

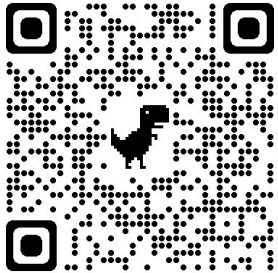
Belonging @ Mendoza

Now Irish | August 2023

KRISTEN COLLETT-SCHMITT, Ph.D.

she/her

Associate Dean for Innovation and Inclusion
Teaching Professor, Finance
kcollett@nd.edu



Belonging

What We Know

- Belonging is a key psychological need connected to college students' overall wellbeing, motivation, engagement, and academic performance (*Freeman et. al. 2007; Strayhorn 2012*).
- Marginalized students tend to report a lower sense of belonging than their peers (*Cole et al., 2020; Hurtado & Carter, 1997; Johnson et al., 2007; Strayhorn, 2008*).
- “Belonging is something that communities provide for individuals; it is not something individuals can garner for themselves” (*Nunn 2021*).
- Belonging is a process rather than a state of being and can fluctuate over time and across different groups or spaces (*Hausmann et. al., 2007; Gravett & Ajjawi 2021; Samura, 2016, 2018*).

Belonging

**Everyone
thrives**

**Part of who we
want to be**

It's in our character

**“Diversity is a richness”
and “God, in His loving
design, excludes no
one.”**

Pope Francis





“Notre Dame cannot make real progress or be the place it aspires to be unless ALL members of the University community can truly experience that sense of belonging and inclusion - being in *their* home, not merely being welcomed to another’s home.”

Board of Trustees’ Task Force Report on Diversity, Equity, and Inclusion

“As a community of students, faculty, staff, and alumni in pursuit of excellence, [our goal is to] cultivate an engaged, caring and inclusive culture informed by the University's Catholic mission.”

Mendoza College of Business Strategic Plan



The Notre Dame MBA is committed to fostering a welcoming and inclusive community of diverse students, faculty and staff in a culture that respects the dignity of all. Our commitments include:

Increasing **diversity** within our community through active recruitment of diverse perspectives.

Cultivating a **culture of inclusion** through active engagements, collaborations and partnerships.

Advancing the **professional development** of all members of our community.

Integrating DE&I throughout the **curriculum** to build awareness and understanding.

COMMUNITY

INCLUSION

**SHARED
PURPOSE**

Leadership

Belonging @ Mendoza

**Being
prepared**

SUPPORT

**OPPORT
-UNITIES**

RESPECT

**Mendoza is a microcosm for
the real-world and for
business.**

How can you contribute while at Mendoza?

- Bridge the divide among different identities through authentic relationships and empathy.
- Use your talent as a leader to advance everyone.

How can you contribute while at Mendoza?

- Bridge the divide among different identities through authentic relationships and empathy.
- Use your talent as a leader to advance everyone.

“My name is _____ and I am from
_____. One thing you cannot tell just by looking at
me is _____. This is important for me to tell you
because _____.”

**What is something meaningful you learned about your peers because of this
exercise?**



How can you contribute while at Mendoza?

- Bridge the divide among different identities through authentic relationships and empathy.
- Use your talent as a leader to advance everyone.

“LOOK THROUGH
WINDOWS



TO SEE THE REALITIES OF OTHERS AND

MIRRORS

TO SEE HER OR HIS OWN REALITY REFLECTED.”

“A study of white men by White Men’s Leadership Study shows that nearly 70% report feeling “forgotten” by diversity, equity, and inclusion efforts. Feeling uncertain about whether DEI includes them is the main reason they say they either disengage or are not as committed to it as others in their organization.”

Forbes, March 2022

Ground Rules

- Give everyone in your group a chance to speak
- Speak only for yourself
- Do not ask others to speak on behalf of their (perceived) social group
- Listen respectfully, without interrupting, engaging in side conversations, checking smartphones, or other distractions.

(Adapted from a *Harvard Business School Publishing* case study guide)

What did you learn from the video and the quote?

(windows)

What resonates with you?

(mirrors)



“In my second marketing class ever, only two weeks into my first semester, it happened. I was cold-called. As soon as the professor locked eyes with me and called my name, the negative thoughts rushed in like a flood. I was an engineer before business school; I know absolutely nothing about marketing. Didn’t she know I was an admissions mistake? My mind immediately went blank. I looked down at the notes I typed the night before and started talking. I honestly don’t remember what I said. It was all a blur. After I finished, the professor said “That was an excellent summary. Thank you.” The professor moved on with class as I clasped my hands to stop them from trembling.”

MBA Student

“Imposter Syndrome makes people excessively uncomfortable with receiving promotions and rewards since they believe they are unworthy of these accolades – they see themselves as frauds who will one day be ‘outed’. One reason why imposter syndrome is prevalent even at an executive and C-suite level is that it tends to affect those with higher levels of ability.”

Dr. Terry Fitzsimmons, The University of Queensland

**How can we all beat the Imposter Phenomenon
so we all feel like we belong?**

How can you contribute while at Mendoza?

- Bridge the divide among different identities through authentic relationships and empathy.
- Use your talent as a leader to advance everyone.

What issues did you observe in your case?

Who would you feel comfortable communicating these issues to?

What actions might you take?

Could you do something to prevent the scenario from occurring in the future?

Where do you anticipate difficulties or challenges?

It's Not A Zero Sum Game

Research: Amplifying Your Colleagues' Voices Benefits Everyone

by Kristin Bain, Tamar A. Kreps, Nathan L. Meikle, and Elizabeth R. Tenney

June 17, 2021



David Crockett/Getty Images

**Harvard
Business
Review**

COMMUNITY

INCLUSION

**SHARED
PURPOSE**

Leadership

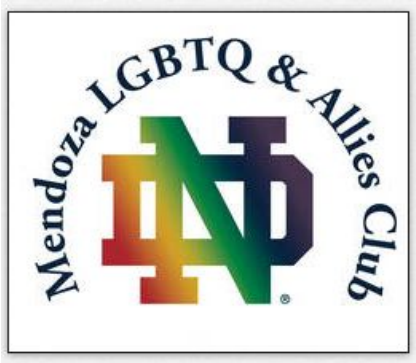
Belonging @ Mendoza

**Being
prepared**

SUPPORT

**OPPORT
-UNITIES**

RESPECT









pro.oxford.edu



photos.nd.edu









Think of an academic community or educational space in which you have felt a strong sense of belonging or of *not* belonging.

What factors created the sense that you belonged or that you did not belong?

Which features of this environment were cultivated with intention? Which may have been unintentional on the part of community members or leaders?