AN EXAMINATION OF A DIVERSITY CONCENTRATION FOR A GRADUATE LEVEL BUSINESS DEGREE PROGRAM

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Diversity has become an increasingly important issue in the business world as multi-cultural working environments become commonplace. Businesses, operating in today's global environment, require the ability to leverage diversity by utilizing knowledge and experiences from different groups of workers. A number of benefits are realized by organizations that embrace diversity. As business realizes diversity as a significant factor for organizational competitiveness, demand is created for professionals prepared to think critically about multifaceted diversity issues in the workplace. While the benefits of diversity in society are well established, business schools have not always actively incorporated elements of diversity into their curriculums. In this paper we conduct a survey of twenty-eight universities in Southern California. Our survey results indicate that a large portion of business schools do not incorporate diversity into their curriculum. We provide recommendations for how business schools might effectively incorporate diversity into their curriculum.

JEL: I21, J24, A23, 77

KEY WORDS: Diversity Curricula; Pedagogy; Teaching; Graduate; Education

INTRODUCTION

Preparing students for the diverse world ahead of them should be a key objective for universities that promote a global perspective in their business schools. Since the 1980s changing demographic trends have been a major factor in the emergence of corporate diversity initiatives. The foundation of diversity has been established in academics and the real world. Current trends demand a transition from concern with compliance to a consideration of the business case (Cox, 1994).

Promoting diversity education has moved from a prior platform of social justice to a platform of engagement at the academic level. In the United States, diversity has been conditioned by a historical legacy of social and racial heterogeneity. It has also been associated with tensions deriving first from slavery and then from mass immigration (Kurowski, 2002). This has influenced diversity through two main routes. Women and minorities drove the civil rights movement in the 1960s; this, alongside increasing racial and urban tensions transformed the political and legislative environment for business (Bond & Pile, 1998). While the need to prepare students for the new, ever-changing global marketplace has been established, surprisingly universities have been slow in responding to this need. There is a real lack of synergy in multicultural education curriculums (Lynch, 1989).

University business school curriculums must prepare the next generation to deal with the culturally diverse business world. Essentially the business case rests on the competitive advantage to be derived from three broad elements: attracting and retaining skilled workers, servicing increasingly diverse markets, and improving organizational creativity and learning (Cox, 1994). Culture and business are ever changing. Educating business school students in corporate change initiatives is a given. Recognizing that change is a constant element of cultural identities is equally as important (Solarzano, 1989).

Legislative measures and demographic trends have shaped employers' diversity strategies. By 2000, ethnic minorities were 29% of the total workforce, up from 22% in the mid-1980s, with blacks accounting for 14% & and Hispanic groups 10%. Women represented 47% of the total labor force, and were the majority among black groups (Ferner et al., 2005).

In the United States, and California, considered a microcosm of the global environment, the demographic trends point to a multi-cultural environment. Table 1, U.S. Government Census Data, Origin Demographics illustrates current origin demographics in the State of California and the United States. The concept of race as used by the Census Bureau reflects self-identification by people according to the race or races with which they most closely identify. These categories are socio-political constructs and should not be interpreted as being scientific or anthropological in nature. Furthermore, race categories include both racial and national-origin groups.

Table 1: U.S. Government Census Data, Origin Demographics, State of California and USA

U.S. Census Bureau	California	USA
White persons, percent, 2007 (a)	76.8%	80.0%
Black persons, percent, 2007 (a)	6.7%	12.8%
American Indian and Alaska Native persons, percent, 2007 (a)	1.2%	1.0%
Asian persons, percent, 2007 (a)	12.4%	4.4%
Native Hawaiian and Other Pacific Islander, percent, 2007 (a)	0.4%	0.2%
Persons reporting two or more races, percent, 2007	2.5%	1.6%
Persons of Hispanic or Latino origin, percent, 2007 (b)	36.2%	15.1%
White persons not Hispanic, percent, 2007	42.7%	66.0%
Foreign born persons, percent, 2000	26.2%	11.1%
Language other than English spoken at home, pct age 5+, 2000	39.5%	17.9%

The Census Bureau's Population Estimates Program (PEP) produces July 1 estimates for years after the last published decennial census (2000). Existing data series such as births, deaths, and domestic and international immigration, are used to update the decennial census base counts. PEP estimates are used in federal funding allocations, in setting the levels of national surveys, and in monitoring recent demographic changes.
The racial classifications used by the Census Bureau adhere to the October 30, 1997, Federal Register Notice entitled, "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" issued by the Office of Management and Budget (OMB). The OMB requires five minimum categories (White, Black or African America, American Indian and Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander) for race. The race categories are described below with a sixth category, "Some other race," added with OMB approval. In addition to the five race groups, the OMB also states that respondents should be offered the option of selecting one or more races.

This is a transitional time for universities and the challenge is to move forward and reach beyond the traditional business school circulars, and forge into the future. It could be perceived as educational malpractice not to thoroughly prepare students to deal with the culturally diverse business atmosphere they will encounter. Incorporating the cognitive theory of understanding culture can only benefit business students. This involves an in depth look at thinking, teaching and emphasizes the importance of cultural differences (Fettermen, 1989). Universities must commit to a curriculum where cultural diversity and the global business world are intertwined.

Throughout this paper, we will explore the various issues surrounding cultural diversity as it relates to academics and business. This paper is structured as follows: examination of diversity as a business advantage, a review of cultural diversity concepts, definitions and current issues, followed by research that demonstrates the deficiency of higher education diversity curriculum offerings. In the end, the final considerations, limitations and future lines of research are addressed.

LITERATURE REVIEW

Coming to a true understanding of where diversity fits into our world and the business world is necessary (Locatelli, 2002). The importance of cultural diversity as it relates to business cannot be overlooked

(Fetterman, 1989). Since the sixties the concept of multicultural education has been promoted. In his book Education in a Multicultural Society, Fred Rodriguez (1983, p.3) states, "multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended." What is significant about Rodriguez' statement is that cultural diversity is viewed as a precious resource. The benefit of multicultural education is developing and preserving that resource to be used to the greater good off all of us.

Research suggests that universities are not providing a curriculum that meets current or future business needs. Lynch (1989) indicates stagnation in progress towards embracing cultural diversity in academics. We have a responsibility to the global cause to recognize that education must cross cultural barriers (Garcia, 1998). While the subject of education and diversity in a global environment sounds like a worthy cause, it is also perceived as our duty to do so. Author Rosa Hernandez Sheets (2003), states that multicultural education is a responsibility to our children.

Definition of Cultural Diversity

Cultural diversity is defined as the differences among individuals and groups, which involve place of origin, age, language, physical abilities, gender, class, religions, professional occupation and academic knowledge (Parvis, 2003). Iowa State University's college of liberal arts and science defines diversity as being able to appreciate the differences in cultures, humanity and having respect for experiences that are unlike the ones we know (2009). If we are to understand diversity and the differences of culture, we need to begin with an exploration of that understanding. The benefits brought by cultural diversity in the workplace vary as each individual group tries to enhance the organization's objective with their own flavor of cultural background, lifestyle, vision and fulfillment of challenges.

In referring to the term culturally diverse we are referring to the qualities that make a person unique. Author Ricardo Garcia (1998), states that frequently diversity is thought of as something that deviates from the norm. If we define ourselves and cultural as normal, that the danger is every other cultural is not normal. We need to come to terms with being unique or different, isn't being abnormal according to Garcia (1998). Trying not to define normal but to understand others is the first step in beginning to open up the dialog for diversity. Education is the next step in valuing diversity.

Embracing cultural diversity at the academic level and in the business world, assumes a commitment to understanding differences. It would be arrogant to think that only one way or one culture is right, yet some educational perspectives have supported that view. Paul L. Locatelli (2002, p.1), states, "We have to understand how our lives are vitally linked to Earth and all who live on it." The implication is that we have a global responsibility to comprehending the differences that make us unique on this planet.

Effects of Cultural Diversity on Business Performance

Many trace the first significant attempts to rely on diversity to provide business benefits to 1987 when the Hudson Institute published its Workforce 2000 report (Skeet, 2003). The report's statistical analysis anticipated that the labor pool and population of the United States would become increasingly diverse. In addition, it identified a gap between employer demand and the number of skilled workers (Skeet, 2003). The implications were clear, if a company wanted to be competitive in the future, it had to become more diverse to attract talent and to satisfy a more diverse customer population. Indeed, according to the National Urban League study, companies which employed diversity initiatives generated 18% greater productivity than the U.S. economy overall (Peoples, 2004).

In 1991, Blake & Cox connected diversity with such business benefits as more creativity, higher productivity, and decreased costs. According to Blake & Cox (1991), diversity initiatives increase job

satisfaction of women and minorities. Higher job satisfaction decreases turnover, which, in turn, reduces costs. Thus, diversity initiatives result in lower costs (Blake & Cox, 1991). The benefit of increased productivity combined with added creativity is attractive to business.

Organizations' ability to attract, retain, and motivate people from diverse cultural backgrounds, may lead to competitive advantages in cost structures and through maintaining the highest quality human resources. Further capitalizing on the potential benefits of cultural diversity in work groups, organizations may gain a competitive advantage in creativity, problem solving, and flexible adaptation to change (Blake & Cox, 1991).

Ely & Thomas (2002) suggest that companies who take an approach to diversity that values all differences (differentiation) and those companies that take a "we are all the same" approach (assimilation) do not see a positive impact to their bottom line. Those companies who combine the two approaches into a learning and effectiveness paradigm do see an impact on the bottom line (Ely & Thomas, 2002). According to Ely & Thomas (2002), this paradigm connects diversity to approaches to work.

Connecting diversity to approaches to work is a skill set that must be acquired and developed (Diboye & Jayne, 2004). This skill set includes analysis, experimentation and learning methodologies, and group process skills (Bezrukova et al, 2002). These are skills that are developed in business schools (Porter, 2007).

Published in 2004, Leveraging Diversity to Improve Business Performance: Research Findings and Recommendations for Organizations by Robert L. Dipboye and Michele E.A. Jayne outlined factors that increased the chances of producing business benefits by leveraging diversity (Dipboye & Jayne, 2004). Companies who are adept at implementing diversity initiatives are more competitive for the best talent, more successful in satisfying a diverse customer base, and more adept at producing results from teams populated with a diverse set of employees (Diboye & Jayne, 2004).

Recently, a 2007 study outlined the specific factors that were more likely to increase diversity in the managerial ranks of a company (Dobbin, Kalev & Kelly, 2007). It was a study that was nuanced enough to distinguish between the types of training that produce benefits and the types that do not -- according to the study, training aimed at stereotypes is ineffective (Dobbin, et al., 2007). According to Dobbin, Kalev & Kelly (2007), when a company's managers are culturally aware, able to identify specific problems and remedies, buy-in to the goal of diversity, and feel accountable for the changes necessary to meet diversity goals - they are able to increase diversity.

ISSUES IN MULTICULTURAL EDUCATION

The global business world and economy confirm that the need for multicultural education is more relevant that ever According to Haskins and Kirk-Sanchez (2006). The ethnic minority population has increased tremendously over the last ten years. Latino and Asian groups make up the highest concentrations of the changing demographics (Haskins & Kirk-Sanchez, 2006). According to Barbara Bowman (1994), educational performance differences appear early in children from diverse backgrounds.

Education should provide a competitive edge for students to be able to compete in the global marketplace. According to James Ward (1992), there is an economic impact in how we respond to the demographic changes that indicate increasing populous of Hispanic, African American, and immigrants into our educational system and society. If we fail to respond from an appropriate educational standpoint, there will be a financial implication and well as a societal implication. According to Rodriguez (1983), the multicultural movement has not been well defined or understood. Author Christine Clark (2003), believes that multicultural organizational development is essential piece to making multicultural education work.

In truth academia is a distance away from true multicultural education and the concept of equal education for all. There is a crisis situation that has resulted from the problem of unequal educational opportunities (Jost, Whitfield and Jost 2005). The main issues of inequality in education have to do with race, social status and the school curriculum itself (Jost, Whitfield and Jost, 2005). The goal to achieve multicultural diversity is acceptance, respect and understanding of what makes us unique, and to value those differences. According to Guang-Lea Lee (2002), one challenge is in creating an educational environment that promotes respect for diversity.

Most educators agree that they would like to reach the goal of having a diverse multicultural curriculum that would bring the student together. Some are saying the problem of not achieving equal education and the lack of effective diversity education is because of the teachers themselves. According to Jost, Whitfield and Jost (2005) teachers often do not have the background, knowledge or historical reference of the various cultures to fix the inequities.

Cultural self-identity development is formed in the educational environment (Garcia, 1998). Education has a key role and a responsibility in creating a multicultural society. This is the reason that a program that embraces and teaches cultural diversity in an effective way is so important. Garcia (1998) believes that there is a problem of elitism that affects curriculum in the schools.

Elitism is not intentional, but a by-product of the way teachers were trained as well as their own biases. Being able to openly address the problem and work together to improve it is what is important going forward. Embracing diversity needs to start with education.

Diversity Education in Business Schools

Are universities responding to the cultural diversity need, and how do executives and managers develop diversity competencies if their company is not providing opportunities beyond training aimed at eliminating bias or eliminating reliance on stereotypes? Unfortunately, they cannot rely on business schools. Not surprisingly, business school curricula are filled with classes on finance, management, accounting, and leadership. Some of those schools also contain concentrations on so-called soft skills such as human resources and communications.

Business schools teach students concepts and how to apply those concepts within the context of a company's organization and people (Cabrera, 2009). They also teach students about leading and managing teams (Alsop, 2005). When diversity concepts are taught in business schools within the framework of these factors, the likelihood that a student will evolve into a manager who is capable of producing business benefits from diversity initiatives is increased.

When a student learns about diversity concepts in a business school environment, and when he or she learns to apply those concepts within specific business factors such as organizational culture, strategy, environment, and people, the future manager is more diversity competent.

And if, as Alsop (2005) suggests, the corporate world depends on academic institutions to supply it with qualified people, then business schools are already in a position to provide corporations with the people they need to leverage diversity into a positive impact on the bottom line.

Moreover, business schools are already developing people with the right skill set to be successful in the diversity arena; the problem is they are not, as Ely & Thomas (2002) suggest, connecting that skill set to diversity.

But there is another reason business schools can be a key player in producing benefits from diversity initiatives. Business schools are uniquely positioned to help companies redefine what constitutes both a "societal good" and "good business" (Gabor, 2008) and thus, are able to overcome the criticism of diversity as a cynical attempt to meet equal opportunity and affirmative action goals (Harrell et al., 2008).

Unfortunately, business schools aren't producing graduates who are diversity competent. A curriculum review was conducted of each of the 28 universities throughout the State of California, accredited by the Association for the Advancement of Collegiate Schools of Business, that offer undergraduate degrees in business and/or management none include diversity as a concentration or area of specialty, only nine include a course in diversity, none offer more than course.

If California is any indication, diversity is not a skill that is being widely taught in business schools. California is the most diverse state in the United States. If any state would be home to business schools with a strong emphasis on teaching diversity skills, it would appear to be California.

This omission is not explained by the fact that diversity is a soft skill; communication is a soft skill and at least 20 of those same business schools offer a course in communication. Nor is this explained by the fact that diversity is people-oriented; almost all of those schools offer at least once course in human resources management and nearly half offer a concentration in human resources.

Is the lack of diversity concentrations and courses in business schools due to the fact that executives don't value diversity enough? That may be a partial explanation. When diversity is little more than sensitivity training or a defense to discrimination lawsuits, diversity is not being fully valued. But the actions and comments of some Fortune 500 companies seem to indicate that diversity is valued.

Does Business Value Diversity in Higher Education?

In examining twenty of America's largest and best-known corporations filed a legal brief strongly supporting the University of Michigan in a lawsuit challenging its admissions policies.

The brief argued that diversity in higher education plays a critical role in preparing students to be leaders in business and other pursuits that affect the public interest.

The brief stated that racial and ethnic diversity in institutions of higher education is vital to the corporations' efforts to hire and maintain an effective workforce. A diverse learning environment in colleges and universities promote the development of a highly skilled, diverse workforce prepared for the opportunities presented by a global economy, said the friends of the court brief.

"Steelcase's success as a global company is dependent on our ability to hire people who have experience in and are knowledgeable about working in a diverse environment with diverse ideas and with people from all walks of life. Without a strong commitment to diversity from the world's leading academic institutions, it will become more and more difficult for multi-national corporations to compete at the global level," said James Hackett, CEO of Steelcase.

But do people develop diversity competencies, as Mr. Hackett suggests simply by being in a diverse environment? Diversity is a complicated subject and can be perceived differently in an academic versus a corporate environment. In addition to a strong commitment from academic institutions, the proponents of diversity point to published research that indicates a correlation between a company's commitment to diversity and a positive influence on its bottom line.

However, a more detailed look at the research indicates the results are more mixed. There are some companies who make a commitment to diversity who do not see any positive impact on their bottom line. Other companies do. What is the difference?

Research suggests that companies who take an approach to diversity that values all differences (differentiation) and those companies that take a "we are all the same" approach (assimilation) do not see a positive impact to their bottom line. Those companies who combine the two approaches (integration) do see an impact on the bottom line. Among other things, what this research demonstrates is that leveraging diversity is a skill set and it is a skill set that must be acquired. If it is not acquired through one-day seminars, then how is it acquired?

Managing Diversity is a multi-billion dollar proposition (Hansen, 2003). According to Diboye & Jayne (2004) $8 billion is spent annually on diversity training alone. Another $400-$600 million annually is spent on diversity consulting fees (Hansen, 2003). In their quest to satisfy legislative requirements, improve business performance and seek competitive advantage, billions of dollars have been spent by corporate America on diversity initiatives in the past 20 years.

But there is an alternative; if as the amicus brief in the University of Michigan case suggests, the corporate world depends on academic institutions to supply it with qualified people, then business schools are also in a position to provide corporations with the people it needs to leverage diversity into a positive impact on the bottom line.

An article on the CNN website recounted how businesses are looking to business schools to fill their need for expertise in the use of business intelligence (Walker, 2006). Similarly, businesses looking to improve the return on their diversity investment could do worse than to look to business schools to produce executives and managers who have the knowledge and skill to leverage diversity.

DATA AND METHODOLOGY

To determine the extent to which universities incorporate diversity into their curriculum, we conducted a survey of universities. Universities located in the Southern California area were selected for inclusion in the study; specifically, universities within a 50-mile radius of Azusa Pacific University were surveyed. Schools identified as universities, although lacking traditional business degrees were also included. The inclusion of universities offering non-traditional degrees into the survey allowed us to determine if non-traditional universities were more effective in incorporating diversity into their curricula.

The survey was conducted by examining the curriculum materials posted on the website of each university. In instances where the website was incomplete or unclear, a telephone call soliciting information was placed to the university. All survey data, website examination and telephone calls, were conducted from April through July 2009. The survey resulted in a net of twenty-eight usable observations.

Schools were classified based on the number of students that attend the university. Specifically, universities were grouped into the following categories: enrollment of 0-1000 (Table 2), 1000-9999 (Table 3), and 10,000 and beyond. This classification allows us to determine if larger schools, that presumably have larger budgets and additional resources, have been more effective in incorporating diversity into their curriculum.

RESULTS

To assess diversity curriculum offerings, research was conducted by Helm, Hunt, and Wallace (May through July, 2009). Results of our survey are presented in Tables 2, 3, and 4. The research provides information about diversity curricula in higher education schools with student enrollment of 0-1000 (Table 2), 1000-9999 (Table 3), and 10,000 and beyond (Table 4).

The results for schools with less than one thousand students, presented in Table 2, indicate that none of the universities included in the survey offer either a diversity concentration or degree. The results of the survey for schools having 1,000-9,999 students are presented in Table 3. The results indicate that none of the universities surveyed offer a diversity degree. However, one southern California school, Azusa Pacific University, does offer a diversity concentration. The results of the survey for schools having 10,000 or more students, presented in Table 4, show that none of the schools surveyed offer either a diversity concentration or degree.

Overall, the results indicate that, regardless of size of the university, there is a lack of diversity curricula in both diversity concentrations and degrees. Southern California universities have not been effective in incorporating diversity into curriculum. The results in Table 2, 3, and 4 demonstrate the lack of diversity curriculum offerings by higher education.

Table 2: Student Enrollment 0 – 1000 College Listing, State of California, July 2009

College Listing	City	Student Enrollment		Diversity Curriculum	
		Undergraduate	Graduate	Degree	Concentration
American Jewish University	Los Angeles	200	100	NO	NO
Antioch University Los Angeles	Culver City	110	0	NO	NO
Bethesda Christian University	Anaheim	245	0	NO	NO
California Design College	Los Angeles	N/A	N/A	N/A	N/A
California National University for Advanced Studies	Northridge	355	0	NO	NO
California University of Management and Sciences	Anaheim	75	32	NO	NO
Charles R. Drew Univ. of Medicine and Science	Los Angeles	214	40	N/A	N/A
Columbia College: Hollywood	Tarzana	N/A	N/A	NO	NO
Concordia University	Irvine	1331	N/A	NO	NO
DeVry University: Sherman Oaks	Sherman Oaks	573	142	NO	NO
Harvey Mudd College	Claremont	738	N/A	NO	NO
Hope International University	Fullerton	652	N/A	NO	NO
Interior Designers Institute	Newport Beach	515	N/A	N/A	N/A
ITT Technical Institute: Anaheim	Anaheim	825	N/A	NO	NO
ITT Technical Institute: Torrance	Torrance	875	N/A	NO	NO
LA College International	Los Angeles	247	N/A	NO	NO
Laguna College of Art and Design	Laguna Beach	346	N/A	N/A	N/A
Life Pacific College	San Dimas	514	414	NO	NO
Mt. Sierra College	Monrovia	458	N/A	NO	NO
Pacific States University	Los Angeles	138	248	NO	NO
Platt College: Ontario	Ontario	250	N/A	NO	NO
Scripps College	Claremont	954	18	NO	NO
Soka University of America	Aliso Viejo	388	6	NO	NO
Southern California Institute of Architecture	Los Angeles	278	230	N/A	N/A
The King's College and Seminary	Los Angeles	525	N/A	N/A	N/A
University of the West	Rosemead	65	N/A	NO	NO
Vanguard University of Southern California	Costa Mesa	N/A	N/A	NO	NO
West Coast University, California	Los Angeles	556	N/A	NO	NO
Westwood College: Anaheim	Anaheim	980	N/A	NO	NO
Westwood College: Inland Empire	Upland	993	N/A	NO	NO
Westwood College: South Bay	Torrance	600	N/A	NO	NO
World Mission University	Los Angeles	108	N/A	NO	NO
Yeshiva Ohr Elchonon Chabad/ West Coast Talmudical Seminary	Los Angeles	118	N/A	N/A	N/A

In the above table we have complied data showing area universities with enrollment of 0-1000 diversity curricula offerings. This table illustrates a lack of diversity curricula. While we have noted our research is that of a 50-mile radius of Azusa Pacific University, located in Southern California, it is indicative of a larger concern.

Table 3: Student Enrollment 1000 – 9999 College Listing, State of California, July 2009

College Listing, State of California	City	Student Enrollment		Diversity Curriculum	
		Undergraduate	Graduate	Degree	Concentration
Art Center College of Design	Pasadena	1504	0	N/A	N/A
Art Institute of California: Orange County	Santa Ana	1694	0	N/A	N/A
Azusa Pacific University	Azusa	4858	3508	NO	YES
Biola University	La Mirada	3610	N/A	NO	NO
California Baptist University	Riverside	3072	917	NO	NO
California Coast University	Santa Ana	2580	0	NO	NO
California Institute of Technology	Pasadena	921	1205	N/A	N/A
California Institute of the Arts	Valencia	863	501	NO	NO
Chapman University Orange	Claremont	4293	1289	NO	NO
McKenna College	Claremont	1211	N/A	NO	NO
DeVry University: Long Beach	Long Beach	878	237	NO	NO
DeVry University: Pomona	Pomona	1711	223	NO	NO
ITT Technical Institute: San Bernardino	San Bernardino	1225	N/A	NO	NO
ITT Technical Institute: Sylmar	Sylmar	1000	N/A	NO	NO
La Sierra University	Riverside	1495	404	NO	NO
Loma Linda University	Loma Linda	1177	1543	NO	NO
Loyola Marymount University	Los Angeles	5676	1964	NO	NO
Mount St. Mary's College	Los Angeles	1883	469	NO	NO
Occidental College	Los Angeles	1846	22	NO	NO
Otis College of Art and Design	Los Angeles	1140	66	NO	NO
Pacific Oaks College	Pasadena	239	825	NO	NO
Pitzer College	Claremont	1025	N/A	NO	NO
Pomona College	Claremont	1532	N/A	NO	NO
Southern California Institute of Technology	Anaheim	921	1205	N/A	N/A
The Master's College	Santa Clarita	1039	124	N/A	N/A
University of La Verne	La Verne	1548	2026	NO	NO
University of Redlands	Redlands	2336	98	NO	NO
Whittier College	Whittier	1291	N/A	NO	NO
Woodbury University	Burbank	1254	N/A	NO	NO

In the above table we have complied data showing area universities with enrollment of 1000-9999 diversity curricula offerings. This table illustrates a lack of diversity curricula. While we have noted our research is that of a 50-mile radius of Azusa Pacific University, located in Southern California, it is indicative of a larger concern.

Table 4: Student Enrollment 10,000+ College Listing, State of California, July 2009

College Listing, State of California	City	Student Enrollment		Diversity Curriculum	
		Undergraduate	Graduate	Degree	Concentration
California State Polytechnic University: Pomona	Pomona	19220	1970	NO	NO
California State University: Dominguez Hills	Carson	9291	3560	NO	NO
California State University: Fullerton	Fullerton	31428	5568	NO	NO
California State University: Long Beach	Long Beach	31564	6327	NO	NO
California State University: Los Angeles	Los Angeles	15588	5155	NO	NO
California State University: Northridge	Northridge	30235	5973	NO	NO
California State University: San Bernardino	San Bernardino	13947	3699	NO	NO
University of California: Irvine	Irvine	22122	4432	NO	NO
University of California: Los Angeles	Los Angeles	26536	11138	NO	NO
University of California: Riverside	Riverside	15708	2317	NO	NO
University of Southern California	Los Angeles	16608	14457	NO	NO

In the above table we have complied data showing area universities with enrollment of 10,000+ diversity curricula offerings. This table illustrates a lack of diversity curricula. While we have noted our research is that of a 50-mile radius of Azusa Pacific University, located in Southern California, it is indicative of a larger concern.

EXPLORATION OF MULTICULTURAL/DIVERSITY CONCENTRATION

Based upon the survey data, it would appear that higher education is not on the cutting edge of providing a diversity curriculum that meets the needs of business. If higher education were to response to business needs, what should universities offer as it relates to diversity? The literature on diversity consistently identifies three areas where leveraging diversity provides value – diversity helps companies compete in the global marketplace for high performing talent; diversity helps a company market and sell to an

increasingly diverse customer base, and diversity increases the collective idea generation and problem solving abilities of teams.

A business school concentration in diversity should strive to develop managers who can be successful in those areas. An on-line course offered by Cornell University also offers some guidance. Its course description begins as follows:

> *"The management of diversity and inclusion has evolved from handling day-to-day compliance issues to leveraging diversity for competitive advantage. Organizations that no longer see diversity as a legal or moral requirement, but as a competitive advantage, have an opportunity to improve performance at the financial, employee, customer, and community levels.*
>
> *Diversity and inclusion practices must be embedded in an organizational culture to make a positive impact on performance. This course summarizes the evolution of diversity and inclusion management; outlines key management practices for improving performance, contextualizes diversity in terms of current challenges, and provides direct linkages between diversity and the bottom line at the organizational and functional levels."*

Meeting the needs of companies is a priority for business schools; accordingly a diversity concentration would start with a basic understanding of diversity and focus on the components of that deliver bottom-line benefits for some companies.

Acknowledging that the benefits of diversity begin with an organizational culture that explicitly acknowledges differences and encourages people to bring all relevant insights and perspectives to their work, a diversity concentration would contain the following types of courses: 1.) To help managers understand diversity and improve team performance -Managing in a Multi-Cultural Environment, 2.) To help managers compete for talent in an increasingly diverse candidate pool -Recruiting and Retaining a Diverse Workforce and 3.) To help managers engage their own and other's culture in the context of a global marketplace while understanding how those cultures may impact the bottom line - Cultural Explorations in Global Business.

In keeping with the global business place, diversity concentrations could also be added to incorporate the latest trends and challenges faced by businesses. For example, more and more companies are taking serious steps to demonstrate social responsibility. These steps often involve partnerships with community-based organizations. Thus, a class on leveraging community partnerships would provide a benefit.

Organic Diversity

There is another important benefit of adding a diversity concentration to business schools. By populating the workplace with managers and executives who possess a strong diversity competency, diversity becomes more organic to organizations. This is important for several reasons – it increases the chances that organizations can leverage diversity into a positive impact on the bottom line, it improves the work environment for all employees, and it reduces corporations' $8 billion spend on diversity training. The benefits to business are clear.

Most importantly, when diversity is organic it increases the chances that diversity becomes engrained in the culture of the organization rather than a flavor of the month initiative. Making diversity more organic in a corporation means growing the diversity competency from within. This is important because as a course description for diversity at Cornell University notes, "Diversity and inclusion practices must be embedded in an organizational culture to make a positive impact on performance." (Roberson, 2009).

Organic diversity means that diversity competencies are brought into the company by employees (executives, managers, and others) instead of by outside consultants or outside trainers. Once the diversity competencies are brought into the company, they are grown and nurtured by people within the organization. This can occur through knowledge transfer from more highly tenured employees to less tenured employees and through coaching and mentoring.

Organic diversity is important because it mitigates the possibility that diversity initiatives become a flavor of the month with no real and lasting impact. As one set of researchers observed corporate leaders bemoan the fact that innovative diversity strategies come and go but improvements in their diversity results do not budge (Dobbins, 2007).

Positioning the human resources department as the place where diversity subject matter expertise resides also contributes to making diversity organic within organizations. If employees with questions about diversity can rely on HR instead of calling a consultant, the organic nature of diversity is increased. Similarly, if managers who need help implementing a diversity initiative can turn to HR then diversity becomes more organic.

The benefits of organic diversity include the following: a company is able to reduce its dependence on outside consultants as the keeper of diversity expertise. And it means changing the nature of (or perhaps even reducing) the amount of formal diversity training. It opens the possibility that diversity best practices can be shared by and among managers through coaching and mentoring rather than imported from outside of the company.

CONCLUSION

Diversity in the workplace has taken on a dramatically more important role in the business community. As we progress into the 21st century, diversity curriculum in higher education is becoming increasingly important. Embracing the value of offering diversity curriculum is critical to improving the world business environment. International business opportunities and global competition are forcing the need for higher education to prepare students for a culturally diverse world.

However, business schools have not kept up with this change by offering programs that focus on diversity. Through the survey of twenty-eight Southern California business schools, this paper examined the extent to which business schools incorporate diversity into their degree programs. Our research clearly indicates a true lack of response by universities in Southern California in answering the need for diversity curriculum.

This paper is limited in several ways. First, our survey is limited to a group of schools in Southern California. Expanding the research to include other geographical areas would provide a more comprehensive look at the situation. This sample may or may not be representative of U.S. universities in general or of international business schools. More research is needed to determine if the findings presented here are also prevalent in other academic environments.

We also suggest further research to determine effective curricula components of diversity competencies of business education. Furthermore, an additional area of future research would include the effectiveness and competitive advantages of diversity curricula.

If California is any indication, diversity competencies are not being widely taught in graduate level business schools. As our demographics and global marketplace shift, universities have a duty to offer curricula that is relative to businesses operating in the global marketplace.

Universities, as a vital part of modern society, must and should, enhance society through their contribution in providing skilled professionals, which can assist business to differentiate themselves in the marketplace and create innovative solutions to meet the needs of an increasingly diverse customer base. Increasing awareness of this gap should have the effect of business schools beginning to re-evaluate their curriculums and expanding diversity concentrations.

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BIOGRAPHY

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