
Pursuing Racial Diversity in IFMA Accredited Degree Programs

Ronald Lumpkin¹ and Andrew Chin²

¹ IFMA, Ph.D., Assistant Professor and Director of Student Services, School of Architecture and Engineering Technology, Tallahassee, Florida, USA; email: ronald.lumpkin@famuedu

² Associate Professor and Interim Dean, School of Architecture and Engineering Technology, Tallahassee, Florida, USA; email: andrew.chin@famuedu

Abstract

This study seeks to identify strategies to increase racial diversity in the International Facility Management Association (IFMA) Accredited Degree Programs (ADPs). An action research design was utilized to reflect on the authors' combined 40 years of experience in coordinating recruitment and retention efforts at the university level. Effective strategies are presented supported by literature that could attract Blacks and other minorities into IFMA ADPs. The American College Testing (ACT) found that only 54% of 2012/2013 high school graduates took qualifying exams. This limits the eligible pool of qualified candidates into facility management degree programs, especially minorities. If racial and gender diversity is an institutional objective, clever strategies are necessary to attract minorities into colleges and universities. This study addresses the following questions: a) What is the institution's mission in relation to diversity? b) What targeted outreach strategies work? c) Can race-based admission be overcome? d) What is an appropriate message to potential recruits? Strategies to increase racial diversity in IFMA ADPs include recruiting high school graduates from the desired representative student demographic, organize and/or attend career fairs and/or college tours, summer camps, statewide high school scholars, community colleges, and university change of majors.

Keywords: African American, diversity, facility management, recruitment

Introduction

According to IFMA's *Profiles 2011 Salary and Demographic Report*, the average facility manager is male and 49 years old. They are also, more than likely White. Diversification of the facility management profession is essential to benefit in the new global multi-cultural economy. To be competitive in the new global multi-cultural economy, the facility management profession needs to diversify its members. There is an opportunity to increase the productivity and value of the facility management profession by actively recruiting females and minorities in college or university IFMA ADPs. Identifying strategies that increase racial diversity in IFMA ADPs should translate to an increase in the numbers of minorities in the profession.

An action research design was utilized to answer the research questions and formulate strategies to improve racial diversity in IFMA ADPs. Specific components of the Practical Action Research Design (Creswell, 2008) are a) the educator/administrator-as-researcher; b) studying local practices; c) involved individual inquiry; d) focused on educator/administrator development and enhanced academic success for facility management students; e) and implemented a plan of action.

"Diversity is about learning from others who are not the same, about dignity and respect for all, and about creating environments and practices that maximize individual and organization performance" (Kikenny 2013, para 1). In the US, equal employment opportunity laws mandate the fair and impartial treatment of employees. The agency responsible for workplace diversity oversight is the US Department of Labor Equal Employment Opportunity Commission (EEOC) and Office of Federal Contract Compliance Programs. Laws regulating hiring, firing, promotions, harassment, training, wages, and benefits are enforced by the EEOC (US Equal Employment Opportunity Commission, 2014). Diversity in the traditional sense includes a concern for gender, race, or religion and an atmosphere that fosters cooperation and communication in the workplace.

Two prominent organizations that attest to the importance of racial diversity in the work place are IFMA Silicon Valley Chapter and the US Department of Interior. IFMA Silicon Valley chapter suggested to improve the lives and livelihoods of the next generation of facility managers, strategies must be developed to increase diversity and exposure to the growing and thriving world of facilities. A workforce increases its productivity when persons of diverse skills, perspectives, ideas, and backgrounds are included and welcomed (US Department of Interior, 2011).

Foma (2014) reported the positive aspects workplace diversity include a rich contribution of ideas because of the cultures of employees, development of friendships and teamwork void of discrimination, cultural sensitivity and tolerance, absence of stereotyping, reduced recidivism of employees, and increased productivity due to healthy competition. Through a meta-analysis of workplace diversity articles published in nine leading journals in the field of management between 2000 and 2009, McMahan (2010), found that there was a positive relationship between racial diversity and firm performance especially in organizations that pursued growth and expansion. In addition, the effect of racial diversity was more pronounced in service sectors like facility management than in manufacturing industries.

The Numbers

As earlier stated, IFMA's *Profiles 2011 Salary and Demographic Report* concluded the average facility manager is male, 49 years old and more than likely White. Considering the national average retirement age of 62 as published by (Gallup, 2014), increasing the number and racial diversity of students in IFMA ADPs will help guarantee the longevity and health of the profession. This aging core of facility managers will need to be replaced the next decade. Now is the ideal time for IFMA ADPs to recruit, enroll, and graduate a talented and diverse group of students for the next generation of facility managers. The US Department of Interior noted that a talented and diverse workforce is indispensable in the new multi-cultural global economy.

An examination of the numbers of Blacks eligible for college as determined by the ACT is alarming. Table 1 shows the projected numbers of graduates from public US high schools by race. The US public high school graduation numbers of every ethnic group increases steadily to 2022 except for Blacks. As can be seen, the numbers of Black public high school graduates in the US are projected to continually decrease from the 2017/2018 school year. Intervention strategies are warranted.

Table 1. Projected Numbers for Public High School Graduates, by Race/ethnicity

School Year	Total US	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
2013–14	3,037,040	1,780,630	463,570	582,940	179,900	30,010
2014–15	3,043,290	1,755,950	468,630	604,550	184,100	30,060
2015–16	3,066,000	1,761,910	467,850	622,060	182,960	31,220
2016–17	3,096,730	1,763,000	471,260	642,440	188,610	31,420
2017–18	3,148,670	1,768,990	478,830	667,990	201,290	31,570
2018–19	3,155,320	1,754,460	474,540	692,820	201,780	31,730
2019–20	3,136,780	1,729,150	466,060	703,310	206,420	31,840
2020–21	3,163,350	1,735,420	456,850	722,570	216,380	32,140
2021–22	3,183,360	1,731,420	456,020	741,310	222,420	32,190

Note. Data prepared January 2012 by the U.S. Department of Education, National Center for Education Statistics.

Table 2. Projected Number of Students Taking ACT (54% in Table 1)

School Year	White (W)	Black (B)	Hispanic (H)	Asian Pacific Islander (AP)	American Indian Alaska Native (AI)
2013-2014	961,540	250,328	314,788	97,146	16,205
2014-2015	948,213	253,060	326,457	99,414	16,232
2015-2016	951,431	252,639	335,912	98,798	16,859
2016-2017	952,020	254,480	346,918	101,849	16,967
2017-2018	955,255	258,568	360,715	108,697	17,048
2018-2019	947,408	256,252	374,123	108,961	17,134
2019-2020	933,741	251,672	379,787	111,467	17,194
2020-2021	937,127	246,699	390,188	116,845	17,356
2021-2022	934,967	246,251	400,307	120,107	17,383

Note. Data based on American College Testing (ACT) college ready percentages of the projected enrollment by race in Table 1.

ACT found that only 54% of high school graduates took standardized tests. This reduces the number of qualified applicants from public high schools into colleges and universities significantly. Table 2 shows the numbers (adjusted by 54%) by race of US public high school graduates by year that has taken college entrance exams; an important step in becoming “college-ready”.

The ACT testing agency analyzed 2013 test results by race. An analysis of four subject areas of reading, math, English and science skills revealed that 5% of Black, 10% of American Indians, 14% of Hispanics, 19% of Pacific Islanders 33% of White, and 43% of Asian-American students are ready for college work in all four areas (Post Staff Report, 2013). These are “college-ready” high school graduates. Table 3 shows the numbers of college-ready high school graduates by race. For example, in the 2013-2014 school year, 250,328 Blacks took a college entrance exam, of those 5% earned a passing score, hence 12,516 were college eligible.

As can be seen in Table 3 for the 2014/15 school year, 312,910 White; 45,704 Hispanic; and 42,748 Asian/Pacific Islander; 12,653 Blacks; and 1,623 American Indian/Alaska natives graduating public high school seniors will be eligible for college enrollment. As a frame of reference, there are 121 National Architectural Accreditation Board (NAAB) accredited architecture programs in the US. The five NAAB accredited programs at Historical Black Colleges and Universities (HBCU) enroll 34% of Black architecture majors in the US (Williams, Chin, & Lumpkin, 2014).

Table 3. Projected College Ready Public US High School Graduates by Race

School Year	White (W).33	Black (B)(.05)	Hispanic (H).14	Asian Pacific Islander (AP).43	American Indian Alaska Native (AI).10
2013-2014	317,308	12,516	44,070	41,773	1,621
2014-2015	312,910	12,653	45,704	42,748	1,623
2015-2016	313,972	12,632	47,028	42,483	1,686
2016-2017	314,167	12,724	48,568	43,795	1,697
2017-2018	315,234	12,928	50,500	46,740	1,705
2018-2019	312,645	12,813	52,377	46,853	1,713
2019-2020	308,135	12,584	53,170	47,931	1,719
2020-2021	309,252	12,335	54,626	50,243	1,736
2021-2022	308,539	12,313	56,043	51,646	1,738

Note. Data based on data in Table 2

Action Plan—Recruitment Strategies

Diversity as an institutional directive

Florida A&M University (FAMU) is a public land-grant HBCU founded 1887 in Tallahassee, Florida. FAMU's mission was and still is clear. FAMU is Florida's land grant public, co-educational post-secondary institution for African Americans. In 1975, two desegregation plans, one federal and the other state, established the School of Architecture (SOA). The SOA was established to increase the number of African Americans practicing architecture in Florida and to increase the number of non-Black students at FAMU. During the nearly 40 year history of the SOA, recruitment plans and objectives were developed, implemented, and evaluated to support this directive.

Enrollment trends in the SOA revealed the majority of First Time in College (FTIC) students were Black and the majority of transfer students White. Recruitment activities to attract and enroll Black, White, and Hispanic students were implemented. FAMU organized recruitment fairs in cities in Florida and across the US to coincide with major athletic events. These college fairs predominately attracted Black high school students. Associate of Arts pre-architecture articulation agreements were developed and maintained by the SOA at select Florida community colleges with significant majority and other enrollment. As a result of these and other efforts, the SOA maintained a racially balanced student population. Racial diversity is expected and is one metric by which the SOA is continuously assessed.

The Florida Department of Education (FLDOE) identifies Florida Bright Futures Scholars. Florida Bright Futures award tuition scholarships as three levels based on grade point average and standardized test score. Table 4 shows the numbers of Bright Futures Scholars enrolled in the State University System (SUS) of Florida. Nearly 1/3 (1564 of 4760) of Black scholars in the 11-member State University System of Florida enrolled at FAMU the 2011/2012 school year.

Table 4. 2011/2012 Bright Future Scholars in the State University System of Florida

Race	FL Bright Future Scholars in SUS	FL Bright Future Scholars at FAMU	% of Total Enrollment
American Indian/Alaska Native	74	0	0
Asian	1687	12	0.7%
Black/African American	4760	1564	32.9%
Hispanic/Latino	8583	28	0.3%
Native Hawaiian/Pacific Islander	61	0	0
Nonresident Alien	203	1	0
Two or More Races	1397	2	0
Unknown	355	0	0
White	18954	33	0.17%
Total	36074	1640	4.5%

Note. Based on the State University System of Florida data, *Projected Impact of Changes to Bright Futures Criteria by SUS Institution, 2013*.

Targeted outreach

A college professor once stated, “To swim with the alligators, you must go where they are”. National Public Radio (NPR), Robert Wood Johnson Foundation, and the Harvard School of Public Health surveyed a nationally representative sample of 1081 African Americans age 18 and older January 10 through February 7, 2013. Nearly half (44%) of students attended schools with a majority Black enrollment, while over half (54%) reported that some, just a few or none were Black. Similarly, Verdun (2005) found that, seven out of ten minority students attend predominantly minority schools and most White students attend schools that are 80% White. Furthermore, Guthrie and Springer (2004) contended that public schools appear almost as racially segregated as before the famous Brown versus Board of Education (1954).

The number of minority college-ready public high school graduates is alarming, considering in 2010/2011 there were 7,021 postsecondary degree-granting Title IV institutions in the US (National Center of Educational Statistics, 2013) competing for the same students. As seen in Table 3, college ready 2014/2015 public high school graduates by racial group are as follows: Whites (312,910), Blacks (12,653), Hispanic (45,704), Asian/Pacific Islander (42,748), and American Indian/Alaska Native (1,623). To maintain racial diversity, the SOA implemented strategies to recruit, enroll, retain, and graduate students from different ethnic and cultural groups.

How are qualified minority students attracted? One strategy is to recruit at high schools with the desired representative student demographics. Don’t be afraid to target large, urban, inner city, or high poverty schools. A school’s poverty level may also be an indicator of the percentage of minority students enrolled. The percentages of students eligible for free or reduced priced meals provide a proxy measure for the concentration of low-income students within a school (National Center for Educational Statistics (NCES), 2012). Associated Press (2010) noted that students in high poverty schools (75% or more qualify for free and reduced priced lunch) were more likely minority, large urban, and had a larger percentage of students with limited English proficiency. NCES (2010) found that greater percentages of Hispanic, Black, and American Indian/Alaska Native students attended high-poverty public elementary and secondary schools than did White or Asian/Pacific Islander students. Of all racial groups, Whites were least likely to attend high-poverty public elementary and secondary schools.

A second effective method for reaching minority students is through career fairs and/or college tours. A third method is the use of facility management summer camps to invite interested scholars. Often times middle through high school seniors are in attendance. Imprinting middle school students is an effective mechanism to bring students into a program (Career & College Clubs, 2014). For example, 50% of students who participated in the FAMU architecture summer camps enrolled.

A fourth strategy is recruitment of statewide high school scholars. These lists are populated by state’s department of education. Contacting these students about a degree and career in facility management could yield positive results, especially if knowledge of this field to high school counselors and students is still emerging. In addition to the Bright Futures Scholars, Florida has a *Talented Twenty* Program where the top 20% of graduates of a high school are guaranteed admission, within space and fiscal limitations to one of the 11 state universities. These students are considered a priority for the award of the Florida Student Assistant Grant (FSAG, a need-

based award). Texas has a *10 Percent Program*. This innovation was in response to the Texas *Hopwood* case. The ten percent rule guaranteed that the top 10% of high school graduates is guaranteed admission into any Texas college or university. Researchers and supporters have heralded Texas' Top Ten program as successful in broadening access to education (Tienda, Alon, & Niu, 2008).

A fifth method is the use of a state's existing higher education system, more specifically community colleges. Florida has a K-20 system comprised of 11 universities and 28 community colleges. FAMU has the only degree programs in facility management in Florida. Crafting articulation agreements with select community colleges has provided a continuous feed of qualified transfer students into the FAMU SOA.

A sixth and final method is recruiting facility management majors within the university. The FAMU bachelor and master programs which combine the business and entrepreneurial skills from the School of Business and Industry with the design and technical skills of the School of Architecture (now School of Architecture and Engineering Technology) has attracted candidates who have the interest and aptitude to serve in the facility management profession. This hybrid is extremely attractive at FAMU. So recruit from within the college or university. Make sure stragglers are welcome.

Action Plan—Sealing the Deal

Engaging faculty

There may be some legitimacy in the cliché that first impressions are lasting as related to student retention. Takacs and Chamblis challenged the premise that students' choice of major is fixed according to income potential. Jaschik (2013) recanted Takacs' and Chamblis' findings presented at an American Sociological Association annual meeting that students' judgments of their chosen profession was far more based on quality of instruction than financial benefits. The research found that the role of the first faculty member was strong. "And interviews up to four years after graduation found that students remembered the professors who inspired them and those who annoyed them, and attributed their decisions on majors to those faculty members" (Jaschik, 2013, para 6). Research suggests that student attainment can be dramatically improved when a rigorous learning environment is coupled with a culturally supportive and engaging environment.

School to the workplace

It should not be surprising that in times of austerity, many students seek job security and satisfaction. Emphasizing job security as a facility management professional is extremely attractive to Blacks. Robert Wood Johnson Foundation (2013) found that nearly half (44%) of employed Blacks are very or somewhat concerned that they or someone in their household might be out of work and looking for a job in the next twelve months. Of the half (50%) of Blacks who say their finances are not so good or poor, were more likely to be concerned that they or someone in their household will be out of work in the next 12 months (58% vs. 32%). Again, IFMA has a winning message in terms of job security and competitive salaries! The *Profiles 2011 Salary and Demographics Report*, based on a survey of 4,353 facility professionals from 45 countries concluded the average facility professional earns an annual salary of \$99,578.

Facility managers with three or less years of experience earn an annual average salary of \$65,000.

Conclusion

Recruiting Blacks and other minorities into IFMA ADPs is challenging. The numbers nationally of college-ready minorities are small. To further complicate matters, Black college-ready public high school graduates in the US are projected to spiral downward beginning the 2017/2018 school year. According to the ACT, only 54% of 2012/2013 public high school graduates in the US took qualifying exams. This greatly reduces the numbers qualified to enroll in post secondary institutions. An analysis by Post Staff Report (2013) of the four subject areas of the ACT (reading, math, English and science skills) revealed that 5% of Blacks, 10% of American Indians, 14% of Hispanics, 19% of Pacific Islanders, 33% of White, and 43% of Asian-American students are college-ready. For the 2014/15 school year, this equates to 312,910 White; 45,704 Hispanic; 42,748 Asian/Pacific Islander; 12,653 Black and 1,623 American Indian/Alaska native graduating public high school seniors will be eligible for college enrollment.

Research suggests that organizations are more innovative and robust when they include a diversity of skills, perspectives, ideas, and backgrounds (US Department of Interior, 2011). Even though the number of college-ready minority students is small, enrolling and graduating these students as facility managers is of national importance (US Department of Interior). IFMA Silicon Valley chapter suggested that as diversity and exposure to facility increases so will the lives and livelihoods of the next generation of facility managers.

How will qualified minority students be attracted into IFMA ADPs? An action research design was utilized reflecting on the authors' combined 40 years of experience in coordinating recruitment and retention efforts in the SOA to answer the research question and formulate strategies to enhance racial diversity in IFMA ADPs. One strategy is to recruit at high schools with the desired representative student demographics. A second effective method for reaching minority students is through career fairs and/or college tours. A third method is the use of summer camps to invite interested scholars. A fourth strategy is recruitment of statewide high school scholars. A fifth method is the use of a state's existing higher education system, more specifically community colleges. A sixth and final method is recruit facility management majors within the university.

Recruiting qualified minority students into IFMA ADPs is an important step to increasing racial diversity. However, recruitment is not the only solution. Increasing graduation rates and job placement of facility management students are important as well. Engaging and culturally sensitive faculty have been found in the research to improve college retention and graduation rates. Research suggests retention improves in a collegiate environment where everyone can thrive. Finally, IFMA has a winning message in terms of job security and competitive salaries as a professional facility manager.

"Diversity is about learning from others who are not the same, about dignity and respect for all, and about creating environments and practices that maximize individual and organization performance" (Kikenny 2013, para 1). In conclusion, racial diversity must be a permanent

commitment and a successful program must balance desired outcomes with effective investments.

A shortcoming of this research was the unavailability of the racial composition of students currently enrolled in IFMA ADPs. Additional research could produce a demographic portrait of students in IFMA ADPs. Future research may evaluate how effective diversity programs in IFMA ADPs are in affecting the racial composition of the facility management profession.

References

- ACT (2013). Crisis at the core: Preparing all students for college and work. *Executive Summary*. Retrieved from https://www.act.org/research/policymakers/pdf/crisis_exec_summary.pdf
- Associated Press (2010, May 27). Report: Percentage of high-poverty schools rises. *Education Week*. Retrieved at http://www.edweek.org/ew/articles/2010/05/27/33ap_conditionofed.html
- Career & College Clubs (2014). Benefits for schools and students. Retrieved from <http://careerandcollegeclubs.org/benefits/>
- Creswell, J. (2008). Action Research. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (pp. 596-695). New Jersey: Pearson Merrill Prentice Hall.
- Foma, E. (2014). Impact of workplace diversity. *Review of Integrative Business and Economics Research*, 3(1), 382-390. Retrieved from <http://search.proquest.com/docview/1513215341?accountid=10913>
- Riffkin, R. (2014, April 28). Average US retirement age rises to 62: Younger Americans are more likely to expect to retire before age 55. Online: *Gallup Economy*. Retrieved from <http://www.gallup.com/poll/168707/average-retirement-age-rises.aspx>
- Grasgreen, A. (2011, December 2). Opting Out. A Review of *Opting Out: Losing the Potential of America's Black Elite* by Maya A. Beasley. Chicago: University of Chicago Press. Retrieved from www.insidehighered.com
- Guthrie, J., & Springer, M. (2004). Returning to square one: From *Plessy* to *Brown* and back to *Plessy*. *Peabody Journal of Education*, 79(2), 5-32.
- Guthrie, J., Springer, M., Rolle, A., & Houck, E. (2007). *Modern Education Finance and Policy*. New York, NY: Pearson.
- IFMA Silicon Valley (2014). IFMA SV Diversity: Scholarship and mentoring program. Retrieved from <http://www.ifmasv.org/community-outreach/>
- International Facility Management Association (2011, December 15). More young workers enter facility management profession as average annual compensation nears US \$100,000. *Profiles 2011 Salary and Demographic Report*. Houston, TX: IFMA. Retrieved from [http://www.ifma.org/news/what's-new-at-ifma/what's-new-at-ifma-details/2011/12/15/more-young-workers-enter-facility-management-profession-as-average-annual-compensation-nears-us\\$100-000](http://www.ifma.org/news/what's-new-at-ifma/what's-new-at-ifma-details/2011/12/15/more-young-workers-enter-facility-management-profession-as-average-annual-compensation-nears-us$100-000)
- Jaschik, S. (2013, August 12). Majoring in a professor. *Inside Higher Education*. Retrieved from <http://www.insidehighered.com/news/2013/08/12/study-finds-choice-major-most-influenced-quality-intro-professor>
- Kilkenny, S. (2013). Workplace diversity. *Network Journal*, 20(4), 10-11. Retrieved from <http://search.proquest.com/docview/1449170606?accountid=10913>
-

-
- Lumpkin, R. (2014). Table 2. Projected Number of Students Taking ACT (54% in Table 1).
- Lumpkin, R. (2014). Table 3. Projected College Ready Public US High School Graduates by Race.
- Lumpkin, R. (2014). Table 4. 2011/2012 Bright Future Scholars in the State University System of Florida. *Projected Impact of Changes to Bright Futures Criteria by SUS Institution, 2013*, Tallahassee, FL: State University System of Florida.
- McMahon, A. M. (2010). Does workplace diversity matter? A survey of empirical studies on diversity and firm performance, 2000-09. *Journal of Diversity Management*, 5(2), 37-48. Retrieved from <http://search.proquest.com/docview/506632206?accountid=10913>
- McCain, D. (2014). State college system. Higher Education Coordinating Council. State University System of Florida. Retrieved from http://www.floridahighereducation.org/members_scs.php
- National Center for Educational Statistics (2012, January). Table 1. Projected Numbers for Public High School Graduates, by Race/ethnicity. US Department of Education. Retrieved from <http://nces.ed.gov>
- National Center for Education Statistics (2012). Concentration of public school students eligible for free or reduced price lunch. *The Condition of Education 2012*. U.S. Department of Education. Retrieved from http://nces.ed.gov/programs/coe/indicator_pcp.asp
- National Center of Education Statistics (2010, May). *The Condition of Education 2010*. Washington, DC: US Department of Education.
- National Center of Education Statistics (2013). *Digest of Educational Statistics 2012* (NCES 2014-015), Chapter 2. Retrieved from <http://nces.ed.gov/fastfacts/display.asp?id=84>
- National Center for Education Statistics (2008). Numbers and types of public elementary and secondary schools from the common core of data: School Year 2007-08. *United States Department of Education Institute of Education Sciences*. Retrieved from http://nces.ed.gov/pubs2010/2010305/tables/table_06.asp
- NPR, Robert Wood Johnson Foundation, Harvard School of Public Health (2013, June). African Americans' Lives Today. Robert Woods Foundation. Retrieved from <http://www.rwjf.org/en/about-rwjf/newsroom/newsroom-content/2013/06/new-survey-finds-most-african-americans-satisfied-with-lives-ove.html>
- Post Staff Report (2013, August 21). Latest ACT test results reveal huge race gap as only 1 in 20 African American students 'fully ready' for college. *New York Post*. Retrieved from <http://nypost.com/2013/08/21/latest-act-test-results-reveal-huge-race-gap-as-only-1-in-20-african-americans-students-fully-ready-for-college/>
- Tienda, M., Alon, S., & Niu, S. (2008, February). *Affirmative Action and the Texas Top 10% Admission Law: Balancing Equity and Access to Higher Education*. Retrieved from http://theop.princeton.edu/reports/wp/AffirmativeAction_TopTen.pdf
- US Census (2010). School enrollment: Social and economic characteristics of students, October 2009. Retrieved from <http://www.census.gov>
- US Department of Interior (2011). *Diversity and Inclusion Implementation/Action Plan*. US Retrieved from <http://www.fws.gov/policy/m0320.pdf>
- US Equal Employment Opportunity Commission (2014). Overview. Retrieved from <http://www.eeoc.gov/eeoc/>
- Verdun, V. (2005, January). The big disconnect between segregation and integration. *Negro Education Review*, 56(1), 67-82.
-

Williams, D., Chin, A., & Lumpkin, R. (2014). Race and gender in architectural education: A distance learning perspective. *Space Unveiled*. Abingdon, UK: Routledge/Taylor & Francis.



Want even **more Content?**



Since you're already a user, you know that IFMA's Knowledge Library offers all FM content in one place. But did you also know that by signing up via email to become a registered user, you can unlock even more resources?

Signing up via email for registered access within the Knowledge Library brings more content and functionality to your fingertips. Expect to grow your facility management knowledge, career and network faster than ever before.

REGISTER TODAY