South Florida, one of the professors asked if I’d thought about doing a PhD. He said, “You would be fantastic at this.” It was a natural fit right from the beginning.

I think we’re really lucky to work in this field. The part I enjoy the most is how we’re able to change people’s lives by guiding students toward a degree that has such impact and so many work options. That’s especially true at a place like FIU that has a lot of first-generation students.

ON ENCOURAGING DIVERSITY

TREMBLAY: At FIU, we have such diversity in our students that it’s only natural that we have diversity in our faculty. I really did make this a goal when I became department chair.

COUSINS: The students at FIU come from almost every country in the world. Our faculty is the same way. When I came here in 2004, there were just two other women. To see that we’re now a female-dominated faculty is really impressive, especially when there are so many obstacles that women face in technology because it’s so male-dominated.

TREMBLAY: Certainly it's one of the fields with the most antagonism to women.

COUSINS: I did a count of the women in my class today and it was 30 percent—which is still very low. So, yes, we're in an environment that supports diversity, but there's so much more to be done.

Some years ago, you and I embarked on a one-year pilot called IT Women Next Gen. You were on the board of IT Women, a group of professional women in Florida whose mandate is to increase the number of women in technology. We worked with IT Women to encourage our students to pursue careers in technology. We had a series of panels where these professional women came and spoke to the students, and at the end of the program, the girls went to a high

school and hosted a panel there. We really had a chance to show them this could be a fulfilling, rewarding career.

TREMBLAY: I feel like the big difference in our major came when people from our department started going to the Introduction to Business class to talk about our major. Suddenly this opened the field to women who maybe never would have considered it. It wasn't an option.

ON TURNING OUT MORE MINORITY PHDS

COUSINS: It's important for minorities to see successful examples in academia. One Saturday I was teaching a health-care information law class to a group that tends to be very diverse. I was in the elevator with the students when they started asking each other who the pro-

fessor was and what he was like. None of them knew it was me. When I walked into the classroom and said good morning, they were all embarrassed because they'd thought I was a student.

I think when we have minorities who are academics, they must be made visible—there have to be mechanisms in place for them to share their stories. There have to be mechanisms for them to connect with minority women who might be considering entering academia but don't know what path to take or that it's even possible.

TREMBLAY: I've also had people think I was a student, particularly because I teach very technical courses. Do you remember when we were at a conference interviewing for a faculty position, and we actually had four women sitting



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—KARLENE COUSINS

behind the table [conducting the interviews]? Candidates would walk in and be at a loss for words, because every other interview they’d been to had looked different from this.

So, I agree. Representation matters. It matters so much in the classroom, because that’s how you engage students and give them that option. Because if they don’t have examples, how are they supposed to consider academia a career choice?

COUSINS: The advice I would give to other schools is, this isn’t something that happens by accident. It’s a strategy that comes from the top.

ON FACING OBSTACLES

TREMBLAY: My favorite story is when I was at my very first day at an industry job, and I was asked to go get coffee. I thought they meant, “Get *yourself* a cup of coffee,” so I came back with *a* cup, but they had meant for me to get coffee for everybody.

Times have changed, but there’s still sometimes that undercurrent, and in academia that undercurrent is service. A large amount of service is taken on by women. I think as women, we have to learn to stand our ground and say no more often.

COUSINS: At my first job, as a programmer analyst in Jamaica, I was the only woman in the department, and my new boss didn’t have a secretary. You can imagine my dismay when I came to work one morning and saw a note from him asking me to type a letter that he had

handwritten. So I wrote my own note that said, “I acknowledge your request, but I was hired to be a programmer analyst. I suggest you hire yourself a secretary.” I don’t know how I was so bold, but I guess this is a lesson in being bold and learning how to say no.

My boss was very gracious about the whole thing, and his reaction was very positive. He realized that, yes, I was a woman, but I should be coding. Sure enough, the following week, he had a secretary. That’s the incident that stands out in my mind.

ON MENTORING

TREMBLAY: I was assigned a mentor through AIS [the Association of Information Systems Council]. She worked at a large urban university, and we had weekly Skype calls. It was so eye-opening and so helpful to be able to say, “Am I nuts? Did I read too much into this?” and to have her say, “No, that’s not appropriate” or “You’re totally overreacting.”

COUSINS: When I was at Georgia State, my mentor Dan Robey and I had the same relationship. Whenever I had doubts about what I should do in a difficult situation, he was always there to provide advice. If I was wrong, he would say I was wrong, and if I was right, he would say I was right.

TREMBLAY: I’ve had every kind of mentor—mentors who were male, mentors who were in industry. It’s so helpful to get the perspective of someone who has been through this and who

is in a position of power.

COUSINS: You always need a mentor, no matter how advanced in your career you are.

TREMBLAY: Are you mentoring? I’m entering a stage where I’m mentoring, especially women.

COUSINS: What I’ve found about mentorship is that it’s not something you can force. It’s organic. The mentor and the mentee are naturally drawn to each other.

And sometimes I don’t wait to be approached by a mentee. I sometimes step up and say, “Hey, you’re messing up big-time, and you need to rehabilitate yourself by doing X, Y, and zed.” So sometimes I play a very proactive role.

TREMBLAY: Just recently I told a staff member, “You’re not here to catch everyone else’s mistakes. Stop. If somebody doesn’t come through, it’s not your job to finish it for them.”

ON LAUNCHING ATOM

TREMBLAY: This was our baby. Selfishly, I thought of it as a way to deal with AACSB accreditation. I had some faculty who needed consulting experience, and I said, “What if we created a consulting company?”

COUSINS: ATOM is a faculty consulting practice that provides experiential learning opportunities for students. But more and more, it’s become a vehicle of engagement—for students, faculty, and the community. Its particular job is to transform small companies through

technology, but it also introduces state-of-the-art technologies to larger companies that offload the work that they don't have time to do.

To date we have provided experiential learning opportunities for almost 30 students in a year and a half. Those opportunities have gotten them jobs and given them exposure to real-life problems that companies might have. They've gained critical thinking skills about how to identify problems and how to convey proposed solutions. They've learned how to interact with clients.

ON CREATING DIVERSE FACULTY ROSTERS

TREMBLAY: First, we need to generate some female PhDs. In my opinion, women are going to feel more comfortable

in an environment where they feel it's a level playing field, where the support structures are in place, and where they don't feel alone.

COUSINS: There are good men who know how to mentor women and develop them professionally, and they need to step forward. And they should mentor men on how to develop and relate to their female colleagues.


TREMBLAY: We don't want diversity just for diversity's sake. Diversity brings richness of ideas—

COUSINS: Creativity, innovation—
TREMBLAY: Absolutely. Companies that innovate bring diversity to the table—not just of sex and race and ethnicity, but also of backgrounds. We've [embraced diversity] in our department, too. We have economists, operations

management specialists, and healthcare folks. That has helped enrich our programs and our research.

ON WHAT'S NEXT FOR FIU BUSINESS

COUSINS: If we could build on our expertise in healthcare and analytics, we could grow in numbers and in diversity. I see our department increasing in strength.

We have a production line that takes students from undergraduate to master's degrees to PhDs, and then puts them out into the business and academic community. 

 [To watch the video of the entire conversation between Cousins and Tremblay, visit \[youtu.be/_dRIkfdk7o\]\(https://youtu.be/_dRIkfdk7o\).](https://youtu.be/_dRIkfdk7o)

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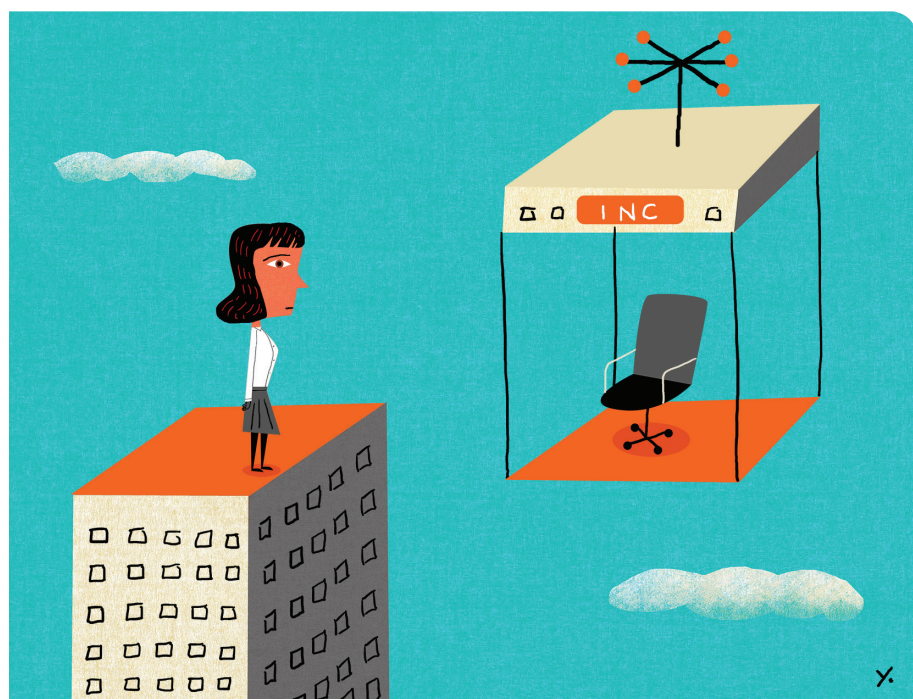
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Women as Leaders

BUSINESS SCHOOLS MUST PREPARE WOMEN FOR TOP ROLES IN BUSINESS BY DIANE MORGAN

IN BUSINESS, WOMEN ARE STILL very much on the sidelines. Despite reports of women making a greater impact at the top levels of industry, at the beginning of 2016 there were just six female CEOs listed among FTSE 100 companies. Similarly, women only accounted for 15 percent of all board seats globally, according to a report from Deloitte earlier this year.

It's a vicious cycle: The fewer role models women see in business, the less likely they are to apply to business school. And those women who do attend business school and aspire to top jobs may drop out at the mid-manager level due to a lack of guidance, a lack of support, or a lack of knowledge that would better position them for more senior roles.

The solution is to reset the perspective of business leadership at an early stage—while women are still in business school. However, business schools still trail behind other graduate schools and universities in general when it comes to gender parity. This is partly due to the prevailing assumptions that business and management roles are the domain of men and that business schools should be their domain as well. Therefore, not only do we need to enroll more

women in business school, we need to create initiatives that will develop their leadership abilities and help them pursue successful careers.

Imperial College Business School in London, where I used to work, enacts a variety of simple strategies designed to provide female students with powerful voices and identities both inside and beyond the classroom. As a result, the school's numbers of female students remain consistently high (for instance, women made up 45 percent of the 2015–2016 MBA class). Other schools could follow the same strategies as they strive to develop female leaders:

Involve men in women's leadership activities. While Women in Leadership networks give women support systems and platforms, such networks typically are run by women for women. Just as all-male boards can prevent women from joining the wider discussion, all-female leadership groups do very little to push the cause for equality.

For instance, until recently I led Imperial's application for the Athena Swan award, which is given out by the Equality Challenge Unit to recognize the advancement of women in STEM roles throughout higher education. After we attained our bronze award last year, I handed the reins to the associate dean of undergraduate programs, Edgar Meyer—both to broaden the number of equality champions within the business school and to have a male colleague lead the charge.

Through the actions of our alumni, we've seen evidence that our activities are having an impact on industry. Swiss Re, a global reinsurer that has invested heavily in diversity and inclusion, has piloted a reverse mentoring scheme in which junior male leaders are paired with more senior female leaders and vice versa. The objective is to break down traditional gender biases and overcome inherent biases related to leadership styles. The program is run under the advisement of a graduate from Imperial's Masters in Management program.

Allow students to lead. Business schools must put women in leadership positions from the start. Imperial's Deans' Student Advisory Council is led by an elected body of students across 15 programs, and the school stipulates that 50 percent of the student representatives must be female. The school stresses a need for gender parity throughout the election process, actively encourages female participation, and goes back to the student cohorts if their election slate does not have adequate female representation.

Is this positive discrimination? Absolutely. But if we are going to reach gender parity as quickly as possible, we need to make decisions that push the boundaries. If men and women experience parity at school, they are more likely to mirror that experience in the workforce and develop expectations about how their careers—and those of their colleagues—should progress.

Invest in student development.

It's important for schools to offer their female students scholarships and job opportunities, but they should look for additional opportunities as well—even ones that might not provide an immediate return on investment.

For example, Imperial is funding a series of professional development seminars on unconscious bias, maternity and paternity, positive difference, and salary negotiation. The school runs sessions multiple times in as many formats as possible to capture the attention of as many students it can.

In addition, last year Imperial provided the funding that allowed three students to travel to the U.S. to attend the annual Forté Foundation conference. The event offered those students not only inspiration, but also the chance to connect with an extensive professional women's network. This year the school also enabled some of its male students—those who are leading the way in championing gender parity—to attend the conference as well.

Through such gestures, schools can instill a sense of “paying it forward” in their students. Because they have received this level of support in the foundation of their careers, these women and men are likely to provide similar support to others further down the line. Such initiatives also allow schools to “put their money where their mouths are.” When school leaders believe in something, they find the resources to make it happen.

Schools that facilitate such activities are likely to see the effects in their alumni's actions. For example, Obelisk is a legal support provider that prides itself on its “human first” approach. It offers flexible working arrangements for par-

Just as all-male boards can prevent women from joining the wider discussion, all-female leadership groups do very little to push the cause for equality.

ents; it also runs refresher sessions for employees returning after career breaks as a way to help them build confidence and competence. Obelisk was co-founded by Imperial College Business School alumna Dana Denis-Smith.

Present gender-balanced communications. This balance needs to be achieved whether the school is reporting on faculty or describing alumni activities—but it's a challenge, because both groups tend to have an uneven ratio of senior males to senior females. But business school leaders must always be aware of the image they present externally. Their task, as the influencers of future industry, is to ensure that gender equality is top of mind for both male and female leaders within the school.

At Imperial, one of the favored tools for getting the message out in an impactful yet humorous way is to note that the school doesn't want to end up on the Tumblr thread that's titled “Congrats,

you have an all-male panel!” (See it for yourself at allmalepanels.tumblr.com.)

Recruit female influencers. Many business schools do a good job of sharing news of high-achieving alumni, but they're not as good at telling the stories of how these individuals attained their positions as they climbed the ladder. Schools can have a large impact by taking simple steps such as arranging for successful female alumni to share their career journeys with current students by hosting talks or acting as mentors.

I've seen that approach at Swiss Re, which connects females at different stages of their careers so they can share personal experiences around common career obstacles. This mentoring

approach also helps women develop a business network early in their careers.

Imperial College Business School has recognized that it will not achieve gender parity at the school or in the workplace unless these discussions take place within its own walls and within the wider community. School leaders also recognize that business schools must expand the minds of all their students by promoting diversity of background, culture, and gender. Business schools have an obligation to make education approachable for all. ■

Diane Morgan is the former associate dean of programmes at Imperial College Business School in London, and she currently serves as the global

managing director at Trilogy Education Services. Morgan also is on the board of the Forté Foundation.



ideas in action



Brian Ellis (far right), director of BRIDGE, stands with students in the program's first cohort in Spring 2013 after they were recognized for their service or program activities.

'One Big Family'

LEBOW BUILDS A BRIDGE TO BETTER SERVE—AND RETAIN—ITS MINORITY STUDENTS

WHEN A STUDENT in Drexel University's LeBow College of Business in Philadelphia, Pennsylvania, was trying to save money by living in a substandard apartment near campus, her friends knew exactly what to do: Go to Brian Ellis, the college's associate dean for undergraduate and graduate programs, for help. Ellis directs BRIDGE (Building Relationships in Diverse Group Experiences), a program that he started at LeBow in 2012 as a way to improve outcomes for its minority undergraduate students.

With the help of BRIDGE funding, Ellis arranged for the student to complete the remainder of the term in the campus residence halls. "The level of support and engagement here almost blows me away—the strength of this program is that we're one big family," Ellis says. "But we also mean business. The goal is for everybody to graduate."

Ellis was first approached in 2011 by Drexel's vice provost, who realized that retention rates for underrepresented students lagged behind those of other student groups. The vice provost asked Ellis to design a program at LeBow to improve these outcomes, because the business school enrolls such a large percentage of minorities at the university.

After looking for similar programs at other universities, Ellis discovered the Illinois Academic Enrichment and Leadership Pro-

gram (I-LEAP) at the College of Applied Health Sciences at the University of Illinois in Urbana-Champaign. "There, I saw a community that offered extensive advising support. I-LEAP's project manager was a mother figure to the students. Its 'secret sauce' was identifying someone who would be a support system and offer guidance," says Ellis. "I wanted to replicate that to the best of my ability."

With that in mind, he built BRIDGE to provide not just a set of programs, but a sense of family. Sometimes that means helping students through crises—after a student broke his leg playing basketball, BRIDGE's program manager stayed with him at the hospital until his parents could arrive. Or, sometimes it means providing them with ongoing moral support—after discovering that stu-

dents valued talking with their families around the dinner table, the program introduced monthly Sunday dinners. Ellis also looks for ways to help ease the burden of students' supplemental educational costs, such as by providing them with access to a textbook sharing library.

BRIDGE is based on four pillars of interaction: academics, financial literacy, social engagement, and community service. Students attend workshops related to success within the first two pillars. They also make visits to the offices of corporate partners such as Comcast, KPMG, and Johnson & Johnson. Each year, BRIDGE also sponsors 15 to 20 students on a field trip to other regions of the U.S.—such as California, Oregon, and Washington state—to visit companies outside the area.

In addition, BRIDGE students are encouraged to apply to Students Tackling Advanced Research (STAR), a universitywide student scholars program intended for students who have just completed their freshman year. Those selected complete research projects in their fields of study. This year, five BRIDGE students were accepted as STAR scholars.

Students also engage in community service activities. During spring break,

they volunteer with local soup kitchens or Habitat for Humanity; and during the summer, they serve as counselors for Camp Bridge, an on-campus summer camp that hosts 25 students from west Philadelphia middle schools.

BRIDGE isn't mandatory, so each summer Ellis and his staff contact incoming freshmen to let them know about the program; they also contact upper-level students to remind them of what BRIDGE has to offer. In addition, student ambassadors from the program participate in panels and at open houses where they talk about their experiences to prospective students and their parents. At the end of each year, LeBow sponsors an event that highlights BRIDGE students' accomplishments.

BRIDGE now serves about 120 students and attracts 20 to 25 students each year. In 2016–2017, the program included its first group of seniors, so the college created the Senior Series. At these events, BRIDGE veterans speak to younger students about skills they've learned related to professional development, such as financial planning or applying to graduate school. One student delivered a program about women in business, while another discussed "dressing for success." Says Ellis, "This

is one way we set our seniors up to be engaged alumni."

The one thing BRIDGE students don't do? Live in an on-campus living and learning community (LLC) dedicated to the program. "The college has many LLCs, but we didn't want BRIDGE students to live together or take classes together as a cohort," Ellis explains. "We want to expose them to other cultures."

BRIDGE's first group of seniors achieved a 90 percent on-time graduation rate from LeBow's five-year co-op degree program. That rate surpasses the graduation rate for Drexel's general student population, which stands at around 70 percent. Ellis hopes these and future BRIDGE graduates will return to become mentors for other participants.

Ellis now faces two primary challenges. The first is finding a sustained source of funding. While alumni and corporate partners so far have been generous with donations, Ellis says that it's his "life's mission" to get the program endowed.

The second is to scale the program across the university. "People across campus have asked me to talk to them about BRIDGE, and I share what we've done. But if we scale it, I want there to be a commitment. I want to make sure we do it right."

MAKING BOOKS AFFORDABLE



To reduce the cost of books for students, Florida International University in Miami has launched an online initiative to recognize the faculty who provide lower-cost educational materials for students. When professors select course materials that cost US\$60 or less, the school awards them the Affordability Counts Medallion. To date, 103 professors teaching 150 courses have received the medallion. Program results will be shared with members of the Florida Virtual Campus Council on Distance Learning and Student Services.

In addition, FIU has created the FIU Textbook Affordability Task Force, led by the office of the provost. The task force has spear-

headed FIU's institutionwide efforts to find and create initiatives that make higher education more affordable. FIU also has joined the OpenStax Institutional Partnership Program, which encourages the use of free open source textbooks. FIU is one of 11 universities invited to participate in this strategic partnership in 2017–2018.

"At FIU we are concerned about costs because so many of our students are first-generation college students and come from families of modest means," says FIU president Mark B. Rosenberg. These cost-saving measures are all critical as a way to make higher education more affordable for a wider population.

Executives in Rotation

HOW CAN A BUSINESS SCHOOL expose students to real-world practitioners, actively engage its advisory board, and control costs, all at the same time? At Woodbury University in Burbank, California, the School of Business established a rotating executive-in-residence (EIR) program in which 12 members of its advisory committee sign up for one-week shifts to visit campus and interact with students. The program launched in the fall of 2017.

Dean Joan Marques believes that by introducing students to so many business leaders with widely varied backgrounds, the School of Business will better prepare them for their future in the workplace. “Today’s employee will hold roughly 14 jobs before the age of 40, which translates to two or three different careers,” she says. “Professions become obsolete on a regular basis, while others that we cannot even conceive of emerge. By hosting a different executive every week, we expose students to a variety of angles from the professional world.”

The school did not have an EIR program before the fall semester, instead exposing students to business leaders by hosting an Entrepreneur Lecture Series and by inviting business speakers to come to class. But Marques was interested in establishing such a program because the school was looking for ways to enhance student involvement in real-world business—particularly as it had recently decided to discontinue relying on the GMAT test for screening MBA students.

“We had discovered that having to do this pre-admissions test wasn’t optimum for adults already in the workforce who were seeking advanced degrees to move up the ladder,” she says. “In speaking with other business school leaders who had dropped the GMAT, we found there were more effective ways to ensure an appropriate level of student preparation and performance. Among

these well-received strategies was the executive in residence, because this person can provide a practical background to complement students’ education.”

As Marques began considering an EIR program, she says, “I had two thoughts. One, how can I be economically responsible while implementing an executive-in-residence concept? And two, why not approach our business advisory board to get a diversified and valuable program at no charge?”

Marques found her advisory board members highly enthusiastic about the idea and had no trouble getting volunteers to commit. “Quite the contrary,” she says. She had become aware that

Executives visit campus at various times of day to give access to as many students as possible.

many of her advisory board members felt “they were not being used to the school’s maximum advantage. Some openly expressed their desire to do more with and for the school. Others had curtailed their involvement because they hadn’t felt fully engaged. Our closest business representatives expressed a desire to become more involved as well.”

So many board members signed up that Marques filled the fall slate immediately and had to promise others they would get the first slots for the spring semester. She and her leadership team managed the calendar by creating a Google Doc and inviting board members to indicate their preferred dates.

Executives who commit to the program are asked to be present between three and four hours per day when they come to campus, and those days are varied to give access to as many students as possible. Office hours are scheduled at the school’s new Center for Entrepreneurship at different times of day—morning, afternoon, and early evening—to accommodate the schedules of both traditional and nontraditional student populations. The school uses emails and fliers to inform students about each upcoming opportunity, “recapping the date, time, name, and expertise of the next week’s EIR,” says Marques.

While on campus, the executives have a variety of responsibilities. These include holding one-on-one interactions with individual students who sign up for meetings and participating in informal 20-minute career dialogues with classes that are in session during their visits. “Additionally, we plan to have a ‘Shark Tank’ type of event in which advisory board members and some of their associates provide our budding entrepreneurs with feedback and possibly some support,” says Marques. Executives also will act as judges in the business plan competition.

So far, the rollout of the rotating EIR has gone smoothly, and Marques would highly recommend that other schools try similar programs. “Advisory board members want to feel valued,” she says. “They are busy people who don’t want to merely hear about projects that they are detached from. They want to be engaged. This is a win-win-win situation. Students win because they get exposed to a wealth of professional knowledge. The school wins because its students obtain better preparation and guidance toward their future careers. And board members win because they are able to give back to emerging leaders in a meaningful way.”



PennState
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Leading with Integrity

Preparing young professionals to lead with integrity is a strategic priority at the Penn State Smeal College of Business. In collaboration with other top business schools, Smeal launched the Partners in Business Ethics Symposium in 2010 to address topics related to ethics in academia and corporate America. In November, we once again hosted the symposium aimed at strengthening the integrity connection between business and education.

Partners in Business Ethics Symposium

November 7-8, 2017

Your Turn: BizEd Online

June 2017

Preparing Business Students to Speak Up: Explore steps business schools can take to help students practice ethical decision-making.

Read and Learn More: www.smeal.psu.edu/2017PBE



ARTICULATING VALUES

What principles will business graduates take with them into the workplace—and into their personal lives—long after they've left business school?

This spring, MBA students made their own values explicit when they participated in the inaugural Wharton Commitment Program (WCP) at the University of Pennsylvania in Philadelphia. Developed by graduating students Siamak Sarvari and Carol Huang, the program was run in cooperation with the vice dean's office and the McNulty Leadership Program. It invited Wharton graduates to provide a list of the five values they intend to live by in the coming years. The 300 students who participated received wallet-sized metal cards with their individual goals inscribed on them.

Sarvari first had the inspiration for the idea when he attended a class on responsibility in business led by G. Richard Shell, professor of legal studies and business ethics and management. Shell described how graduates of professional and medical programs take oaths and receive tokens to remind them of the values they aim to uphold in their fields. In April, Shell joined with Savari, Huang, and Lynn Krage of the McNulty Leadership Program to hold a kickoff workshop designed to inform other Wharton students of the project.

According to Huang, there were ten common themes. Students largely wanted to take care of family, invest in personal relationships, do good, take care of self, continue to grow, treat others with kindness, act with integrity, pursue meaning, keep seeking out challenges, and enjoy life.

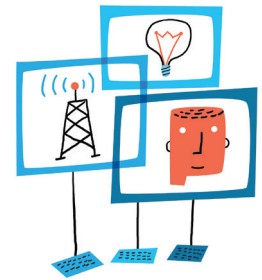
► [Read more about WCP at www.wharton.upenn.edu/story/student-led-wharton-commitment-project-takes-personal-approach-concept-professional-oath.](http://www.wharton.upenn.edu/story/student-led-wharton-commitment-project-takes-personal-approach-concept-professional-oath)

tools of the trade

CONNECTING WITH RECRUITERS

A student from Purdue University in West Lafayette, Indiana, has launched InternX, an online platform that allows company talent recruiters to find and contact collegiate students qualified for job openings. Students use InternX to describe their skills and abilities; recruiters search the site to find promising candidates and pay US\$1 to access a student's contact information. InternX is part of the Anvil, a student-managed community co-working space and business incubator in West Lafayette.

"InternX focuses on recruiters knowing exactly what they want," says company founder Nicholas Bachewicz, a senior in Purdue's School of Electrical and Computer Engineering. "When they search for talent, they select different criteria for their available position. Then, they can connect with students who are really eligible." The InternX platform already includes students from five universities and recruiters from 35 companies and is seeking more partners. *Visit theinternx.com.*



EMERALD ADDS OPTIONS

Emerald Publishing of the United Kingdom has converted its *International Journal of Climate Change Strategies and Management* to a fully open access (OA) journal, effective with the 2018 volume. It is the first Emerald subscription journal to become fully OA. The publication addresses the need for disseminating scholarly research to facilitate a better understanding of climate change. The publisher believes that this move will help maximize the dissemination of climate change research to policymakers and practitioners. *Visit www.emeraldgroupublishing.com/journals/ijccsm.*

The company also has launched the Emerald eCase Collection, which provides institutions with unlimited access to a growing digital library of more than 1,500 real-life business situation case studies from business schools and contributing partners. *Visit www.emeraldpublishing.com/ecasecollections.*

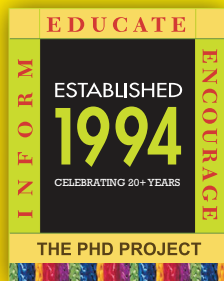
ANALYTICS SUPPORT

Dataiku, maker of the enterprise data science platform Dataiku Data Science Studio (DSS), has announced the Dataiku Academic Program—an initiative that provides free licensing, support, and learning resources to teachers, researchers, and students in the data science and business analytics fields. The platform allows users to leverage data science coding languages such as R, Python, and SQL, as well as machine learning algorithms and big data technologies such as Scala, Spark, and Hadoop. The recently released 4.0 version allows students with less-technical backgrounds to learn the data mining process and work on raw data without needing to code. *Visit pages.dataiku.com/dataiku-academic-program.* ►

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- Tom Robinson
President and CEO of AACSB International

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

The number of minority business professors in the U.S. has more than quadrupled since our founding in 1994. This academic year 297 participating universities are illustrating a clear commitment to creating a diverse academic environment and have the distinct advantage of recruiting from our network of more than 1,600 minority faculty and doctoral students.

The PhD Project is also focusing on the need for diversity in administration, having found fewer than 25 African-American, Hispanic American and Native American Deans at non-HBCU business schools in the U.S. Our Project AHEAD, Achieving Higher Education Administration Diversity, encourages tenured minority faculty to explore positions in administration and provides resources, support and mentors to help members pursue this path.

Thank you to the 297 business schools who are dedicated to diversifying their campuses with The PhD Project. To view a full list of participating schools, visit phdproject.org and click on ‘Support the PhD Project’.

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

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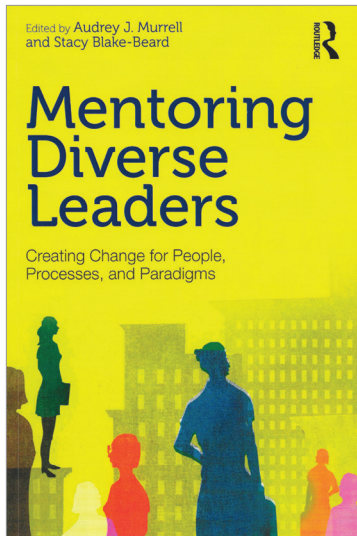
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Increasing Diversity in Business through Academic

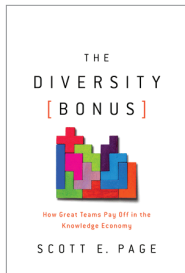
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MENTORING DIVERSE LEADERS

How does mentoring work for people who aren't white males seeking more money and status at work? Women and people of color strive to answer that question through this collection of essays edited by Audrey Murrell of the University of Pittsburgh and Stacy Blake-Beard of the Simmons School. For instance, Donna Maria Blancero and Natalie Cotton-Nessler suggest that mentorship programs for Latinos should take into account the collective—not individual—orientation of the Latino culture and the high priority given to family relationships. Ella Edmondson Bell-Smith and Stella Nkomo predict that 21st-century mentoring could be used more often outside of work, perhaps to treat chronically ill patients or retain students in school. Blake-Beard, Murrell, and contributor Kathy Kram make one point abundantly clear: In nontraditional mentoring situations, “the relationship may evolve differently, may affect outcomes differently, and may be held differently in diverse contexts.” A thoughtful, eye-opening, and useful collection. (Routledge, US\$39)

THE DIVERSITY BONUS



The University of Michigan's Scott E. Page is blunt: “Not all diversity will be beneficial. ... Most diverse groups will not perform well.” That's because companies can't just assemble a random collection of people and hope for the best. An organization must determine what task needs to be done and what team will achieve the optimal results.

For instance, diverse teams greatly outperform homogenous ones when carrying out nonroutine cognitive tasks—such as conducting medical research or developing new technology—because each member brings to the task different experience and skill sets that others cannot provide. That's a strong argument against any company hiring only the top candidates from the most elite schools, Page points out, because those candidates will be more alike than different. As he notes, “The cohort of the best individuals will not be the best cohort.” He considers his pragmatic, mathematical approach to diversity a complement to the social justice arguments for promoting diversity, and he makes a compelling case. (Princeton University Press, US\$27.95)

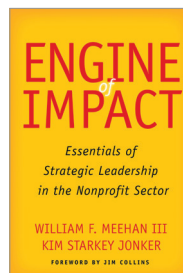
THE POWER OF MOMENTS

We all remember peak moments in our personal lives—weddings, bar mitzvahs, milestone birthday celebrations—but similar moments are often missing from our work and educational experiences. What if a corporation planned a daylong welcome-to-the-company ritual for new hires, as some John Deere offices in Asia do? Would that create peak moments that



connect employees more tightly to the organization? What if a high school for first-gen students held a Senior Signing Day ceremony, where graduating students stood up in front of friends and families to reveal where they'd decided to go to college? The charter school YES Prep holds just such a day, and it inspires both seniors and underclassmen to pursue academic success. Chip Heath of Stanford and Dan Heath of Duke argue persuasively that any organization that creates peak moments—for its customers, its employees, or its students—will enjoy benefits that range from fanatical loyalty to revenue growth. In this entertaining and informative read, they explain just how to create those moments and how to turn them into a competitive advantage. (Simon & Schuster, US\$29)

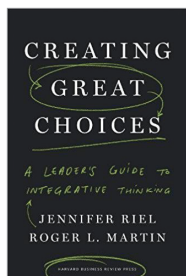
ENGINE OF IMPACT



The nonprofit sector of the United States generates more than US\$1.7 trillion in total revenue—about 10 percent of the country's GDP—and serves as “a major instrument of government for the delivery of social and other services,” write William F. Meehan III of Stanford and Kim Starkey Jonker of King Philanthropies. Yet most nonprofits are perpetually starved for cash; they have not benefited much from the “information age” technologies that have transformed for-profit business; and they aren't very good at evaluating what's working and what isn't.

Meehan and Jonker call for nonprofits to turn themselves into “engines of impact” by embracing the essential components of strategic leadership: a clear mission, a careful strategy, impact evaluation protocols, sufficient funding, well-managed talent, effective board governance, insight, and courage. While they see challenges ahead for today’s nonprofits, they remain hopeful, too. They write, “Never before has the potential of civil society organizations to create impact been greater.” (Stanford Business Books, US\$29.95)

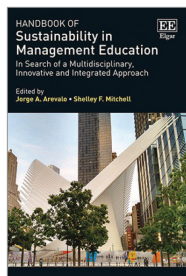
CREATING GREAT CHOICES



Many major business decisions appear to be imperfect either-or choices. “Often, there is no obvious right answer and no single solution that will thrill everyone,” write Jennifer Riel and Roger Martin of the University of Toronto. Martin has previously written about how leaders can reframe and synthesize their choices to come up

with completely new options, an approach he calls integrative thinking. Here, he and Riel offer a practical methodology for applying integrative thinking techniques to thorny problems. First, the authors explain that people often make decisions by following mental models that are simplistic and flawed, but that these decision-making processes can be improved through metacognition, empathy, and creativity. Then, they explore how design thinking can help people modify and improve their decisions as they “create, prototype, and test multiple possibilities on the path to a creative resolution.” They write, “Knowing that we tend to fall prey to bad decision making isn’t enough to keep us from making the same bad decisions again.” But creating a new way of thinking can certainly help. (Harvard Business Review Press, US\$32)

HANDBOOK OF SUSTAINABILITY IN MANAGEMENT EDUCATION

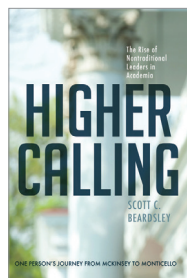


Sixty international scholars contributed to this massive volume of essays about the state of sustainability in management education (SiME). Edited by Jorge Arevalo of William Paterson University and Shelley Mitchell of Hult International Business School, the handbook is the outgrowth of a Professional Development Workshop series conducted at the Academy of Management

Conference. The 25 chapters explore the ways that academics theorize the field of sustainability, the transformational interventions that inspire faculty and students, the effects of institutional reforms, and the mechanics needed to sustain long-term programs. Together, the collected essays consider two overarching themes: whether sustainability education

has progressed in graduate and undergraduate programs and whether sustainability programs are possible only at certain business schools. The answer to the first question is a resounding yes, say the editors; the answer to the second one is a hopeful no, as they find SiME at a diverse collection of schools. Dense, detailed, and full of examples, the book is a great resource for any SiME academic. (Edward Elgar, US\$350)

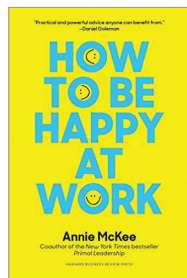
HIGHER CALLING



Why have America’s liberal arts colleges and other academic institutions seen a precipitous rise in nontraditional leaders—that is, leaders who did not ascend through the ranks of full-time tenure-track faculty? According to Scott Beardsley of the University of Virginia, one-third of the presidents of standalone liberal arts colleges could be called nontraditional in 2014, compared

to almost zero in the 1980s. He points to a variety of factors, including a rise in competition, more stakeholder demand to show outcomes, and pressure to advance in the rankings. At the same time, decreasing state support and changing economic models are making it more essential that school leaders understand fundraising and business management. Even so, some stakeholders are suspicious of nontraditional candidates, and Beardsley—who worked at McKinsey for 26 years before becoming dean of UVA’s Darden School of Business—is quick to point out that they are not always the right choice. To select their next leaders, he believes, institutions must answer one question: “What set of strengths do we need ... given who we are and what we need to accomplish now?” (University of Virginia Press, US\$29.95)

HOW TO BE HAPPY AT WORK



“Happiness matters at work as much as it does in our personal lives,” writes Annie McKee of the University of Pennsylvania. “When we are positive, we are 31 percent more productive and 40 percent more likely to receive a promotion, we have 23 percent fewer health-related effects from stress, and our creativity rates triple.” But too many of us fall into “happiness traps”—we allow ourselves to be overworked, we chase after more money, we think

we *should* appreciate our current situations, even when we don’t. As a result, we lose joy in our jobs, we disengage at work, and we stop learning. To be happy, McKee tells readers they must break out of those traps by running *toward* something: “meaningful work; a hopeful, inspiring vision of your future; and good relationships with the people you work with every day.” (Harvard Business Review Press, US\$27) **D**



The University of Cape Town's new educational hub

Community Outreach

CONNECTING A CITY WITH ENTREPRENEURSHIP

THE UNIVERSITY OF CAPE TOWN in South Africa is reaching out into its surrounding community with a permanent educational hub known as the GSB Solution Space at Philippi Village. The initiative is backed by the university's Graduate School of Business (GSB) and the Bertha Centre for Social Innovation and Entrepreneurship. The space, which has been operational for about one year, had an official launch in July 2017.

"Our presence in the Philippi Village development is one way in which the GSB is deepening its roots and relevance as an African business school," says Mills Soko, associate professor and GSB director. The school's location at the V&A Waterfront—an area that includes

hotels, landmarks, and tourism attractions—is "far from representative of the reality that the vast majority of South Africans face every day," Soko adds.

The new space at Philippi Village is set up like a campus, with workspaces, lecture rooms, lounge areas, and meeting rooms designed to encourage entrepreneurship. About 3,000 people from the community have already attended more than 100 workshops and educational programs. In addition, all students at the GSB are encouraged to take at least one course at the Philippi Village satellite site.

"The reality is that we live in a thoroughly divided country and city from a geographic perspective, and that creates a divide in understanding, in connections, and in networks," says Soko. When GSB students are in Philippi, he says, they develop empathy and resilience, and they open their eyes to wider perspectives. "All of those are vital attributes for the modern leader, especially one operating in an emerging market."

The mixed-use space is 6,000 square meters (about 19,685 square feet) and includes a retail section as well as a public library. It also plays host to social enterprise businesses such as the Blue Door Early Childhood Development Venture, a preschool for about 40 children in the Philippi area; Lakheni, a bulk-buying initiative for low-income households; and Discover Ikasi, which promotes township tourism. In addition, the hub partners with the Raymond Ackerman Academy for Entrepreneurial Development, another unit at the GSB that works with youth who have not had the opportunity to pursue tertiary education.

Sarah-Anne Arnold, Solution Space manager, believes the school will have a long-term impact with the new educational hub. "Now we are really in a position to be a catalyst in enabling an ecosystem for inclusive development across sectors."

Building Up Small Businesses

More than 100 small businesses in the Washington, D.C., area participated in the opening of the Inner City Capital Connections program (ICCC), hosted this fall by the Catholic University of America's Busch School of Business and Economics. The school is launching ICCC in partnership with Boston's Initiative for a Competitive Inner City (ICIC), a national program designed to help small businesses in distressed areas build capacity for sustainable growth.

Workshops held at the Catholic University in September covered topics such as strategy, marketing, finance, human capital, and culture. Among the presenters was Harvard University's Michael Porter, the founder and chairman of ICIC.

In November, participants will regroup in New York for a two-day capital matching conference, where they will attend webinars and be matched with mentors.

So far, approximately 70 percent of the businesses that have participated in ICCC are owned by minorities, and 40 percent are owned by women. The businesses represent more than ten different industries and have annual revenues of greater than US\$3 million.

One business owner who is participating in ICCC is Al Goldberg, founder of Mess Hall, which provides up-and-coming food entrepreneurs with commercial kitchens and related services in D.C. As he looks to grow his business, he says, the concept of an "MBA on steroids" is exactly what I need."

Since 2005, alumni of the ICIC have seen an average of 184 percent growth in revenue, created in excess of 12,000 jobs, and raised more than \$1.4 billion in capital.

▶ [Watch Al Goldberg describe his experience at ICCC at www.youtube.com/watch?v=SEQbzPXabdE.](https://www.youtube.com/watch?v=SEQbzPXabdE)



FAREWELL TO FULL-TIME

THE UNIVERSITY OF IOWA'S Tippie College of Business in Iowa City is phasing out its full-time MBA program to focus on opportunities for growth in its part-time MBA and specialized master's degree offerings. The college plans to introduce several specialized master's programs over the next three years while also increasing investments in MBA programs that serve working professionals, such as the Professional MBA and the Executive MBA. Enrollment in those two latter programs makes up more than 91 percent of all MBA enrollment at the school.

"Adapting to the market is key for growth in any organization, and we're seeing clear shifts in what students and businesses need," explains Sarah Gardial, dean of the Tippie College of Business. "Both are expressing preferences for non-career-disrupting options for the MBA."

At the same time, Gardial notes, some students are more interested in specialized master's degrees, as evidenced by rapid growth in existing programs. Three years ago, Tippie introduced an MS degree in business analytics in Cedar Rapids; graduate enrollment in the program has grown 517 percent, and the school has expanded it to locations in Des Moines and the Quad Cities. Tippie intends to add a three-semester degree option.

In fall 2018, the school will introduce a master's program in finance that will emphasize real-world experiences by allowing students to manage an equity portfolio and consult on projects for business clients. The school also is developing a student-managed fixed income fund.

In addition, to reach more students who are interested in business education options other than full-time programs, Tippie recently has introduced professional certificate programs, invested in new off-campus locations, and expanded its online course offerings within the Professional MBA. The final cohort of full-time MBA students will graduate from Tippie in May 2019.

IMA, NABA PROMOTE DIVERSITY

Two prominent organizations in accounting—the Institute of Management Accountants, which boasts a global membership of 85,000, and the National Association of Black Accountants, which represents more than 200,000 U.S.-based professionals—have announced plans to team up to promote greater inclusion and support the advancement of minorities in the profession. Together, they will sponsor webinars, speakers, and the creation of content advocating themes such as diversity, certification, and the future of the profession.

Both organizations invite business school administrators and faculty to join the effort, particularly when it comes to creating more paid internship opportunities and business school-based scholarships, says Linda Devonish-Mills, director of the IMA's technical accounting activities.

"Accounting firms often partner with business schools through these initiatives," says Devonish-Mills. "Both the IMA and NABA are embracing a commitment to promote, to members and nonmembers, diversity and inclusion within the accounting profession." Through their partnership, the two organizations plan to provide business schools with resources such as student conferences, mentorship programs, scholarships, and professional development courses.

► For information about IMA and NABA, visit www.imanet.org and www.nabainc.org.

Students as VCs

This fall, the Weatherhead School of Management at Case Western Reserve University (CWRU) in Cleveland, Ohio, will launch a new business competition—one that features students both as business founders and competition judges.

Founding teams must include at least one current student or recent alum of CWRU. They will present their business concepts to an entrepreneurial finance class taught by Scott Shane, the A. Malachi Mixon III Professor of Entrepreneurial Studies and an economics professor at the Weatherhead School. Students in the class will select the top six concepts. In March, these will be presented to a panel of venture capitalists at a demo day competition at Sears think[box], the university's 50,000-square-foot innovation and entrepreneurship center.

The lead backers of the program are JumpStart Inc., a Cleveland nonprofit that supports Ohio-based tech startups, and venture capitalist Bob Pavey. In honor of the late startup investor David Morgenthaler, the event will be named the Morgenthaler-Pavey Startup Competition.

The top three winners will receive prizes of US\$25,000, \$15,000, and \$10,000, respectively, all provided by JumpStart. The six finalists will be mentored by JumpStart and connected to capital, talent, and other business development resources in Northeast Ohio.

TRANSITIONS

At the end of the 2017–2018 academic year, **Sally Blount** will step down as dean of Northwestern University's Kellogg School of Management in Evanston, Illinois. She has held the post since 2010. Under her leadership, Kellogg launched strategic initiatives to enhance cross-disciplinary innovation; developed a partnership with Peking University's Guanghua School of Management in China; and completed a capital campaign that raised a total of US\$365 million. Earlier this year, the school opened Kellogg Global Hub, a 415,000-square-foot lakefront building. Blount, who is also the Nemmers Professor of Management and Organizations at Kellogg, will take a one-year sabbatical before rejoining the Northwestern faculty.



Stephen J. Sacca has become CEO of the Global Business School Network, which partners with business schools, industries, and aid agencies to improve access to management education around the world. Sacca most recently was director of the MIT Sloan Fellows Program at the MIT Sloan School of Management in Cambridge, Massachusetts. He succeeds longtime CEO **Guy Pfeffermann**, who founded GBSN in 2002 while serving as chief economist of the World Bank's International Finance Corporation. Pfeffermann will continue to work as a member of the GBSN Board of Directors. Sacca assumed his new role in September.

Drexel University has named **Paul E. Jensen** interim dean of LeBow College of Business in Philadelphia, Pennsylvania. During his 20-year career at Drexel, Jensen previously served as associate dean of undergraduate and graduate programs at LeBow and interim director of Drexel's Center of Hospitality and Sport Management.

Brock University's Goodman School of Business in St. Catharines, Ontario, welcomes **Andrew**



Sally Blount



Paul E. Jensen



Raj Echambadi



José Milano

Gaudes as its new dean. Gaudes, who began his five-year term July 1, previously was at the University of Regina's Hill and Levene Schools of Business, where he served as dean since 2012.

Maury Peiperl has been named dean of the George Mason University School of Business in Fairfax, Virginia. Peiperl most recently was director of the Cranfield School of Management and pro-vice-chancellor of Cranfield University in England. He assumed his new role at Mason in August.

Northeastern University's D'Amore-McKim School of Business in Boston, Massachusetts, has appointed **Raj Echambadi** to serve as its Dunton Family Dean. Echambadi comes to Northeastern from the University of Illinois at Urbana-Champaign, where he was senior associate dean of strategic innovation and the Alan J. and Joyce D. Baltz Endowed Professor in the College of Business. Echambadi started his new position in August.

French business school KEDGE, which was founded in Bordeaux and Marseille and has campuses on

three continents, has named **José Milano** new director general. Milano has served as KEDGE's deputy director general since 2016 and replaces **Thomas Froehlicher**, who is stepping down to focus on new projects. Milano began his new position September 1.

Ashgar Sabbaghi has been appointed new dean of Roosevelt University's Heller College of Business in Chicago, Illinois. Sabbaghi most recently served as dean of the Graham School of Management at St. Xavier University. His new appointment began July 1.

The University of Delaware in Newark has reappointed **Bruce Weber** as dean of the school's Alfred Lerner College of Business and Economics. Weber, who is in his second five-year term as dean of the Lerner Col-

lege, previously held positions at London Business School, Baruch College, and New York University.

Bryant University in Smithfield, Rhode Island, has appointed **Daniel J. Borgia** as academic dean of Bryant Zhuhai in China. Among the programs that Borgia will oversee is a joint U.S.-China four-year undergraduate business degree, which is taught in English. Borgia has 15 years' experience leading higher education programs for Chinese students.

Sergey Myasoedov has been appointed to the board of directors for AACSB International in Tampa, Florida. Myasoedov is vice-rector of the Russian Presidential Academy and dean of the Institute of Business Studies in Moscow. He will complete the remaining term of former board member **Jean-Michel Blanquer**, who stepped down due to the commitments of his new role as Minister of Education in France.

HONORS AND AWARDS

Franklin Allen has been elected a Fellow of the British Academy. Allen, a professor of finance and

economics at Imperial College Business School in London, was recognized for his research on issues relating to financial crises, corporate finance, and financial innovation.

Jeffrey R. Alves was inducted as a Wilford L. White Fellow at the 62nd Annual International Council for Small Business (ICSB) Conference. Alves was recognized for his commitment to entrepreneurship education; his advocacy for micro-, small-, and medium-sized enterprises; and his leadership in ICSB as past president and board member. Alves is a professor of entrepreneurship and past dean at the Jay S. Sidhu School of Business and Leadership at Wilkes University.

The American Accounting Association has named **Stephen Zeff** as the recipient of its 2017 Lifetime Service Award. Zeff is the Keith Anderson Professor of Accounting at Rice University's Jones Graduate School of Business in Houston, Texas. He was honored for his work in many areas of the field, including service as a visiting professor at universities around the world, editor of AAA's *The Accounting Review* from 1978 to 1983, board member for 15 research journals, author of more than 100 articles, author or editor of 31 books, and advisor within a number of industry associations.

This year, the International Health Economics Association has given its Arrow Award for the best paper in health economics to **Martin Gaynor**, professor of economics and health policy at the interdisciplinary Heinz College at Carnegie Mellon University in Pittsburgh, Pennsylvania; **Carol Propper**, professor of economics at Imperial College Business School in London in the U.K.; and **Stephan Seiler**, associate professor of marketing at the Stanford Graduate School of Business in California. The co-authors were recognized for "Free to Choose? Reform, choice and consideration sets in the English National Health Service (NHS)."

NEW PROGRAMS

Beginning in fall 2017, the **University of Maryland's** Robert H. Smith School of Business in College Park will launch a STEM-certified master of quantitative finance program. The new degree will provide students with the necessary skills to enter fields such as risk management, market regulation, institutional asset management, and hedge fund

management. Students can complete the 36-credit program in nine, 16, or 20 months.

The Tommy and Victoria Baker School of Business at **The Citadel** military college in Charleston, South Carolina, is changing its accounting program from a concentration to an academic major for the bachelor of science degree, beginning fall 2017. Completion of the program, which will include courses in intermediate and advanced financial accounting, commercial law and auditing, and assurance services, will prepare students to sit for the CPA exam in South Carolina and many other states.

In January, the Leavey School of Business at **Santa Clara University** in California will offer the first fully online version of its MBA program. Online students will attend two three-day on-campus residencies that emphasize developing leadership skills and doing business in Silicon Valley. Students also can use a component called the "Silicon Valley Professional Dashboard" to track their progress as they complete courses, plan electives, consult with mentors, and participate in activities such as networking events, company site visits, guest lectures, and pitch competitions.

The **University of Toronto's** Rotman School of Management in Canada has announced a new Global Executive MBA program with a focus on healthcare and life sciences, beginning in 2018. The 18-month program, designed for experienced mid-to-senior-level professionals working in these industries, offers a curriculum that combines core management skills and practical engagement with self-development insights and strategic knowledge. The MBA will be delivered in five modules—three in Toronto, one in the San Francisco Bay area, and one in Singapore.

Florida State University's College of Business in Tallahassee is launching a one-year master of science in business analytics (MS-BA) designed to produce graduates who can manage and leverage big data. Program graduates are expected to secure jobs in industries such as finance, insurance, hospitality, entertainment, and supply chain management. The program is designated as a STEM degree as defined by the U.S. Department of Education, and students will be recruited from STEM-related majors as well as business.

New York University Stern School of Business plans to expand its executive MBA program to include a site in Washington, D.C. The program's D.C. participants will have the option of studying in one of two specialty tracks: finance and analytics or strategy and leadership. The new offering also includes a one-week international residence in a market outside the United States. The inaugural cohort will enroll in August 2018.

COLLABORATIONS

Mannheim Business School in Germany will collaborate with professional soccer club TSG Hoffenheim on numerous projects in research, teaching, and knowledge transfer.

Aston University in the U.K. has entered a ten-year partnership with Keypath Education, a global online program management services provider, to launch new online graduate degrees through Aston University Online and the Aston Business School. Among the first fully online programs to be introduced in the partnership will be Aston's MBA.

The Alfred Lerner College of Business and Economics at the **University of Delaware** in Newark has partnered with the Delaware Financial Education Alliance to launch a trust and wealth management minor. The new minor includes courses on taxation and estate planning.

Five business schools will collaborate to launch M2M, a portfolio of programs that will allow students to complete two master's degrees from two business schools in two different countries over two years. Participating schools include **FGV Escola de Administração de Empresas de São Paulo** (FGV) in Brazil, **HEC Paris** in France, **Hong Kong University of Science and Technology Business School** (HKUST), the Sauder School of Business at the **University of British Columbia** in Canada, and the Yale School of Management at **Yale University** in the United States. The schools are members of the Global Network for Advanced Management, a network of business schools committed to educating global leaders.

GIFTS AND DONATIONS

Saint Joseph's University in Philadelphia, Pennsylvania, has received a US\$50 million gift from insurance professional James J. Maguire and his

wife, Frances. The gift, the largest in the university's history, will go to raise the endowment, expand the Maguire Scholars scholarship program, support other financial aid opportunities, and enhance academic programs. The gift also will establish several endowed funds in support of the school's risk management and insurance program; in recognition, the academy that coordinates the program will be named the Maguire Academy of Risk Management and Insurance. Finally, the gift will support educational leadership programs for teachers in local Catholic and independent schools.

The College of Business at **Iowa State University** in Ames has received a US\$50 million commitment from Debbie and Jerry Ivy. In recognition of the largest-ever commitment to the college, the school will be renamed the Debbie and Jerry Ivy College of Business, making it the first donor-named college at the university. Jerry Ivy, an alum of the school, is president and CEO of Auto-Chlor System; Debbie Ivy is a member of the executive team. The gift will establish an endowed fund that will provide approximately \$2 million annually for the business school. Most immediately, the gift will build momentum in several of the school's key priorities, including an entrepreneurship initiative, an existing supply chain management program, and a new business analytics program.

Sanjay Shah has committed US\$5 million to **Lehigh University's** College of Business and Economics in Bethlehem, Pennsylvania. The donation will be used to enhance executive education and strengthen connections between the college and industry. Shah, an alum, is founder and CEO of software company Vistex. His gift inspires the name of the new Vistex Institute for Executive Learning and Research, which will be led by David E. Welsh.

Nobel laureate Harry Markowitz, a longtime adjunct professor at the Rady School of Management at the **University of California San Diego**, has committed US\$4 million to establish the Barbara and Harry Markowitz Endowed Fellowship to support Rady students through the Markowitz Fellows Program. The fellowship is awarded to outstanding students in decision sciences, including math, finance, and operations research. Markowitz also will donate his prestigious medals, including a Nobel Prize in economics awarded to him in 1990.

Ernst & Young LLP has given a US\$1 million gift to the Eli Broad College of Business at **Michigan State University** in East Lansing to establish the EY Analytics Collaboratory, a virtual-learning platform. The gift will support the development of live cases and customized course materials, as well as a cloud-based virtual learning infrastructure. EY's analytics and infrastructure development professionals will work alongside the Broad College to build the collaboratory, which the school tentatively plans to open for enrollment in fall 2018.

Gail Kelly, former chief executive officer of the Westpac Group, has donated AUD\$1 million to the **University of South Wales** Business School in Sydney, Australia, to support an international exchange program with the **University of Cape Town's** Faculty of Commerce in South Africa. The donation will fund two annual scholarships.

FACILITIES


In September, **Michigan State University's** Broad College of Business hosted a groundbreaking ceremony for its Business College Pavilion, a new facility that will be built on the campus in East Lansing. The US\$60 million, 100,000-square-foot space will house an Entrepreneurship Lab, a shared graduate and undergraduate career management center, and an open-air atrium. It will be designed to foster collaboration and teamwork through dedicated team rooms, customizable classrooms, and student lounges, and its construction will emphasize sustainability and energy efficiency. The building is expected to be completed by fall 2019.

OTHER NEWS

The **CFP Board Center for Financial Planning** is launching *Financial Planning Review*, a double-blind, peer-reviewed academic journal

that will be published quarterly by John Wiley & Sons beginning in mid-2018. Its topics will include financial planning, portfolio choice, behavioral finance, household finance, psychology and decision making, and consumer finance and regulation.

Emerald Publishing in the U.K. has acquired three journals from U.S. publisher PrAcademics Press for 2018 publication: *Journal of Public Budgeting, Accounting & Financial Management*, *Journal of Public Procurement*, and *International Journal of Organization Theory & Behavior*.

OpenStax, a nonprofit that provides free textbooks to nearly 1.5 million college students every year, is partnering with the Open Textbooks initiative of Open University in the U.K. to bring its textbooks to the United Kingdom. OpenStax is based at Rice University in Houston, Texas. 



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The Bryan School of Business and Economics at the University of North Carolina at Greensboro invites applications, expressions of interest, and nominations for the following positions:

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For more information or to apply, interested individuals should send application materials electronically to our website: <https://jobsearch.uncg.edu>. Screening of applications will continue until the positions are filled.

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CONTROLLING FOR BIAS

Bentley University has made structural changes to its hiring process that faculty hope will reduce unconscious bias and lead to more diverse hires, says Bentley's Katie Lampley. "We know our brains," she says. "As much as we'd like to believe that we're fully in control of the decisions we make, we aren't."

READ "SHOULD B-SCHOOLS BE 'HIRING BLIND'?" ON PAGE 30.



The portion of board seats held by women globally, according to a 2017 Deloitte report. This is true "despite reports of women making a greater impact at the top levels of industry," says Diane Morgan, formerly of Imperial College Business School.

SEE "WOMEN AS LEADERS" ON PAGE 54.

PLEDGE FOR THE PLANET

"The MBA curriculum must say: 'We have only one planet on which to live. Let's cultivate it together,'" writes Satinder Dhiman of Woodbury University.

▶ READ "A NEW CREDO FOR BUSINESS EDUCATION: SUSTAINABILITY MATTERS" IN THE YOUR TURN SECTION OF BIZED.AACSB.EDU.

57,119



of undergraduate accounting degrees awarded in the U.S. in 2015–2016.

SEE "ACCOUNTING FOR UNDERGRADS" ON PAGE 15.

US\$7 MILLION

The average annual budget of university-based sustainability institutes, according to a University of Michigan report. Institutes reported strong relationships as their next biggest asset.

SEE "WHAT SUSTAINS SUSTAINABILITY INSTITUTES" ON PAGE 14.

53%

The portion of investment capital in the U.S. that went to companies in California in 2016. Thirteen percent went to businesses in New York, and 10 percent went to those in Massachusetts.

SEE "INVESTING IN AMERICAN ENTREPRENEURSHIP" ON PAGE 12.

MINORITY SUPPORT

The BRIDGE program at Drexel University recreates a sense of family structure for underrepresented students, which so far has resulted in a 90 percent on-time graduation rate for participants, says program director Brian Ellis. The "secret sauce," he says, is "identifying someone [to] be a support system and to offer guidance."

READ "ONE BIG FAMILY" ON PAGE 56.

INCOMPLETELY INCLUSIVE

"When you hyperemphasize one demographic, you will likely marginalize others," says Brent Smith of Saint Joseph's University.

READ "BREAKING THROUGH BIAS" ON PAGE 18.

FEWER THAN 100

That's how many business cases from Harvard Business School feature black protagonists. Steven Rogers of HBS has written 14 new case studies that focus largely on African American entrepreneurs.

SEE "UNDERSTANDING IDENTITY" ON PAGE 38.



COUNT DOWN

"I did a count today of the women in my class and it was 30 percent—which is still very low," says Karlene Cousins of Florida International University. "So, yes, we're in an environment that supports diversity, but there's so much more to be done."

READ "TALKING THE TALK" ON PAGE 48.

SUCCESS AFTER 3 YEARS OF SETBACKS: THE STRUGGLES OF LAUNCHING AN ONLINE MBA PROGRAM



The Fox School of Business launched its Online MBA program fast and early in 2009, as a test, and has rapidly evolved the program each year. While we didn't meet our numbers immediately, we learned a lot. For example, we used to place students into cohorts, but over time we realized that the format wasn't appropriate for online students, who prefer flexibility.

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