



McIntire School of Commerce  
Office of Diversity, Equity, and Inclusion

**Strategic Diversity and Inclusion Plan**  
**Created May 2016**



**Valuing our**  
**COMMunity of Differences**

## McIntire Mission

The McIntire School of Commerce is a professional school engaged in the creation and dissemination of knowledge that significantly influences the ideas and actions of students, scholars, and business leaders throughout the world. The McIntire School aspires to be the best, most innovative, globally focused undergraduate business program in the world and to offer high quality, innovative, specialized master's degree programs with a global orientation. Two important elements of achieving program excellence and innovation are integrated and action-oriented learning and capitalizing on the strengths of its faculty, staff, students, and alumni through a strong culture and community.

The five core principles of this mission statement are quality, innovation, integration, a global orientation, and community. These principles drive strategic decisions regarding programs, curriculum, faculty, staff, and student development. With a commitment to excellence, an innovative spirit, an integrative perspective, an appreciation of the globalization of business, and strong sense of community, the School's vision is to develop students into leaders who successfully live, work, compete, and contribute in the new global reality (adapted from McIntire School, Mission Statement, adopted 2013).

## Value of Diversity and Inclusion

The best plans flourish when good people, ideas, and differences come together, as evidenced by the positive outcomes achieved by the McIntire School and the School's many corporate partners that make robust diversity initiatives a priority. Recent research published in *Forbes* concludes, "Companies with outstanding diversity programs outperform their peers by a significant margin."

- According to McKinsey's research, gender-diverse companies are 15% more likely to outperform their peers, and ethnically diverse companies are 35% more likely to do the same.
- Catalyst research found that companies with more women on the board statistically outperform their peers over a long period.
- Deloitte Australia research shows that inclusive teams outperform their peers by 80% in team-based assessments."<sup>1</sup>

As a top business school driven to prepare students to thrive in the highly diverse and global workplace, the McIntire experience must expose all community members to the value of diversity, equity, and inclusion. To ensure the long-term success of the McIntire community and all community members, McIntire must embed these qualities into hiring and recruiting; performance management; faculty, staff, and student development; and curriculum innovation. Through a Valuing Differences mindset, McIntire and its community members will continue to excel and differentiate themselves in the complex and competitive global business environment.

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<sup>1</sup> "Why Diversity and Inclusion Will Be At Top Priority for 2016," *Forbes*, December 6, 2015

## Defining Diversity

### THE UNIVERSITY OF VIRGINIA'S COMMITMENT TO DIVERSITY

*Diversity stands with ethics, integrity, and academic excellence, as a cornerstone of University culture. The University promotes an inclusive and welcoming environment that embraces the full spectrum of human attributes, perspectives, and disciplines. When people of different backgrounds come together, they exchange ideas, question assumptions (including their own), and broaden the horizons for us all. A University of Virginia community rich in diversity affords every member equal respect and provides a forum for understanding our differences as well as our commonalities.*

### DEFINITION OF DIVERSITY/EQUAL OPPORTUNITY, THE LAW, AND THE UNIVERSITY OF VIRGINIA

*Diversity broadly defined includes, a wide range of factors from age and sexual orientation to disabilities and socioeconomic status. It is any way an individual can differ from another individual. The University of Virginia is an equal opportunity and affirmative action employer. The University believes that a diverse community is critical to optimizing the educational environment and, through its employment procedures and practices, seeks to recruit and employ a diverse and highly skilled workforce. All persons are considered for employment based only on their abilities and qualifications to perform the essential functions of the job. The University administers its programs, procedures, and practices without regard to age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family medical or genetic information. (EOP's University Search Committee & Staff Hiring Official Trainings)*

### THE MCINTIRE SCHOOL DEFINITION OF DIVERSITY AND INCLUSION

At McIntire, we acknowledge that every individual adds values and diversity to our community. We know that we all must work together to capitalize on the diversity through equitable and inclusive relationships. Thus, The McIntire School describes diversity, equity and inclusion as follows:

***Diversity is a collection of unique characteristics, both seen and unseen, that enrich our community by challenging assumptions, inspiring thoughtful discussion, and contributing to the development of innovative solutions.***

***Diversity works when our community is inclusive, acknowledging and removing barriers to empower all our members to engage fully and to contribute in and out of the classroom.***

***McIntire works when we recruit, support, and educate a community as diverse as the global work force, and when we celebrate the unlimited possibilities of our shared talents.***

## Strategic Direction of Diversity at McIntire

During the last decade, a variety of individuals and committees at the McIntire School dedicated themselves to enhancing diversity, inclusion, and equity, and the School moved toward creating a more diverse and inclusive organization. A Diversity Advisory Committee, composed of faculty and staff members, worked to execute programming and training efforts. Although energizing, these efforts were diffuse and lacked clear strategic direction. With growing awareness by the University and McIntire School of the critical role that diversity and inclusion play in our ability to offer high-quality programming, as well as to foster an environment in which all community members thrive, McIntire is intensifying its focus on and increasing its level of commitment to these important issues. The Dean, therefore, appointed a senior-level leader as Associate Dean for Diversity, Inclusion, and Equity, effective August 1, 2016, who will chair the School's Diversity Advisory Committee, oversee the implementation of the School's strategic diversity initiatives, and seek opportunities to positively engage, improve, and impact the culture and climate at McIntire.

## Current McIntire Demographics

All data available from UVA [Institutional Assessment & Studies Common Data Set](#) and [Diversity Dashboard](#) unless noted otherwise.

### Undergraduate Students

At the undergraduate level, McIntire continues to draw students from diverse ethnic and racial backgrounds. Historically, McIntire enrolled relatively more international students than the University, but fewer African American and Hispanic American students. In recent years, the School experienced an increase in Hispanic student enrollment at the undergraduate level. The enrollment of female students at McIntire historically varied between 40% and 50%, hovering around 41% for several years.

### Graduate Students

McIntire graduate student diversity tends to mirror the University graduate student population. Enrollment of female students remains strong relative to graduate business programs at other universities. Females constitute a majority of students in the M.S. in Accounting Program and a significant minority in the M.S. in MIT Program, mirroring industry norms.

### Faculty

Compared with other schools at the University, McIntire has a smaller faculty, totaling 84 faculty members. Given several recent hires, McIntire currently exceeds the University with regard to the percentage of African American faculty members and exceeds other professional schools (Darden, Law, and Engineering) with regard to the percentage of female faculty.

### Staff

Relative to University staff, McIntire has a lower percentage of African American employees and slightly higher with regard to Hispanic American and Asian American representation among employees.

## Diversity, Equity, and Inclusion Goals

McIntire's diversity goals and objectives focus on three broad areas:

**RECRUIT:** We will actively recruit students, faculty, and staff who enrich our classrooms through a diversity of thought and experience, challenge assumptions and biases, and add to a respectful dialogue about the meaning of success and responsibility as business professionals and leaders.

**SUPPORT:** We will empower students, faculty, and staff to acknowledge unique experiences; to engage more fully in and out of the classroom; and to collaborate in breaking down barriers that limit potential and impede success.

**EDUCATE:** We will educate our community to acknowledge and respect differences and to learn from the unique talents and perspectives of all members of the McIntire School.



This banner hung at both of the main entrances to Rouss & Robertson Hall (home of the McIntire School of Commerce) during August and September of 2017.

Following are the current stated goals for diversity and inclusion at McIntire, with supporting strategies and assessment/accountability measures.

# SUPPORT AND EDUCATE

## GOAL

Promote a community that allows each member to flourish, grow, and learn from each other.

## STRATEGIES

- Actively assess student experience and programs, specifically:
  - Add question to annual undergraduate student assessment survey regarding student experience relative to community valuing differences (student measurement)
  - Through existing annual assessment surveys and additional programming assessment, ensure ongoing assessment of all programs
- Conduct “Valuing Differences” training with all faculty, staff, and new students
- Provide structured opportunities that allow community members to thrive, grow, and participate in experiences that highlight diversity and create sense of inclusion, specific programming to include:
  - Host McIntire COMMunity Lunch Dialogues, in which community members are invited to discuss topics of interest
  - Support welcome events for McIntire affinity groups (Black Commerce Student Network, Latino Student Network, LGBTQ group) for faculty, staff, and students at the start of the academic year
- Clearly communicate McIntire’s values and diversity statement in all programming and activities. Provide ongoing messaging regarding culture, diversity definition, and goals through websites, media, and public forums
- Support student engagement through affinity group membership and activities and work to encourage gender and ethnic balance within programs
- Provide training for faculty on creating inclusive classrooms
- Associate Dean will develop annual budget and work with corporate and alumni relations to identify potential McIntire partners and donors interested in diversity and inclusion activities.
- Include diversity and inclusion as a McIntire priority in the Bicentennial Capital Campaign

## ASSESSMENT/ACCOUNTABILITY MEASURES

- Results of spring 2016 University faculty climate survey
- Annual review of student assessment data on satisfaction, wellness, and flourishing by demographic groups
- Conduct participant evaluations and feedback assessment of events as they occur
- Track funds raised to support ODEI programming

# RECRUIT

## GOAL

**Undergraduate Student Recruitment** – Increase pool of applicants from underrepresented minority groups relative to the University as a whole. McIntire’s enrollment of undergraduate underrepresented student groups (specifically for McIntire - African American, Hispanic American, First Generation, females and student from low-income backgrounds) should at least mirror the University’s enrollment.

## STRATEGIES

- Through McIntire’s Office of Undergraduate Admission, conduct recruiting, mentoring and tutoring activities directed at underrepresented groups.
  - Partner with minority student organizations on Grounds
  - Work with OAAA (parents’ meetings, direct mail to students in summer, and emails throughout year)
  - Work with Latino Peer Mentoring Program
  - Collaborate on programming with UVA Multi-Cultural Center
  - Target first and second-year students to enroll in COMM 2000 course
  - Partner with University Office of Undergraduate Admission on recruiting events targeted to first year admitted students (Fall/Spring Fling and Blast)
  - Explore summer program options for high school and/or first-year students
  - Utilize E&Y Pipeline Grant to conduct recruiting, mentoring, and tutoring activities directed at underrepresented prospective student groups
  - Conduct targeted recruiting and mentoring with Women’s Business Forum, and Smart Woman Securities
  - Conduct annual practice interviews with deferred student applicants through Ivy Society and Women’s Business Forum
  - Conduct recruiting events with UFUSED, Questbridge, Possee, and Blue Ridge Scholars
- Determine best method to define and measure students from low-SES backgrounds
- Provide opportunity for self-reported data on student financial aid and first generation status
- Determine best method to define and measure students with veteran status and provide outreach support to these students

## ASSESSMENT/ACCOUNTABILITY MEASURES

- University data digest enrollment numbers collected each fall and McIntire’s ongoing student profile admission and enrollment reporting system should be evaluated annually to measure enrollment data
- Track student progress in prerequisite courses and collect data on those who apply vs. those who do not apply to identify deterrents
- Compare McIntire enrollment and financial aid data with University data to determine enrollment of students from low income backgrounds

## GOAL

**Graduate Student Recruitment** - Increase pool of applicants from underrepresented minorities in each of the graduate programs at McIntire.

## STRATEGIES

### **M.S. in Commerce, M.S. in Accounting and M.S. in Global Commerce** (Pre-experience programs)

- Increase the number of applicants from diverse backgrounds who participate in one or more recruiting events
- Increase the opportunities for candidates from underrepresented populations to either experience the graduate culture at McIntire directly or through personal contact with McIntire community member(s)
- Host Meet McIntire, annual fall diversity weekend recruiting event with mock class, admissions advice, GMAT prep, networking, and mentorship
- Build referral program with diversity officers, scholars and honors programs, athletic offices, first-generation offices, and LGBTQ offices at target schools; develop three-touch communication campaign with targeted messaging
- Foster relationships with UVA's Dean of Students Office, OAAA, and Graduate Diversity Office
- Recruit diverse range of student ambassadors. Train ambassadors on student diversity and inclusion
- Build alumni referral and mentorship program for underrepresented minorities. Begin by targeting MSA graduates within the Big Four firms
- Recruit annually through the National Association of Black Accountants regional student conferences, ALPFA national conference, and Beta Alpha Psi annual student conference
- Identify and recruit EY Launch and PwC START interns through LinkedIn Recruiter and InMail sponsored messaging
- Foster relationships with McIntire undergraduate admissions office and student organizations

### **M.S. in Management of Information Technology**

- Continued sponsorship of Tom Tom Fest guest speakers, forums, and activities that focus on gender issues within the technology industry
- Build referral program with key M.S. in MIT alumni and current student ambassadors that emphasizes the promotion of the program to high-potential female and underrepresented minority employees within their current companies and professional organizations
- Continue to support alumni fundraising and recruitment efforts through hosting events such as Gracefully Coding, a film screening and panel discussion on ways to build a more diverse pipeline of talent within the IT industry
- Sponsor regional technology council events such as RichTech's WomenETC conference, which highlights female CIOs and mentorship of high-potential, early-career women in technology
- Recruit at and sponsor Trending 40 forums in the Washington, D.C., metro area that highlight female and underrepresented minority technology leaders and their companies
- Purchase names for a direct mail/email campaign, focusing on promoting the M.S. in MIT Program to women and underrepresented minorities in IT management-level positions



- Create a marketing stream that communicates women in IT-specific issues and how the M.S. in MIT Program helped foster stronger female leaders in technology through highlighting program alumni and current students in online and social media profiles and related marketing content
- Work with regional and national technology groups such as Women in IT and Black Data Processing Association (BDPA) to promote the M.S. in MIT Program to their members

### ASSESSMENT/ACCOUNTABILITY MEASURES

- Track the ethnic, racial, gender and first generation diversity of candidates who formally inquire about each program, participate in recruiting events, submit applications, and matriculate into a graduate program

### GOAL

**Faculty Recruitment and Retention** - As stated in the University Cornerstone Plan, the University will assemble and support a distinguished faculty as a high-quality, diverse faculty characterizes dynamic institutions. McIntire strives to broaden the pool of high-potential faculty prospects and commits to increasing faculty diversity by taking advantage of upcoming recruitment opportunities and consider more deeply all the experiences and expertise that applicants bring to the University.

### STRATEGIES

- Together with ODEI Associate Dean, will work with University and McIntire Human Resources personnel and McIntire Area Coordinators to evaluate current process for recruitment and hiring of faculty to ensure hiring, promotion and tenure process is equitable and free of bias or practices that may limit advancement of certain community members
- Utilize Academic Search Portal and Faculty and Candidate Guide developed through UVA CHARGE to include training and research on implicit bias, resources for posting job announcements, candidate evaluation tools, and other materials to ensure a fair and equitable search
- Research wording in job announcements and its influence on applicants
- Join PHD Project, a national program with the goal of increasing the representation of African American, Hispanic American, and Native American faculty in business schools
- Identify methods to best reach underrepresented faculty candidates

### ASSESSMENT/ACCOUNTABILITY MEASURES

- Working with University HR, measure diversity of pools, final candidates, and hires for open positions
- Annual measurement of faculty data by UVA Office of Equal Opportunity and Civil Rights.
  - Track faculty cohort progression data on faculty by gender and race through promotion and tenure process
  - Evaluate representation of minority faculty in leadership positions

## GOAL

**Staff Recruitment** - Assemble and support a diverse and motivated professional and administrative McIntire staff (including McIntire Foundation staff). McIntire commits to increasing the diversity of the McIntire staff to reflect the labor market demographics and strives to monitor that no group is disparate.

## STRATEGIES

- Associate Dean, ODEI will work with University and McIntire Human Resources personnel to evaluate current process for recruitment and hiring of staff members and develop best practices model
- Training for all managers on implicit bias, resources for posting job announcements, candidate evaluation tools, and other materials to ensure a fair and equitable search
- Research wording in job announcements and its influence on applicants
- Standardize evaluation forms used for hiring and promotion decisions.

## ASSESSMENT/ACCOUNTABILITY

- Meet each Fall with EOCR to evaluate progress, such that the current staff might reflect the labor market availability demographics and strive to monitor that no group is disparate.

## EDUCATE

### GOAL

Expose each McIntire community member to the value of diversity and inclusion as a business strategy. Seek opportunities to increase exposure to diversity and inclusion topics in McIntire curriculum for all programs.

### STRATEGIES

- Associate Dean for Diversity, Inclusion, and Equity will meet with faculty and assess current curriculum and identify opportunities to add diversity and inclusion topics to curriculum
- “Valuing Differences” seminar will be added to all third-year required Integrated Core Experience
- Increase coverage of diversity, equity and inclusion topics in introductory COMM 1800 course

### ASSESSMENT/ACCOUNTABILITY

- Track curriculum revision, new courses, and modules related to diversity topics
- Annual undergraduate student survey contains questions related to exposure to specific topics