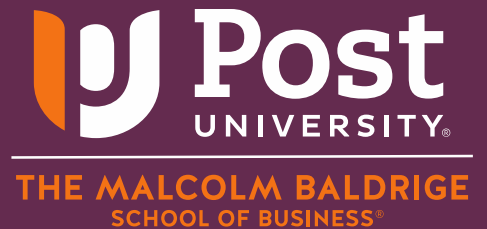


# Turning Diversity, Equity, and Inclusion into Action

Stephanie Caban

Chief Diversity Officer, The Malcolm Baldrige School of Business

Program Chair - Management



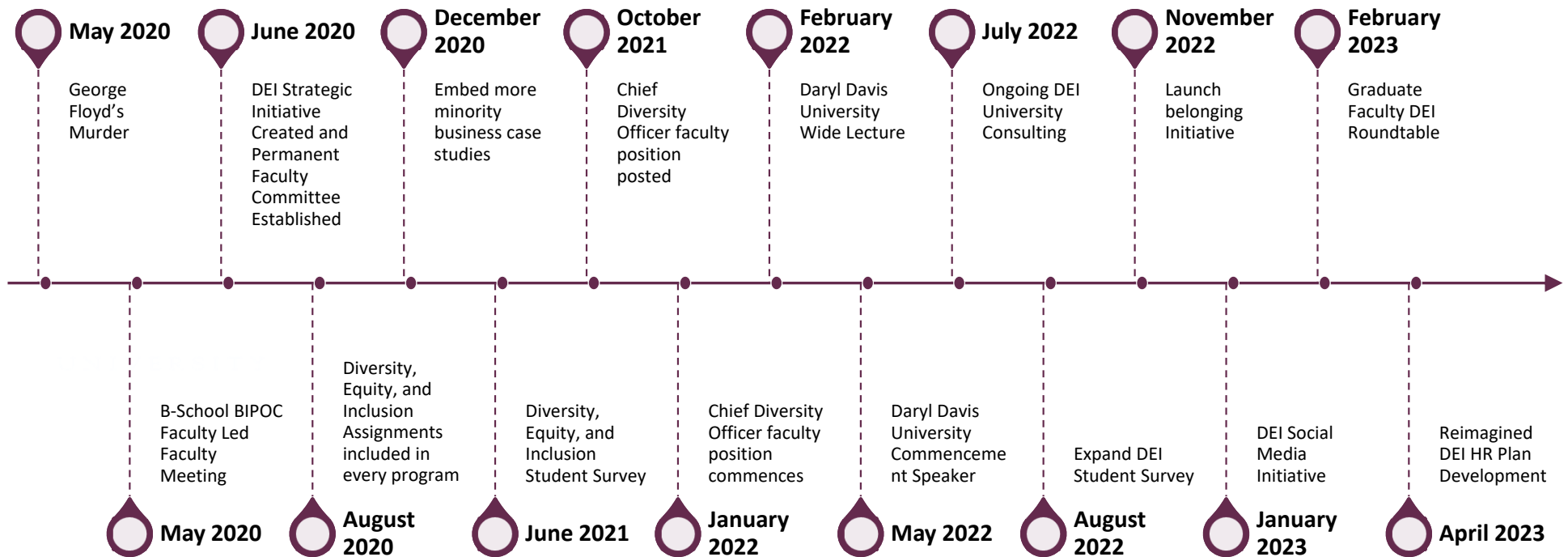
Stephanie Caban | [Scaban@post.edu](mailto:Scaban@post.edu)

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May 2023

**WHERE DO I  
BEGIN?**

# Diversity, Equity, Inclusion and Action Timeline



Dean Support

Psychological Safety

Courageous Conversations

DEI Taskforce

Action

# Action

Equity Audit

Curriculum &  
Course Changes

Course  
Redevelopment  
DEI Checklist

DEI Surveys

Microcredentials

Advisory Boards

Outcomes

Training,  
Workshops &  
Focus Groups

DEI Events

Hiring Practices

Newsletter

DEI Faculty  
Taskforce

Results

# Students



Results



## Results

“I found this discussion on diversity and inclusion in business to be enlightening. I, myself, have experienced numerous situations in the workplace pertaining to diversity and inclusion and am well aware of the ways in which it can make or break a business. It’s important for others to be made aware as well.”



## Results

“I believe this discussion was beneficial for all students to hear. As students move out into their respective fields, they will see these talking points occur in their day-to-day jobs. This discussion prepares us for what we will see in our careers and how we can move forward”

## Results

“I think that this is an important topic and am glad that it was included in this class. I found the Ted Talks to bring a lot of value to the topic, please keep bringing outside resources like this to the discussion. It provides a level of insight and relateness that no textbook will ever be able to substitute for.”

## Results

“I personally believe that it is important to learn about diversity because unfortunately, we have a lot of people nowadays that are not open-minded and only believe that their opinions are what matters. In a business, it is very important for owners and employees to know the importance of hearing everyone out and learning how to work together regardless of background, race and/or experience. As a Hispanic girl working in a warehouse job full of men it was very hard for the guys to accept me as their manager. I really enjoyed the video because I can relate.”



Questions?



THE MALCOLM BALDRIGE  
SCHOOL OF BUSINESS®

Stephanie Caban



# Equity Audit

## In-depth review of:

- Offer Letters
- End of Course Survey
- Honors Course Contract
- Program
- Course
- Case Studies
- Handbooks
- Policy
- SME Contracts
- Learning Center Referral
- Incomplete Grade Form
- Instructor Evaluation Form

## Questions to ask during the review process...

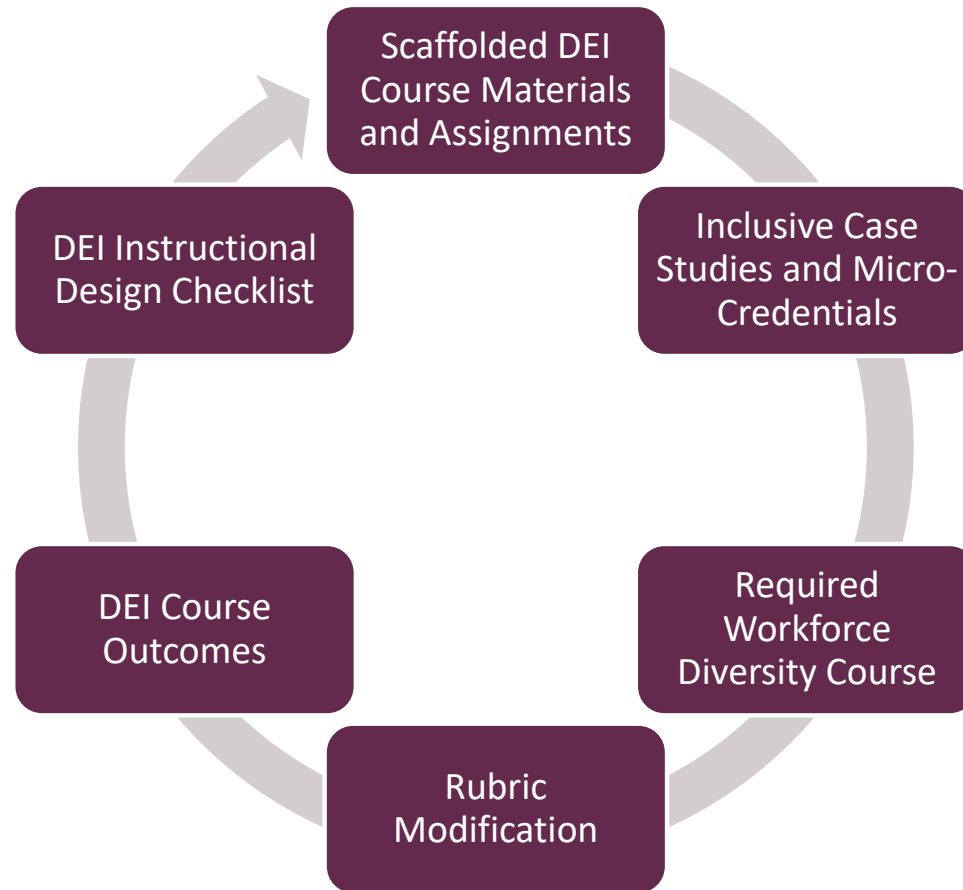
To what extent are the curricula diverse, equitable, and inclusive?

To what extent do the current policies reflect a diverse, equitable, and inclusive environment?

What training or professional development is needed to create a diverse, equitable, and inclusive environment?



## Curriculum & Course Changes



# Curriculum & Course Changes

## Honors Courses & Honors Program

**U Post UNIVERSITY HONORS PROGRAM**

**Flexible, Fulfilling, Fun**  
Honors students represent Post's career-focused, professionally polished leaders. Where do you fit?

Honors eligible students must be in good standing with the University Code of Conduct and academic integrity standards to join.

For more information contact [lkobylarz@post.edu](mailto:lkobylarz@post.edu)

**Honors Program The Basics**  
GPA 3.25  
TAKE HONORS COURSES  
\*OPTIONAL\* ATTEND COMPLIMENTARY HONORS PROGRAM EVENTS AND ACTIVITIES

**Honors Program Recognition**  
GPA 3.25  
EARN 12 HONORS CREDITS  
\*OPTIONAL\* ATTEND COMPLIMENTARY HONORS PROGRAM EVENTS AND ACTIVITIES

**Honors Program Academic Distinction**  
GPA 3.25  
EARN 24 HONORS CREDITS  
\*OPTIONAL\* ATTEND COMPLIMENTARY HONORS PROGRAM EVENTS AND ACTIVITIES

**Honors Program Distinction**  
GPA 3.25  
EARN 24 HONORS CREDITS  
ATTEND 4 CULTURAL ENRICHMENT EVENTS  
ATTEND 4 PROFESSIONAL DEVELOPMENT EVENTS  
COMPLETE 40 HOURS OF VOLUNTEER COMMUNITY SERVICE  
ATTEND COMPLIMENTARY HONORS PROGRAM EVENTS AND ACTIVITIES

U Post UNIVERSITY HONORS PROGRAM S2023 Event Schedule		
<b>JANUARY</b>		
1/19 Thursday	Contract Information Session Professional Development	11:00am – 2:00pm (Drop-in) Swoop's Landing
1/22 Sunday	SIX Musical	12:00pm – 3:00pm Bushnell
1/31 Tuesday	Winter Warm Up Professional Development	11:00am – 2:00pm (Drop-in) Library Boardroom
<b>FEBRUARY</b>		
2/5 Sunday	Japanese Business Dinner	6:00pm – 8:00pm Sakura
2/12 Sunday	Romantic Rachmaninoff Symphony	2:00pm – 6:00pm Bushnell
2/25 Saturday	Brunch Buddies Informal Meet Up	10:00pm – 11:30pm Grandpa's Naugatuck
<b>MARCH</b>		
3/2 Thursday	Portuguese Business Dinner	6:00pm – 8:00pm Avenue Restaurant
3/5 Sunday	Mozart the Magnificent Symphony	2:30pm – 5:00pm WSO at NVCC
3/26 Sunday	Brunch Buddies Informal Meet Up	10:00pm – 11:30pm Grandpa's Naugatuck
<b>APRIL</b>		
4/1 Saturday	E.T. with Symphony Symphony	1:00pm – 5:00pm Palace Theater
4/16 Sunday	Fiddler on the Roof Musical	12:00pm – 5:00pm Palace Theater
4/22 Saturday	The Winter's Tale Play	1:00pm – 5:00pm Hartford Stage
4/23 Sunday	Hill-Stead Museum Museum	10:00am – 1:00pm Farmington





# Course Redevelopment DEI Checklist

	Reviewed	Changes Needed? Y/N	Changes Completed
Are images or voices representative of diversity throughout the course?			
Do the resources in the course demonstrate diversity? a. Diversity of authorship b. Diversity of businesses used as examples c. Diversity in LinkedIn Learning resources d. Diversity in YouTube resources e. Diversity in TedTalk resources			
Where appropriate, do assignments take diversity into consideration? a. Assignments/projects based upon a diverse set of organizations b. Considering a student's potential			



## Microcredentials

Unconscious Bias

Enhancing Effectiveness  
Through Diversity and  
Inclusion

Diversity and Inclusion

Cultivating Diverse and  
Inclusive Teams



# Outcomes

## Course

### HRM 205 – Managing a Diverse Workplace

- Analyze factors affecting diversity, equity, inclusion, and belonging (DEIB) in the workplace.
- Evaluate the impact of DEIB strategies.
- Examine the role of the manager and D & I consultant in DEIB strategies/initiatives.
- Apply critical thinking skills to complex workforce issues associated with diversity and inclusion.

### MGT 221 – Entrepreneurship, Creativity, and Innovation

Explain the value of diversity, equity, and inclusion as a sustainable business practice

## Institutional

### Race and Diversity

As leaders, students will cultivate a personal worldview that values the strengths of diversity, recognizes prejudices and discriminatory behaviors, and empowers them and others to advocate for social justice, racial equity, and diversity in their communities.



## Training, Workshops, Focus Groups

### Establish Ground Rules

1. This is a safe space—being respectful, open-minded, and nonjudgmental are paramount
2. Your facilitators are not the experts—we are all learning here
3. We all own the learning in this session—please contribute to the discussion

Culture Chat:  
Debriefing Daryl  
Davis

Supporting Gender  
Identity and Gender  
Expression

Non-BIPOC Focus  
Group

BIPOC Focus Group

Inclusive Practices

Implicit Bias and  
Confronting  
Stereotyping

Non-People  
Manager  
Workshop: Systemic  
Racism

People Manager  
Workshop: Systemic  
Racism

Understanding  
Racism in America

Understanding  
Unconscious Bias



## Training, Workshops, Focus Groups

### CPR412: Cultural Diversity and Awareness

- This course outlines the value and benefits of cultural awareness and diversity by examining the following key concepts: culture, diversity, mental models, prejudice, discrimination, cultural sensitivity, miscommunication, and effective communication. This course meets all instructional goals and performance objectives as outlined on the POST-C website.
- This training is a self-paced and self-directed course designed for POST-C Certified Police Officers required by law to take 60 hours of mandatory training every three years. This course meets all instructional goals and performance objectives as outlined on the POST-C website. Although this course focuses on police officers, any employer can also utilize this training to educate their staff on cultural diversity and awareness

Scan the QR Code for Course Information



## DEI Events



## DEI Taskforce

4-6 People Action  
Oriented  
Individuals

Regular Meeting  
Cadence

School & University  
Communication

Generate, Shape &  
Lead DEI Initiatives

Address DEI  
Related Student  
Concerns &  
Complaints



## DEI Survey

1. The discussion was rewarding and enhanced my growth in understanding the complex issues relating to diversity and inclusion.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

2. It is important for me to understand and respect the points of view of others.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

3. As a result, I will have a greater appreciation of diversity and inclusion in business and my everyday life.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

4. Please provide any comments relating to this “diversity and inclusion in business” discussion/assignment experience:



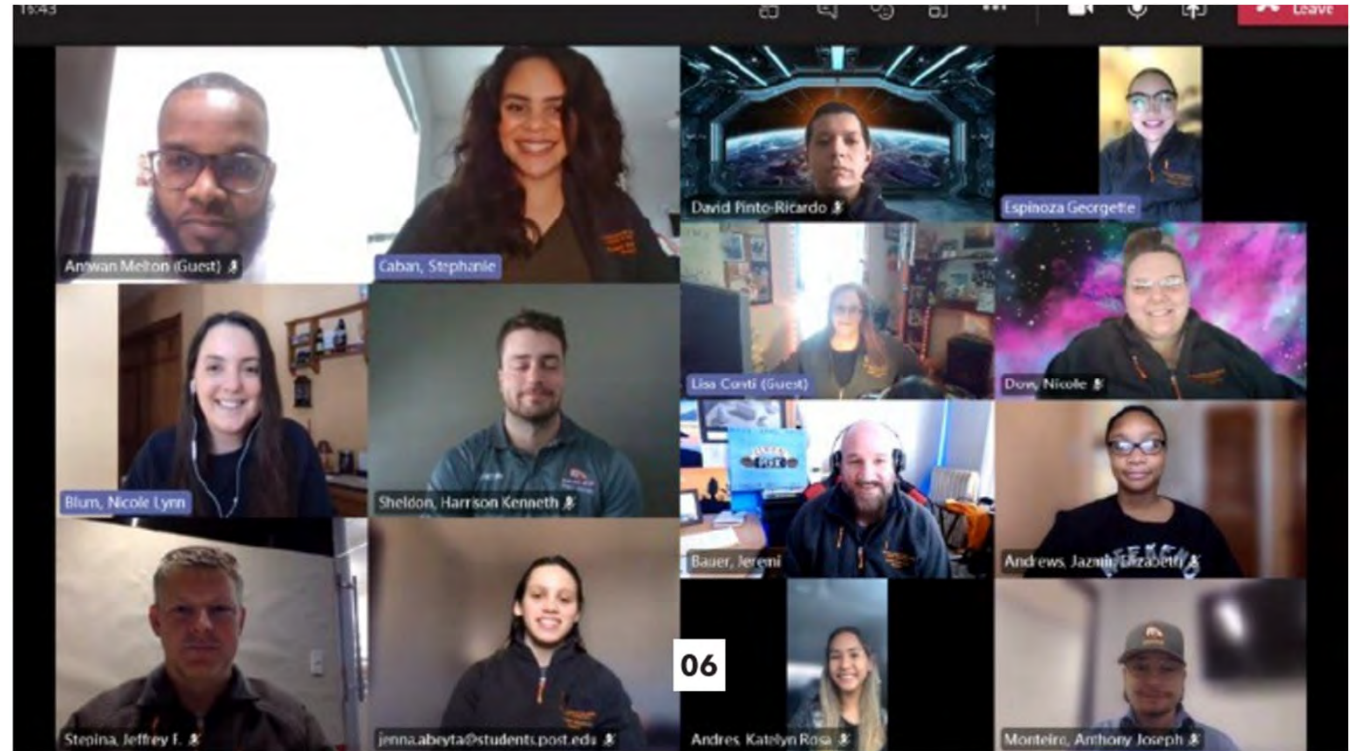


# Advisory Board Member Diversity

Student

Executive &  
Alumni

Programmatic



Blind CV/Resume Review

---

Diverse Committee Panel

---

Executive and Leadership Interviews

---

Inclusive Job Boards





**Baldrige Newsletter**

**Post UNIVERSITY THE MALCOLM BALDRIGE SCHOOL OF BUSINESS**  
Issue 3 Spring 2021

**AUTHOR  
CREATIVE  
THINKER  
STUDENT**

Christine George  
Student Entrepreneur and  
author of *Waiting for Nala*.  
Pg. 11-12

## Diversity, Equity, Inclusion And Grit?



**Spearheading change, real change, as experienced in the business school's DEI journey, required a few elements: influence, persistence, critical thinking, tenacity, passion, and grit.**

By: Stephanie Coban

In the wake of George Floyd's murder, The Malcolm Baldrige School of Business was tasked with a self-imposed responsibility to further social responsibility and incorporate diversity, equity, and inclusion (DEI) within its business programs. While the task at hand was straightforward, the journey unfolding was not. In the spring of 2020, the business school strategized to implement intentional and meaningful changes to become a more diverse, equitable, and inclusive school.

While conducting a thoughtful review of our programs and curriculum, a faculty member described the business courses as "white-washed" and far from representative of the student body. After further study in other areas, such as hiring practices, advisory boards, student events, and course materials, implementing DEI within the business school became one of the top priorities and thus resulted in a substantial change. The DEI changes were necessary and arguably overdue, especially

considering the diverse business school student population. Embarking on this DEI journey can be viewed as honorable or positive; the truth is that the process came with resistance. Notably, resistance or opposition to DEI is nothing new, but there has been more of it recently due to a greater spotlight on it. Despite resistance, the business school implemented DEI initiatives in twelve unique areas. These initiatives included creating a DEI task force, embedding DEI micro-credentials, diversifying advisory boards, updating course outcomes, modifying hiring practices and student events, and a dedicated DEI newsletter issue.

Specialized student surveys were deployed to gauge how the DEI course-related changes resonated with students, and to the present day, the survey results roll in with high satisfaction marks. Despite the resistance faced in the journey, the DEI initiatives were working! In fact, business school accreditation organiza-

tions and Fortune Magazine noted the successful implementation of these DEI changes. But what was the secret ingredient that allowed for this success? Spearheading change, real change, as experienced in the business school's DEI journey, required a few elements: influence, persistence, critical thinking, tenacity, passion, and grit.

Angela Duckworth describes grit as "a combination of passion and perseverance for a singularly important goal" (Duckworth, 2016). Said differently, grit is the capacity to persevere through hardship, recover from setbacks, learn from mistakes, and, most notably, keep going. As we reflect on the two-year DEI journey, grit was a necessary skill and tool to push through unforeseen resistance, barriers, and challenges. Without grit, the business school would not have continued steadfastly with the necessary DEI changes to impact its students and be recognized for its efforts.

Duckworth, A. (2016). Grit: The power of passion and perseverance. Boston: Houghton Mifflin Harcourt.

