UC Davis GSM

Strategic Plan for Diversity and Inclusion

June 2019

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Executive Summary

In July 2018, the GSM Dean asked the Faculty Diversity Committee to develop a strategic plan for diversity and inclusion (D&I), consistent with the *UC Davis Diversity and Inclusion Strategic Vision* (June 2017). In October 2018, the Committee asked for and received a charge from the faculty that would match the request from the Dean. This document fulfills the charge.

The campus Strategic Vision is structured around five major goals:

1) Identify, attract, retain, and graduate a diverse student body
2) Identify, attract, and retain a diverse faculty and staff
3) Advance a climate that fosters inclusion excellence
4) Promote diversity and inclusion in research, teaching, public service, and training across campus and in neighboring communities
5) Ensure accountability to diversity and inclusion efforts on campus and in serving neighboring communities

The GSM strategic plan for D&I uses these five goals as a framework that we tailor to the needs and priorities of the GSM. In this plan, we consolidate information about some of the many existing activities that support D&I at the GSM. The strategic plan also prioritizes our recommendations according to the extent that they follow guidelines of 1) leveraging resources and 2) foundational work for future initiatives. We also use the *UCD Principles of Community* (see Appendix 1) as general guiding principles.

In sum, we assess as our highest priorities:

- Conducting research to better understand the existing diversity climate and enable collaborative leadership
- Analyzing the application pipeline, including cleaning and processing data, to see where we can most effectively impact the diversity of the student body.
- Establishing partnerships with other campus units that will enable us to better integrate with campus efforts
- Resourcing the CDO position to at least the 25% FTE level

Being able to best allocate resources and identify future opportunities depends on having good information about current status, which is currently lacking. One area of focus is understanding the application pipeline, which will set the foundation for making our student body more diverse, possibly opening new pools of applicants for the programs. Partnerships with the many other campus units working on diversity and inclusion can leverage our strengths and improve our connectedness to the university. A central point of contact and coordination is critical for making connections between activities and recommending structural changes that will make diversity, inclusion, and equity practices a normal part of operations. An adequately-resourced Chief Diversity Officer can play this role.

Our end state objective is to normalize diversity, inclusion, and equity practices to the point where they are taken-for-granted and do not require focused effort.

Introduction

Diversity, inclusion and equity[1] are central to the identity and purpose of UC Davis. Rather than seeing diversity goals as being ancillary to the University's educational mission, we see achieving them as essential to educational excellence. Without the full participation of all members of the UC Davis community and without a community that is representative of the diversity of the broader population we serve, we are less than we should be. Enabling students, staff, and faculty to do their best work and to thrive personally and professionally is necessary to fulfill the University of California's mission of "providing long-term societal benefits through transmitting advance knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge."[2]

UC Davis adheres to *Principles of Community* (see Appendix 1) that serve as broad guidelines for valued behavior. These guidelines take the form of affirmations of inherent personal dignity and freedom of expression, and the active rejection of discrimination. Themes of justice and equity, and respect and decency run through the guidelines.

The Graduate School of Management fully subscribes to the UCD *Principles of Community* and the broader goals of UC Davis. The GSM's vision for D&I is no different from the larger university's; moreover, given the role of business school education in being an engine for economic and social development and an established mechanism for social mobility, we believe we have an opportunity and responsibility to be at the forefront of inclusion efforts on campus.

The GSM is already a highly diverse community, in faculty, staff, and student populations. We recognize, though, that we do not fully represent the demographics of the population we aim to serve, and this plan emphasizes the recruitment and retention of under-represented minorities (URMs). All organizational members will benefit from normalizing equity and inclusion practices; however, independent of the outcomes of our efforts to have a more completely representative community.

In June 2017, after a multi-year process, the *UC Davis Diversity and Inclusion Strategic Vision* (hereafter, *UCD D&I Vision*) was published. That document recommended five goals that should drive activities. The current document codifies the GSM's plans for implementing the *UCD D&I Vision*, including activities that fulfill the five strategic goals, and support the GSM's overall strategy and identity.

This document is meant to evolve as the needs of the GSM change and as we advance toward our objectives.

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[1] Diversity refers to representation of varied identities and demographic differences. Inclusion refers to the encouraging and enabling the participation of all people. Equity refers to fair treatment and equal access to opportunity.

[2] Mission statement from the University of California Academic Plan 1974-1978

Guidelines for Prioritization

Diversity, inclusion, and equity have always been core to the values of the GSM. As the GSM's identity and strategic differentiation has coalesced around the idea of collaborative leadership, incorporating inclusion practices in our everyday interaction becomes more critical than ever. At the same time, our resources are constrained: the demand for traditional MBA offerings continues to be soft, and changes to our product offerings have increased the workload of faculty and staff. In addition, because we primarily serve a professional graduate-level student population, the needs of the GSM are somewhat different than the rest of the University.

In order to prioritize our diversity efforts, we use the following guidelines:

1) Leveraging resources: Because we are in an environment of scarce resources, we need to use leverage where possible to maximize the impact of our activities. In this plan, we leverage resources by building on existing activities and partnering with other units on and off campus.

2) Foundational work for future initiatives: In order fully act on the goals in the *UCD D&I Vision*, we must have better information about the current status of the GSM's demography and diversity climate.

Moreover, in prioritizing, we adhere to principles outlined in the UC Davis Principles of Community (see Appendix 1). Activities should be consistent with the Principles of Community that emphasize justice and equity, and respect and decency in interaction.

The GSM's Implementation of the *UC Davis Diversity and Inclusion Strategic Vision*

Rather than developing an independent diversity strategy, the GSM's strategy builds on the *UCD D&I Vision*. The *Vision* begins with a UC Diversity Statement (see Appendix 2), adopted by the Academic Senate of the University of California in 2009, which emphasizes the core mission of the University of California as serving the educational interests of the state of California. Diversity has always been a defining feature of California, and the UC has a compelling interest in being accessible to people from all backgrounds for an education and as an employer. Furthermore, diversity has a role in enhancing educational and research excellence. Unimpeded contribution from everyone and pluralistic dialog can lead to rich learning and innovative intellectual advances.

The *UCD D&I Vision* recommends five strategic goals, along with suggestions of how to advance toward the goals and metrics (see Appendix 3 for full descriptions):

1) Identify, attract, retain, and graduate a diverse student body
   a. Focus on identification, preparation, and pipeline activities early in future students' development/schooling and involve community and support networks such as family, K–12 teachers, counselors and schools, community organizations and community colleges.
   b. Increase retention and graduation/completion rates of students with a focus on diverse, underrepresented, and underserved student populations.
   c. Invest in each student's success, sense of belonging, and cultural competency.
2) Identify, attract and retain a diverse faculty and staff
   a. Broaden the diversity of faculty and staff by cultivating a diverse pipeline and ensuring that campus policies, departmental incentives, and funding models are aligned to make aggressive progress on hiring goals.
   b. Hold every division, college, school and department accountable for bringing diversity and inclusion excellence into recruitment and hiring practices.
   c. Ensure that people thrive—for compliance, retention, and improved climate.
3) Advance a climate that fosters inclusion excellence
   a. Engage, empower, inform, and hold individuals accountable for fostering an environment where every person feels responsible for advancing diversity and inclusion excellence.
   b. Evaluate current institutional barriers to inclusion.
   c. Ensure safe campus environments, free from exclusion, intimidation, offensive, or violent conduct. Eliminate negative behavior related to power differentials. Reject normalizations of bias and sexual harm.
   d. Sponsor communities of belonging.
4) Promote diversity and inclusion in research, teaching, public service, and training across campus and in neighboring communities
   a. Embed cultural competency in all academic and training programs, administrative units/programs and workplaces to support diversity and inclusion goals.
   b. Return benefit to the communities that work with us.
   c. Fulfill the promise of APM 210(d) by promoting and rewarding "contributions in all areas of … achievement that promote equal opportunity and diversity … including efforts to

advance equitable access to education, public service that addresses the needs of California's diverse population, or research … that highlights inequalities."

5) Ensure accountability to diversity and inclusion efforts on campus and in serving neighboring communities
    a. Establish a coordinated campuswide effort to implement and report on the progress of this strategic plan.
    b. Embed the structure and resources for diversity and inclusion in all academic and administrative units and within the job responsibilities of those in key roles.
    c. Create a strategic plan with neighboring communities within a 30-mile radius on shared goals for diversity and inclusion.

Not all of the suggested actions are germane to the GSM; however, the broader goals have applicability to the GSM's activities. In the sections that follow, we discuss where the GSM stands on each of these broad goals and recommend actions to implement them. A summary of recommendations can be found in Appendix 4.

Goal 1: Identify, attract, retain, and graduate a diverse student body

<u>Current status and activities</u>

It is important to recognize that our student body is already highly diverse in terms of national origin and gender. A large proportion of our student body is from outside the U.S.: specifically, East and South Asia. One of our biggest challenges across all programs is to facilitate interaction and teamwork between students of different national origins and cultures, so that all can have an enriching learning experience, and also develop the skills to work with diverse groups of co-workers. The GSM's emphasis on collaborative leadership exemplifies our direction in addressing this challenge, and in particular, the "Learn from Others" competency in the collaborative leadership platform depends critically on the ability to interact in an inclusive manner. As a general competency, "Learn from Others" is applicable across demographic groups.

Moreover, our diversity challenges appear to differ by program. Though there are differences across programs, all of our programs could improve in representation of URMs. For URMs, we prioritize "identify and attract" rather than "retain and graduate" because we have not had enough URM students to systematically identify issues with retention and degree completion. The Admissions office already participates in outreach efforts, but targeting their efforts by understanding where in the admissions pipeline to expend their resources would improve effectiveness.

Outreach to our own undergraduate population could be a key source of new students that enable our student population to reflect the demographic makeup of California. The UCD undergraduate population of UCD is over 40% Asian, over 25% Hispanic, about 4% Black, and just over 1% Native American.

Finally, there have been good developments in making the GSM friendly to the LGBTQ student community. Our student groups generally have been supportive of diversity efforts, either in their activities or in being their main focus.

Having a diverse student body, in combination with diverse faculty and staff can make the GSM an attractive choice for prospective students of color and students who already share our values. We believe that prospective students who are attracted to our positioning of collaborative leadership are likely to find a diverse and inclusive community consistent with that positioning.

Below is an incomplete list of activities and accomplishments over the past year that support Goal 1:

- New ROMBA (Reaching Out MBA - a national organization for LGBTQ students) affiliation, and participation in their admissions events
- New GSM Pride Network student club
- Attended a Blue Shield Black Employee Network event
- Staffed a career fair table for Students Rising Above, a Bay Area nonprofit that supports first generation college students
- MPAc recruitment at 6 HSIs (Hispanic Serving Institution is a federally defined designation for institutions of higher learning with at least 25% undergraduate enrollment)

<u>Gaps and opportunities</u>

- Though our existing activities make progress toward our goal, having a better understanding of how diverse individuals flow through the admissions pipeline, would enable us to better target our efforts. We have raw admissions data; however, it needs to be cleaned and processed before it can be analyzed. Specifically, the migration to TargetX renamed and changed the data fields and organization, so data across years cannot presently be analyzed without significant cleaning and processing. Understanding where different demographic groups are falling out of the pipeline – or if they never enter it at all – is the first step in understanding how to address a diverse student body.
- The efforts of the MPAc program in recruiting from HSIs could be leveraged to include other programs.
- We could partner with the undergraduate retention centers to reach out to our own UCD undergraduate population through a "Pathway to MBA" program in conjunction with the campus retention centers (see Goal 4).
- We could better integrate undergraduate students enrolled in our minor courses by involving them in GSM events, or offering them "Pathway to MBA" programming.
- Implement collaborative leadership curriculum

Goal 2: Identify, attract, and retain a diverse faculty and staff

<u>Current status and activities</u>

It is important to have permanent onsite members of the organization, like faculty and staff, reflect the diversity of the population we serve. Prospective students, especially those who are not members of dominant cultural groups, may find a diverse environment appealing in choosing a graduate program.

Currently, data for the GSM collected by the UCD Office of the Vice Chancellor of Diversity, Equity, and Inclusion is unreliable. Though the university tracks race and gender, an unusually large proportion of the GSM faculty (22% vs. 4% for all UCD) and staff (28% vs. 2% for all UCD) chose not to report their demographic identities.

We also participated in the Open Search funded by UCOP that tried an innovative new method of broadening the applicant pool for faculty: evaluating contributions to diversity statements, before evaluating normally on research, teaching, and service. Through this search, which was non-specific to teaching or research needs, we were able to consider applicants who might not normally have applied or who might not have been considered due to research fit. An ongoing program with similar objectives is the UCOP and Chancellor's postdoc fellowships that could be used to further advance faculty diversity (see below). Funding for those fellowships has been doubled for the coming year.

With regard to staff, some concerns have arisen in staff retreats that could speak to D&I issues. One of the primary issues was with the lack of standardization in onboarding. Onboarding is a key opportunity to communicate the values and normal practices of an organization, and having a focus on inclusion and collaborative leadership practices would enable staff to integrate properly into the GSM community. There also appears to be a concern around retention of staff and perceived lack of upward mobility opportunities within the GSM, as well as questions about the GSM's attractiveness as a place to work. Further research in necessary to better understand these critical issues.

Also note that because the GSM's faculty and staff population are relatively small, climate might be especially important (see Goal 3).

<u>Gaps and opportunities</u>

- The GSM could consider tracking demographic information internally; however, the need to assess current status needs to be balanced against individuals' privacy rights, and the method of collecting information needs to consider possible differences between ascriptive characteristics and espoused identity.
    - The fact that many people chose not to report their demographic information could also indicate a climate problem (see Goal 3).
- UCOP (https://ppfp.ucop.edu/info/) and the UC Davis Chancellor's office (https://grad.ucdavis.edu/resources/postdoctoral-scholar-resources/chancellors-postdoctoral-fellowship-program) periodically fund postdoctoral fellowships for advancing faculty diversity that the GSM might benefit from. These positions are meant to provide a route for outstanding new Ph.D.s who will contribute to faculty diversity. Most of these fellowships result in hiring these Fellows as full-time faculty.
- Research is needed to better understand attraction and retention issues for staff.
- Staff onboarding and offsites should include D&I content.

Goal 3: Advance a climate that fosters inclusion excellence

Current status and activities

The GSM's collaborative leadership identity is highly congruent with D&I goals. Though the GSM is often referred to as a collegial and collaborative place, we do not have current data on the "pulse" of faculty and staff. To best understand the current climate, research is needed.

Regardless of findings, there are always opportunities to improve the climate. In the past several years, the GSM Faculty Diversity Committee has focused its activities toward this goal.

- In 2015 and 2016, the Committee, in conjunction with the CDO and staff, sponsored annual Diversity Symposia, featuring panels and workshops.
- In 2017 and 2018, the Committee shifted its focus to a series of events titled *Action for Diversity* that aimed to hold events in multiple campuses in order to be more inclusive, with specific diversity focuses in order to be more action-oriented (see Appendix 5). For instance, a networking event was held in San Francisco in partnership with the GSM Pride Network to advance inclusion of the LGBTQ members of our community. The event was attended by students, alumni, staff and faculty. Another event was a workshop within the day allocated to diversity during student orientation for all programs. This interactive workshop on *Diversity, Equity, and Inclusion* aimed to set the tone and climate for incoming students and give them concrete tools to practice inclusion.

The university also offers multiple training and workshop opportunities, including a two-day workshop offered by OCCR. Members of the GSM community have participated in these trainings, with the support of the GSM (e.g., paying registration feed and allowing time off), but records of participation are not collected in a central place. We hesitate to make recommendations about collecting such information, since some participants might prefer confidentiality.

Gaps and opportunities

- To better understand the current climate around D&I issues, research needs to be conducted. The committee has developed a data gathering plan consisting of focus groups, and online survey and a virtual suggestion box (see Appendix 6). This plan collects data for Goal 3 and Goal 4, but could also address staff turnover concerns identified for Goal 2. The OCCR diversity office has developed an online survey to assess climate that can be used to compare units across campus. To the extent possible, we will use this questionnaire.
- Implement collaborative leadership curriculum

Goal 4: Promote diversity and inclusion in research, teaching, public service, and training across campus and in neighboring communities

Current status and activities

The largest contribution that the GSM can make toward this goal is to establish an undergraduate business degree: such a degree addresses both teaching and public service portions of this goal. Undergraduate business degrees are not only the most popular undergraduate degrees, but they are also especially appealing to first generation college students and URMs. During Chancellor May's first visit to the GSM in November 2017, we presented a case for the impact of an undergraduate business degree on diversity at UCD (see Appendix 7).

Many of the efforts and activities of the Faculty Diversity Committee have been inclusive of our broader campus community. For instance the events in our *Action for Diversity* Series (excepting the workshop during student orientation) involved alumni and the campus community.

The GSM's focus on collaborative leadership and expertise in organizational behavior could yield opportunities to offer public service and teaching about D&I inside and outside of campus. Examples:

- A workshop on diversity was added to the HM.Clause executive education program at our suggestion
- A pro-bono workshop on managing people was given to Students Rising Above, a Bay Area non-profit that helps first generation college students

The GSM has had a representative on the Academic Senate Affirmative Action and Diversity Committee for the past two years. We also sent two representatives to the special task force on the use of student evaluations of teaching, one objective of which is to assess how their use for tenure and promotion impacts equity for faculty.

There is anecdotal evidence that many of our faculty, staff, and students are willing to or already contribute their own time and effort to advance D&I. Having a better sense of where efforts or preferences are could guide outreach and surface partnership opportunities.

Gaps and opportunities

- Continue to advocate for the establishment of an undergraduate business degree
- Conduct research to discover GSM community members' existing D&I activities and ideas (see also Goal 3 and Appendix 6)
- Establish partnerships with other units on campus and beyond. These examples are already in their early planning stages, and they can serve as models for collaboration.
  - "Pathway to MBA:" In partnership with the campus retention centers (Center for African Diaspora Student Success, Center for Chicanx and Latinx Academic Student Success, Native American Academic Student Success Center, etc.) develop programming to demystify graduate business education for undergraduates from URM populations.
  - Establish partnership between Women in Leadership student club and Aggie Compass Basic Needs Center for a professional clothing drive for our undergraduates.
- Implement collaborative leadership curriculum

Goal 5: Ensure accountability to diversity and inclusion efforts on campus and in serving neighboring communities

<u>Current status and activities</u>

Accountability requires concrete goals and good mechanisms to evaluate progress. We have neither of these at this time. While this does not mean that we are not advancing toward D&I goals, and it is the position of this committee that we are making substantive progress, we do not currently have a concrete set of more specific goals or a systematic way of evaluating the progress.

In addition, goals must have responsibility and accountability clearly assigned to individuals as part of their jobs. Though faculty have diversity statements as part of their dossiers, these statements are not currently used in an evaluative way. The GSM has appointed a CDO and allocated student worker support; however, the CDO role currently is a 0% time appointment.

The emphasis on partnership in the GSM D&I strategy increases the need for and complexity of coordination. With resources or formal responsibility, the CDO could track and coordinate the GSM's efforts.

<u>Gaps and opportunities</u>

- Allocate resources to CDO, including at least 25% FTE dedicated time
- Develop specific, measurable goals, based on research and strategic objectives
- Incorporate diversity goals into performance evaluation processes
- Implement collaborative leadership curriculum

Recommended Priorities

In order to prioritize our efforts, we consider our guidelines of 1) leveraging resources and 2) foundational work for future initiatives to set short and long term priorities. We also consider activities that serve multiple purposes. Appendix 4 summarizes the recommendations by goal, highlighting where multiple goals can be served by the same activity. We use the *UCD Principles of Community* (see Appendix 1) as general guiding principles.

Highest Priority

1) Conduct research within the GSM to better understand diversity current D&I status (Goals 2, 3, 4. Also pre-condition for Goal 5)
2) Analysis of Admission pipeline (Goal 1)
3) Develop or facilitate partnerships with other campus units, starting with the retention centers (Goals 1,4)
4) Resource CDO position to 25% (minimum) position. Adequately resourcing this position will enable better coordination and leveraging of all efforts (Goal 5)

All other recommendations should also proceed according to resources and interest. This plan also strongly advocates for the implementation of the collaborative leadership strategic positioning and curriculum as planned.

Conclusion

This strategy document records the GSM's plans for implementation of the *UCD D&I Vision.* True to the vision, we aim to support the University of California's Diversity Statement, summarized in its closing paragraph: "…commitment to the full realization of its historic promise to recognize and nurture merit, talent and achievement by supporting diversity and equal opportunity in its education, services and administration, as well as research and creative activity. The university particularly acknowledges the acute need to remove barriers to the recruitment, retention and advancement of talented students, faculty and staff from historically excluded populations who are currently underrepresented."

In developing specific, concrete proposals that advance the five goals established in the *UCD D&I Vision* we deliver a plan to advance toward our ultimate D&I objective of normalizing diversity, inclusion, and equity practices to the point where they are taken-for-granted and do not require focused effort or attention. The institutionalization of practices occurs when they play out as things organizational members do as a matter of course. Institutionalized practices are supported not only by our everyday behavior and interactions, but also by systems and standard processes, e.g. recruiting, onboarding, performance evaluation. Therefore, a number of our recommendations include incorporating D&I into standard procedures and processes.

With regard to the highest priority recommendations, our analysis of current activities highlights high priority gaps and opportunities in 1) knowledge about the current diversity climate and 2) data and analysis about the student admission pipeline. We also note high-impact high-leverage opportunities to 3) develop partnerships with other campus units. Finally, 4) formally assigning resources to a CDO position could provide the necessary focus and coordination to follow through on all D&I initiatives.

At the GSM, we are in the fortunate position of have both fundamental values and strategic positioning that are congruent with this GSM Strategic Plan for Diversity and Inclusion. However, the implementation of these values into practice needs to be thoughtfully extended to include focused goals around D&I. The priorities and activities in this plan are initial steps toward achieving our ultimate objective.

Appendix 1

University of California, Davis

Principles of Community

April 28, 2015

Prologue: UC Davis is a diverse community comprised of individuals having many perspectives and identities. We come from a multitude of backgrounds and experiences, with distinct needs and goals. We recognize that to create an inclusive and intellectually vibrant community, we must understand and value both our individual differences and our common ground. The UC Davis Principles of Community is an aspirational statement that embodies this commitment, and reflects the ideals we seek to uphold.

Principles of Community

The University of California, Davis, is first and foremost an institution of learning, teaching, research and public service. UC Davis reflects and is committed to serving the needs of a global society comprising all people and a multiplicity of identities. The university expects that every member of our community acknowledge, value, and practice the following guiding principles:

We affirm the dignity inherent in all of us, and we strive to maintain a climate of equity and justice demonstrated by respect for one another. We acknowledge that our society carries within it historical and deep-rooted injustices and biases. Therefore, we endeavor to foster mutual understanding and respect among the many parts of our whole.

We affirm the right of freedom of expression within our community. We affirm our commitment to non-violent exchange and the highest standards of conduct and decency toward all. Within this context we reject violence in all forms. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect. We further recognize the right of every individual to think, speak, express and debate any idea limited only by university regulations governing time, place and manner.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in all our achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the UC Davis community of which we have chosen to be a part. We will strive to build and maintain a culture and climate based on mutual respect and caring.

Appendix 2

The strategic planning committee adopted the UC Diversity Statement and UC Davis Principles of Community as values to define the planning process.

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present . Diversity—a defining feature of California's past, present and future—refers to the variety of personal experiences, values and worldviews that arise from differences of culture and circumstance . Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region and more .

Because the core mission of the University of California is to serve the interests of the state of California, it must seek to achieve diversity among its student bodies and among its employees . The state of California has a compelling

interest in making sure that people from all backgrounds perceive that access to the university is possible for talented students, staff and faculty from all groups . The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the state .

Diversity should also be integral to the university's achievement of excellence . Diversity can enhance the ability of the university to accomplish its academic mission . Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society . Ideas, and practices based on those ideas, can be made richer by the process of being nurtured in a diverse community . The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication . Educational excellence that incorporates diversity can thus promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership .

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent and achievement by supporting diversity and equal opportunity in its education, services and administration, as well as research and creative activity . The university particularly acknowledges the acute need to remove barriers to the recruitment, retention and advancement of talented students, faculty and staff from historically excluded populations who are currently underrepresented .

Appendix 3

PIPELINE, RECRUITMENT, AND RETENTION

CLIMATE

GOAL 1:
Identify, attract, retain, and graduate a diverse student body.

GOAL 2:
Identify, attract, and retain a diverse faculty and staff.

GOAL 3:
Advance a climate that fosters inclusion excellence.

A. Focus on identification, preparation, and pipeline activities early in future students' development/schooling and involve community and support networks such as family, K–12 teachers, counselors and schools, community organizations and community colleges.

B. Increase retention and graduation/completion rates of students with a focus on diverse, underrepresented, and underserved student populations.

C. Invest in each student's success, sense of belonging, and cultural competency.

A. Broaden the diversity of faculty and staff by cultivating a diverse pipeline and ensuring that campus policies, departmental incentives, and funding models are aligned to make aggressive progress on hiring goals.

B. Hold every division, college, school and department accountable for bringing diversity and inclusion excellence into recruitment and hiring practices.

C. Ensure that people thrive— for compliance, retention, and improved climate.

A. Engage, empower, inform, and hold individuals accountable for fostering an environment where every person feels responsible for advancing diversity and inclusion excellence.

B. Evaluate current institutional barriers to inclusion.

C. Ensure safe campus environments, free from exclusion, intimidation, offensive, or violent conduct. Eliminate negative behavior related to power differentials. Reject normalizations of bias and sexual harm.

D. Sponsor communities of belonging.

METRICS

- broader demographics of eligibility pools, applicants, and enrollments (by major, school, and college)
- improved graduation rates and time to graduation for disadvantaged groups
- student persistence measures (e.g. 2nd-year retention, GPA, progress toward degree)
- equitable distribution of financial aid and grants

etc.

METRICS

- broader demographics of availability pools, hiring pools, and new hires (by location, job group, and level)
- improved retention and turnover rates
- improved rates of performance measurement and advancement for underrepresented and disadvantaged groups
- equity in salary and other resources

etc.

METRICS

- holistic evaluation of voluntary separations, FMLA/sick days, workers comp, discrimination cases, and Ombuds visits (by location, job group, and level) shows improved outcomes
- improved responses to engagement and climate surveys (UC Undergraduate Experience Survey, CUCSA Staff Engagement Survey, COACHE Faculty Engagement Survey)

etc.

RESEARCH, TEACHING, PUBLIC SERVICE, AND TRAINING

GOAL 4:
Promote diversity and inclusion in research, teaching, public service, and training across campus and in neighboring communities.

INSTITUTIONAL COMMITMENT,

GOAL 5:
Ensure accountability to diversity and inclusion efforts on campus and in serving neighboring communities.

A. Embed cultural competency in all academic and training programs, administrative units/programs and workplaces to support diversity and inclusion goals.

B. Return benefit to the communities that work with us.

C. Fulfill the promise of APM 210(d) by promoting and rewarding "contributions in all areas of ... achievement that promote equal opportunity and diversity ... including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research ... that highlights inequalities."

A. Establish a coordinated campuswide effort to implement and report on the progress of this strategic plan.

B. Embed the structure and resources for diversity and inclusion in all academic and administrative units and within the job responsibilities of those in key roles.

C. Create a strategic plan with neighboring communities within a 30-mile radius on shared goals for diversity and inclusion.

METRICS

- holistic assessments of curriculum and training programs show increasing participation numbers and improved learning outcomes
- equitable rates of advancement for all groups
- uptick in external diversity awards and recognition
- improved patient outcomes
- increase in participation of scholars in research related to the African American diaspora
- growing indices of UC Davis diversity scholarship and research
- increased extramural funding for diversity efforts

etc.

METRICS

- uptick in external diversity awards and recognition
- broader diversity of those in leadership roles
- regular reporting on diversity goals at school, college, department, and unit level
- increased access to and utilization of diversity data
- assessments of talent management programs and initiatives show increasing participation numbers and improved opportunities for advancement
- increase in funding (extramural and institutional) for diversity initiatives
- increase in localized/regional undergraduate student eligibility and enrollments
- increased localized/regional participation in UC Davis diversity programming

etc.

Recommendations Summary

1: Identify, Attract and Retain Students	2: Identify, Attract and Retain Faculty and Staff	3: Climate of Inclusion Excellence	4: Promote D&I in Research, Teaching, Public Service, Training…	5: Ensure Accountability to D&I efforts…
• Admissions pipeline analysis • Implement collaborative leadership curriculum • Leverage MPAc recruiting at HSIs for other programs • Partner with campus retention centers • Integrate existing undergrad students into GSM events	• Consider tracking demographic data internally • Research on staff turnover is needed • Staff onboarding and offsites should include D&I content • Consider UCOP and Chancellor's post-doc fellowships	• Research on climate is needed • Implement collaborative leadership curriculum	• Research on current activities is needed • Partnerships with other units on campus • Continue to advocate for undergraduate degree • Implement collaborative leadership curriculum	• Allocate resources to CDO, including dedicated time • Develop goals, based on research and strategic objectives • Incorporate diversity goals into merit evaluations • Implement collaborative leadership curriculum

Action for Diversity: Bringing Inclusion Practices into the Real World

Proposal: Diversity Event Series 2018
UC Davis Graduate School of Management

Background: Aligned with the UC Davis Principles of Community, the Graduate School of Management consistently strives to build awareness of the importance of equity, inclusion and diversity across the School's community and the greater business environment. To further this effort, we have held an annual symposium focused on a diversity topic for the past few years. This year, we propose building on the learnings of prior events by organizing a series of events, each focused on a specific topic of interest.

Diversity training and awareness has progressed over the past few decades, and we now have the opportunity to push awareness and learning into action. Most people in our community are aware and supportive of inclusive workplaces, and are asking what they can actually do to make a difference. The overarching theme of our planned events is "Action for Diversity: Bringing Inclusion Practices into the Real World," which signals our focus on carrying learning into action. With an action orientation, we expect to give participants concrete tools and actions they can use right away to make their workplaces more diverse and welcoming.

Objective: To build skills and empower progress that is aligned with the GSM's commitment to promoting diversity and inclusion. We aim to reach our whole community (faculty, staff, current students and alumni) and provide actions and tools to progress toward our ultimate goal of enabling fair and inclusive workplaces, including the GSM and all of the places where our alumni and friends work.

Features:
- Four short (2 hour) events, each focused on a specific topic to enable concrete and specific learning
- One in each of our four teaching locations to facilitate broad participation
- Spaced throughout the year to sustain engagement
- A variety of formats to accommodate different needs
- Partnered with other groups within the GSM and on the wider campus to amplify effects
- Building on existing structures (as possible), such as new student orientation in Davis, or Sacramento Alumni Networking Lunch, or MSBA Tuesday night meetups in San Francisco

ACTION FOR DIVERSITY
GSM Diversity Committee

Proposed Events:
1. Hiring & Managing for Diversity: (TBD) in Sacramento
   Hiring for Diversity - Jessie Wusthoff, MBA '15, Clover Health Director of Diversity
   and Inclusion; and Gayle Guest-Brown, MBA '98, Executive Coach
     ○ Partner with Sacramento Alumni Networking lunch

2. LGBTQ+ in the Workplace: August 9 in Bay Area
     ○ Co-sponsor with GSM Pride Network
     ○ Networking format

3. Implicit Bias Workshops: September 6 in Davis
     ○ Partner with Orientation Planning
     ○ Workshop with small group breakouts

4. Women in Technology "Making Yourself Heard & Creating Allies" or "Pay Equity:"
   November in San Francisco
     ○ Co-sponsor with Women in Leadership
     ○ Partner with MSBA program Meetups
     ○ Format, TBD

Resources:
● We plan to work with GSM Marketing and event staff and possibly faculty to plan and
  execute these events.
● Partner with GSM Development Team and students to identify relevant speakers.
● Partner with existing student and alumni groups and other structures to leverage resources
● Funding from Dean, possible sponsors

Audience:
● Prospective students for all GSM programs
● Current students
● Faculty and staff
● Alumni
● Special guests (other campus and corporate partners)
● Corporate sponsors and donors
● Local Business Leaders

Appendix 6

Data Gathering Plan

In order to address Goals 3 and 4 of the *UC Davis Strategic Vision for Equity and Inclusion*, we need to collect data about our organizational climate and what our community is already doing with respect to diversity, equity and inclusion.

Goal 3: Advance a climate that fosters inclusion and excellence

Goal 4: Promote diversity and inclusion in research, teaching, public service, and training across campus and in neighboring communities

This plan could also partially address Goal 2 by providing information about the sources of staff turnover.

Goal 2: Identify, attract, and retain a diverse faculty and staff

We believe that we should gather data for all of these goals with a common set of instruments for efficiency and to avoid respondent fatigue. Note that Goal 4 pertains primarily to faculty and staff activities.

5A. Objectives and principles:

- Minimize the number of instruments, while providing respondents a range of ways to offer information and thoughts.
- Preserve the privacy and anonymity of respondents, unless there is a justifiable need to know their identities.
- Accommodate our multiple locations
- Accommodate student, staff, and faculty populations
- Leverage existing communication channels where possible

In order to collect useful and representative data, our data gathering instruments should vary along four dimensions:

- In-person/virtual: whether the data is gathered in person, or not
- Brief/extended: whether a small or large amount of data is collected at one time
- One-way/interactive: whether data are submitted in a predetermined format, or an interaction guides the elicited data
- Anonymous/identified: whether or not the provider of data can be personally identified

Though there are sixteen permutations of these dimensions, some of them don't go together well, e.g. face-to-face and anonymous, or face-to-face and brief, or brief and interactive.

1) Face-to-face, extended, interactive, identified
2) Virtual, brief, one-way, anonymous
3) Virtual, brief, one-way, identified
4) Virtual, extended, interactive, anonymous
5) Virtual, extended, interactive, identified
6) Virtual, extended, one-way, anonymous
7) Virtual, extended, one-way, identified

Of the remaining seven permutations, some are limited in usefulness or their usefulness overlaps. For example, in virtual forms of data collection, there does not seem to be a benefit to forcing respondents to self-identify; instead, volunteering identity for future conversations can be an option. Based on this analysis, we believe that three instruments for data gathering will fulfill most of the criteria and give a sufficient
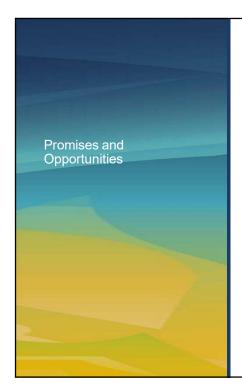
5B. Instruments:

Instrument	Type	Issues/Notes
Focus groups for faculty and staff for climate data. Student data will be collected using existing student/administration channels.	Face-to-face, extended, interactive, identified	• Difficult for non-Davis personnel to attend • Moderator needed • Costly in terms of time • Might not give sufficient student input • Rich, interactive information
Anonymous **online surveys** with common questions and targeted questions for different populations	Virtual, extended, one-way, anonymous	• Questions will be developed using focus group input • Collect data for Goal 4 from this instrument • Participation might be low • Data can be quantitatively analyzed, but demographic data might be too fine-grained an allow for identification • Maybe the campus diversity office can help us
Virtual **"suggestion box"** that enables anonymous freeform comments and ideas for improvement	Virtual, brief, one-way, anonymous	• Comments and ideas might not be fully understood • Participation may be low.

5C. Full list of permutations

1) Face-to-face, brief, interactive, anonymous
2) Face-to-face, brief, interactive, identified
3) Face-to-face, brief, one-way, anonymous
4) Face-to-face, brief, one-way, identified
5) Face-to-face, extended, interactive, anonymous
6) Face-to-face, extended, interactive, identified
7) Face-to-face, extended, one-way, anonymous
8) Face-to-face, extended, one-way, identified
9) Virtual, brief, interactive, anonymous
10) Virtual, brief, interactive, identified
11) Virtual, brief, one-way, anonymous
12) Virtual, brief, one-way, identified
13) Virtual, extended, interactive, anonymous

14) Virtual, extended, interactive, identified
15) Virtual, extended, one-way, anonymous
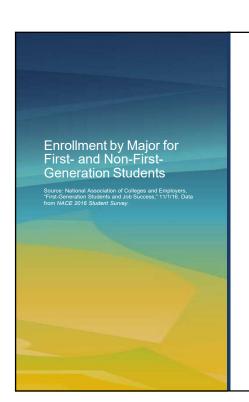16) Virtual, extended, one-way, identified

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Racial Diversity of Graduating Seniors for First-Generation College Students

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Business Majors by Race

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014 and Fall 2015, Completions component. (This table was prepared September 2016.)

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Stakeholder Support for UCD Undergraduate Business Degree

Excerpted from UC Davis Graduate School of Management Curriculum Proposal for B.S. in Business Administration, January 20, 2017.

"[The proposed major] is distinct enough relative to existing programs at UC Davis such as economics and managerial economics that I can only foresee this will generate overall growth in applicants who wish to come to UC Davis for their education."
–*Malcolm Harkins, UC Davis MBA 1992, Global Chief Information Officer, Cylance Corporation, and former VP at Intel*

"I heartily endorse this proposal. Even when I was a Davis student nearly 28 years ago, there was a need for this program and that need is even greater today…Although I am very proud of both the education I received at Davis and my Aggie roots, I do feel that this program is long overdue."
—*Steven Tallman, Partner and Vice President of Global Operations, Bain & Company*

"We are writing to you in an effort to show our support for the creation of an undergraduate business program at the University of California, Davis. We believe UC Davis is a tremendous academic institution; however, the lack of a formal business program puts its business-minded students at a distinct disadvantage…Not only will this directly benefit business students, but will enhance the reputation of the university as a whole and create more opportunities for all Aggies"
– *Signed by more than 30 recent UC Davis Alumni (primarily Economics and Managerial Economics majors)*

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