



Notre Dame Adds Practical Tool to DEI Case Competition

DEI Case Competition

The Mendoza College of Business at the University of Notre Dame launched their annual **Diversity, Equity, and Inclusion Grow the Good in Business™ Case Competition** in February of 2022 as an innovative way to engage students in finding business solutions that advance diversity, equity, and inclusion (DEI) at work and in communities. At that time, Associate Dean for Innovation and Inclusion Kristen Collet-Schmitt commented, *“The opportunities and challenges in the DEI space are complex and multifaceted. The annual Grow the Good in Business Case Competition will allow us to address many of them year after year and as they evolve into the future.”*

The 2023 competition asked teams to address financial inclusion by presenting solutions that increase access to and the quality of financial services to underserved markets. Chiyedza Chinake and Simba Mubvuma (photographed below) were the first place graduate team. They proposed a solution that involved working with small, local businesses to increase access to bank accounts and reduce predatory lending. Their plan was to partner with 150 small businesses in 10 ZIP codes to empower 45,000 Native American, Black, and Hispanic millennial women in Indiana to open a bank account, establish credit, and eventually finance larger purchases in 2024.

Reason for Selecting IBI

While planning the 2023 Grow the Good in Business Case Competition, a faculty member at Mendoza recommended to Associate Dean Collet-Schmitt that students entering the competition be given access to the Inclusive Behaviors InventorySM (IBI) before and after their participation in the

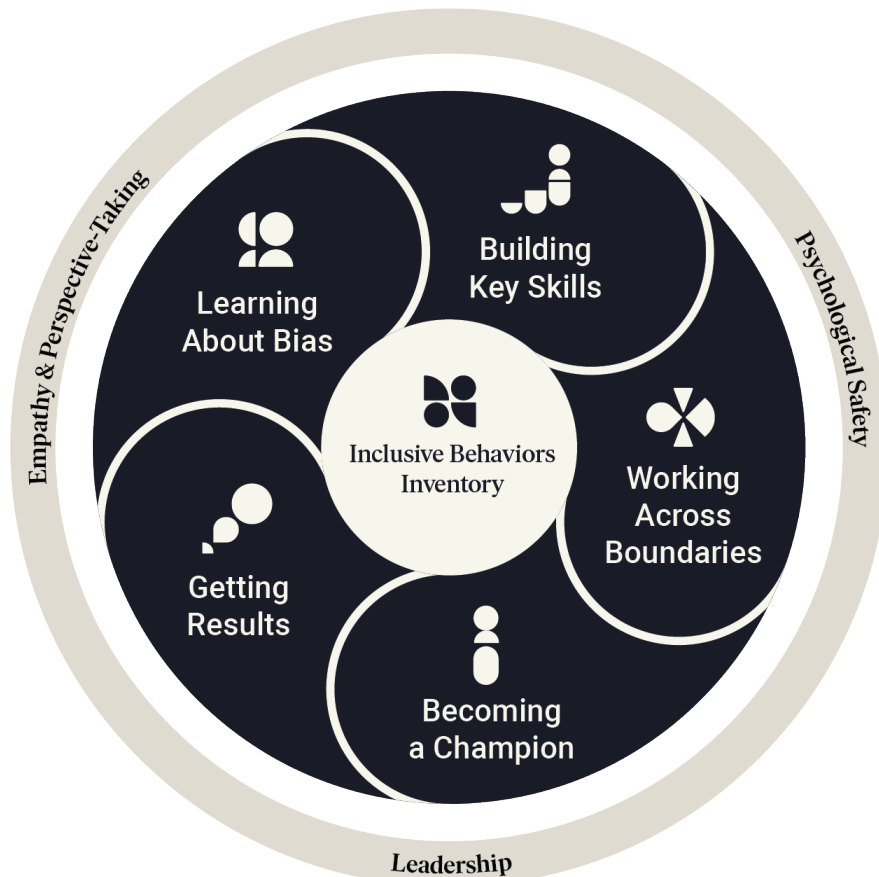
competition. The Inclusive Behaviors Inventory helps individuals address their inclusion gaps with strategies to evolve their behaviors. She decided to complete the IBI herself after reading this testimonial from Shai Bird, a DEI Senior Manager at Boston Scientific: “We recognize that enabling an equitable, inclusive culture is an ongoing journey. The IBI is an essential resource on that journey, helping to meet employees ‘where they’re at’ with insights and actionable advice.”

She was impressed by the insights provided in her personal report, the practical nature of the recommendations, the focus on specific behaviors, and the ability to compare the scores before and after the case competition. She found the IBI useful in “identifying inclusion gaps and providing practical strategies to work more inclusively.” She also appreciates that the IBI has undergone rigorous psychometric analysis, including reliability, validity, and ongoing testing.

Upon making the IBI available to students entering the competition, Associate Dean Collett-Schmitt was pleasantly surprised by the many faculty and staff who asked if they could also use the IBI professionally and personally.

How the IBI Works

The **Inclusive Behaviors Inventory (IBI)** lays the groundwork for developing inclusive behaviors by identifying behaviors that could be more inclusive. It provides a ranking for five dimensions of inclusion: learning about bias, building key skills, working across boundaries, becoming a champion, and getting results. Using this framework provides five clear paths for growth and development. The IBI provides dynamic, smart advice and a personal action plan for strengthening inclusive behaviors.



Feedback from Students and Faculty

Students found the insights provided by the IBI useful for both academic and business environments, and had positive feedback about the tool.

"The IBI helped me see where I am at in my growth journey. I think there is always room for improvement and I think the report tries to include that when it gives back the scores as well."

"I think the better people know themselves, the more aware they are of their own behaviors and biases. I think awareness leads to self-improvement."

Faculty found the IBI a welcome addition to their DEI toolbox.

"As a faculty member, completing the IBI was an opportunity to not only self-reflect on my own assumptions regarding inclusivity but also to design a professional development action plan. This insight has allowed me to be more intentional in my classroom practices as I strive to create an inclusive learning environment. More importantly, I'm able to share my key learnings from the IBI with my students who will one day be called to build and lead inclusive workplaces."

Recommendations to Other Schools

More than ever, organizations are devoting more attention to the need for inclusion. Quantitative measures like these signal DEI impact, and can be beneficial to organizations looking to validate this work—this includes not just businesses and nonprofits, but also the schools preparing students to work for those organizations. Colleges and universities should consider how the IBI could be used before and after the implementation of DEI initiatives to measure their impact. Additionally, the IBI is also useful for helping individuals understand their own inclusive behaviors, for both personal and professional development.

Interested in implementing the Inclusive Behaviors Inventory at your institution?

Contact Aperia to get started.

About the authors

Kristen Collett-Schmitt, Ph.D.



Kristen Collett-Schmitt is a Teaching Professor and the Associate Dean for Innovation and Inclusion at the University of Notre Dame's Mendoza College of Business. Her current research focuses on education and literacy, encouraging students to develop an interest for economics through the use of real-world applications, and inclusive pedagogy. Dr. Collett-Schmitt has earned numerous honors and distinctions for her teaching, including being named a Top 40 Undergraduate Business Professor by Poets & Quants.

Both inside and outside of the classroom, Kristen Collett-Schmitt is passionate about inclusion and equity. In 2022, she spearheaded the inaugural DE&I Grow the Good in Business Case Competition and piloted a professional development program that addresses the inequitable promotion of women to management positions.

Dr. Collett-Schmitt received her Ph.D. and Masters in Economics from North Carolina State University and her B.A. in Economics and Sociology from Bellarmine University.

[Email](#)

Daniel Basil Kerr, CPA, Ph.D.



Daniel Basil Kerr is a Diversity, Equity, and Inclusion consultant. He partners with organizations and universities to develop more inclusive work and study environments. He previously served as Director of Development at Deloitte where he was responsible for their Global New Partner Seminar and other global partner development programs. He currently serves as an adjunct faculty member at St. Joseph's University, and Suffolk County Community College. Dan is a CPA (New York) and holds a Master's Degree in Accounting from the CW Post School of Accountancy, as well as a Ph.D. in Business Education/Cultural Studies from New York University.

His two most recent publications are *Cultural Competency Interventions: Three Case Studies with Guiding Theoretical Frameworks* (2nd Edition of the Oxford Handbook of Lifelong Learning) and *Developing Social Emotional Learning Competencies Through Virtual Internships* (Leading Schools with Social, Emotional, and Academic Development). In addition to his cultural research, Dan is also an active poet with 25 published poems *Bards Annual*, *The Suffolk County Poetry Review*, *Beat Generation*, *Walt Whitman's Bicentennial*, *Bards Against Hunger*, and other anthologies. He also a Lay Minister in the Episcopal Church.

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