



DIVERSITY NET RESOURCE GUIDE



Diversity helps us celebrate our differences and embrace the ways in which we are interdependent.



GMAC® Diversity Net Resource Guide offers practical ideas, insights from colleagues, guidelines and recommendations, and resources for enhancing diversity in graduate schools of management. The goal of the Guide is to enhance the knowledge and skills of those who manage diversity initiatives, programs, and strategies in higher education, and to offer ideas and insights to all who advance this important mission.

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ABOUT THE AUTHORS

GMAC developed the DiversityNet Resource Guide with insights from members of the 2007-2009 GMAC Diversity Advisory Group (DAG); a committee of school professionals whose work focused on making business schools more diverse, and who graciously shared the lessons they learned so that others might benefit from their experience. Managing Diversity at Duke: A Toolkit for Managers. See how Duke University and its Office of Institutional Equity works with university managers to foster diversity.

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According to Management of Diversity Initiatives, a report by the Diversity Pipeline Alliance in 2006, schools faced numerous challenges in creating ethnically diverse classrooms. Those challenges included a limited pool of qualified candidates, budget constraints, insufficient staffing and legislative issues. Talk to any professional working in the diversity space today, and you'll probably hear the same issues, along with a few others.

So, how do you create successful diversity programming at your institution? How do you attract and retain qualified candidates in such a competitive marketplace? Where do you begin?

Experts with experience in advancing diversity at university campuses suggest that your first step is to create a vision and develop your mission.

CREATE A VISION AND DEVELOP YOUR MISSION

Creating a vision and developing a mission for diversity that is unique to YOUR school or program is critical if you are to experience any degree of long-term success. When charting your path, you should: **Develop your own definition of diversity.** Diversity has many faces. No one definition will fit every college and university. Take the time and invest the effort to develop a definition of diversity that fits with your institution's mission and goals. This may mean meeting with stakeholders around the university, as well as organizations that work in this realm, prior to creating your vision.

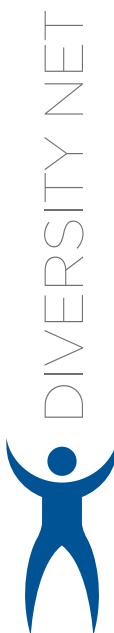
Think broadly. Diversity is about reaching out to underserved groups, but the principle of inclusion can also be defined more expansively. Many campuses have found that a broader way of thinking about diversity, beyond underrepresented minorities, can be more productive than a scope that is too narrow. Consider, for example, that factors related to diversity and inclusion intersect in some way with virtually every aspect of university life and culture.

Be flexible. An approach to diversity that fits one campus goal—say, for a specific program—may not work as well for other purposes. Build enough flexibility into your planning so that you can adjust what you are trying to do in a way that meets specific goals.

Link diversity to the academic mission. Work to make sure that diversity is viewed and treated as an integral part of the university's academic mission. Find faculty champions and collaborate with them to make diversity a part of the curriculum. Students may be on campus for up to three years. Capitalize on their stay to make diversity a regular part of their educational experience, both inside and outside the classroom.

Educate your peers. Too often, we find colleagues, including faculty members, who think they understand diversity but who in fact may have outdated concepts in mind. It's up to you to help them improve their understanding. Share your insights with faculty and staff. Help administrators broaden their perspectives. Be proactive in helping your boss support and champion diversity. This can be one of the trickiest parts of your role and these conversations can be difficult. Think very carefully in advance about what strategy will be most effective and use the utmost diplomacy.

Map a mission. As the function of a diversity office becomes more prevalent, more institutions are developing diversity mission statements. A mission statement is important as it can clarify the scope of diversity work, provide a way to promote the importance of diversity and help people work toward common goals.



Where and how a diversity mission statement is positioned matters. For example, while it may be a longer and more arduous process, rather than write a separate mission, incorporating diversity into the institution's mission may be, **strategically**, a more effective way to underscore the institution's commitment.

DESIGN AN INFRASTRUCTURE

How should diversity fit inside a university's infrastructure? How should the diversity function be structured? Different models can lead to success. Here are some relevant considerations.

Create roles and responsibilities. The role and responsibility of advancing diversity in business schools takes a variety of forms. People who fulfill this mission hold various titles. The structure and functions of diversity-related jobs also differ.

"A lot of folks live in an old paradigm about diversity and inclusion that's limited to, say, affirmative action or quotas. It's really important to rebrand diversity so that people see that it is much broader than that."

*Angela Edwards-Campbell
Director of Diversity & Inclusion
Kellogg School of Management
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Increasingly, business schools are appointing directors of diversity—a full-time role solely devoted to this work. Other schools make advancing diversity a major part of the portfolio of an admissions officer or a professional in student services. At other schools, a faculty member holds the chief responsibility for diversity.

No matter the title or specified responsibilities, anyone who works in diversity should expect to also serve a broader role—that of consultant, educator, and even mentor. Day to day activities might include:

- **Consulting with colleagues:** A large part of your role in diversity might be described as "consultant at large." People across your school, and possibly across your institution, will want and need your expertise. A marketing director might ask you to help conceptualize an advertising campaign. Admissions staff might seek your input on a viewbook. Across campus, a program director might want to collaborate on a diversity seminar. These relationships often form the core of the partnerships you will develop with colleagues. While these may be outside or peripheral to your job description, you should take this work seriously, as it can pay dividends in unexpected ways.
- **Educating colleagues:** Whether it is formally part of your job description or not, one of your roles is to educate colleagues. This work can have many facets, from building sensitivity for diverse populations among staff, to helping senior administrators gain a deeper, more nuanced understanding of the richness of diversity. You may also want to make yourself available to speak to classes and campus groups about diversity. Invest the time needed for this important work, and practice the art of tact to know what kinds of lessons are appropriate when.



- **Mentoring:** Again, whether it is in your job description or not, you will likely be asked to serve as a mentor in diversity. You might find yourself working to help a student, a colleague, or even someone at a higher pay level to develop his or her diversity skills and sensitivities. While this work can be challenging, it is important. Many of your peers find it highly satisfying as well.

DEFINE REPORTING RELATIONSHIPS

As business schools push to embrace diversity, some struggle on how to structure the diversity function. At many schools, this is still a work in progress. Perhaps the most important consideration is to ensure that diversity is not an afterthought, but is integrated into the core of the school. This is important for practical reasons—the closer diversity is to the core business, the easier it will be to accomplish diversity goals. At the same time, showing diversity to be central to the school’s mission sends important symbolic messages. Similarly, it is important that diversity be integrated centrally into the student experience—in and out of the classroom.

Who do you report to? Some diversity officers report to a dean; others to a program officer. Generally, of course, the higher up the “food chain” you report, the better it is for visibility, support, and access to necessary resources. Several diversity directors have been successful in gradually restructuring their roles so that they report higher up in the academic echelon. That raises diversity’s visibility, and makes it that much easier to get things done. But you can find champions for diversity across the university, no matter what their rank. Diversity professionals know that it takes creativity to fulfill goals regardless of reporting relationships.

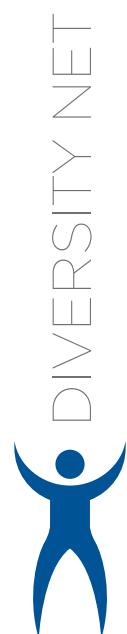
Who reports to you? Relatively few diversity officers have direct reports. If you feel that you simply don’t have the human resources to get the job done,—and you have exhausted channels that can draw on volunteers—it’s up to you to make the case for new staff. You may not get what you ask for, but you’ll never know unless you ask. Some diversity officers are able to leverage other offices in the university to help them accomplish the school’s diversity goals. Just ensure that everyone has “buy-in” prior to pursuing this option.

FIND SUPPORT

Often the diversity function is designed as an office of one—but can come with a set of responsibilities that no one person might ever hope to accomplish. One solution? Get creative about finding sets of hands that can help you get the job done.

Get support from the top. It’s up to your supervisor—and perhaps also to people even higher up—to underscore and support your role in diversity as an asset for the entire school. If necessary, find appropriate ways to encourage supervisors to deliver that message publicly—and often.

“Dotted line” connections are critical. Whether your relationships with colleagues in other offices are defined by official dotted lines or are less formal, it’s up to you to find ways to collaborate productively. Invest the time to get to know your colleagues—and learn what they hope to accomplish. Find the win-win strategies that will help advance your respective goals.



Get support from your peers. Seek out and bond with others in your school or on your campus who share your vision of enhancing diversity. Create an informal group to meet regularly to share advice and support. Do the same, if possible, with colleagues at other institutions. Good venues in which to exchange ideas and best practices are multi-school events, school fairs, and/or conferences.

"We're looking at diversifying the faculty, the staff, PhD students, MBA students, undergraduate students. We're looking at diversifying the curriculum, both in content and delivery. We're looking in terms of the climate, such that it is one that is respectful for everybody and celebrates differences."

Vernis M. Welmon, PhD
Associate Dean for Diversity & Community
Assistant Professor of Business
The Smeal College of Business
The Pennsylvania State University

Tap your contacts. Be creative about enlisting others to help you do what you need to do. Go across campus or off campus to find people who believe in diversity and may be willing to volunteer their time, talent, or resources. Create student internships, or hire students by the hour. Ask faculty, staff, and even administrators. Ask your colleagues across campus to help you identify likely helpers.

MAP A DIVERSITY STRATEGY

A carefully developed strategy paves the way for progress and success. Here are some ideas for designing your diversity strategy.

Take inventory. Because you can't be sure about where you're going unless you know where you are now, one first order of business in mapping a diversity strategy must be to take stock. The classic SWOT inventory—measuring strengths, weaknesses, opportunities, and threats—works well here. Apply SWOT to analyze all that your institution is doing to become more diverse. You will undoubtedly uncover gaps that need filling, areas of current practice that need further attention, and new ideas.

Get broad buy-in. As you plan, seek input from a broad range of stakeholders—from administrators and faculty to students and staff. With each contact, explore how they might provide support for your mission. Talk with department heads and other key colleagues to mutually identify the most important challenges and goals for the short-term and over time.

Inform your leadership. Do not do your work in a vacuum. Make sure the person you report to knows exactly what you plan to do and how you plan to do it. Use the chain of command to bring other administrators into the loop. Inform other important colleagues as well. Listen to the ideas you hear and adopt those that make sense. Ask people if they can help you—then take them up on their offers. Don't go overboard, but share regular updates on progress.

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MAKE A BUSINESS CASE FOR DIVERSITY

Part of persuasion is being able to shape a message in ways that your target audience will understand. In a business school, it may make sense for you to frame diversity as a value proposition and in terms of competitive advantages. Similarly, you might help students in your school's programs understand how their personal investment in diversity is a requisite for success in today's diverse, global society. Anticipate, however, that framing a business case for diversity can also create expectations around numerical measures of success—not always the most relevant or informative metrics for diversity. (See section on "Measuring Success in Advancing Diversity").

"One of the things that we're doing here is making sure that ownership of diversity is not under one single person. In other words, the entire school needs to take ownership of diversity. We make a concerted effort to make sure that at least every associate director and assistant director that travels does some event that is earmarked as a diversity event. Just so that people are aware and know that the responsibility is shared by the entire office."

Kellie Sauls
*Associate Director of Admissions & Director of Diversity
Darden Graduate School of Business
University of Virginia*

Be Open to Change. Don't think of your strategy as cast in stone. It should be a living, breathing—and flexible—statement of what you are trying to achieve. You don't want to redraw your plans on a whim, but sometimes there are compelling reasons to shift direction, so be open to that possibility.

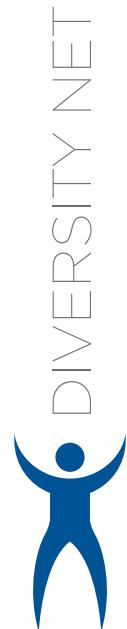
UNDERSTAND THE DATA LANDSCAPE

Having a better idea of metrics and benchmarks, as well as factors that impact enrollment for diverse populations, will help you to plan your recruitment efforts and create measures for success in your own institution. GMAC's market intelligence and research is a rich source of information that can help you better understand the data landscape for diverse populations.

GMAC offers a wide array of diversity statistics for specific populations based on unique examinee data each GMAT exam test year.

MEASURE YOUR SUCCESS

One obvious metric for assessing the success of diversity efforts is numerical—e.g., the actual increase in the number of students from diverse backgrounds into an MBA program. Whether percentages of diverse students are rising offers a tangible way to evaluate improvement. Although there are other quantitative measures you might consider, keep the following in mind when planning:



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- **Embed appropriate metrics in your strategy.** When you write your strategic plan for diversity, be sure to delineate what success would look like for each goal. Those benchmarks give you a framework for measuring progress.
- **Benchmark against national data and other relevant measures.** One way to assess your own experience is to compare your numbers to national data. Enrollment numbers, for example, can vary from year to year. To create a frame of reference for analyzing your numbers, compare your institution's experience for a given year to the number of diverse test takers that GMAC reports for the same time span.

Measure success beyond the numbers. Beyond the numbers, diversity can be a bit amorphous to pin down, but there are other meaningful ways to assess progress. Don't let your efforts become so focused on numerical improvements that you lose sight of other important gains, such as changes in institutional culture.

- **Surveys.** Questions that speak to diversity can be written into surveys that measure staff and student satisfaction. For example, if your diversity vision includes a principle that everyone in the school feel respected, supported and valued, you can ask staff to judge that question—among many others—in an annual questionnaire. Answers can inform improvements in the school's diversity strategy.
- **Talking the talk.** Part of your diversity strategy may include a communications component—perhaps an expectation that top leaders should regularly speak to the importance of diversity. Against specific goals for a given year, for example, you can measure how often your dean or other administrators speaks publicly on diversity themes.
- **Count diversity discussions.** Tally how often your school or institution offers workshops, seminars, presentations, dialogues, and other campus meetings on diversity themes. Assess those numbers—and the effects of the conversations—to determine if more of these type discussions are needed.
- **Document changes in curriculum.** An important measure of diversity's impact on a program, school, or institution is how often and how well diversity is embedded in the curriculum. If one of your goals is to work with faculty to help make diversity a focal point in the classroom, track syllabi to document additions of diversity.
- **Use focus groups.** To measure the softer side of diversity and acquire some anecdotal data—such as how students feel about their environment, you can conduct student focus groups. Those conversations can prove effective in helping you understand how students feel, how well your initiatives foster diversity, and—most importantly—where and how things may need to improve.
- **Assess the cultural climate.** Every institution has its own culture. To help advance diversity, you need to assess how well your institution's climate supports, nurtures and celebrates the differences that create a diverse culture. Such factors are often hard to specify. It's up to you to find ways to dig below the surface to determine how well your campus culture supports diversity—and where it might need work. Focus groups can also provide invaluable insight for assessing campus climate.

THE
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RECRUIT FOR DIVERSITY

As business schools expand their focus on enrolling a diverse student body, the work of finding and nurturing suitable candidates becomes more sophisticated.

Market segmentation. Approaches to market segmentation vary as much as institutions vary. The trick for institutions is to think about slices of the potential pie in ways that mesh strategically with the institutional mission and goals. It is important to figure out what information you have access to, and what you will do with it. Will you market to each population differently or have one cohesive campaign? It's also extremely important to understand the UNIQUE preferences and implications for each sub-group you are interested in recruiting to your program.

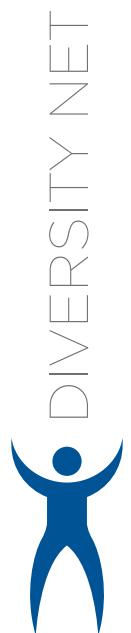
"I lead a comprehensive effort at my school to work with departments to develop diversity strategies and programs and impact faculty, students, staff, strategic partners. That could include outreach and recruiting as it relates to admissions, climate and culture as it relates to community, research, reputation-building, career services, alumni re-engagement, working with undergraduate PhD faculty. I'm not necessarily the person who executes all this, but I interface significantly with my colleagues to help them see how diversity can best fit into their activities."

Colleen M. Smith
Director, Diversity Strategies & Programs
Tepper School of Business
Carnegie Mellon University

Door-to-door or the mall? There are different paths to finding candidates. One strategy is to adhere closely to a hands-on, individual approach—reaching out to nurture candidates one at a time. In some cultural settings, this is a proven way to engage potential students and, importantly, enlist help from their mentors. However, that's not to say, that a mass-media approach can't be effective. As one diversity officer suggested, "sometimes you can sell many more shoes in a mall in a day than you can sell going door to door." The point is that there are many channels for reaching out and getting your message across. Finding the right mix means tailoring strategies that will work best for your institution's unique circumstances.

Grass-roots recruiting. Despite the potential of broadcasting your message widely—in an advertising campaign, for example—experience at many schools shows that, often, traditional marketing goes only so far. You will definitely want to consider grass roots marketing—doing your outreach through community connections, word of mouth and local partnerships. Go where the candidates are. Don't be afraid to reach out to undergraduate fraternities and sororities, especially the traditional Greek lettered organizations of African Americans and Hispanic Americans.

Marketing for cultural change. Many schools want to shape institutional cultures that nurture diversity and support inclusiveness. The marketing process itself can provide insights. One school, for example, measures its progress in diversity in part through student satisfaction surveys. In the past, it found a disparity in satisfaction on diversity issues between majority Caucasian students and their colleagues from underserved



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groups. One of the school's goals became working to close that gap. That goal helped inform and focus overall marketing messages, including targeted messages tailored for segments of the intended populations. The school's dean also reached out to alumni for ideas and help in improving the culture.

- **Find the right creative and marketing talent.** Creating the right messaging for diversity is critical. Whether you are working with in-house staff or outside resources, make sure that writers, designers, and agencies fully understand the nuances of diversity and inclusion. Make sure they also have in-depth knowledge about the diverse markets you want to reach and that your print and web communication reflect those markets.
- **Nurture the next generation.** The work of recruiting MBA candidates starts early. Many diversity officers focus almost as much on "building the pipeline," a phrase

"I think it is so important that every school and every region realize that you have to see what works for your region. We're located close to American Indian tribes, and I've built relationships with the local tribal governance because I know that it's through the elders that we get students referred to us. It's word of mouth. That's a lot more effective than, say, trying to do an email blip for an Indian tribe where very few people actually have access to email. You have to understand the nuances of your region – what populations are there, who are you targeting, and what the institutions are that those populations focus on."

Steven Denson
Director of Diversity & Lecturer
Cox School of Business
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that you will often hear, as they do on candidate recruitment for a given class. That means reaching out to students early in their academic training—in middle school, high school, and college. The idea is to educate students early about the MBA and to motivate them to consider careers that may benefit from graduate management education, including careers that are not traditionally MBA feeders. One of the most important things, especially when you're dealing with groups with little or no previous family history of college and/or higher education is to grab their attention any way you can. If you engage them early in the pipeline, you may need to delay specific marketing about your degree offerings and instead get them into other programs that can help nurture their interest and talents until the point when they become eligible to apply to your program. Whatever you do, make sure you track these students.

- **Nurturing current students.** Your connection with students you have successfully recruited doesn't end with orientation. Check back often with current students to make sure they are doing well. If necessary, assist them in plugging into support networks that can help ensure their success. Reach out to help them meet personal needs, such as finding financial resources, housing, or simply acculturating to a new environment. These students will be a KEY resource to helping you recruit the next generation of MBAs. Make sure you engage them in your recruitment efforts while on campus, and also as alumni.

EXTEND YOUR REACH

Connect with your community. Just about any town has groups that are interested in, or even focused on, increasing diversity. Maybe it's an informal community group, a church committee, a group of business leaders, or a chapter of a powerful national organization. Connect with these groups and become active with them. They'll not only help open doors for recruiting, but they can also provide channels for spreading the word about diversity and inclusion—and help influence more diverse students to consider graduate management education.

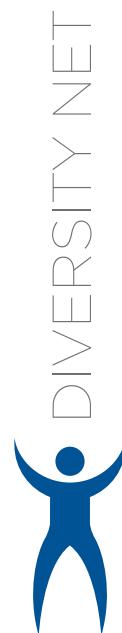
Find business partners. Many campus diversity professionals find that executives in local or national businesses are eager to lend their assistance—in the form of ideas, time and sometimes money. Corporate relationships can be mutually beneficial, as they often have diversity goals that may align with your institution's goals. Invest the necessary time to nurture relationships with these groups.

"I make sure to keep aware as much as possible of what's happening at other schools, especially in Michigan and California. We need to make sure that we're on top of those, just so we know what we might be seeing down the road."

Kellie Sauls
*Associate Director of Admissions & Director of Diversity
Darden Graduate School of Business
University of Virginia*

Tap your alumni. Your school's graduates can be an extraordinarily powerful and persuasive network to help you recruit prospective students. You will find that your alumni have ties to every aspect of the community—businesses, schools, churches, NGOs, government, and beyond. Don't be afraid to tap into this power base. Leverage your institution's connections with graduates in your outreach efforts. You're likely to find that alumni are extremely enthusiastic about contributing to a meaningful way. Whether you seek financial support, help gaining access to key people or organizations, channels to connect with students, or assistance in other ways, there is a lot of energy in the alumni partnership. You may even want to create an alumni advisory group that can help you generate ideas and gain support among alumni.

Work with recruiters. Campus recruiters can provide candid insights on diversity in their companies—information that can help you shape recruiting strategies. Try to expand that horizon, however, by also talking about diversity and inclusion with top management in corporations. Their perspectives will also be invaluable.



UNDERSTAND THE LAW: AFFIRMATIVE ACTION AND LEGAL ISSUES

When it comes to understanding legal considerations, most university staff involved in advancing diversity turn to the institution's legal counsel for advice and information. Still, staff have responsibilities of keeping current in these matters as well, as they can have implications for your diversity programs and initiatives, especially at public institutions.

Work with your institution's counsel. Assuming you will want to rely on counsel for information about the law as it pertains to your efforts, you need to establish a good working relationship with your institution's lawyers—far in advance of when you might need to create such a relationship. Make a point of cultivating a strong connection with your school's legal advisors. Check in with them regularly to stay informed. Ask them to keep you abreast of new developments.. Your institution's human resource department is also an invaluable source of insight and assistance.

Keep on top of legal news. As a professional, you need to have an informed perspective on elements of the law that affect your work. In addition to working with counsel, you need to maintain an awareness of changes in the law and relevant cases. That means regularly visiting Web sites and reading publications that provide this kind of news, as well as talking with colleagues on your campus, in your community, and at other institutions. You must make a commitment to staying current in this area.

Create and follow protocols. It's important that your institution have in place policies and procedures for handling and addressing legal questions. Most often this will mean looking to your institution's counsel for guidance and rulings. Know what your institution's policy is—then follow it. Develop the wisdom to recognize when it's appropriate that a question be fielded by counsel.

OTHER RESOURCES

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Diversity is a complex, multifaceted area, but fortunately there are many resources to which you can turn for information.. While no list can be entirely comprehensive, below are some sources that diversity officers have found useful.

NATIONAL & INTERNATIONAL ORGANIZATIONS

American Association of Hispanic Certified Public Accountants

(www.aahcpa.org)

Membership group of Hispanic certified public accountants.

American Conference on Diversity

(www.americanconferenceondiversity.org)

The mission of the American Conference on Diversity is to value diversity, educate and empower leaders, promote inclusion and respect in schools, workplaces, community services, businesses, and communities.

American Indian College Fund

(www.collegefund.org)

The American Indian College Fund provides scholarships and other support for the American Indian students. Start here to learn more about tribal colleges.

American Institute for Managing Diversity

(www.aimd.org)

The nation's leading nonprofit think tank dedicated to promoting and furthering the field of diversity management.

Association of Latino Professionals in Finance and Accounting

(www.alpfa.org)

ALPFA is dedicated to enhancing opportunities for Latinos in the accounting, finance and related professions.

The Consortium

(www.cgsm.org)

The country's preeminent organization for promoting diversity and inclusion in American business, The Consortium for Graduate Study in Management provides scholarships for underrepresented minorities in graduate management education.

Diversity Web

(www.diversityweb.org)

An interactive resource hub for higher education sponsored by the Association of American Colleges and Universities.

Forté Foundation

(www.fortefoundation.org)

A consortium of major corporations and top business schools that has become a powerful change agent in educating and directing talented women toward leadership roles in business.

Hispanic Association of Colleges and Universities

(www.hacu.net)

HACU is devoted to increasing opportunities in education for Hispanic students.

Management Leadership for Tomorrow (MLT)

(www.ml4t.org)

A national nonprofit that develops African American, Hispanic and Native American young people for leadership positions in corporations, nonprofits, and entrepreneurial ventures. MLT has an MBA Prep program that has become a feeder of underrepresented minorities to member business schools.

National Association of Black Accountants

(www.nabainc.org)

Since 1969, the NABA has been the leader in expanding the influence of minority professionals in the fields of accounting and finance.

National Association for Equal Opportunity in Higher Education

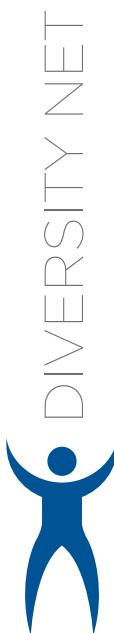
(www.nafeo.org)

Organized to help ensure full use of the resources offered by predominantly black colleges.

National Black MBA Association

(nbmbaa.org)

A professional membership organization of black graduates with MBAs, advanced degrees, and entrepreneurs, dedicated to increasing the number as well as the diversity of successful blacks in the business community.



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National Society of Hispanic MBAs

(www.nshmba.org)

NSHMBBA fosters Hispanic leadership through graduate management education and professional development.

PhD Project

(www.phdproject.org)

Since 1994, The PhD Project has more than tripled the number of minority business school professors.

Sponsors for Educational Opportunity

(www.seo-usa.org)

SEO is an international mentoring program for high school students and also offers a career preparation program for college students of color.

COMMUNITY ORGANIZATIONS

- **Local chapters of national organizations.** Look for opportunities to become active participants in local chapters of organizations like 100 Black Men, Jack and Jill, the National Black MBA Association and NSHMBBA. Tap into the student chapters of organizations like the NAACP and national sororities and fraternities on your campus. These are great sources of future MBA talent
- **Region-specific diversity organizations.** Many communities have unique organizations devoted to diversity—for example, the Atlanta Diversity Managers Group and Chicago United. Look for appropriate groups in your area.

CONFERENCES

Chief Diversity Officers Forum. Provides an engaging environment for executives managing diversity to share their experiences and knowledge.

National Conference on Race and Ethnicity in American Higher Education

(<http://ncore.occe.ou.edu>)

National forum on issues of race and ethnicity in American higher education.

Reaching Out

(www.cadiversityconference.com)

The annual conference of lesbian, gay, bisexual, and transgender (LGBT) graduate business school students.

The Summit on Leading Diversity

Dedicated to helping create and sustain inclusive work environments.

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BOOKS, MONOGRAPHS, REPORTS

This abbreviated list cites only a few relevant titles that diversity officers have found useful. Conduct your own search and consult with your university's librarians to find other good resources.

Admissions and Diversity after Michigan: The Next Generation of Legal and Policy Issues. Released in 2006, this publication discusses policy and evidence issues relevant to the development and implementation of race- and ethnicity-conscious admissions policies.

Diversity Awareness Profile. This self-assessment tool is designed to help organizations improve working relationships among diverse co-workers and customers by increasing individual awareness of the impacts of their behavior.

The Chief Diversity Officer: A Primer for College and University Presidents, by Damon A. Williams and Katrina C. Wade-Golden. Strategic guidance for university leaders regarding various models that can be used to launch the chief diversity officer capability on campus.

First in My Family: A Profile of First-Generation College Students at Four-Year Institutions. A research brief from the Higher Education Research Institute.

Driving Change Through Diversity and Globalization: Transformative Leadership in the Academy, by James A. Anderson. Argues that institutions of higher education should adopt a cultural and global competence mission.

Letters from the Future: Linking Students and Teaching with the Diversity of Everyday Life. Brenda Jarmon, Deborah A. Brunson, and Linda L. Lampl, editors. Provides insights into the teaching and learning practices and experiences of diversity educators and their students.

Ouch! That Stereotype Hurts, by Leslie Aguilar. Provides guidelines for communicating respect and inclusion.

Mass Career Customization: Aligning The Workplace With Today's Nontraditional Workforce, by Cathy Benko and Anne C. Weisberg. Suggests strategies for attracting talent and strengthening leadership pipelines while providing more varied and paced career journeys.

What Makes Racial Diversity Work in Higher Education: Academic Leaders Present Successful Policies and Strategies. Frank Hale, editor. Describes successful diversity initiatives in higher education.



RESOURCE GUIDE



PERIODICALS AND JOURNALS

Black MBA. The official magazine of the National Black MBA Association.

The Chronicle of Higher Education. News about higher education, with extensive job listings.

Diverse Issues in Higher Education. News about diversity in higher education, with extensive job listings.

Diversity MBA. Magazine focused on diversity recruiting

Diversity Officer Magazine. Knowledge-sharing resource for diversity and human resource professionals across the globe.

Diversity Executive. The portal for the periodical Diversity Executive; offers industry news, newsletters, and more.

Global Diversity Network. Space for companies committed to “accelerate the effective integration of diversity and inclusion into their global organizations and to demonstrate the business value of that integration” to connect with one another and share information.

Ortiz Research Group Diversity Website. A diversity Web portal hosted by Professor Christine Ortiz in the Department of Materials Science and Engineering at MIT.

DIVERSITY.NET





ABOUT GMAC DIVERSITY INITIATIVES

For more than three decades, the Graduate Management Admission Council has been actively engaged in increasing diversity in management classrooms. Recognizing diversity as a global business imperative, GMAC has invested more than \$10 million in programs, organizations, and initiatives geared at diversity pipeline development.

Through the years, the Council's commitment to diversity has been reflected in efforts such as Destination MBA, The GMAC/AASCB Minority Summer Institute, The PhD Project, the Diversity Pipeline Alliance and the Diversity Advisory Group. As a sponsor of The PhD Project since its inception in 1994, GMAC investment to increase diversity among business school faculty has exceeded \$4 million. This effort has proven to be one of management education's most successful diversity initiatives involving schools and organizations.

Understanding the importance of industry, psychographic and demographic information, GMAC continues to collect, analyze and disseminate key data and trends research to aid school professionals in recruiting, enrolling and servicing the needs of diverse populations. The Council also develops and maintains relationships with strategic partners committed to increasing the number and quality of under-represented groups in the business school pipeline.

To learn more about our initiatives, research and strategic partners, please visit our website at gmac.com.

ABOUT GMAC

The Graduate Management Admission Council® (GMAC®) is a non-profit organization of leading graduate business schools around the world dedicated to creating access to and disseminating information about graduate management education. GMAC meets the needs of business schools and students through a wide array of products, services, and programs and serves as a primary resource of research and information about quality graduate management education.

GMAC is the owner and administrator of the GMAT® exam. Created in 1954, the GMAT is the first and only standardized test specifically designed for graduate business and management programs. Available in almost 100 countries, it is the most widely used assessment for graduate management admissions and the most reliable predictor of academic success in graduate business studies.