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BizEd

AACSB INTERNATIONAL MARCH | APRIL 2020



INCLUSIVE CULTURES

EDUCATORS FROM ACROSS THE
INDUSTRY DESCRIBE THE MANY PATHS
THEIR SCHOOLS ARE TAKING TO
ENRICH CAMPUS DIVERSITY **P. 18**



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Changing Minds

THE ACADEMY OF Motion Picture Arts and Sciences found itself the target of widespread criticism in January, when its list of Oscar nominees included no women in the Best Director category and only one person of color in the acting categories. This happened even after, in 2015, activist April Reign created the *#OscarsSoWhite* hashtag on Twitter, launching an industry-wide conversation. The Academy vowed to change—and of the 212 nominees for films made in 2018, 15 were people of color. It was small but measurable progress.

But here we are again. Reign, for one, said that the latest nominations did not surprise her—after all, 84 percent of the voters who determine the nominations are white, and 60 percent are male. “We all bring our own lens and our own experiences to our entertainment consumption,” Reign writes in a January 15, 2020, op-ed for *Variety*. With so much talent going unnoticed, she adds, “we need to take a closer examination of who the Academy membership is, what the voting process is and see where we can make systemic change.”

It would be too easy to castigate the Academy for its lack of diversity—except that *#OscarsSoWhite* reflects what’s happening across business and academia. Women and minorities are still underrepresented, especially among top leadership. Even as organizations spend billions on diversity initiatives, *Time* magazine points out, “studies suggest that these initiatives can actually make matters worse by triggering racial resentment.”

So, what stands in the way of progress? We’ve dedicated most of this issue to that question. We hear from educators at Villanova University, Coventry University, Central Michigan University, and Universidad de los Andes, who detail their efforts to create cultures more inclusive to underrepresented minorities, women, LGBTQ+ individuals, and members of tribal nations.

In “Creating a Sense of Belonging,” Villanova’s Joyce Russell points to the importance of gathering data to define the problem. “Someone might say, ‘We have plenty of women in this department!’ when actually there are just a few,” she says. “If we don’t know where we are, we don’t know where we’re going.” And among the interviews we share under the title “Diverse Voices, Personal Stories,” the University of Derby’s Kamil Omoteso holds that progress isn’t possible unless and until organizations take steps to remove barriers such as a lack of mentorship, a lack of role models, and the perception that it’s too “risky” to hire underrepresented minorities.

Among the ideas shared in this issue, our contributors highlight one strategy above all others: celebrating human difference. Diversity is meaningless, they argue, unless people feel that their differences are welcomed and valued.

Could a willingness to celebrate difference be the key to creating inclusive cultures once and for all? It certainly could. Imagine if Academy voters were more representative of society—if they were more attuned to seeking out perspectives different from their own. They’d be more likely to recognize talent outside their experience, relegating *#OscarsSoWhite* to history. It’s a mindset that, broadly applied, could finally make inequality a thing of the past.

A handwritten signature in black ink that reads "Tricia Bisoux". The script is fluid and cursive.

Tricia Bisoux
Co-Editor



(From left to right:) Martina Donlon, Chief, Sustainable Development, United Nations Department of Global Communications; David Steingard, Ph.D., Director, SDG Dashboard, Saint Joseph's University, Haub School of Business; Ann Rosenberg, Senior Vice President for United Nations Partnerships at SAP & Global Head of SAP Next-Gen and SAP University Alliances, SAP Next-Gen and Mette Morsing, Senior Advisor, United Nations Global Compact

Creating Global Solutions

Saint Joseph's University Associate Professor David Steingard, Ph.D., director of the SDG Dashboard, recently participated on a United Nations Global Compact panel during the 2020 World Economic Forum in Davos. Alongside representatives from SAP Next-Gen and the U.N. Principles for Responsible Management Education, he discussed integration of the U.N. Sustainable Development Goals (SDGs) into higher education.

The SDG Dashboard, developed by a team of faculty and students at the Haub School of Business, is a collaborative data analytics platform that reports best SDG impact practices of business schools and universities across the globe.

Learn more at sju.edu/SDGs.



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AACSB events

CONFERENCES

MARCH 19–21

Assessment & Impact Conference
(#AACSBassessment)
Houston, Texas

APRIL 26–28

International Conference
& Annual Meeting (see inset photo)

MAY 13–15

Graduate Curriculum Conference
(#AACSBcurriculum)
Indianapolis, Indiana

JUNE 1–3

Annual Accreditation Conference:
Asia Pacific (#AACSBap)
Singapore

JUNE 17–19

Annual Accreditation Conference:
Europe, Middle East & Africa
(#AACSBemea)
Oslo, Norway

JUNE 22–23

Co-Lab: Connecting Industry
with Business Schools
(#AACSBcolab)
Boston, Massachusetts

SEMINARS

MARCH 18–19 & 22–23

Assurance of Learning I &
Assurance of Learning II
Houston, Texas

MARCH 30–31 & APRIL 1–2

Assurance of Learning I &
Assurance of Learning II
Birmingham, England

MARCH 30–31 & APRIL 1–2

Assurance of Learning I &
Assurance of Learning II
Cartagena, Colombia

APRIL 21–22

Assurance of Learning I
Istanbul, Turkey

APRIL 23–25

New Deans
Denver, Colorado

APRIL 24–25

New Associate Deans
Denver, Colorado

MAY 12–13

Department Chairs
Indianapolis, Indiana

MAY 19–20

Data Analytics Summit
Los Angeles, California

MAY 27–28

Assurance of Learning I
Lyon, France

MAY 29

Continuous Improvement Review
Lyon, France

JUNE 1–2 & 4–5

Assurance of Learning I &
Assurance of Learning II
Tampa, Florida

JUNE 4

Faculty Standards &
Tables Workshop
Singapore

JUNE 8–9

Lessons for Aspiring Deans
Tampa, Florida

JUNE 15–16

Business Accreditation
Oslo, Norway

APRIL 26–28 Denver, Colorado

International Conference & Annual Meeting (#ICAM20)

Inspired by Denver's "mile-high" location, ICAM 2020 invites attendees to "elevate their perspectives" as they explore topics such as the social impact of business schools, emerging technology in curricula, and lifelong learning. AACSB-member schools also will vote on whether to approve the association's proposed 2020 Business Accreditation Standards. The New Deans Seminar and Seminar for New Associate Deans precede the conference (see dates below).

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

JUNE 15–16

Business Accreditation
Tampa, Florida

JUNE 15–16 & 17

Assurance of Learning I &
Assurance of Learning II
Singapore

JUNE 17

Accounting Accreditation
Tampa, Florida

JUNE 18

Continuous Improvement Review
Tampa, Florida

JUNE 18

Engagement, Innovation & Impact
Singapore

JUNE 19

Continuous Improvement Review
Singapore

JUNE 19

Faculty Standards & Tables Workshop
Oslo, Norway

DATES AVAILABLE

Host seminars on your campus on an existing AACSB seminar topic.
www.aacsb.edu/events/on-campus

other events

APRIL 1–3

BALAS Annual
Conference
Bogotá, Colombia
balas.org/BALAS2020

APRIL 16–17

EUA Annual Conference
Gdańsk, Poland
www.eua.eu/events

MAY 20–22

Baltic Management
Development Association
Annual Conference
Tallinn, Estonia
www.bmda.net

JUNE 7–9

EFMD Annual Conference
Lyon, France
efmdglobal.org

JUNE 8–11

AALHE Conference
New Orleans, Louisiana
www.aalhe.org



Insurance + Technology

Saint Joseph's Maguire Academy of Insurance and Risk Management

held its third “InsurTech Symposium” on January 30, bringing together 100 practitioners and experts for sessions on analytics, start-ups and digital transformation. The symposium provided continuing education credit hours for insurance professionals and connected them to thought-leaders within the industry — including Haub School students and faculty.

Technology, and analytics specifically, is a key aspect of Haub School of Business’ Risk Management and Insurance major — a program consistently recognized as one of the top in the country. Over 50 students attended the InsurTech Symposium and at least five will graduate this May with the Institute’s Insurance Data Analytics (AIDA) designation.

To learn more about the program, visit [sju.edu/insurance](https://www.sju.edu/insurance).



The Inequality Of Networks

HOW OFTEN DO SOCIAL CONTACTS LEAD TO EMPLOYMENT? IT DEPENDS ON YOUR RACE.

WHEN IT COMES to landing that perfect job, it's often about "who you know." But in a recently published study, two sociologists suggest that, when it comes to taking advantage of social networks, black job seekers and white job seekers don't reap the same benefits.

David S. Pedulla of Stanford University in California and the late Devah Pager of Harvard University in Cambridge, Massachusetts, examined survey data that tracked 2,060 job seekers in the U.S. over 18 months—of these individuals, 1,617 were non-Hispanic white or black. Job seekers reported how many applications they sent out, how they heard about job openings (including whether it was through someone in their personal networks or someone they knew at the organization), and whether they received job offers.

Pedulla and Pager discovered that, while similar numbers of black and white job seekers reported learning of open positions through their social networks, the applications of white job seekers were more likely to result in job offers. "The positive returns to network search are nearly twice the size for white respondents as they are for black respondents," write the co-authors. "African American job seekers would need to utilize roughly twice as many network contacts as white job seekers to accrue the same labor market benefit."

The study suggests two potential sources of this disparity: network placement and network mobilization. That is, people in the networks of black individuals might not be as strategically positioned or have as many applicable resources as those in the networks of white individuals. The researchers estimate that these two factors could explain approximately one-fifth of the black-white disparity in job offers that result from social networking.

The researchers mention other factors that could affect outcomes—for instance, people in a black job seeker's network might be less likely to mobilize their resources if they suspect that potential employers discriminate based on race.

"Our findings point to the subtle processes at play in the perpetuation of racial labor market stratification," the co-authors write. "Racial discrimination in hiring and other aspects of the employment process remain strong and persistent, but interventions that target these more subtle dynamics may also be important for reducing racial labor market inequalities."

► **"Race and Networks in the Job Search Process" was first published online November 7, 2019, in the *American Sociological Review*. Download the paper at www.asanet.org/race-and-networks-job-search-process.**

ACHIEVING DIVERSITY IN EU SCHOOLS

The European University Association (EUA) has published a report about the diversity and inclusion efforts of 159 higher education institutions from 36 European systems. EUA conducted the survey to build a knowledge base about the institutional approaches, success factors, and challenges currently found at European institutions of higher learning.

Support from the top is critical, according to the report. Seventy-six percent of respondents say leadership commitment is one of the top three factors contributing to the success of diversity strategies. Other important factors include the direct involvement of targeted groups and universitywide support.

The report reveals that university leaders increasingly understand that diversity enhances both research and education. They recognize that teachers, researchers, and administrators all must support the university's many different initiatives. Only then can

their schools connect the dots among all of them.

These initiatives vary widely by institution. For instance, Dublin City University in Ireland has created the DCU in the Community outreach center with the goal of bringing to campus people who have never engaged with higher education before. Vilnius University in Lithuania has a coordinator who arranges customized accommodations to help students with disabilities complete their programs.

Universities that want to maintain excellence must “be able to attract talent at all levels, and in a globalized world, this means being open to diversity,” says EUA president Michael Murphy. “Our report presents key evidence about how universities can and do promote diversity, equity, and inclusion.”

▶ [Find the full report at eua.eu/resources/publications.](http://eua.eu/resources/publications)



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Winning Over the Unbanked

APPROXIMATELY 1.7 BILLION adults—25 percent of the world’s population—lack access to basic financial services, according to Global Findex, a report on the world’s banking habits. In a recent paper, two professors at ESPAE Graduate School of Management in Guayaquil, Ecuador, explore the transformative impact of financial services (FS) on happiness and well-being among unbanked populations.

According to co-authors Juan Carlos Bustamante and Adriana Amaya, two primary obstacles prevent the unbanked from using FS: a distrust in financial systems and a lack of knowledge about how these systems work. With this in mind, the co-authors argue, FS provid-

ers could encourage more low-income individuals to take advantage of their services by taking three steps: opening locations in close proximity to disadvantaged neighborhoods, designing tailored educational messages about using the features of FS, and clearly communicating the benefits of FS.

“It may be not enough for storekeepers to simply express positive messages,” write Bustamante and Amaya. “It is also important to be attentive to the way customers process the messages.”

To learn more about the real-world impact of such strategies, the co-authors surveyed customers of Neighbor Bank (NB), whose locations serve residents living in rural or isolated areas of Ecua-

dor where traditional financial services are often not offered. NB was created to introduce residents of these areas to formal banking services on behalf of Banco Guayaquil, a large FS firm. NB storefronts are run by “small entrepreneurs who act as storekeepers and ‘neighbor bankers’” who assist customers, answer questions, and respond to any misgivings customers might have about using the services, the co-authors explain.

Of 312 respondents to the survey, more than 64 percent earned incomes of US\$200 to \$350 per month, which falls below Ecuador’s nearly \$400 monthly minimum wage. All respondents were asked to rate the extent to which they agreed or disagreed with statements in three categories: customer support (“The shopkeeper is respectful toward me”), customer participation (“I have more control over my personal finances”), and customer well-being (“Using NB makes me happy”).

The researchers found that customers were largely satisfied with the support they received from NB storekeepers, and as a result, reported an increased trust in and use of the services. Overall, customers also reported feeling more in control of their finances and experiencing a greater sense of well-being.

If governments want to lower poverty rates and improve quality of life for low-income populations, argue Bustamante and Amaya, they should create services tailored to the needs of unbanked individuals and collaborate with service providers to create home-grown approaches designed to build trust in FS. By increasing customer participation in FS, the co-authors write, policymakers “could foster financial inclusion and well-being in vulnerable population users in developing countries.”

“A Transformative Perspective of Financial Services for the Unbanked” was published online ahead of print December 20, 2019, in the *Journal of Services Marketing*.

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Top 10 Programs

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- #6** Real Estate Program (undergraduate)
- #9** Online master's degrees in Management Information Systems (MS-MIS) and Risk Management and Insurance (MS-RMI)

Top 25 Programs

- #18** Accounting Program (undergraduate)
- #18** Online MBA for veterans
- #20** Management Program (undergraduate)
- #22** Online MBA
- #22** Master of Science in Finance (MSF)



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Working the Wage Gap

WOMEN NEED NINE years of experience to reach the wage level that men anticipate receiving upon graduation, according to a new paper. Not only that, males expect to earn an average salary of €49,000 (approximately US\$54,114) after nine years' experience, whereas the maximum average annual wage that women ever expect to earn is €51,000 (US\$56,322).

The paper was authored by Lukas Kiessling of the Max Planck Institute for Research on Collective Goods in Bonn, Germany, and the University of Bonn; Pia Pinger of the University of Cologne in Germany; and Philipp Seegers and Jan Bergerhoff, both of Maastricht University in the Netherlands. They based their paper on a study of 15,348 students and 1,155 graduates.

The researchers found that most women expect to earn less than their male counterparts. The finding leads the researchers to speculate that because women expect lower wages, they leave little scope for negotiation and receive lower offers, whereas men enter negotiations expecting higher salary offers.

Pinger proposes that offering negotiation training could possibly be a more effective way to reduce the gender wage gap than policies that encourage women to enter male-dominated fields.

► **"Gender Differences in Wage Expectations: Sorting, Children, and Negotiation Styles" was published online in August 2019 as part of a Discussion Paper Series from the IZA Institute of Labor Economics. To download the article, visit ftp.iza.org/dp12522.pdf.**



MORE WOMEN TAKE A SEAT

The year 2019 was a good one for gender diversity—at least where women's representation on corporate boards was concerned, according to the 2019 Gender Diversity Index. The report, released annually over the last ten years, is compiled by 2020 Women on Boards (2020WOB). The organization examines data from the Russell 3000 Index (R3000), which tracks the 3,000 largest publicly held U.S. companies.

2020WOB's analysis reveals that last year women filled a record-high percentage of corporate board seats at R3000 companies. Moreover, the number of companies where at least 20 percent of seats are held by women—which 2020WOB refers to as Winning companies—increased by 9 percent. The organization also found that 64 percent of companies that added women directors did so by increasing the size of their boards. Here are other highlights from the report:

	2019	2018
R3000 board seats filled by women	20.4%	17.7%
Percent of R3000 companies that are Winning companies	52%	43%
Number of U.S. states with at least 20 Winning companies	26	4
Number of R3000 companies with 0 women directors	311	497

From 2018 to 2019:
Women gained a net **811** seats
Men lost a net **358** seats

41% of firms have 0 women directors

California saw the biggest jump in the number of Winning companies—236 in 2019, compared to 168 in 2018. 2020WOB speculates that this gain could be "the direct result of the historic legislation requiring companies in the state to diversify their boards." Nevada saw the biggest increase in the percentage of seats held by women, moving up to 20.6 percent in 2019 from 14.9 percent in 2018.

Last year's gains promise to continue into 2020, says Stephanie Sonnabend, 2020WOB's co-founder. "Educational and advocacy programs are having an extremely positive effect on corporate boards and their succession planning," she notes. "Thousands of women are learning ... how to navigate their own careers toward corporate boards."

► **Read the 2019 Gender Diversity Index at 2020wob.com/educate2/#ourReport.**

CEOs and Climate Change

Why have the world's corporations done little to tackle the climate crisis? Perhaps because they have no monetary incentive to do so. According to new research from the Vlerick Business School in Belgium, only 6 percent of CEOs in the U.K. have bonuses tied to key performance indicators (KPIs) that focus on the environment, and fewer than 1 percent are offered long-term incentives in this area.

This was one finding of a recent study that examined the pay levels, habits, and incentives of CEOs and CFOs at 899 major European companies. The main focus was on the STOXX 600—a stock index of the 600 largest firms across European countries, including 159 U.K. firms. The research was produced by Xavier Baeten, a professor in reward and sustainability at Vlerick Business School and director of the school's Executive Remuneration Research Centre; and researcher Bettina De Ruycck.

Baeten and De Ruycck found that for U.K. CEOs, both short-term and long-term incentives focus less on environmental issues and more on income, revenue and profit, employees, customers, safety, innovation, and shareholder return. And this distribution of incen-

tives holds true even though, as Baeten notes, most CEOs "now understand how their practices are impacting the environment and are actively looking to implement initiatives that focus on being more environmentally friendly."

Baeten suggests that firms should consider exactly how climate change will affect them and develop sustainability strategies that align with their business goals. "Then these firms can select the relevant KPIs to include in CEOs' remuneration."

▶ To learn more, visit www.vlerick.com/en/research-and-faculty/research-in-action/executive-remuneration-research-centre.



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Designing Anti-Racist Admissions

OVER THE LAST 20 years, affirmative action policies adopted by several U.S. universities in their admissions have been challenged, either by voters or in the U.S. Supreme Court, as promoting “reverse discrimination” against white and Asian students.

What happens when these challenges succeed? In states where affirmative action has been banned, universities often struggle to maintain diversity. For example, enrollment of black students at the University of California at Berkeley dropped from 8 percent in 1990, the year California instituted its affirmative action ban, to 2 percent in 2015. These statistics are cited in “Even with Affirmative Action, Blacks and Hispanics Are More Underrepresented at Top Colleges Than 35 Years Ago,” an article published August 24, 2017, in *The New York Times*.

Such outcomes have inspired a new report from The Education Trust, which argues in favor of keeping race-conscious admission policies in place. Headquartered in Washington, D.C., the nonprofit is dedicated to closing “opportunity gaps that disproportionately affect students of color and students from low-income families.”

Released in January, the report outlines three reasons that race-conscious policies are essential to eliminating racial disparity in higher education in the U.S. First, these policies counteract practices that have historically excluded underrepresented minorities. Second, racial inequality persists largely *because* race-conscious policies have been banned. Finally, proxies for race—such as income and geography—often produce little or no increase in students’ racial diversity.

The report cites several reasons why alternative strategies don’t work. For one, 46.2 percent of black undergraduates gravitate to community and

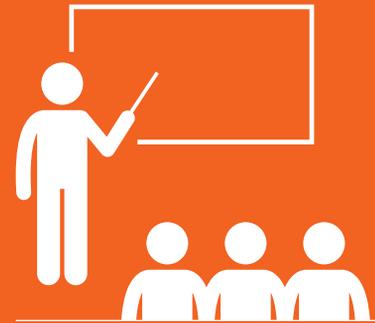
for-profit colleges, compared to just 35.4 percent of white undergraduates. In addition, the report points out, “White students from high [socioeconomic status] backgrounds are nearly 2.8 times more likely to attend selective colleges than Black students from similar socioeconomic backgrounds.”

Persistent gaps also exist in completion rates and upward mobility. White students are up to 17 percent more likely to graduate than black students from similar economic backgrounds. Moreover, only 27 percent of black children from low-income backgrounds rise to the top 40 percent of adult earners, compared to 46 percent of white children from similar backgrounds.

The report outlines ten strategies to counteract racial inequality. For example, its authors recommend that schools adopt affirmative action and holistic approaches in their admissions. They call for schools to focus more on grade point averages and less on merit-based criteria such as Advanced Placement courses, which are unavailable to students at many underresourced high schools. They also suggest that federal and state governments invest more in historically black colleges and universities, tribal colleges, and other minority-serving institutions.

“A true antiracist agenda must focus on aspects of a postsecondary education outside of just access and completion,” the authors conclude. “[Do] the faculty and staff reflect our diverse nation? Is the campus environment safe, welcoming, and affirming for students of color? ... These are the type of questions racial justice advocates should adopt as key organizational priorities.”

► **Find the report “Hard Truths: Why Only Race-Conscious Policies Can Fix Racism in Higher Education” at edtrust.org/resource/hard-truths.**



RATIO OF STUDENTS TO PROFESSORS OF THE SAME RACE IN THE U.S.:

16:1 for white students
49:1 for black students
89:1 for Latino students

Source: National Center for Education Statistics

US\$1,000 per year

State governments spend this much more, per capita, on white students than on black and Latino students at U.S. public colleges.

Source: Center for American Progress

MEDIAN HOUSEHOLD NET WORTH

US\$70,219
 Black adults with college degrees



US\$82,968
 White adults without high school diplomas



Source: Samuel Dubois Cook Center on Social Equity, Duke University

THE ECONOMICS OF HEALTH INNOVATION

AS MEDICAL RESEARCHERS develop effective treatments for once-fatal diseases, what happens when new treatments allow patients to live years longer than expected?

Many turn their lives around in dramatic fashion, according to a multidisciplinary team of scholars. The team includes Nicholas Papageorge of the department of economics at Johns Hopkins University in Baltimore, Maryland; Gwyn Pauley of the department of economics at the University of Wisconsin–Madison; Mardge Cohen, a physician at Rush University and Stroger Hospital in Chicago, Illinois; Tracey E. Wilson of the department of community health sciences at the SUNY Downstate Health Sciences University School of Public Health in Brooklyn, New York; and Barton H. Hamilton and Robert A. Pollak, both professors of economics at the Olin Business School at Washington University in St. Louis, Missouri.

The researchers analyzed data from the Women’s Intra-Agency HIV Study, an ongoing longitudinal study that began in 1994. They focused on asymptomatic women infected with the human immunodeficiency virus who had recently begun a new treatment called Highly Active Anti-Retroviral Therapy (HAART). HAART has reduced mortality rates among those infected with HIV by 80 percent.

Most women in the sample earned lower incomes and had less education than average U.S. women, and they were disproportionately affected by HIV. After HAART, the expectation of potentially living 30 years longer motivated these women to make significant changes to their lives—drug use decreased by 15 percent to 20 percent and incidents of domestic abuse dropped by 15 percent. These women “took this second chance and ran with it,” says Papageorge. The economic impact can be significant: In the U.S., medical costs associated with domestic violence alone are estimated to be US\$5.8 billion.

New medical treatments are likely to dramatically affect the decisions people make, says Hamilton. “In economics, we don’t have too many situations where we can study such a big shock.”

► [Read “Health, Human Capital and Domestic Violence” at www.nber.org/papers/w22887.pdf. The paper is forthcoming in the *Journal of Human Resources*.](http://www.nber.org/papers/w22887.pdf)



Clayton Christensen

Innovative Thinker

On January 23, the business community lost Clayton Christensen to leukemia at the age of 67. In his 1997 book *The Innovator’s Dilemma*, the Rhodes Scholar and Harvard Business School professor introduced his theory of disruptive innovation, which held that even the most established incumbents can be overturned by upstart firms that target new markets with disruptive technologies. This theory would come to define the next two decades of business thought and practice.

In his keynote at AACSB International’s 2006 Deans Conference in San Diego, California, Christensen presented four traps that can catch and kill high-potential disruptive ideas: assigning responsibility to an incapable organization, using the wrong process for developing strategy, funding it with bad money, or assigning responsibility to people with the wrong skills.

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At the same conference, Christensen applied his theory of disruption to business education. Business schools, he argued, would be transformed not as much by “low-end disruptors” such as evening and weekend MBAs as by “new market disruptors” such as in-house corporate training programs. And it was already happening, he said, noting that “applications to MBA programs are down 30 percent from the late 1990s.”

In the years since Christensen made these statements, many notable MBA programs have disappeared, falling victim not only to corporate training programs, but also to nontraditional shorter-format options such as stackable credentials.

In a commentary that appeared in *BizEd*’s May/June 2008 issue, Christensen pointed out that “this shift in the management education market began even while things were brightest for business schools.” The tactics that had worked to keep business schools on top for so long, he emphasized, were losing efficacy against new competitors and for emerging markets.

One day, he noted, “people will ask the same question about MBA programs that their professors taught them to ask about successful companies that ultimately failed: Why didn’t they see the wave coming?”

The Innovator’s DNA, which Christensen wrote with Jeff Dyer and Hal Gregersen in 2011, notes that innovation—done right—is the lifeblood of 21st-century organizations. “Imagine how competitive your company will be ten years from now without innovators,” they write. “Clearly your company would not survive.”

► [Read Christensen’s exploration of how b-schools can recognize and respond to disruption in their industry at bized.aacsb.edu/articles/2008/05/the-future-is-now.](http://bized.aacsb.edu/articles/2008/05/the-future-is-now)



Attendees at AACSB's Diversity & Inclusion Summit identify the obstacles they've faced—and the successes they've achieved—in creating more diverse and inclusive campus communities.

DRIVEN BY DIFFERENCE

DIVERSITY PROFESSIONALS WANT their organizations to view diversity, equity, and inclusion (DEI) initiatives not just as boxes to check off their to-do lists, but as integral, beneficial, and necessary parts of their strategic plans. That was a sentiment shared by attendees at AACSB International's Diversity & Inclusion Summit held in New Orleans, Louisiana, in November 2019.

For business schools to achieve their DEI objectives, attendees agreed, they need to set distinct benchmarks for success, measure progress, and convince their stakeholders to view diversity as a priority. The biggest obstacle? Getting those stakeholders to acknowledge that a problem exists—and that they have the ability to solve it.

BY TRICIA BISOUX ILLUSTRATIONS BY MIKE AUSTIN

SET GOALS, MEASURE PROGRESS

David Porter kicked off the summit with a presentation on what business schools can learn about DEI from industry.

Porter—who assumed the role of chief diversity, equity, and inclusion officer at the Haas School of Business at the University of California, Berkeley, in August 2019—noted that organizations that are successful at creating diverse and inclusive cultures are the ones that set clear targets and measure their progress toward achieving them. “If you don’t have particular goals and objectives, how

does your team know where it should be going, what it should be working on, how it should prioritize this issue versus any other issues?” Porter asked.

Another factor that hinders diversity? Many people are simply unaware of how much they are affected by their own personal biases. In fact, some faculty might not believe their schools lack diversity at all. Therefore, raising awareness of the problem is No. 1 on the agenda of many diversity professionals—and, for some schools, one of the best ways to raise awareness is to collect and

share data on the problem. This not only allows academic leaders to quantify the number of underrepresented minorities on campus, but also highlights any discrepancies between stakeholder perceptions of campus diversity and reality.

In a presentation on “building inclusion with an assessment-based approach,” educators from the University of Utah in Salt Lake City described how the Eccles School of Business recently gathered data using the Intercultural Development Inventory (IDI), an online survey developed by intercultural

Diverse Voices, Personal Stories

Business schools worldwide are adopting initiatives designed to make everyone in their communities feel welcomed and supported. At some universities, these efforts are led by faculty and administrators who are themselves members of underrepresented groups. At other schools, institutional policies and behaviors have only served to isolate minority professors and students even more. *BizEd* asked four academic leaders how they have worked for equality, acted as role models, and overcome the challenges minorities often face in academic environments. Here and in the features that follow, we share their insights on what strategies they have found to be most successful in promoting true diversity, equity, and inclusion in higher education—and what more still needs to be done.

‘Our Right to Exist’



Last summer, when Carma Claw became an assistant professor of management at Fort Lewis College in Durango, Colorado, she was the first Diné, or Navajo, citizen to be a doctorally qualified business professor at an AACSB-accredited business school, according to the college. She earned her doctorate as part of The PhD Project, which is dedicated to attracting underrepresented minorities to business doctorate programs. Last November, she presented at AACSB’s Diversity and Inclusion Summit, and she further describes her path to academia below.

After earning your MBA at New Mexico State University, you worked for 17 years in the defense sector before deciding to pursue your PhD at NMSU. How welcome did you feel in your doctoral program, given your perspective as a Diné citizen and the type of research you wanted to pursue?

As I was looking at doctoral programs, I visited campuses when I traveled for my job—well-known institutions with high percentages of native populations. But I didn’t feel those campuses were welcoming—perhaps based on the people I spoke with. After several years, I found Joe Gladstone, then an assistant professor at New Mexico State who was studying Native American enterprises. Joe had found mentors, so I knew there would be professors there to support me. When I made my campus visit, the dean at the time was also very excited and supportive. I felt he was authentic when he talked about this avenue of research.

From the late 1800s to the 1970s, the U.S. government forced many Native American parents to send their children to boarding schools to receive a Western education. You have described how your great-grandparents refused to send your grandmother to these schools. How did their resistance affect your own education?

In the late 1800s, the Navajos were being rounded up and sent off to concentration camps. When they were released, the government decided, “If we cannot exterminate them, let’s assimilate them.” But my great-grandfather decided to protect his children from these schools, which he viewed as another way to extinguish the Navajo existence. Because of that decision, my grandmother was able to pass our philosophy to my mother.

competence expert Mitchell Hammer. The IDI shows people where they fall on the spectrum of “diversity proficiency,” which identifies five mindsets: denial, polarization, minimization, acceptance, and adaptation.

The Eccles School asked incoming freshmen and transfer students accepted to its Business Scholars program to complete the IDI. Faculty then used the results as a basis for a workshop where students discovered their unconscious biases and honed their ability to navigate difference.

Administrators had assumed students were coming to the school with “minimization” mindsets, in which they supported the need for greater diversity, but lacked a deep understanding of what appreciating difference truly means. The IDI results, however, showed that incoming students, on average, still possessed polarization mindsets, in which they were defensive about their views of the world.

“Many of our students were coming into discussions with an ‘us versus them’ mindset,” said Victoria Cabal, director of

the school’s Office for Student Inclusion. “It was an interesting piece of information for us [to have] to understand what was happening in our classrooms.”

Attendees agreed that when people don’t recognize the problem, they will be reluctant to fix it. And when barriers to diversity aren’t just unintentional, but sometimes invisible, data can help DEI professionals make a more compelling case for change. As one attendee noted, “We have to figure out what is that core vision that’s compelling enough that it can bring folks together.”

Eventually, Navajo leadership decided that we would have to adapt to the changing environment we were living in if we were to be able to fight for our right to exist. We would have to incorporate some Western education without losing who we are. So, when I went to college, my mother told me, “Don’t forget your language. Don’t forget who you are as a Navajo.” She told me to use Western education as a tool, not as a replacement for my Navajo education.

You have noted that many business schools view your research on enterprises operating within tribal cultures as too “niche” to support. What is lost when such research is overlooked?

Culturally specific business research related to indigenous cultures already exists, it’s just rarely recognized. I remember studying the idea of reciprocity—the theory of social exchange—in my first organizational behavior seminar. I thought, “This sounds exactly like my culture.” When I started looking into it, I realized, “That’s because it comes from the study of indigenous culture!” But schools often teach the concept without a direct link back to the original research.

When business leaders don’t have a connection to these authentic sources, they are not fully informed. People like me, who are connected to those authentic sources, can help strengthen their understanding and make this information more reliable and credible.

At AACSB’s D&I Summit, you described the willingness to pursue culturally specific research as “a form of resistance as research.” Could you expand on what you meant by that?

By “resistance as research,” I mean we must create what [Arizona State researcher] Bryan Brayboy calls “liminal spaces”—spaces where we find ways to exist and pursue the work we want to do. I think these spaces are out there. Just the other day, I read newspa-

pers from native communities that quoted several Native American PhDs. There’s a whole group of indigenous scholars finding ways to share what we know—what mainstream society has told us is inferior or irrelevant. That’s exciting, but we need to see more of it.

Creating these spaces is part of my job now. Joe mentored me, and it’s now up to me to find a student to mentor, especially in business academia where we don’t have a lot of representation.

What might attract more Native Americans to business schools?

It’s difficult for people to have a positive experience in programs where their perspectives are not accepted by top leadership. For example, I know that many programs would never look at me as a potential researcher—they would view my work as too diverse, too narrow, irrelevant, or nongeneralizable. But it’s important for institutions to see the potential for “outlier” research to generate new and interesting insights into business phenomena. When they do, students will view their cultures as places of growth and opportunity that support new ways of thinking.

How can schools bridge Western and Native American cultures?

It would be helpful to develop more case studies on topics that affect indigenous populations, such as the Dakota Access Pipeline (DAPL). It also would be helpful to ask nonindigenous students, “How do you think an indigenous person would view this? What would you do if faced with this situation?” Faculty could ask students to compare how indigenous communities have responded to situations such as the DAPL to how nonindigenous communities have responded to similar situations; they could adapt sources written by indigenous scholars in other disciplines to business environments. Such approaches would help bridge the two spaces.

NINE DEI STRATEGIES

Data collection and analysis are just the beginning. Over the course of the summit, attendees shared a number of other DEI strategies that have proven successful on their campuses:

Require applicants to submit personal diversity statements. At Berkeley Haas, for example, applicants for faculty positions must submit diversity statements that outline what they will do to bring diversity into their research teams or classrooms.

Make DEI part of the promotion and tenure process. Many schools now ask faculty to outline their efforts to promote diversity, equity, and inclusion as part of their performance reviews.

Include diversity training in doctoral programs. With more institutions requiring candidates to submit diversity statements, the University of Nebraska in Lincoln now asks its doctoral students to prepare them as part of their curricula vitae.

Create an ecosystem across the entire institution. Such an ecosystem includes not just ensuring diverse student cohorts, but promoting diversity and inclusion through course content and the choice of corporate partners, guest speakers, and vendors. For example, does the school hire minority-owned vendors? Does its faculty choose case studies with underrepresented minorities as protagonists?

Provide opportunities for students to work across cultural differences. For instance, at EM Strasbourg Business School in France, 300 second-year students take part in a four-day cooking competition in which they form teams to create two original recipes that represent the cultural diversity of their team members. In the process, they learn “communication, collaboration, critical thinking, and creativity,” explains Fatiha Bouteraa, head of organization and process at the school. Students also gain insight into each other’s cultural differences.

Ensure balanced representation on committees. Too often, organizations

place the burden of carrying out DEI efforts onto underrepresented minorities. This approach is both unfair and ineffective, said Victoria Parker, an associate dean at the University of New Hampshire in Durham. She described a diversity committee meeting at UNH’s Peter T. Paul College of Business and Economics, where a senior faculty member declared, “We need more white men [here]. They’re the ones with the power.”

The Paul College now makes sure that diversity committee members represent “a microcosm of all the groups at the college,” from students and faculty to members of minority and majority groups, who all share their experiences.

Fix the institution, not the students. About two years ago, administrators at the Lancashire School of Business and Enterprise at the University of Central Lancashire in England discovered that international students weren’t performing as well as other students at the school. Faculty formed a committee to address the issue; at the committee’s recommendation, “we flipped our approach from trying to ‘fix the students’ to fixing ourselves,” said Pradeep Passi, director of academic development.

The school revised or removed modules to better serve the needs of its international students; it also recruited international student mentors who could facilitate better communication between faculty and students. The result: The number of international students earning degrees with honors has increased from 30 percent to 55 percent. “Our faculty have changed their mindsets to teach the students in front of them, not the students they might want to have,” said Passi.

Identify “risks for discrimination.” At the College of Business at California State University, Stanislaus, faculty examined every point of interaction the school has with its community—from hiring to pedagogy to extracurricular activities. Through this analysis, the college found 93 risks for discrimination across its programs.

For example, administrators discovered that because many international students did not have checking accounts with U.S. banks, it was more difficult for them to secure housing, explained Tomas Gomez-Arias, dean of the college. “What in your day-to-day policies could be discriminatory?” he asked.

Similarly, officials at the University of Utah realized that its three-day bereavement policy did not take into consideration the fact that individuals from some cultures might need to observe longer periods of bereavement after the death of loved ones. Once administrators identify such potentially discriminatory policies, they can implement appropriate risk mitigation strategies.

Monetize diversity initiatives. A session on funding DEI initiatives focused on turning them into self-sustaining sources of revenue. For example, Tayah Butler of North Carolina State University’s Poole College of Management in Raleigh shared how companies sponsor DEI-focused events on campus, paying hundreds of dollars to reserve tables at career fairs to speak to students about DEI initiatives in their organizations.

Binnu Palta Hill of the Wisconsin School of Business at the University of Wisconsin–Madison explained how WSB invites companies to sponsor “lunch and learn” events on topics related to diversity; it also offers executive programming in inclusive leadership. In addition, alumni have donated US\$10 million for WSB to deliver its Business Emerging Leaders Program. The three-week immersion brings high school students—most of whom are underrepresented minorities—to campus to expose them to the college experience.

Butler and Palta Hill also pointed out that in the U.S., the 1977 Community Reinvestment Act encourages banking institutions to donate funds that support community development. This means that many banks often are looking for ways to distribute this money. “They have to give this money away,” says Butler, “so give them a reason.”

Having the diversity and inclusion of-
fice “associated with revenue instead of
cost is key,” says Palta Hill. “Embedding
diversity and inclusion into the curric-
ulum is where the real impact is. It’s the
story that gets the attention of corporate
donors and foundations.”

DEI IN EVERY DECISION

In one of six short TED Talk-style pre-
sentations, Nakeisha Lewis, an associate
professor of marketing at Opus College of
Business at the University of St. Thomas
in St. Paul, Minnesota, summed up the
scope of the challenge business schools
face in their efforts to achieve diversi-
ty. Companies, she noted, “have spent
millions of dollars” to improve workplace
diversity, “but they’re still not moving the
needle.” That’s why, she says, her school
puts a DEI item on every agenda. Those
items must demonstrate four attributes
that she described using the acronym
PAIL, which stands for *purpose, authen-
ticity, impact, and leadership*.

No school can be perfectly inclusive,
admitted Audrey Iffert-Saleem, direc-
tor of the Center for the Advancement
of Women in Leadership at Oregon
State University’s College of Busi-
ness in Corvallis. But every member
of a business school’s community, she
argued, has “some authority over some
decisions that are made every day.” And
every decision can contribute to greater
diversity on campus.

In the end, the summit highlight-
ed the factors that still hinder DEI at
many business schools, as well as the
increasingly complex task that academic
diversity officers have before them. But
there is hope in the success stories—and
the new ideas attendees took back to
their home campuses. In the following
pages, we share even more stories from
educators who are promoting DEI efforts
in business education. As they continue
to make progress, they hope their efforts
will foster more inclusive and equitable
learning environments—and, through
greater diversity, lead to more dynamic
and successful business organizations. ▢



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Creating a Sense of Belonging

The Villanova School of Business puts diversity, equity, and inclusiveness at the heart of its future plans **BY JOYCE E. A. RUSSELL**

AS THE VILLANOVA School of Business in Pennsylvania considers its future, one of the questions we're asking ourselves is, "How do we ensure that all of our students, faculty, and staff continue to have a strong sense of belonging and a feeling of inclusion?" For that reason, we have made diversity, equity, and inclusion (DEI) a top priority for our 2020–2025 strategic plan.

Some pieces of our DEI plan have been in place for the past few years, and more are taking shape, but I'm convinced that success will be contingent on five elements: having senior leadership support, collecting and sharing data, building the right infrastructure, committing to DEI as a strategy, and devoting resources to the effort. VSB already is working to achieve all five.

1 LEADERSHIP

Unless a university's top leaders are behind DEI initiatives, it's difficult for an individual college or unit to get much done. At Villanova, the senior

administration has made it clear that it is going to link DEI efforts to strategy, and it's going to measure results. This top leadership support is extremely beneficial and paves the way for all colleges to follow suit.

Senior administrators also want to know how the situation currently stands. The university periodically carries out "climate surveys" to get input about critical issues, and recent surveys have centered on inclusivity. Our previous results revealed that some students from minority populations didn't feel the same sense of belonging as other students. So our question became, "How can we ensure that all students have an even more positive experience?" And from this original data, the university has continued to collect more data to track progress.

One way senior leadership at Villanova addressed the question of belonging was through a professional development day in 2019 that focused on DEI and included alumni, employers,

faculty, and students. We wanted not only to share information about what the university was doing, but also to get feedback about what we should be doing. Through this day and many other events, senior leaders continue to illustrate their strong commitment to DEI across the entire campus.

2 DATA

As the university develops a broader DEI strategy, VSB is gathering data that pertains to our own community. People often think there's no problem unless the numbers prove there is. Someone might say, "We have plenty of women in this department!" when actually there are just a few. If we don't know where we are, we don't know where we're going. So measurements are important to make progress. What is most important is to collect both quantitative and qualitative data to better understand the landscape and the perspectives of all students, faculty, and staff.

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We rely on numerical data and first-person evidence to gain an understanding of the school's current state.

Currently, in VSB's undergraduate class, 41 percent of our students are women, and 25 percent are students of color. Breakdowns vary by major or discipline, as there are fewer women and minority students in fields such as finance and real estate, and more in fields such as marketing and management.

About 70 percent of the Villanova students are Catholic, which isn't a surprise in an Augustinian institution, but we want students, faculty, and staff of all faiths to feel comfortable at the school. We also want that same sense of belonging to extend to LGBTQ students, who aren't always certain they will be welcomed at Catholic institutions. Part of the Augustinian mission is to be inclusive, because we believe everyone brings value and has worth.

While I believe it's essential to have numerical data, we also rely on anecdotal and first-person evidence to gain an understanding of the school's current state. For instance, at a recent meeting of the dean's advisory council, we brought in students of color, who took part in informal lunchtime conversations with council members about both the good and the challenging aspects of their lives at Villanova. The discussions were full of surprises. For example, they noted that sometimes underrepresented students are less likely to hear about business societies to join. It also might be more difficult for them to get invited onto teams for class group projects, despite the fact that they are academically very strong students.

3 INFRASTRUCTURE

Now that our school knows where it is, how can we get where we want to go? One thing we must do is create the right infrastructure to support change. Two years ago, we hired Terrill L. Drake as associate dean of strategic initiatives, and one of his responsibilities has been to oversee the development and implementation of our strategy and all activities associated with diversity, equity, and inclusion for

VSB. (Read more from Drake in "Journey to Leadership" on page 28.) One of his priorities has been to establish and oversee an office of DEI, scheduled to open in spring 2020. The office will also include a faculty director and staff director who will help manage VSB's DEI initiatives.

Just as important, VSB is looking for diversity champions at every level and in every unit of the school. Their job is to interact with students in a positive way, and to make sure the rest of the faculty and staff don't do or say the wrong things. Faculty champions can talk to their peers and say, "You weren't doing that intentionally, but it still has an impact. You might want to think about phrasing something in this way."

The school gives out awards to faculty and staff who have promoted DEI—maybe by setting up affinity groups or by organizing "industry treks," in which students meet with high-level professionals in various industries. We know that what we reward, people will pay attention to. And because award winners are voted on by their peers, everyone is very well aware of the diversity focus at VSB.

In addition to seeking champions among the faculty and staff, we look for ways to bring together students with specific interests, primarily through clubs and affinity groups. For instance, women on the VSB faculty have started societies dedicated to traditionally male-dominated fields such as finance, real estate, and technology. Many of the groups hold events that include faculty, undergraduates, graduates, and professional members, which encourages networking and mentoring.

We believe that once we have an infrastructure in place—an office of

DEI, specific designated committees, programs to support the DEI imperatives, representation across the entire college—our school will be more successful in promoting diversity, equity and inclusion.

4 STRATEGY

Because lack of diversity on campus is often a pipeline issue, we also have engaged in outreach activities. I believe it's important to reach out to K-12 populations and find the girls and underrepresented minorities who are interested in math and possibly business. The STEM fields have done a great job in getting these students interested in tech and engineering. Business has not. We need to educate this population about the opportunities in business. One of VSB's new assistant deans, Cathy Toner, is now focusing on community outreach to build these partnerships between VSB and various K-12 groups. She is also reaching out to other organizations, such as the Girl Scouts, that reach targeted populations.

And as a leader, I need to show my support for these partnerships. For example, I recently joined with four female business professors to put on a conference for high school juniors and seniors in a business class at an all-girls' school. After I delivered a keynote speech, the faculty members led workshops about their academic fields to groups of the girls. Students enjoyed learning about business and were particularly fascinated by the leadership professor who discussed the #MeToo movement and the ways power is abused. Many of them told us they had never thought about careers in business until they heard us speak.

DRIVING BUSINESS THOUGHT



Dr. Brian L. Connelly

Harbert College of Business
Department of Management
Professor and Luck Eminent Scholar
Editor-Elect *Journal of Management*

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We also need to reach out to students of color. Not long ago, faculty and staff in VSB's Real Estate Center partnered with Nexus Summer Programs to deliver an immersive college experience to talented teens. This summer, VSB hosted a business camp for a group of African American and Latinx high school students from around the country. Once students met our senior leaders and faculty members, they began to see how business can have a positive impact on society—and they began wondering what they could do in business.

We want to collaborate with more groups on summer programs that bring diverse students to campus so they can picture themselves at Villanova. Even if they choose business, but don't apply to Villanova, we've achieved our larger mission of helping them understand the value of business. We've expanded the pipeline.

We are also partnering with other organizations to reach diverse populations: the Forté Foundation, an alliance of businesswomen, companies, and business schools; national chapters of business organizations devoted to African American and Latinx students; and employers such as the Big Four accounting firms, which frequently have DEI initiatives of their own. More recently, we expanded our longstanding partnership with the Special Olympics to conduct research on accommodating the needs of people with disabilities. We believe it's the first partnership of its kind where a business school is preparing to do research on intellectual disabilities and use that to develop best practices.

While the external focus should bring more diverse populations to campus, we are also looking inward to make sure these populations are comfortable once they arrive at VSB. For instance, we're

in the process of developing a curriculum designed to train faculty and staff in DEI. The training program will be created by a task force that is collecting feedback from researchers, alumni, and employers. Many of the associate deans and other leaders of the business school have already attended universitywide programs on inclusive hiring, but I want the message to filter all the way down. When training is mandated—whether it's training in inclusiveness or harassment—it sends a message that all of us need to do our part to ensure we are creating an inclusive culture.

At the same time, we have conducted training on inclusive hiring to make sure we hire more faculty and staff from underrepresented groups. We know it is important for students to see people similar to themselves so that they feel a greater connection to the school. Partnering with The PhD Project is another

Diverse Voices, Personal Stories

Journey to Leadership



Terrill L. Drake is the associate dean of strategic initiatives at the Villanova School of Business in Pennsylvania. He oversees external relations; diversity, equity, and inclusion; and programs and events. He also serves as the chief operating officer for VSB outreach and strategic initiatives.

What challenges did you overcome in your journey to your current position?

When I started at my previous post, I immediately recognized a lack of representation at the highest levels of senior leadership. There were a handful of underrepresented minorities at the director level, but no clear path or opportunities for any one of us to be a part of the dean's leadership team. There were no natural leaders I could look to as advocates. This created a glass ceiling for underrepresented minorities, which contributed to turnover for high-potential members of this group over the years.

I saw this as a challenge to overcome and made it my personal mission to earn a spot on the senior leadership team. While I was

given promotions to executive director and earned a full scholarship into the executive MBA program, what I ultimately wanted was an opportunity to lead change at the highest levels of the organization. I wanted to be the voice for my team or others like me.

After conversations with the dean and vice dean, I was given the opportunity to write a proposal for an organizational restructure that would create a position for an assistant dean who would serve as the chief operating officer. After many iterations, my proposal was accepted and the new role was created. There was a shared understanding that I would be appointed to this position after a national search process would legitimize my candidacy. But, ultimately, I wasn't chosen for the role, in part due to a change in leadership at the dean level.

What was your next step?

I expressed disappointment and pointed out the need to diversify the voices among our leadership. Eventually, I was promoted to the leadership team and had the opportunity to establish and oversee the office of diversity initiatives, which focused on inclusion issues for faculty, staff, and students. I took on this new responsibility in

good way we can try to bring in more diverse faculty.

5 RESOURCES

Not surprisingly, it takes funding to support both outreach and on-campus initiatives. For instance, when I arrived on campus four years ago, the women faculty who were running affinity groups weren't being compensated much for their work. I named them directors, funded them, and gave them course relief so they had more time to devote to the societies. There has also been a cost associated with hiring new staff members for the DEI office, as well as for running diversity-themed activities. Some of the money has come from targeted fundraising and some from VSB's five centers of excellence, which underwrite several of our events.

Other sources of money are available to individual students with specific

needs. For instance, students of any background can apply to the Davis Fund for Student Experiences, which provides financial support to those who want to pursue opportunities such as international travel, research, independent studies, and pitch competitions. While these funds are available to any student in VSB, they offer another resource for students of diverse backgrounds who might need an extra boost.

A GROWING URGENCY

While DEI always has been an important issue at business schools, it has become a more critical topic in the past few years as contentious politics deepen racial and gender divides. Shifts in demographics also have contributed to the urgency.

I believe industry has reacted more quickly to the new realities than academia. CEOs know that, in order to

meet the needs of their customers, they must have teams that are diverse in all kinds of areas, from race to gender to ability. They know that they make mistakes when they don't include diverse perspectives. That's why I think it's important for business schools to bring in corporate voices when they're launching DEI initiatives, because employers are at the forefront of best practices.

My own goal remains to make VSB a welcoming place for everyone. Villanova was founded over 175 years ago to serve immigrants and people of different backgrounds, and that's what we have to remember. We know we have a lot of work to do, but we are well on our way to making a difference. [D](#)

Joyce E. A. Russell has been the Helen and William O'Toole Dean of the Villanova School of Business in Pennsylvania since 2016.

addition to my role overseeing the office of programs and events and advising the dean and vice dean on strategic initiatives. The new position gave me the opportunity I had been looking for to bring about change and allowed me to be a voice not only for myself, but for others.

It also led me to my current position at the Villanova School of Business. Culture was extremely important to me in my job search, and I wanted to be a part of a community that values the contributions of all faculty, staff, and students.

Based on your experience, what initiatives do you think work the best to increase inclusivity and diversity among students, staff, and faculty?

It is extremely important for people in positions of power to mentor and sponsor talented individuals from underrepresented groups. Mentors and sponsors build the network of people who not only understand what those individuals do, but realize the value these individuals bring to the organization. Sponsors can ask if all of the voices are being heard around the table when a school is making organizational decisions.

Simply put, if organizations want to increase diversity, they need to make sure the culture is set up to seek out diverse opinions and put people from underrepresented groups in positions of power. Representation is important as we look to recruit faculty, students, and staff. We need to communicate a desire to change and the benefits of change within an organization, because the world around us is also changing.

Do you think part of your job is to be a role model for students, staff, and faculty who come from underrepresented groups?

I believe my role is to be a resource to assist them with their needs. I take many opportunities one-on-one or in groups to listen and understand their experiences, and I help them voice their unique experiences to our leaders. I also mentor them and work to create an environment where they feel included. I want them to look back on their experience here and see they were thriving instead of surviving.

At the Villanova School of Business, we believe our efforts to create an inclusive, equitable, and diverse community will enhance mutual respect and give every member of the community a sense of belonging.

The All-Inclusive Campus

At Central Michigan University, everyone is part of—and responsible for—carrying out strategic initiatives related to diversity, equity, and inclusion.

BY A.T. MILLER

MANY ACADEMIC institutions are drafting statements that promote diversity, equity, and inclusion (DEI), but by their nature, these statements are very idealistic and aspirational. For that reason, I don't think any school completely fulfills its diversity statement. What's important is that everyone is engaged, everyone is a stakeholder, and everyone makes the effort.

That's our approach at Central Michigan University (CMU) in Mount Pleasant, where our nondiscrimination statement highlights 24 types of human difference. With so many attributes to consider, we want to make sure everyone is working to promote DEI. That's why, as of July 1, 2019, we started to ask all employees at CMU to report their activities in DEI during their annual performance reviews.

In addition, we have mobilized the University Diversity, Equity and Inclusion Council, which includes representatives from each academic unit on campus. Each unit must have at least three DEI initiatives a year, and their progress will be measured and reported every June 30th. Last July, our academic units launched 68 diversity initiatives.

We want everyone to be responsible for making CMU's community more welcoming and inclusive for all. Our comprehensive approach can be illustrated in how we address challenges faced by two marginalized populations, specifically: the LGBTQ community and the Saginaw Chippewa Indian Tribe.

SUPPORTING LGBTQ

Everyone seeks out an environment where they feel a sense of belonging, but the LGBTQ community has unique

needs. Unlike people in other marginalized groups, very few members of the LGBTQ community come from LGBTQ families; in some cases, the family dynamic can be very fraught. This is different from other identities, where one's immediate family is a source of cultural support or knowledge.

Tragically, many LGBTQ individuals have become used to being socially excluded—especially transgender students, whose gender identity can be in a state of transition that others don't understand. We want to help them develop a sense of confidence—what's often referred to as “pride”—so that they can be fully themselves.

There isn't one way to be LGBTQ—different people have different needs—so we deliberately offer a variety of modes of service. For example, when I first arrived, a committee was just finishing its work on adopting a new name policy,

so that people can use their preferred names. We want to have allies on campus who are trained in working with this group. We also do symbolic activities such as recognize important days: Last November, we recognized Transgender Remembrance Day, and in June, we flew the Pride flag on our main campus flagpole for the first time.

We have an Office of LGBTQ Services that offers a number of programs, as well as several groups that students can join to find community. Some groups are confidential and anonymous, because some students are not ready to be public with their identities or social situations.

Finally, we recognize that our attention to LGBTQ issues should be more than extracurricular. We also must give serious consideration to queer studies as an academic area of expertise. Currently, CMU's program in women and gender studies draws faculty from other disci-



Miller (center, seated) with the staff of Central Michigan University's Office for Institutional Diversity, Equity and Inclusion.

ADVANCING THE STUDENT EXPERIENCE



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plines who teach in the department as a secondary appointment. The university is about to advertise a position for a scholar in feminist and queer theory who also will help build the department, and we plan eventually to hire additional faculty with LGBTQ+ expertise.

CONNECTING TRIBE AND TOWN

CMU is located in a region with a significant Native American population—specifically, members of the Saginaw Chippewa Indian Tribe (SCIT). SCIT includes more than 3,000 citizens, and its tribal government is located in Mount Pleasant. Given the university's proximity to this population, we sponsor many "tribe-town-gown" events in order to make tribal customs and culture a more integral part of our campus.

For example, in early June, we jointly sponsor an annual "Honoring, Healing,

and Remembering" event led by the tribe to commemorate the Indian Industrial Boarding School, which did so much harm in its attempt to force Native American children to assimilate to Western culture. We hold large public powwows on CMU's campus in March, similar to those that the SCIT holds on its tribal powwow grounds in July.

This year, for the first time, our commencement ceremony featured a traditional smudge blessing from a prominent member of the Tribal Council. At CMU, we also have added to most of our events what is called a land acknowledgement, a statement that recognizes indigenous people as the original stewards of the land and acknowledges their traditional territories. We have started displaying the SCIT flag on occasions and had the tribe represented among the flag bearers on Veterans Day.

Many of our students do internships with various tribal entities, such as the SCIT's health system, education system, and after-school programs, as well as the Ziibiwing Center, the tribe's beautiful museum and cultural center. Our researchers also work on joint projects with tribal members. For example, our archeology program has been doing extensive work at the site of the Indian school—in 2018, we successfully petitioned to have it recognized as a national historic site. And because SCIT representatives are especially interested in the impacts of addiction on the Native American community, we hold a joint Opioid Summit, now in its third year.

Recently, the tribe won a significant grant from the U.S. Substance Abuse and Mental Health Services Administration. This grant will support a project in which our faculty will work with local

Diverse Voices, Personal Stories

Working Across Differences



A.T. Miller serves as the chief diversity officer for Central Michigan University in Mount Pleasant. Before coming to CMU, Miller served as associate vice provost for academic diversity at Cornell University in Ithaca, New York, and as faculty director of the Center for Global and Intercultural Study at the University of Michigan in Ann Arbor. He also helped start and directed the Africana studies program at Union College in Schenectady, New York.

What inspired you to study issues related to race?

My parents were very active in the civil rights and open housing movements when I was a child. I learned early on that there are lines we should not cross in terms of our own identity. In other words, you can't just assume that you can join in other communities and other engagements—you have to know how to be a respectful ally and advocate.

Since then, I've come to understand more and more about power and privilege, about the imbalances and inequities within our society. I've learned that it's important to know how to navigate where power is flowing.

How have you seen higher education's attention to diversity, equity, and inclusion change over your career?

Each of my various positions has reflected what at that time was considered the way to promote diversity, equity, and inclusion (DEI). At Union, for example, I was a faculty member and program director of Africana Studies, and then I chaired the multicultural affairs advisory group. Those first efforts often took the form of task forces and committees run by dedicated volunteers.

I went to Ann Arbor as the coordinator of multicultural teaching and learning, as universities started investing more in these efforts. At the time, these new positions were often established as a result of campus activism—my role grew out of a movement on campus called FAIR Teach, or Faculty Against Institutional Racism. Then, when I went to Cornell as associate vice provost, institutions were taking diversity, equity, and inclusion even more seriously.

Now that I'm chief diversity officer at CMU, DEI is in the C-suite. Now that institutions understand that the complexity and persistence of these issues must be addressed more systemically, more universities have chief diversity officers to address socially embedded inequities in all realms of the institution, not just in the classroom or within the student experience.

public schools and tribal schools to study childhood trauma caused by the nation's opioid crisis.

Members of the University Diversity and Inclusion Council currently meet quarterly with SCIT representatives to explore additional opportunities. I recently spoke with the director of the Ziibiwing Center about preparing a joint proposal to the National Endowment for the Humanities, producing a video about the SCIT community to show to incoming students, and creating closer articulation agreements between the Saginaw Chippewa Tribal College and CMU.

BUILDING BRIDGES

Our initiatives that serve the LGBTQ+ community and SCIT illustrate our larger effort to help everyone on campus develop the skills to work across any human difference. Are the members

of our community open to alternative viewpoints? Can they listen? Can they express themselves honestly? Can they empathetically consider other people's views? If everyone is willing and able to treat others with a fundamental level of curiosity and respect, and view human differences as sources from which to learn and grow, we believe it doesn't matter what differences they're trying to bridge.

With that idea in mind, we started a program called Conversations That Matter in 2018. These are conversations over dinner about divisive topics. We've held one conversation about abortion; another was about gun rights and public safety. Everybody has come away saying, "I can't believe I was able to sit and talk with people I profoundly disagree with. I recognize that they're people and that we can learn from each other."

The point is not to change anyone's views, but to have these conversations in which everyone makes the effort to understand different perspectives. In the end, all of us fall into one or more categories of diversity, whether because of age, gender, race, sexual orientation, ability, or political affiliation. That means that our DEI efforts don't just serve marginalized groups—they serve us all. **D**

A.T. Miller is chief diversity officer at Central Michigan University in Mount Pleasant. Miller also shares his personal experience with diversity below.

D [Read CMU's diversity statement at www.cmich.edu/office_president/ocrie/Pages/default.aspx](http://www.cmich.edu/office_president/ocrie/Pages/default.aspx). [A link to the DEI initiatives launched by each unit at CMU is posted at www.cmich.edu/diversity/OID/Pages/What-is-Diversity.aspx](http://www.cmich.edu/diversity/OID/Pages/What-is-Diversity.aspx).

Was it difficult for you to be accepted as a white man teaching Africana and race studies?

Oh, yes. I'd walk into the room, and people would ask, "You're the professor?" I think that's healthy—it's important that everyone is conscious and questioning and aware at all times. But I know many people don't want to ask these questions out loud. So, I've learned to get the fact that I'm a white diversity officer on the table, because it's an important part of my identity and how I'm doing this work.

You also ask whether people have been "accepting," but I think it's more important that people are open to working across differences. You may not accept other people's politics, but you need to be able to listen and share your viewpoint with them in a respectful way, not write them off or have a shouting match. Everyone, including myself, should always be slightly off balance, slightly uncomfortable. I try to stay in a learning mode and in a state of curiosity—to ask others, "How do you do this?" or "How are you involved?"

Could you describe situations when you've had to apply this skill?

There are moments when I need to make folks in the LGBTQ community understand that just because the university's diversity officer is a gay man, that doesn't mean they "win" or get extra at-

tention. And then there are times when things get a little too warm and friendly—the doors close, and people think, "Oh, we're all white here, so I'm going to say this." I don't want others to assume I'm part of their group just because I look this way or behave that way.

That said, I've learned that it's helpful to be the person in a room full of men who can view issues through a feminist lens. I might be able to leverage my perspective in a way that a woman could not because of persistent systemic misogyny. I try to learn from the discomfort of these moments, rather than ignore it.

What advice would you offer to other diversity professionals?

That diversity where people don't feel included is chaos, and inclusion where everyone agrees with each other is not diversity. One without the other doesn't work. Schools need to find the right balance if they are to create communities where people can be fully themselves. If people are constantly self-censoring, they're not able to give their best work.

Also know that with true diversity and inclusion, there will always be misunderstandings. We must notice and attempt to address these moments by learning and growing from them, not by trying to eliminate them.



Committing to Diversity

At Coventry University in the U.K., leaders constantly monitor the school's progress on attracting and welcoming staff and students from all backgrounds. **BY KAI PETERS, HEATHER MCLAUGHLIN, AND IAN DUNN**

BUSINESS SCHOOLS that want to design fair and effective policies of equality, diversity, and inclusion (EDI) must begin with two crucial steps. First, they need to articulate the groups that fall outside the advantaged group, so they can acknowledge the potential for discrimination and take steps to avoid it. And, second, they must understand their specific goals in creating EDI policies, whether to support women in the #MeToo era, promote greater innovation and productivity, or simply reach out to talent pools that have been overlooked so that their communities can more closely mirror the broader society.

However, diversity is highly contextual, and diversity policies and objectives vary greatly by nation. In Scandinavian countries, gender diversity is a priority. In India and Malaysia, policies center around caste and ethnic origins. In both Malaysia and South Africa, they focus on the disadvantaged majority, while in Nigeria, the emphasis is on tribal diversity. In North America and Western Europe, both gender and ethnicity are at the heart of equity policies.

Because most business schools recruit from around the globe, they need policies designed for both in-country “intra-national” groups and international “cross-national” students. They

also must look at other distinctions: For example, how does a wealthy international student compare with a poor national student of the same ethnicity? Do wealthy students feel included in that ethnicity, or does their wealth put them in a different category?

At Coventry Business School, we have tried to conduct a regression analysis to look for relationships between the variables that drive diversity within our own teaching and learning structure, so that we can design more targeted EDI initiatives. But even schools that aren't able to carry out such an analysis can take thoughtful and considerate steps toward creating sensible policies and initiatives.

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SETTING THE SCENE

Coventry University's history goes back to 1843, and over the decades, the school has grown as a number of independent institutions merged. Coventry University proper was established in 1992 as a wave of polytechnics in the United Kingdom were rebranded as universities. One of the goals of forming these 40 or so new universities was to make higher education accessible to approximately 50 percent of high school graduates.

In many ways, those universities created post-1992 have greater diversity than the long-established institutions, which often are more homogeneous. But the U.K. government has launched initiatives designed to address racial inequities across higher education. Soon all universities will be required to account for how they will improve outcomes for underrepresented students, particularly those that are black, Asian, or minority ethnic (BAME).

In Coventry's case, about 60 percent of the university students are BAME, compared to about 13 percent in the general population. The proportion is even higher at the business school, although this figure is slightly skewed by the presence of international students, who make up nearly 40 percent of our student population. The gender balance of students at the university is 50/50, and approximately 8 percent report a disability. It's especially pleasing that close to half of all students are the first in their families to attend university.

On the staff side, the numbers are not as high. Nevertheless, at the university level, 30 percent are BAME; the percentage is 40 percent at the business school, in part because 40 percent of the staff comes from outside of the U.K. About 5 percent of the university staff reports a disability. The overall gender balance favors women, though this ratio is reversed at more senior management levels, which are more likely, as one so nicely says, to be "pale, stale, and male."

We make sure we monitor our percentages. We also keep our policies up to

We want diverse and engaged faculty and staff to serve as role models for minority students.

date, find ways to recruit more diverse students, and focus on retaining the ones who have already enrolled. At the same time, we make efforts to keep our faculty and staff diverse and engaged, so they can serve as role models for the minority students who choose our school.

DEVELOPING THE EDI FRAMEWORK

To ensure that we continue to seek out a diverse student and staff population, the university reviews and updates its Policy Statement of Commitment every three years. The statement currently affirms the university's commitment to promoting equality and refusing to tolerate discrimination on the grounds of "age, disability, ethnicity (including race, colour, caste and nationality), gender identity, marriage or civil partnership, pregnancy or maternity, religion or belief, sex and sexual orientation."

The central university policy is mirrored at the business school. At both levels, there is an infrastructure of staff and student networks aimed at various groups, such as those with disabilities, BAME individuals, LGBT+ individuals, caregivers, and parents. These networks are overseen by formal Equality and Diversity Committees that are chaired by the dean in the business school and by the provost at the university level.

The policies are always subject to revision. For instance, in 2016, we extended the remit of the LGBT+ network to create the Trans Equality Policy, which allows transgender students to change their names at the registry office, take time off their studies for medical reasons, have access to the toilets and changing rooms of their chosen gender, and retrofit graduation certificates appropriately. These students also have access to all the "dignity and respect"

procedures outlined in a formal policy designed to keep the institution free of harassment or bullying.

In addition, the university acknowledges equality and diversity efforts through an awards celebration that is now in its eighth year. The university also observes celebration months, particularly for the LGBT+, black, and disabled communities. Coventry has been recognized as a Stonewall Diversity Champion by the nonprofit lobbying and support group Stonewall, and we have signed up to be a Disability Confident Employer, a U.K. government designation for companies that recruit and retain people with disabilities and health conditions. We are accredited by Athena SWAN, which recognizes organizations that support gender equality within higher education.

FOCUSING ON STUDENT RECRUITMENT

Because of Coventry's long legacy of inclusion, potential students from diverse backgrounds can see that the university already has a wide range of students, faculty, and alumni who can serve as role models. In that sense, diversity becomes something of a self-fulfilling prophecy.

Even so, Coventry continually pours more effort into recruiting diverse students. The university conducts extensive outreach programs that target a variety of communities near its location in the U.K.'s Midlands and beyond. It also oversees a body called the Better Futures Multi-Academy Trust, which, among other things, provides students from certain secondary schools access to the university.

Some of these students become interested in the business school—but they also become familiar with other faculties of the university. In particu-

lar, they gain access to CU Coventry, a wholly owned subsidiary of the university, designed for students interested in seeking professional qualifications or pursuing undergraduate degrees on a part-time basis. Students who complete a foundation year of studies, designed to get them up to “university speed,” may also transfer to the business school.

The CU pathway has proven to be successful for nontraditional students, such as those who have been in foster care in their youth. Although this approach is a small-scale project in terms of student recruitment, it is an especially satisfying one.

FOLLOWING STUDENT PROGRESSION

It is well and good to successfully attract a diverse group of students, but it is equally important to make sure that students have a positive experience and high graduation rates.

To this end, Coventry University introduced a range of equality objectives in 2012. There were multiple goals: to ensure that all identifiable groups had equally positive outcomes on National Student Satisfaction surveys or staff surveys, as appropriate; to increase the diversity of staff at senior levels; and to extend efforts for data collection, monitoring, and analysis so we could better identify significant gaps in service.

The school also wanted to increase the positive progression of BAME students through their studies so that they ultimately would achieve grades and graduation rates comparable to students in other groups. While we have made progress, we still see disparities. About 8 percent of white students, 10 percent of Chinese students, 12 percent of South Asian students, and 16 percent of black students do not progress successfully to the next year. At graduation, 33 percent of white students, 20 percent of aggregated Asian students, and only 11 percent of black students achieve “Firsts”—effectively graduating with the highest grades.

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Unpicking this is a challenge. We monitor the U.K.'s National Student Satisfaction survey data in great detail, and we see that Coventry's progression gaps between white and BAME students are mirrored by these groups at the national level, particularly in their opinions about teaching satisfaction, learning opportunities, assessment and feedback, academic support, the learning community, and student voice. In terms of course organization and management, as well as learning resources, there are

no differences in satisfaction levels between the different groups of Coventry students. From a gender perspective of satisfaction, there are also no differences in the statistics. In both the national survey and Coventry's internal surveys, students from the U.K. and non-E.U. countries have about the same level of satisfaction, while E.U. students are less satisfied overall.

Even though Coventry's statistics are so similar to national averages, we would like to see all students at our school ex-

hibit equally high levels of satisfaction. Thus, this year we have launched a major initiative to meet with students from various communities to brainstorm ideas and initiatives that can make them more satisfied with their studies at Coventry and improve their outcomes.

We have found that inspiration for change can come from somewhat unexpected places. For instance, business schools could learn valuable lessons from the 2019 recipients of the Nobel Prize for Economics—Esther

Diverse Voices, Personal Stories

A Better Way to Show Belonging



Kamil Omoteso is pro vice-chancellor and dean of the College of Business, Law and Social Sciences at the University of Derby in the United Kingdom. Previously, he was the head of the School of Economics, Finance and Accounting at Coventry University in the U.K., and he also has held academic positions at Lagos State University in Nigeria, De Montfort University in Leicester in the U.K., and University of Hertfordshire, Hatfield, in the U.K.

Is there one particular challenge or incident you have experienced as part of an underrepresented group in a business school setting?

In one of my previous institutions, all the staff within the department had to be relocated to a new space. To our surprise, the only four black staff members—out of about 35—were relocated to the same segment of the building with our offices adjoining each other's. Even the nonblack staff in the department were shocked to see the arrangement. We used to jocularly refer to the area as the “colonial wing.” My thought on this was, “Is there a better way to tell a group of people that they don't belong here?”

How did you react? How did the institution react?

We just rolled with it—held our heads up and did the job we were employed to do, and we did it really well. The issue was addressed immediately when a new head of the department assumed the office. The four of us didn't have to say a word about it—it was too obvious!

Based on your own personal experience, what initiatives do you think work the best to increase inclusivity and diversity among

students and faculty in higher education?

One of the things that works is mentoring on different aspects of academic and leadership progressions. Mentors can be internal, external, ethnic minority, and ethnic majority. Sponsorship is also good for boosting confidence and providing reassurance, advocacy, and training.

Other things that work are unconscious bias training for managers and colleagues, role modeling, fairness, and fair representation. As for quotas, sometimes they work and sometimes they don't.

What obstacles do you believe are still hindering change at the university and in the workplace?

One obstacle is the negative mindset or perception that minorities can't be good enough. Another is risk aversion, as executives or administrators think it might be “risky” to hire black, Asian, and minority ethnic (BAME) candidates. Another problem is the lack of role models, which perpetuates the vicious cycle.

Do you think part of your job is to be a role model or resource for students and staff who come from underrepresented groups?

It certainly is. I've had BAME students tell me how proud they are to meet a black professor or pro vice-chancellor. I've experienced this within the university, at recruiting events, at graduation, and so on. My presence boosts the aspirations of these students, creating a mentality that says, “If he achieved this, it means I can.” Some students have even approached me informally to be their mentor.

My presence also has an effect on the staff. I've observed an increase in the proportion of BAME applicants whenever we advertised any post, whether for an academic or leadership position. This has followed me everywhere I go.

In the U.K.'s main stock market index, there are fewer women CEOs than CEOs named Dave.

Dufo, Abhijit Banerjee, and Michael Kremer—whose research explores ways to better the lives of poor people around the world. They conducted a series of random control trials with children in Kenya and India to discover how to improve education outcomes for students who were falling behind. They found evidence that the performance of these students improved when they had access to additional after-school tutoring and online revision, and when they were grouped according to their abilities. While these studies were conducted with younger students, the first two approaches certainly could be implemented in higher education.

INCLUDING FACULTY AND STAFF

As much as we want our students to feel welcome at Coventry University, we want staff to feel an equal sense of belonging. While we have a respectable percentage of faculty and staff from diverse backgrounds, at the more senior levels of the university the balance is no better than it is in industry—and the numbers in industry are not encouraging. A November 7, 2019, article in *The Economist* noted that the share of female executives in large U.S. and U.K. firms went from 12 percent to only 14 percent between 2015 and 2018. Amusingly and sadly, in the U.K.'s main stock market index, the FTSE, there are fewer women CEOs than CEOs named Dave.

For other underrepresented groups, the picture is no brighter. The same article noted that the share of executives who were ethnic minorities increased from 12 percent to just 13 percent in the same time period. Black men in the U.S. fare particularly poorly. In 2017, only 3.4 percent of managers were black men—about half of the percentage of black men in the general population of the U.S.

At Coventry Business School, we are taking deliberate steps to improve the percentages of minorities in management positions. The EDI Board—which is chaired by the dean and includes a mix of invited and self-selecting staff

members—launched an unconscious bias training program for senior staff involved in recruitment, faculty management, and promotion.

At the beginning, the board set an agenda that involved bringing in speakers who could discuss a wide range of challenges related to gender and ethnicity, as well as less visible disabilities such as autism and dyslexia. But soon debates became unproductive, and board members struggled to find a way forward. Then, university-level workshops and a conference on communications and staff belonging gave us the idea of adding health and well-being to the issues we addressed at the school level.

It made a huge difference. Staff were engaged, animated, and ready to give voice to a whole range of issues that had a health and well-being focus. We started to talk about disability, mental health, racism, and equality as part of a wider agenda that focuses on the solutions rather than the problems. This approach of creating an environment of inclusivity for all has enriched our discussions about EDI. We still don't have all the answers, but we've made a good start.

ADOPTING RESOLUTIONS

Our diversity efforts continue to be inspired by people from all over the globe. At a recent conference in London, one of the speakers was Baroness Ruby McGregor Smith, the former CEO of the MITIE Group, an outsourcer and energy supply company with a staff of 54,000. Smith is the only BAME female to lead an FTSE 100 company. After sharing her own story, she made a compelling case for the moral and economic grounds for taking action on diversity.

She also made five recommendations that universities and business schools could follow to increase inclusivity:

Publish data on gender and ethnicity, and monitor progress. Pearson's law states that, "When performance is measured, performance improves. When performance is measured and reported back, the rate of improvement accelerates."

Recognize those with potential. Support talented individuals with mentoring, coaching, career planning, and personal development—effectively providing a road map to the top.

Use purchasing power to effect change. Make sure the school's preferred suppliers support EDI issues.

Look at recruitment practices. Do universities use diverse panels as a way to produce diverse shortlists of candidates? How do they position job advertisements to encourage interest from a wide range of applicants?

Learn how to talk about gender, race, and disability issues. Even as we implement these approaches at our university, we know there are no easy solutions. So many factors affect EDI. Wealth, power, and privilege are concentrated with the few, and we must work to extend advantages to the many.

It takes time and resources to create a sense of equality, equity, and belonging for all. But schools make time for what they believe is important, and EDI is essential to Coventry University's mission of creating access for a broad base of students. Only by achieving this objective will we be able to realize our long-term mission "to create better futures"—for everyone associated with the school. **D**

Kai Peters is pro-vice-chancellor of the Faculty of Business and Law at Coventry University in the U.K. Heather McLaughlin is academic dean of the university's Faculty of Business and Law, and Ian Dunn is provost of Coventry University.

¿Son las Mujeres Iguales?

Are women equals? At Universidad de los Andes, the first step toward achieving gender parity is raising awareness of inequities.

BY MARIA CONSUELO CÁRDENAS AND VENETA ANDONOVA

MANY INSTITUTIONS of higher learning have complex histories in regard to gender diversity, and Universidad de los Andes School of Management in Bogotá, Colombia, is no exception. The school was founded in 1943 as a junior college for commercial studies in the Gimnasio Moderno, a private all-male secondary school. During the following decades, the school went through a continuous process of adaptation while keeping its commitment to leadership, innovation, and sustainability.

Gender diversity is one aspect that has evolved dramatically over the years. In the early 2000s, there were only four female faculty members in the School of Management. Today, there are 22, representing 30 percent of the total. While this is a major advancement from the school's all-male beginnings, we know we still have far to go.

Change has been particularly visible over the past two decades, due mainly to two factors. First, scholars within and outside of the school have raised the issue of gender discrimination by researching the role of women in business in Latin America. And second, professors and administrators at the school have developed initiatives designed to heighten awareness of gender disparity. Both of these factors appear to be affecting the way women are perceived.

AT THE CORPORATION

Since the early 1990s, the topic of women in management has been studied by three women researchers at UniAndes—Luz Gabriela Arango, Mara Viveros, and Rosa Bernal. However, “the women issue” gained more institutional

visibility in the early 2000s, when it became a relevant question in the school's research agenda.

At the same time, the school participated in a research project conducted by Sylvia Maxfield, then at Simmons College in Boston, Massachusetts. Maxfield found that women in corporate Latin America were overcoming longstanding barriers, which resulted in women filling 35 percent of department and area head positions. Of the seven countries she studied, Colombia was the one with the highest percentage of women in senior management positions.

More important, her research produced a series of insights that changed the perception of women leaders in this part of the world—a perception that had long been based on tradition, intuition, and bias. Maxfield noted that initiatives imported to Latin America from the U.S. were not likely to succeed unless they were modified to accommodate the common cultural attributes of Latin American organizations. She also provided a guideline for developing gender diversity practices specifically aimed at Latin American organizations.

Other research has investigated the differences that exist among female managers in various Latin American nations. For instance, Alice Eagly of Northwestern University in Evanston, Illinois, and a group of Latin American researchers conducted 162 surveys in 17 Latin American countries. The main findings showed that there were many more commonalities among these women executives than there were differences by country. This was not a great surprise given that top Latin American managers

are like first cousins: They have largely equivalent educational levels, and their upbringing, personal life histories, values, and goals tend to be very similar. Women most often mentioned three barriers on their road to upper management positions: gender stereotypes, work-life balance, and leadership style.

Some faculty at UniAndes are striving to change discrimination patterns at Latin American organizations. Among those is Maria Consuelo Cárdenas, co-author of this article. In 2002, Cárdenas and a team of support staff launched a series of biweekly workshops about obstacles facing women in business, as part of the school's executive education programs. While some are aimed at raising gender awareness among men, most are targeted at women professionals.

The workshops for women have three main objectives: to help participants become aware of what it means to be a female leader, to help them identify the changes that this awareness brings, and to enable them to integrate the different aspects of their professional lives to achieve work-life balance. Participants are expected to write down the changes they have introduced in their lives and share these with workshop coordinators and colleagues. This creates a cycle that raises awareness even more.

ON THE CAMPUS

While it's important for UniAndes to work on gender stereotypes in corporate settings, it's necessary to address the issue at the university level as well. One way to achieve progress is to make faculty and students aware of the implicit gender biases that are behind many ev-

eryday decisions at the school. Cárdenas and her team have created an in-house initiative called “Equal to Equal.” Among other things, it consists of a series of thought-provoking gender-based vignettes that have been posted around campus, as well as comparative participative data by gender.

The initial campaign was installed around one of the main staircases. It included data about gender differences, and a design by Japanese artist Kazunori Shiina rendered in pink and blue. The pink side diminished as the design went up the stairway, and text on the floor said, “The road to the top is different for men and women.” At the same time, faculty and students wrote testimonials about their experiences, and these were posted on a common website.

Reactions varied. Some students celebrated the information. Others rejected the testimonials by posting their comments online through the #equaltoequal hashtag or by writing their thoughts on Post-it notes and placing these on the data installations.

But new vignettes keep the conversation going. For instance, the latest versions question stereotypes of women’s tasks by presenting advertisements that show how a men’s magazine would look with the same messages.

IN CLASSROOMS AND STAFF ROOMS

These activities not only have inspired self-reflection among the faculty and staff, but also have led the School of Management to revisit “the women issue.” The school has held focus group discussions with women professors to determine what their experiences have been. These discussions make it clear that unconscious gender biases—in both men and women—protect the status quo and promote inertia. For instance, women professors report that administrative personnel tend to favor male professors when finalizing class schedules or providing support for classes and trips.

Young women professors perceive that their students manifest more respect for male professors, yet it is difficult to know if they are disregarded because of their age or their gender. Some feel discriminated against in terms of promotions as they compare their career advancements to those of male colleagues. Professors who are young mothers feel they are left out of executive education class schedules because their family commitments mean they cannot always teach on weekends.

Senior women professors have felt disadvantaged, too. They note that in collegial meetings their ideas frequently are ignored until male professors propose the same ideas, at which point the contributions are accepted and valued. Women also perceive that men raise their voices to shut out women’s voices.

Moreover, many women don’t expect men to help the situation improve. Only a few women identify senior male colleagues as supporters who believe women have been underrepresented in decision-making positions at the school. Many perceive their more senior male colleagues as uninterested and egoistic.

IN THE FUTURE

Are these perceptions just that—imperfect representations of reality? Perhaps. Even so, changes are already under way.

Today, newly hired women professors are much more aware of gender issues in their relations with colleagues, students, and administrators. For the moment, they have not chosen to come together to present their experiences as a gender issue. But we expect we will have more open discussions on these matters, and we also expect that the school will make material changes in processes and practices in the future.

Two factors make us hopeful. One is that young male professors seem to have a pervasive awareness of gender issues and are much more willing to support women than their older counterparts are. Another is that diversity itself is such an important topic today. We see



Under the “equal to equal?” headline, Universidad de los Andes has posted vignettes that show gender disparities on campus in terms of data. For instance, this presentation notes that 82 percent of the engineering professors are men. While only 33 percent of the engineering students are women, all of the students who graduated cum laude in 2012 were women, and 18 percent of those with the highest salaries were women. And yet, there is only one woman in the department of mechanical engineering.

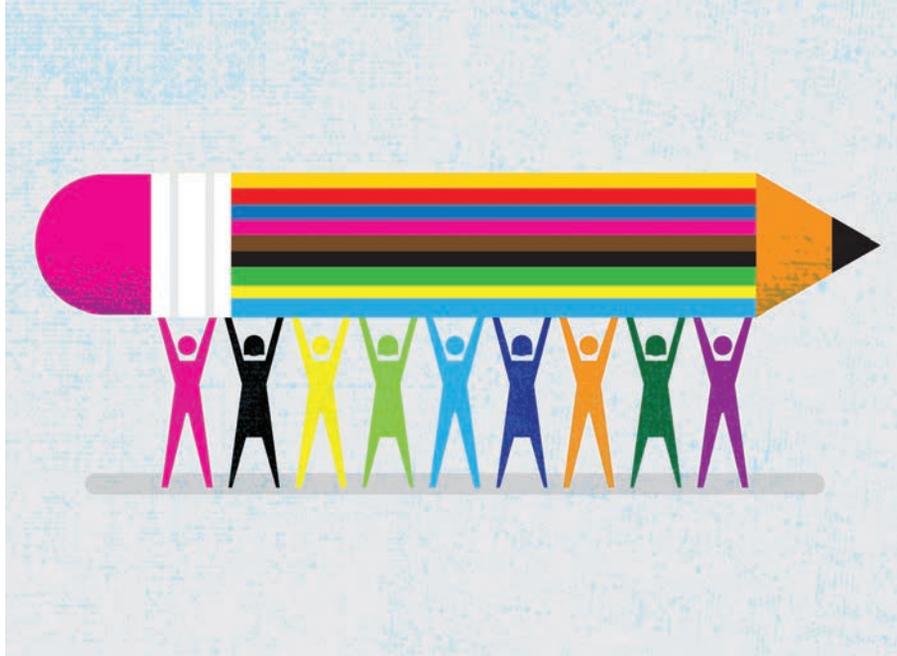
that gender diversity interplays with other dimensions of diversity, such as age and national origin. We believe that—to achieve diversity along any dimension—every organization will need to make deliberate adaptations in governance and institutional design, as well as culture.

At the university level, administrators could promote cultural change by making it clear that it is unacceptable to use discriminatory language against women. They could bring about institutional change by hiring so many women professors that it becomes impossible to fall prey to the implicit Latin American bias against women in academia. Such a practical approach could serve to right gender imbalances while fitting with the Latin American predisposition to avoid conflict.

At UniAndes, a new woman dean—Veneta Andonova, co-author of this article—has spurred new conversations about the women issue. To many, her case demonstrates one of the points of departure in all gender research: that women tend to have different leadership styles and strive to bring a balance between high-performance goals and a social contract that emphasizes well-being.

Open discussions about diversity have already started at the UniAndes School of Management. These conversations are leading the administration to create a more structured agenda aimed at correcting gender imbalances. Time will tell what the final results will be—but we are optimistic that we can improve the level of diversity in Latin American business schools and benefit from the talents and energy of all. **D**

Maria Consuelo Cárdenas is a full professor at the School of Management at Universidad de los Andes in Bogotá, Colombia. Veneta Andonova became dean of the School of Management in November 2019.



The Inclusive Curriculum

Small changes to classroom materials can have big impacts in making students from underrepresented backgrounds feel included. **BY JOANNA L. GARCIA**

ON MOST COLLEGE campuses, universitywide diversity and inclusion programs are designed to attract and retain students and professors from underrepresented groups, and faculty generally have little input into those efforts. But these initiatives also have the wider goal of making students from all backgrounds feel welcome—and there, faculty could have a great impact, simply by increasing the diversity present in their course materials.

I teach in the accountancy department at a small liberal arts school in the Midwestern United States. Our student body is mostly white, and the business school is predominantly male. As a biracial female professor, I am personally invested in the adoption of inclusive practices within the classroom.

The ways that instructors can bring diverse topics into the curriculum in many liberal arts fields tend to be fairly obvious. For instance, an American history class covering the Civil War period should include frank coverage of slavery and Reconstruction, while a political science class on mass movements might cover the Civil Rights movement, LGBTQ+ Pride, and the Arab Spring. Any literature or history course should include materials that reflect perspectives from individuals who are not white, cis-gender males.

But the need and strategy for incorporating diversity and inclusion into business classes are often less apparent. Diversity might not seem to be a consideration at all in numbers-based courses such as accounting, finance, and economics; classes on management, human resources, and marketing are more focused on people, yet instructors still may find it difficult to bring in diverse perspectives. Even when instructors specifically discuss how to apply general principles to underrepresented populations, these units often “other” the groups they are intended to include.

Because business schools have a mission of developing future leaders, it is incumbent upon them to intentionally incorporate diversity in their curricula. In AACSB International's 2016 Collective Vision for Business Education, the organization states that "leadership principles need to be as closely tied to cultivating the human dimension of the business as they are to pursuing profitability." Leaders who understand that human dimension will not just tolerate diversity, but work seamlessly with a varied workforce to build on the capabilities of all employees. Classroom discussions and activities that incorporate diversity can help students develop this ability.

RESHAPING THE CURRICULUM

While professors might find it daunting to consider diversifying their materials, they should know that even small changes can have big impacts. One easy way is to select names for the people in their problems, exams, and cases that suggest broader ethnic or national origins. Random name generators and name lists online can help them find suitable choices. They can make sure that their cases include senior executives who are women and married couples who have same-sex or gender-neutral names. They can choose graphics and pictures that also reflect diversity. When professors bring in guest speakers, they can intentionally seek out individuals from various backgrounds to discuss topics *not* related to the speakers' personal identities.

These small-scale changes enhance the inclusiveness of the classroom by

representing a range of individual situations reflective of society and students' lived experiences. Faculty who are ready to incorporate diversity and inclusion in more deliberate ways can take bigger steps, perhaps using activities and assignments like these to bring diversity into every business field:

Accounting & Finance

- In courses that include an analysis of a company's financial statements, faculty can select a business owned or run by a member of a minority group. They can make this evident by including pictures of the owner or CEO when they introduce the assignment and by having students provide a short biography of the owner or CEO.

- To go a step further, faculty can select a company with a potentially controversial business model, such as a for-profit prison, or a company with a potentially controversial reputation, such as Chick-fil-A, which has come under fire for its stance on LGBTQ+ issues. After students conduct an analysis, they can discuss the social issues surrounding the company, which could also tie in to discussions of corporate social responsibility and sustainability.

Management & Human Resources

- Faculty can lead discussions about work-life balance and what that means to different people at different points in their careers. Students can consider parental leave, elder care, remote working, and flexible working hours—all issues that in many parts of the world are seen as affecting women more than men.

- Students can examine research about the impact of ethnic-sounding names on the job search process. They might start with "The 'Name Game': Affective and Hiring Reactions to First Names," a 2008 piece by John Cotton, Bonnie O'Neill, and Andrea Griffin, or "It's All in the Name: Employment Discrimination Against Arab Americans," a 2011 article by Daniel Widner and Stephen Chicoine.

- Faculty can assign case studies about businesses that have been involved in high-profile incidents of racial profiling (Starbucks, Applebee's, Kroger); cultural insensitivity (Gucci, Burberry, Zara); workplace discrimination (General Electric, Tesla); or sexual harassment (Google, Vice Media). They can lead discussions on how companies can make meaningful advances in inclusivity in the workplace.

Economics

- Faculty could ask students to conduct research on the call for the United States government to make reparations to the descendants of slaves. Their research should include not just a philosophical consideration of whether reparations should be made, but what such a program would look like. Who would receive reparations? How much? In what form? Should direct payments be made to individuals or should investments be made in programs that may disproportionately benefit African Americans, such as universal pre-kindergarten, low-income housing, and prison reform? For guidance, students could consider how other countries have handled reparation for indigenous peoples, such as the Māori in New Zealand, and what economic impact reparations have had in those cases.

Marketing

- Students can investigate what types of products are marketed to different demographics. How are certain groups targeted, and what is the societal result?

- Students can discuss companies that have chosen to include nontra-

Small-scale changes enhance the inclusiveness of the classroom by representing situations reflective of society.

ditional models in their marketing campaigns, such as Cheerios (interracial families), Gillette (transgender men), and American Eagle (disabled women). What types of reactions, both positive and negative, have these companies received? Why do students think companies make these choices? What is the result for society?

All Majors

- Faculty can require students to write short papers or make presentations about individuals from underrepresented groups who have made significant contributions to a specific field of study. Students can discuss not only the individuals, but the societal conditions that shaped their experiences. This is also a way to incorporate writing and oral presentation into the curriculum.

- Professors can highlight present-day and historical individuals from underrepresented groups who have made key contributions to their particular disciplines.

- Finally, all faculty can take time in class to address current events related to their fields of study that highlight issues of discrimination and equity.

No matter what the classroom discussion is about, professors should make sure that students from underrepresented groups are not made to feel responsible for the diversity education of their peers. Nor should these students be asked to “speak for their groups.” They are individuals whose personal experiences are their own. While they should feel comfortable to share experiences that are germane to the classroom discussion, their participation should not be coerced, expected, relied upon, or made the focus of the activity.

A PERSONAL APPROACH

In my own classrooms, I have been intentional about using names and scenarios that reflect societal realities. In addition, I have included specific elements designed to expose students to diversity they might not have experienced in their lives.

No one faculty member is responsible for representing the many dimensions of diversity.

For instance, as a group assignment, I have required students to write biographies of individuals from underrepresented backgrounds who have made significant contributions to business fields. Students discuss the individuals’ career trajectories as well as how they were shaped by the social climate in which they lived. My students have come up with many intriguing examples, including a sports agent, the founder of the first black accounting firm in the U.S., and one of the first women to earn a CPA license.

I also have developed a series of slide shows that I use during Black History Month, Hispanic Heritage Month, and Women’s History Month to highlight individuals who represent that month’s focus. This is one of my favorite projects, and I would like to expand it to include LGBTQ+ business leaders.

The individuals I have spotlighted so far include Ursula Burns, the first black woman to be named CEO of a Fortune 500 company (Xerox); Oscar Munoz, the CEO of United Airlines; and Lauren Simmons, the only full-time female trader on the floor of the New York Stock Exchange. My intent in highlighting the contributions of these individuals is twofold: to give representation and inspiration to students from similar backgrounds, and to normalize the presence and successes of people from underrepresented backgrounds to students whose past exposure to such individuals is limited.

SHARED RESPONSIBILITY

Most experts recognize the importance of diversity and inclusion on university campuses. For instance, in their 2005 paper “Toward a Model of Inclusive Excellence and Change in

Postsecondary Institutions,” Damon Williams, Joseph Berger, and Shederick McClendon call diversity “a key component of a comprehensive strategy for achieving institutional excellence.” Furthermore, they call for institutions to make “concerted efforts to educate all students to succeed in a diverse society and equip them with sophisticated intercultural skills.”

Unfortunately, diversity and inclusion efforts are frequently left to those who identify as members of underrepresented groups. This unfairly burdens those individuals with a task that should be shared across the community. That’s why all faculty members should proactively work toward improving the inclusiveness of their classrooms as a way to support universitywide efforts. Diversity has many dimensions, and no one faculty member is responsible for representing them all. But each professor who makes some effort toward diversifying the curriculum is contributing to the enrichment of the campus environment.

Creating an inclusive classroom does not require faculty to have all of the answers or even to ask all of the right questions. However, it does require that faculty genuinely recognize that the world is a diverse place—and that, to be successful, students will need to be able to interact effectively with people from many backgrounds. When inclusiveness is introduced to the business curriculum in intentional ways, course-specific content is enhanced rather than diluted, and learning is more powerful. **D**

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Learning Other Cultures

Cultural intelligence is an essential skill for graduates who take international jobs or work on diverse teams.

BY MARIE-THERESE CLAES

ILLUSTRATION BY ANNA + ELENA BALBUSSO

THE RAPID INCREASE of globalization over the past few years means that record numbers of business school graduates now interact with significantly different cultures on a daily basis as they take international assignments or join globally distributed teams. This has created an acute need for employees, managers, and organizations to become more cross-culturally competent.

This need is exacerbated by the fact that 42 percent of overseas assignments are judged to be failures, according to a June 4, 2013, article on QZ.com. Previous research from INSEAD's Manfred Kets de Vries yielded the worrying statistic that failure rates range anywhere from 10 percent to 50 percent, with destination playing an important role in success or failure. Furthermore, expatriate assignments are known to be expensive, sometimes costing more than three times an employee's annual salary. The cost can be even higher if the assignment is deemed a failure.



Leaders must understand what drives the beliefs of their diverse colleagues.

Nonetheless, companies will continue sending employees on international assignments and assembling international teams. This means that most executives will find it not only desirable, but essential, to acquire cross-cultural competence. In fact, several studies—including one from Paul Earley and Randall Peterson in 2004 and one from You-Jin Kim and Linn Van Dyne in 2012—have shown just that. The research demonstrates that, when employees are posted overseas or teamed up with diverse colleagues, cross-cultural experiences and skills are direct predictors of managerial performance.

But there are even stronger reasons for executives to develop cultural awareness. Leaders who operate in a global environment need to feel confident and optimistic as they build strong relationships, encourage cooperation, and develop common goals with their counterparts across borders. They must connect people and transfer knowledge on both a local and a global level.

Very often, people think they understand a foreign culture when all they know are the basic do's and don'ts, such as how to bow or when to hand over a business card. Much more important is the ability to recognize how the culture views right and wrong, what basic values people have, and how other people might interpret events in fundamentally different ways.

For business leaders to develop deep bonds and build consensus with people from different cultures, they first must understand what drives the beliefs and behaviors of their diverse colleagues.

CQ: THE NEW INTELLIGENCE

In the management education field, we had been au fait with the idea of IQ (intellectual quotient) for years when Daniel Goleman introduced a new kind of intelligence in 1995. *Emotional intelligence*, or EQ, examines how we recognize, understand, and manage emotions—our own, as well as other people's. The concept of EQ

often comes to mind when we think of “great” leaders.

Yet, in a volatile world where workers move constantly across the globe, we need still another kind of competence: *cultural intelligence*. CQ combines aspects of IQ and EQ and operates in four areas:

Cognitive CQ is knowledge about context-specific facts, such as social, economic, and legal systems in various cultures. High cognitive CQ helps people form more accurate expectations and makes them less likely to misinterpret cultural behaviors.

Behavioral CQ is the ability to behave according to different cultural practices and to use the appropriate verbal and nonverbal behavior. The classic example is greeting: Do you shake hands, bow, or do something completely different? But, of course, human interactions are much more complex. For instance, verbal behavior will vary according to culture. Who speaks? How loudly? Other implicit codes of communication also come into play: silences, hesitations, instances of uncomfortable behavior, or indirect references.

Motivational CQ is the energy that allows people to deal with unfamiliar situations or to handle the stress associated with problematic interactions. This skill allows people to “become comfortable with being uncomfortable.” People with motivational CQ show that they are interested in the language, the culture, and the history of their counterparts—that they enjoy being there and they are eager to learn.

Metacognitive CQ is the ability to comprehend cultural knowledge and

select appropriate responses. Leaders with good metacognitive CQ constantly check that their actions are appropriate for a specific cultural context and develop strategies for future encounters.

While the four CQ dimensions are considered conceptually independent of each other, they tend to work together.

A GROWING AWARENESS

As the workforce grows more diverse and mobile, a range of stakeholders with an interest in business are paying more attention to cultural intelligence. For instance, multinational corporations and other organizations have begun offering special training programs to their expatriate or sojourner personnel.

Young people who are about to enter the workforce are demonstrating a growing cultural sensitivity. Many already have a social conscience and are concerned about issues such as racism and sustainability. When they enroll at a business school, they *expect* to learn how to have a positive impact on the world through courses on cross-cultural management, ethics, corporate social responsibility, diversity, and global leadership. Indeed, business graduates cited “the ability to make an impact” as one of their chief motivations for changing jobs, according to research from CEMS—the Global Alliance in Management Education. For instance, 80 percent of these students believe their generation will be responsible for finding the solution to climate change.

Accrediting bodies also are reflecting this new imperative for cultural awareness. For instance, the accreditation standards of AACSB International explicitly state that business programs should foster sensitivity to global perspectives, expose students to cultures different from their own, and prepare graduates to pursue careers in a diverse global context.

THE B-SCHOOL RESPONSE

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Bilinguals see the world through two different conceptual systems.

schools are offering a wide range of academic and experiential opportunities. Many have added cross-cultural management (CCM) courses at both undergraduate and postgraduate levels. Students take such courses to learn to be more effective in the cross-cultural encounters they will experience in their international management careers.

While the content of CCM courses varies according to the school and the teacher, programs might include topics such as leadership, identity, gender, diversity, global teams, and the role of language and language policy in determining culture. Many instructors use short cases that allow students to analyze how managers rely on different aspects of CQ in specific situations.

Some schools also promote CQ by creating class situations with mixed groups learning alongside one another. These settings make students aware of their own and others' cultures.

Another way schools can help students develop CQ is by making language learning a priority. We know that bilinguals see the world through two different conceptual systems, which enhances their cognitive flexibility, divergent thinking, and creativity. In fact, it doesn't seem sensible to expect a manager with only one language to be open-minded and sensitive to nuance. Therefore, CCM programs often require fluency in more than one language.

THE EFFECT OF BUSINESS EDUCATION

The question remains: Are programs and courses like these enough to enable business schools to teach cultural intelligence effectively? A few years ago, I worked with CEMS colleagues from the Cross-Cultural Management Faculty Group on a study that investigated the impact of CCM courses on the cultural intelligence of global students studying for the master's in management degree. (See the *Academy of Management* article at journals.aom.org/doi/10.5465/amle.2012.0022.)

We found that CQ indeed can be enhanced via training and experience. For instance, our study showed that CCM courses act as "experience equalizers," allowing students with less international experience to catch up with their more well-traveled peers, thus minimizing the cultural competence gap between the two groups.

More important, we found that after students took CCM courses, their overall CQ was higher, particularly in the areas of cognitive and metacognitive CQ. On the other hand, CCM classes had little effect on students' motivational and behavioral CQ. These dimensions showed greater improvement when students had the opportunity to live for a significant amount of time in another culture.

From these results, we concluded that any education program aimed at future global leaders should include both academic and experiential cross-cultural opportunities. School leaders should realize that short-term experiential multicultural exposure, even if it is rich, does not suffice as a cross-cultural learning intervention unless specific cross-cultural training runs alongside it—and the reverse is also true.

Our conclusions are supported by several other studies. For instance, Kerri Anne Crowne's 2008 piece on "What leads to cultural intelligence?" finds that certain types of experiences—such as study or employment abroad—increase CQ. And in research published in 2007 by Steve Sizoo, Hendrick Serrie, and Morris Shapero, the authors determine that people do not increase their cultural expertise merely by living abroad unless they also have cross-cultural training.

We aim to provide both academic and experiential opportunities through the CEMS alliance, which includes 32 international business schools, 70 multinational companies, and seven social partners. CEMS schools run international business projects with multinational business partners, and they also give students a chance to spend a semester immersed in life at a second school located in a different country and culture.

THE RESPONSIBILITY IS OURS

Once business schools realize that graduates with high CQ will be better employees, they should make sure corporate recruiters also understand how CCM courses prepare students to cope with culturally diverse situations and build culturally competent workplaces. Furthermore, they should encourage international companies to get involved with university programs that offer CCM training and long-term international experience.

When students—or executives—get to know and understand different cultures, they realize that there is more than one way of thinking and that no one way is better than another. Cross-cultural learning helps them become better employees, negotiators, leaders, and international citizens.

As we in the business school community educate the next generation of business leaders, we have a responsibility to nurture our students' cultural intelligence. When carried out in the right way, CCM training creates managers who are more tolerant, accepting, and appreciative of difference—and more likely to be successful in their international endeavors. **D**

Marie-Therese Claes is a professor of cross-cultural management at the Louvain School of Management at the University of Louvain in Belgium. She teaches on the CEMS Masters in International Management team and is part of the alliance's Global Leadership Faculty Group.

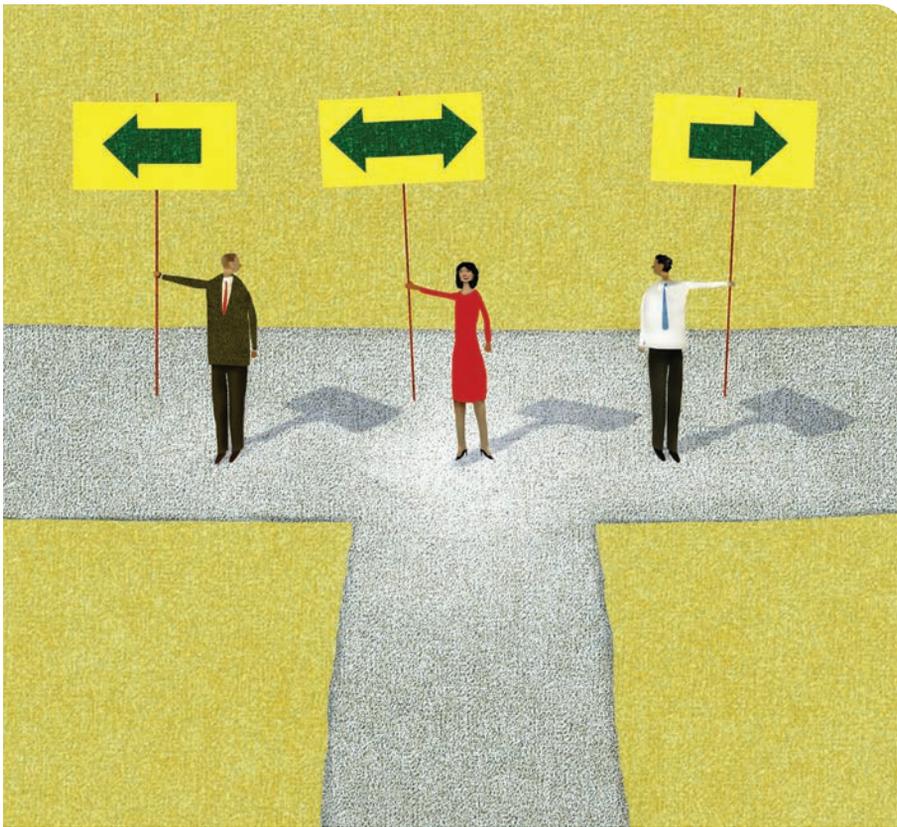
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both sides. In contrast, men are more likely to adopt *either/or* thinking, an attitude that is more likely to advance their own agendas during conflict while denigrating those of the other side. At a time when collaboration across political boundaries is hard to come by, the ability to adopt both/*and* thinking could be a major asset to Congress.

The fact that both/*and* thinking promotes collaboration might also explain why the Council on Foreign Relations (CFR), a nonpartisan think tank based in New York City, has found that peace talks where women had strong influence at the negotiating table were more likely to end in an agreement. In a qualitative review of 40 peace and constitution-drafting negotiations since 1990, the CFR also found that these agreements were more likely to endure over time.

BENEFITS OF COLLABORATION

We can find many real-world examples of what happens when women apply both/*and* thinking to resolving contentious issues. These examples include Eleanor Roosevelt's leadership of the United Nations working group that drafted the Universal Declaration of Human Rights after World War II. Another is the leadership of five female senators who came together to break the stalemate that shut down the U.S. federal government for 16 days in 2013.

More recently, Representative Nita M. Lowey, a Democrat from New York, and Representative Kay Granger, a Republican from Texas, have been working together as leaders of the U.S. House Committee on Appropriations to negotiate bipartisan terms on issues such as immigration and federal spending. "The women are taking over," the late Arizona Senator John McCain joked in 2013. These days, McCain's commentary seems less a joke than a political need.

Other research applies the CFR's findings to teams of all kinds. For example, in a study published in *Science* in 2010, Anita Woolley and her team

Woman's Work

WHY TEACHING ALL LEADERS TO NEGOTIATE LIKE WOMEN MIGHT JUST SAVE THE WORLD. **BY WENDY SMITH**

IN NOVEMBER 2018, I worked with my colleague Terry Babcock-Lumish to prepare an article for *The Conversation*, a website where researchers share their ideas with audiences outside academia. In it, we write that, "As scholars who study political leadership, we believe more women will be good for Congress for a fundamental reason: They may just get a broken system working again."

Now, in 2020, the number of women in the U.S. Congress has reached an all-time high. We are excited to see the nation reach this milestone not only because it represents more fair and equal representation for American women, but also because research suggests that women leaders often possess skills that our country and world desperately need.

Research and experience both indicate that women are more likely to use inclusive *both/*and** thinking. That is, they see conflict and tensions not as problems, but as opportunities to gain input from

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divided almost 700 volunteers into groups of two to five people. They found that teams with more women consistently outperformed teams with more men.

In a 2011 *Harvard Business Review* article, Woolley and co-author Thomas Malone suggest that successful teams included more people with higher emotional intelligence and social sensitivity—and that women are more likely to demonstrate these qualities. Women might use their ability to read and respond to the emotional states of others to help team members work more effectively as a group. In a follow-up study, published in 2015 in the *Public Library of Science*, the team discovered that their original findings held true whether teams met online or offline.

TEACHING ‘BOTH/AND’ TO ALL

While women might more naturally adopt collaborative approaches, my research with colleagues Marianne Lewis and Mike Tushman finds that both/and thinking is valuable for everyone. The challenge for business schools is to find ways to teach these behaviors to students of all genders. How can we train all students to be more collaborative, team-oriented, and inclusive?

First, we can teach students to shift away from either/or approaches, in which they respond to differences by provoking conflict, and instead embrace both/and engagement, in which they respond to difference by promoting synergies. In my undergraduate classes, graduate classes, and executive seminars, I teach students that the most critical and easiest step they can take during any negotiation is to switch from asking “Who is right?” to asking “How can both sides engage and accommodate competing demands simultaneously?” I share research by Ella Miron-Spektor, Francesca Gino, and Linda Argote, which shows that people who make this switch come up with more creative ideas.

Next, we can bring in speakers who have experience engaging in complex

thinking about problems and working through collaborative team dynamics. Students find the stories these leaders tell inspiring and instructive.

Finally, we must support classes, extracurricular activities, and campus initiatives that help students cultivate cooperative mindsets. This means immersing them in highly experiential work where they must face challenging situations before having to reflect and regroup. We must invite them to note their own emotional and cognitive responses, understand their own biases and reflexes, and think about the wide range of behaviors they could adopt.

WORKING SLOW, TOGETHER

At the University of Delaware’s Lerner College of Business & Economics in Newark, I put these ideas into action in my course Leadership from Within. This course runs for one week, Monday through Friday, from nine to five each day; students work in teams to identify and implement a bold vision by the end of the week. The challenge is uncertain, open-ended, and time-pressured, just like situations that students will experience in the real world.

Even so, the students often rebel: They want more specificity. They want a longer time horizon. They dislike the discomfort they feel as the pressure of the situation forces them to face—and push beyond—their own anxieties and fears.

Because of the time pressure, some group members want to come to a consensus on a vision and move to implementation quickly. One team member might offer an initial decision and push to implement this plan; the other members begin to feel marginalized and start to resist the process. In the end, the group is forced to return to its starting point.

Eventually, students discover the value of spending time to work through the challenge together. They learn to be patient and encourage their team members to engage multiple points of view from the beginning—they learn that they

have to go slow to go fast. Most important, they learn to recognize the value of cultivating trust, listening to one another, and building on each other’s ideas rather than jumping straight into execution mode. My students report that they find the experience demanding and incredibly enlightening.

The Lerner Women’s Leadership Forum takes a similar approach. Informed by the latest research, the forum targets the leadership needs of professional women. We focus on women who are hitting the thickest part of the glass ceiling after they have been in the workforce for five to ten years, and who want to know how to boost their leadership journey to the next level. At the forum, we help the women focus on bold goals, as well as hone and apply their natural skills in collaboration and complex thinking. The forum provides these women with not only a powerful network, but also a women-only space where they can address gender-based issues that might not emerge in other programs. Over 30 percent of the participants have moved into new roles within a year.

Experiences like these can encourage women to develop their inherent strengths. But we also should design similar workshops that equip leaders of any gender with collaborative skills. As research shows, organizations see improved performance under women’s leadership—specifically because women are more likely to apply collaborative skills to seemingly intractable problems. Helping *all* students strengthen these same skills could be some of the most important and world-changing work business schools can do. [D](#)

Wendy Smith is a professor of management at the University of Delaware’s

Alfred Lerner College of

Business & Economics in Newark, Delaware, and co-founder of the Women’s Leadership Initiative at UD.



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Condensing The Capstone

A SHORTER CAPSTONE ACCOMMODATES THE SCHEDULES OF WORKING STUDENTS. BY ROBERT S. FLEMING

IN DELIVERING THEIR programs, business schools must meet the needs of a wide range of students, many of whom work while they take classes. Schools address these needs through online and hybrid courses, as well as courses of varying length held during nontraditional semesters.

At Rowan University's Rohrer College of Business in Glassboro, New Jersey, we redesigned the capstone business course taken by all undergraduate business students. Business Policy not only covers strategic management knowledge, it requires students to work in teams to complete consulting assignments. While the course has traditionally been offered during the normal-length fall, spring, and summer semesters, we revamped the course five years ago so that we

could deliver it in a condensed semester called the Winter Intersession.

Our goal was to provide another option to enable students to graduate on time. Over the years, students have noted other reasons for enrolling in the Intersession course. For instance, some want to lighten their course loads in the spring semester while freeing up time for professional responsibilities. Others want to devote themselves to this crucial course without the demands and distractions of other courses.

The class meets on ten evenings during two or three weeks in early January before the start of the spring semester; each class is four hours. Those 40 hours equate to the number of hours students would spend in the class if they took it during a regular semester.

About half of the students in the course work full- or part-time, so offering it in the evening allows both traditional and nontraditional students to enroll. However, we make it clear in advance that the course can be very demanding, and many working students arrange to take time off from their jobs.

KEY ELEMENTS OF THE REDESIGN

We wanted to make sure that, even in a compressed timeframe, the course achieved its key learning objective: helping students develop strategic planning skills in environmental scanning, strategy formulation, and strategy implementation. We achieved this by redesigning the course in three important ways.

We require students to do a great deal of preparation in advance. Students who want to enroll in the Winter Intersession version must attend a mandatory pre-course briefing in the fall semester, about six weeks before the first Business Policy meeting. During this briefing, we give students a realistic preview of the course, outline our expectations, discuss research strategies and resources, and review pre-course readings and assignments. We also describe

the scope of work and the deliverables we expect from the consulting project.

Before the initial class, we expect students to have read the textbook. They also should have conducted extensive individual research on the organization that will be part of the consulting project, and they should have created a draft of an environmental scanning document.

We revamped the required consulting project. During regular semesters, student teams complete three consulting projects designed to develop specific skills in environmental scanning, strategy formulation, and strategy implementation. In the condensed program, teams complete three sequential assignments focused on a single organization, so that we can achieve the learning objectives within the time constraints.

Every company selected for student consulting projects must have sufficient public information available that students can research through library databases. For the past two years, the consulting project was conducted for a prominent lifestyle brand, which provided us with a full array of point-of-purchase merchandising materials for its product line. Because the Winter Intersession has a dedicated classroom, and because students focused on a single company, we enhanced the immersion experience by decorating the room with the materials the company supplied.

We strive to build high-functioning teams. On the first night, students choose their project teams. During the first half of this session, all the participants introduce themselves, sharing the relevant background information that would make them valued team members. Because of the compressed nature of the course, students recognize the importance of being part of a team with highly motivated, qualified members.

After students form their teams, we use an ice-breaker decision-making exercise that prepares team members to work together effectively and to resolve any

problems early. In this exercise, students individually review the credentials of potential appointees to the Federal Reserve Board; then, they discuss their lists of preferred candidates with one other team member until both reach consensus. Eventually, all team members come together to harmonize their lists and make their final recommendations as a group. Each team presents its recommendations and justifications to the class.

Students then engage in a facilitated discussion on the group decision-making process, which helps develop positive working relationships.

These teams begin working together during the second half of the first class, developing plans that will allow them to quickly submit a written environmental scanning report and deliver a related presentation. The work that students have completed in advance is instrumental because the first of the three consulting assignments is due on the fourth evening of the class.

INSIGHTS AND LESSONS

The condensed capstone course has proved to be a popular option with students, usually reaching its enrollment capacity within the first day of registration. Although we officially cap the course at 30 students, we occasionally have added students based on their situations and graduation plans. Depending on future demand for the condensed course, we would consider offering an additional section.

Through course surveys, we have found that students consider this to be one of their best class experiences. Through observation over the past five years, we also have learned four valuable lessons about how to make the compressed course successful:

1 All participants must be highly motivated and prepared to devote the necessary time and effort to complete course requirements.

2 All participants must attend the pre-course briefing so they are prepared for the demands of the course.

3 The business faculty librarian should be involved in the pre-course briefing to make sure participants have the resources to complete readings and assignments ahead of the first class.

4 Faculty members who teach the course must be as prepared as the students, because it represents a significant workload. For that reason, we do not expect these faculty members to engage in labor-intensive institutional service during the Winter Intersession. Faculty must turn around assignments quickly and provide timely, detailed feedback so student teams can make the expected progress on their next consulting assignments. We have committed to providing this feedback by noon the day after each assignment is submitted.

The only real tradeoff we feel we have made by offering the course during a condensed semester is that we have time to focus on only one organization for the consulting project. However, feedback from course participants and graduates indicates that the benefits of the intensive immersion experience greatly outweigh this disadvantage.

Although this was not one of our considerations when we were deciding to offer this course during a compressed semester, we have found that it is a great team-building and bonding experience for participants as well. As more schools move away from traditional classroom delivery models, they might also want to consider offering intensive capstone courses in compressed timeframes.

Robert S. Fleming is a professor of management and former dean at the Rohrer College of Business at Rowan University in Glassboro, New Jersey.

EMPOWERING STUDENT SCHOLARS

STUDENTS HONE CRITICAL THINKING SKILLS AS THEY CONDUCT ACADEMIC RESEARCH.

FOR THE PAST few years, undergraduate and graduate students at the Naveen Jindal School of Management (JSOM) at the University of Texas at Dallas have been encouraged to produce their own original scholarly research. Recently, the business school took this initiative one step further—it has formalized the process for approving student projects. This includes granting scholarship funds for student scholars and even providing students with a list of academic venues where they can present their findings.

To support student researchers, a scholarship committee developed a rubric to evaluate the students' work and make decisions regarding scholarship dollar amounts. The committee also signed up to use a plagiarism detection service to ensure academic integrity.

"These research projects help build strong connections between students and faculty members," says Monica Powell, senior associate dean and dean of graduate programs. "They also help students gain a better appreciation for and understanding of the research that our faculty members do and just how rigorous that process is."

A MORE RIGOROUS APPROACH

The scholarly inquiry that JSOM students are asked to conduct is much different from the papers they may have written in high school, says Powell. Rather than simply choose a topic and thesis statement and write a paper based on a list of citations, students must follow a more exacting process to produce their research projects. First, they formulate hypotheses by identifying gaps in the knowledge base. Then, they go through the formal steps of research: reviewing relevant literature, explaining



previous research in a particular area, and pinpointing the gaps that support their hypotheses.

"At that point," Powell says, "students create either a qualitative methodology, in which they're aggregating narrative information to come to a conclusion, or a quantitative one in which they're looking at data and asking what it says about their hypotheses."

Students who undertake research, Powell says, have the opportunity to go to one or more conferences, which allows them to practice their presentation skills or sell other people on their ideas.

"A secondary effect is that it helps build the Jindal School's reputation because it shows the world that we are producing scholars who are solving real-world problems," she says. "It's

also a great résumé enhancer. It gives students something with which to impress a prospective employer during an interview because it sets them apart from other candidates."

CAREER DIVIDENDS

Mark Chang, who earned his MBA from the Jindal School this past May and is pursuing a master's degree in information technology and management, conducted two studies—one on data privacy issues affecting the United States and the European Union and one on overcoming immigration challenges that international corporations face when hiring. Chang used scholarship funds to help defray the cost for him to present his work at conferences held at the University of Oxford, Harvard

University, and the Massachusetts Institute of Technology.

The experience is “very much paying dividends when I go on job interviews,” says Chang. “Almost everybody wants to learn more about my experiences, how I prepared for them, and how they have helped hone my professional interests.”

Sean Haas, who is a senior double majoring in finance and economics, researched the process of financialization—or, as he describes it, the increasing size, prevalence, and importance of the financial sector relative to all other economic sectors since the 1970s. Haas was particularly interested in the process of securitization, by which current or future cash flows are transformed into marketable products sold

to investors who share in potential risks and rewards.

“Being exposed to academic research and learning how to perform research has fundamentally changed the way that I think,” he says. “It taught me a different way of looking at the world, a different way of looking at ideas, and a different way of analyzing the things that exist.”

The experience has been so positive for Haas that it has helped him set a new course for his life. He has decided to apply to PhD programs in finance this fall.

TESTING ASSUMPTIONS

Powell believes that management education should teach future leaders to identify not only problems, but also their root causes, in ways that have a favorable impact on a company’s bottom line.

“Doing that takes a certain level of critical thinking—assessing and evaluating and bouncing your ideas off other people who are experienced scholars. It takes having your hypothesis tested by others critically to determine whether the assumptions that you’ve made are correct or what you’ve deemed as important is really important,” Powell says. “This scholarly research program teaches just that. We want our students to go out and be so valuable to their employers because they already have experience identifying and solving the right problems.”

▶ To learn more about student research at the Jindal School of Management, visit jindal.utdallas.edu/student-resources/research.

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MY METHOD

Although I find annual reports to be invaluable as tools for teaching and learning, I admit that reading and analyzing them can be onerous. To make this process easier, I have created a table that displays how the parts of an annual report relate to various strategy topics and theories. (Find my table at bized.aacsb.edu/articles/2020/march/this-report-just-in.) I share the table, as well as additional related articles, with students to provide them with a roadmap for reading reports most effectively. I require both my online and face-to-face students to read these materials in the first and second week of class.

I also have created two tutorials to prepare my students for the task. The first explores popular strategy concepts that they'll use in their analyses. The second relates directly to the assignment; in it, I walk them through my table, including what they should be looking for as they analyze each section of an annual report.

I use annual reports in three student assignments. In the first, I split students into teams, assigning each team a different annual report. As they learn to sift through the information, students who are more proficient at the task help bring others up to speed. Students then present their analyses to the rest of the class. (Online students use Zoom to present their analyses in a synchronous format.)

In the second assignment, students write individual analyses of a single annual report. And in the third assignment, students work in teams once again to analyze both the annual report of a parent company after an acquisition has been completed and the report of the target company from the year preceding the acquisition. Each team assignment takes approximately eight to 14 hours for students to complete. The individual assignment is more time consuming; it takes approximately 15 hours for students to complete

This Report Just In

THE ADVANTAGES OF TEACHING WITH CORPORATE REPORTS INSTEAD OF CASE STUDIES. BY HEMA KRISHNAN

A COMPANY'S ANNUAL report is an opportunity for its CEO to address shareholders, but I've found that it's also a useful teaching tool. For the last three years, I have integrated corporate annual reports into my traditional and online MBA capstone strategy courses at Xavier University's Williams College of Business in Cincinnati, Ohio.

ADVANTAGES FOR LEARNING

When it comes to providing students insights into a business or industry, corporate annual reports offer several advantages over the case study method:

- Their information is more current and comprehensive than many textbook case studies.

- They can be assigned immediately after they are publicly available.

- They allow students to perform more in-depth analyses of a company's strategic plan, financial situation, and global position.

- They allow students to apply finance, management, operations, and economic theories that are the foundation of strategic management.

- Their use minimizes plagiarism among students, since no analyses exist from previous years, either online or from past students.

- Their use offers an efficient tool for the assessment of student learning.

- Best of all, they are available online for free, resulting in savings for students.

and accounts for 25 percent of their grade in the course.

A SAMPLE ASSIGNMENT

In the spring 2019 semester, I asked my students to analyze the annual reports of retail pharmacy CVS and insurance company AETNA for their third assignment. CVS had just acquired AETNA, so I asked students to address this question: How could CVS best fulfill the expectations of key stakeholders, given its now diversified portfolio?

The assignment can be broken down into three parts:

Review. Even though this was their third analysis, I began with a review, not only of what my instructions were and what rubric I would use to evaluate their work, but also of how to read an annual report. We also reviewed previous lecture material on value chain, business and global strategies, external environment analysis, and internal environment analysis such as SWOT.

Read. Next, I asked students to read over our past lecture material on corporate diversification, financial statement analysis, corporate finance and portfolio management, and corporate governance.

Evaluate and recommend. Finally, students used all of the concepts they had learned to analyze CVS'

current portfolio, as well as evaluate the strategic and financial viability of its acquisition of AETNA. Then, they created their presentations in which they recommended plans of action for CVS at the corporate level, business unit level (including AETNA), and functional levels.

After their analysis, students offered a range of recommendations. For example, teams suggested that CVS close its underperforming locations and even rebrand itself as a health management company rather than a pharmacy. Others recommended that the company improve its approach to customer education and service, design more efficient retail layouts, and rotate top and middle management across strategic business units to build leadership capabilities.

The depth and breadth of information in an annual report provides the information students need to conduct a thorough analysis of a wide range of factors, including a company's industry, past strategies, financials, HR practices leadership, and corporate social responsibility. I believe that this assignment helps MBA students cultivate practical analytical skills that will serve them well, not only in their career development but in their personal financial planning.

FIRST STEPS

The first year I used reports in my courses, I had to create my own teaching manuals each semester—a cumbersome and time-consuming process. However, there are several ways that a professor can make the first-time use of reports easier:

- Choose reports from companies that you are familiar with and have taught before.

- Start small, with just a single assignment, and limit students' analyses to a single company. You can assign reports of diversified companies and those engaging in M&As once you're comfortable with the method.

- Assign the same annual report to every team to minimize instructor preparation time. However, introduce minor changes in the instructions for each team to retain students' interest.

- Give students a visual, such as my table, that introduces a report's structure, important parts, and relationships between those parts.

- Ask students to start their analyses with the corporate report's financial statements. Next, direct them to the notes, then to the CEO's address to shareholders. I've found this order to be the quickest way for students to absorb the content.

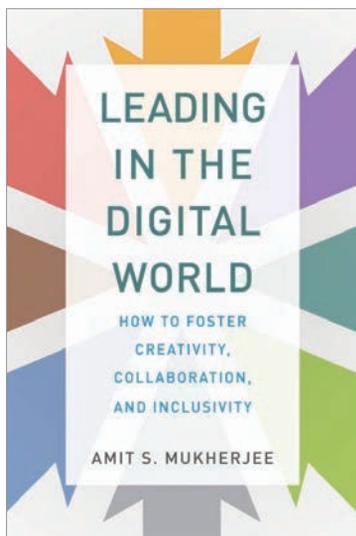
Today, I have become more adept in analyzing corporate annual reports, which in turn has led to my growth as a teacher and scholar. Moreover, my students have told me that analyzing corporate reports has enhanced both their skill sets and their career development. Both of these outcomes have motivated me to retain and continue to refine the use of this teaching tool. **D**

Hema Krishnan is a professor of management and entrepreneurship at Xavier University's Williams College of Business in Cincinnati, Ohio. To receive a copy of Krishnan's table, or to request more information on her approach, contact her at krishnan@xavier.edu.

USEFUL RESOURCES

Many articles are available online that can provide both faculty and students a great roadmap for navigating a company's annual report effectively. For example, I direct my classes to the following resources:

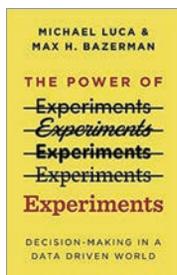
- "Introduction to the Income Statement" and "Introduction to Balance Sheets," both videos created by the Khan Academy (www.khanacademy.org)
- "How to Efficiently Read an Annual Report," a tutorial from Investopedia (www.investopedia.com)
- "How to Read an Annual Report" from WikiHow (www.wikihow.com)
- "How Do You Do Financial Statement Analysis?" from The Balance-Small Business (www.thebalancesmb.com)



LEADING IN THE DIGITAL WORLD

Each new industrialized era ushers in its own leadership style and organizational paradigms, says Amit Mukherjee of Hult International Business School. The assembly line system of the early 1900s spawned the authoritarian boss, while the quality control movement later in the century created empowering leaders who oversaw collaborative teams. These “epochal” transitions, Mukherjee writes, forced companies to completely overhaul their organizational structures. Today’s digital technologies are having equally powerful effects. They change the types of skills employees must possess and constantly impact the operating environment. As a result, leaders must manage diverse, distributed teams while operating under volatile, uncertain, complex, and ambiguous conditions. “These changes enable, even require, leaders to engender creativity—the ability to look past received wisdom and traditional approaches to give form or structure to new ideas,” Mukherjee writes. He explores what skills the digital leader must possess and who that digital leader is likely to be. (The MIT Press, US\$34.95)

THE POWER OF EXPERIMENTS

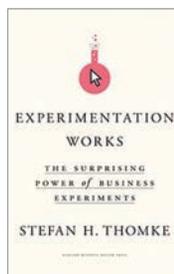


Why do people agree to be organ donors? How can citizens be prompted to pay their delinquent taxes? What happens when employees invest the maximum in their 401k plans? Answers to these questions—and a host of others across the fields of science, medicine, and business—can be answered in large part through experiments conducted in the lab or in the field. Harvard’s Michael

Luca and Max Bazerman trace the long and intriguing history of experiments that have been used to observe human behavior and determine ways to redirect it. In particular, they’re interested in the experiments at the intersection of psychology and economics that proved “people aren’t always as rational as traditional economics models assumed.” They explore how behavioral economics can be used to set public policy, “nudge” people into sound financial decisions, and improve education outcomes—but they also warn that experiments have their limitations. “Lab experiments can help us know whether and when an effect might be relevant, but won’t predict the exact effect in any particular real-world setting,” write Luca and Bazerman. “Context matters.” (The MIT Press, US\$29.95)

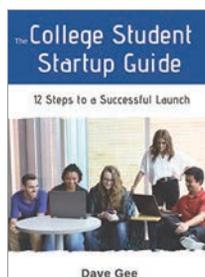
EXPERIMENTATION WORKS

In a closer look at how experimentation functions in the tech-driven world, Harvard’s Stefan Thomke explores how digital tools have made it possible for companies of any size and function to test hypotheses inexpensively and often. For instance, every day at the travel platform Booking.com, employ-



ees run more than 1,000 experiments on the company website, testing which small change might optimize the customer experience. In fact, because of the company’s dedication to improving the user experience, all employees are empowered to design and launch experiments without permission from managers. Some proposed changes are small—should the “buy” button be red or blue?—but can have massive and often unexpected effects on the bottom line. When companies don’t experiment, they rely on their intuition, which is usually wrong. Thomke shares dozens of examples of successful experimenters, from Thomas Edison to Jeff Bezos to the New Zealand team that won the 1995 America’s Cup yacht race. He also presents general principles for carrying out successful experiments and describes the managerial roadblocks that get in the way. It’s a helpful guide to practical innovation. (Harvard Business Review Press, US\$32)

COLLEGE STUDENT STARTUP GUIDE

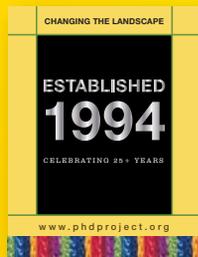


Entrepreneurship programs and incubators have become staples at business schools around the world, and thousands of students annually join pitch competitions and start their own businesses. Dave Gee, director of the University of Wisconsin–Whitewater Launch Pad, addresses those students directly in this honest, step-by-step guide to a successful launch.

He first encourages students to write down the reasons that

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in academia for
generations to come**



In 1994, we had a vision: invest in greater diversity in the boardroom and the classroom. Today, we're proud to see so many others follow our lead. Is your campus part of our diversity solution?



Diversified classrooms lead to richer learning experiences, more vibrant communities, and a stronger economy. The PhD Project helps accomplish this by supporting Black/African-Americans, LatinX/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 quintupled since our founding in 1994. Participating universities are illustrating a clear commitment to creating a diverse academic environment and have the distinct advantage of recruiting from our network of more than 1,500 minority faculty and doctoral students.

The PhD Project is also focusing on the need for diversity in administration, having found fewer than 30 African-American, Hispanic American and Native American Deans at non-HBCU business schools in the U.S. Our Project AHEAD, Achieving Higher Education Administration Diversity, encourages tenured minority faculty to explore positions in administration and provides resources, support and mentors to help members pursue this path.

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

Learn more about participating to The PhD Project by contacting **Blane Ruschak** at 201-307-7662 or blaneruschak@kpmg.com.

Stay connected to see all we're achieving:



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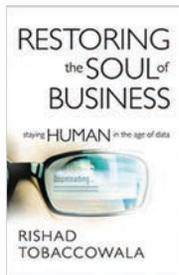


Increasing Diversity in Business through Academia

**Thank you to our Founders AACSB, GMAC and KPMG Foundation
for 25+ years of support, and to all of our Sponsors and 300+ Participating
Universities that allow us to continue to further our mission.**

they want to start businesses and the milestones that will make them feel successful. “Come back to this list when times are tough, when you need to balance personal relationships, classes and your startup, when you have to fire a college friend,” he says. But he also addresses the nitty-gritty of branding the business, raising capital, and putting together a team. He doesn’t shy away from hard topics such as when and how the young entrepreneur might have to shut the business down, but he explains that even a failed business is a learning experience that can fuel the next venture. He also shares insights from his previous students who have become successful entrepreneurs and who are positioned to help the next generations find their way. (Startup Guides LLC, US\$14.99)

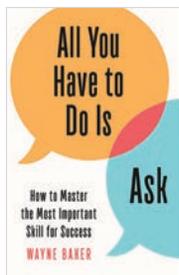
RESTORING THE SOUL OF BUSINESS



As technology becomes better and more ubiquitous, businesses risk relying too much on data and ignoring the input of people. In other words, they sacrifice the *story* for the *spreadsheet*, warns Rishad Tobaccowala of communications firm Publicis Groupe. When companies are seduced into believing that data is all they need, he writes, they “lose the agility, innovation, and inspiration

upon which organizations thrive.” But how can companies pair “cool data” with “warm humanity”? For instance, screen-dominated workplaces enable team members to stay connected—but they also result in diminished communications and weakened relationships. Tobaccowala suggests that companies allow individuals to use the tech any way they choose so their communications remain authentic; continue to schedule in-person meetings; and rely on tech to promote social interactions. In other words, he advocates using technology to enhance humanity. Despite our digital advances, he stresses, we still live in a world populated by “analog, carbon-based, feeling creatures”—and businesses still need those creatures as employees and customers. (HarperCollins, US\$24.99)

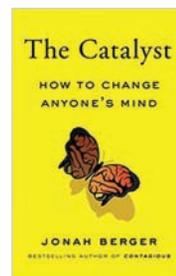
ALL YOU HAVE TO DO IS ASK



People hesitate to request assistance because they fear looking incompetent, yet research shows even strangers give aid far more readily than anticipated by those in need. The University of Michigan’s Wayne Baker offers practical suggestions for how people can develop the essential skill of asking for help. For instance, they should turn to people outside their immediate circles; and they should make sure each request is specific, meaningful, action-oriented, realistic, and time-limited (or SMART). He also provides a series of tools that teams can use to create cultures of mutual aid.

For instance, in the Reciprocity Ring, workers meet in groups of about 20 and take turns making requests; the others in the group consider how they could help, perhaps by reaching out to their own networks, before tendering their own requests. Baker calculates that he’s facilitated corporate Reciprocity Rings that have generated ideas worth up to US\$400,000. He writes, “As much as 90 percent of the help that is provided in the workplace occurs only *after* requests for help have been made.” He shows how to ask. (Currency Books, US\$27)

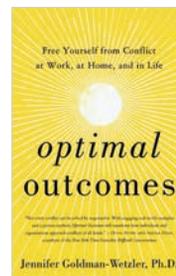
THE CATALYST



When children in Thailand started approaching smokers to ask for a light, the adults not only refused, they recited cigarettes’ toxic dangers. The children responded by handing over notes asking why the smokers weren’t worried about their *own* health and offering the number for an anti-smoking hotline. Subsequently, calls to the hotline jumped 60 percent. The campaign worked because

it highlighted a gap between how the smokers acted and what they would recommend for others. It also allowed people to retain agency by letting them figure out for themselves that their behavior was harmful. These are some of the critical elements involved in getting people to alter their behaviors, according to Wharton’s Jonah Berger. “The assumption is that ... if we just provide more information, more facts, more reasons, more arguments, or add just a little more force, people will change,” he writes. “Unfortunately, that approach often backfires.” More effective tactics are to remove barriers to change, help people understand the costs of not changing, and reduce the risks of trying something new. These tactics work for parents, policy makers, hostage negotiators—and managers trying to change company culture. (Simon & Schuster, US\$26.99)

OPTIMAL OUTCOMES



“It doesn’t matter how much we love our family, respect our colleagues, or like our neighbors. Conflict happens,” writes Columbia’s Jennifer Goldman-Wetzler. And while a healthy amount of conflict “should remain part of a well-functioning life, team, organization, and society,” unmanaged conflict can tear all of those apart. She presents eight practices readers can use to break familiar

patterns and achieve satisfactory outcomes. These include noticing and discontinuing unconscious habits, stepping back from heated situations, and designing paths to desirable new outcomes. Her calm, clear-headed suggestions are designed to work in any arena where conflict might arise. (Harper Business, US\$29.99) [D](#)



2020 Influential Leader Honorees



We are proud to recognize 25 alumni from the following AACSB-accredited schools as leaders in their industries, communities, and society.

Appalachian State University
Walker College of Business

Auckland University of Technology
Business School

Babson College

Baruch College-The City University of New York
The Zicklin School of Business

Boise State University
College of Business and Economics

Curtin University
Curtin Business School

EGADE Business School
Tecnológico de Monterrey

Florida Atlantic University
College of Business

Grand Valley State University
Seidman College of Business

Imperial College London
Imperial College Business School

Marshall University
Lewis College of Business

S.P. Jain Institute of Management and Research

Sasin School of Management

Seattle University
Albers School of Business and Economics

Singapore Management University
Lee Kong Chian School of Business

Technische Universität München
TUM School of Management

Universidad de Chile
School of Economics and Business

University at Buffalo, State University of New York
School of Management

University of California, San Diego
Rady School of Management

University of Cape Town
Graduate School of Business

University of Illinois at Urbana-Champaign
Gies College of Business

University of Malaya
Faculty of Business and Accountancy

University of Minnesota
Carlson School of Management

University of Oregon
Charles H. Lundquist College of Business

University of Turku
Turku School of Economics

View the honoree list and bios:



Bernie Milano speaks with two alumni of The PhD Project at the organization's 25th anniversary gala in November.

But there's another impact of hiring more minority faculty that's almost impossible to measure—its impact on majority students. The K-12 system in the U.S. is highly segregated by ZIP code, so it's not uncommon for majority students to go through their entire elementary and high school experience without ever seeing teachers or students of color in their classrooms. And then they get to college and have the same experience.

In 1994, there were only 294 minority business faculty in the U.S. Did The PhD Project draw on those faculty to become role models outside their schools?

We had many faculty and deans who couldn't wait to help us design and develop this program. They had gone through their own experiences the hard way, not knowing, for instance, if there was another black doctoral student in marketing in the whole country. They had been in doctoral programs where there were no blacks or Hispanics on the faculty. They really were the pioneers, the trailblazers. And when they heard this idea was being developed, they climbed all over us to ask, "How can we help?"

What kinds of stories did they tell?

I'd like to mention one woman who actually inspired us to revamp our thinking and set up five doctoral student associations, or DSAs. Carolyn Callahan is now the Brown-Forman Professor of Accountancy at the University of Louisville, and she formerly served as its associate provost and dean of its College of Business. Carolyn came to our conference in March 1994, before we were even able to formulate what The PhD Project would look like. She sat right in front and told us that when she was in the doctoral program at Michigan State, there wasn't another black student in the program and only one black person on the faculty—Matthew Anderson, who's still there. Once she joined the program, she said that things would happen to her, and she

Diversity Champion

BERNIE MILANO REFLECTS ON THE 25 YEARS HE HAS SPENT WORKING TO DIVERSIFY BUSINESS FACULTY. **BY TRICIA BISOUX**

IN NOVEMBER 2019, The PhD Project celebrated its 25th anniversary, and since its founding, it has known only one president: Bernie Milano. Under his leadership, The PhD Project's efforts have helped increase the number of minorities with doctoral degrees in business from just 294 to 1,517. Of this group, 1,327 now hold faculty positions at U.S. business schools.

In January, Milano retired from his positions with The PhD Project and the KPMG Foundation; he will be succeeded in both by Blane Ruschak. *BizEd* recently spoke to Milano about the importance of attracting more minorities to academia. "We can declare success," he notes in a November LinkedIn post. "But more needs to be done before we can claim victory."

Has The PhD Project's efforts translated into a more diverse talent pool for companies like KPMG?

I can't say that they have. Even today, there's a lack of critical mass. We're still seeing schools that might have ten sections of an accounting course, but only one is taught by a minority professor. What we have to keep sight of is, all the data say that hiring more minority faculty acts like a magnet for minority students. They want to see themselves in the front of the classroom.

couldn't tell whether they happened to all doctoral students, or whether she was receiving that treatment because she was a black married woman with three children. At the time, I thought, "We can't let that happen."

Do you mean that you couldn't let these doctoral students feel marginalized?

Yes, I just thought that was a recipe for disaster. It was a recipe for having them say, "Thanks, but I'm out of here." I knew that we couldn't run a program that encourages people to leave their careers, sell their homes, make their kids change schools, make their spouses change careers, and disrupt their entire lives, only to have them walk into an environment where failure is a more probable outcome than success.

So, we decided to try to find every minority doctoral student in business in the country, so that we could bring them together in their own student association. The first year was mainly funded by KPMG, so we started by forming a DSA in accounting. Next, we started a DSA in information systems. [Eventually,] the board increased the funding to start DSAs in finance and economics, management, and marketing.

When will The PhD Project's job be done?

That's kind of like asking, "When will we put someone on Pluto?" It's so far out there. Even now, in the U.S., the number of minority faculty averages less than one per business school. But one benchmark is to have the demographics of the faculty mirror the demographics of the student body—we want all students to have the opportunity of being taught by someone who looks like themselves.

► **This interview has been edited for length. Read it in full at bized.aacsb.edu—click on "Diversity" under the Themes tab. Watch The PhD Project's video commemorating its 25th anniversary at youtu.be/1fCyNszOf1Y.**

\$3M TO DEVELOP HBCU FACULTY

The Carnegie Corporation of New York, The Rockefeller Foundation, and The Andrew W. Mellon Foundation have distributed US\$3 million in grants to three historically black colleges and universities (HBCUs) in the U.S., to support faculty development. In November, Spelman College in Atlanta, Georgia, announced that it would receive \$500,000 from the Carnegie Corporation and \$500,000 from the Rockefeller Foundation. Morehouse College, also based in Atlanta, received \$1 million from the Carnegie Corporation. Prairie View A&M University in Texas received \$1 million from the Mellon Foundation.

The grants recognize the increasing difficulties that HBCUs face in recruiting and supporting high-quality faculty in a competitive market, Spelman College officials note in a statement. At the same time, HBCUs must build strong faculties to educate the growing number of underrepresented minorities pursuing higher education.

Spelman will use its funding to support curriculum development, award research grants, design training for junior and mid-career faculty, and host off-campus faculty retreats where professors can work on scholarly and creative endeavors. "We anticipate using a portion of the funds as well to document and disseminate the innovative teaching strategies that have accounted for the academic success of Spelman students," says Mary Schmidt Campbell, president of the college.

At Morehouse, the funds will support a new initiative, Modeling 21st-Century Faculty Development at HBCUs, which aims to reduce the teaching loads

of existing faculty, support them at critical stages of their career cycles, and increase their research productivity via sabbaticals, seed funding, and workshops. Morehouse will document the program's success through metrics such as the number of faculty applying for full professorships, the number of applications to posted job openings, and the frequency of grant applications and manuscript submissions.

Prairie View will use its funding to identify effective practices in faculty recruitment, advancement, and retention, as well as to establish a Center for Faculty Excellence. The center will track and monitor scholarly output and professional engagement across its programs.

As a condition of the grants, the three HBCUs are required to share best practices in recruiting and retaining faculty, both with each other and with the broader HBCU community.



Graves Hall at Morehouse College

U.S. Schools Stand Up for Work Visas

A GROUP OF 118 colleges and universities are calling on the U.S. government to retain an immigration program known as Optional Practical Training (OPT). OPT allows international students studying in the U.S. to stay in the country up to 36 months after they graduate, as long as they obtain full-time jobs directly related to their course of study. On November 21, 2019, these institutions collectively filed an amicus brief—a legal document

filed in a case before an appellate court by persons or groups who are not party to that case, but who have a strong interest in its outcome.

The nonpartisan Presidents' Alliance on Higher Education and Immigration and the nonprofit NAFSA: The Association of International Educators coordinated the brief as part of litigation currently before the court by the Washington Alliance of Technology Workers Union (Washtech). Washtech, which represents U.S. workers in STEM fields, brought its lawsuit against the U.S. Department of Homeland Security (DHS) in the U.S. District Court for the District of Columbia. The union contends that DHS does not have the authority to allow “nonimmigrant aliens” with temporary visa status—such as international students—to remain in the country to work post-graduation.

From 2004 to 2016, DHS approved OPT permits for approximately 1.5 million international students graduating from U.S. higher education institutions, according to the Pew Research Center.

Fifty-three percent of these graduates earned degrees in science, technology, engineering, and mathematics fields.

The amicus brief defends the OPT program, emphasizing that the ability to “provide international students with the opportunities facilitated by OPT gives American institutions of higher education an edge in an increasingly competitive global education market.”

Among the schools listed in the filing is Babson College in Wellesley, Massachusetts. In addition to helping U.S. schools compete in the global market, OPT also helps employers, who benefit from the contributions of international students, says Amir Reza, dean of the Babson Academy for the Advancement of Global Entrepreneurial Learning, a unit within the college. “We see the importance of OPT for our students’ learning and for future employers looking for top talent from the U.S. and abroad.”

► [Find links to the brief, and a list of the schools party to it, at www.presidentsimmigrationalliance.org/opt-amicus-brief.](http://www.presidentsimmigrationalliance.org/opt-amicus-brief)



Arthur M. Blank Center at Babson College, one of 118 signatories to a recent amicus brief.

edX Targets Undergrad Education

After testing the waters of stackable credentials with its MicroMasters programs, the online education platform edX will now design stackable credentials that provide affordable pathways to full bachelor’s degrees. In January, edX announced the launch of its fully online MicroBachelors programs, designed for working adults without college degrees. Students can pursue a three-course MicroBachelors for US\$500 to \$1,500, depending on the program; upon completion, they also will earn credit from an edX partner university that they can apply toward a full bachelor’s degree.

The first two MicroBachelors programs are IT Career Framework offered by Western Governors University (WGU) based in Salt Lake City, Utah, and Computer Science Fundamentals offered by New York University (NYU) in New York City. Credits from IT

Career Framework will be recognized by WGU; credits for Computer Science Fundamentals will be recognized by Thomas Edison State University in Trenton, New Jersey, pending approval. Another program offered by Arizona State University in Tempe—Professional Writing—will soon be released.

In conjunction with these programs, edX is planning to create the MicroBachelors Program Skills Advisory Council, whose members will come from foundations, corporations, and academic institutions. The council will work to identify the types of core skills and learning pathways that will best prepare adult learners to contribute to a changing workforce.

► [Read more at www.edx.org/microbachelors.](http://www.edx.org/microbachelors)



IN MEMORIAM

Joseph Daniels, the James H. Keyes Dean of Business Administration for Marquette University in Milwaukee, Wisconsin, was struck and killed by a car February 11.

Daniels had been acting dean of the College of Business Administration since May 2019; he was announced as dean in January 2020. Previously, he had served as chair of the economics department and co-director of the Center for Applied Economics. Daniels, who was 60 years old, had been a faculty member at Marquette since 1992.



Lin Zhou

Jean-Francois Coget has been named the new dean of the School of Business and Economics at Sonoma State University in Rohnert Park, California. He is currently associate dean and professor at Orfalea College of Business at California Polytechnic State University in San Luis Obispo.



Mark Bannister

Beatty became dean at the Soules College of Business at the University of Texas in Tyler.



Monica Adya

HONORS & AWARDS

The Aspen Institute Business & Society Program based in New York, New York, has announced the winners of its 2019 Ideas Worth Teaching awards. Among the professors honored for their courses are **Diane-Laure Arjaliés** of Western University's Ivey Business School in London, Ontario, Canada; **Sarah Birrell Ivory** of the University of Edinburgh Business School in Scotland; **Joshua Skov** of the University of Oregon's Lundquist College of Business in Eugene; and **Barry M. Mitnick** at Pitt Business at the University of Pittsburgh in Pennsylvania. Read more at www.ideasworthteachingawards.com.

TRANSITIONS

Lin Zhou has been appointed to a five-year term as dean of the Chinese University of Hong Kong, succeeding **Kalok Chan**, the Wei Lun Professor of Finance at the school. Most recently, Zhou was University Chair Professor of Shanghai Jiao Tong University, and previously was dean of its Antai College of Economics and Management.

In January, **Chris Westley** was named the permanent dean of Florida Gulf Coast University's Lutgert College of Business in Fort Myers. Westley came to FGCU as a professor of economics in January 2015, and he had been serving as the school's interim dean since April 2019, after his predecessor **Robert**

After serving as interim dean, **Mark Bannister** has been named dean of Boise State University's College of Business and Economics in Idaho. Previously, he was dean of Fort Hays State University's Robbins College of Business and Entrepreneurship in Kansas.

Kathryn Jervis has been named the dean of the School of Business at the College of New Jersey in Ewing Township. She currently serves as director of the Graduate Healthcare Management Program and professor of accounting at the University of Rhode Island, where she has also served as the interim dean of the College of Business.

In March, **Monica Adya** becomes the new dean of the Rutgers School of Business-Camden in New Jersey. She will be the first woman to serve as dean of the school. Adya most recently served as chair of the management department at the College of Business Administration at Marquette University.

Canadian Schools Address Sustainability

The Institute for Sustainable Finance has been launched as part of the Canadian Sustainable Finance Network (CSFN), an alliance of 44 academics from 16 universities focused on helping Canada transition to a sustainable economy. The institute will be housed at the Smith School of Business at **Queen's University** in Toronto, Ontario, Canada. The institute's initiatives will include expanding research partnerships and joint funding opportunities, creating a repository of education resources and program offerings, and collaborating with organizations such as the Global Research Alliance for Sustainable Finance and Investments. The overall goal is to boost Canada's ability to thrive through a low-carbon transition.

"Climate change is becoming a mainstream policy issue, and increasingly understood to have potentially serious financial consequences as well as being the source of significant opportunity," says Andy Chisholm, a member of the Canadian Expert Panel on Sustainable Finance and part of the institute's advisory board.

The institute is also developing education initiatives about sustainability. Some are traditional academic courses; others, including programs created by the institute and Queen's Executive Education, are aimed at business professionals.

▶ To learn more about the network and its members, visit isfcanda.org.

Wharton Research Data Services (WRDS) at the Wharton School at the University of Pennsylvania in Philadelphia has announced the winners of the WRDS Best Paper Award. They include **Andreas Fuster** of the Swiss National Bank in Zürich; **Paul Goldsmith-Pinkham** of the Yale School of Management in New Haven, Connecticut; and **Tarun Ramadorai** and **Ansgar Walther** of Imperial College Business School in the United Kingdom. In their November 2017 paper, “Predictably Unequal? The Effects of Machine Learning on Credit Markets,” the team found that black and Hispanic borrowers are likely to be disproportionately and negatively impacted by the use of machine learning in decisions to extend mortgage credit.

The Society for Human Resource Management has named **Denise Marie-Therese Rousseau** as the recipient of its 2019 Michael R. Losey Excellence in Human Resource Research Award. Rousseau was recognized for her research in the areas of evidence-based management and practice, organizational culture and change, psychological contracts, and idiosyncratic deals. Rousseau is the H.J. Heinz II University Professor of Organizational Behavior and Public Policy at Carnegie Mellon University's Heinz College of Public Policy in Pittsburgh, Pennsylvania. She holds a joint appointment in the Tepper School of Business.

The Institute for Business & Social Impact at the Haas School of Business at the University of California, Berkeley, has awarded its 2019 Moskowitz Prize to **Rui Dai**, senior research support director in Research Data Services at the Wharton School at the University of Pennsylvania in Philadelphia; **Hao Liang**, assistant professor of finance at Singapore Management University; and **Lillian Ng**, Scotiabank Chair in International Finance at York University Schulich School of Business in Canada. They were recognized for their paper, “Socially Responsible Corporate Customers,” which is forthcoming in the *Journal of Financial Economics*.

Last fall, the U.S.-based Association of Public and Land-grant Universities named winners of its Innovation & Economic Prosperity University Awards. **Wayne State University** in Detroit, Michigan, won the IEP Talent award for initiatives in education and workforce development; the **University of Michigan** in Ann Arbor won the IEP Innovation

award for initiatives spurring innovation, entrepreneurship, and tech-based economic development; **Purdue University** in West Lafayette, Indiana, won the IEP Place award for initiatives resulting in social, cultural, or community development; and **North Carolina State University** in Raleigh won the top prize, the IEP Economic Engagement Connections award, for overall excellence. For more information about this year's winners, visit www.aplu.org, and click on the “News & Media” tab.

NEW PROGRAMS

The MBA program at the **Manhattan College** O'Malley School of Business in Riverdale, New York, now offers three new concentrations, one in business analytics, one in finance and economics, and one in organizations, markets, and sustainability. The school will continue to offer a general MBA.

Eastern Michigan University in Ypsilanti is designing a new bachelor of science degree in quantitative economics to prepare students for jobs requiring data analytics skills. School leaders launched the new program because econometrics has become more popular in undergraduate education and because economics is being reclassified as a STEM major. The program will begin in the new academic year.

This fall, **ESMT Berlin** in Germany will begin offering a part-time blended MBA program consisting of 80 percent online and 20 percent face-to-face

content. For their on-site modules, participants can attend sessions in Berlin or Munich, meeting every two months. Students in the 24-month program will use an online-learning platform developed by the Future of Management Education Alliance, an international network of business schools.

The Kenan-Flagler Business School at the **University of North Carolina in Chapel Hill** is offering a new concentration in business analytics and management science in its full-time MBA program. Courses in the STEM-designated program incorporate computational tools, predictive and prescriptive models, statistical methods, finance, human resources, marketing, operations, and strategy.

In December, the **Maastricht School of Management** in the Netherlands announced its launch of a specialized diploma program on sustainable development management at the Dutch embassy in Lima, Peru. The program is designed to train middle managers at organizations operating in Peru to manage corporate social responsibility efforts. Module topics include finance, innovation, sustainability tools, soft skills, the Peruvian national context, and risk management and ESG (environmental, social, and governance).

COLLABORATIONS

The **University of Wollongong in Dubai**, United Arab Emirates, and **Politecnico di Milano's** Graduate School of Business in Italy have partnered

\$100 Million for Yale SOM

The **Yale School of Management** in New Haven, Connecticut, has received a landmark US\$100 million gift from The Eli and Edythe Broad Foundation to develop teaching and research programs devoted to strengthening the leadership of America's public school systems. The gift will fund the Broad Center at Yale SOM and enable the creation of a tuition-free master's degree program for emerging education leaders and advanced leadership training for school executives. It will also support an extensive research endeavor focused on how skilled management practices can improve the performance of public school districts.

The new Yale SOM center will offer a one-year master's degree in education management for early-career leaders, as well as an advanced executive training program for senior district leaders. The gift from The Broad Foundation will enable the school to create new faculty positions for leaders in social science research related to education and to build out a research infrastructure to benefit other scholars in the field.

to launch a Global Executive Master in Luxury Management (GEMLux). Created in response to a growing global demand for luxury goods, especially among Chinese customers, the four-semester dual degree is designed to prepare students for roles as luxury brand managers, fashion retail buyers, public relations specialists, creative directors, brand ambassadors, and visual merchandising executives.

The Whitman School of Management and the College of Law at **Syracuse University** in New York have partnered to launch an online joint JD/MBA degree. The degree combines two online programs: MBA@Syracuse, which features synchronous classes, asynchronous coursework, and hands-on residencies; and JDinteractive (JDi), which includes self-paced online classes and experiential learning.

Cambridge Judge Business School in the United Kingdom and **Peking University HSBC Business**

School in China have collaborated to design two new executive education programs: Making Innovation Happen and International Strategic Management. Both programs will train Chinese entrepreneurs and executives to implement methods and tools under real-world operating conditions. PHBS and CJBS created the programs to help advance the national talent development strategy of the Guangdong-Hong Kong-Macao Greater Bay Area.

GRANTS & DONATIONS

The Lord Foundation of California, a nonprofit foundation that supports the **University of Southern California** in Los Angeles, has received approximately US\$260 million as a beneficiary of the recent sale of the North Carolina-based LORD Corporation. The money will be used to fund research and teaching at USC. Since 1980, the Lord Foundation of California has funded a variety of teaching and research initiatives at USC, including

both the social enterprise lab and business competition program at the USC Marshall School of Business.

Babson College of Wellesley, Massachusetts, is receiving a US\$50 million investment from the Arthur M. Blank Foundation to establish the Arthur M. Blank School for Entrepreneurial Leadership, a major part of the college's strategic plan for the future. The collaboration between Babson College and the foundation will provide scholarships for low-income students who show promise as entrepreneurs; create the Blank Chair in Values-based Entrepreneurial Leadership; enable experiential learning opportunities; help develop an Entrepreneurial Village that provides a dedicated space for the Babson community to collaborate and experiment; and provide funding for applied leadership. Blank is co-founder of the Home Depot and a Babson alum. [D](#)



Department Chairs Seminar May 12–13, 2020 | Indianapolis, Indiana, USA

Delve into the roles and responsibilities of a department chair while noting some of the challenges and opportunities of the position.

Data Analytics Summit

May 19–20, 2020 | Los Angeles, California, USA

Focus on how to develop, implement, and deliver data analytics programs that meet the needs of the business community and prospective students.

Register today at aacs.edu/seminars



APPROXIMATELY 1.7 BILLION

The number of adults globally who lack access to basic financial services, according to Global Index.

SEE "WINNING OVER THE UNBANKED" ON PAGE 12.

CRITICAL CURRICULUM COMPONENT

"Variance analysis is such a cross-functional tool that it could be taught throughout the business school curriculum—but it's not," write Thomas E. Conine Jr. and Michael B. McDonald IV of Fairfield University. "We perceive a worrisome disconnect between the way variance analysis is taught and the way it is used in real life."

▶ READ "THE IMPORTANCE OF VARIANCE ANALYSIS" IN THE YOUR TURN SECTION OF [BIZED.AACSB.EDU](https://www.bized.aacsb.edu).

311 The number of companies in the Russell 3000 Index with no women on their boards. That's down from 497 in 2018.

SEE "MORE WOMEN TAKE A SEAT" ON PAGE 14.

A DIFFERENT WORLDVIEW

"Being exposed to academic research and learning how to perform research has fundamentally changed the way that I think," says a student at the University of Texas at Dallas. "It taught me a different way of looking at the world, a different way of looking at ideas, and a different way of analyzing the things that exist."

READ "EMPOWERING STUDENT SCHOLARS" ON PAGE 58.

49:1 Ratio of black students to black professors at U.S. colleges and universities.

SEE "DESIGNING 'ANTI-RACIST' ADMISSIONS" ON PAGE 16.

CLOSING THE GENDER GAP

While gender disparities still exist on university campuses, Maria Consuelo Cárdenas and Veneta Andonova of Universidad de los Andes see two reasons to be hopeful. "One is that young male professors seem to have a pervasive awareness of gender issues and are much more willing to support women than their older counterparts are. Another is that diversity itself is such an important topic today. ... Gender diversity interplays with other dimensions of diversity, such as age and national origin."



READ "¿SON LAS MUJERES IGUALES?" ON PAGE 40.

TIME FOR RESEARCH REFORM

"By focusing on only a handful of academic journals, programs encourage scholarship with little relevance to accounting practice, which in turn feeds the perception among practitioners that accounting research has little relevance," argue Mark C. Dawkins of the University of North Florida and Michael T. Dugan of Augusta University.

▶ READ "WHY ACCOUNTING PROGRAMS MUST CHANGE" IN THE YOUR TURN SECTION OF [BIZED.AACSB.EDU](https://www.bized.aacsb.edu).

9 Years

That's how long women have to work before they earn the salaries men anticipate upon graduation, according to new work by European researchers.

SEE "WORKING THE WAGE GAP" ON PAGE 14.

'WHAT WE KNOW'

"By 'resistance as research,' I mean we must create what [Arizona State researcher] Bryan Brayboy calls 'liminal spaces'—spaces where we find ways to exist and pursue the work we want to do," says Carma Claw of Fort Lewis College. "There's a whole group of indigenous scholars finding ways to share what we know—what mainstream society has told us is inferior or irrelevant."

READ "OUR RIGHT TO EXIST" ON PAGE 20.

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