
Diversity Statement

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Diversity, equity, and inclusion are not just institutional values for me but deeply personal, shaped by my experiences as an international student and through leadership roles. As an Asian male and former president of the Korean Graduate Association at the Kelley School of Business, Indiana University, I have experienced firsthand the challenges faced by international students in graduate programs. This role allowed me to build a supportive community where students from diverse backgrounds could thrive academically and socially. Leading this organization helped me bridge cultural differences and foster a sense of belonging within the larger graduate student body. These experiences ingrained in me the importance of creating inclusive environments where everyone feels valued and empowered, regardless of their background.

1. Inclusive Teaching and Mentoring

In my teaching, I aim to create an environment that encourages inclusion, engagement, and critical thinking. I intentionally design group projects that leverage the diverse backgrounds of students, allowing them to explore how multinational corporations adapt strategies across different markets. For example, in my microeconomics for business majors class, I grouped students based on national diversity, encouraging them to collaborate on analyzing multinational companies' pricing strategies. This diversity led to enriching discussions, with students sharing insights such as Hyundai producing higher-quality cars in the U.S. compared to South Korea for the same model due to their underdog position in the U.S. and market dominance in South Korea. Similarly, we explored YouTube Premium's pricing disparity—\$17.95 per month in Switzerland versus \$1.54 per month in India—highlighting how firms adjust strategies based on consumers' elasticity of online content demand. These examples provided students with a tangible understanding of how economic principles apply across different cultural contexts, fostering a more inclusive and engaged learning experience.

In addition to integrating diverse perspectives into class discussions, I regularly seek anonymous feedback from students to make my courses more inclusive and responsive to their needs. Based on their input, I implemented additional resources for non-native English speakers and diversified my assessment methods. Alongside traditional exams, I introduced reflective writing assignments and presentations, allowing students to demonstrate their understanding in ways that align with their strengths. Through these efforts, I strive to create a classroom where every student feels valued, regardless of their background. This approach encourages deeper engagement, ensuring a more equitable and inclusive academic experience for all.

2. Research Experience and DEI Impact

During my research assistantship with Professor Boyoung Seo, I had the opportunity to explore the impact of mandating gender quotas for women directors on corporate boards. One of my primary responsibilities was conducting an extensive literature review on the effects of gender diversity in corporate governance. While I initially approached the project with a focus on understanding theoretical and empirical results, I quickly came to realize the broader and practical significance of diversity in leadership. I was struck by how more inclusive leadership structures can lead to more employee-friendly decision-making, fostering innovation and reducing the turnover rate of underrepresented groups. Over time, my research exposed me to studies highlighting the benefits of diversity beyond gender, including ethnicity, reinforcing the idea that diversity in leadership not only promotes fairness but also serves as a catalyst for innovation and collaboration.

This realization became particularly powerful as I learned how diverse leadership can contribute to workforce diversity, which in turn leads to higher employee satisfaction, retention, and productivity. The more I engaged with the research, the more it became clear that diversity isn't merely about meeting quotas—it delivers tangible benefits that enhance both the workplace environment and overall company performance. These insights deeply resonated with me, reinforcing my commitment to fostering inclusive environments in my research and academic communities, where everyone feels empowered to contribute meaningfully regardless of their background.

3. Commitment to Ongoing DEI Initiatives

Looking forward, I am committed to continuing my efforts to promote diversity, equity, and inclusion in both academic and professional settings. In my future role, I plan to extend my mentoring efforts to underrepresented students and provide them with the resources and support they need to succeed in their academic careers. I aim to contribute to DEI initiatives not only through my own efforts but also by collaborating with institutional DEI department that supports faculty, staff, and students alike. My leadership experience as president of the Korean Graduate Association has equipped me with the skills necessary to implement DEI initiatives that foster cross-cultural understanding and support for international students. I intend to continue promoting these values in any institution I join, contributing to a more inclusive academic community.

In summary, my leadership, teaching, and research have all been shaped by a commitment to diversity, equity, and inclusion. Whether through fostering inclusive learning environments, contributing research that highlights how diverse leadership impacts DEI, or leading initiatives that support underrepresented groups, I strive to create spaces where diverse perspectives are valued and everyone has the opportunity to succeed.