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The purpose of this document is to bring together the ongoing work that the College of Business is engaged in to enhance upcoming climate study discussions and develop continuous improvement efforts.

A core principle of AACSB accreditation is corporate and social responsibility. We could not advance to candidacy with AACSB until we demonstrated that we met the core values of the AACSB standards. That means we had to document this annually from 2011 through 2016. The relevant section from the 2013 standards are presented in Appendix A.

The 2020 AACSB standards demonstrate a continued evolution to the diversity, equity, and inclusion standards. The most important section of these standards requires that we not only demonstrate DEI, but also that we are having positive social impact. From the standards:

> "…Diversity in people and ideas enhances the educational experience and encourages excellence in every business education program. At the same time, diversity is a culturally-embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, ethnicity, gender, socioeconomic conditions, religious practices, and individual and shared experiences. Within this complex environment, the school is expected to demonstrate a commitment to advancing diversity and inclusion issues in the context of the cultural landscape in which it operates. The school fosters awareness, understanding, acceptance, and respect for diverse viewpoints related to current and emerging issues. (2020 Standards p. 16)…"

Our next review is in the fall of 2021 and the 2020 standards are presented in Appendix B.

AACSB principles and standards are designed to provide a reasonably current reflection of societal and organizational needs. The standards provide the AACSB accredited college with a continuous improvement target so that the graduating student is more than adequately prepared with both the educational skills and the needed societal skills as is expected from a top 5% program.

The recently completed climate study provides an additional opportunity to engage in continuous improvement by the College. As noted by the climate change consultants, the use of data is critical to improve and to be able to demonstrate that improvement. They also noted that several data points should be brought together to triangulate our understanding of that climate. To that end, this document attempts to (a) compile data from the "status quo;" (b) provide some suggestions about an additional data gathering opportunity; and (c) document our efforts for future inclusion in the college strategic/operational plans.
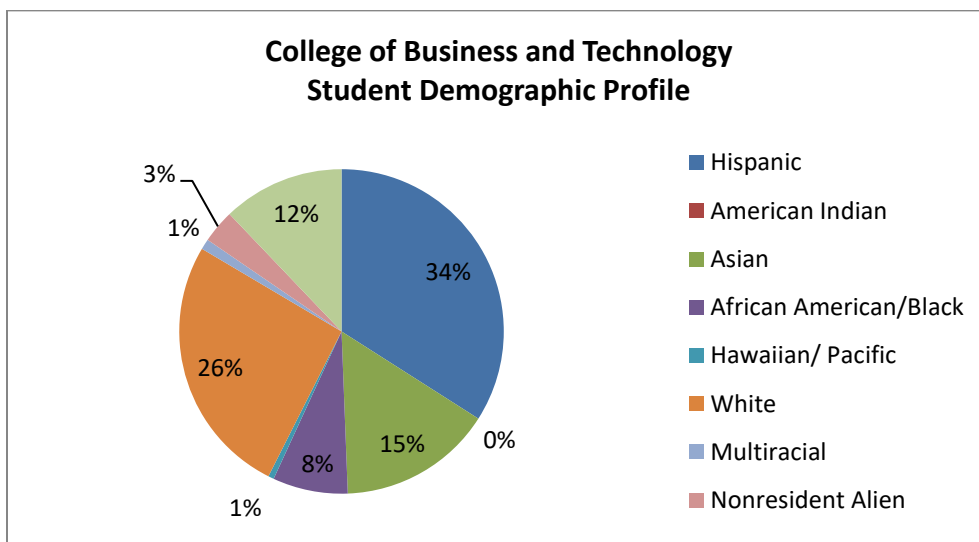
Snapshot of the faculty

The goal of the College of Business and Technology is to present a **globally diverse** faculty as most business and computer science students will be working in organizations that interact engage in business on a global scale. So how do you count the faculty? There are 14 different ethnic backgrounds. The failure in this count is that there are 14 Asian individuals of which 5 are from mainland China (which in itself could be further parsed given that China has three official languages); 4 are from India (again this could also be parsed due to cultural differences), and the remaining 5 individuals are from four other countries. Likewise, there are 6 individuals that are Latin from 5 different countries.

The Simpson diversity statistical tool enables us to compute an index number that represents the diversity of a group of individuals. Perfectly diverse groups receive a score of 1 while homogeneous groups receive a score of 0. **Ethnicity and country of origin** were used to separate identify meaningful differences between the Asian and Latin individuals. Then the Simpson index (https://www.statisticshowto.com/simpsons-diversity-index/) was computed resulting in a diversity index for the CBT faculty of .954545.

Student Snapshot

The chart below provides key performance indicators for Business and does not include the computer science unit (yet). Retention is quite good and therefore persistence should be quite good as people who persist to graduation have to be retained. The pie chart below that includes all CBT students.

Year	Revenues *	Budget Spent	Credit Hours	Undergrd Majors*	College Retention*	Undergrad Graduates	Undergrad Internships
2019-2020	$9.01 M	$4.2 M	22,017	899	91.8%	279	92
2018-2019	$8.90 M	$4.01 M	22,176	968	94.5%	333	90
2017-2018	$8.15 M	$3.99 M	22,851	983	90.0%	368	99
2016-2017	$7.65 M	$4.00 M	23,266	905	91.5%	362	80
2015-2016	$7.17 M	$4.52 M	22,645	1039	94.4%	333	70
2014-2015	$6.78 M	$4.40 M	22,674	1163	92.8%	285	30

College of Business and Technology Student Demographic Profile

- Hispanic — 34%
- American Indian — 0%
- Asian — 15%
- African American/Black — 8%
- Hawaiian/ Pacific — 1%
- White — 26%
- Multiracial — 1%
- Nonresident Alien — 3%
- 12%

Two High Impact Areas

Recruiting: For the last 8 years CBT faculty recruiting practices have followed the best practices as identified by the HR body of knowledge. This ensures that we are legally compliant and providing every individual with an equal opportunity to be hired. An examination of business Ph.D. programs finds ample numbers of Asian (India, China, etc) and Caucasian individuals. The scarcity of business Ph.D. candidates from some under-represented groups has led to stratospheric starting salaries for members of those groups.

To cast a wider net for NEIU, in 2019 the college became a supporting member of the Ph.D. Project. The Ph.D. project provides non-university fellowship support to individuals from under-represented groups who are completing a business Ph.D. The Ph.D. project makes the database of these candidates available to member schools as one method of identifying potential faculty candidates from under-represented groups. The Ph.D. candidate still has to apply for our open positions – which are often not perceived as attractive as we pay less than many other business schools.

Student Clubs/Activities: COBM and CS have developed student club practices that provide opportunities for students to apply classroom knowledge, and establish a sense of belonging, and some level of connectedness. Several years ago an intentional structure was created to make student clubs more robust. Increasing attendance at student club activities and the growth in the number of clubs provides a logical inference is that this has worked. One annual goal is to continue to increase engagement, belonging, and connectedness.

Proposed DEI Ideas for the Strategic Plan

As noted above the climate change consultants recommend the use of data as a critical part of any improvement process. Data that is useful in this effort are retention rates; persistence to graduation; and diversity of student body, faculty, and staff. The consultants also identified the concept of "Belonging" as an additional item.

A review of the research on belonging suggests that there should also be an assessment of "connectedness." The development of closer friendships and other networking enhances and furthers the feeling of belonging. CBT has been using a software product for the last two years called "GetSet Learning" which is designed to enhance connectedness by providing a platform to connect students in a digital world without the incursion of outside influences. GetSet also provides metrics about the strength of student connections.

Finally, the promoter/detractor scores methodology often used in market research may provide a relevant data point and certainly some ideas about perception of the college, university, and climate. Taken together, these data points should help us to triangulate our understanding and provide us with the ability to measure climate improvement.

- Continue to track persistence, retention, and the demographics of students .faculty, and staff.
- Extend the Simpson diversity index to include part-time faculty.
- Begin using the belonging scale via qualtrix as presented in Appendix C

- Continue using the GetSet learning software to facilitate and measure student connections.
- Identify a survey-based scale as a secondary assessment of connectedness.
- Develop some type of assessment of student engagement with student clubs.
- Develop several items in the promoter/detractor format to test that methodology.
- Have an every semester community forum among the faculty, students, and staff to talk about DEI-related topics.
- Other ideas?

2013 AACSB Standards
COBM could not move to AACSB candidacy in 2013 until we demonstrated that we met the core values of the AACSB standards. That means we had to document the following annually from 2011 through 2016. Here's page 6 of the 2013 standards.

C. The school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities. [COMMITMENT TO CORPORATE AND SOCIAL RESPONSIBILITY]

Basis for Judgment
☐ Diversity in people and ideas enhances the educational experience in every management education program. At the same time, diversity is a culturally embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, economic conditions, ethnicity, gender, socioeconomic conditions, and experiences.
☐ Diversity, sustainable development, environmental sustainability, and other emerging corporate and social responsibility issues are important and require responses from business schools and business students.
☐ The school fosters sensitivity to, as well as awareness and understanding of, diverse viewpoints among participants related to current and emerging corporate social responsibility issues.
☐ The school fosters sensitivity toward and greater understanding of cultural differences and global perspectives. Graduates should be prepared to pursue business or management careers in a global context. Students should be exposed to cultural practices different than their own.

Guidance for Documentation
☐ Describe how the school defines and supports the concept of diversity in ways appropriate to its culture, historical traditions, and legal and regulatory environment. Demonstrate that the school fosters sensitivity and flexibility toward cultural differences and global perspectives.
☐ Demonstrate that the school values a rich variety of viewpoints in its learning community by seeking and supporting diversity among its students and faculty in alignment with its mission.
☐ Define the populations the school serves and describe the school's role in fostering opportunity for underserved populations.
☐ Define the ways the school supports high-quality education by making appropriate effort to diversify the participants in the educational process and to guarantee that a wide variety of perspectives is included in all activities.
☐ Demonstrate that the school addresses current and emerging corporate social responsibility issues through its own activities, through collaborations with other units within its institution, and/or through partnerships with external constituencies.

2020 AACSB Standards

Likewise the 2020 standards which we will use for our maintenance of accreditation in fall 2021 has the following principles and standards which we are expected to adhere to and document.

From the AACSB 2020 Philosophy Statement (p. 9)

"AACSB remains deeply committed to diversity and inclusion in collegiate business education. These values of diversity and inclusion foster the exploration of differences in a safe and supportive environment, where community members move beyond tolerance of differences to seeking and celebrating the rich dimensions of diversity and the contributions these differences make to innovative, engaged, and impactful business experiences. When business schools unlock access, reduce barriers, and intentionally create strategies to engage disadvantaged or underrepresented populations, they create an environment of success and enhance excellence."

From the 2020 AACSB Guiding Principles:

2. **Societal Impact.** Societal impact as an expectation of all accredited schools reflects AACSB's vision that business education is a force for good in society and makes a positive contribution to society, as identified in the school's mission and strategic plan. This includes an expectation that the school explicates its intended strategies to effect a positive impact on society, that the school's curriculum contains some components relating to societal impact, that the school's intellectual contributions portfolio contains some contributions focused on societal impact, and that the school is fostering and promoting curriculum and/or curricular activities that seek to make a positive societal impact. **(2020 Standards p. 15)**

9. **Diversity and Inclusion.** Diversity in people and ideas enhances the educational experience and encourages excellence in every business education program. At the same time, diversity is a culturally-embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, ethnicity, gender, socioeconomic conditions, religious practices, and individual and shared experiences. Within this complex environment, the school is expected to demonstrate a commitment to advancing diversity and inclusion issues in the context of the cultural landscape in which it operates. The school fosters awareness, understanding, acceptance, and respect for diverse viewpoints related to current and emerging issues. **(2020 Standards p. 16)**

Appendix C

Belonging Survey and Research Support

This has been built in Qualtrics and is ready to deploy.

Christopher D. Slaten, Zachary M. Elison, Eric D. Deemer, Hayley A. Hughes & Daniel A. Shemwell (2017): The Development and Validation of the University Belonging Questionnaire, The Journal of Experimental Education, DOI: 10.1080/00220973.2017.1339009

Factor 1: University affiliation (12 items, a D .92)
22. I take pride in wearing my university's colors.
4. I tend to associate myself with my school.
8. One of the things I like to tell people is about my college.
18. I feel a sense of pride when I meet someone from my university off campus.
5. I would be proud to support my university in any way I can in the future.
3. I have university-branded material that others can see (pens, notebooks, bumper sticker, etc.).
20. I am proud to be a student at my university
13. I attend university sporting events to support my university.
12. I feel "at home" on campus.
24. I feel like I belong to my university when I represent my school off campus.
10. I have found it easy to establish relationships at my university.
15. I feel similar to other people in my major.

Factor 2: University support and acceptance (8 items, a D .85)
14. My university provides opportunities to engage in meaningful activities.
6. I believe there are supportive resources available to me on campus.
2. My university environment provides me an opportunity to grow.
7. My university provides opportunities to have diverse experiences.
19. My cultural customs are accepted at my university.
16. I believe I have enough academic support to get me through college.
9. I am satisfied with the academic opportunities at my university.
11. The university I attend values individual differences.

Factor 3: Faculty and staff relations (4 items, a D .88)
21. I believe that a faculty/staff member at my university cares about me.
17. I feel connected to a faculty/staff member at my university.
23. I feel that a faculty/staff member has appreciated me.
1. I feel that a faculty member has valued my contributions in class.

Related Articles:
- Hoffman, M., Richmond, J., Morrow, J., & Salomone, K. (2002). Investigating "Sense of belonging" in first-year college students. Journal of College Student Retention, 4(3), 227–256.
- Lee, R. M., & Robbins, S. B. (1995). Measuring belongingness: The social connectedness and the social assurance scales. Journal of Counseling Psychology, 42(2), 232–241. doi:10.1037/0022-0167.42.2.232
- Hughes, M., Waite, L., Hawkley, L., & Cacioppo, J. (2004). A short scale for measuring loneliness in large surveys: Results from two population-based studies. Research on Aging, 26(6), 655–672. doi:10.1177/0164027504268574
- Zimet, G., Dahlem, N., Zimet, S., & Farley, G. (1988). The multidimensional scale of perceived social support. Journal of Personality Assessment, 52, 30–41