

Georgia State University
Robinson College of Business

Inclusion & Equity Task Force Final Recommendations

October 14, 2021



Message from the Dean

Dear Friends and Colleagues,

In spring 2020, as we were struggling with the uncertainties of the growing pandemic and our response to it, George Floyd was murdered by a police officer in my home state of Minnesota. The gruesome event justifiably drew widespread outrage globally. George Floyd's death evoked many feelings, including horror, anger, and disgust. Given it occurred in a location I know well, it also felt personal to me.

In the following days, many asked how this could happen. To others, the answer was simple: systemic inequities based upon race and ethnicity, gender identity, sexual orientation and religion continue to manifest in multiple high-stakes contexts. The coronavirus pandemic simply illuminated the profoundly negative impact of such inequalities on groups of individuals that were always in plain sight if one looked carefully enough, listened long enough, or cared.

Georgia State University and the Robinson College of Business have demonstrated to the nation that students of all backgrounds can achieve academic success at similar rates when given the opportunity to do so. We are rightly proud of this accomplishment, and we eagerly point to it when we are asked about our college. There are other disparities in our midst, however, that fall within the mission of our business school that to date we have not institutionally committed ourselves or resources to addressing with the same fervor. The time is now where this can no longer be the case.

One year ago, we formed the Robinson Inclusion & Equity Task Force to examine and act on those inequities. Robinson College and Georgia State students, alumni, faculty, and staff, community partners and supporters volunteered for the task force.

Their thoughtful and comprehensive report examines the current state of diversity, equity and inclusion (DEI) at Robinson, describes best practices at other institutions, and – most importantly – provides recommendations for realizing the vision driving the work of the task force: *To create an inclusive, equitable and welcoming community that actively celebrates diversity as a core value and strength, and commits the college to recognizing and addressing systemic inequalities in business and society.*

These ideas will inform Robinson DEI initiatives moving forward. I encourage you to review the task force recommendations, which span student, alumni, faculty and staff affairs, curriculum, and ways to address disparities in collaboration with partners.



I thank the task force members, especially the co-chairs and leaders of each subgroup, for their hard work on this important project. Your effort will have a lasting impact on our college as we commit to broaden our intentional focus and effectively develop and deploy solutions that will have a transformational impact on ourselves, on business, and on society. That work begins now.

Together, we will build a better Robinson and a better world.

Richard D. Phillips

Dean

C.V. Starr Professor of Risk Management & Insurance

October 14, 2021



Co-Chairs' Message

It is time for change.

The recommendations we present here respond to the calls to action issued over the past year and a half by our college and university leaders: to “commit to building a better future where opportunity is real and just” (President Mark Becker, May 31, 2020¹), and “to build a more inclusive college, to fight against injustice and inequality, and to promote a more inclusive America that provides greater opportunity for all its citizens” (Dean Richard Phillips, July 4, 2020).

The moral case for this work is clear. In his [final message](#), our Atlanta neighbor Representative John Lewis of the 5th Congressional District, drew on the words of Dr. Martin Luther King, Jr., writing “it is not enough to say it will get better by and by. . . each of us has a moral obligation to stand up, speak up and speak out.”

The business case is also clear. These recommendations’ bibliography identifies research establishing a connection between workplace diversity, better decision-making, and greater adaptability to change.

Moreover, the business case for Robinson is particularly compelling. The high school class of 2025 will be [the largest and most ethnically diverse](#) in the nation’s history. According to 2020 census data, nearly half of Generation Z (those born between 1997 and 2012), are from historically excluded populations. And they are [on track to be the most well-educated generation yet](#). These are students who will come to Robinson, and who will graduate into a changed and changing workforce.

These recommendations are the product of a year’s worth of collective work by an extraordinarily committed group of colleagues who volunteered from all units of Robinson and across our university and business community. We have read the literature, surveyed best practices, interviewed experts, gathered data, collected community feedback, and wrestled with ideas, going well above and beyond our normal everyday activities to complete this important work. But as these recommendations show, the real work is just beginning. We look forward to taking the next steps together as a community, to implement and execute on these recommendations.

Together, we can make Robinson a beacon for a better future.

Monica Cooper

Chief Marketing & Communications Officer
Robinson College of Business
Inclusion & Equity Task Force Co-Chair

October 14, 2021

Charlotte Alexander

Connie D. and Ken McDaniel WomenLead Chair
Associate Professor of Law and Analytics
Institute for Insight
Robinson College of Business
Inclusion & Equity Task Force Co-Chair

¹ Dr. Mark P. Becker was president of Georgia State University from January 2009 through July 2021.

Georgia State University

J. Mack Robinson College of Business

Inclusion & Equity Task Force



Task Force Charters



ALUMNI AFFAIRS

Develop strategies and outline tactical recommendations for supporting and remaining connected with a diverse and inclusive range of alumni, while also enhancing opportunities for alumni engagement throughout the RCB community.



COMMUNICATIONS

Develop and execute an internal and external communications plan to promote and publicize the task force's activities and recommendations to key constituencies in the RCB community.



CURRICULUM

Develop recommendations and a plan for an inclusive curriculum at Robinson based on a broad review of our undergraduate and graduate courses to ensure coverage of diversity-related topics, including, but not limited to race, gender, and economic inequality, as well as the social responsibility of business.



FACULTY AFFAIRS

Develop a strategy and plan to cultivate a culture that recognizes and celebrates faculty diversity as a core Robinson value and aims to achieve a diverse and inclusive faculty through recruitment, retention and access to opportunities while at RCB.



INSTITUTIONAL IMPACT

Develop recommendations on how RCB as an institution can positively affect our strategic partners' ability to address the inequities in their own organizations, what Robinson should do to address systemic inequalities in business and society, and how we can partner for greater impact.



STAFF AFFAIRS

Develop a strategy and plan to achieve an inclusive and diverse staff through recruitment, retention, development, and culture. Promote staff development, succession planning, and review compensation/benefits to recognize staff achievement and consistent personnel practice. Review and survey the effectiveness of staff policies and strategic planning initiatives.



STUDENT AFFAIRS

Develop an environment within Robinson that supports the active recruitment and retention of a diverse student population that feels prepared and welcomed to pursue and participate in all student activities and opportunities that RCB offers.

Task Force Timeline

August – September 2020	October 2020	November – March 2021	March - April 2021	April 2021	August 2021	October 2021
Task force established; co-chairs named	Sub-committee co-chairs named	Committee work: <input type="checkbox"/> Data gathering <input type="checkbox"/> Community input and surveys <input type="checkbox"/> Literature review <input type="checkbox"/> Best practices intelligence <input type="checkbox"/> Expert interviews <input type="checkbox"/> Synthesis and ideation	Rough draft of report produced; additional community input solicited	Task force website launched	Draft recommendations reviewed with Robinson Executive Committee	Final recommendations released

Process and Definitions

Process

The Task Force used a [gap analysis framework](#) to answer the following questions:

Where are we now?

- Definitions of important terms and concepts
- Analyses of existing and newly collected qualitative and quantitative data
- Identification of key strengths and opportunities

Where do we want to be?

- Literature review
- Identification of best practices at peer or aspirational business schools, universities, and companies for use in benchmarking, idea-generation, and goal-setting
- Understanding of our community's/communities' goals

What actions will take us from the present to our ideal future state?

- Strategic and tactical recommendations and key performance indicators

In developing our understanding of where we want to be, we were mindful of the danger of relying too heavily on examples or benchmarks from other institutions, given that Robinson's student body is almost uniquely diverse among its peer and aspirational business schools.

We also were influenced by Argyris & Schon's [work on organizational learning](#). Although organizations typically seek to learn from external examples (e.g., by following best practices), greater transformation can come from examining the difference between what organizations *say* they do or *want* to do and what they *actually* do. Following this insight, we have identified external best practices where relevant, but also measured ourselves against our own aspirations. We thank our colleagues Lars Mathiassen and Isabelle Monlouis for their insights on this topic.

Definitions

The Task Force's work has centered on three broad concepts: diversity, equity, and inclusion (DEI).

Diversity reflects the distribution of represented categories. In such a conceptualization, low diversity is reflected in homogeneous representation of categories and high diversity is reflected in heterogeneous representation of categories within the relevant unit ([Harrison and Klein 2007](#)).

Though many categories of identity are relevant in any diversity inquiry, the data most readily available at Robinson and the university as a whole are gender (currently recorded as male/female) and race/ethnicity (currently recorded as American Indian, Asian, Black, Pacific Islander, Hispanic/Latinx, white and not specified). Where possible, the Task Force has also considered intersectional identities, e.g. race x gender, or what [McKinsey & Company](#) labels "multivariate diversity."

We recommend the college consider providing an opportunity to self-identify (ID) to gather information about representation at Robinson of additional identities beyond gender and race/ethnicity, including but not limited to sexual orientation, gender identity (to include identities other than the current male-female binary recorded in college and university data), socioeconomic status, disability, and religion.

Examples of self-ID campaigns include the University of North Carolina's ["Count Me In" campaign](#) (focusing on disability) and [IBM's self-ID campaign](#) (focusing on sexual orientation and gender identity).

Equity reflects equality of pecuniary and non-pecuniary compensation, fair access to opportunity, and equal distribution of burdens across represented categories, beyond the mere fact of representation. It also encompasses equality of work environment, including freedom from harassment and experiences of bias, stereotyping, and microaggression ([McKinsey & Co. 2020](#)).

We note that an organization can be simultaneously diverse and inequitable. As Harvard Business School's [Advancing Racial Equity Action Plan](#) observes, "Advancing racial equity requires changing the systems, structures, policies, and practices that lead to race-based disparities." A [McKinsey & Co. report](#) further emphasizes, "Hiring diverse talent isn't enough—it's the workplace experience that shapes whether people remain and thrive..."

Inclusion refers to a state in which all community members feel equally that they belong to, are welcomed by, and exercise ownership of a common culture that recognizes, respects, and celebrates difference and diversity. As [Stanford's Graduate School of Business](#) defines it, an inclusive culture is one in which all people "feel safe to contribute their ideas and concerns, as their full authentic selves." Full authentic selves means that those representing a minority culture, group, or status should be able to behave or express themselves without pressure to fit the expectations or behaviors of the dominant group ([The Costs of Code-Switching](#)).

[McKinsey's](#) work on diversity and inclusion concludes that many employers should "take far bolder action to create a long-lasting inclusive culture and to promote inclusive behavior," and that inclusion is "an important emerging differentiator of success among leading diversity practitioners."

Historically excluded populations (HEP) are individuals who are one or more of the following racial or ethnic minorities who are underrepresented in higher education relative to their proportion of the U.S. population: Alaskan Native, American Indian, Black, Hispanic/Latinx and Pacific Islander.

Faculty of color/staff of color are non-white individuals who are one or more of the following racial or ethnic minorities: Alaskan Native, American Indian, Black, Hispanic/Latinx and Pacific Islander.

Leadership Recommendations

1. Establish, fund, and empower an associate dean-level position for diversity, equity, and inclusion, along with dedicated staff.

Models in our region include the following.

- The University of Alabama's [Culverhouse College of Business](#) has an associate dean for diversity, equity, and inclusion who oversees a director of diversity, equity, and inclusion initiatives, and an assistant director of diversity, equity, and inclusion initiatives.
- Rice University's [Jones Graduate School of Business](#) has a senior associate dean of diversity, equity, and inclusion, who oversees a director of DEI.
- The University of South Carolina's [Darla Moore School of Business](#) has an associate dean of diversity and inclusion, as does the University of Maryland's [Smith School of Business](#).

We note that some other schools have an assistant dean for DEI, director of DEI, or chief diversity officer. Our recommendation is specifically for an associate-dean-level position to embed a voice representing diversity, equity, and inclusion directly embedded within the Dean's Leadership Team. The associate dean would also serve as a liaison to the university DEI task force and have the authority and whole-college perspective necessary to implement this report's wide-ranging recommendations across units and functions within and outside Robinson.

We also note the potential for fundraising from interested alumni to set up a center or other programming as recommended by the institutional impact committee. Alumni support could underwrite the development of a top-notch team of administrators (as recommended here) and researchers (as recommended in the institutional impact section) focused on implementing DEI initiatives within Robinson and the business community as a whole.

2. Establish a standing college DEI committee of faculty, students, staff, alumni, and institutional partners.

In addition to the proposed leadership position, we recommend establishing a standing DEI committee comprising all constituencies. Models include Emory University's Goizueta Business School [DEI Council](#) and standing committees at other business schools.

Our experience on the Task Force has shown that collaboration among faculty, staff, and external partners across various offices, functions, and departments can increase morale and create momentum toward change. We recommend that the new standing committee comprise both current Task Force members and representation of other functions, roles, and identities at Robinson, including but not limited to human resources, admissions, and student recruitment. The committee should be composed of individuals with diverse roles and functions within Robinson, e.g. students, faculty, staff, alumni, and as to identities, e.g. race, ethnicity, gender, sexual orientation. Appointment or nomination criteria, along with term limits, should be publicly available.

3. Diversify the leadership of the college and open up college decision-making processes to more diverse voices.

We note that representation of HEP and women in leadership roles is lacking in comparison to the demographic representation among faculty and staff, and particularly in comparison to the college's student body.

These diversity gaps in leadership demographics limit the perspectives available during decision-making in a quickly changing environment. As one [umbrella review](#) of studies on workplace diversity, performance, and outcomes notes, "A diversity-friendly environment was often identified as a key to avoiding frictions that come with change."

However, diversity itself makes little difference without an openness to hearing and acting on diverse perspectives. In a [Harvard Business Review](#) summary of a meta-analysis on the effects of board diversity, the authors conclude, "The research found that diversity doesn't guarantee a better performing board and firm; rather, the culture of the board is what can affect how well diverse boards perform their duties and oversee their firms." The article goes on to describe a set of recommendations adopted by Deloitte to "create a more egalitarian board culture" and improve governance. Similar steps at Robinson may be helpful in creating an egalitarian, accessible leadership culture.

4. Adopt the perspective at all levels of college leadership that diversity, equity, and inclusion are embedded in all aspects of business and business education, and are not niche, interest group, or political issues.

Changing culture requires modeling a commitment to DEI from the top. Regardless of their own gender, racial, or other identities, [all leaders](#) can be a force for increasing diversity. Robinson's leaders should embrace their role in creating a [diversity climate](#) at the college and treat racial, gender, and other identity differences as assets.

To this end, we recommend that all college, departmental, institute, and school leaders at Robinson, including all heads of standing, hiring, and search committees (as well as all search committee members, as recommended in the faculty affairs section), complete allyship training, training to recognize implicit bias and other DEI-related training. University Human Resources offers a [relevant resources](#), including free DEI training sessions and the Diversity & Cultural Awareness Profile Assessment (\$25 per person).

These recommendations are consistent with those issued by the university-wide [Task Force for Racial Equity](#). We understand much of this training is now mandated by the university, but reiterate its continued importance here.

5. Commit to transparency and public reporting throughout the process of implementing and maintaining DEI-related change.

This recommendation is inspired by the example of PwC, which in 2020 publicly released its diversity data and committed to doing so annually. As Tim Ryan, chairperson of PwC US, [commented](#), “Although some of the numbers gave us pause, they ultimately made us even more determined to go faster. Transparency grounds everything, and shining light on where we can improve makes tough challenges impossible to ignore.”

Examples of DEI transparency can also be found at [Stanford's Graduate School of Business](#) and the [University of Michigan's Ross School of Business](#), both of which have posted their DEI commitments on their websites and followed with public progress reports. Stanford University as a whole also maintains a set of publicly available [online dashboards](#) that track “progress toward advancing diversity, equity, and inclusion” among students, faculty, and staff.

We note that our own university has adopted a similar position with its public [DEI Action Plan](#) and regular updates.

In addition to issuing an annual transparency report, Robinson's leadership should communicate regularly with the community about DEI issues through emails from the dean and director/chair communications with faculty and staff. Communication about DEI matters should be separate from Robinson community updates when the moment calls for it.

Staff Affairs Recommendations

Drawing on our findings, we offer the following set of recommendations, to be implemented in conjunction with the college-wide leadership recommendations. We envision a phased approach, with phase I including short-term objectives and phases II and III requiring additional research and approval processes.



1. Integrate DEI activities through Graduate Recruiting & Student Services and the Career Advancement Center

Implementation of this recommendation is already underway at Robinson. The newly established [Society for Diversity Equity and Inclusion in Business](#) student organization held its inaugural event on April 2, 2021. Their objective is to address DEI topics within the scope of business. Support with the procurement of speakers and DEI experts should be given to promote diversity within the student population.

Another initiative is underway in connection with Emory's Goizueta School of Business to create a recruiting pipeline of URM MBA talent that feeds into Atlanta-based roles at media, entertainment, and sports organizations. Companies in attendance for the inaugural event on April 16, 2021 included the Atlanta Hawks, WarnerMedia, Creative Artists Agency (CAA), Netflix, Disney, and Cox Communications.

Through the [Career Advancement Center](#) (CAC), we should begin to tie social capital to outcomes, not intentions and create measurable increases in the number of HEP students who have mentorships and internships.

2. Increase staff representation on committees.

Any committee formulated to research, plan, or implement strategic initiatives on behalf of the Robinson community should include staff representation. Representation is not accomplished via participation in a survey or town hall meeting. Instead, representation requires an ongoing voice for the staff in the development process.

We also recommend a revamp of the university's [staff climate survey](#) or re-administering of Robinson's climate survey to include questions about inclusiveness, belonging, and other DEI-related questions. Data should be collected annually and measured against baselines established through this committee's work to gauge effectiveness and trends in staff climate.

3. Hold an annual staff retreat or community service project.

Creating a culture that encourages volunteering can help boost employee morale, workplace atmosphere and brand perception. In a [study](#) conducted by Deloitte in 2017, 89 percent of working Americans believe that companies that sponsor volunteer activities offer a better overall working environment than those that do not. The focus of a retreat or service project would be to promote teamwork and/or service to underserved communities. The retreat or project could also be combined with faculty to foster further relationship-building between faculty and staff members. A partnership with a local organization that supports community initiatives should be established to create relationships with the external community and foster a sense of belonging. The university's [Office of Civic Engagement](#) also has established relationships and causes that can be leveraged in the short term. A staff retreat is recommended in Phase I due to already having a blueprint in place for successful gatherings.

A further resource is [GSU Cares](#), an annual community service event hosted by the Georgia State Alumni Association. Colleges are encouraged to participate with students, staff, and alumni and are given the opportunity to choose a specific site. Robinson might consider establishing an annual tradition of participation in GSU Cares to build community among staff and across all segments of Robinson.

4. Invest in an employee resource group.

Robinson should create and invest in an employee resource group (ERG) to provide information and resources for staff. The ERG can provide grant funding to support

communication outreach and volunteerism, and could create or distribute short videos or TED Talks on the evolution of and challenges facing higher education. The group could establish tiered eligibility criteria for professional development outside USG programs covered under the tuition assistance program (TAP), including membership in professional organizations and participation in conferences that support the overall mission of Robinson. The ERG could produce a quarterly newsletter with information and events relevant to staff affairs and address topics of community, culture, commerce, communication, or career.

5. Create a Staff Recognition Program.

We recommend the creation of a staff recognition program to acknowledge staff contributions to the Robinson mission, goals, and community beginning in FY22. Department heads should provide examples of exemplary staff contributions through nomination. Each department head would submit one name for consideration and the dean and executive committee would select two individuals to recognize through social media and the college's quarterly newsletter, Robinson Insider, along with a plaque or commemorative award signed by the dean, much like the annual faculty awards for teaching, research, and service.

Apart from the award, staff accomplishments of educational goals or other achievements should be circulated to the Robinson community in an internal newsletter. Means for submitting accomplishments would need to be established and made available. the staff recognition program needs additional development and collaboration with human resources to be consistent with USG guidelines.

6. Ensure diversity in hiring processes.

We recommend implementing a tracking system for hiring committees as part of DEI transparency reporting. Applicants would be required to sign a diversity statement clarifying expectations for Robinson employees. We also recommend blind screening of applicants, and promoting job openings through a network of diversity leaders and alumni.

7. Create an Emerging Leaders Institute.

An emerging leaders institute would aid in succession planning. We propose a two-year cohort program for 10 participants, each of whom be matched with a mentor. Institute

participants would engage in business education policy-making, conferences, mentorship, and assigned projects assignments. Unit heads would nominate participants and the institute would be overseen by the executive committee. Resources to be used to attend conferences and travel accommodations should be allocated during this period. Objectives of the institute include:

- Creating internal pool of qualified candidates to fill vacancies within Robinson.
- Providing individualized professional development opportunities to high performing staff members.
- Providing a support network for historically excluded populations of staff members to take on substantive leadership development.

There is a model program at [Kansas State University](#).

8. Establish human resources 360° review.

Having continuous feedback through performance management enables more opportunities to recognize high achieving members. For current and future staff members this builds morale and keeps everyone engaged. Through performance management a set of criteria would be established for advancement opportunities and qualifications for leadership roles.

Faculty Affairs Recommendations

Many colleges of business across the U.S. have embarked on DEI initiatives. After having conducted research on how other institutions are approaching such initiatives, the committee identified best practices from three noteworthy institutions: University of Michigan, Indiana University and University of Maryland.

The University of Michigan's Ross School of Business posts a [DEI Progress Report](#) for its five-year strategic objectives on its DEI initiatives as well as action steps that have been taken on an annual basis. At the institutional level, the University of Michigan has a public-facing [Tableau dashboard](#) with unit-specific DEI objectives and their current status.

Indiana University's Kelley School of Business has developed a comprehensive DEI plan and issues a [public-facing report](#) that is updated annually. Institutionally, Indiana University has a public-facing [Tableau dashboard](#) that provides data on faculty diversity at its various campuses.

These two institutions are exemplars of best practices in transparency and accountability on DEI initiatives.

The University of Maryland established a faculty workload and rewards project to solve problems of unequitable, invisible and unrewarded faculty workload. Funded by the National Science Foundation, the project engaged academic departments to better understand and initiate change around faculty work practices and conditions that promote equity. One result was the UMD Dashboard, an internal portal (accessible only to University of Maryland faculty) which serves as a means to manage faculty service loads in a transparent manner, and increases the availability, accessibility and transparency of the of data related to faculty careers in each college to manage faculty's service loads in a transparent manner.

Address Overrepresentation of Historically Excluded Populations (HEP) and Women Faculty in NTT Non-Clinical Positions

1. Engage with faculty who are in non-promotable positions to create pathways for advancement and identify opportunities for a status change into a promotable position.

2. Invest in NTT non-clinical faculty members' advancement through access to dedicated summer research grants focused on the scholarship of teaching and learning, course releases, invitations to scholarly events, and other types of inclusion in the research life of Robinson.
3. Establish a track or fellowship program designed to identify, mentor, and support faculty who are preparing to switch status.
4. Ensure that all faculty, regardless of rank or status, have a job description and an annual review, to allow opportunity for feedback and growth.

Debias Searches and Collect Better Data

1. Mandate implicit bias and/or diversity training for all college leaders, committee chairs, and search committee members.
2. Offer explicit guidelines to search committees on conducting effective searches, including reporting affirmative steps to recruit a diverse candidate pool, such as engaging with The Ph.D. Project and McKnight Fellows program to diversify our hiring pipeline using networks and targeted outreach, and debiasing screening discussions and interview processes.
3. Include more explicit DEI language in Robinson's job ads that explains the centrality of DEI to our culture.
4. Require applicants to submit a DEI statement with their application materials.
5. Make cluster hires in DEI-related and other research areas in which researchers themselves are more likely to be HEP and women scholars. Use the university's Next Generation faculty program to fund such hires and/or recruit engaged alumni and donors to fund position clusters. Ensure that cluster hiring is not only at the junior level, and instead spans ranks so that faculty can build critical mass at all levels.
6. Collect applicant pool data in a format that is conducive to analysis (instead of the existing standalone fillable forms) and track representation of HEP and women in the general applicant pool and the various selection rounds for all searches over time.

Encourage Advancement, Avoid Attrition, and Retain High-Performing HEP and Women Faculty

1. Develop a faculty attrition early warning system to identify faculty likely not to be tenured/promoted and direct additional resources to those faculty, including but not limited to mentorship and summer research grants.

2. Engage with faculty who have not advanced in rank and develop specific plans for support if faculty wish to advance.
3. Fundraise to endow additional chairs and professorships focused on DEI-related and other research areas likely to attract women and HEP faculty and prioritize high performing faculty who are currently underrepresented in endowed positions.
4. Publicize and encourage participation in University-level leadership development programs aimed particularly at women and HEP faculty.

Create More Standardization, Transparency, and Accountability in Faculty Evaluation and Resource Allocation

1. Standardize annual review assessments such that ratings (e.g. “Above Expectations” or “Significantly Above Expectations”) have common definitions across departments. This will help set faculty expectations around their progress toward promotion/tenure/advancement and will ensure that faculty are evaluated consistently at their department level and at the College-level during the promotion and tenure process.
2. Standardize annual review of SEI scores such that departments are uniform in which measures they use for evaluation, e.g. comparison against department, college, or other unit.
3. Fundraise to endow additional chairs and professorships focused on DEI and other research areas to likely to attract women and HEP faculty, and prioritize high performing faculty who are currently underrepresented in endowed positions. establish and publish criteria for summer research grants.
4. [General recommendation] Examine all procedures for faculty evaluation and resource allocation to ensure that all requirements and criteria are explicit and public.
5. [General recommendation] Create and publicize checklists, definitions, how-to guides, open meetings, and sample materials (e.g., sample tenure dossier) to enable equal access to information across all faculty groups.
6. [General recommendation] Publicize all selection processes *and their outcomes in a timely fashion*, including searches for new positions and endowed chairs/professorships so that 1) faculty may self-nominate or nominate others, and 2) faculty have confidence in the fairness and openness of the selection process.

Pay Equity

1. Establish a regular faculty pay equity review process by race/ethnicity and gender beyond the university's occasional pay equity studies.
2. Track and evaluate all forms of non-salary compensation beyond annual salary.

Equity in Service Load

1. Create a documentation system for service that identifies the number, types, time requirement of service obligations, along with their perceived value or prestige (i.e., their perceived “promotability” value).
2. Create service dashboards that are accessible by all faculty to create a clear service expectation for faculty of different ranks and aid in the tracking and fair distribution of service requests.
3. Develop clear guidelines for department chairs' evaluation of service during faculty members' annual reviews.
4. Route all service requests through department chairs. No service requests should come directly to faculty members from the President's, Provost's, or Dean's office.
5. Pair every new request for service with a review of the faculty member's existing service burden. The default position should be removal of an existing service obligation in exchange for imposition of a new one; faculty should not have to affirmatively request or negotiate relief themselves.
6. Evaluate department chairs on the equity of their faculty members' service loads.

Equity in Teaching Load

1. Create uniform tracking system, at the College rather than departmental level, for faculty's expected and actual teaching load, number of unique courses, number of new preps, number of offload courses, number of students taught, and reason(s) for teaching release.
2. Establish and publish common, College-wide criteria for teaching releases.
3. Track teaching load by race/ethnicity and gender.
4. Evaluate department chairs on the equity of their faculty's teaching loads.

Inclusion

1. Establish a mentorship/ally-ship program and small faculty discussion or affinity groups.
2. Center Robinson's DEI commitments in our branding and public-facing messaging.
3. Publicly recognize and incentivize DEI scholarship via dedicated summer research grant funds focused on DEI research, prizes, and speaker series.
4. Include faculty DEI contributions in FAAR reviews.
5. In addition to teaching, service, and research, establish an annual faculty award to focus on DEI-related contributions to the Robinson community. A model is the [Dawn D. Bennett-Alexander Inclusive Community Award](#) at the University of Georgia.
6. Conduct a [department climate study](#) for each Robinson unit, with a focus on inclusion, belonging, culture, and community.
7. Add specific DEI and classroom climate questions to SEI instruments.

Curriculum Recommendations

Based on the research conducted for this report, the college has made strides to incorporate DEI into the Robinson community by working towards creating new courses with relevant content, offering seminars that explore DEI topics, and infusing modules into currently offered courses. This work should continue and must be expanded to include more DEI courses for credit and more opportunities for faculty, students, and staff to learn more about DEI through seminars and continuing education offerings.

1. Develop new DEI course offerings for undergraduate and graduate students.

Create new courses that explore DEI-related concepts within the business context. Explore content related to marginalized communities including, but not limited to racial, ethnic, LGBTQ+², and socioeconomic inequities. Subject matter may include, but not limited to, leadership, equity in organizations, developing and sustaining diverse teams, and creating inclusive environments.

- Review [The Inclusive Curriculum](#) (AACSB's BizEd, February 20, 2020) about creating an inclusive curriculum in quantitative heavy courses.

2. Incorporate DEI content into current course offerings.

Example One

Use case studies that address issues of diversity, such as these from Harvard Business School. Review the [Wharton syllabus](#) for a framework to include diversity-related case studies into existing courses.

Example Two

Identify creative mechanisms to include DEI into courses. A model has already been developed in the newly offered *BUSA 4000: Global Business* where Dr. Mourad Dakhli has infused DEI into the international context using a variety of innovative and relevant resources, including the following.

- PEW Research Center: [How people around the world view diversity in their countries](#)

² LGBTQ+ is an initialism for lesbian, gay, bisexual, transgender, queer and non-binary individuals.

- Envato Tuts+: [What Are the Important Dimensions of Workplace Diversity?](#)
- McKinsey & Company: [Diversity Wins: How Inclusion Matters](#)

Example Three

Expand content in *BUSA 1105: Business, Value, and You* to include topics related to DEI. This course serves as a foundation for B.B.A. students and provides a great opportunity to expose B.B.A. students to DEI early in their academic career.

Current catalog description

Why does the world need business? Why do some succeed, and others fail? What value do non-governmental organizations, not-for-profits, nonprofits, and social entrepreneurship add? And what value do you bring as an employee, manager, professional, or entrepreneur? Find out in this hybrid, hands-on course which introduces students to the basics of business. Students will explore the role of markets in society, how firms operate in a global, market economy, and the environmental forces that affect them. Students will investigate the different functions within the firm and how those functions work in an integrated manner to create value. Students will also enhance their professional image as they hone their elevator pitches, refine their resumes, and polish their social network profiles.

3. Develop training workshops and seminars.

Develop workshops and seminars for faculty, students, and staff that address topics related to DEI. Topics can include, but not limited to, diversity, equity, inclusion, racial and ethnic inequities, and LGBTQ+ discrimination.

- Encourage use of inclusive learning resources for faculty developed by the [Center for Excellence in Teaching, Learning & Online Education](#) (CETLOE) and the [Office of Diversity Education Planning](#) (ODEP).
- Encourage use of [LinkedIn Learning](#) (formerly Lynda.com), [available to Georgia State faculty, students, and staff at no charge](#), which has DEI resources including [courses on unconscious bias](#) and [diversity and belonging](#).
- Provide resources to allow faculty members to diversify syllabi.

4. Create opportunities for continuing education.

Develop opportunities for the Robinson community to learn more about topics related to DEI through continuing education course offerings. If the college expands this offering, it could lead to a professional certification for those who complete the required number of non-credit course offerings. This model can also create an additional revenue stream for the college. Robinson will also be known as a leader in the DEI space. This model has been adopted at Oregon State through the Continuing and Professional Education program, which launched a course titled [Leading With Cultural Intelligence](#).

5. Include DEI in graduate orientation.

Discuss topics related to DEI in graduate orientation sessions. Since these sessions serve as the entry point to the college and graduate studies at Robinson, it is an ideal option the college can use to expose graduate students to DEI content before beginning their graduate program.

6. Create mentoring programs.

Develop a formal mentoring program for underserved students. Research has shown this groups' college experience, persistence, and degree completion improves with one-to-one mentoring. This mentoring can be in the form of faculty-to-student and peer-to-peer mentoring.

7. Gather ongoing stakeholder input.

Engage stakeholders (faculty, students, staff, and the community) and solicit feedback through surveys, town halls, and focus groups. Solicit recommendations for improvements to the current DEI offerings. These results will help the college determine how to expand or modify offerings and will help determine key performance indicators.

Student Affairs Recommendations

1. Improve communications about Robinson programs and opportunities.

The objective is to collect and display information on key Robinson programs and events in a centralized location. The information should be promoted using a variety of digital tools. The recommendation is applicable to undergraduate and graduate programs. Resources to accomplish this objective includes the Robinson website, social media, GroupMe app and email.

2. Create real world experience programs.

The objective is to provide real world industry experience, networking, and soft skills development. Methods to address this objective includes co-ops, internships, externships, Robinson work zones, and other alternatives based on the specific requirements and resources of various college departments. The recommendation is applicable to undergraduate programs. Resources for programs implementation include Robinson alumni networks, Robinson roundtables, and Dean's Advisory Committee.

3. Enhance connections to industry.

The objective is increased networking and skill building. The recommendation is applicable to undergraduate and graduate programs. Resources include the alumni network, departmental contacts, and Atlanta business community.

4. Establish undergraduate to graduate pathways.

Dubbed the Double Panthers initiative, the objective would be to build a pipeline to Robinson graduate programs from the Robinson undergraduate population and help rectify the drop-offs in some student demographics noted above. Additional targeted research may be necessary to identify the reasons that students do not continue into Robinson's graduate programs: Do they attend other graduate schools? Have better-paying industry offers?

An additional objective would be to build a pipeline to Robinson doctoral programs not only from primarily Robinson undergraduate and graduate programs but also when

applicable other Georgia State undergraduate programs. The objective should also include recruiting more diversity graduate candidates through building enhanced relationships with other local, state, and regional universities. Resources include Robinson's Graduate Recruiting Office, Robinson alumni, University System of Georgia institutions, and other metro Atlanta colleges, private Georgia institutions, and regional universities.

5. Maintain the option of some hybrid/online classes post pandemic.

The objective is increased flexibility for non-traditional students. The objective is applicable to undergraduate and graduate students. Resources include Robinson faculty and administration.

6. Develop a mentoring program.

The objective is to increase retention and enhance professional development. Undergraduate mentors would include peer and professional mentors. Graduate mentors would include professional mentors. Resources include Robinson alumni. Robinson undergraduate student population, Atlanta metro business community, and Braven, an online mentoring hub. Given the number of first-generation college students we have, mentoring objective could also include increased development of soft skills through current Robinson resources, courses, and programs.

7. Enable student participation in industry conferences.

The objective is to build industry networks and enhance professional development through increasing student participation in industry professional conferences and organizations. Resources would include industry groups close to the students area of study and Robinson funding.

Alumni Affairs Recommendations

The Alumni Affairs subcommittee recommends the following.

- 1. Evaluate Accelerate 2025 Strategic Planning survey feedback** and launch focused DEI follow up survey if necessary.
- 2. Create a transparent bias reporting feedback process** for students, faculty, and alumni.
- 3. Partner with the Alumni Association to discuss the potential for alumni affinity groups**, and where they are best suited (within the college or within the alumni affairs division).
- 4. Implement student and alumni programs that focus on building cultural competencies and creating mentorship opportunities**, such as, but not limited to: DEI ambassadors, certificate program, minor programs of study, and affinity groups.
- 5. Establish a signature DEI event - such as a diversity and inclusion symposium—that will put Robinson at the forefront of DEI educational programming** both within Georgia State and in the business community.

Institutional Impact Recommendations

We recommend Robinson develop and implement a strategy for partnering on research to have a significant impact on managerial practice, public policy, and scholarship to address systematic inequities in business and society. Partnerships between Robinson,

organizations, and public policy stakeholders can bring together the distinctive expertise and other relevant resources to understand the problem of systemic inequities in a context, to conceive and design innovative solutions, and to evaluate, refine, and deploy the solutions.

The proposed strategy involves six aspects: (i) *what* is the scope of social identities that are considered, (ii) *what* are Robinson's comparative advantages, (iii) *who* participates, (iv) *how* the initiative is managed, (v) *what types of value* are created, and (vi) *what DEI topics* are examined.

1. What is the scope of social identities that are considered

- Individuals' key social identities (i.e., race, gender, sexual orientation, socioeconomic status, and disability), which underlie systemic DEI problems in business and society.
- Intersections of multiple interlocking identities (e.g., black women, Asian women, gay men), as the intersections reflect multiple and interlocking structural-level [inequality](#).

2. What are Robinson's comparative strengths

The strategy is to leverage and build on Robinson's comparative strengths which include:

- **Student diversity:** The Georgia State student body is among the most diverse across universities in the country. The Robinson student body is also one of the most diverse among business schools.
- **Experience in leveling disparities in student success:** Georgia State is a national model for student success, having leveled disparities in student success and creating a system where students from all backgrounds can succeed.

- **Location and connections:** Robinson has rich connections with alumni, employers, and community leaders. This positions Robinson to partner with organizations in Atlanta. With the college's strong connections with organizations and universities in other parts of the country and the world, Robinson is also well positioned to partner with organizations outside of Atlanta.
- **Faculty expertise:**
 - Several faculty and students have conducted and published research on topics related to DEI including personnel management, corporate board composition, leadership, organizational culture, team design and management, risks and uncertainties facing the poor and low-income households, microinsurance, the digital divide, fairness of artificial intelligence and machine learning, crowdfunding, and the health divide of persistent disparities, inequities and social factors that shape individual and community health.
 - Robinson faculty have expertise in diverse theoretical perspectives (e.g., psychological, sociological, economic, corporate governance, cultural, digital innovation, and policy design), research designs (e.g., survey design, ethnographic approaches, randomized field experiments), and analysis methods (e.g., psychometrics, econometrics, computational techniques, qualitative methods) to study DEI problems.
 - Some of Robinson's programs are among the top ranked in the country (e.g., information systems, risk management and insurance, analytics).
- **Related assets:** Robinson has distinctive assets that are related to the initiative.
 - College-wide research groups (e.g., people at work, capital markets)
 - Center for Engaged Business Research, involving Doctor of Business Administration (DBA) students, alumni, networks across programs
 - Beebe Institute of Personnel and Employment Relations
 - CIBER (Center for International Business Education and Research)
 - Research centers (e.g., Center for Digital Innovation, Center for the Economic Analysis of Risk, Center for Health Information Technology, Center for International Business Education and Research)
 - The college's Office of Marketing and Communications
 - Ph.D. program office
 - DBA program office

3. Who Participates

- Business partners from different industries seeking to identify and address DEI issues.
 - Given Robinson's and Georgia State's strong ties and strategic commitment to the local community, collaborations with businesses in Atlanta and Georgia will be developed. Collaborations will also be developed with businesses in other regions of the nation and in other countries.
- Faculty across disciplines with complementary theoretical, methodological, and technological expertise.
- Ph.D. students across departments with interests in examining DEI topics
- DBA students with interests in examining DEI topics; the program has a diverse group of executives with interests and experiences related to DEI topics (e.g., implicit biases in organizations, resilience of African American women entrepreneurs to Covid-19, microfinancing for the development of minority communities)
- DBA alumni (160 graduates of 10 cohorts)
- Students in master's programs
- Students in undergraduate programs
- Administrative staff at Robinson

4. How the initiative is developed: College-wide, agile launch, ongoing adaptation

The initiative will be positioned and managed as a college-wide initiative. A phased implementation process will build on comparative strengths for an agile launch and ongoing adaptation.

A college-level entity will be established and designated the responsibility to launch the initiative. A potential formulation of such an entity is a college-level center with a director, supported by an advisory council of faculty and external partners. The startup phase will focus on coalescing and catalyzing interest among faculty and students, showcasing expertise and scholarly achievements, and exploring collaborations through conversations with organizations.

Specifically, developing the initiative will involve the following activities:

- Establishing an advisory council of faculty and external partners
- Engaging with external stakeholders to obtain and share insights, and to cultivate collaboration with faculty and students. This will include activating Robinson's

network of external partners in Atlanta and beyond to surface issues, develop connections, and generate financial and other resources such as data and access to organizational sites for studies. Small-group discussions and workshops can be used to facilitate this process.

- Recruiting external partners and obtaining their commitment to participate. Partners can participate in various ways such as providing time, archival data, access to sites for empirical studies, financial resources for projects and the initiative, and support for students in the form of scholarships.
- Match-making between partner organizations and Robinson researchers on projects
- Developing shared understanding among faculty and students across disciplines through college workshops and discussions at coffee breaks
- Providing incentives and rewards to faculty and students for participation
- Establishing digital infrastructures for collaboration
- Planning for an inaugural Robinson DEI conference by 2023; this could be hosted concurrently with other major events in Atlanta that pertain to DEI initiatives.
- Disseminating findings and implications through joint workshops held with the external partners, academic workshops and conferences, academic journals, professional journals, and the popular press.

Based on experiences in the startup phase, decisions related to developing the organizational roles and structures to coordinate, evolve, and scale the initiative can be determined.

As such, the idea is to have an adequate definition of roles and responsibilities to achieve an agile launch, but not to get tied down with establishing an elaborate organizational structure at the onset given the investments that will be required and the delays that this will create.

How Robinson Collaborates with External Stakeholders on Projects

In general, a collaborative approach will be employed. This approach will bring together Robinson's research competencies in problem domains, theories, research methods, and technologies with partner organizations' "up-close" contextual insights on the problems of systemic inequities.

Robinson researchers and partner organizations can collaborate on some or all of the following:

- Formulating the problem
- Conceiving and implementing research designs (e.g., interviews, surveys, archival data collection, experiments, action research)
- Establishing credible empirical data
- Interpreting the findings
- Designing and deploying solutions
- Evaluating the utility of solutions

The collaborations will be programmatic, which will enable related problems to be studied over time in an organization and across organizations. This programmatic approach will reduce the risks of idiosyncratic investments to one-off projects and short-term relationships.

The specifics of a collaboration for a project will be determined based on the problem and feasibility from the perspectives of Robinson and the partner organizations. A memorandum of understanding will be established to specify the objectives of the project as well as the roles, responsibilities, and timelines.

5. What Types of Value Are Created

- **Novel solutions:** Robinson and the partner organizations will have an impact through the development of solutions that can be deployed in organizations and Robinson to address DEI problems. The solutions might be patented and evolved into entrepreneurship opportunities.
- **Scholarship:** Robinson researchers will contribute to scholarship on DEI through publications in peer-reviewed scholarly journals.
- **Policy and Managerial Practice:** White papers and practitioner publications may be jointly developed between Robinson researchers and executives at partner organizations.
- **Novel measures, broad dissemination of measures and evidence:** Novel approaches to measure DEI-related constructs can be developed and validated, which can be used to collect and update data on DEI practices across organizations.

A robust and scalable approach to measurement will ground the discourse on policy and practice in evidence. It will also facilitate research on how to assess and address DEI problems and on the impact of DEI issues on different aspects of value. The idea of developing a novel set of measures for DEI is similar to what was done at the Ross School of Business to establish the American Customer Satisfaction Index as a measure of customer satisfaction with firms across industries which catalyzed research linking customer satisfaction to other aspects of firm performance, and to what is being done at the Wharton School for Social Impact Initiative to inform policy and practice related to impact-investing with evidence.

- **Derivative benefits related to DEI initiatives:** Robinson and the partner organization will develop relationships which can lead to continued engagement in DEI research. The relationship can evolve to other forms of value co-creation, such as executive education, student internships, student recruiting, faculty internships, and executive-in-residence programs related to DEI initiatives.
- **Capability development:** Robinson and partner organizations will learn through experience on how to partner effectively on research that generates scholarly advances and has a broader impact on business and society. This will enable Robinson to continue to develop its capabilities for high-impact research partnerships with practice.

6. What DEI Topics Are Examined

Robinson will employ a dual approach to (1) focus on selected high-stake DEI themes and (2) explore other problems related to DEI that do not fit these themes.

Programmatic research around selected high-stake themes related to DEI will create synergies across projects and thereby promote impact. Robinson researchers will also be encouraged to explore topics that are responsive to their interests and emergent opportunities. This dual approach will enable Robinson's portfolio of projects to be focused and adaptive in achieving impact on scholarship and practice.

A process will be defined to (1) generate candidate topics and prioritize them to identify high-stake areas where a focus will enable Robinson to be strategically competitive, and (2) promote the exploration of new topics.

Coordination Across Robinson DEI Initiatives

While Robinson’s Institutional Impact strategy focuses on achieving impact through research in collaboration with organizations, coordination with other related DEI initiatives in the college can create important synergies. Toward this end, mechanisms to coordinate across the different initiatives will be required. This can include roles at the college and a steering committee to oversee the progression of the initiative.



Appendix

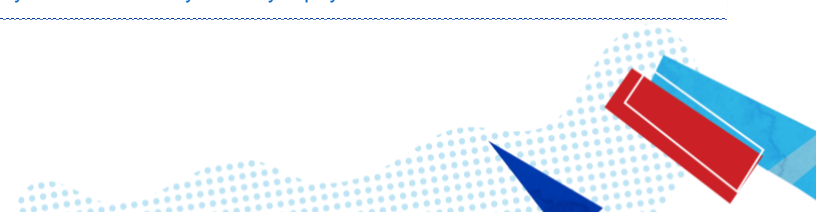
Robinson

Appendix A: Task Force Roster

Member	Title	Sub-Committee	Committee Position
Charlotte Alexander (Task force co-chair)	Associate Professor, Institute for Insight, Risk Management & Insurance (RMI)	Faculty Affairs	Co-chair
Angie Allen (M.B.A. '80)	Founder and CEO, Full Circle Living, Inc.	Communications	Member
Adenike Brewington (B.A. '01, B.A. '07)	Associate Director, Doctoral Programs	Curriculum	Co-chair
Curtis Byrd	Special Advisor to the Provost, GSU	Ex officio/advisor	Ex officio
Marie Cameron	Senior Lecturer, Institute of Health Administration	Student Affairs	Co-chair
Raymond Chen	B.B.A. Candidate, Senior	Student Affairs	Member
Eleanor Chin	Former Director, Undergraduate Student Engagement	Student Affairs	Co-chair
Monica Cooper (Task force co-chair)	Chief Marketing and Communications Officer	Communications	Co-chair
Marcia Cross	Clinical Instructor, Marketing	Communications	Co-chair
Mourad Dakhli	Clinical Professor, Program Director - Master of International Business	Curriculum	Member
John Day	Director of Diversity Education Planning	Ex officio/advisor	Ex officio
Ellie Diaz	Assistant Director, Brand Strategy & Advertising	Staff Affairs	Member
Robert Eaton	Clinical Assistant Professor, Institute of Health Administration	Student Affairs	Co-chair
Pam Ellen	Associate Professor, Marketing	Faculty Affairs	Member
Sevgin Eroglu	Associate Professor, International Business	Curriculum	Member
Monica Von Flottwell	B.B.A. '21	Curriculum	Member
Tia Forbes	Ph.D. Candidate	Student Affairs	Member
Cecelia Gu	Associate Professor, International Business	Institutional Impact	Co-chair
Denise Holmes (B.A. '98)	Director, Career Advancement Center - Undergraduate	Alumni Affairs	Co-chair
Paula Huntley	Managing Director, Center for International Business Education & Research (CIBER)	Staff Affairs	Co-chair
Richard James	Graduate Recruitment Coordinator	Staff Affairs	Co-chair
Phillip Karaya	M.B.A. Candidate	Student Affairs	Member
Srujan Karri	M.S.I.S. Candidate	Curriculum	Member
Sim Khandaker	Former Graduate Career Coach, Career Advancement Center	Alumni Affairs	Member
Soon-Ho Kim	Clinical Associate Professor, Hospitality	Faculty Affairs	Member
Shawnte Hall Kraft, M.D.	M.S. Candidate	Student Affairs	Member
Jarret Lunn	B.B.A. Candidate, Senior	Student Affairs	Member
Rejess Marshall (B.B.A. '10, M.B.A. '19)	Diversity, Equity, and Inclusion Program Manager, Iron Galaxy Studios	Curriculum	Member
Likeobe Maruping	Professor, Computer Information Systems	Faculty Affairs	Co-chair
Mallory McKenzie (M.B.A. '18)	Former Director, Alumni Relations, GSU	Alumni Affairs	Co-chair
Isabelle Monlouis	Professor of Practice, Entrepreneurship and Innovation Institute (ENI)	Faculty Affairs	Member
Amanda Pinney (B.A. '06)	Associate Director, Development	Alumni Affairs	Member
Arun Rai	Professor, Computer Information Systems	Institutional Impact	Co-chair
Brian Reaves	Chief Diversity and Inclusion Officer, Dell Technologies	Institutional Impact	Member
Thomas Ryan - Lawrence (B.B.A. '03)	Founder & VP, Operations of ARK Leadership	Alumni Affairs	Member
Hannah Salas	B.B.A. Candidate, Sophomore	Student Affairs	Member
Josh Sanders (B.A./B.B.A. '13, M.P.A. '14)	Manager, Deals Practice, PwC	Alumni Affairs	Member
Ian Schonberg	Assistant Director, Executive MBA Recruitment	Staff Affairs	Member
Jenifer Shockley	Assistant Director, Marketing & Communications	Communications	Member
Stephen Shore	Professor and Department Chair, Risk Management & Insurance (RMI)	Faculty Affairs	Member
Geri Thomas	Former Georgia President and Chief Diversity Officer, Bank of America (retired)	Institutional Impact	Member
Marielle Thomas	Employer Relations Specialist, Career Advancement Center - Undergraduate	Alumni Affairs	Member
Sasha Thompson	M.S. / M.B.A. Candidate	Student Affairs	Member
Corliss Thornton	Associate Professor, Marketing	Curriculum	Co-chair
Charlene Watkins	Assistant Director, Office of Premium & Executive Programs	Staff Affairs	Member
Peter Williams	Director, Head of Community Strategy, BlackRock Atlanta	Institutional Impact	Member
Stacey Williams	B.B.A. '19, M.I.B. '21	Curriculum	Member

Appendix B: Business School DEI Websites

University/ Business School	Website
Arizona State University (W.P. Carey School of Business)	https://wpcarey.asu.edu/dei
Colorado State University College of Business	https://biz.colostate.edu/about/diversity-and-inclusion
Duke University	https://inclusive.duke.edu/ https://www.fuqua.duke.edu/student-network/diversity-inclusion
Emory University (Goizueta Business School)	https://goizueta.emory.edu/about/diversity-equity-inclusion
Georgia Institute of Technology (Scheller College of Business)	https://www.scheller.gatech.edu/why-scheller/ga-tech-community/diversity.html
Harvard Business School	https://www.hbs.edu/racialequity/areas-commitment/Pages/establish-the-enduring-structures.aspx
Indiana University	https://kelley.iu.edu/diversity/
Miami University	https://www.miamioh.edu/fsb/diversity-inclusion/index.html
Michigan State University (The Eli Broad College of Business)	https://broad.msu.edu/about/diversity-equity-and-inclusion/
Mississippi State University	https://www.business.msstate.edu/about/inclusion-diversity
Rice (Jones Grad School of Business)	https://business.rice.edu/about/diversity-and-inclusion
Stanford Graduate School of Business	https://www.gsb.stanford.edu/experience/diversity-equity-inclusion
Temple University (The Fox School of Business and Management)	https://www.fox.temple.edu/about-fox/diversity-equity-and-inclusion/
The University of Utah (David Eccles School of Business)	https://eccles.utah.edu/about/diversity-inclusion/
UA (Culverhouse College of Business)	https://diversity.culverhouse.ua.edu/
UC Davis	https://diversity.ucdavis.edu/
University of California, Los Angeles	https://equity.ucla.edu/
University of Florida (Warrington College of Business)	https://warrington.ufl.edu/about/diversity/
University of Georgia (Terry College of Business)	https://www.terry.uga.edu/about/diversity.php
University of Illinois	https://giesbusiness.illinois.edu/undergraduate-hub/access-multicultural-engagement
University of Michigan at Ann Arbor (Ross School of Business)	https://michiganross.umich.edu/about/diversity
University of North Carolina	https://diversity.unc.edu/
University of Oregon	https://inclusion.uoregon.edu/content/diversity
University of South Carolina at Columbia (Darla Moore School of Business)	https://www.sc.edu/about/offices_and_divisions/diversity_equity_and_inclusion/index.php
University of Wisconsin at Madison (Wisconsin School of Business)	https://wsb.wisc.edu/about-us/diversity-and-inclusion
University of Wyoming College of Business	http://www.uwyo.edu/diversity/
Yale University (School of Management)	https://som.yale.edu/community/diversity-equity-and-inclusion



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