



GRADUATE MANAGEMENT ADMISSION COUNCIL® | DIVERSITY PIPELINE ALLIANCE® SURVEY

# *Management of Diversity Initiatives*

*Created for the participants of:*

*Graduate Management Admission Council® /  
Diversity Pipeline Alliance® 2006 Diversity Survey*

**G**raduate  
**M**anagement  
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Creating Access to Graduate Business Education®



Jointly sponsored by the Graduate Management Admission Council® and the Diversity Pipeline Alliance®, *Management of Diversity Initiatives* brings together solid data on your own experiences with diversity programs and initiatives in graduate management education. You told us about the myriad activities your schools have developed to encourage diversity—some from experience, others from expediency, and still others from a drive to adapt in the face of changing market demographics. The bottom line is that there is a lot of activity, but little measurement of progress. Above all, the survey findings show that diversity initiatives require support from the management education community as a whole. Think of this study as an introduction to what we all hope will be a new conversation about diversity.

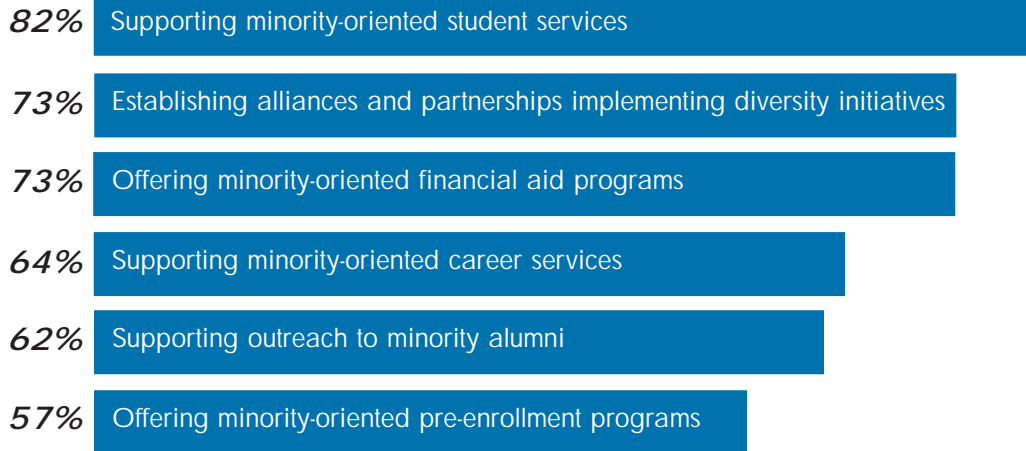
Note that this study is not a census of all graduate management programs, but a sampling of data from responding schools. The reader should therefore view the information in relative terms rather than absolutes when making comparisons. Percentages may not always total to 100 due to rounding or multiple responses provided by survey participants.

## WHAT DOES THIS SURVEY ADDRESS?

- Program management and staffing
- Alliances and partnerships
- Diversity recruitment activities
- Challenges

## WHAT IS HAPPENING IN MANAGEMENT EDUCATION DIVERSITY EFFORTS?

Of the 218 survey respondents, 184 (84%) said their graduate management programs are involved in planning or managing diversity initiatives at some level. Of this group, a majority indicate they engage in each of the following types of activities:



## WHO PARTICIPATED IN THIS SURVEY?

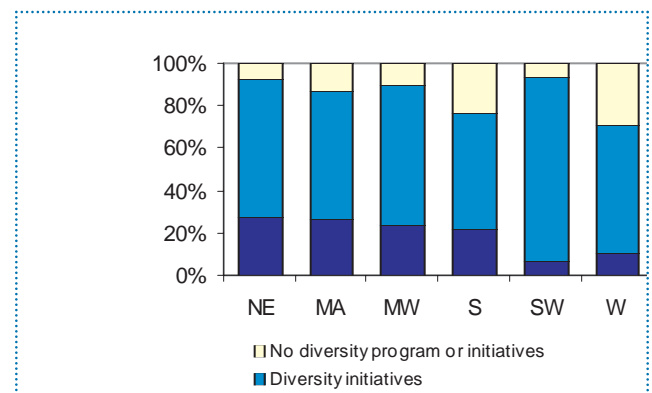
218 U.S. graduate management programs from 187 institutions participated in the survey.

*Diversity programs or initiatives by MBA program type*  
(represents 69% of respondents)



**Many respondents reported for several program types**

*Diversity programs and initiatives by region\**



\* (NE) Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont  
 • (MA) Middle Atlantic: Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia  
 • (MW) Midwest: Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin  
 • (S) South: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee  
 • (SW) Southwest: Arizona, Colorado, New Mexico, Oklahoma, and Texas  
 • (W) West: Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Pacific Islands, Puerto Rico, the U.S. Virgin Islands, Utah, Washington, and Wyoming.

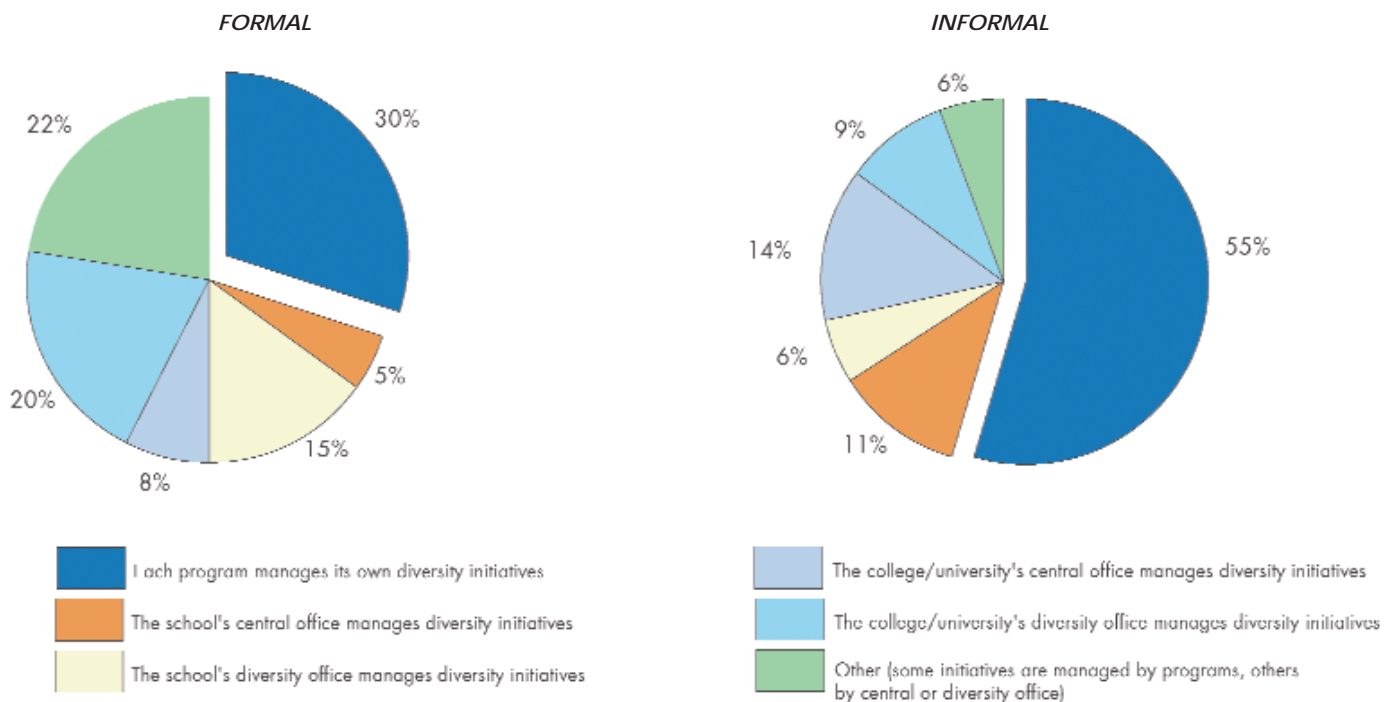
## PROGRAM MANAGEMENT AND STAFFING

### HOW ARE INSTITUTIONS, SCHOOLS, AND INDIVIDUAL PROGRAMS MANAGING THEIR DIVERSITY INITIATIVES?

**Formal structure:** Less than one-quarter (23%) of the respondents conducting diversity initiatives are formalized diversity recruitment or outreach programs, typically with dedicated staff and budgets. One-third of these programs were established within the past five years; the oldest program dates to 1945.

**Informal structure:** More than three-quarters (77%) of the respondents conducting diversity initiatives have no centralized staff, budget, or structure for diversity planning and management. These programs are designed and managed independently or in conjunction with other departments and programs. “Informal” refers only to the structure of the initiatives, and not their effectiveness.

### HOW ARE DIVERSITY INITIATIVES MANAGED WITHIN FORMAL OR INFORMAL STRUCTURES?

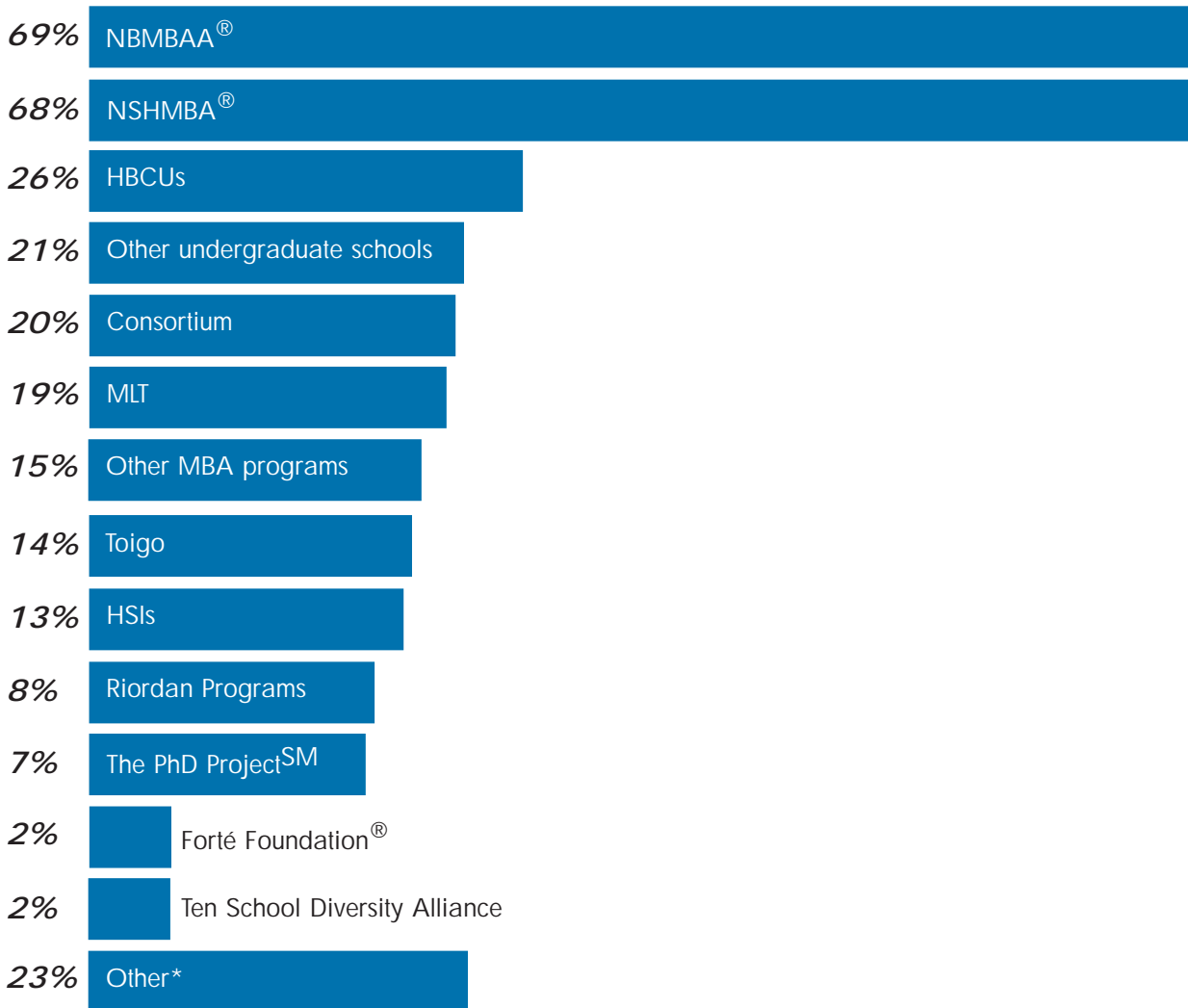


### WHAT ARE THE DIFFERENCES IN STAFFING?

Method	Formal	Informal
Dedicated full-time staff	44%	6%
Dedicated staff with diversity recruitment responsibility in addition to other responsibilities	34%	21%
No dedicated staff, but staff members are responsible for incorporating diversity initiatives in their jobs	17%	68%
Outside contractors work on diversity recruiting activities	2%	—
Other	2%	5%

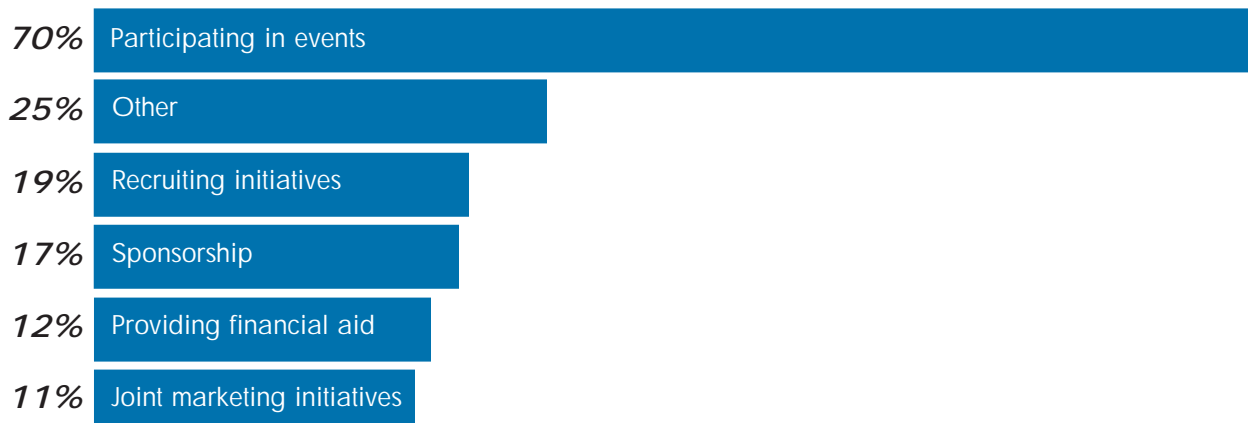
## ALLIANCES AND PARTNERSHIPS

73% of respondents are partnering with diversity-focused organizations. These include the following:



**\* Other organizations include Graduate Haizans, MBA JumpStart, the MBADiversity Organization, MBA Forum for Women, and various professional organizations (eg. Society of Hispanic Professional Engineers® (SHPE®), National Association of African Americans in Human Resources (NAAAHR), etc).**

## HOW ARE SURVEY RESPONDENTS WORKING WITH OTHER ORGANIZATIONS?



## DIVERSITY RECRUITMENT ACTIVITIES

61% of survey respondents conduct diversity recruitment events, with an average of five events in 2006.

	<i>Formal</i>	<i>Informal</i>
Graduate management programs that hosted diversity recruitment events	80%	56%
Average number of events	9	4

### WHAT TYPES OF DIVERSITY RECRUITMENT INITIATIVES DO RESPONDENTS ENGAGE IN?



***\*“Other” includes such initiatives as articulation agreements with schools, campus visit programs, nationwide visits, alumni connections, community outreach programs, direct mail, events in partnership with other schools, Graduate School Fair participation at traditional HBCU’s, McNair Scholars Program recruitment, offering help with applications and providing parent information in Spanish, on-campus informative events, and travel abroad to graduate fairs***

Few respondents said they have any means of evaluating diversity recruitment programs or measuring their impact. Those who did described these methods:

- Monitoring event attendance
- Benchmarking the number of applications before and after events
- Tracking enrollment rates
- Conducting post-event surveys

## CHALLENGES

### WHAT ARE THE MOST IMPORTANT CHALLENGES FOR DIVERSITY RECRUITMENT?

52% of survey respondents identified challenges that their diversity recruitment will face in the coming year.

These were among the most commonly cited types of challenges:

- **31%** Recruitment issues (“increasing the diversity representation in MBA program”)
- **20%** Insufficient financial or human capital resources (“budget constraints” or “not having dedicated staff to pursue diversity initiatives on a full-time basis”)
- **20%** Outreach (“generating minority interest” or “getting prospective students to attend events”)

### *Based on responses to open-ended questions*

### WHAT ARE SOME OTHER CHALLENGES FACING DIVERSITY RECRUITMENT PROGRAMS?

- Insufficient minority representation due to the school’s geographical location
- Legislative issues, especially recent challenges to affirmative action programs
- Competition with other programs, schools, and institutions
- Difficulties for smaller schools in competing for top talent
- Prioritizing funding for scholarships, recruitment programming, and advertising
- Increasing the pool of qualified candidates
- Language barriers
- Securing dedicated staff to focus on strategic planning

### *Based on responses to open-ended questions*

## NEXT STEPS

The full report on *Management of Diversity Initiatives 2007* provides detail and further perspectives on both the challenges and opportunities that management education programs will face in diversity recruitment, retention, and programming.

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***About the Graduate Management Admission Council®***

The Graduate Management Admission Council® (GMAC®) is a nonprofit education organization of leading graduate business schools worldwide, dedicated to creating access to and disseminating information about graduate management education.

GMAC® is the owner and administrator of the GMAT® exam. Created in 1954, the GMAT® exam is the first and only standardized test specifically designed for graduate business and management programs. It is used by more than 4,000 programs at 1,800 schools around the world to measure academic potential for success in graduate management program applicants. Approximately 200,000 examinations are administered annually.

GMAC® offers a targeted Web site for prospective MBA students and GMAT® test takers: [www.mba.com](http://www.mba.com). Graduate management education professionals can learn more about the Council and its products and services at [www.gmac.com](http://www.gmac.com).

***About the Diversity Pipeline Alliance®***

The Diversity Pipeline Alliance® (the "Pipeline") is a network of the leading organizations working to increase the pipeline of talented black, Hispanic, and Native American students who are prepared for leadership and management in the 21st-century workforce.

By leveraging the resources of our 16 strategic partners, the Pipeline works to increase the number of students who graduate high school, successfully complete a four-year college program, and enter careers in business and management education. The goal is to foster greater collaboration among the nonprofit, educational and business communities to ensure that more students enter the pipeline and succeed.

The opinions and evaluations contained in this publication represent those of individual contributors and are not necessarily the views of the Diversity Pipeline Alliance® or the Graduate Management Admission Council®. If you have any questions or comments regarding this study, please contact Camille Leverett, Director, Diversity Initiatives, at [diversity@gmac.com](mailto:diversity@gmac.com).

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