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A Selected Review of Exemplary Diversity Articles Published in the Journal of Management Education

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Essay

A Selected Review of Exemplary Diversity Articles Published in the *Journal of Management Education*

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Abstract

Issues related to diversity, equity, and inclusion (DEI) are timely topics in business, education, and politics. As Associate Editors for the *Journal of Management Education* (*JME*) we recognize the journal's ability to contribute to these conversations. In this article, we take stock of DEI research in *JME* and review 17 exemplary articles published since 2000. A common theme in these articles is that management educators play an important role in creating inclusive classrooms to educate the next generation of leaders of multicultural organizations and that this task should be done proactively. Yet, even the most well-intentioned faculty members may be worried or lack the confidence to handle DEI-related challenges and conversations in the classroom. This collection of articles is intended to help guide business faculty through the unprecedented challenges associated with teaching DEI or having difficult discussions about diversity. The articles in this collection (1) advance the way we think about DEI by offering frameworks, reviews, and new perspectives, (2) address some of the most pressing and prevalent issues related to cultural-diversity and gender, and (3) provide activities and exercises to be implemented in the classroom to increase student sensitivity.

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Diversity, equity, and inclusion (DEI) initiatives are a primary issue in both business and education in the U.S. and globally. Industry reports as well as academic organizations continue to show the value and importance of prioritizing DEI (McKinsey & Company, 2020; Society for Industrial and Organizational Psychology, 2023). For instance, in 2020, the Association to Advance Collegiate Business Schools (AACSB) updated its standards to increase the focus on DEI efforts: six of the nine standards in the new 2020 standards touch on DEI principles such as attracting, retaining, and developing qualified and diverse faculty; documenting hiring practices; and creating inclusive pedagogy (Cliburn, 2021). DEI issues in higher education are especially significant because of the political landscape's influence on faculty perspectives, willingness, and ability to effectively teach these topics for fear of being scrutinized (Lu, 2023). While the conversations may be fraught, they are important to consider as we review the pedagogical implications of DEI integration in management education. To offer insight about where we are now and where we might be going as it relates to DEI pedagogy, we take stock of the current state of DEI research in the *Journal of Management Education* (*JME*).

   We begin with a story of a training session—the kind of session that has increasingly become mandatory and that you may have completed at your university. This (true) story took place at a recent business school faculty meeting with the Director of Diversity, Equity and Inclusion (DEI) training faculty members on how to identify and report issues of bias and discrimination. The training was delivered competently, with faculty being made aware they are mandatory reporters of discrimination or harassment and being told about the investigation process once an incident is reported to the Title IX office (i.e., the office in U.S. universities designated to help avoid and investigate discriminatory practices). However, rather than feeling supported, some faculty members felt confused and discouraged at the conclusion of the training. They left the meeting with more questions than answers. There was a sense of uncertainty relating to what can and cannot be said in class, even knowing the protections of academic freedom, because of the fear of being reported. One such example involves a faculty member who does service-learning projects in under-privileged neighborhoods who has received feedback in teaching evaluations about the sensitive nature of such topics and sometimes accusations of potential stereotyping and biases. This individual

questioned whether they should continue offering this project working with a marginalized community if their intentions were being questioned and it would result in bias reports against them. Were the risks too great? This is not an isolated incident; while some people may fear being "caught" discriminating, more of the faculty members were well-intentioned but lacked resources to feel confident in addressing DEI related issues in a safe way.

Another example is illustrated in recent survey results addressing faculty attitudes about free expression and academic freedom on campus (Honeycutt et al., 2023). The survey from the Foundation for Individual Rights and Expression, also known as FIRE, asked 1,491 participants about their views on a range of academic freedom topics. Regarding the requirement of diversity statements for faculty hiring, survey results showed a 50/50 split between those who see the statements as "justifiable requirement for a job at a university" and an "ideological litmus test that violates academic freedom." This suggests that we in the field of higher education are divided on the right approach to ensure that diversity efforts are properly presented. Further, survey results showed that 52% of faculty reported being worried about losing their jobs or reputation because someone misunderstands something they have said or done, takes it out of contexts, or posts something from their past online.

As diversity scholars, we support a narrative of inclusion and belonging. So, how do we encourage faculty that it is worth it to include potentially sensitive DEI issues when the safer path is to avoid such conversations? Faculty may not feel prepared to discuss difficult topics with people with a background different than their own (Edmondson et al., 2020). How do we prepare faculty to promote an open classroom climate where students are equipped to have difficult conversation around potentially uncomfortable topics? The goal of this article is to highlight tools and perspectives that help answer these questions.

Our approach was to review DEI articles appearing in *JME* between 2000 and 2022 and share a collection of articles that can be used as a resource for management education instructors. We cast a broad net regarding inclusion criteria for DEI topics intending to move past the categorical variables of race, gender, and cultural background. We also wanted to represent the different types of research found in the journal, including theory, activities, and provocative essays. As always, we were impressed with the careful theoretical grounding, development, and methods of *JME* articles. Readers can be confident that articles in this journal have been carefully screened. Our final selection of 17 articles are divided into three categories by common themes and detailed below with brief commentary. Each theme highlights different features of the journal's range of pedagogical work. Table 1 shows the list of articles we reviewed categorized by theme.

Table 1. List of *JME* Articles Included in the Review.

Theme	Description	Article
Challenging the status quo	These articles prompt us to question assumptions of teaching diversity and to be proactive creating equitable and inclusive cultures in our classes; concepts and theories are offered.	Amoroso et al. (2010) Avery and Steingard (2008) Baker (2004) Bumpus (2005) Edmondson et al. (2020) Kirk and Durant (2010) Verbos et al. (2011)
Culture and gender	These articles focus on global culture and gender, for example international students and workers, women in leadership, and gender-nonconforming and transgender students and employees.	Balkin et al. (2022) Graham and MacFarlane (2021) Roberson et al. (2002) Sugiyama et al. (2016) Walker (2018) Wei and Bunjun (2021)
Exercises, activities, and methods to promote sensitivity	These articles have activities with sufficient detail that other faculty can experiment with, tailor to their own environment and needs, and then implement the exercises.	Chio and Fandt (2007) Litvin and Betters-Reed (2005) Rudin et al. (2016), Young et al. (2018)

Challenging the Status Quo: Frameworks, Reviews, and New Perspectives for Navigating DEI Issues in Management Education

A common theme in our collection is that creating inclusive and open classrooms is not just about focusing on DEI topics or types of diversity in classes. Rather, creating an inclusive culture where people feel a sense of belonging requires intentionality and strategy from instructors in their course design and communication. Class culture is not established by one act, it is established by reinforcing norms and setting expectations habitually. The articles in this section share frameworks, experiences, and alternate perspectives to address issues such as representation, authenticity, and seizing the moment to have and lead difficult conversations. This collection of articles challenges us to be proactive in our approach to creating equitable and inclusive cultures in our classes.

We start with the Fritz J. Roethlisberger Memorial Award winner for best article in 2010: "The diversity education dilemma: Exposing status hierarchies without reinforcing them" (Amoroso et al., 2010). This article highlights how diversity pedagogy can unintentionally exacerbate status differences by reinforcing status group boundaries and affirming stereotypes. The authors identify the "*diversity education dilemma*" in which sharing information in class concerning status hierarchies related to social identity groups may inadvertently reinforce those hierarchies. This is an eye-opening realization, because ultimately, it is those people who want to teach diversity and talk about sensitive issues that may be reinforcing status and stereotypes and therefore benefit the most from reading this article. The authors provide a framework using status characteristic theory for understanding ways in which one's best-intended practices may be undermining student learning. The authors call on instructors to acknowledge the potential consequences and balance the value of diversity activities with the implicit tradeoff of undermining historically disadvantaged students when making pedagogical decisions. They also share recommendations for practical ways management educators can begin to create more equitable learning environments through cooperative learning, simulations, and mindful use of social identity theory.

Moving on, we highlight Avery and Steingard's (2008) "Achieving political trans-correctness: Integrating sensitivity and authenticity in diversity management education." This article gives guidance on establishing a safe but authentic space for discussion. Most management professors have not been trained or provided resources for addressing sensitive issues in class and might avoid such discussions for fear of saying the wrong thing (Edmondson et al., 2020; Gluckman, 2023; Hopke, 2022). Avery and Steingard note that "the air of political correctness, particularly surrounding topics such as race, gender, class, and sexual orientation, presents the type of social pressure needed to create 'spirals of silence' in management classrooms wherein pressures to remain silent continue to mount over time as fewer and fewer people speak up" (p. 272). The article offers a 2×2 model of political trans-correctness with the dimensions of authenticity and sensitivity that can overcome self-censorship. They label the high authenticity/high sensitivity quadrant as the "zone of understanding" and provide pedagogical tactics for getting to this zone, including building rapport, setting ground rules, ensuring the right to remain anonymous, and maintaining a proper classroom presence.

Next, we offer the article, "We challenge you to join the movement" (Edmondson et al., 2020) for faculty who are looking to make a stronger diversity statement. This 2020 article is from the year of the George Floyd murder and subsequent social actions that catapulted DEI issues into the public space. The authors of this work argue that faculty "have a responsibility to

help identify issues regarding, and solutions to, some of the world's most pressing problems and can do so through consciousness-raising experiences aimed at helping their students develop a critical voice that signals they are more likely to contribute to a respectful and productive work environment" (Edmondson et al., 2020, p. 247). They propose that teachers implement consciousness-raising experiences (CREs) to develop leader self-awareness, understanding of others, appreciation for diversity, and engagement with the larger world. The authors offer provocative thoughts on why faculty may be hesitant to pursue this path, and we encourage faculty to reflect on their personal views. They give some examples of ways faculty could implement the ideas with campus activism, service-learning, and other ideas. We believe this is the only article in our set that explicitly mentions *social justice* in the context of DEI, perhaps because (as this article notes) the notion of teaching social justice in management education may be considered controversial. Social justice issues and movements "have elevated both the need for thoughtful discussion and the desire to avoid it" (Minson & Gino, 2022, p. 64).

Recognizing the inherent challenges of DEI conversations, the next two articles offer first-person accounts of faculty coping with awkward DEI conversations in the classroom. In "Crossing the line: Framing appropriate responses in the diversity classroom," Kirk and Durant (2010) share a personal experience of dealing with a student response to an assignment that was perceived as disrespectful and out of line. The reading assignment in question was about the recent firing of a Largo, Florida city manager who had revealed he was planning to have a sex change operation. One student responded on the course blog that "this guy is disgusting" and that "most people would not feel comfortable having a transsexual make decisions as an elected official on their behalf" (p. 827). The professor had to respond in real-time, in the classroom and "on her toes" without anticipation or preparation. Although the authors do not identify this as such, the article ultimately walks through the sensemaking process of recognizing and responding to an unknown scenario. They share their initial reaction and response in the moment, as well as how they took time to relax, reflect and depend on theory and colleagues to think about how to open student's eyes so they think for themselves without forcing the instructor's views and opinions on diversity. The authors suggest that even the most emotionally charged issues can be used as teachable moments by using theory to explain why things happen; and to embrace the "gray" space between established and known categories.

In a similar article in 2004, Baker published "Seizing the moment: Talking about the 'undiscussables.'" This article is about being ready to respond to class discussions on sensitive, maybe even controversial topics. Rather than following the traditional rule of "don't talk religion or politics," Baker

suggests using class conversations to increase complex learning by creating a respectful and receptive learning environment. Guidance is provided for faculty to create psychological safety, enforce less control and structure in interactions, and emphasize listening to learn as a priority. Two specific personal experiences are shared. In these tricky situations, instructors are encouraged to name the experience expressing their own feelings or reaction, allow for awkwardness and silence, and ask for guidance from others. All in all, the author suggests conversational learning is an underutilized approach for discussing difficult topics. The most compelling aspect of this author's message is that we can help to avoid the scenarios where we think in retrospect, "I wish I would have. . .." by preparing for such moments and knowing that there *are* strategies for navigating awkward moments.

The next two articles suggest that management educators can expand the boundaries from just doing more of the same in classes and instead use different viewpoints to expand our thinking and representation when it comes to diversity. Verbos et al. (2011) offer an alternative perspective to management education encouraging the use of Native American values. The article, "Native American values and management education: Envisioning an inclusive virtuous circle" highlights the Lakota values of bravery, generosity, fortitude, and wisdom. The authors suggest that management education could make use of the virtuous circle to be held as an equally valid alternative to the linear, competitive, traditional Western values characteristic of typical management thought. Circles symbolize relationships and interconnectedness, and their addition to our management teaching toolbox we could expand our and our students' thinking.

Emphasizing the point that alternative perspectives matter, Bumpus' (2005) article "Using motion pictures to teach management: Refocusing the camera lens through the infusion approach to diversity," calls on management professors to increase representation of minorities when using films in class to better prepare them for working in a diverse workplace. Using motion pictures in teaching is an established methodology. For example, at the Management and Organizational Behavioral Teaching Conference (MOBTS. org), the annual session sharing movie clips is typically well-attended and standing-room only. In this conference session participants share video clips from movies and TV shows that can be used to illustrate management concepts. Management professors seem to enjoy movie clips as much as our students do. The session organizers then compile the movie clips into a shared drive so that all attendees can take them back to their own campuses. Bumpus suggests that videos with people of color are often excluded in the classroom because there are not as many to choose from and professors might have tunnel vision thinking they should only be used to teach DEI related topics. This

article is from 2005 and so the films she suggests are older. Recently there has been more awareness of the representation problem in film. This lack of diversity in the Oscars was highlighted with a social justice campaign founded in 2015, #OscarsSoWhite. For example, in 2020, 92% of top film directors were men and 86% of top films featured white actors (Ugwe, 2020). Improvements have been made. The 2023 Oscar award ceremony was historic in recognizing Asian actors. Michelle Yeoh won Best Actress, becoming the first Asian woman to win the award and Ke Hut Quan won Best Supporting Actor, becoming the first actor born in Vietnam to win an Oscar. Further, Ruth E. Carter became the first Black woman to win two Oscars. When using film examples, faculty are reminded to consider a more comprehensive representation of race, genders, ages, ability status, and sexualities.

Culture and Gender: Implications for Business Schools, Faculty Development, and Student Experience

We did not intend to have a section of articles for specific categories of diversity or individual characteristics. Yet, as our themes for article selection emerged it was clear that the research on culture and gender stood out with several impactful articles we wanted to share. These categories were not only well-represented in *JME* but are also timely given increased focus and attention to globalization (international students and workers), women in leadership, and gender-nonconforming and transgender students and employees.

Culture

Culture is an important topic as we are seeing more and more business schools welcoming international students and partnering with international universities for exchange programs. As more faculty are teaching international students it becomes increasingly important that they develop cross-cultural competence and understand the experiences of their international students. We discuss three articles providing guidance for developing cross-cultural competence for both students and faculty and emphasize the importance of doing so to avoid negative experiences for international students.

Keeping with the ideas of faculty development and preparation for effective teaching, in "Assessing instructor cultural competence in the classroom: An instrument and a development process" Roberson et al. (2002) highlight the importance of providing development opportunities to faculty teaching international students. Even international faculty should receive support for

adopting multicultural, inclusive, pedagogical approaches and effective strategies for addressing diversity issues in the classroom. Roberson and colleagues share their process in developing the Instructor Cultural Competence Questionnaire with six categories of diversity issues: those resulting from professor behavior, from in-class student behaviors, class-composition, those raised by an individual student, those resulting from small group dynamics, and diversity issues surfacing during in-class discussion. The article uses critical incidents to surface these issues, and the scoring key uses Bennett's (1993) model of cultural competence which scores the six categories from denial to integration. This approach reminds us that we cannot lump together international faculty and students as if they are a homogenous group, as cultural backgrounds are specific and unique.

Cross-cultural awareness for faculty is also emphasized in a more recent article, "'We don't need another one in our group': Racism and interventions to promote the mental health and well-being of racialized international students in business schools." In this article, Wei and Bunjun (2021) share their experiences with racism for international students and how this affects mental health and well-being for these students. They point out nuances that would be obvious to people from other cultures, but perhaps lost on most instructors. For example, they explain "international students who identify as African/Black often arrive from various countries in Africa as well as the Caribbean while intermixing with local Black/African students. Many of these students are frustrated with the homogenizing of the continent of Africa which results in essentializing everyone who may appear to have come from one of the 54 countries in Africa" (pp 74–75). Wei and Bunjun note that international students often experience exclusion and discriminatory treatment, and hold a paradoxical position as desirable for the business school (because their enrollment shows global reach) while being a problem for efficient team communication dynamics. Domestic students may resent having to revise or edit the written contributions of non-Anglophone students, or the disruption in efficient communications with students who are not as fluent in English. They emphasize the importance of reducing isolation and loneliness that is endemic to international students.

An empirical study is offered that addresses developing global leadership skills for our students. In "Do methods matter in global leadership development? Testing the Global Leadership Development Ecosystem conceptual model," Walker (2018) puts forth a model suggesting that global leadership competence is more than just cognitive learning (which is typically the fall-back approach for business schools). Walker uses four theories of learning: cognitive, social, experience, and humanist. These approaches incorporate the affective side of learning and learning from others. Empirical results

show that the four approaches together lead to more effective learning for students. The model reflects a shift away from the compartmentalization of curriculum to a more cohesive and integrated design. This article is notable for its empirical design, and also for encouraging readers to think about well-established approaches from a new lens of integration.

Gender

Gender is an important topic in the DEI classroom, and holds a special place in the Academy of Management as the starting place for diversity discussions. The Gender and Diversity in Organizations Division of the Academy of Management began 50 years ago as the Women in Management Interest group, and has steadily grown since its founding to incorporate more expansive and inclusive definitions of diversity (https://dei.aom.org/home). In fact, the division was renamed in 2023 to be Diversity, Equity, and Inclusion (DEI). Honoring these roots, we highlight here three articles that are focused on gender issues in the management classroom.

First is a recent article by Balkin et al. (2022) titled, "The effect of gender inequities in the classroom and beyond in U.S. business schools." These authors identify the gender inequities faced by female management faculty in three areas: student-faculty interactions, student evaluations of teaching, and interactions between faculty peers. It's notable that we are *still* discussing these problems in 2023, despite attempts that have been made for improvement in this area. The authors offer specific suggestions for ways that business schools can address these systemic gender inequities, and suggest that the changes and reassessments brought on by the pandemic can be an opportunity to revisit and reassess taken-for-granted norms.

The second gender article is "Inclusive leadership development: Drawing from pedagogies of women's and general leadership development programs" (Sugiyama et al., 2016). Based on the assumption that more relational and identity-based leadership approaches are becoming necessary, the authors compared women's leadership and general leadership development programs to identify major themes. They found that general leadership programs emphasize assumptions of separate knowing, development of the autonomous self, and agentic and transactional leadership. The women's development approaches emphasized connected knowing, development of the relational self, and relational and identity-based leadership. To those who might say, as with the Balkin article above, "it's 2023. . .haven't we solved this problem already?"—the answer is no! Sugiyama et al. (2016) note that the focus of women's leadership programs is definitely needed for women's advancement. They also suggest that both women's leadership and general

leadership programs can do more to be inclusive of additional diverse identities to that future leaders can build inclusivity.

Finally, we share a recent article, "Gender nonconforming individuals and business education: A systematic review of the literature" written by Graham and MacFarlane (2021). They searched management education journals to identify peer-reviewed literature examining business education and gender non-conformity. They found just 17 articles. We might have expected more, but the results suggest that this is a newer area that is ripe for further engagement. The authors note that this is a starting point, and suggest some areas for development related to training faculty, developing curricular materials. This general topic is likely to be especially salient as the governments of different countries take a legal stance for or against LGBTQ+ rights (see further discussion of this issue in our "Concluding Thoughts" section).

DEI in the Management Classroom: Exercises, Activities, and Methods to Promote Sensitivity

Our final set of selected articles address specific classroom activities that can be used to develop diversity skills. One of the strengths of *JME* articles is the inclusion of activities with sufficient detail and evidence of effectiveness that other faculty can experiment, tailor to their own environment and needs, and then implement the exercises. We share several examples of activities to promote sensitivity among students in the classroom.

Starting with a relatively basic personal approach, in "The personal map: A lesson in similarities, differences, and the invisible," Litvin and Betters-Reed (2005), describe an exercise where each student reflects on and shares details about their own life to create an open and affirming classroom community. The personal map exercise asks students to reflect on formative life events to create and present a personal map to their peers. The exercise has five steps and takes about 2 weeks to complete: preparation and intro, creating a personal map, presenting the personal map, reflection paper, and sharing reflections and class discussion. All materials for people interested in using the exercise in class are provided by Litvin and Betters-Reed in the exhibits and appendices. The excerpts from students that are shared in the article are impactful at demonstrating the transformation students saw when reflecting on their changing judgments and perceptions or their peers after seeing their personal maps, and also on their own identity. The authors suggest that through this exercise students develop self-reflexivity, interpersonal communication, emotional intelligence, diversity sensitivity and awareness, and an enhanced understanding of the complexities of personal and group identities.

Another self-reflective exercise is put forth by Chio and Fandt (2007), in "Photovoice in the diversity classroom: Engagement, voice, and the 'eye/I' of the camera" the authors propose the participatory action research methodology of Photovoice. This approach focuses on greater critical analysis by involving all actors in selecting photos that represent their topic. The authors give an example of a team exercise that could focus on topics of various heft such as the environment, poverty, social responsibility, and my life as a student. The group then takes at least six photographs that represent the concern or issue, and illustrate how they can use the photos to make their point. The authors mention some different topics and themes that could be used to highlight diversity, such as "the gendered self," "my work and I," and "diversity in America." We see the Photovoice exercise as offering a novel approach that might spur creative ideas for other teachers.

In the 2018 article, "Developing cultural intelligence and empathy through diversified mentoring relationships," Young, Haffejee, and Corsun explore the impact of diversified mentoring relationships (DMRs) on student mentors. Ragins (1997) and others have proposed that increasing meaningful contacts between cultural groups can significantly improve their ability to work with diverse others. This idea has been proposed, but not empirically tested, so Young and colleagues developed a quasi-experimental study with refugees from South Africa, Asia, and the Middle East enrolled in job training programs as the protégé and students in a business management course as the mentors. The results were mixed but encouraging, in that they suggest there are simple interventions based on increasing contact that may improve cultural sensitivity. Much of the research on student mentoring relationships focuses on the benefits to the protégé (usually students), yet, this research shows that student experience mentoring diverse, marginalized proteges benefits the mentor as well.

Finally, we share an activity presented by Rudin et al. (2016), "Transforming attitudes about transgender employee rights" which was one of the 17 articles included in the Graham and MacFarlane review of transgender articles we previously mentioned. This article notes that professors can use pedagogical interventions to transform business students' attitudes about transgender employees. Students in a control group read a brief included with the article titled "I'm not sharing a bathroom with 'it'" and were asked to settle a dispute about which bathroom would be used by a transgender employee. Students in the intervention group read an article about the rights of transgender employees prior to engaging with the case. The authors found that there was less transphobia among the students who read the article first as they become more aware of the challenges faced by transgender individuals, although transphobia was not completely eliminated. This article highlights the impact

carefully designed exercises can have on student cultural sensitivity and decision making. Exercises like the one described here can be used to develop diversity competence, as cited in Rudin et al. as "ability to respect each other's uniqueness" (Frusti et al., 2003, p. 31), which is essential when preparing students for the heterogenous workforce, especially when dealing with characteristics that are not necessarily protected by anti-discrimination laws.

Concluding Thoughts

As diversity is receiving increased attention in research, practice, and education, the goal of this article is to help instructors feel confident creating a climate where they and students feel comfortable engaging in difficult conversations on potentially uncomfortable topics. As indicated, now more than ever we need to provide instructors with resources so that they do not default to avoiding diversity-related discussions (Amoroso et al., 2010; Edmondson et al., 2020; Leigh & Rivers, 2023). Common themes of the articles in our collection are that (1) management educators are central in preparing students to enter, work, and lead multicultural organizations (Amoroso et al., 2010; Bumpus, 2005; Edmondson et al., 2020; Kirk & Durant, 2010; Roberson et al., 2002; Walker, 2018; Young et al., 2018) and that (2) most management professors have neither been trained nor provided resources for preparing students to lead in a diverse workforce, or to teach in general for that matter. Even faculty members who consider themselves a minority, or from a protected class, need development in adopting multicultural, inclusive, pedagogical approaches and effective strategies for creating an open and affirming class environment—regardless of class topic (Litvin & Betters-Reed, 2005; Roberson et al., 2002).

We know that not everyone agrees on DEI-related issues and we acknowledge there is no "one right way" to approach such issues. However, regardless of individual perspectives, as management educators, we cannot ignore the issues. DEI- related challenges in education, business, and society are not going away. It is important that business faculty are aware of and paying attention to such DEI topics and conversations, engaging in professional development as it relates to inclusion, and intentionally and strategically integrating discussions, exercises, and activities related to this topic into their classes. It should not be an afterthought, rather, it should be grounded in respect for differences across individuals and done with awareness, thoughtful design, and care.

We encourage readers to view the articles in our collection. We also encourage readers to explore the many other impactful articles on DEI or DEI-related topics by searching Sage & *JME* by keyword, or, looking for

some of the special issues published in *JME* on related topics (although not explicitly DEI) such as: privilege (2023), poverty (2021), teaching diversity (2010), womens' leadership development (2016), mental health (2019), spirituality (2000).

We hope that management faculty will continue to educate themselves and be intentional when it comes to DEI related issues. No one gets it right every time, but finding the "teachable moments" is developmental. Instructors can be more equipped with resources for incorporating DEI into all classes, especially when they are focused on DEI-related topics. Instructors can partner with the relevant DEI offices at their university, which go by a range of names depending on one's national context (e.g., Title IX, the Central Diversity Office, Diversity Coordinator, Human Rights and Equity Services, etc.). These centers are often able to provide workshops, training, and other materials related to DEI. For example, the Director of DEI who did the training mentioned in the opening paragraphs has helped a small group of faculty members at their university to craft inclusive language for syllabi and establish guidelines for guest speakers and guest lecturers about inclusivity. Instructors can also partner with external organizations like the National Association of Diversity Officers in Higher Education (NADOHE) to gain resources and attend conferences on DEI in higher education. Moreover, instructors (and students) can follow academic subject matter experts who are active on social media. For instance, Drs. Oscar Holmes, Dolly Chugh, and Katina Sawyer are just some of the leading voices in the diversity field and share great content.

The goal of this article was to take stock of past DEI research in *JME* to provide readers perspectives and tools, and to consider fruitful paths for future research. Looking ahead, we encourage DEI researchers to continue to share diversity philosophies and activities from their classrooms because their experiences and grounding in the DEI literature can benefit others who are newer to the area. We also encourage empirical studies that can show that DEI classroom interventions have been successful (or unsuccessful) as well as to provide construct clarity for the proliferation of terms used in this area of research. In these studies, success can be measured by changing attitudes of students and faculty at the individual level. If the goal is to establish a culture of inclusion, belonging, and psychological safety, then perhaps more compelling outcomes might be positive changes in the perceptions of minority students as a result of instructional design interventions. Both successes and failures must be shared so that we as a field can learn the boundary conditions and barriers of classroom interventions; it is all part of the scientific journey. It is worth mentioning that that the DEI division of AOM is suggesting that academics researching in this space might consider publishing gray papers of their DEI research to bring light to important findings in a timely manner.

Another future research area is examining under-represented minority groups. For example, disability and ability were topics that have not been featured much in mainstream pedagogy research. Recent interest has grown on neurodiversity, and creating structures and systems for neurodiverse students and employees to excel. Management literature has begun to explore HR practices for neurodiverse employees (e.g., R. D. Austin & Pisano, 2017; Bruyere & Colella, 2022; Krzeminksa et al., 2019), and it has been noted that practices that support neurodiverse employees can actually support all employees and improve managers' effectiveness (R. Austin & Sonne, 2014). The same logic of improving the workplace and education for all can be seen in the philosophy of Universal Design and Universal Design for Learning (Gradel & Edson, 2009); these philosophies argue that buildings and learning materials should be designed from the beginning to be widely accessible, instead of relying on special accommodations that happen after design is completed (when workarounds are cumbersome and expensive). More research is needed in these areas, and management educators should explore instructional design improvements and practices to better reach neurodiverse students.

As already mentioned, there were very few articles are on the topic of transgender students and/or faculty, and the legal rights of transgender students and faculty vary from country to country. For instance, many U.S. states are taking steps to limit the legal rights of LGBTQIA+ people, with legislation targeting transgender people and legal implications of gender-affirming therapies.[1] Hungary passed a law in 2020 banning trans people from legally changing their gender (Knight & Gall, 2020), and six countries' legal codes specifically prescribe the death penalty for non-heterosexual intercourse (Iran, Saudi Arabia, Mauritania, United Arab Emirates, Qatar, Pakistan; World Population Review, 2023). Alternatively, other countries have moved in the opposite direction, passing more permissive laws, with 15 countries allowing transgender people to change their status with a simple declaration form (France 24, 2021). Faculty members can benefit from staying abreast of DEI attitudes and issues in the US as well as other countries.

Other differences like socioeconomic status and social justice might be considered. Socioeconomic status has been referred to as "the forgotten dimension of diversity" (Ingram, 2021). It is an important issue in management education that necessitates intentional classroom design and additional research to minimize the education disparity for people with lower-social class origins. The recent *JME* special issue on Privilege includes an article addressing social class privilege (Moergen & Kish-Gephart, 2023), which is a great resource and stepping stone for management instructors and scholars. Finally, as previously mentioned, issues in social justice are less commonly

explored in *JME* and business schools in general (Edmondson et al., 2020), so more work explicitly incorporating social justice would expand our perspectives and understanding. The AACSB standards of 2020 emphasize societal impact, meaning that universities will now need to demonstrate societal impact of their programs. Thus, contextual conditions may now be improving to promote social justice discussions in business schools.

This essay looks at where we now are with regards to DEI research in *JME*. Although not a comprehensive review, we hope that sharing these articles is developmental and provides management professors with knowledge and resources to plan for DEI-related conversations, issues, and activities. Faculty have an exciting opportunity through teaching and scholarship to craft the narrative of DEI in management education, and we argue that our collective, reasoned participation in this space can contribute to thoughtful and sensible approaches and policies.

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Note

1. See 2023 anti-trans bill tracker (https://translegislation.com/), which currently shows 47 US states have drafted anti-trans bills. Thirty-nine of the laws have passed, as of 4/13/23.

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