LSBE values diversity and fully supports UMD’s goal of creating and maintaining an inclusive campus climate. In order to develop appropriate objectives and action steps to contribute to this campus goal, we believe that assessing the current situation is essential. Therefore, prior to formalizing the LSBE Unit Change Team, information and data will be collected so that we can better understand “where we are” and identify “where we want to be.” The needs assessment that takes place will provide the groundwork for subsequent organizational change activities within the school.

In this report to the Campus Change Team, the needs assessment process related to the four primary topics outlined by the Campus Change Team is described. Specifically, initial questions that will guide data collection and analysis are provided, and ideas related to the potential outcomes and opportunities are listed. The content of this document is not all-inclusive, and modifications are expected to arise as the needs assessment is conducted. Furthermore, some of the potential outcomes and opportunities may be implemented while the needs assessment is in process, as administration deems appropriate.

**Topic #1: Campus Climate and Intergroup Relations**
- Develop a shared and inclusive understanding of diversity among faculty, staff, and students in LSBE
- Improve LSBE’s climate of inclusiveness for all who study in, work in, and visit the school
- Engage external community partners, LSBE alumni and donors, members of LSBE’s Advisory Board, and other stakeholder groups in developing strategies to advance inclusion, equity, and diversity

LSBE recognizes diversity as a key component in the school’s vision [emphasis added]:
Our vision is to be recognized as a School with a first-rate faculty that provides rigorous, demanding undergraduate and graduate programs in business and management, as well as quality intellectual contributions and outreach programs. *We will achieve this vision by having our faculty, students and staff demonstrate mutual respect for one another and by providing educational opportunities for a diverse student body.* Our graduates will promote the School and give back to the School.

Diversity is also listed as a management-specific area in the LSBE objectives for which students are expected to understand the relevance to and impact on organizations.

However, several questions remain, including (but not limited to): What does “diversity” mean to LSBE, and what is “mutual respect”? How and to what extent do faculty, students, and staff demonstrate mutual respect for one another? What can we learn from alumni (and other external groups, as applicable) regarding diversity from their experiences in/with LSBE? How can external stakeholders be involved?
Data to Collect:
• Use items from “Now is The Time” (attached) to assess the diversity climate in the school. Qualtrics will be used for the online surveys of faculty, administration, staff, students, and additional stakeholder groups (questions vary by group). Ask additional items of external stakeholders regarding differences they perceive in other organizations compared to UMD. Include items soliciting recommendations/ideas might they have.
• Conduct focus groups of faculty, staff, and student groups to determine what “diversity” and “mutual respect” are and specify related behaviors. To promote a “safe” environment for participants, use an external consultant to conduct the interviews and invite specific individuals (e.g., international faculty, separate groups of females/males, separate groups of African American/Asian/Caucasian/etc., GLBT, disabilities, etc.). LSBE has used Jane Hodgdon of Intellisense, Inc. (qualitative marketing research) in the past, and will likely ask her to conduct these interviews.

Potential Outcomes & Opportunities:
• Recognize that an inclusive climate is the responsibility of ALL faculty and staff by engaging every LSBE employee in the process. Solicit ideas from all employees regarding the improvement of the climate for inclusiveness, and allow them to champion/lead the implementation of their ideas.
• Develop a descriptive meaning of “diversity” and communicate it consistently throughout departments and to all groups of stakeholders (e.g., statements on all course syllabi; presented in courses in which diversity is taught; LSBE web site – Mission & Vision page).
• Specify behaviors that promote “mutual respect” as well as behaviors that detract from it and communicate these expectations to faculty, staff, and students in various formats (e.g., job descriptions, Welcome Week, student candidacy acceptance letters, advising information from Student Affairs and from departments).
• Continue to administer diversity climate surveys on a regular basis in order to make comparisons over time as change efforts are implemented and monitored (e.g., yearly or every-other-year).
• Invite alumni and local business professionals to campus to talk to students regarding diversity in the workplace (relates to other topics described in this report as well).
• Hold a workshop for all faculty and staff held the week prior to the first day of the fall semester. Ongoing refresher sessions/discussions throughout school year(s) and/or regular sessions every fall prior to the start of classes.
• Host similar workshops/ongoing discussions for student leaders (e.g., club officers) and other students who are interested.

Topic #2: Representation (Access and Success)
• Recruit, retain, and graduate a diverse student body
• Recruit, retain, and develop a diverse faculty and staff

These items lend themselves to numerous questions, such as: How diverse is the student body? Does the school recruit a diverse student body, and if so, how? Is the school able to retain the under-represented students who declare pre-business/pre-accounting majors as well as those who are accepted into the programs? What is the percentage of the under-represented students who graduate with a BBA and/or BAc compared to those who are accepted into the degree programs?
Why do under-represented students change their majors from business/accounting to majors in other schools?

How diverse is the faculty (term, tenure-track, different levels, etc.)? How diverse is the staff? Are any under-represented groups of employees more likely to leave the organization than others and if so, why? What recruiting and selection activities support hiring diverse faculty and staff? Do any employment activities discriminate against individuals/groups of under-represented faculty or staff? Do staff members have equal opportunity for development? How welcoming and physically accessible is the building?

Data to Collect:
- Use campus statistics to assess the composition of the LSBE student body and graduation rates by race, gender, and other available information. Compare these statistics to other schools at UMD and to previous years’ statistics if available. Search for data from business schools of other universities to make additional comparisons (e.g., College of St. Scholastica, the University of Minnesota-system schools, peer institutions).
- Use campus statistics to assess the composition of the LSBE faculty and staff groups by race, gender, and other available information. Compare these statistics to other schools at UMD and to the appropriate labor markets. Search for data from business schools of other universities to make comparisons (e.g., College of St. Scholastica, the University of Minnesota-system schools, peer institutions).
- Find/collect information from under-represented students who were business/accounting majors and changed majors to determine why (e.g., exit interviews).
- Conduct surveys or interview current LSBE students to assess perceptions of the school’s retention efforts and make comparisons between under-represented groups and majority groups.
- Survey faculty and staff to assess current work-related attitudes and voluntary turnover intentions due to [lack of] access to employment opportunities.
- Identify hiring procedures specified by UMD’s Office of Equal Opportunity/Human Resources.
- Identify information regarding campus and school employment that promotes a diverse workforce (e.g., same-sex partner benefits).
- Compile information regarding the efforts of faculty, staff, and students that promote access and success in LSBE (e.g., Jill Klingner’s efforts to support veterans on campus).
- Conduct an assessment of the LSBE building to identify potential access issues for individuals with physical disabilities.
- Collect information regarding various programs throughout LSBE to determine whether equitable access exists for all students (e.g., internships, UROP, Financial Markets Program).
- Identify scholarships and other financial aid sources available for students related to under-representation in the school.

Potential Outcomes & Opportunities:
- Develop goals and timetables for hiring under-represented groups of faculty and staff.
- Develop goals and timetables for recruiting and retaining under-represented students.
- Specify and implement strategies to recruit and select under-represented students for LSBE programs.
- Ensure current faculty and staff are aware of hiring procedures.
- Develop and promote “best practices” related to student retention and success efforts that can be communicated to students as appropriate (e.g., support groups on campus).
• Solicit donors for scholarships to have preferences for under-represented students.
• Provide reasonable accommodations in classrooms and other areas in the building as necessary (e.g., can individuals in wheelchairs access classrooms without assistance?).
• Develop marketing communications strategies/materials that resolve negative perceptions of the school.
• Assemble information to use in recruiting employees that describes what UMD and LSBE do to promote a diverse workforce and student body.
• Assemble information to use in recruiting students that describes what UMD and LSBE do to promote a diverse workforce and student body.

**Topic #3: Education and Scholarship**

• Develop curricula, pedagogies, and research that foster inclusivity, accessibility, and cultural competencies

Related questions to answer: What cultural competencies will help students to be successful in their business-related careers? What courses in LSBE or required of all LSBE students target the development of students’ cultural competencies? Are the pedagogical methods used in LSBE courses suitable for all students? Are adequate reasonable accommodations made for students with disabilities to ensure equitable opportunities for learning and participating in extra-curricular activities? What accommodations are made for ESL students? Are under-represented students treated equitably in team situations (in and out of the classroom)?

**Data to Collect:**

• Conduct a literature review of cultural competencies important to business professionals and identify pedagogies that have been found to target related knowledge and skills.
• Survey and/or interview alumni and external stakeholders in order to collect information regarding current workplace experiences, issues, and concerns related to the development of cultural competencies.
• Review information compiled by the Undergraduate Committee that identifies the courses in which diversity is taught.
• Ask faculty what they do to accommodate students with disabilities and those considered ESL students.
• Conduct focus groups/surveys of students to assess the current situation regarding diversity and teamwork in the school; compare results to data collected/compiled in 2002 by Susana Pelayo-Woodward and Sharon Torrison regarding the same issue.

**Potential Outcomes & Opportunities:**

• Use information from literature review and surveys/interviews of business professionals and alumni to define cultural competence and to identify related knowledge and skills. Develop list of “best practices” for instruction based on data collected. Conduct assessments on a regular and ongoing basis for re-accreditation purposes.
• Invite business professionals and alumni to campus to give presentations related to cultural competencies (classes, distinguished speaker series, student clubs, etc.).
• Invite representatives from the Office of Disability Resources to present to LSBE faculty regarding accessible pedagogies.
• Provide funding for faculty to adapt existing materials to enhance accessibility.
• Ask book reps for/work with them to produce accessible teaching materials.
• Provide funding for faculty, staff, and students to attend diversity/equity/social justice conferences that include sessions/workshops on teaching and research.
• Encourage faculty to integrate diversity-related topics into their research projects; e.g., pedagogical advancements or curricula changes related to diversity; using LSBE’s change efforts as research projects for conferences, journal publications, and additional outlets.
• Communicate student concerns of social injustices in classes/teams to faculty and work with faculty members to develop ways to effectively resolve them.
• Offer a “senior seminar” course for students who have taken 90+ credits. This could be a one-credit course designed similarly to the “freshman seminar”; whereas the freshman course focuses on how to be a successful student, the senior course can address how to be a successful professional and lifelong learner, integrating topics such as diversity, professionalism, citizenship and giving students targeted practice for skills such as networking, interviewing, and negotiating a job offer.

**Topic #4: Institutional Viability and Vitality**
• Develop leadership capacity around equity and diversity work
• Coordinate organizational change to support diversity goals

Questions: What knowledge, skills, and abilities (KSAs) are related to the leadership capacities to do this work? Who is interested in this work? What diversity-related goals should be developed? What is the timeframe associated with each goal? Who should be involved/responsible? What resources are available? What barriers to change exist?

Data to Collect:
In addition to data collection activities noted under Topics #1, 2, and 3:
• Ask faculty members how they would like to contribute to LSBE change efforts.
• Identify the KSAs that will contribute to effectively leading change efforts.

Potential Outcomes & Opportunities:
• Work toward Topics #1, 2, and 3 should address this topic as well.
• Ideally, all employees are empowered to work toward creating a positive environment that promotes social justice in the school.
• A formal LSBE Unit Change Team will be developed. The size, structure, and responsibilities of the team will be determined once the needs assessment is complete and specific objectives and actions are proposed. Ultimately, this group will be responsible for LSBE change efforts that support the campus goal of equity, social justice, and inclusion. Ensure those who will be involved have the necessary KSAs (training might be required, including team-building training and training KSAs specific to the tasks that will be completed).
• Make appropriate resources available at a school level and a campus level in ways that are fiscally responsible.
• Efforts that target resistance to change are developed and implemented as necessary.
• Work done in LSBE is shared with other unit change teams and vice versa in order to learn from others on campus.